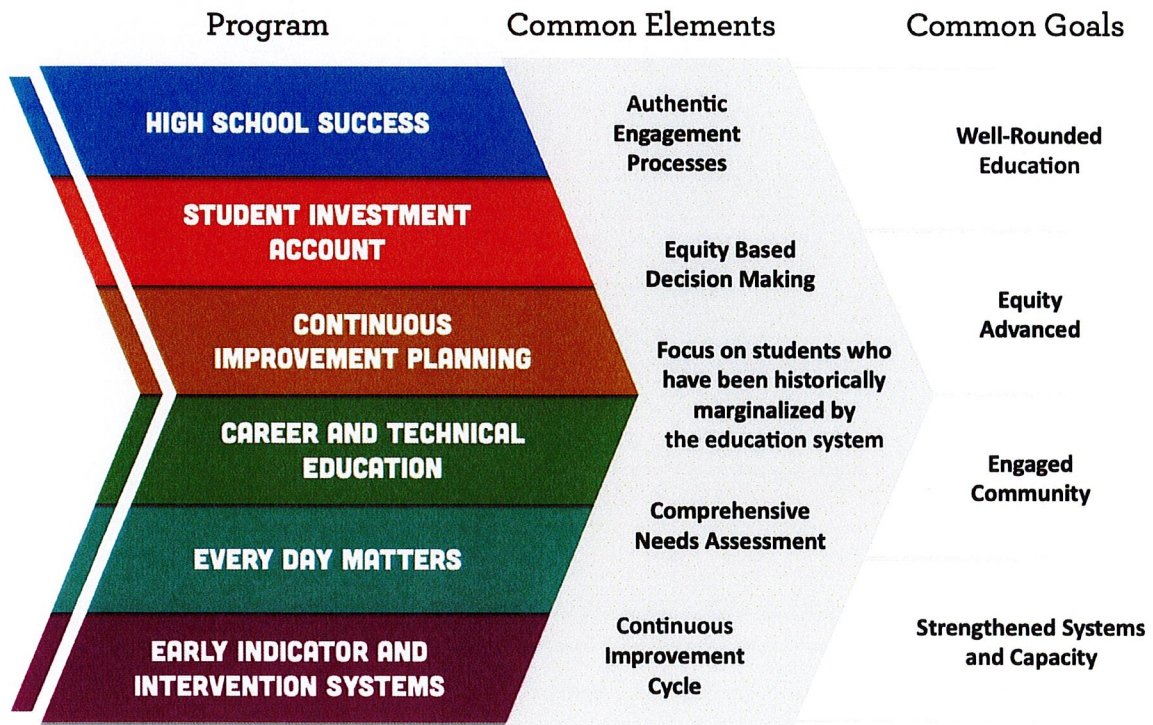




Integrated Guidance Review for the Board and Community

ODE's Integrated Guidance is a new format of reporting for grant programs, goals and budgets. The concept is to ensure all our grant programs are working together toward common goals and outcomes. None of these grants are new, and we are not eligible for all grant programs as well. Below is a brief overview of the Integrated Guidance grant programs, our draft goals and strategies, and how we currently spend these dollars.



SIA Annual Report Template



2022-23 Student Investment Account Annual Report Template

This Student Investment Account Annual Report Questions template aims to help districts organize narrative responses to questions prior to submitting their Annual Report via SmartSheet.

Required Question	Responses
1. 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? (500 words or less)	The additional resources/staffing that we have been able to add due to SIA funding has had a significant impact upon our ability to support students during this challenging time of post-COVID distance learning and the wildfires of 2020 that devastated our community. This has allowed us to add new courses and offerings that spark interest in school and career and supported a well-rounded education in a rural district, where traditionally we have had a challenge in providing many options for kids. Additionally, we see tremendous mental health concerns with many students, but we also now have the staffing to support them greater within our school, where we are seeing many of these same students growing academically, while working on the social/emotional skills needed. These additional supports have allowed us to extend students into further endeavors that we currently could not, and supported students who may have fallen through the cracks. Because of these new supports, we were able to graduate 100% of our students last school year, earning a diploma or certificate. We are very proud of this and happy for our students.
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)	Staffing hiring does pose challenges as we work on plans. If we cannot hire someone or we get someone who leaves, there is no guarantee we will be able to continue the service and we need to be prepared to shift if that happens. Additionally, chronic absenteeism and increased mental health concerns still strain our system to continue to make growth.
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? (500 words or less)	Our plans have remained steady this past year because we needed time to stabilize from the past issues of COVID, distance learning and wildfire, to see if the new programs and supports are working and supporting our student needs. Through ongoing engagement, we have learned that social/emotional help is needed now more than ever, but we have also learned that adding the engaging and well-rounded classes and programs have led to student gains and enjoyment of school, which we know also leads to healthy students and supporting them to follow their path in life.
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? (500 words or less)	We are continuing down the current path of SIA programs, as we have seen success with them. Our work this year will be to refine and improve them, while also improving our data collection for more detailed growth and planning. This work is in conjunction with our new ODE Integrated Guidance plans and local board-level strategic plan.

