

Annual Reporting - Molalla River Academy

Questions

- 1 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?
- 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?
- 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 [https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web\[1\].pdf](https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web[1].pdf) and where your efforts might land on the spectrum as you complete your response.
- 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?

2022-23 Annual Reporting Response

Over the 2022-23 school year we were able to tighten up our assessment framework with all teachers being trained in the same assessment tools. This led to the ability for teachers to have grade band discussions about data and plan appropriate interventions. Some intervention groups were grade level and others were mixed grade level. With more strategic interventions, we saw an improvement in reading and math.

Implementing our SIA strategies was not challenging as we had the resources (human, material and time) to accomplish what we planned. If funding changes in the future, it will be difficult to maintain the level of targeted instruction students are currently receiving.

Engagement with families increased over the 2022-23 school year through intentional outreach by teachers. We had hoped to implement several curriculum nights throughout the year where parents would have the opportunity to view our different curriculums and ask questions. We were not able to accomplish this, but look forward to doing so in the coming school year. From the end of August through the end of October, MRA families have volunteered 459 hours on our campus.

SEL support continues to be a top priority. We've implemented a strong Tier 1 program with the Character Strong SEL curriculum, and we have added the Character Strong Tier 2 program. All teachers completed a universal SEL needs assessment screener for their students. From this, we were able to identify students with the highest SEL needs and provide targeted skills building small group instruction and/or targeted individual skill building instruction.