

The Village School

2021-22 Student Investment Account Annual Report

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? (500 words or less)</p>	<p>Among the main goals advanced was the support provided by our full time counselor, the after school programming, the investment in PBIS, and Diversity Equity Inclusion. Our behavior team, grade level support teams, and data teams each continue to meet on a regular, monthly basis, supplying our staff and leadership opportunities to channel resources and attention to students with the greatest emotional, learning, and behavior needs. Having the counselor present provided an entirely new level of engagement with students and families needing counseling support for ongoing but also crisis level needs.</p> <p>The after school program provided students grades 1-8 with opportunities to enrich their school experience and focus on activities including art, ceramics, Improv, Marimba, Robotics, and more. The program started in early January in part due to Covid outbreaks, but created a foundation that has allowed to begin programming in September for 2022.</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? (500 words or less)</p>	<p>As intimated above, we ran into challenges finding staff to serve in the after school program during the peak months of the Delta and Omicron variant outbreaks. Nonetheless, we were able to get the programming going in early January.</p> <p>While DEI activities happened intensively for staff on the topic of microaggressions, the frequent need to address updates and changes to Covid mitigation policies meant that considerable staff time was given to our Health and Safety committee, and not as much time to parent meetings on the topic of diversity equity and inclusion (DEI). Our Parent Council led much of the DEI 2021-22 efforts focused on parents, including support for</p>

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	<p>additional DEI book purchases and surveys to track DEI issues.</p> <p>Parent Council and admin staff coordinated a book group on The 1619 Project. Meetings attracted a small though dedicated group of parents. While it was observed that the material presented was shocking and important to digest, it may have been too tall of an order to gain a larger following of parents. The consensus was that DEI efforts needed to be more accessible to our parent population. The DEI committee suggested hiring a trainer to conduct joint staff, board and parent trainings, which has been launched for 2022-23.</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 Community Engagement Toolkit 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 conducted a lot of outreach related to Covid protocols and general topics. We held all school meetings in September and December to disseminate updates, but also to gather information and feedback. Like many schools, we received some feedback about our volunteer policies which mandated vaccination, and some very strong opinions about masking, both in favor and opposed. We kept the masking requirement until March 19th, which was one week later than the state’s requirement, and this stirred up a lot of protest activity from parents opposed to masking.</p> <p>In addition to these meetings, we also distributed weekly newsletters providing updates on regular programming but also Covid mitigation measures.</p> <p>Thankfully, the debates over Covid mitigation did not interfere with major SIA services: counseling, after school activities, and staff trainings on reading, math, and diversity.</p> <p>Prior to conducting two (10) week sessions of after school programming, we widely circulated input opportunities to families and received strong enrollment in all activities. We originally provided activities for grades 3-8, and expanded this to grades 1-8.</p> <p>We also got input on diabetes related nursing services. Our district covered the cost of this for 2021-22, and</p>

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	<p>while we budgeted for this, we expanded the budget for 2022-23 expecting that we would cover the cost.</p> <p>As with normal years, we conducted a School Climate Survey, and from this saw opinion trends reflecting the Covid related exclusion of parents from the daily life of the school, limits on volunteer opportunities, and various other Covid restrictions. Partly in view of these trends, we have launched a more active approach to involving parents in our diversity committee’s activities. We have hired Dion Jordan to conduct a series of 4 staff and parent trainings on diversity equity and belonging.</p>
<p>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? <i>(500 words or less)</i></p>	<p>The counseling program will continue as before, with strong participation of the counselor on activities focused on supporting students with emotional and behavior needs. In view of the popularity of the after school programming, we are expanding the after school activities from two to three (10) week sessions, and increasing the number of offerings per session from roughly 6 to 9. The availability of instructors has improved making this more feasible. As mentioned in the prior question, in response to trends found in our Climate Survey, we have hired Dion Jordan to conduct a series of 4 staff and parent trainings on diversity equity and belonging. As for nurse services, we are working on expanded trainings for office staff to help support students with diabetes and have engaged the services of a nurse who is available online throughout the day.</p>

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
<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		
An equity lens is in place, adopted, and woven through all policies, procedures and practices.		X			
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		

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
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
<i>Like to See</i>					
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.					N/A
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.				X	

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<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	
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		

(Optional) Explanation of any progress marker ratings:	
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