

Student Investment Account Annual Report Questions



Jefferson County School District 509J

UNITE. ENGAGE. SOAR.

Annual Report Questions 2021-22

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?

Our vision for who we are as a school district is:

- ***Students Flourish Here***
- ***We Care for Each Other***
- ***Better Everyday***

The Student Investment Account funding helped us to continue advancing toward our vision of High Levels of Learning for All Students, and to ensure all students flourish, feel safe, secure, welcome, and successful in the Jefferson County Schools. Utilizing the SIA funding, four areas we have seen the most significant changes in our district are:

1. **Social emotion support** and learning for our students with the addition of certified counselors, and three family access network advocates. The addition of counselors and FAN advocates led to increased supportive actions put into place to support students and families as we transitioned back to school from distance learning due to the pandemic.

“Getting the chance to feel hope again; is something I will forever be grateful for.”—FAN student

“My FAN advocate is always kind, goes above and beyond for families. It’s a fantastic program that is rare to find.”—FAN Parent

2. **Reduction in class size** has been instrumental to accelerate the learning that was lost for our students due to the COVID-19 pandemic. Our focus has been on K-2 grades to allow primary teachers to have additional time to implement

	<p>Tier 1 and Tier 2 interventions. Prior to the class size reduction, the average K-2 classroom size was 22 students per teacher. With the addition of two first grade teachers, the first-grade average class size was reduced to 17 students.</p> <p>3. Creation and utilization of our district’s equity lens. To create our initial SIA plan, we utilized the Oregon Equity Lens as we did not have a district lens at that time. We are proud to say that in the 21-22 school year we are implementing our own Equity Lens that was a collaborative team effort facilitated by our district equity team. Now when making decisions and taking actions, we utilize our equity lens guiding questions:</p> <ol style="list-style-type: none"> 1) Does this decision/action align with the district mission and equity belief? 2) Are those being affected by the decision included in the process? 3) Does the proposed action address barriers to equitable outcomes or potentially create new barriers? 4) What information/data are you basing your decision or action upon? 5) How will the impact or outcome be measured? 6) Is the decision/outcomes sustainable? <p style="text-align: center;"><u>JCSD Equity Lens</u></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?</p>	<p>During the 2021-22 school year, the most significant barrier to implementation was the inability to find qualified staff for specialty positions. The most heavily impacted positions were special education teachers, behavior and mental health specialists, and instructional coaches. The lack of qualified candidates required the district to hire a large number of educators in these areas with emergency licenses.</p> <p>Even though hiring in these areas was a barrier, we adjusted and met the challenge by thinking outside the box and identifying additional opportunities to Grow our Own Educators at the associate’s degree level. A partnership was developed with Central Oregon Community College to offer contracted Early Childhood Education courses that are aligned to the</p>

	<p>Oregon University Education Pathway for a bachelors in education. We are currently in the third term of offering contracted classes with COCC, and 35 diverse future educators are participating in the program that include high school students, educational assistants, emergency licensed teaching staff and community members.</p> <p>An additional barrier was supporting staff with emergency licenses and limited teaching experience. This need was met through increased support, mentoring, and professional learning opportunities funded through designated SIA funding.</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?</p>	<p>When reviewing the levels of community engagement in our SIA toolkit, we find that two of our most successful forms of community engagement are our collaborative work with the Confederated Tribes of Warm Springs through our Indian Education Advisory Council, and our Family University program.</p> <p>The Indian Education Advisory Committee membership is comprised of tribal leaders. This committee meets quarterly at minimum and provides invaluable consultation opportunities where deeper strategy and visioning work takes place. The committee plans for family engagement and input opportunities for our Warm Springs Community and reviews the feedback to create an annual action plan.</p> <p>In the 2021-22 school year we expanded our participation with the Youth Truth student and family feedback survey for school improvement. Youth Truth is a perception survey linked to academic outcomes that let's us know what our students are experiencing in our schools and classrooms. 1,714 students and 540 families completed this nationally normed survey in January of 2022 that provided us with invaluable information on: The effects of COVID, student engagement, relationships, culture, and belonging. The input gathered from this survey informs our school and district continuous improvement planning. This year we are expanding our participation with the Youth Truth Survey to include staff.</p>

Annual Report Questions



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?

Our implementation of our SIA plan was guided by the strengths and areas of growth identified from our community engagement events in 2021-22 and our [Equity Lens](#). We utilized the prioritized SIA Tier implementation levels developed from the areas of growth indicated by our community input.

As we reflect on this past year of SIA implementation, the thing that stands out is that we have successfully implemented all of prioritized strategies including:

- Implementation of job embedded professional learning through professional learning communities.
- Implementation of additional time and support for students through multi-tiered levels of support.
- System of support for learning that includes a guaranteed and viable curriculum for all students.
- Wrap around services and supports of all children.
- Implementation of well-rounded educational programs for students.

The collaborative team work our district continues to engage in through the implementation of the above strategies will be the foundation for our district's continuous improvement. Our continuous improvement plan will integrate the common goals of the Student Investment Account (SIA) which includes: Equity advanced, engaged community, well-rounded education, and strengthened systems and capacity.