

RESOLUTION No.6074

Student Investment Account Application 2020-2021

RECITALS

The funding from the Student Investment Account (SIA) provides an exciting opportunity to make strategic investments that will support and accelerate improved student outcomes. Through a comprehensive and collaborative process, PPS has developed a plan that directly aligns to the stated purposes for the SIA funds:

1. Meet students’ mental or behavioral health needs, and
2. Increase academic achievement for students, including reducing academic disparities.

Oregon Department of Education (ODE) is using targeted universalism as a guiding framework. We have developed a plan that can benefit all students while targeting investments for our historically underserved students. The plan, process, and investments are outlined in our Student Investment Account Application.

- A. The funding allows the District to make deeper investments across the prioritized system shifts to support and accelerate improved student outcomes and reduce academic disparities.

Prioritized System Shift	SIA Investment
A Connected and Transformative School District	\$2,132,425
Racial Equity Aligned Systems, Structures, and Culture	\$8,854,500
Cultivating System-Wide Learning and a Diverse Workforce	\$500,000
Transformative Curriculum and Pedagogy	\$15,181,194
A Culture of Physical and Emotional Safety	\$12,494,150

- B. Charter Schools and Community-based Education Agencies (CBOs)

The PPS SIA plan allocates SIA funds to Charter Schools* and Community-based Education Agencies. The allocation includes:

- Funding based on a weighted ADM to ensure they receive the SIA funds our district was allocated for our shared students.
- An additional equity allocation based on our district’s equity formula that considers teacher salaries, student demographics, and numbers of students served. The equity funding is designed to bolster supports for our historically underserved students.

*Charter School notes:

- The allocation includes funds for district-sponsored charter schools as well as two state sponsored charter schools: The Ivy School and Cottonwood School of Civics and Sciences.
- Kairos PDX was invited to participate in our plan, but qualified for and elected to submit an independent application, so they will receive their allocation directly from ODE.

- C. Oregon Department of Education requires Board approval of the SIA Application.

RESOLUTION

The Board of Directors accepts the Student Investment Account Application that will be submitted to the Oregon Department of Education.



PORTLAND PUBLIC SCHOOLS
OFFICE OF DEPUTY SUPERINTENDENT
Business and Operations
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Date: March 3, 2020
To: School Board
From: Claire Hertz, Deputy Superintendent of Business and Operations
Subject: Student Investment Account Application

BACKGROUND

The Student Success Act (SSA) provides \$1 billion each year to enhance the State School Fund. Fifty percent of the SSA funds are distributed through the Student Investment Account (SIA) with \$39 million being allocated to PPS for the 2020-2021 school year. ODE has outlined a comprehensive SIA application process for districts to access the funds, ensuring the district investments will directly align to the purpose and allowable uses outlined in the SSA.

The funding from the Student Investment Account (SIA) provides an exciting opportunity to make strategic investments that will support and accelerate improved student outcomes. Oregon Department of Education (ODE) is using targeted universalism as a guiding framework. We have developed a plan that can benefit all students while targeting investments for our historically underserved students.

There are two stated purposes for the SIA funds:

1. Meet students' mental or behavioral health needs, and
2. Increase academic achievement for students, including reducing academic disparities for:
 - Economically disadvantaged students;
 - Students from racial or ethnic groups that have historically experienced academic disparities;
 - Students with disabilities;
 - Students who are English language learners;
 - Students who are foster children;
 - Students who are homeless; and
 - Any other student groups that have historically experienced academic disparities, as determined by the State Board of Education.

Allowable uses include:

- Expand Instructional Time
- Address Student Health and Safety
- Reduce Class Size and Caseloads
- Provide a Well-Rounded Education
- Ongoing Community Engagement

ANALYSIS OF SITUATION/FISCAL IMPACT

In accordance with HB3427, ODE allocates SIA funds to districts based on the extended Average Daily Membership weighted (extended ADMw) of the school district as calculated by the State School Fund. For 2020-2021, the amount allocated to PPS will be 39,162,269.

Our SIA investment plan for the \$39 million directly aligns with our district vision, racial equity and social justice framework, PPS strategic plan, and stakeholder feedback. Through our planning and data analysis process, core areas of need were identified and prioritized. In order to reduce academic disparities and provide equitable access to academic

opportunities, we are focusing investments on our most impacted students and school communities. In addition, we are committed to meeting the mental and behavioral needs of all students by increasing staffing and support across the district. Furthermore, we are expanding our community partnerships with culturally specific organizations to ensure that every student and family has the resources they need to be successful in our classrooms and community.

