

**Superintendent's Strategic Plan Priorities,  
Proposed Investment Plan  
and Budget Message  
for Portland Public Schools**

2020-21 School Year

**Guadalupe Guerrero**  
Superintendent of Public Schools  
**DRAFT VERSION**  
May 26, 2020

**Superintendent's Strategic Plan Priorities  
and Proposed Investment Plan for Portland Public Schools**

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**Superintendent's Strategic Plan Priorities  
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**Introductory Note from Superintendent Guerrero**

**With Purpose and Intention, We Move Forward.**

PPS Students, Families and Staff,

In the spirit of transparency and accountability, the intention of this document is to begin to illuminate our school district's path forward. In the pages that follow, you will read about the important first steps we've identified in order to begin to strategically make the shifts that will best prepare and posture the system to support our school communities and educators, and cultivate rich learning experiences for every one of our 50,000 students.

A next step is to work with our school leaders, educators, support staff, community partners, and other stakeholders -in a similar fashion to the construction of our Vision- in order to define the priorities and action steps that will move us towards evidence and implementation of the Educator Essentials and Graduate Profile skills and dispositions over the coming years. The journey towards realizing our Vision, *PPS reimagined*, will be a series of multi-year strategic plans, which will iterate over time and adapt to current context and continuous improvement learnings. This pandemic has caused us to alter our initial path forward, and our delivery model altogether, in order to meet the real needs that our students are facing and the practical need to fulfill our educational mission under constrained realities.

What is intended to remain universal and constant, are those core values, theory of action, and concepts our community articulated in our bold Vision. Formulating an annual budget then becomes an exercise of aligning and investing our limited resources in a curated set of prioritized strategies and action steps. The result is a funding of sequential work strands that lead us to transforming both the school system, aligned support of our school communities, leaders, and educators, that we believe will transform the student experience, and ultimately, high achievement and outcomes for every student.

Given the present economic crisis we are facing, we adapted our investment plan to support a feasible set of high leverage strategies for the coming school year to continue to build our momentum towards achieving our Vision for Portland Public Schools.

Sincerely,



Guadalupe Guerrero

Superintendent

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## **A Time for Reflection and Adaptive Leadership**

***What's the world for you if you can't make it up the way you want it?***

- Toni Morrison

***Let us put our minds together and see what life we can make for our children.***

- Chief Sitting Bull, Hunkpapa Lakota

At PPS, we are all called to lead and learn in a fashion that reflects an adaptive, reflective, and resilient mindset. PPS is a stronger system today because of the time, effort, and engagement with the questions that Toni Morrison and Chief Sitting Bull's words conjure for educators, students, families, and community partners. Our community collectively mandated, in a new Vision for the school district, [PPS reimagined](#), and charged us with endeavoring to build a premier education system worthy of the promise of our students to lead a more socially just world.

We believe high quality, free public education has the power to create the critical thinkers and advocates who will positively change our city, our state, and our nation. That creation relies on our empowered leaders, students, support staff, teachers, principals, leaders, community agents, and supportive adults who have the commitment, subject matter expertise and lived experience, the ability to reflect, demonstrate and cultivate resiliency and convene diverse groups, necessary to adaptively confront our shared challenges, inspire a collective movement and lead in our ever-changing circumstances.

It is now past time to ensure that this promise is fully and readily available to all students, including and especially those who have been most affected by generations-long, systemic inequity.

## **A Chronology of Unfulfilled Promises**

The Portland Metro region rests on the traditional lands of the Bands of the Chinook, Multnomah, Clackamas, Tualatin, Molalla, Kalapuya, Wasco, Cowlitz, and Kathlamet tribes. These tribes established their communities in a resource rich area where they traded and fished along the rivers and harvested those natural resources that fed and maintained their families.

Upon European contact, federal policy was to eliminate tribal people and much later to assimilate us in an attempt to erase their rich tribal traditions. In the 1950s, under Federal Relocation Policy a large segment of the Native population in the U.S. was forced to relocate to several major cities, including Portland. This has added to the diversity of tribal representation in the region. During the same era, under the Oregon Termination Act and the Klamath Termination Act, many of Oregon tribes' governments were abolished and tribal lands taken away; some of these tribal governments were partially reinstated over twenty years later; many others are still not reinstated. The federal Boarding School Era policies that went well into the

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1960's attempted assimilation through removal of children from their families, in order to "kill the Indian and save the man." None of these policies could be challenged directly through the electoral process because Oregon restricted Native Americans from voting until the passage of the Voting Rights Act of 1965.

"Today, the Native American community in Multnomah county exists as a testament to resilience and resistance."

[The Native American Community in Multnomah County: An Unsettling Profile](#). Coalition of Communities of Color & Portland State University

### Many Nations, Resilient and Proud

In the mid-1850s, treaties submitted to Congress by Oregon and Washington Indian Commissioners Joel Palmer and Isaac Stevens promised to provide teachers and schools to tribes. A 1855 treaty with the Willamette Valley Indians obligated the federal government to establish manual labor schools among the Molala, Umpqua, and Kalapuya. As transportation systems improved and public education became more accessible in the early twentieth century, many of the reservation schools were closed, and Indian students were sent to Chemawa or to public schools.

"Today, the Native American community in Multnomah County exists as a testament to resilience and resistance." We know that Portland Metro's Native community is diverse and growing. The population is estimated to be nearly 70,000. Traditional data sources such as the Census or the American Community Survey often undercount Native people for several reasons, including fear and mistrust of the Federal government. Another difficulty is that because of the history of genocide and assimilation, many Native community members identify as bi-racial or multi-racial and many institutions only take into account Native American alone when classifying the Native Community. While many community members strongly identify as Native, we know that there are many community members who are disconnected and hesitate to identify as Native. We know that many of our Native students go uncounted and are invisibilized by our data collection systems.

**"If we admit them [African-American children], then next year we will have no money to run the schools."**

Portland Public Schools Board of Education, circa 1867

### 1867: Official Segregation of Black Students in PPS

Six years before Oregon proposed a state constitution banning Black people from entering, residing, or acquiring property, Portland Public Schools, Oregon's now-largest school system, was established as an important vehicle for educating and projecting the values considered essential to the order of the time. For close to 170 years, PPS's failing pattern of response towards struggles of communities of color--especially Black and Native American

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students--stems from institutional and cultural racism that continues to exacerbate the inequities we see in our society today. In fact, the origin story of Portland Public Schools is one of a district that viewed Black and Native children as burdens to educate.

One of the earliest instances of active exclusion by PPS occurred when William Brown, a resident of Portland in the 1860s, tried to enroll his children in one of Portland's only two public elementary schools, launching what would be the first and only case of official segregation of Black children in Portland Public Schools. After repeated attempts to enroll his children in PPS and being denied, Mr. Brown appealed to the Board of Education, including directors Josiah Failing, W.S. Ladd, and E.D. Shattuck. Again, his children were denied access. The School Board explained they resisted integrating schools by saying, "If we admit them [African-American children], then next year we will have no money to run the schools."

According to Helen Casey's monograph, "Portland's Compromise: The Color School 1867-1872, the Board of Education was "afraid to provoke the taxpayers and rouse their ire." Rather than risking the anger of PPS white parents, the school board eventually allocated \$800 for a segregated school in Southwest Portland on the corner of SW 4th and SW Columbia Street. Twenty-six Black students, many of whom had attempted to attend one of the two public schools and were denied, enrolled in this new school.

