

Gresham Barlow School District  
 SIA Annual Report  
 2022-2023



**2022-23 Student Investment Account Annual Report**

This Student Investment Account Annual Report Questions template aims to help districts organize narrative responses to questions prior to submitting their Annual Report via SmartSheet. **Please note that this template will not be submitted** to the Oregon Department of Education; rather it is a tool to support grantees in compiling the necessary information that will need to be cut and paste into Smartsheet.

Annual Report Questions	
Question	Context/Guidance
<p>What changes in behavior, actions, policies or practices have you observed related to SIA implementation during the 2022-23 school year? How do you see these changes contributing to the goals and outcomes in your SIA plan? (500 words or less)</p>	<p><b>Gresham Barlow School District (GBSD)</b>            GBSD has utilized SIA funding to target work in key strategic areas: Inclusive Culture, Instructional Alignment, and Equity Driven Multi-Tiered Systems of Support (MTSS).</p> <p>SIA supported the year 1 implementation of the GBSD Inclusion Plan based on the equity audit in 2021-2022. Our work last year focused on developing a more Inclusive Culture by requiring system-wide equity training with all administrators. Monthly professional development was provided and this work has been ongoing this year.</p> <p>Instructional Alignment is the foundation of our MTSS system. We completed curriculum adoptions in Middle and High School (HS) math as well as in HS Language Development, while working on deep implementation of our K-12 language arts curriculum. In our elementary classrooms, focused work on curriculum to develop foundational reading skills is now in place. GBSD has also focused on systemwide work to support Emerging Multilingual (EML) students as a focal group of our work. An integral part of our work is ongoing strengthening alignment with our Dual Language Instruction (DLI) classrooms</p> <p>Equity Driven MTSS work has focused on systematizing the work of our teams. We have a new GBSD data dashboard that is being used across the district. GBSD also partnered with The SWIFT Education Center through an ODE partnership to support professional development and work with schools. Our 9th grade on track teams work collaboratively to improve coordination and share practices across schools. Our teams continue to use reflection and implementation tools to collect needs assessment data and inform next steps by school and for the district related to MTSS.</p>

	<p>With the SIA funding, GBSD was able to hire staffing to increase collaboration and alignment of our district multilingual and engagement liaisons to provide more comprehensive support to schools. GBSD utilized additional counselors, social workers and psychologists to support work related to mental health. GBSD also continued to offer increased PE, Health, STEAM and Music teachers.</p> <p><b>Gresham Arthur Academy (GAA)</b>  One of GAA’s main goals was to reduce class size by hiring an additional small groups teacher to teach reading and math, specifically targeting focal groups in grades K-2. GAA was able to hire an additional full-time teacher for this position. Students in grades K-2 have been appropriately placed at their skill level and can learn at a faster pace because of this. Any academic needs that students may have can be addressed directly in the moment (smaller teacher to student ratio allows for this) so students are not practicing errors or feeling unmotivated but instead are feeling confident.</p> <p><b>Lewis &amp; Clark Montessori Charter School (LCMCS)</b>  LCMCS has done collaborative work to establish a baseline and culturally sustaining Montessori pedagogy in order to promote greater culturally and linguistically sustaining practices through professional development for ESOL/Language Arts.</p>
<p>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><b>Gresham Barlow School District (GBSD)</b>  GBSD has worked on aligning efforts with other funding sources with the goals of the SIA Grant. Over the last year, we have moved to a more proactive state in terms of planning, budgeting and implementation. The integration of grants narrowed the scope of work related to many of our engagement efforts, but the grants still really function as individual grants with their own set of rules which makes this all very complex. Overall the grant management work requires a substantial amount of staff time to implement and manage. Our pandemic relief funds (ESSER) have also been centered on these aligned efforts and with this funding stream ending, adjustments will be made.</p> <p>An important component of this work has been to strengthen systems that lead to strong implementation, alignment and accountability across our system. We continue to experience some delays and challenges associated with hiring staff to support the implementation</p>