Increasing workforce diversity is foundational to addressing the racial disparities in student outcomes. Throughout our staff hiring, development, and contracting processes, we are committed to fostering racial diversity and cultural competencies. PPS is taking a comprehensive approach for this high priority, creating systems and capacity to deliver on our goals.

The SIA funding allows for deeper investments across the prioritized system shifts to support and accelerate improved student outcomes.

Prioritized System Shift	SIA Investment
A Connected and Transformative School District	\$2,132,425
Racial Equity Aligned Systems, Structures, and Culture	\$8,854,500
Cultivating System-Wide Learning and a Diverse Workforce	\$500,000
Transformative Curriculum and Pedagogy	\$15,181,194
A Culture of Physical and Emotional Safety	\$12,494,150

The SIA plan also includes strategic investments across key categories that align with both SSA guidelines and stakeholder input.

- Increased academic supports and targeted interventions for our most vulnerable and historically underserved students
- Increased social emotional, mental and behavioral health supports across the district
- More optimal student-teacher ratios & class sizes across many grade levels
- Expansion of elective courses at comprehensive middle schools and K-8's
- More equitable access to arts education, especially in historically underserved school communities
- Culturally-specific student & family supports and expanded community partnerships
- Curriculum materials & Professional Development for educators

COMMUNITY ENGAGEMENT

For SIA engagement, PPS targeted three major groups: (1) students, (2) teachers and staff and (3) community-based stakeholders and families. We explicitly partnered with community-based organizations to host sessions to gather feedback from each. Our Community Engagement team also held a series of sessions in classrooms with higher percentages of students identified in the SSA. We also targeted teachers and staff: Working with our labor partners, we designed and conducted a districtwide survey and asked that principals engage their school staff in conversation. Lastly, in the spirit of deeper collaboration with valued partners, Superintendent Guerrero welcomed service providers with expertise in both academic and culturally specific programming to help analyze and interpret community and staff feedback, review the goals and aspirations of the district's vision and discuss how PPS should prioritize its future investments.

Throughout, stakeholders have made PPS aware of how best to prioritize funding on staff, services and programs that they believe will better meet our students' social emotional and academic needs. These include access to mental health services, increased academic interventions, lower student-to-teacher ratios and the expansion of culturally specific student supports. These community priorities align to the spirit of the district's vision and the Student Success Act (SSA).

The comprehensive engagement included multiple methods and stakeholder partnerships.

- ✓ Survey(s) or other engagement application (i.e. Thought exchange)
- ✓ In-person forum

- ✓ Focus group(s)
- ✓ Roundtable discussion
- ✓ Community group meeting
- ✓ Website
- ✓ Email messages
- ✓ Newsletters
- ✓ Social media
- ✓ School board meeting
- ✓ Partnering with unions
- ✓ Partnering with community based partners
- ✓ Partnering with business

TIMELINE FOR IMPLEMENTATION / EVALUATION

The Student Investment Account application will be submitted to Oregon Department of Education following its approval from the Board. PPS will begin immediately to lay the groundwork and prepare for making the investments once funding is available starting July 1, 2020. This includes planning for and managing areas such as onboarding new staff, expanding contracts, and purchasing instructional resources.

This spring, PPS and ODE will collaborate in the development of 5 year performance growth targets.

Per HB3427 and the Student Investment Account guidelines, PPS will submit an updated multi-year plan to ODE each year.

BOARD APPROVAL

Recommendation for Board to approve the 2020-2021 SIA Application with the following additions made based on feedback from the Board work session on 2/25/2020:

- Information about our commitment to workforce diversity and developing cultural competencies.
- Clarification of ODE’s focus on improving outcomes for all students while providing targeted supports for our historically underserved students.

CONNECTION TO BOARD GOALS

During the planning process, PPS conducted a comprehensive needs assessment that included the Board goals and supporting data analysis. The needs assessment and commitments in the Board goals were key factors in the planning and decision making for SIA investments.

STAFF RECOMMENDATION

Staff recommends approval of the Strategic Investment Account application.

 Claire Hertz, Deputy Superintendent

As a member of the PPS Executive Leadership Team, I have reviewed this staff report.

