



Portland Public Schools
Student Investment Account Year 1 (2020-2021) Annual Report Journal
October 2021

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 about your SIA implementation efforts during the year: ~~Being~~ racially-affirming and

- Our RESJ partnerships continue to be core to our efforts to provide racially and culturally specific academic and wellness services for BIPOC students. Over the course of a year, we observed a shift towards closer partnerships with partners playing a more integral role in providing wraparound services in schools.
- In a virtual environment, we were able to host quarterly educators, programs, and resources to provide direct social, emotional,

mental health services to students. We are grateful for the diverse community and student partnerships that have helped us improve equity and access for social, emotional, mental, and behavioral health support at PPS.

- Student Success & Health (SSH) hired educators of color into critical social worker and other wrap around positions. About half of the new staff were educators of color. Supports, such as affinity groups and drop-in office hours, were implemented for staff well-being.
- SSH implemented the PPS Student Service Provider framework, which creates a map for how various services in buildings work coherently and efficiently together to optimize services.
- The SSH educators were on the front line, continuously assessing student needs and providing essential wellness services.
- Investment in student affinity groups was a key strategy in the Naming and Defining Places initiative. Affinity groups were designed to deepen leadership skills while elevating student voices to create more racially and culturally affirming spaces and promote student belonging.

Increased academic supports and targeted interventions for our most vulnerable and historically underserved students

- The additional instructional specialists provided targeted student supports while offsetting critical staffing shortages in the CSI, TSI, and Title schools.
- Visual and Performing Arts (VAPA) TOSAs created access and connections to VAPA programs across schools in the Roosevelt and Jefferson clusters, although supply distribution was significantly impacted from closures and supply chain issues.
- We continue to learn from schedules (e.g., 7th period and block schedules) being piloted at middle schools to increase student opportunity for electives and interest-based activities.
- Career teachers at alternative schools created and adapted virtual and in-person personalized career learning opportunities.

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)

The barriers and challenges we encountered for SIA implementation are directly related to the disproportionate and compounding effects of the pandemic on our community such as the d

The SIA investments are integrated into system-wide efforts with a broad and deep reach. With the finalization of the PPS Strategic Plan this past year and extensive staff and family engagement through the RSSL process, engagement continued to reinforce the importance of providing racially-affirming and culturally responsive supports and services focused on social, emotional, mental, and behavioral health as well as academic supports and targeted interventions for our most vulnerable and underserved students. Those priorities have remained our top SIA investments.

The PPS Racial Equity and Social Justice Lens is a tool we regularly use to identify the impacts of our decisions, and ensure we engage and center our communities of color in those decisions. PPS is investing in innovative approaches, such as a community engagement and student voice framework to foster the overall goal of centering Black, Native, and students of color into the fabric of our everyday work in schools. We continue to build system capacity through thought partnership at various levels of decision-making and are piloting the framework as part of the Naming and Defining Places initiatives.

We discovered new virtual forums to broadly reach communities such as town halls, quarterly RESJ partnership convenings, and small group discussions. We continue to fine tune how we reach people and use current spaces differently with our virtual based implementation. We continue to build capacity with decisions from a variety of

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, are



Emerson School
 SIA Year 1 (2020-2021) Annual Report Journal
[Emerson Budget Template](#)

Annual Report Questions	Response
<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 about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred?</p> <p>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>While we were unable to hire a full 1.0 FTE Instructional Coach due to the decreased SIA funding amount, we were able to increase the Teaching Supervisor's time to focus on SEL supports and professional learning. Through the additional professional development and coaching with teachers, we were able to provide some wraparound SEL supports for all students, but especially our most vulnerable students.</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>The final SIA funding amounts for 2020-21 were not enough to hire the full time Instructional Coach that we had hoped to use.</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>The additional FTE allowed for outreach to specific families and community members through parent engagement sessions throughout the year, focusing on the home-to-school connection for SEL.</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>Understanding the disproportionate impact on our most vulnerable students and families informed how we prioritized the funds. Small groups with our most-impacted students (sometimes one-on-one) were prioritized with our additional FTE. What surprised us was how much of that time was needed not just from the SIA-funded position, but from all instructional personnel at the school.</p>

LeMonde
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[LeMonde Budget Template](#)

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1. Critical to student success behaviorally, social-emotionally, and academically, is having sufficient adult supports. The SIA funding provided us with the opportunity to give such additional supports during

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4. We always centered students in all decision-making, specifically supporting struggling learners. That is what most influenced our decision-making.

Opal School
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[Opal Budget Template](#)

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<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>Opal Charter School closed June 30, 2021. As a component part of the Portland Children's Museum, the school had to close when the Museum closed permanently due to the financial impact of Covid-19 on their high-touch children's environment. The SIA funds provided an instructional assistant to work with small groups of students during Comprehensive Distance Learning and provided professional development for teachers during the pandemic.</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>Opal Charter School closed June 30, 2021. As a component part of the Portland Children's Museum, the school had to close when the Museum closed permanently due to the financial impact of Covid-19 on their high-touch children's environment. The SIA funds provided an instructional assistant to work with small groups of students during Comprehensive Distance Learning and provided professional development for teachers during the pandemic.</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>Opal Charter School closed June 30, 2021. As a component part of the Portland Children's Museum, the school had to close when the Museum closed permanently due to the financial impact of Covid-19 on their high-touch children's environment. The SIA funds provided an instructional assistant to work with small groups of students during Comprehensive Distance Learning and provided professional development for teachers during the pandemic.</p>

Portland Arthur Academy
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[Portland Arthur Acad Budget Template](#)

Annual Report Questions	Responses
<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 about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred?</p> <p>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>One main goal we had 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. We were able to hire an additional full-time teacher for this position. This was especially helpful during online learning (CDL) which allowed the teacher to teach reading and math "live" via Google Meet every single day to a small group of students. This teacher was also able to do "live" intervention via Google Meet to focal students.</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>A 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 in an the most effective way. Also, due to less funding we were unable to hire an SEL specialist to help with the implementation of the SEL lessons/group/activities.</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>Maintaining engagement with most families has been somewhat of a struggle due to the fact that no parents/families were allowed into the building and 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>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>We had four priorities for the 20/21 school year and we were only able to 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 fully 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.</p>

Portland Village
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[Portland Village Budget Template](#)

Annual Report Questions	Responses
<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 about your SIA implementation efforts during the 2020-21 school year and the positive impacts that have occurred?</p> <p>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>Having FTE in counseling provided significant supports for students and families in need during the pandemic. Having access to a full K-5 math curriculum allowed teachers to implement the full program without having to cobble together various resources to create materials and assessments. This resulted in a more effective and viable math culture in our teaching and learning community.</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>Challenges of teaching during the pandemic have been astronomical. While we appreciated offering a more robust K-5 math curriculum, with the original SIA funding amount we would have been able to provide that curriculum through grades 6-8 as well. Not know if the SIA funding will continue past year 3 makes it difficult to hire FTE that may not continue past that timeframe (not able to offer job security to applicants).</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>Having a point person (counselor) that we could connect families and students in need with has been a huge success. The pandemic made engagement much harder, and having this additional FTE to provide outreach 1:1 to families and students was a critical component of engagement in 2020-21.</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>Meeting the social-emotional needs of our students and families, especially during a pandemic when engagement was difficult due to distance learning, was our most important investment with the SIA funds. Having a robust math curriculum was necessary as a response to our Plan of Improvement for our math state assessment outcomes, so addressing math instruction was a top priority academically.</p>