DRAFT Outcomes and Strategies

OUTCOMES & STRATEGIES		CSI/ TSI	CTE	EIIS	HSS	SIA
Outcome-A	All students will successfully progress (transition) through the pre-kindergarten through high school system.					
S1	We will apply our shared vision for student outcomes and high expectations for all students.		x		x	x
S2	We will continually evaluate formative assessment practices, curriculum-based assessments and interim data sources and consider new ways to assess and monitor students in relation to our shared vision for student outcomes.		x	x	x	x
S3	We will continue to engage our community to build a cohesive school system that compliments our students' needs and community vision for our schools.		x		x	x
Outcome-B	All students will engage in an instructional program that intentionally incorporates the development of academic and social emotional skills necessary for their individual success.					
S1	We will build a system of multi-tiered interventions to meet the varied academic, functional, social and emotional needs of all students.			x	x	x
S2	We will engage staff in professional development specific to research-based instructional practices, trauma informed practices and social emotional learning.		x	x	x	x
S3	We will align strategic and individualized supports for students with universal approaches, as well as trauma informed practices.			x	x	x
Outcome-C	All students will graduate with the academic and social emotional skills necessary to be successful and fulfilled adults.					
S1	Students will have an opportunity to participate in a CTE program		x		x	x
S2	Students will have an opportunity to take college level courses while at Santiam		x		x	x
S3	We will develop a system and monitor student progress toward meeting graduation requirements and the skills necessary to be successful adults.		x	x	x	x

OUTCOMES and DATA

Stand Together- We will design a **cohesive education system** preparing students for the next level

OUTCOME A: All students will successfully progress (transition) through the pre-kindergarten through high school system.

Possible Data Sources to explore:

- Preschool Attendance Rates
- Kindergarten Readiness Assessment Data
- 3rd Grade Reading Data
- 5th Grade Math Data
- Student Engagement Survey
- 9th Grade On-track
- Transcript/Credit Attainment

Find Your Path- We support students' **individual learning and growth**

OUTCOME B: All students will engage in an instructional program that intentionally incorporates the development of academic and social emotional skills necessary for their individual success.

Possible Data Sources to explore:

- Interim Assessment Data
- Credit/Grade Reports
- College Credit Attainment
- CTE Participation
- Student Engagement Survey
- Behavior Data

Never Give Up- We support the well **rounded needs of students** to become empowered adults

OUTCOME C: All students will graduate with the academic and social emotional skills necessary to be successful and fulfilled adults.

Possible Data Sources to explore:

- 4 Year Graduation Rate
- 5 Year Graduation Rate
- Dropout Rate
- Post Secondary Matriculation
- Student Engagement Survey data
- Assessment Data

GRANTS and CURRENT SPENDING PRIORITIES

High School Success (HSS) **\$160,954.76***

- CTE Culinary staffing costs
- CTE culinary program costs
- CTE Industrial Arts IA staffing costs
- CTE Industrial Arts program costs/equipment
- College level classes/Online course offering costs
- Willamette Promise costs

Student Investment Act (SIA) **\$794,736.23***

- Music staffing costs
- Music equipment for SES
- Music equipment for SJSHS
- Counseling staffing additions
- Counseling staff budgets for curricula, software or materials
- CTE Health Occupations staffing costs
- CTE Health Occupations program costs
- CTE Pharmacy Tech program costs
- Special Education staffing additions
- Elementary classroom instructional assistant (IA) staffing additions
- Assistant Principal for academic and social/emotional programs
- Behavior Specialist staffing
- SIT (Service Integration Team) program costs
- YST (Youth Service Team) program costs
- Extracurricular program costs
- Added transportation for non-required instructional time
- Math Specialist staffing
- Student Support certified staff
- Attendance Officer staffing costs
- Music specialists to enhance instruction
- Friday school program costs
- Instructional curriculum supporting whole group and remediation
- Social emotional supports, programming and incentives
- Trauma Informed Care PD
- Instructional PD
- MTSS and focal group PD
- Data collection and early warning tools

Continuous Improvement Planning (CIP) **\$0**

We won't receive CIP funds next year, as our schools do not qualify as a school needing improvement

Career and Technical Education (Perkins Grant) \$11,900*

- CTE equipment to meet industry standards
- CTE supplemental curriculum/resources

Every Day Matters \$0

We won't receive funds for this program

Early Indicator and Intervention Systems \$1567.00*

EasyCBM (assessment software)

****Grant funding allocation is for the 2022-23 school year. The 2023-24 amount is unknown at this time.***

Considerations, if funding allows

- Additional courses
- Additional extracurricular activities and enriching opportunities
- Behavioral and mental health supports
- Classroom equipment
- Transportation