Every year at school board meetings this school's existence was called into question until it was abolished in 1872, and thirty Black students were "welcomed" into an "integrated PPS."

**"A few months after the 1954 Brown decision by the United States Supreme Court, which ruled *de jure* segregation unconstitutional, the [PPS] school board stated in its minutes that it had a policy of equal education and that it would take no action regarding segregation in Portland Public Schools."**

["Report on Racial Integration-Desegregation Issues in the PPS,"](#) City Club of Portland, May 30, 1980

### **1954: Brown v. Board of Education "No Action Regarding Segregation in PPS"**

From 1940 to 1945, the number of Black Oregonians expanded ten times over, from under 2,000 to about 23,000, due to the labor migration during WWII. In Portland, this accelerated growth in the Black population meant more Black students were excluded by racist policies and practices going back to Oregon's founding.

Despite Portland Public School's *de facto* segregation practices, the Board of Education took the position that "[PPS] had a policy of equal education and that it would take no action regarding segregation in Portland Public Schools,<sup>1</sup>" following the landmark Supreme Court ruling of Brown v. Board of Education in 1954.

This colorblind (and unconstitutional) view persisted unchallenged until 1962, when the local chapter of the NAACP accused PPS of being segregated and unequal for Black children. In a

<sup>1</sup> ["Report on Racial Integration-Desegregation Issues in the PPS,"](#) City Club of Portland, May 30, 1980

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response a year later, PPS established a “Committee on Race and Education” to study the racial inequities between Black and white students. Eighteen months later, the school board adopted the “Schwab Report.” The NAACP opposed the report, saying it “overemphasize[d] the negative aspects of Black family life, poverty, fear and social rejections.”<sup>2</sup> and promoted “separate but equal policy.”<sup>3</sup> In short, the Schwab Report did little to address continued concerns from the Black community and the NAACP.

**“You’d better go home because we ain’t!”**

- Ron Herndon, March 29, 1982

**1982: The Black United Front v. PPS Board of Education**

To address the failure of the Board of Education to take action regarding the needs of PPS’ Black students, Ron Herndon, founder of the Black Educational Center, and other Black leaders, established the Black United Front. In 1982, The Black United Front along with others, protested the School Board’s decision to locate Harriet Tubman Middle School at Boise Elementary School, eliminating the only elementary school within the Black community:

“The Harriet Tubman Middle School protests, beginning on March 29, 1982, occurred not just because the Portland School Board reversed their decision on a promise made to the black community two years prior, but because the school board refused to hear the opinions of the people their decisions affected before and after making their decision. The black community had to resort to protest because they were cut from the democratic process. The Tubman decision was the first time in the district’s history that the board chose the opposite of what the community desired, but due to unified and relentless peaceful protest the community was heard.<sup>4</sup>”

When it comes to educating Black and Native students, Portland Public Schools’ report card is not simply a matter of a troubled history. Black and Native American students are still not being fully served under our watch. Over 170 years later, we continue to systematically fail Black, Native American, Latino and students of color.

**“Black, indigenous people of color are more likely to be exposed to coronavirus because they’re more likely to engage public facing essential work.”**

Aileen Alfonso Duldulaino, PhD, MSW, Senior Epidemiologist & Research Scientist, Multnomah County Department of Health

<sup>2</sup> William H. McClendon, *Straight Ahead: Essays on the Struggle of Blacks in America, 1934–1994* (Oakland, Cal.: The Black Scholar Press, 1995), 141.

<sup>3</sup> “Race, Education Report Probes Albina Environment,” *Oregon Journal*, November 2, 1964, p. 9

<sup>4</sup> The Harriet Tubman Middle School Protests | Black United Front vs. The Portland School Board. PSU History Department. March 26, 2017: <http://publichistorypdx.org/2017/03/26/harriet-tubman-middle-school-protests-black-united-front-vs-portland-school-board/>



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### **2020: Native Americans “Being Left Out”<sup>5</sup>; Coronavirus impacts “Black People Unequally”<sup>6</sup>**

On Friday March 13, our students, families, staff, and partners were thrown into an unprecedented reality of a global pandemic. School campuses were directed to close and new education guidelines were issued. We were directed to socially distance and warned about devastating economic implications.

Our system has operated in a condition of prolonged uncertainty for months and while we are continuing to manage this emergency situation during the pandemic, we also must focus on the future we envision for PPS students, families, and staff.

This pandemic illuminates troubling inequities and needed system shifts that have always been present in our community. COVID-19 affects all of us, but not in the same ways. Institutional and cultural racism have led to disparate outcomes for people of color, making them disproportionately impacted during this crisis. Based on currently available data, Black people, Native Americans, and Latinos are particularly vulnerable to negative impacts during this crisis. Asian and Pacific Islander communities face increasing xenophobic threats and hate speech.

We are committed to acknowledging the different impact the crisis is having in our schools and community and providing targeted, culturally-specific responses.

“I came to Portland nearly three years ago to work with students, families, staff, our Board and the broader community in solidarity to make our public school system the premiere district in the country.

I remain steadfast in my commitment to keep students central to the work and adopt a sense of urgency to transform our system so that every student, particularly students of color, achieve and reach their greatest potential.”

**-- Guadalupe Guerrero, Superintendent, Portland Public Schools**

### **Building a Collective Movement**

When the Board of Education selected Guadalupe Guerrero as the first Latino superintendent in the history of PPS, he joined a public school system with hope for the future and a strong sense of collective potential to address historical inequities in the district.

In 2011, the Board of Education adopted a Racial Educational Equity Policy that called out harmful disparities in our schools and identified the district’s role in eliminating them. Following the adoption of that policy, PPS embarked on a five-year plan that resulted in numerous successes. However, there is collective acknowledgement that there is still much work remaining to ensure all students experience equitable outcomes.

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<sup>5</sup> <https://www.theguardian.com/us-news/2020/apr/24/us-native-americans-left-out-coronavirus-data>

<sup>6</sup> <https://www.wired.com/story/covid-19-coronavirus-racial-disparities/>

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Like with many school systems, turnover in superintendent leadership can lead to ambivalence to system-wide change among staff. Historically, Portland Public Schools has often functioned more as a federation or loose constellation of individual school communities, rather than a unified school system aligned around a set of coherent priorities and organizational goals.

Adopting a sense of urgency, Superintendent Guerrero prioritized assembling a senior leadership team that immediately began to collaboratively develop and establish the foundation for the work ahead. In the first year, Superintendent Guerrero and his leadership team began the important work of planning and implementing the essential building blocks of district improvement. These building blocks included an outlined core curriculum and related professional learning opportunities for educators and leaders; training opportunities in differentiated academic and behavioral supports; and the instituting of a balanced assessment system to inform school improvement efforts.

Since Superintendent Guerrero's arrival, almost every single department in the central office has solidified its core functions this school year and identified key focus areas to improve on towards greater system coherence and effectiveness. A much improved organizational culture, more squarely focused on a commitment to transformation, has taken root and optimism about our potential and future has begun to permeate a more positive public narrative.

Recognizing the importance of school engagement, the Superintendent has maintained an active and visible presence in our school communities, visiting hundreds of classrooms, and attending an array of school events to both demonstrate support for our schools and to have an opportunity to interact with and hear directly from students, school-based staff, and families. We have moved quickly and with determination, while also modeling the characteristics of a learning organization. We proceed on this journey, with urgency for our students, with humility and by reserving space for reflection and growth. In the spirit of continuous improvement, we understand that a plan/do/study/act cycle requires us to reflect on whether our efforts have had their desired impact. In addition to adoption of an improvement science approach, we are incorporating design thinking, keeping the user and their experience in mind and central to our work. In addition to integrating a racial equity lens in our decision-making, we will strive to promote engagement and ensure there is input, communication, and two-way feedback from our students, educators, families, community partners, and other stakeholders.

