

**Salem Keizer School District
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?</p>	<p>We continued to experience the impact of COVID-19 on our staff and students district-wide throughout the 2021-22 school year. Although we returned to full-time in-person instruction, staffing shortages made it necessary for central office staff to substitute in buildings. The shortage of subs also limited our ability to conduct professional development for SIA funded initiatives and, thus, continued to impact our level of implementation. The progress marker, “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” has been central to our work this year given the challenges from the environment and external circumstance.</p> <p>SIA strategies which are in alignment with our Strategic Plan goals served as a “north star” for our Equity, Social Emotional Learning, and Community Engagement efforts. Even during these challenging times, we were able to maintain an organizational focus on our critical goals. For example, Strategy 6: Social Emotional Learning and Strategy 11: Continuum of Supports provided increased activity for implementation and we anticipate positive impacts that show improvement in student behavior and “sense of belonging” measures.</p> <p>Highlights include:</p> <ul style="list-style-type: none"> • School Social Workers are now embedded in schools working closely with school-based teams bringing a high level of expertise for much needed services <ul style="list-style-type: none"> ○ Three of our Social Workers are bilingual and bicultural • Social Workers are acting as liaisons with outside mental health organizations for better student and family access

**Salem Keizer School District
2021-22**

Required Question	Responses
	<ul style="list-style-type: none"> • More supports and professional development for counselors many of whom are new to the profession through the hiring of the Program Associate and provision for counselor mentors • Character Strong curriculum in secondary embedded in advisory for all students • At our Trauma Informed model Middle School, restorative practices and circles at start and end of day • Panorama survey data is showing a positive shift in measures related to “sense of belonging” • Three schools are piloting restorative practices training at elementary which will expand over time • Restorative Practices Training for all school leaders, counselors, and behavior specialists • Community Resource Specialist for Special Education connects families with resources and helps them access benefits and other resources outside of the educational setting and provides family training and family nights. • Special Education case load reduction has been helpful in supporting students in the challenging environment from the pandemic and return to in-person schooling. • Increased Clerical support provides more time for direct service to students by Special Education Teachers • Special Education teacher mentors have helped with the large number of new teachers in Special Education including many teachers not yet finished with program -- this has helped with teacher retention. <p>Academically, we have made much progress, as well, despite pandemic staffing issues and other challenges. We have had data teams in place for every school K-12 for many years but the crystallized focus on MTSS through more focused and streamlined data team structures are a result of the work with SIA Strategies focused on 5th Grade Reading, 9th grade On-Track, Language Acquisition, Middle School Math, and the Continuum of Supports. Through these strategies, a</p>

**Salem Keizer School District
2021-22**

Required Question	Responses
	<p>refinement of what it means to be on-track in 9th grade has been elevated to a level of increased awareness for staff and an improved articulation of literacy resources and interventions continues to be a significant product of the implementation of several our SIA strategies.</p> <p>Another example is the new implementation in 21-22 of the Strategy 8: Professional Development that is helping to align efforts across the district within the MTSS structure. With eleven different strategies each having professional development and coaching built into the activities for the strategy, coordination is critical and the coordination provides support for ensuring that professional learning is aligned with our Strategic Plan and is meeting the needs of students K-12.</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?</p>	<p>Those strategies or activities we have been able to implement deeply have made a positive impact on our students, staff, and families. This includes staffing for 190 of our 206 positions (92% filled). It’s important to note, however, many of the positions were hired later in this school year and/or staff hired were periodically or temporarily repurposed due to staffing shortages and substitute needs. Even with the staffing challenges, we made progress on the implementation of several strategies and activities that are showing early promise for improving social emotional/behavior health and academic success.</p> <p>A significant adjustment made in the latter part of 21-22 was in shifting expenditures to include several “Plan B” pre-approved activities given the funding available due to components of the plan not being implemented due to the pandemic challenges related to hiring sufficient staff and having sufficient time for planned professional development of our SIA initiatives. Consequently, there were several expenditures for improvements in which we were able to invest including:</p> <ul style="list-style-type: none"> • Social Worker positions increased beyond initial year

