KairosPDX 2021-2022 Annual Report Response ODE SSA- Student Investment Account

Questions	KairosPDX Responses
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?	We have learned that now more than ever, effective collaboration and teamwork are essential. Especially when trying to make positive changes in our school (in this case, increasing both the effectiveness of math instruction and the social emotional support for students), it is important for us to realize that such changes involve a big lift for teachers. We must therefore align around 1) being very clear and supportive of them, 2) toward maximizing the effectiveness of any changes we make, and 3) toward maximizing outcomes for students. We have learned that having a collaborator outside the classroom supports teachers and creates a value add. However, training teachers to feel comfortable leading differentiated, culturally responsive mathematics instruction has a potentially higher impact lever for maximizing learning given the additional leverage of family - teacher - student relationships. We have learned that the alignment of social emotional supports is vital and powerful, and that maintaining on-site mental health services is a tremendous value add.
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?	The adjustments we made to our SIA plan for the 2022-23 school year were directly related to our observations around the power of family - teacher - student relationships. Our shift of strategy involves recognizing relationships as the most salient lever in student achievement, including both social emotional and academic milestones. Shifting our focus to equipping teachers in the classroom and supporting full time counseling services is a practical response to our observations of the power of both classroom and skilled mental health practitioner relationships.
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 https://www.oregon.gov/ode/StudentS uccess/Documents/69236_ODE_Com munityEngagementToolkit_2021-web[1].pdf and where your efforts might land on the spectrum as you complete your response.	In the 2021-22 school year the relationship between school, students, families and community looked different due to COVID-19 restrictions. We remained a masked, no auxiliary adult school until late spring. The gift of this time is that the relationships between families and teachers gained strength because they were the primary point of contact rather than office or other staff. The late spring opportunity to gather as a community for a math-focused family night yielded one of the highest participation rates we've seen. End of year conferences were highly attended. Family and student input as to needs and impact around math and social emotional instruction guided our adjustment to focus on classroom teachers and maintaining full time counseling services.

| 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? | The successful return to in-person instruction and maximizing learning for every student guided our choices and prioritization efforts. We listened to families and students and considered which strategies provided the highest leverage toward both student health and student academic success following COVID. Seeing the power of both culturally responsive classroom educators and on-site accessible mental health services is an encouraging push to continue to fund training and FTE to ensure capacity builds in these areas. |