### **Learning and Leading Together**

In front of hundreds of school administrators, central office leaders, and community and civic leaders, Superintendent Guerrero [kicked off the school year](#) at our second annual week-long leadership institute. The 2019-20 school year launched with a deep sense of urgency to accelerate student achievement and with deep optimism that a brighter future was indeed possible in public education throughout Oregon. A few weeks earlier, Governor Kate Brown signed the historic Student Success Act providing \$1 billion to support targeted public education investments across the state.

In our third school year under Superintendent Guerrero's leadership, PPS continues our steadfast commitment to accelerating student achievement, especially for Portland's Black and Native American children. With a community-informed Vision established, we have focused on this year on:

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- Developing a multi-year **strategic plan** that guides our decisions and investments to realize the Vision for our graduates and the larger learning ecosystem;
- Promoting a **culture of continuous improvement and professional learning** for educators and leaders;
- Leading with a deep commitment to **racial equity** and social justice, centering students most in need in our resourcing and strategic decisions.

Since the Board of Education unanimously adopted *PPS reImagined* as the district’s *north star*, departments across the system are actively integrating the tenets of the Vision into their planning and programming. The Office of College and Career Readiness convened all of the district’s high school principals and community-based CTE partners to begin to align the district’s [4 Year High School Success Plan](#) to our Vision by mapping out the graduate profile with high school learning. The PPS Early Education team met to create age-appropriate ways to describe the characteristics of our Graduate Profile from the perspective of an early learner. The middle school redesign team is beginning to utilize the same Graduate Profile to prioritize key areas of emphasis when considering the ideal middle grades experience, knowing these are formative years in a student’s identity and development.

Across our community staff and partners, inspired by the bold future aspiration for students and their educational experience described in our Vision, swiftly moved to align their work and priorities to this new and galvanizing direction. We carried this spirit of innovation, engagement, and collaboration cultivated by the Visioning process into the planning and district application for the *Student Success Act’s (SSA) Student Investment Account (SIA)*. To keep our focus on accelerating growth for students of color, staff collaborated with the community and several organizations to engage with students, families, staff, and community partners to elicit feedback and input into the planning and application process. PPS held robust listening sessions co-hosted by the Coalition of Communities of Color, Stand for Children, and the Portland Association of Teachers. Staff collaborated with labor partners to develop a district-wide survey and feedback form delivered at staff meetings at every school. Their [feedback](#) confirmed the district’s direction and cemented a clear plan for this anticipated significant investment in Oregon’s students.

**“You Deserve Better...”**

**-- Superintendent Guadalupe Guerrero, May 23, 2018, Lent School**

### **Leading with Courageous Commitment to Racial Equity and Social Justice**

A key shift in embracing continuous improvement is our relentless pursuit of racial equity and social justice. In addition to the establishment of the RESJ Professional Development Framework, we achieved several key milestones in our [PPS RESJ Framework and Plan](#). Key to the success of the plan is effective communication and implementation to internal and external

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stakeholders. Our newly established framework was presented at this school year's Leadership Institute and an October Board of Education meeting, and is prominently available on our website. We continue to respond with urgency to emerging needs while also establishing practices that sustain transformational shifts. We adopted the RESJ Framework and Plan and updated it to include Equitable Business Operations goals that incorporate the district's work in finance, planning and construction, and sustainability. These goals were developed in collaboration with all of the Business Operations leaders. We instituted a cross-functional RESJ Advisory Committee to plan, create, and promote educational, social, and professional programs, goals, and activities to increase understanding and progress towards the Racial Educational Equity Policy and RESJ Plan. The team consists of over 100 employees with diverse representation across schools, positions and tenure with PPS who meet monthly.

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts - and builds leaders to disrupt - systems of oppression. Building on the commitment and successes of over 10 years since the Racial Educational Equity Policy launched, PPS is deeply engaged in and fundamentally accelerating and centering our RESJ work, constantly examining opportunities to increase RESJ strategies through organizational transformation and system-wide collaboration. By way of this central focus and in partnership with stakeholders, including and especially those representing students of color, we will bring to an end racial predictability and disproportionality.

### **Targeted Universalism**

means setting universal goals pursued by targeted processes to achieve those goals. Within a targeted universalism framework, universal goals are established for all groups concerned. The strategies developed to achieve those goals are targeted, based upon how different groups are situated within structures, culture, and across geographies to obtain the universal goal. Targeted universalism is goal oriented, and the processes are directed in service of the explicit, universal goal.

*powell, john, Stephen Menendian and Wendy Ake, "Targeted universalism: Policy & Practice." Haas Institute for a Fair and Inclusive Society, University of California, Berkeley, 2019. [haasinstitute.berkeley.edu/targeteduniversalism](https://haasinstitute.berkeley.edu/targeteduniversalism).*

At PPS, we utilize the approach of Targeted Universalism because we recognize that resource conversations can be polarizing and that discourse can become trapped in either/or, zero-sum mindsets. Our approach aims to operationalize our RESJ values so that every student is served so our universal board goals are achieved and the graduate profile of our Vision. Our approach supports the distinct needs of students of color while also acknowledging our mutual interdependence.

We recognize with great urgency the need for aligned and coherent strategies that improve conditions so that students of color have an educational experience where they can thrive. Our approach disrupts institutional and cultural racism and promotes tangible strategies and resources for RESJ. Students of color are centered in our strategies and these strategies promote improvement for the entire system.

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We knew prior to experiencing the pandemic that specifically, Black and Native students faced significant challenges to reach their full potential in our system. As system leaders, we need to face the institutional and cultural racism embedded in our systems. If we respond to the pandemic by developing race-neutral plans without addressing the pernicious racial inequities, we will deepen the divides that limit our black and brown students.

**“The Vision for Portland Public Schools focuses on what we want to be true for our graduates. The Vision is a journey of ongoing creativity, learning, and improvement, and its boldness can speed progress by inspiring action and collaboration.”**

-PPS reimagined: Preparing Student to Lead Change and Improve the World

### Embarking on Our Journey Toward a New Vision

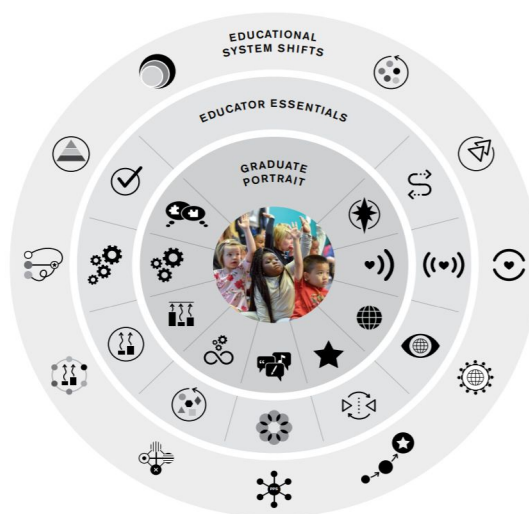
We started the Visioning process in the fall of 2018 because we wanted to tap into the wisdom of our students, our educators, and our community, to help us reimagine Portland Public Schools for a rapidly changing world. Thousands of people representing the broad diversity of our community generously gave their time to share their experiences, express their hopes, and contribute their ideas in scores of meetings big and small.

