Corvallis School District
Student Investment Account Annual Report

2020-21

Reporting Question	Annual Report Response
There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less) *Explainer: In your response to this question, consider what is most important to share with your community about SIA implementation over the last year. As you reflect on the progress made toward the goals and outcomes you were aiming at with SIA funding, consider and speak to the impacts to student mental and behavioral health, and the reduction of academic disparities for focal students.*	Fully able to implement mental health therapists and skills trainers across all schools has been a critical next step in helping our families who struggle with mental health. Nursing shortages are across the state and we were able to hire early on to secure nursing for this year. The practice of students being pulled out for remedial instruction is not best practice. Therefore, having the ability to hire inclusion assistants (paraprofessionals) to support teachers and students in the classrooms is critical to move inclusion and acceleration forward, especially after the last 15 months. Synchronous learning in the 2020-21 school year allowed us to lead more professional learning and bring staff together to work toward common goals. We were able to bring teachers together more frequently to support our district equity work, review our evaluation system and provide more 1-1 support for students and families.
What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less) *Explainer: Through this question, we're aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would be helpful to share with students, families, communities and ODE.*	Some of the main challenges to fully implementing SIA the way we intended include: ● Not being in person (harder to enact change when virtual and not in person) ● Substitute shortage (less ability to provide PD and support quality instruction) ● Supply Chain issues (sustainability and food services) ● COVID needs (nursing, outdoor spaces/tents) shifted priorities and funding

SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less) *Explainer: What we're seeking through this question is a reflection of successes and challenges (if any) in engagement over the first year of SIA implementation. We recognize this question may feel a little redundant to one of the recent SIA Plan Update questions; however, we're hoping to get a little more depth in understanding engagement in general over the year, not just as it relates to informing updates to the SIA plan.*	Ongoing engagement with students, staff and families is critical to continue to move change forward. The work we are embarking on is hard and yet must be done. Some ways we found engagement to work over the past year include: ● getting feedback from quick and easy forms/questionnaires from families ● utilizing Youth Truth survey to get feedback from our students about our programs as well as their health and well being ● conducting student empathy interviews in person with a trusted adult ● the use of thought exchange with staff and soon our community The biggest challenge for engagement with all of the groups is primarily COVID. Not only the issue of being unable to gather in person, but also the trauma of living through this pandemic alongside the current political and racial strife. It inhibits our ability to receive change, engage and think critically and act upon the work.
Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less) *Explainer: In your response to this year, we'd like to hear specifically what guided your prioritization of some activities/strategies over others in light of the reduction in funding and/or shifting community needs. Within this question, you may also offer learnings or surprises that were unanticipated.*	We used district needs assessments to guide our choices for the first year implementation. We acknowledge that the realities of the present situation we are living through had a profound impact that significantly limited our ability to address multiple factors we have identified through our comprehensive needs assessment.

Progress Markers

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
Expect to See					
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		
An equity lens is in place, adopted, and woven through all policies, procedures and practices.			x		

	No Change	Low	Medium	High	Very High
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.			x		
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.			x		
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	No Change	Low	Medium	High	Very High
Like to See					
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.				x	
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 disaggregated by student focal groups.	x				
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	No Change	Low	Medium	High	Very High
Love to See					

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				
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.			x		
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.	x				