

2021-22 Student Investment Account Annual Report

Eagle Charter School serves 144 students with limited funding and resources as a public charter school. Eagle Charter School currently employs nineteen full- and part-time staff. Within the staff are one full- and one part-time Instructional Assistants to support PBIS implementation and student academics, as well as two part-time counselors supporting social-emotional learning and mental health who total less than one full-time position between them. Eagle Charter contracts with Salem-Keizer for special education support. Eagle Charter School does not have behavior cadre support and needs additional instructional supports and mental health supports to adequately help all students who have been adversely impacted by COVID-19. As of June 2021, 23.5% of students have identified disabilities and 86% are on free/reduced lunch. Schoolwide, COVID-19 posed some challenges to assessing all students in a specific way to get comparable data. At the beginning of the 2020-2021 school year, 15% of Eagle students were in the red for iReady Math based on the diagnostic; in iReady Reading, 17% of Eagle students are in the red and 50% are in yellow. With the COVID-19 pandemic, Eagle Charter’s community saw an increased need for mental health supports for students and families as well as an increased need for academic supports to accelerate learning.

Budget for SIA Funds – 2021/23 Biennium

Total Amount of Funding (estimated): \$181,575.18

Funding for 2021-2022: \$88,918.82

Funding for 2022-2023: \$92,656.36

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>Our school refined our RTI-type model that worked on meeting each individual student where they are with specific academic or behavioral supports. This contributed to a more effective SST process for staff. Students felt more confident in their skills and their learning. Even though COVID continues to present challenges as we work to keep students in school in person as much as possible, the non-COVID issues we have as a school are minimal. This grant provided the additional staffing that we needed to support the increased learning needs of students. Our referrals for behavior were down and we see positive classroom environments that built a caring and connected school community. Our RTI model allowed us to see which students responded well to targeted interventions for the short term and which students needed more significant supports for their learning. We saw the results of our efforts when grades 3-5 took their statewide assessments and outperformed state averages as well as</p>

Required Question	Responses
	our past history. We will work toward a full implementation of an MTSS model as our next step.
<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>We have discovered that "growing our own" is difficult because the system does not support this. We had to fight to get our qualified IA into a school counseling program. There are many schools in need of good school counselors but universities aren't producing the number of candidates that are needed. We overcame that hurdle on our own. We are still using SIA funds to provide more counseling FTE, but we're also having to find funds to help support growing our own counselor and it's more expensive because we had to turn to private universities due to the extreme limitations of public universities.</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. (500 words or less)</p>	<p>The year of COVID lockdowns created a more challenging communication environment for our school. Prior to COVID, we had well-attended parent and family events, numerous field trips to local businesses, and a robust community presence. The switch to online engagement resulted in far fewer families participating in each event on a regular basis. While we still held schoolwide assemblies and guest speaker events that were well-attended, the regular parent nights were much more sparse. In the 2021-2022 school year, we could still not host large assemblies or events in person due to COVID restrictions. This meant fewer families were engaged in that way. Even with the challenges, 100% of our families were on ClassDojo, some followed on social media, and many participated in the online Parent Club events. We offered a couple socially distant Parent Club events during the year and parents participated more monetarily than they had in the past.</p>
<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>There are three focus areas as we move forward: student mental health, staff mental health, and increase parents/community engagement. By prioritizing these areas, we will help our school rebound from the effects of COVID and the lockdowns. We will continue to fund school counseling efforts for students. Our school counselors applied for and received a small grant to support the mental health of staff and students, so the counselors are planning support activities for the 2022-2023 school year. We are also using funds to</p>

Required Question	Responses
	provide after school clubs and multiple parent and family events to increase in-person connections.

1. (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.

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<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				X	

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
policies, procedures and practices.					
Data teams are forming, and they frequently review data that inform a school's decision-making processes, including barriers to engagement and attendance.			X Our SST and PBIS teams meet on a regular basis to review data, discuss barriers to student success, and address the barriers.		
Schools and districts have an inventory of literacy assessments, tools, and curriculum being used.		X ECS has a list of literacy assessments and tools being used but we are in the process of updating some curriculum.			
Increased communication exists between educators and families about student growth, literacy trajectory, areas for improvement,			X We hired a counselor to specifically help		

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
and individualized supports are provided.			parents and bridge the home/school gap.		
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 We do not have a district and have not consistently communicated what it means to be on track in 9th grade because we work with grades K-5.

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<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 We have a process to analyze and remove the barriers that prevent students from reaching	

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
				their educational goals but we do not look at graduation on a regular basis because we do not have a high school. However, we understand the connection between third grade success and high school completion .	
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		X We have a focus on			

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Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<p>development plans for educators, are documented and communicated to staff, students (developmentally appropriate), and families.</p>		<p>writing this year and aligning our practices across grade levels to improve student performance. We have also invested in PD on the science of reading to improve our foundational reading instruction . All students receive daily instruction in phonics in grades K-2.</p>			
<p>An audit of 9th grade course scheduling is conducted, accounting for student core and support course placement, and disaggregated by student focal groups.</p>					<p>X NA</p>

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
Schools strengthen partnerships with active community organizations and partners, including local public health, businesses, faith communities, tribal leaders, and others.		X We are rebuilding partnerships after the pandemic.			

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
<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				X Our students articulate goals and next steps in their	

Significance of Progress Marker Changes	Low	Medium	High	Firmly in place	No Observable Change
plan to take after they graduate from high school.				lives but this is all for a middle school year. We do not have a high school.	

(Optional) Explanation of any progress marker ratings:	
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