This Vision describes our goals for the graduating class of 2030, and the educational experience that will increasingly be the reality for each of our graduates from 2019 onward. The work included an exploration of future trends that are likely to impact education in Portland; learning journeys to schools and organizations already engaged in ideas that PPS might be interested in adopting; and design exercises that considered the needs of students, educators, families, and community members. The process engaged thousands of stakeholders—including students, families, educators, district staff, and civic, business, community, and philanthropic leaders—and produced nearly 16,000 data points that became the basis for the various elements of the Vision.

### PPS reimagined: Our Community’s Promise

We adopted our community-informed Vision, [Portland Public Schools reimagined](#), in May 2019. Portland Public Schools is committed to preparing our students to lead change and improve the world for the district we aim to become by 2030. Our community defined our:

- **Vision:** A picture of what we want for our students. The Vision includes the Graduate Portrait, Educator Essentials, Educational System Shifts, and Core Values.
- **Core Values:** The district’s enduring beliefs that will guide our action toward our collective Vision.
- **Graduate Portrait:** A clear and ambitious description of what the community wants our students to know, be, and be able to do, in



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order to prepare them to thrive in their lives and careers.

- **Educator Essentials:** The knowledge, skills, mindsets, and dispositions needed from adults to support the Graduate Portrait.
- **System Shifts:** Changes to the district's priorities and operations that will help create the conditions required to reach our Vision.

**“We are the leaders who can get this done. This is the team that will channel the radical idea that we truly can reimagine Portland Public Schools. This is the team that will harness the collective imagination of our city to make the impossible, possible.”**

-- Superintendent Guadalupe Guerrero, August 9, 2019 Back to School Speech, PPS Leadership Institute

### Our Theory of Action

#### **PPS Strategic Plan Theory of Action:**

If... We braid Racial Equity and Social Justice strategies into our instructional core, work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student...

Then... We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students who experience the greatest barriers, realize the Vision of the Graduate Portrait.

In order to advance toward the Vision and achieve the 3-year Board Goals, PPS examined its current state to develop a **theory of action** for change to identify key priorities.

We utilize this theory of action to provide focus and to center our decision making on the experiences of students of color. Our Theory of Action explicitly calls out the pernicious institutional and cultural racism embedded in our system and prompts us to take action that disrupts the barriers that hinder us from reaching our goals.

#### **Accountability: Student Performance Goals**

As our theory of action suggests, our school system is making a significant declaration that as a community, we will disrupt the racism and improve conditions so that Black and Native American students can reach their potential. Through targeted universalism, our theory of action, if executed with fidelity, will ensure that every student, especially as it pertains to one's race, socioeconomic status, ability or sexual orientation, realizes the Vision of the Graduate Profile. In October of 2019, the PPS Board of Education adopted a series of student growth and achievement goals, metrics that school district leaders and school principals will continue to monitor progress towards, as is evidenced by our [Mid-year Progress](#) report in early March. Under a reconstituted Office of Systems Performance, PPS has instituted a balanced

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assessment system, with a variety of formative and interim instruments, while supporting and scaling their implementation across schools, content areas, and grade levels.

Goal		Baseline 2018-19	3 Year Target 2021-22
<b>Goal #1: Third Grade Reading</b>	To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth (2018-19 baseline) to 60% meeting or exceeding growth expectations (as measured by Grade 3 <b>End of year MAP</b> ) by the spring of 2022.	44%	60%
<b>Goal #2: Fifth Grade Mathematics</b>	To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of our underserved students of color meeting growth (2018-19 baseline) to 60% meeting or exceeding growth expectations (as measured by Grade 5 <b>End of year MAP</b> ) by the spring of 2022.	41%	60%
<b>Goal #3: Eighth Grade Student Snapshot of Graduate Portrait</b>	By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in English Language Arts and Mathematics (2018-19 Baseline) to 51% meeting proficiency in both subjects as measured by <b>SBAC</b> .	44%	51%
<b>Goal #4: Post-Secondary Readiness Ready for College &amp; Career</b>	By the spring of 2022, Portland Public Schools Graduates, who are underserved students of color, will move from 50.3% (current baseline 2018-19) to 56% successfully completing one or more of the post-secondary indicators.	50%	56%

These goals, while iterative (the ideal is 100 percent in all categories), speak to the accelerated work we are committed to. For us, for the school board, this is urgent. Every day that a student, especially those furthest away from achievement readiness, are not meeting expectations, we are failing them. While these Board goals serve as an official account of our success.

**Our Emerging Strategic Plan**




Our community has defined our destination through PPS reimagined, the Board has outlined the community’s accountability metrics and the district’s leadership has committed to upholding a bold theory of action that embraces targeted universalism and accelerates growth for Black and Native students. The following are the key strategic moves we plan on making as a district to

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accelerate growth. As school system leaders, we are responsible for holding progress on the system shifts.

We want to ensure we have clear priorities to advance towards the Vision, guide decision making and be responsive to our student and family changing needs. In a time of crisis, it is even more important that we double down on efforts that ensure all our students, in particular, our Black and Native students, and our schools with the greatest needs (e.g., Comprehensive Supports for Improvement (CSI)/Targeted Supports of Improvement (TSI) schools) reach success.

We envision an organizational journey, a continuous sequence of multi-year strategic plans that will serve as the district’s roadmap.

<p><b>Strategic Plan 2020-2022</b>          -Context          -Theory of Action          -Student Performance Goals          -Five prioritized System Shifts, Educator Essentials, and Student Skills &amp; Dispositions          -Aligned Investment Plan</p>		<p><b>Strategic Plan 2024-2026</b>          -Next set of Student Performance Goals          Next set of prioritized          -System Shifts          -Educator Essentials          -Student Skills &amp; Dispositions          -Aligned Investment Plan</p>		<p><i>(continued multi-year strategic plans working towards achieving and realizing the PPS Vision)</i></p>		<p><b>Vision: PPS reimagined</b>          -Mission Statement          -Vision          -Core Values</p>
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**How Did We Get to These System Shifts?**

A diverse workgroup of district leaders prioritized five specific educational system shifts and identified specific strategies to prioritize in year one of strategic plan implementation (2020-21 school year). We will advance these shifts while maintaining operational, health, and safety activities necessary to run and support students and schools. Because the near-term, pandemic-affected future is still uncertain, we are also adopting flexible annual action plans that can be adjusted as needs evolve.

To identify prioritized work for Year Two, we utilized the following principles to guide our decision making:

- Maintain a collective focus on our theory of action of accelerating outcomes for Black & Native students
- Continuously improve and support the conditions and capacity in our high need school communities (CSI)/(TSI)
- Hold true to our community-developed Vision ReImagine PPS



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- Remain committed to our emerging strategic plan and prioritized system shifts (even if they have to become a narrower scope of action steps that cascade and are sequenced over time)
- Continue to ensure the health and safety of students, adhere to legal responsibilities, and fulfill basic operational needs and costs

What we will prioritize and what we hope to accomplish in the 2020-21 school year is progress in the following five **Educational System Shifts**:

- A. A Connected and Transformative School District**
- B. Racial Equity Aligned Systems and Structures**
- C. Cultivating System-Wide Learning and a Diverse Workforce**
- D. Transformative Curriculum and Pedagogy**
- E. A Culture of Physical and Emotional Safety**

**Year One: PPS Strategic Plan Focused on Five Educational System Shifts**

**System Shift A: A Connected and Transformative School District**

PPS is an equitable school district that is student focused, responsive to student needs, and proactive about continuous improvement. It has a clearly articulated Vision, with corresponding strategic plans that renew every few years. Staff are empowered to fulfill the school district’s mission with responsiveness, reliability, and innovation, collaborating across departments and with families and communities.