_____ (Initials)

PPS reimagined

Student Investment Account Application

February 2020



SIA APPLICATION SECTIONS

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Part One: General Information

Part One: General Information (Application)	
School Year	2020-2021
District	Portland Public Schools
Institution ID	2180
Webpage (<i>Where SIA Plan will be Posted</i>)	https://www.pps.net/Page/14344
Contact Person	Name: Leslie O'Dell Email: lodell@pps.net Phone: 503-916-3231

Part Two: Narrative

Portland Public Schools, founded in 1851, is a PK-12 urban school district in Portland, Oregon. With more than 49,000 students in 81 schools and over 100 locations, it is the largest school district in Oregon. PPS students also attend the Head Start Early Childhood Education program, 8 community-based programs, 6 charter schools, 4 alternative programs, and 11 special services programs. PPS has 8,500 employees, including 3,700 teachers and 2,100 classified representatives.

The table below includes an overview of student and staff information. For more enrollment and demographic information, please visit www.pps.net/Page/2112.

District Demographic Information	Students	Teachers
Hispanic/Latino	16.5%	8.76%
Black	8.7%	2.90%
Asian	6.5%	4.06%
Native American/Alaskan Native	0.6%	0.40%
Pacific Islander	0.7%	0.08%
White	56.5%	79.58%
Multi-Racial - Asian/White	4.3%	4.22%
Multi-Racial - Other Ancestries	6.2%	
Receive English as a Second Language Services	7.8%	n/a
Receive Special Education Services	14.9%	n/a

As described in our vision, PPS reimagined:

Our school system exists in a rapidly changing world. The future of work and learning are also evolving swiftly. Jobs and careers exist now that did not exist five years ago, and this trend is likely to continue. Moreover, environmental pressures that we cannot predict will have impacts everywhere. We want our students to be adaptable and able to thrive when they graduate. We want our graduates to discover their passions, be proactive about their learning and life paths, and adapt to change, while maintaining their hopes, plans, and values. Graduates will be able to work with others who have had life experiences that are very different from their own. We want to prepare our graduates for a world in which various kinds of discrimination may still exist, and give them the tools they need to become change agents and leaders who are ready to address these issues to help bring about a better world. In meeting the future by anticipating change, developing adaptability and resilience, and addressing injustice, PPS developed the Vision to create an educational system that will prepare PPS graduates for their best possible futures.

Like those of many other cities, Portland's past and present have been plagued by systemic marginalization of native peoples, people of color, those with various abilities and disabilities, women, and the LGBTQ+ community. Portland also has a uniquely innovative spirit, including a history of early environmental stewardship and activism. The Vision builds upon that spirit of innovation, using it to address past and current inequities and prepare our young people for success.
[\(PPS reimagined, 2019\)](#)

As we embark on the journey of actualizing the vision, PPS has begun developing a multi-year strategic plan that puts into action the profound cultural and systemic shifts needed for our students to develop the skills and dispositions that we describe in our vision for a PPS graduate. This emerging plan prioritizes strategies and investments to reimagine and rebuild a connected and transformative school district, racial-equity aligned systems and structures, system-wide adult learning and a diverse workforce, rigorous curriculum and pedagogy, and a culture of physical and emotional safety. We also established criteria and are building systems to measure district goals via key performance indicators, with a central focus on improved student outcomes.

Our investment plan directly aligns with our district vision, racial equity and social justice framework, PPS strategic plan, and stakeholder feedback. Through our planning and data analysis process, core areas of need were identified and prioritized. In order to reduce academic disparities and provide equitable access to academic opportunities, we are focusing investments on our most impacted students and school communities. In addition, we are committed to meeting the mental and behavioral needs of all students by increasing staffing and support across the district. Furthermore, we are expanding our community partnerships with culturally specific organizations to ensure that every student and family has the resources they need to be successful in our classrooms and community.

Specific categories of investments include:

- Increased academic supports and targeted interventions for our most vulnerable and historically underserved students
- Increased social emotional, mental and behavioral health supports across the district
- More optimal student-teacher ratios & class sizes across many grade levels

- Expansion of elective courses at comprehensive middle schools and K-8's
- More equitable access to arts education, especially in historically underserved school communities
- Culturally-specific student & family supports and expanded community partnerships
- Curriculum materials & professional development for educators

We are grateful to our community, state and local leaders, legislators, and partners for making the Student Success Act a reality. The funding from the Student Investment Account (SIA) provides an exciting opportunity to make strategic investments that will support and accelerate improved student outcomes.

