

**2021-22 Central Linn SD Student Investment Account Annual Report**

This Student Investment Account Annual Report Questions template aims to help districts organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into Smartsheet.

Required Question	Responses
<p>1. What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2021-22 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? <i>(500 words or less)</i></p>	<p>Additional mental health supports including yoga, drum classes, and increased social skills options have decreased unexpected and disruptive behaviors in the middle school. The ongoing support and family outreach has been noticed and we saw wins with students. There was also an increase in the positive relationships built with students and families and the ongoing support for school success.</p>
<p>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? <i>(500 words or less)</i></p>	<p>This was a challenging year in many ways, attendance, quarantines, missed instructional days, community conflict, and significant discipline problems created barriers to the outcomes goals we would have hoped for. Changes for the new year include additional structures for PBIS, increased tutoring and academic support, increased mental health on-site, and increased family engagement.</p>
<p>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 <a href="#">Community Engagement Toolkit</a> and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response. <i>(500 words or less)</i></p>	<p>We completed a family and community survey, student survey and staff survey in the Spring. All results showed a need to increase communication, support in managing discipline, and increasing opportunities for families and the community to work together. This year we have started focus group listening sessions with students, parents, a community, and staff working on what is going well, what are areas for improvement, and what are the desired District goals.</p>

Required Question	Responses
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? (500 words or less)	Planning for long-term programs while staff fluctuate in a small school system requires some broad objectives and ability to move within the same goal. Planning and community feedback will help adjust goals for the future work. Aligning this work with the other initiatives as well as the Strategic Plan work will add cohesiveness to the work.

1. (Optional) [SIA Progress Markers](#) offer a way to identify early impacts from the investments and strategies SIA grantees are pursuing. While not required for the 2021-2023 biennium, please consider charting your assessment of the significance of the kinds of changes that occurred for these progress markers during the last year as a result or through some contribution of SIA funding or planning processes.

*Explainer: As mentioned in Section 2 of the [Supporting Quality Implementation guidance](#), SIA grantees were asked to track changes (or the beginning of changes) occurring as the result of SIA implementation, but were not expected or required to meet all the progress markers. Progress markers are meant as a reflection tool for grant recipients to track changes when the investments create or contribute to the changes outlined. This is not meant to be a means by which ODE measures successful SIA implementation. Few grantees would see changes in each progress marker and it is okay to only capture changes that have actually occurred.*

*The significance of progress marker changes ranges from “Low” significance of change (smaller shifts) to “High” significance of change (larger shifts). The “No observable change” option should be marked when there has not been any noticeable changes for a progress marker, and the “Firmly in place” option should be marked in cases where the grantee feels that this progress marker was already in place prior to the 2021-22 school year. If you would like to add additional context to any of your progress marker responses, please use the optional “Explanation of any progress marker ratings” section at the end of the table.*

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change	(Optional) Explanation of any progress marker ratings:
<i>Expect to See</i>						
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.		X				Focus Groups have begun to hear from the community, families, staff, and students.
An equity lens is in place, adopted, and woven through all policies, procedures and practices.				X		All decisions regarding classes, structure, discipline, funding, etc are filtered through the lens of supporting all learners and removing barriers. Student groups are watched and identified with support and increasing practices for staff.
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.	X					This is a new practice for the teams.
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.		X				

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change	(Optional) Explanation of any progress marker ratings:
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.		X				
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.		X				

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change	(Optional) Explanation of any progress marker ratings:
<i>Like to See</i>						
Every school has effective foundational learning practices in place including safe, welcoming classroom environments, social-emotional learning, trauma-		X				



Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change	(Optional) Explanation of any progress marker ratings:
informed practices, behavioral supports, and culturally sustaining practices.						
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.			X			
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.				X		
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.		X				
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and				X		

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change	(Optional) Explanation of any progress marker ratings:
disaggregated by student focal groups.						
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.		X				

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change	(Optional) Explanation of any progress marker ratings:
<i>Love to See</i>						
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.		X				



Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change	(Optional) Explanation of any progress marker ratings:
<p>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.</p>	X					<p>As we develop an MTSS system, this process will be developed to inform further practice.</p>
<p>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.</p>		X				