

## The Village School - Annual Report - Student Investment Account - 2022-23

<p>What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan?</p>	<p>We have noted that the understanding of classroom and shared space rules has improved, which has led to more equitable disciplinary consequences because there is more clarity re expectations. With the new, abbreviated school day SB 819 guidelines, we are already in compliance with much of the new law due to our implementation of PBIS and student improvement plans, which have avoided taking kids out of school. Regarding supplemental and after school programming, we enacted small group work for accelerated learners where they were able to come up passion projects and make presentation to their classes. Topics included entomology, dance, computer language coding, and animal rights. In addition, after school programming (music, arts, ceramics, reading, robotics) has helped increase a sense of community as students learn new skills and interface with kids in smalls groups at different age levels. Title I has helped several kids build their skill levels, test out of higher risk categories, work with kids they might not otherwise, and interact positively with adults while supporting classes needing additional adult presence. It has helped us a lot to have the counselor to help vulnerable kids, providing them additional resources for skill building, sources of strength - suicide prevention executive functioning programming, and support with family trauma or difficulties.</p>
<p>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>If we had unlimited amounts of SIA funding, we would hire more EA's for reading, math, and TAG related supports. We would release teachers for more collaboration time with their EA's. We would get more materials and professional development for project based learning. It would help to have more time to coordinate among teachers, specialty teachers, Title I and admin staff, and this might require higher general funding to allow for a longer school day. For 2022-23 only, we did redirect some of the spending for afterschool programming to project based learning for accelerated learners. We have separate grant funding for this for 2023-24. We also spent more on DEIB and PBIS training than budgeted.</p>
<p>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>As a charter school, we are subject to our district's overall goal setting; however, we base a lot of our planning on input from staff and families. We have worked with parent council re: important issues, such as parent education re: neuro diversity, LGBTQ+, gender, and racial &amp; ethnic diversity issues. We have added an opportunity for anyone in the community to make an anonymous complaint related to DEIB concerns. We opened up the DEIB meeting and trainings to allow families to participate, offering a range of times for meetings. We continue to do an annual climate survey giving parents a venue to share insights and concerns with a broad variety of school issues. The spirit of PBIS goals of self-reflection and self-regulation has encouraged us to developed better listening, communication and collaboration skills, from students to teachers, teachers to parents, and teachers to admin, etc. This has raised our awareness of the importance of compassion in communication in a systematic way.</p>
<p>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?</p>	<p>Our priorities towards communication and DEIB are expressed as explicit goals at the board and administrative level. The work of improving our soft skills ideally translates to the classroom, students and families. This is an ongoing goal which has encountered some constructive feedback from staff inclined to focus on more traditional forms of teacher-student interaction, professional development and organizational structure. We expect on an ongoing dialogue to help facilitate agreement and shared vision in this process. Please note that we report to our board on a monthly basis the happenings and financial considerations with the SIA.</p>

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<b>Expect to See</b>	<b>Progress in 2022-23</b>	<b>Comments</b>
Every school recognizes and honors the strengths that educators, students and their families bring to the educational experience through active and consistent community engagement.	Medium	
An equity lens is in place, adopted, and woven through all policies, procedures and practices.	Medium	
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.	Firmly in place	
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.	Firmly in place	
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement, and individualized supports are provided.	Medium	
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.	High	
<b>Like to See</b>	<b>Progress in 2022-23</b>	<b>Comments</b>
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.	High	
Educators use student-centered approaches to foster student voice, reinforce student engagement and motivation, and increase academic achievement.	High	
Dedicated time for professional learning and evaluation tools are in place to see if policies/procedures are adequately meeting the needs of students.	Medium	
Comprehensive literacy strategies, including professional development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.	Firmly in place	Plans for students are firmly in place. Planning for educators is more of a work in progress, though we have systems in place.
An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.	No observable change	N/A
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.	Firmly in place	We run walk-a-thon that engages each class with an environmental education organization. There are various other community partnerships in place.

Love to See	Progress in 2022-23	Comments
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.	High	Working towards equitable grading system that adapts to neurodiverse students' needs and accommodations.
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.	High	Monthly data team and grade level support meetings help us address potential barriers.
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.	No observable change	N/A