

SIA Annual Reporting

As you review your progress markers/overall reflection responses and reflect on plan implementation, how do you see your progress contributing to the Outcomes and Strategies in your plan and your Longitudinal Performance Growth Targets (LPGT)/Local Optional Metrics (LOM)?

Upon reflection of our current progress markers and Longitudinal Performance Growth Targets, the Yoncalla School District is beginning to see improvements across the board in improved attendance rates, stronger staff development, and 3rd grade ELA proficiency rates. Attendance rates have been steadily improving throughout the past year. Also, we started to do targeted staff development starting at the elementary school. The objective and thinking behind this is that we needed to get a strong teaching foundation at the elementary school, and those improvements would begin to show progress with our students as they moved up in grade levels. We are beginning to see these improvements in our local test scores, however, we have yet to see them manifest themselves in improved state test scores. We are beginning to see our staff have conversations about fidelity throughout the elementary building in ensuring progress in each grade that we can track. We are also using parts of the SIA funding for staff development in the ELA area. Our primary teachers are meeting monthly to ensure fidelity in teaching across the board in this area, and our 3rd grade teacher has begun to teach staff K-6 on ELA improvements and math alignment. While we are focusing a lot of energy at the elementary school, the high school is using SIA funds to put together a strong PBIS system that will correlate with the elementary Conscious Discipline system. We are adamant that this system wide approach will eventually help improve others such as percentages in 9th grade on track.

Discuss at least one Outcome where you have seen progress in implementation.

Attendance rates have seen the largest improvement throughout the year. We purposely targeted this area at both the elementary school and the high school. We also were purposeful in this area by targeting ESSER money to purchase a van to use in transporting students who missed the bus or needed help getting to school. While we still have plenty of room for improvement, we are trending in the right direction when it comes to regular attendance at both buildings. We also used SIA money to pay for a Student Services Coordinator who is in charge of keeping track of attendance throughout the district and reporting back to building principals. Attendance rates are posted monthly at each building monthly. These are also talked about at our quarterly advisory council.

Where have you experienced barriers, challenges, or impediments to progress toward your Outcomes and Strategies in your plan that you could use support with?

At this time, I feel like the barriers that we are experiencing are similar throughout the state. I will say, we are spending a lot of our money on quality professional development. I feel as though the quality of professional development within the county is not equitable throughout the state. We are reaching out to other counties to get our needs met. This has been working well, but it costs a lot of money to make it happen. It would be very helpful if our local agencies were better equipped with current strategies for teaching and were willing to come out directly to schools instead of having regional meetings. Some staffs are not confident enough to have regional meetings be productive, and it is not always a way to look closely at an individual school data.

Discuss at least one Outcome where you have seen challenges or barriers to implementation.

The biggest area of challenge is finding qualified individuals to work in a small rural district. This is one of the reasons for the large investment in staff development. We are putting money into our adults. The feedback we are getting is that the staff feel needed and heard especially at the elementary level. We are also getting a few individuals who are going back and getting their teaching degrees. This is good timing as there is a significant teacher shortage right now, and we are able to use these individuals as subs with the goal of continuing to train and hire as classroom teachers in the future. Another area that has been challenging is with state testing. While we have been able to document progress at the building level, progress with students taking the state test has been slow at best. We have a large contingent of parents who take advantage of the opt out for the state test. We are going to work through our advisory council to come up with ideas to lower the current rate.