



22-23 SIA Annual Report Presentation

Riddle School District

SIA Annual Reporting Requirements

- SIA recipients are required by statute to review their own progress on an annual basis through an annual progress report and financial audit.
- ODE's annual report consists of four narrative questions and Progress Marker Ratings.
 - Progress Marker Ratings remain optional for the 21-23 biennium.
- SIA recipients are required to:
 - present their annual report to their governing board at an open meeting with opportunity for public comment,
 - and post the report to the district or charter school website.

Annual Report Narrative #1

What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?

We have observed an increase in the number of students and families that are accessing counseling services at both the district and the building levels. We have also observed an improvement in student attendance levels at both buildings. The district has also begun to see a growing improvement in student engagement for specific academic and extracurricular activities.

Annual Report Narrative #2

What barriers or challenges to SIA implementation have you experienced that are helpful for your community and/or state leaders to be aware of? What adjustments, if any, did you make to your SIA plan as a result of these challenges?

We continue to suffer from a lack of qualified and or licensed staff to fill positions and to act as substitutes whenever needed at both the licensed and Instructional Assistant positions. Due to this lack of qualified staff, we continued our, “grow your own” program to increase our pool of licensed candidates. We continued to adjust our plans to focus on student engagement by increasing our CTE offerings, focusing some of our instruction on life and adulting skills, and focusing on student individualized plans and post-graduation goal setting.

Annual Report Narrative #3

SIA implementation includes ongoing engagement with all students, focal students, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the Community Engagement Toolkit and where your efforts might land on the spectrum as you complete your response.

We continued our student, parents, and community engagement strategies along with the addition of focus group discussions with students and parents to better determine improvements to our programs, and better meet our students' needs.

Annual Report Narrative #4

As you think about what guided your choices and prioritization efforts in this year of SIA implementation, what stands out? How will what you've learned this year impact future SIA implementation efforts?

The group has determined that just adding programs is not enough. We recognize that we must have qualified staff as well as staff who are passionate about their subject matter running these programs to meet the students needs. While supply of these qualified and passionate staff is at an all-time low, we need to adjust our support and expectations for the staff we have filling these positions.

Progress Marker Ratings

“Expect to see”: the kinds of early changes we believe are widely shared and anticipated from SIA implementation.

Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.	High
An equity lens is in place, adopted, and woven through all policies, procedures and practices.	Medium
Data teams are forming, and they frequently review data that inform a school’s decision-making processes, including barriers to engagement and attendance.	Medium
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.	High
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.	High
Schools and districts co-develop and communicate a shared understanding (among educators, students, families and community members) of what it means to be on track by the end of the 9th Grade.	Low

Progress Marker Ratings

“Like to see”: changes we would like to see connected to SIA investments:

Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.	High
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	Medium
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.	High
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	High
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.	High
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.	High

Progress Marker Ratings

“Love to see”: changes we would love to see connected to SIA investments:

Educators have a balanced assessment system in place to help them identify student learning in the areas of reading, writing, research, speaking, and listening that are clearly connected to Oregon’s English Language Arts and Literacy Standards.	Medium
School districts have a process to identify and analyze the barriers that disconnect students from their educational goals and/or impede students from graduating on time.	Low
Students have avenues to share and communicate their dreams and aspirations at all levels, including a clear picture of the contributions and next steps they plan to take after they graduate from high school.	High