**Strategy 1:**

**Create structures and processes that encourage and support an inclusive culture that leverages community voice and empowers school and district staff to innovate, collaborate and partner to ensure every student is equitably supported to advance toward the Graduate Portrait.**

This strategy is about the cultural evolution we want to make as a system and the way we work together. We will be deliberate in how we collaborate towards our goals, build our muscle and capacity for adaptive change, and collaborative cross-departmentally. We have worked on strengthening core functions, and the next step is to collaborate and more deeply and regularly include community voice in achieving our goals. This is particularly important as we begin strategic plan implementation because stronger collaboration and community will help us better bring all of our strategies to life. Additionally, during times of change and uncertainty, it is critical that we can work together to move forward in a strong and inclusive culture.

**By the end of 2020-21 we will:**

- Finalize and implement our Community Engagement Framework
- Roll out, communicate, and build understanding and investment in our Vision and strategic plan
- Align organizational structures and cross-functional teams to effectively implement the

strategic plan

**How we will get there:**

First, we will develop, vet, and implement our Community Engagement Framework to help us ensure that decisions and efforts include community voice, especially of our Black and Native students and families. We will build the capacity of senior leaders in our district to engage in a continuous feedback loop with students, families, and community partners by using the Framework in practice. We will create collaborative teams across central office departments to lead and implement the work of our strategic plan, strengthen cross-functional collaboration, and increase our effectiveness and efficiency. Shifting our culture starts with our leaders and will scaffold throughout our system by continuing to establish and evolve organizational leadership structures, including clearly identified roles and functions, especially as they pertain to our Vision and strategic plan. We will accelerate the adoption of the Vision across the district, students, families, and community partners by communicating and building an understanding of and investment in our Vision and strategic plan.

**Strategy 2:**

**Establish expectations for the quality of services provided to students, families, and staff; collect data on service quality; provide regular reports on performance; hold staff accountable for the continuous improvement of services.**

This strategy is about managing our performance as a district including our quality of service and support to students, families, and schools. This will help us provide a more intentionally-aligned system in service of schools and students, and continue to build a strong district culture that keeps all students, especially those students experiencing the most barriers, at the center of everything we do. This will help us understand progress towards our strategic priorities and our Vision - which is even more important during current circumstances as we adapt to new needs and challenges, and as we embrace change.

**By the end of 2020-21 we will:**

- Identify, measure, and report-out on strategic plan outcomes/benchmarks for Year One
- Establish a central office performance management framework and train central office staff on identifying and implementing a culture of service to schools and the students they serve
- Implement regular reporting on performance so data is actionable for teachers and principals

**How we will get there:**

First, we will establish a central office performance management framework to help us measure our progress towards our plan and our goals. We will train the central office staff on identifying and implementing a culture of service to schools and the students they serve. To support this work, we will establish a system for gathering customer service feedback for central office services provided to schools to understand how we can continue to improve our support to schools (e.g., through principal surveys, ticketing systems, customer service surveys, and other indicators). We will design a school improvement process aligned to our

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board goals and strategic plan, and explore options for integrated tools to support school level data-based decision making, continuous improvement activities, and school improvement planning. We will develop an annual report to communicate our progress, via a unified organizational dashboard, on key initiatives towards Board goals, and identified strategic plan priorities.

**System Shift B: Racial Equity Aligned Systems, Structures, and Culture**

Racial equity and social justice guide all decisions and actions, and PPS works to eliminate racial disparities in access and outcomes. Aligning systems and structures involves culturally responsive practices, including equitable budgeting, to ensure that supports are tailored to individual schools and, ultimately, to students. This shift is supported by accountability practices that assess impact and intent.

**Strategy 1:**

**Integrate the district’s Racial Equity and Social Justice Lens (RESJ), authentic community engagement, and collaboration into critical school and district decision making including allocating the necessary resources to create equitable outcomes for every student, especially Black and Native students.**

Our theory of action is rooted in the belief that braiding Racial Equity and Social Justice strategies into all facets of our work and our organization will help us ensure that every student, especially our Black and Native American students who experience the greatest barriers, realize the Vision of the Graduate Portrait. Our current context has underscored the inequities in the system and reinforces the need to keep RESJ front and center in all decision-making, including resource allocations. This strategy is about disrupting institutional racism by building on individual RESJ efforts to develop a shared, systemwide mindset and practice of improving as a community in alignment with our theory of action.

**By the end of 2020-21 we will:**

- Adopt 2020/21 RESJ Lens protocols that outline PPS RESJ Lens application to critical decisions and initiatives and publish on PPS web site
- Stand up and support the RESJ Community Accountability Committee to provide external awareness and accountability for PPS decision making
- Support the RESJ Advisory Team and continue to integrate the goals and actions of the RESJ plan into every department's work plan at PPS

**How we will get there:**

First, we will communicate and build an understanding of our RESJ lens and hold our leaders accountable to use the RESJ lens at the outset of decision-making. This will require developing protocols with the Superintendent’s Leadership Team for identifying and using RESJ considerations in decision-making and providing professional development. Additionally, to increase awareness of and transparency around our decision-making, and leverage the expertise of our community to move together as a community, we will set up and

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convene a RESJ Community Accountability Committee (CAC). The CAC will support development of our RESJ-related work across the district, by providing input and feedback, and will help us cultivate a growing set of influencers across the system that will help us continue to disrupt institutional racism and become a more equitable district.

**Strategy 2:**

**Provide all staff with professional learning in alignment with the RESJ framework that helps increase the capacity of our district by providing opportunities for exploration, learning, reflection, and growth for all employees to support our goals for racial equity and social justice. Use district goal setting and evaluation processes to encourage and hold all staff accountable to use their new knowledge and understanding to make meaningful change that increases student success.**

There are core competencies/learning standards that we want all PPS staff members to lean into to increase the capacity of our district. If we build individual readiness to understand, learn about, and support RESJ practices, we can strengthen our organizational culture and capacity to proactively counteract inequities and champion culturally responsive practices. Then we can become a system that embodies RESJ practices to support all students, especially our Black and Native students that experience the greatest barriers, to achieve the Graduate Profile.

**By the end of 2020-21 we will:**

- Provide 300 new participants with foundational RESJ PD, to progress us towards our three year goal of 20% of PPS employees getting foundational RESJ PD (by CEI, list competencies)
- Complete RESJ PD second year scope and content and implement with pilot 10 cohorts
- Pilot 10 cohorts that receive continued learning (**including Board of Education**)
- Develop a rubric for each of the RESJ PD Framework competencies
- Develop RESJ PD Scope and Sequence for entire RESJ PD Framework

**How we will get there:**

We will provide staff development and support focused on the competencies and skills set out in the RESJ PD framework and the Educator Essentials through two approaches: (1) continue our partnership with CEI to provide RESJ PD to leaders and influencers first and (2) pilot cohorts of staff to engage in continued learning. First, we will get clear on key influencers who can take on this work first, apply learnings, and encourage colleagues to support our goals for racial equity and social justice. This will result in 300 new staff receiving training in the first year, totaling about 1600 employees in three years who are trained in this PD as influencers. Additionally, we will pilot new cohorts, leverage district-wide PD opportunities, and prioritize Student Support Services and Teaching & Learning staff (including MTSS TOSAs and SEL staff) to encourage cross-departmental coherence and alignment. To support this work we will develop a rubric for RESJ Framework competencies and a scope and sequence for RESJ Professional Development

### **System Shift C: Cultivating System-Wide Learning and a Diverse Workforce**

PPS maintains a high-quality workforce that reflects the diversity of the broader community and inspires a culture of learning, growth, and development. Culturally affirming language is used throughout the district. Professional development is thoughtfully developed, accessible system-wide and differentiated, and learning opportunities for every adult in the system can demonstrate a clear through-line to student success.

