

Student Investment Account(SIA) Annual Report Questions

Corbett School District - September 2021



The Student Investment Account(SIA) Annual Report consists of the following four questions. The narrative responses will be submitted to the Oregon Department of Education(ODE) by September 30, 2021. The final report will be posted on the district's website.

Annual Report Questions

Annual Report Questions	District Response
<p>1. 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)</p> <p><i>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.</i></p>	<p>All students in grades K-12 had the opportunity to benefit from the partial SIA implementation during the 2020-21 school year. We were not able to implement all the activities we had planned, but we were able to make progress towards the most important priorities identified by our community and related SIA outcomes.</p> <p>Outcome # 1 Students in grades K-12 will show gains in emotional and mental health as measured by the YouthTruth Survey and the number of mental health referrals. We hired a 1.0 FTE school counselor to serve students in grades K-8. Due to the reduced allocation, we were not able to add a .5 FTE school counselor at the secondary level. Students in grades K-8 were able to benefit from increased access to a school counselor. This was especially important in a year characterized by disruption and isolation. Throughout the year the counselor provided weekly Social-Emotional Learning (SEL) lessons to each homeroom class. In addition, small group and individual counseling sessions were offered to students both virtually and in-person.</p> <p>Outcome # 2 All students in grades 10-12 will have access to a CTE program of study leading to an industry recognized certificate. We funded a 1.0 FTE CTE position at the secondary level. All students in grades 10-12 had the opportunity to take CTE courses in engineering, woodworking, and computer science. Thirty-six students took an engineering course, 30 students took woodworking and 77 took computer science or advanced computer science. Most of the courses offered in 2020-21 lead to more advanced coursework which is being offered the 2021-22 school year. Students in grades 11 & 12 also had the opportunity to investigate and participate in trade apprenticeships and internships. The CTE teachers attended trainings and worked with an advisory group to design a robust and inclusive CTE program.</p>

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	<p>Outcome #3 All middle school students will have access to a safe, equitable and healthy learning environment that meets ADA requirements and provides adequate space to meet the needs of a modern middle school program. The Corbett community passed a GO bond in November 2020 to fund this project. The district is working towards this outcome with plans to move the middle school program fall 2022.</p> <p>Outcome # 4 Students' individual academic needs will be met through strategic, targeted class size/caseload reduction. We funded one K-1 classroom teacher which reduced primary class size to an average of 24 students. As a result, the teachers had time to get to know each of their students and families. They were able to focus on individual academic and social-emotional needs. When we transitioned from CDL to hybrid instruction we were able to create small on-site cohorts (10-12 students). All students had multiple opportunities for small group and one-on-one instruction. The teachers had the opportunity to focus on specific needs and learning gaps for each student. The teachers had time to meet more frequently with families and developed strong partnerships. Students from all populations benefited from this individualized attention and family collaboration.</p>
<p>2. 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)</p> <p><i>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.</i></p>	<p>The reduced SIA allocation was the biggest barrier we faced to full implementation of the strategies and activities outlined in our April 2020 grant application. The district had to postpone plans for more mental health support for students at the secondary level, additional support for students with disabilities at the middle school level and to find money in the general fund to support small class sizes for students in grades 2-7.</p> <p>We were fortunate that in November 2020, the Corbett community passed a GO bond to fund renovating a district-owned site and moving the middle school program to that new location. The approval of this bond measure allowed the project to move forward without SIA funds.</p>

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<p>3. 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)</p> <p><i>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.</i></p>	<p>Community engagement efforts for the 2020-21 school year came with successes and challenges. One challenge was the need to focus most of our community engagement on COVID-19 issues. There was little time or community interest in other topics. We received positive feedback on our communication efforts related to COVID-19. That was a small success. Another challenge was not being able to hold in-person engagement events. On-site events had represented much of our engagement efforts in the past.</p> <p>This challenge turned into a success. We worked to find creative ways to engage families and the community without inviting them on-site. The pivot to virtual engagement included school board meetings, principal chats, site council meetings, parent-teacher conferences, and other informational events. Over time we noticed that the virtual nature of the meetings increased parent/guardian and community attendance. Many participants credited the convenience of being able to join an event from their living room as an incentive to attend. Virtual events also offer increased access to working families who sometimes struggle to attend in-person events. Our teachers reported a higher percentage of families, including families in the focal populations, who participated in virtual conferences than had attended in-person conferences previous years. We are investigating ways to continue these virtual opportunities as we plan community engagement for 2021-22 and beyond.</p> <p>Another success related to engagement has been the implementation of two new engagement tools:</p> <p>YouthTruth Survey - As part of our District Improvement Plan and SIA implementation plans, we administered the YouthTruth Survey in the fall of 2020. Students in grades 3-12, parents/guardians, and staff members were invited to participate. This online survey allows participants to respond anonymously and in their home language. We had high levels of participation among all groups. Although this engagement did not specifically ask for feedback related to SIA activities, it surveyed our school community on topics such as engagement, academic challenge, relationships, culture, diversity, equity & inclusion, and school safety. We will use data from fall 2020 as baseline measures when we evaluate SIA activities and strategies for effectiveness. We plan to conduct the YouthTruth Survey annually to measure</p>

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	<p>growth towards SIA outcomes and Continuous Improvement Plan goals.</p> <p>ThoughtExchange - This spring we were able to sign a three-year contract with ThoughtExchange. This online tool allows participants to respond to questions anonymously and in their home language. Participants can also rate the ideas of others. We often hear the same voices during meetings. This tool allows those who might be reluctant to speak publicly to express their ideas and opinions. It removes barriers to participation by translating information into home languages in real time. ThoughtExchange provides immediate information about responses and participants' ratings. It can serve as a jumping off point for discussions. It provides disaggregated response analysis to assist in making sure all subgroups and focal populations are being heard. We plan to use this communication tool in the coming years to support our community engagement processes, encourage participation, and reach out to traditionally underserved populations.</p>
<p>4. 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)</p> <p><i>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.</i></p>	<p>Corbett School District received approximately 30% of the initial SIA grant allocation. When choosing activities and strategies to implement, the leadership team reviewed the results of the community engagement activities conducted during the initial SIA grant process. Spending categories that the community had identified as the most important were given the highest priority. We also considered the activities that would have the most impact on students, especially students in our focal populations. It was extremely helpful to have the community engagement results. It gave the leadership, school board, staff, and the community confidence that we had a solid roadmap for spending the reduced allocation.</p> <p>In the end, decisions regarding scaled down SIA implementation were not difficult. We were able to fund three activities. These activities had been identified as high priority and we could document a direct link between them and our goals for the SIA funds.</p> <p>Increasing student access to mental health professionals was our community's highest priority. We added a 1.0 FTE school counselor to serve students in grades K-8. Throughout the year we heard often from staff and families</p>

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	<p>that this activity, especially in a time of so much uncertainty, had a positive impact on our students' social and emotional health.</p> <p>Increasing access to a well-rounded education through CTE at the secondary level was also a high priority for the community. We were able to fund a 1.0 FTE CTE position at the secondary level to begin the development of a focused and robust CTE program. This program is intended to eventually reach all secondary students, with an emphasis on recruiting students from focal populations.</p> <p>Addressing individual students' needs through strategic class size reduction was the third high priority we were able to partially fund. We did this by restoring one K-1 classroom teacher position that would have been cut due to a reduction in enrollment.</p>
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