	<p>of our plans. We have not been able to fill all of our positions, and existing staff are experiencing burnout.</p> <p><b>Gresham Arthur Academy (GAA)</b> A main barrier for GAA was a higher than typical absenteeism rate. This was a major barrier not only when instructing students but also when trying to make academic decisions for the next day's lessons. Due to this, GAA staff needed to adjust how we analyze data for the next day's lessons.</p> <p><b>Lewis &amp; Clark Montessori Charter School (LCMCS)</b> LCMCS has completed upgrades to the internal SIS system to have a more enhanced dashboard that enables teachers, administrators and staff to quickly access student data so that more informed decisions can be made in support of SEL and SpEd support.</p>
<p>SIA implementation includes ongoing engagement with all students, focal students<sup>1</sup>, families, staff, and community partners. How have relationships with or between those groups changed and/or been maintained throughout this academic year? Consider the <a href="#">Community Engagement Toolkit</a> and where your efforts might land on the Levels of Community Engagement spectrum as you complete your response. (500 words or less)</p>	<p><b>Gresham Barlow School District (GBSD)</b> Intentional efforts have gone into gathering authentic student voice throughout the year. GBSD continues to seek opportunities to engage students and gather input into district decisions. Examples of this work include: Curriculum Adoptions, Integrated Grants, Feedback and Planning for Career Technical Education, School Based Health Center Planning Sessions, Long Term Educational Technology Plan, Superintendent's Equity Advisory Group, and our 21st Century Grant Application. Each of these engagement efforts were on the higher end of the community engagement continuum.</p> <p>Community engagement has been and continues to be a priority for our district. Professional development has been provided to administrators to introduce the ODE engagement continuum to support our schools in working towards higher levels of engagement this year as a part of their School Improvement Planning.</p> <p>Partnership systems have strengthened and we are working towards a stronger sense of rightful presence with our partners in our schools. Our teams are also taking steps to continue to seek and utilize student voice in our district and schools.</p>

<sup>1</sup> Focal students include: (a) Students from racial or ethnic groups that have historically experienced academic disparities; (b) Students with disabilities; (c) Students who are navigating homelessness; (d) Students in foster care; (e) Economically disadvantaged students; (f) Students who identify as LGBTQ2SIA+; (g) Students recently arrived; (h) Migrant students; (i) Students with experience of incarceration or detention; (j) Emerging bilingual students

	<p><b>Gresham Arthur Academy (GAA)</b>  GAA engaged with their school community in two distinct ways. The first step was to send out an online survey in multiple languages (English, Spanish, Vietnamese and Russian) to all of their families. The second step was to engage with families via phone interviews/calls. GAA chose multiple families to call with students from the focal groups (students of color; students with disabilities; emerging bilingual students; other students who have historically experienced academic disparities). Regarding the Community Engagement spectrum, efforts landed on the 'Involve' section.</p> <p><b>Lewis &amp; Clark Montessori Charter School (LCMCS)</b>  LCMCS established a task force (admin, teacher, support staff, parent liaison) for math and reading to develop greater infrastructure in support of these subjects. Created annual "focus" for writing.</p>
<p>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 implementation efforts? <i>(500 words or less)</i></p>	<p><b>Gresham Barlow School District (GBSD)</b>  GBSD continues to work to narrow our focus. Our key goals have been streamlined into 4 key areas that will require multiple years to fully implement. These areas include: Inclusive Culture, Instructional Alignment, Equity Driven MTSS, and CTE Access &amp; Outcomes. Each of these areas are complex and SIA funds support the work.</p> <p>As a district we are working to have an adaptive approach to our ongoing systems work, rather than implementing technical fixes to challenges that arise. We continue to work on strong implementation that includes fidelity checks, onboarding of new staff and training for support staff. The focused approach to this work has required us to "say no" to other good ideas.</p> <p>Overall, we have improved our engagement work over the last two years and used the ODE Engagement Continuum to assess our levels of engagement. We seek out opportunities to be at the higher level of the continuum, while also recognizing that there is a need for many types of engagement. Moving more of this work into our school sites continues to be a priority.</p> <p>As a system, we continue to develop systems to support the workload, management and requirements of the many grants that support our work. Administrative roles have shifted, new accounting and financial strategies have been utilized and overall we are getting structures figured out. GBSD will continue to look for efficiencies to streamline the</p>

grant related work as it requires a great deal of staff time that impacts implementation efforts.

**Gresham Arthur Academy (GAA)**

GAA decided that reducing class size by providing small-sized instructional groups and supporting the social, emotional wellbeing of students would be GAA's top priorities since both will impact a larger group of focal students. GAA will continue these efforts next year as we have been very successful.

**Lewis & Clark Montessori Charter School (LCMCS)**

In general, LCMCS invested heavily in staffing for classroom coaching, wellness/OT, and ESOL which provided more opportunities for individualized instruction and support for both academics and social emotional learning. All of these positions have an impact on the SIA plan and are providing direct support for students.