#### **Strategy 1:**

**Based on an assessment of staff needs and readiness in relation to the prioritized system shifts, provide all staff with the support and professional development needed to build the knowledge, skills, mindsets, and dispositions described in the Educator Essentials. The support should be differentiated, systemic, and aimed at enabling staff to help students achieve the Graduate Portrait.**

We will ensure that staff get the support and development they need, in light of current events and in alignment with competencies and skills set out in the RESJ PD framework and the Educator Essentials. This strategy is about beginning to ensure our educators have the support and capacity-building that will help us better support students and create conditions where all educators thrive. This requires a comprehensive and continuous cycle that builds our staff across the system at all levels and positions - and this requires us to provide the support that matches what we are striving for in our Vision and strategic plan. Through this work, we can begin to improve our development opportunities, apply our racial equity and social justice lens, and draw connections to the Educator Essentials so all students, especially our Black and Native students that experience the greatest barriers, achieve the Graduate Profile.

#### **By the end of 2020-21 we will:**

- Inventory all PD offerings and analyze alignment with Educator Essentials
- Create a pilot for SEL learning for adults - all staff (use RESJ pilot as a model)

#### **How we will get there:**

We will continue to review, reflect on, and evaluate PD offerings to learn what we have in place, how it meets the needs of teachers and leaders in our system, and how it aligns with the Educator Essentials, Strategic Plan, and changing needs of our staff. We will apply a cycle of continuous inquiry and improvement to reflect on and learn from feedback and quality of development opportunities. We will continue to provide, and continuously improve and align, leader, teacher, and system-wide professional development and training opportunities that help us grow towards our Vision and goals. We will continue collaboration with ODE, MESD, and college/university partners (e.g. PSU, UofO, W-P, etc.) to support the PPS Career Pathways framework, build lattices of support, and ensure the development of a diverse, licensed, and high-quality workforce. We will pilot SEL learning for adults to create working conditions where employees thrive, especially our employees of color, aligned with racial equity and social justice work, and with RISE and CASEL efforts. To guide our ongoing efforts, we will create a cross-functional committee that will be charged with aligning

professional development needs and building system-wide capacity to fulfill our Educator Essentials.

### **System Shift D: Transformative Curriculum and Pedagogy**

PPS' pedagogy and curriculum integrate the respectful consideration of culture, disability, race, gender, and language. With equitable learning supports and opportunities, every student can develop the foundational requirements of high-quality education and accelerate as needed. Lifelong learning skills, critical understanding of race, and activism around climate change have become system-wide areas of learning.

#### **Strategy 1:**

**Develop district-wide, vertically aligned preK-12 core curriculum with an emphasis on foundational literacy and numeracy skills across content areas and leveraging digital learning, along with assessments and tiered supports, to provide comprehensive, rigorous, culturally-sustaining instruction and developmentally-appropriate learning experiences for all students.**

A guaranteed and viable core curriculum is foundational to ensuring we provide high-quality instruction that prepares all of our students to achieve and meet the Graduate Portrait. We have an opportunity to be transformative in how instruction looks, especially as we immerse ourselves in digital learning. We want to develop students' capacity to be agents in their own learning, which will increase student achievement. To do this well we need a core curriculum and resources that align to standards, ensures all students meet our Graduate Profile, and is dynamic in meeting the changing reality of instruction as we continue to develop and enhance teacher practice.

#### **By the end of 2020-21 we will:**

- Adopt a K-8 Math Curriculum
- Adopt a K-2 Foundational Skills and Enhancement curriculum
- Implement professional development plan for teachers, administrators, and central office staff (ensuring GVC PD is aligned with the RESJ PD Framework)
- Initial integration of preschool to grade 3 model

#### **How we will get there:**

We have already begun the process of selecting resources to adopt, and our work will be to continue the CMAAC textbook adoption process for a math program and foundational literacy program. We followed the CMAAC textbook adoption process to identify these programs this past year. Next, we will invest in these necessary resources, provide supporting professional development, and roll out curricula. Additionally, and especially as we work to become a digital district, we will continue our work to develop a digital backpack, including the applications and platforms as online resources in the teaching and learning process, inside of the core curriculum (GVC) development and implementation. We will continue to support the learning of all students in all of our content areas and grade-levels, as we further develop our core curriculum in math and foundational literacy. The PK - 3 alignment will continue to be

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developed through collaboration with our early learning partners, community based organizations, and district staff.

**Strategy 2:**

**Build system-wide access, quality, and program coherence from Preschool to Grade 12+ that includes rich enrichment opportunities that support a well rounded education.**

With racial equity and PPS Core Values as guides, we will work to prepare our students to thrive in this new, undefined, and exciting future. We will provide each student with a strong foundation of content and technical skills and the critical thinking, communication, and problem-solving skills necessary to become lifelong learners. These learning experiences require an enhancement of our current instructional systems, structures, resources, and environments, across all disciplines, PreK - 12. The range of learning experiences integrates content that empowers students with agency and experiences for college, career, and lifelong learning. Students will engage in developmentally appropriate opportunities for personalized learning and developing problem-solving skills. Students will have the opportunity to explore and cultivate their abilities and talents in a broad range of enriched core, elective and extracurricular activities.

**By the end of 2020-21 we will:**

- Develop and design quality integrated Preschool to grade 3 model
- Launch a Cross Collaborative Middle School Redesign
- Implement Computer Science for All K-12
- Integrate CTE into Core Academic Curriculum
- Align Post Secondary Pathways
- Integrate English Language Development in K – 8
- Implement Quality K – 12 Health Instruction
- Implement the Master Arts Education Plan for Pre-K – 12
- Expand Advanced coursework
- Introduce Ethnic Studies and Tribal History courses
- Address Rate and Level (TAG)
- Implement Climate Justice Curriculum and support the Climate Justice
- Implement Dyslexia workgroup recommendations
- Expand College & Career Pathways

**How we will get there:**

In alignment with our System Shifts, Educator Essentials, and Strategic Plan, our initiatives will be guided by our Improvement Science and Design Thinking strategies. These strategies will advance the design and development of our guiding frameworks and standards-based core curriculum across all disciplines, Pre-K to 12. We will apply a cycle of continuous inquiry and improvement as a tool for reflection, planning, application, and evaluation, to our instructional strategy. We will continue collaborating with our students, teachers, administrators, central staff, as well expanding our college and community-based partners. We will collaborate to support implementation and integration into school communities.

### **System Shift E: A Culture of Physical and Emotional Safety**

PPS has created a culture of safety and respect for students and adults because social, emotional, and physical well-being are crucial to academic and professional success. Every student knows that there is a caring adult they can talk to and a system-wide capacity for emotional intelligence that they can rely on.

