



2021-22 Student Investment Account Annual Report

During the 2021-22 school year, Student Investment Account funding was essential to helping CSD reduce class sizes to meet academic and behavior needs, address student health and safety, and ensure a well-rounded education for Creswell School District students. SIA funded helped provide:

- Special Education support, mentorship and training
- ELL, intervention, and social emotional learning support staff and instructors
- CTE / Personal Finance: Staff and supplies
- K-12 Curriculum, technology and software
- Community engagement enhancement: staffing/presentation

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>Thanks to the academic, intervention, counseling, ELL and behavior supports, staffing, and resources provided thanks to SIA funding, students across CSD’s three schools have benefited immensely. iReady assessment data from Fall 2022 is showing a stronger academic start to the school year than the fall of 2021, indicating that achievement gaps appear to be closing and the supports in place are helping to reduce learning loss. Students receiving additional support services are demonstrating tremendous growth in Language Arts and Math. Improvements in student behavior over time provide evidence that our tier 2 systems of support are working and keeping students engaged in learning. The addition of new CTE teachers at the high school level means CHS has been able to offer new Career Pathways and blend projects between pathways, leading to exciting co-curricular work. The addition of a woodshop program at our middle school aligns with student interests and our HS CTE programming. Adding Personal Finance to every senior’s schedule helped achieve a goal outlined in the district’s strategic plan, helping to provide students with important financial literacy knowledge and the skills needed to establish fiscal responsibility. ELD assistants offer English Language Learners the support they need to successfully grasp concepts in general education classes, resulting in demonstrated academic growth. Providing support through assistance with special education</p>

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	<p>management has allowed staff to focus their efforts on direct support for students. Having centralized special education support in the district office has provided greater oversight related to compliance and management of student plans and processes. Professional Development opportunities that support classroom efforts have promoted greater support for our students and our Speech and Language Assistants have been utilized as an important component of delivering SLP services, especially during times of staffing shortages for specialized positions. CSD is excited to implement new ELA curriculum and materials into our classrooms, using the technology tools acquired with SIA funding to help support these new and exciting resources.</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>The adoption of new curriculum and intervention materials involves a learning curve. As new materials are implemented, teachers need time to learn and integrate them into their lessons. Over time, they become more comfortable and familiar with these new tools, making them more impactful.</p> <p>One of our largest barriers in implementation is difficulty accessing specialized staffing and mental health resources, especially because the student need is so vast. While we are fortunate to have support and materials in place and we work to bring mental health resources into the schools, for some of our most impacted students, it can be a struggle to prioritize services and it is difficult to get services to all students in need. We have many students who would benefit from counseling and interventions. This can make scheduling difficult and seeking additional off-campus support is expensive and limited. Throughout the year, we repeatedly adjusted how our intervention specialists supported students in order to best serve the students' needs.</p> <p>Staffing transitions can also create challenges. Continued shortages make finding substitutes and qualified staff in specialized positions difficult. While staffing changes are natural, they do provide barriers in momentum as we seek to provide consistent, quality services to students. The SIA funds have been instrumental in training, hiring,</p>

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	and licensing staff; when changes in staffing occur, it does disrupt the system.
<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. (500 words or less)</p>	<p>In CSD, engaging with all our stakeholders is an important priority. As the easing of pandemic regulations has allowed more interaction, opportunities for deeper engagement have increased. We continue to consult regularly and seek input from students, staff, families, and community members. We strive to provide a number of methods through which families can engage in order to meet them where they are, in ways and at times that are convenient for them. To help facilitate communication with populations who have been traditionally underserved, we provide liaisons to help foster relationships, serve as a direct point of contact, and connect families with needed resources. As examples, some of the events and ways we engage and collaborate with our community include school site councils, parent teacher and booster organizations, newsletters, surveys, open houses, opportunities to meet with administrators, and more. Input gathered through these means, including information about school climate, engagement, sense of belonging, pedagogical effectiveness, and culture, is integrated into district plans and decision-making processes. CSD also partnered with a local area organization to provide the Creswell community with the opportunity to attend a public presentation from a renowned public speaker who also engaged with and addressed our students. Parents are indicating that communication and engagement is improving, and we are working to overcome residual effects from the pandemic and the distancing that was required at that time. Providing adequate support and services is essential in contributing to the success and development of our next generation. These funds are pivotal when it comes to staffing and training needed to make information more accessible for all. SIA funding helped provide the staffing necessary to redesign our district and school websites to allow families and staff to more easily locate the information they need. We are making modifications to modernize school to home connections and continue to seek and implement new ways to share resources and engage with our community.</p>

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<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? (500 words or less)</p>	<p>SIA funding is helping CSD prepare students for success. One key point that stands out regarding our SIA implementation is the importance of data-informed decision-making. The data we review from academic assessments and stakeholder surveys has driven and will continue to inform our efforts moving forward, allowing us to target and address student, staff, and family needs. We will continue to collaborate and work with our community to identify areas in our school that need support so we can prioritize how we make changes to our programs and adjust plans as needs shift. Concentrating focus on social-emotional and academic support to ensure our students have the tools to be successful will continue to be areas of emphasis. Students and staff all process the impacts of the pandemic differently and for some, they are just now manifesting themselves. For continued and future SIA implementation, we deeply analyze data to determine what services to offer and ensure that our most vulnerable and impacted students are benefiting. The return to in-person learning with support and instruction from quality educators has been the greatest reason our students are experiencing success. The continued ability to interact personally and access resources in a meaningful way will keep our programs and students moving in the right direction.</p> <p>Another point that stands out in our prioritization efforts is the importance of using an equity lens when considering decisions and plans. Ensuring that we are considering all voices and who the decisions are impacting helps us in our efforts to provide effective support, equitable access, and an exemplary, well-rounded education for all students. Thanks to SIA funding, we will continue to strengthen our systems, build our capacity, and work in partnership to serve our entire community.</p>