Part Three: Community Engagement & Input

OVERVIEW

Coming off the heels of a successful development of a community-informed vision for the future of PPS, we approached our SIA community engagement efforts in the same style and spirit that helped us garner over 16,000 data points: (1) identify and target small group discussions with focal groups, (2) “world café” style open house sessions for a broader audience and (3) with support and in partnership with community based organizations. As with our vision process, SIA engagement efforts (seven in Fall 2019, twenty-five in Winter 2020) elevated the voices and perspective of students and families of color, deepening our commitment to developing and sustaining holistic, high-functioning relationships with multiple communities. Both the vision and SIA engagement are helping PPS build a shared responsibility for student achievement and capacity for districtwide transformation.

For SIA engagement, PPS targeted three major groups: (1) students, (2) teachers and staff and (3) community-based stakeholders and families. We explicitly partnered with community-based organizations to host sessions to gather feedback from each. Our Community Engagement team also held a series of sessions in classrooms with higher percentages of students identified in the SSA. We also targeted teachers and staff: Working with our labor partners, we designed and conducted a districtwide survey and asked that principals engage their school staff in conversation. Lastly, in the spirit of deeper collaboration with valued partners, Superintendent Guerrero welcomed service providers with expertise in both academic and culturally specific programming to help analyze and interpret community and staff feedback, review the goals and aspirations of the district's vision and discuss how PPS should prioritize its future investments.

Throughout, stakeholders have made PPS aware of how best to prioritize funding on staff, services and programs that they believe will better meet our students' social emotional and academic needs. These include access to mental health services, increased academic interventions, lower student-to-teacher ratios and the expansion of culturally specific student supports. These community priorities align to the spirit of the district's vision and the Student Success Act (SSA).

SELF-ASSESSMENT OF COMMUNITY ENGAGEMENT

The quality and nature of SIA engagement opportunities co-created by PPS has helped further embed a commitment to partner with historically underserved communities into our institutional DNA. Because our very recent district visioning process, led by a Guiding Coalition, had resulted in the articulation of a graduate portrait (including the knowledge, skills, dispositions, and environments necessary for students to succeed), educator essentials, and educational systems shifts as goals (our “North Star”), we were better able to imagine appropriate ways to deploy investments from the SSA.

In Fall 2019, various modalities were used to gather input from students and families, including small and large group sessions, phone calls to individual stakeholders, and virtual forms of engagement. In the large group sessions, staged in partnership with the Coalition of Communities of Color and Stand for Children, community members responded to prompts with facilitators, as well as engaged in a gallery walk activity. Small group sessions with parents and multilingual families were discussion-based, which helped foster feedback on needs in their schools. Labor partners who serve educators, service workers, and administrators participated in separate engagement sessions, and utilized staff meeting time to gather school-based feedback. Throughout the process feedback was categorized and themed to portray the frequency in which certain priorities were requested. The need for additional social emotional supports to complement academic support for students was a recurring theme of the feedback from all communities.

Our iterative process to build transparent engagement with communities has strengthened the capacity of PPS to better reach diverse families, to uplift their cognition, insight, capabilities, and connections. Ultimately, this will help us better serve them. Beyond engaging Spanish speaking and Russian speaking families, PPS still has room to expand our ability to engage emerging bilingual families in the many other languages spoken in our community. Thoughtful coordination with internal and external partners who serve emerging bilingual communities has helped define best practices. The ESL Department, PAT, internal parent of color groups, and community organizations are viewed as experts who will support the continuous design of equitable community engagement with the SIA. Partnerships with Unite Oregon and the Immigrant and Refugee Community Organization (IRCO) have supported the capacity of the district to reach communities meaningfully, where parents and young people feel empowered to share their feedback and educate each other about a range of ways that SIA funds could best support students.

RELATIONSHIPS AND PARTNERSHIPS TO CULTIVATE

PPS has contractual relationships with culturally specific organizations that serve thousands of students and families each year. We rely on this set of partners to provide a bridge between school communities and underserved cultural communities. We value the expertise and experience of these partners and through this engagement process, we began the process of cultivating this group as thought partners and strategic allies to develop strategies. Feedback and notes in the meeting revealed a sincere and urgent desire on behalf of our partners to be involved more intentionally to share their expertise and experience for system wide learning and strategy development to close persistent gaps for underserved students. These culturally specific and multi-racial service providers included:

- Black Parent Initiative

- Chess for Success
- Coalition of Black Men
- Horizons Counseling
- IRCO
- Latino Network
- Michael Grice
- NAYA Family Center
- Open School - Step Up
- REAP
- SEI
- The I Am Academy
- Urban League

As we continue to engage overall in thoughtful partnerships with parent and community leaders, community organizations, and student organizations, we will also extend our efforts with specific communities. Through student affinity groups, collaborations with the Native American Youth and Family Center (NAYA), and collaboration with programming in the department of Indian Education will continue to strengthen our relationships with tribal and Native American communities. Organizations such as Asian Pacific American Network of Oregon (APANO), Unite Oregon, IRCO, NAYA, Coalition of Communities of Color, and others have directly reached families about the SSA and, as we cultivate these relationships, the intelligence of these multiple communities will ultimately strengthen our ability to provide a quality of education for students.