**Salem Keizer School District
2021-22**

Required Question	Responses
	<ul style="list-style-type: none"> • Supporting New Teacher Induction • Additional elementary literacy materials aligned to Strategy 1: 5th Grade Reading • Expanded investments across the district for secondary and elementary extra-curricular activities and summer programs • Additional training opportunities and materials for adult social emotional learning • Substantial investment in technology devices for students to ensure equitable access of updated equipment • Substantial investment in safety and security upgrades district wide for school building re-keying and locks • Summer and early fall equity professional development opportunities for district and school leaders • Funding for Calm Room supplies and materials for all secondary schools including staffing <p>SIA activities have made significant contributions to our improvement efforts by pushing our system towards continued growth in the use of our equity lens. For example, in our Strategy 10: Equity, Diversity and Inclusion (EDI), through the process of engaging our SIA Advisory Committee on a regular basis, the need to re-imagine our school safety and school discipline models was encouraged by this diverse group of community members, staff, and students.</p> <p>Within the strategy, we contracted with NYU to conduct an audit of policies, practices, and the impact of such practices on our students of color. From this work, a draft behavior philosophy has been developed that will be shared widely with stakeholders for refinement and addresses the “like to see” progress marker “...safe, welcoming classroom environments, social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.” These results, then, from the EDI work are informing the work in our Strategy 6: Social Emotional Learning, through the implementation of Restorative</p>

**Salem Keizer School District
2021-22**

Required Question	Responses
	<p>Practices that was recommended based on that work and confirmed by our SIA Advisory Committee.</p> <p>Another example is from our 5th Grade Reading and Language Acquisition strategies. We began 20-21 with the staffing sufficient to begin implementation later in the the school year for five elementary schools. We learned quickly that we needed to braid research-based literacy approach with research-based language acquisition approaches in our most significantly impacted elementary schools. The development of the staff training and follow-up coaching/co-teaching resulted in promising initial results based on local data (EasyCBM).</p> <p>In 21-22, we expanded the strategy to three additional elementary schools and are looking forward to scaling up this strategy yet further in future years. This work directly reflects the progress marker for “Comprehensive literacy strategies, including professional development plans for educators, [that] are documented and communicated to staff, students (developmentally appropriate), and families.”</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.</p>	<p>As the second largest district in the State, SKSD has several entry points for Community Engagement. It is therefore challenging to pinpoint a single level when framing our community engagement in terms of the “Levels of Community Engagement” in the <i>Community Engagement Toolkit</i>. In general, based on a broad analysis of the engagements below, elements of levels 1-4 are evident with <i>Level 3: Involve</i> being the general level of “Meaningfully Engaging Community Voice”.</p> <p>Some examples include our Communication Department’s SIA supported work with “Common Ground” to provide a venue and framework for critical conversations with students, staff, and the community in the service of equity, diversity and inclusion work. Our Office of Student Equity, Access, and Advancement in partnership with school board leadership provided “Community Learning Sessions” opportunities in which focal student group communities presented via</p>

**Salem Keizer School District
2021-22**

Required Question	Responses
	<p>webinar to the community at large for the purpose of building bridges and understanding between and within our diverse communities within our school district population.</p> <p>Critical to success is the transparent and cyclical communication with all stakeholders illustrating progress. This work is illustrative of Level 4: Collaborate on the engagement continuum. Our SIA Advisory Committee is one mechanism we use to “ensure student, family & community capacity play a leadership role in implementation of decisions”. Our monthly SIA Advisory Meetings continue to include ample interaction with project leaders from strategies and activities within our SIA plan to allow for additional and expanded authentic question and answer as well as opportunities for input on ideas for further improvements.</p> <p>SIA Advisory Committee members ask for concrete examples of how the work of the committee intersects with the SIA plan and how that impacts what teachers, administrators, and staff do and say in their work. This has been a powerful shift enabling connections to the work and to community leaders in what the work looks like in practice.</p> <p>For example, we invited an assistant principal from our alternative high school program to share the equity teams development work based on professional development with Dr. Khalifa’s work with SKSD. This work has been funded by SIA in our Strategy 10: Equity, Diversity, and Inclusion. To illustrate the path from initial trainings with all district administrators to the work of engaging school teams to the work of activating that learning within schools and classrooms, such anecdotal stories are powerful. Even more powerful are such stories when told through a lens of self-reflection in the context of personal and professional growth by those doing the work.</p> <p>These stories support and provide an underpinning to the changes we are working to manifest across the district and in every school. We are engaging in</p>