#### **Strategy 1:**

**Through trauma informed practices and racial equity and social justice strategies, create and implement a multi-tiered system of supports (MTSS) that identifies early warning signs, provides tiered supports and interventions and addresses students' academic, social emotional and behavioral needs. Identify and provide supports for student health, social-emotional wellness, and safety for students and staff through professional development and support systems.**

We know that the current health crisis and uncertainty will impact how our students, families, and staff come back to school. We will raise awareness and proficiency around meeting the social emotional needs of our students and educators, particularly our students who experience the greatest barriers. This strategy is about how we reinforce academic and behavior systems and structures in support of a guaranteed and viable curriculum, as well as how we best meet the health, social emotional wellness, and safety needs of our students and community. This involves using data and RESJ practices to create support systems, and address disparities in the development of those systems that meet student needs.

#### **By the end of 2020-21 we will:**

- Complete MTSS training for cohort 2 schools (approximately 40 schools)
- Support cohort 1 schools for MTSS system supports
- Continue pilot implementation of SEL K-8 curriculum aligned with the Educator Essentials and the RESJ Framework based on CASEL assessment and recommendations
- Continue to survey staff, students and families on sense of belonging, safety and engagement through the Successful Schools Survey
- Provide support around re-entry into schools once the district opens back up in regards to safety, and well being for both students and staff

#### **How we will get there:**

We will continue to implement a MTSS system to provide tiered supports and interventions that address academic, behavior, and social emotional needs. We will move forward with Cohort 2 MTSS training for an additional 40 schools and continue to support cohort 1 schools (through coaching, support, TOSAs, school leader PLCs, etc.). SEL, MTSS, and RESJ departments, in addition to other stakeholders such as school leaders, will review CASEL SEL recommendations and discuss action planning and timelines to help us map out a five year implementation plan for fully bringing these to life. We will continue to support ongoing capacity-building and continuous improvement of school climate and school improvement planning (e.g., continue to partner with Panorama to ensure that we gather climate survey data, monitor progress, adjust based on data). We will Integrate RESJ strategies executed by culturally-specific partners, families, and school based teams to include positive cultural



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identity development, engagement and wrap around services to support students and families. Additionally, we will monitor how needs change given our current circumstances to support students, families, and staff as we re-open school and continue teaching and learning next year - including providing mental health and wellness options.

The above bodies of work represent organizational-level work, recalling that our Vision describes the necessary Educational System Shifts we need to make in order to support a transformed experience and outcomes for our students. Our next phase of work will focus on the engagement and input of our educators and students to similarly identify and prioritize strategic action steps that will advance our Educator Essentials and Graduate Portrait. The next iteration of our strategic plan will integrate the below completed areas.

**Next for PPS Strategic Plan**

**Graduate Portrait**  
Priorities for School Year 2020-22 [TO BE DEVELOPED]  
Skill & Disposition A:  
Skill & Disposition B:  
Skill & Disposition C:  
Skill & Disposition D:  
Skill & Disposition E:

**Educator Essentials**  
Priorities for School Year 2020-22 [TO BE DEVELOPED]  
Essential A:  
Essential B:  
Essential C:  
Essential D:  
Essential E:

**Aligning Our Resources to Our Theory of Action**

While these priorities are exciting and signify the tangible ways in which we can improve our collective work, in order to be effective, we need to ensure our approach to resource allocation is consistent with our priorities. As we continue to face uncertainty in the coming year, we know we can adapt with clarity by prioritizing and aligning our resources to what matters.

We believe the district should employ a student-centered, racial equity and social justice-focused lens in all decisions. When we intentionally ask ourselves about the

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assumptions we make, how students and their families impacted by decision making are intentionally engaged to be part of co-creating solutions, we are able to surface assumptions and better inform our decision making. Using our [RESJ Lens](#), we consistently ask and reflect on the question of who is burdened and who benefits. We grapple with the implications of opportunities and barriers for student groups while also making sure we attend to intentionally addressing how we are providing opportunities for students. We are data informed and question our data sources, data use and future tracking so we can monitor our improvement. The use of this decision support tool helps us cultivate a growth mindset where we reflect and adapt in service to our students of color, which in turn can strengthen the system for every student.

### **Our Investment Plan: 2020-21 School Year**

Our investments will continue to reflect the importance of the people who are the foundation of this district. Over the next year, our investment plan reflects both the material resources and time we will dedicate to implementing our Vision. In service to our students, we are proposing key investments to increase, support and develop staff in alignment with our plan. We believe in the power and potential of our human capital and endeavor to stoke the creative fires we need in our classrooms, our school campuses, the central office and in the community. We believe these investments will accelerate the shifts to a connected and transformative school district through system wide learning and a racial equity aligned culture and system.

### **Professional Development and a Culture of Learning Investment**

- Expansion of training for school sites in systemic targeted interventions and supports for students
- Expanded learning opportunities in Racial Equity and Social Justice aligned to RESJ PD Framework
- Increased Leadership development and support in improvement science and continuous learning
- Diversify and support talent through recruitment, retention, and employee social emotional learning
- Supporting time for participation in cross-functional teams
- Enhanced communications to ensure transparency

Our belief in ability and promise of every student calls us to invest in tangible, high-leverage strategies that positively impact student success. The investment plan for the next school year will be dedicated to continuing to implement key student focused and student led initiatives in the areas of 1) academic curriculum, instruction, and enrichment, 2) academic supports and targeted interventions, 3) social, emotional, and mental health supports, and 4) culturally specific student and family supports. We believe these investments will accelerate the shifts to transform our curriculum and pedagogy, build a culture of physical and emotional safety and a racial equity aligned and integrated system.

### **Student Success Investment**

- Academic curriculum, instruction and enrichment
  - Increase access to technology devices, content and connectivity
  - Increase Arts Education staffing and materials

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- Provide additional curriculum materials, new ESL/ELD curriculum, GVC for Health and Phys Ed.
- Provide more opportunities for career pathways and CTE
- Academic supports and targeted interventions for students that need it most
  - Additional teachers and instructional specialists at targeted schools
  - Expand access to early education through (K2) plan/staffing
  - Increase classroom services for Special Education
- Social, emotional, and mental health supports.
  - Increase counselors, social workers, school psychologists,
  - Additional school climate and restorative practices specialists
- Culturally specific student and family supports
  - Expansion of RESJ Partnerships to implement culturally specific family engagement, wrap around services, mentoring and leadership development, enrichment and extended learning, positive cultural identity development, and culturally specific crisis response.
  - Increased support for students of color to participate in leadership opportunities such as student government, clubs/affinity spaces, site council across middle school and high school campuses.
  - Expansion of staffing to support Community Engagement

Our investments in capital projects will reflect the ways in which our students and community have developed new and innovative ways to define physical and emotional safety and the resulting learning environments that produce the conditions conducive to student success. The 2020-21 proposed budget includes many large capital improvement projects. We believe these investments will build a culture of physical and emotional safety, accelerate the shifts to transform our curriculum and pedagogy, and a connected and transformative school district responsive to the full range of students physical and safety needs.

