

**Gresham Barlow School District**

Student Investment Account

Annual Report Questions

2020-2021

Annual Report Questions	Gresham Barlow School District
<p>1. There are clear impacts from the reduction in SIA funding and from the direct efforts to respond to COVID-19. While you can't fully set those aside, what is important for your community, including focal student groups, families, and educators, to understand your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred? How were you able to make progress towards the goals and outcomes you were aiming at with SIA funding and processes? (500 words or less)</p> <p><i>Explainer: In your response to this question, consider what is most important to share with your community about SIA implementation over the last year. As you reflect on the progress made toward the goals and outcomes you were aiming at with SIA funding, consider and speak to the impacts to student mental and behavioral health, and the reduction of academic disparities for focal students.</i></p>	<p><b>Gresham Barlow School District (GBSD)</b> The initial focus of our SIA work for the 2020-2021 school year was to hire additional counselors and social workers to support the ongoing mental health and social-emotional learning (SEL) needs of our students and staff. The new counselors partnered with existing counselors to support the SEL/Advisory model that was in place last year and support family outreach efforts throughout the school year. In addition, staff was hired to help with some of the STEAM work that was expanding in our middle schools. These supports were in place for the entire school year, although we could not fill all available counselor positions.</p> <p>As we transitioned into the spring and summer, GBSD hired staff for the 2021-2022 school year to address elementary music and pe, coaches for MTSS (multi-tiered systems of support), and a Director of Student Engagement and Inclusion. The funding was also used to enhance existing programs such as AVID, Dual Language and expand our learning options for middle and high school in our eFLEX model.</p> <p><b>Gresham Arthur Academy</b> Our main goal was to reduce class size by hiring an additional small groups teacher to teach reading and math, targeting focal groups in grades K-2. We were able to hire an additional full-time teacher for this position. This was especially helpful during online learning (CDL), which allowed this additional teacher to teach reading and math "live" via Google Meet every day to a small group of students. This teacher was also able to do "live" intervention via Google Meet to focal students.</p> <p><b>Lewis &amp; Clark Montessori</b> LCMCS students in grades K-8 had the opportunity to benefit from the partial SIA implementation during the 2020-21 school year. Due to the constraints from the pandemic, we could not implement all the activities as planned. Still, we could make progress towards key</p>

	<p>priorities identified by our community and related SIA outcomes.</p> <p><b>Outcome # 1</b> Provide annual professional development for staff that helps implement positive school culture for trauma-informed practices, restorative justice, and equity for all. We also had two additional staff members attend Montessori Coaches Training to better support staff at the elementary (grades 1-6) and Primary (K) levels using a holistic framework to help the whole school grow towards an environment supporting human development.</p> <p><b>Outcome # 2</b> Classroom and curriculum support with professional development, observation, feedback, embedded coaching, and modeled teaching strategies. Hire 1.0 FTE state-licensed Montessori Classroom Coach.</p> <p><b>Outcome #3</b> Integrated curriculum with art/music/wellness to build a foundation for culturally responsive, enriched learning opportunities. Hired 1.0 FTE Montessori trained Art Educator. Hire .25 FTE educators to assist with integrating music &amp; wellness into our curriculum.</p>
<p>2. What barriers, impediments, or challenges to your SIA implementation have you faced or identified that are helpful for your community and/or state leaders to be aware of? (500 words or less)</p> <p><i>Explainer: Through this question, we're aiming to understand barriers and challenges that you experienced or faced in SIA implementation that would be helpful to share with students, families, communities, and ODE.</i></p>	<p><b>Gresham Barlow School District</b> GBSD has worked on aligning efforts with other funding sources with the goals of the SIA Grant. These goals are directly from our district's Learning Model. This has taken time and intentionality but will provide consistency of funding and benefits to our implementation moving forward.</p> <p>The circumstances this last year have led to delays and challenges associated with hiring staff to support the implementation of our plans. We have not been able to fill all of our positions, and existing staff are experiencing burnout. Another barrier has been the lack of substitute teachers available to support the work of the grant. In addition, a variety of staff has been involved in covering classrooms related to the substitute teacher shortage. This, along with other pandemic impacts, has slowed implementation.</p> <p><b>Gresham Arthur Academy</b> The main barrier for us, and all schools, was teaching online (CDL) for most of the year. The physical distance away from students did not allow us to implement our SEL lesson most effectively. Also, due to less funding,</p>