**Salem Keizer School District
2021-22**

Required Question	Responses
	<p>“massaging of minds” as we provide training and opportunities for shifting mindsets to embrace and embed an equity lens for every staff member for the benefit of each and every student. The precepts for change of this nature are informed by and responded to through our deep community engagements.</p> <p>Additionally, the Superintendent continued to communicate directly with the staff and the community on a regular basis through live events frequently over the course of 21-22. Panorama Surveys for students, families, and staff continued and are part of our normal operating procedures. Last year, we identified as a key performance indicator in our district strategic plan “sense of belonging” as measured by the research-based Panorama Surveys. This measure supports improving equitable access for all students for academic success and social emotional well-being. In 21-22 we saw both positive and negative shifts in the data that are informing our approach for 22-23 including the addition of Calming Rooms at all secondary schools.</p> <p>Prioritizing community engagement with ample opportunities for community input is a critical need given the circumstances of the pandemic and our continued recovery from the impacts and its challenges. This is true for all students and especially for our focal student groups and their families. The SIA requirements for ongoing community engagement greatly enhanced our work in this area.</p> <p>In the latter part of 21-22, our community engagement efforts incorporated the Integrated Guidance Needs Assessment work that will inform the budgeting process for numerous state-funded initiatives including the Student Investment Account. These efforts took form as some of the first in-person community meetings at the district level since the pandemic and have brought a depth of input and feedback from our diverse community that will be very helpful to the integrated state funding application process and to the further development and implementation of our Strategic Plan goals, in general.</p>

**Salem Keizer School District
2021-22**

Required Question	Responses
<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?</p>	<p>As we continue our collective recovery, we have learned that a balance between Social Emotional Learning and Academics is increasingly necessary. With the effects of the pandemic finally waning, shifting our focus to include more emphasis on measurable student outcomes is rising as a priority and the resumption of state testing measures will help us better uncover gaps in learning and subsequent improvement efforts. Our academic focused SIA Strategies that we have implemented to a limited degree because of pandemic impact, will provide leading indicators of promising practices as measured by formative local data and the scaling up of those strategies will improve student achievement. The impact of implementation has benefited students across K-12 in all schools through the expansion of research-based practices to support reading and math through our Multi-Tiered Systems of Support (MTSS). MTSS is an underpinning of all our SIA strategies as we seek to create a preventative and responsive system for addressing individual student needs for equitable outcomes. The impact of the SIA strategies on this system is that we can provide targeted professional development, resources and materials, and practices supported by intensive coaching within each strategy. Lessons learned from this approach then inform scaling of effective practices so that teacher behavior and administrator actions reflect the learning through this improvement effort. These efforts across K-12 through the implementation process of each strategy have provided a systematic approach to engaging administrators, teachers, staff, and community members in the application of our equity lens through actual decision making and practice changing processes. We know that improved teaching and learning for improved student achievement will result in better long-term outcomes for all students and especially for student focal groups both academically and social emotionally. At the same time, care and connection will continue to be a necessary priority both for students and for staff. We have learned that courageous leadership in our</p>

**Salem Keizer School District
2021-22**

Required Question	Responses
	<p>equity work is a lifeline for our student focal groups. An example of the courageousness of our leadership and staff in the district is powerfully illustrated by the work of our SIA funded LGBTQ+ Liaison. In partnership with students and staff, our Liaison produced or updated existing policies to demonstrate, “The Salem-Keizer School District is committed to the overall safety, wellbeing, education, and success of two-spirit, transgender, nonbinary, and gender nonconforming students...This commitment means that the safety, wellbeing, education, and success of Salem-Keizer’s trans students will not be inhibited by their gender identity.” Despite any challenges there may be to these new policies, our leadership is standing strong in our commitment for safe and welcoming schools for all students by promoting these new policies to protect one of our most vulnerable student populations.</p>

(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.

**Salem Keizer School District
2021-22**

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<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		
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		

**Salem Keizer School District
2021-22**

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<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.	X				
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.			X		

**Salem Keizer School District
2021-22**

Significance of Progress Marker Changes	No Change	Low	Medium	High	Very High
<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			