### **Safety and Modernization Capital Investment**

- Kellogg and Madison High School Completion - construction complete in late Summer 2021. Both schools will open for students in Fall 2021.
- Benson Polytechnic High School and the Multiple Pathways to Graduation building will finish design in 2020-21 and will begin construction at the end of the fiscal year.
- Lincoln High School will grow vertically throughout the year as construction progresses.
- Health and safety capital improvements funded by the 2017 bond are in all stages of design and construction. During the fiscal year completed projects will include security upgrades, fire alarm improvements, lead paint and asbestos remediation, roof replacements, ADA upgrades, radon system installation, and new ultra-low lead filtered water stations.
- The Board of Directors is engaged in conversations for a November 2020 election to consider a Resilience Bond program focused on immediate needs and completion of Benson High School. Staff has identified technology, curriculum and special education classrooms as proposed scopes of work within the Educational Improvements category. Roofs, mechanical systems, security, seismic, and Americans with Disabilities Act improvements were identified as priority scope of work within the Physical Facility Improvements category.

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### **Economic Impact of COVID-19 Pandemic**

We know that PPS faces significant shortfalls as a result of the economic fall out of the pandemic--we have already begun making adaptations. Despite these revenue constraints, we remained determined to align resources to a set of prioritized action steps that will strengthen our organization, support educators and accelerate outcomes for our students.

On May 20, 2020, the Oregon Office of Economic Analysis released its updated revenue forecast for the current biennium. Their report confirms what has been suspected since the outset of the COVID-19 pandemic in Oregon: state revenues are forecast to be \$2.7 billion lower than what was expected for 2019-21, pre-COVID. Economic recovery is projected to take four years; impacts to the state and to PPS will go beyond next school year

Oregon's revenue shortfall will affect the PPS budget in three main areas. The State School Fund (SSF) revenue is the major source of funding for the general operations of school districts funded by state general and lottery funds as well as property tax and other local revenue. The Oregon Legislature appropriated a \$9.0 Billion Funding level for the 2019-21 biennium. Based on the most recent state revenue forecast, PPS is estimated to lose \$40 million or 7.7% of SSF funding in 2020-21.

High School Success funding is a fund initiated by ballot Measure 98 in November 2016. It is provided to establish or expand programs in three specific areas:

- Dropout Prevention
- Career & Technical Education
- College Level Education Opportunities

For the 2020-21 school year, the district was allocated \$11,685,000 in High School Success funding. The current State of Oregon economic forecast indicates an initial 35% reduction of \$4.1 million.

In March 2020, we submitted a Student Investment Account (SIA) application for approval to the Oregon Department of Education totaling \$39 million for 2020-21. The economic forecast includes an initial 37% reduction totaling \$13.65 million for SIA funding. This funding was initially planned to support the Five System Shifts and the Superintendent's three-year Strategic Plan implementation.

It is possible we may not know the total financial impact of COVID-19 in time to fully and finally adjust our budget prior to the statutorily required deadline of June 30, 2020. We anticipate a Special Session of the Oregon Legislature to discuss the economic impacts and resulting shortfalls in the coming weeks. We are also advocating for additional resources through the federal CARES Act.

The current proposed budget required by law consists of five separate major funds including a general fund based on the funding level set forth in the Governor's recommended budget. This was developed using the full funding level of \$9.0 billion for the K-12 State School Fund for the 2019-21 biennium and includes full funding for the Student Success Act and High School Success Act (Measure 98). It is important to note the 2020-21 proposed budget does not yet include any financial impacts as a result of the COVID-19 pandemic. However, the district's

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Investment Plan takes into account those financial impacts in relationship to our district priorities and strategic plan.

### **Reductions**

Given the financial outlook, we needed to make reductions in order to balance our budget. We leaned into our approach of targeted universalism and resulting investment plan aligned to our Strategic Plan priorities over the next year. Reductions will be made to those areas of staffing and materials outside of the focus and priorities outlined above. Of note is that while we prioritized investments directly supporting students, we did not offer across the board reductions, instead we used an equitable formula that did not overly burden nor benefit single student groups, schools and departments. Despite the severe degree of budget reductions, we understand that we need to preserve sufficient central office capacity to achieve our goals and systemically support school communities and maintain organizational coherence. Unfortunately, public education is accustomed to operating under constrained resources, and as we face an impending budget crisis, we understand our decisions will have a negative impact on certain programs and staff, we will be guided by an observance of our strategies and Vision and our commitment to racial equity and social justice.

The approach to making budget reductions was part of a collective process and review. Cross functional teams including the Superintendent’s Leadership Team, principals and other key senior leaders utilized student, staff and community feedback from our Student Success Act engagement process to design our overarching plan. Principals were consulted in setting priorities for instructional and operational expenditures for 2020-21 and have helped prioritize tiered budget reductions to meet the funding levels still to be determined from the impact of the pandemic event and resulting statewide revenue shortfall. At several key decision points, we utilized the RESJ Lens to ensure our reductions were in alignment with our theory of action and emerging strategic plan.

### **Conclusion: Call to Action— Collective Impact**

As the nation’s public school systems plan to welcome students back into school buildings and reconvene a brick and mortar system whose calendar is the remnant of a century-old, agrarian calendar, they must sharply analyze how this pandemic has exposed and even exacerbated institutional and cultural racism in our society, and in our school systems. PPS will apply a critical racial equity lens as we examine the impacts of this pandemic and as we devise plans that address and mitigate its impact.

We will appropriately respond in an inclusive fashion, because it is our belief that if we respond without the full participation of communities of color and without the acknowledgement of the racist systemic policies and protocols that are baked into health care, education, and economic development, we will emerge from this crisis worse off than when we entered.

We are at a pivotal point in a continued transformation at PPS, a critical time to reflect on how we will intentionally prioritize the work that will accelerate our progress towards our Vision. With our Vision collectively defined by the broader community, we have a great opportunity to redefine how learning happens at all levels of our district, and to get better at collaboration and adaptive change. ***We remain committed to our Vision and goals, our strategic plan, and***

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***our theory of action to reimagine Portland Public Schools to ensure every student, especially our Black and Native American students who experience the greatest barriers, realize the Vision of the Graduate Portrait.***

Our district goals with key performance indicators adopted by the Board of Education, and the Superintendent's Strategic Plan now have a clear direction and orientation toward our aspirations. We know we will need to be flexible and quick and adaptable along the next five years.. We know that because each year will look a little different, teams will need to develop shorter-term, annual implementation plans for our strategies to manage implementation of the strategic plan. Implementation plans will be regularly revised and responsive to evolving context and needs. We are committed to transparency, monitoring and reporting on our progress towards our goals along the way so that our community of students, staff, families and partners can hold us accountable.

Now is the time to embrace change that is strategically aligned to our priorities and focus and invest in the system we want to build for students. Now is the time to stand shoulder to shoulder to lift up students so that they can lead a more socially just world.

While the educational system and its people are critical drivers of our Vision, PPS cannot do it alone. If we want all of our graduates to attain the Graduate Portrait, we have a collective social responsibility to make this happen. We need to coordinate and align our efforts to clearly define and share our goals throughout our "village." Achieving sustainable progress requires that we engage meaningfully with families, community leaders, other youth advocates, and mentors, and create partnerships with business and philanthropic leaders. We need civic leaders to influence policy, legislation, and community efforts to ensure that youth and families are supported in pursuing these goals. When we commit to a set of shared outcomes, then work within our own organizations and circles of influence to determine how best to achieve these goals, each thread of our community fabric sets changes into motion. This collective impact greatly increases our chances of supporting our young people successfully.

The Board of Education has been a critical partner in building the road map that Portland Public Schools will follow to finally eliminate institutional barriers and increase the investments and support that will end racial predictability in our schools. Especially as we move through these remarkable and challenging times, we ask for your continued support, advocacy and partnership. Thank you.