	<p>we could not hire an SEL specialist to help implement the SEL lessons/group/activities.</p> <p><b>Lewis &amp; Clark Montessori</b> The reduction in SIA allocation was the most significant barrier we faced to fully implementing the strategies and activities outlined in our initial 2020 grant application. We had to postpone plans for mental health support for students at all levels by not being able to hire a School Counselor.</p>
<p>3. SIA implementation includes ongoing engagement with focal students, the families of focal students, and educators. What successes and challenges, if any, have you experienced in maintaining engagement? (500 words or less)</p> <p><i>Explainer: What we're seeking through this question is a reflection of successes and challenges (if any) in engagement over the first year of SIA implementation. We recognize this question may feel a little redundant to one of the recent SIA Plan Update questions; however, we're hoping to get a little more depth in understanding engagement in general over the year, not just as it relates to informing updates to the SIA plan.</i></p>	<p><b>Gresham Barlow School District</b> GBSD engaged in ongoing community outreach throughout the 2020-2021 school year. The engagement efforts continued the initial engagement and input methods from the original grant application process. Communication and feedback efforts centered around the district response to COVID-19. Protocols to identify student needs and supports, instructional schedules, and provide updates based on the Ready Schools Safe Learners protocols and expectations. Staff and community involvement was limited to virtual or electronic methods, which provided a more significant opportunity in some cases but may have limited access to these events in other instances. This allowed us to gather feedback and input on our instructional practices and safety and mental health support for students. A variety of electronic formats and tools were strategically selected and utilized to support engagement.</p> <p>Our district facilitated monthly partner engagements with culturally specific partners (i.e., Latino Network, Metropolitan Family Services, Rosemary Anderson, REAP, NARA, etc.), in addition to organizations that have staff that represent specific focal populations and provide a variety of services in our schools. These partnership engagements have led to stronger partnerships with community organizations.</p> <p>One of the most impactful engagement efforts came from building parent outreach time directly into teachers' daily schedules. This provided a strategic opportunity to engage with families directly to keep them connected in the overall work of the district. Many staff members have shared that this outreach time has deepened their relationships with families. Our family connections were critical to supporting students last year.</p> <p><b>Gresham Arthur Academy</b></p>

	<p>Maintaining engagement with most families has been somewhat of a struggle since no parents/families were allowed into the building. Face-to-face communication is a very effective way to engage with families. However, our website, emails, and our messaging app have been effective for this.</p> <p><b>Lewis &amp; Clark Montessori</b> Community engagement efforts for the 2020-21 school year came with successes and challenges. Instead, our challenge was the focus on constant communication with issues related to Covid-19. However, the success of that was positive feedback on our communication efforts. Having full-time online learning was a challenge for a tactile, concrete learning method like Montessori. We could not host annual in-person events such as Back-to-School Night, moving up ceremonies, and graduations. The success of this was more families engaged in the online events than in previous years, including increased interest in our school board meetings, town-hall meetings, and parent-teacher conferences. Many participants credited the convenience of joining an event from their living room as an incentive to attend. Virtual events also offer increased access to working families who sometimes struggle to participate in in-person events. We have decided to continue with the online parent-teacher conference format to provide further opportunities to all family groups. We also saw greater participation in surveys and feedback. Having recently implemented our new Student Information System and Website, we saw a drastic increase in these automated features over calls and emails.</p>
<p>4. Please share your professional assessment of what guided your choices and prioritization efforts in the first year of SIA implementation? What stands out? Anything important or surprising to report back or reflect on? How were key decisions on scaled-down implementation made? What impacts, if any, are helpful to name in how you navigated through the last year, specifically as it relates to SIA implementation? (500 words or less)</p> <p><i>Explainer: In your response to this year, we'd like to hear specifically what guided your prioritization of some activities/strategies over others in light of the reduction in funding and/or shifting community needs. Within this question, you may also offer learnings or surprises that were unanticipated.</i></p>	<p><b>Gresham Barlow School District</b> The Gresham Barlow Instructional Leadership team collected the many items reflected in our Continuous Improvement Plan and the SIA grant. The team worked through them item by item, using the questions listed below to guide our prioritization process.</p> <ol style="list-style-type: none"> <li>1. Is this a requirement?</li> <li>2. Will this benefit our most marginalized students? How?</li> <li>3. Does this align with our learning model priorities? What are the variables at play?</li> <li>4. Is this feasible? What capacity is needed to implement? (people, time, competing priorities, timeline)</li> <li>5. Does this decision build relationships, bridge conflicts, and create a more profound sense of community?</li> </ol>

6. Can we account for ongoing learning, flexibility, and continuous improvement processes? Is this decision agile and responsive? Adaptable over time.

This process narrowed our focus on targeted work, with most of the revised priorities centered on strengthening our Equity Driven Multi-Tiered Systems of Support (MTSS) model across all of our schools. The MTSS work keeps equity at its core for supporting each of our students' learning outcomes. The process provided the opportunity to focus our efforts on building systems and the capacity of our staff to serve students better. The summer extension was critical for getting a jump start this year through hiring and summer professional learning to support our implementation efforts.

**Gresham Arthur Academy**

We had four priorities for the 20/21 school year, and we could only implement one of them fully; hire an additional small groups teacher to reduce class size. Our other priorities regarding SEL and professional development will be implemented entirely in the 21/22 school year. We decided that reducing class size would be our top priority since this will impact more students than the other priorities.

**Lewis & Clark Montessori**

Receiving approximately 27% of the initial grant allocation resulted in a more in-depth review by our team to determine what items from the initial plan had the most significant impact on our students and community as a whole – especially those in focus populations. Although we were unable to hire a School Counselor, we could implement art with a 1.0 FTE and .25 FTE music therapy which was very receptive via online delivery. Also, having the support of a 1.0 FTE Montessori Coach was critical as our staff navigated the perils of online learning.