RESOURCES TO ENHANCE ENGAGEMENTS

Authentic and responsive engagement within a diverse community requires time and resources from PPS staff as well as our families and community partners. Additional resources to expand RESJ partnership contracts, increase PPS time, and support our families in the work will allow us to continue to expand our outreach, time and impact across our community.

With the help of Multnomah ESD's coordination, we are also collaborating with other Portland-area districts to engage local communities.

WHO WAS ENGAGED

- ✓ Students of color
- ✓ Students with disabilities
- ✓ Students who are emerging bilinguals
- ✓ Student navigating poverty, homelessness, and foster care
- ✓ Families of early learners
- ✓ Families of students of color
- ✓ Families of students with disabilities
- ✓ Families of students are emerging bilinguals
- ✓ Families of students navigating poverty, homelessness, and foster care
- ✓ Licensed staff (administrators, teachers, counselors, etc.)

- ✓ Classified staff (paraprofessionals, bus driver, office support, etc.)
- ✓ Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- ✓ Tribal members (adults and youth)
- ✓ School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- ✓ Business community
- ✓ Community leaders

HOW WE ENGAGED OUR COMMUNITY

- ✓ Survey(s) or other engagement application (i.e. Thought exchange)
- ✓ In-person forum
- ✓ Focus group(s)
- ✓ Roundtable discussion
- ✓ Community group meeting
- ✓ Website
- ✓ Email messages
- ✓ Newsletters
- ✓ Social media
- ✓ School board meeting
- ✓ Partnering with unions
- ✓ Partnering with community based partners
- ✓ Partnering with business

EVIDENCE OF ENGAGEMENT

Artifacts

1. [SSA-Community Session Feedback Memo](#)
2. [SSA-Staff Meeting Feedback Memo](#)
3. [SSA-Families Experiencing Homelessness Feedback Memo](#)
4. [SSA-Public Survey](#)
5. [SSA-Student Outreach and Engagement](#)

The five artifacts chosen are a representation of engagements with our student population, families and community. PPS has been conducting a series of community engagement sessions ranging from surveys to facilitated group sessions to targeted focus groups. The first four artifacts were also included in our district's CIP submission in December, 2019.

1. The first artifact is an initial review of our community session feedback from our seven engagement sessions. [[Artifact 1](#)]
2. The second outlines our staff engagement designed and conducted in partnership with Portland Association of Teachers (PAT). Our teacher survey breaks down the self-reported race and ethnicities and lists top priorities aligned to the Portrait of a Graduate by racial groups. [[Artifact 2](#)].

3. The third artifact includes a memo that summarizes the referenced engagements, outlines the analyses, including disaggregated data, and highlights the themes and priorities of families and students experiencing homelessness. [[Artifact 3](#)]
4. The fourth artifact contains a public survey that reviews potential areas of investment, connecting with strategies identified in our visioning process that help achieve goals for our graduate portrait. Communities identified which priorities were of interest to them, and how critical the priorities were to isolate in funding strategies for the SIA. [[Artifact 4](#)]
5. The fifth artifact is an overview of the opportunities taken to weave focal student feedback into the overall grant development process. Systems shifts were identified after engaging young people and communities about the SIA that stem from core engagement opportunities with student groups and families. [[Artifact 5](#)]

STRATEGIES AND ACTIVITIES FOR ENGAGING FOCAL STUDENT POPULATIONS AND THEIR FAMILIES

Strategies

As a district, we understand and value the importance of student, family and community engagement as a means to positively impact a student's academic, social emotional outcomes and address continuous improvement efforts. We are committed to building a collective and shared responsibility for outcomes, while strengthening our capacity and skills to achieve this goal and ensuring clear alignment between our intentions and actions to foster engagement that reflects the communities' values and break down barriers to student achievement and school transformation. In engaging with our focal student groups and their families we employed three strategies that ensure a cross-representation of voices and perspectives from communities being supported by the SSA, including:

1. Developing and sustaining holistic, high-functioning, and crucial relationships with students and families of color whose voices and perspectives are typically not represented in public engagement processes.
2. Creating strategic opportunities for two-way communication between district staff and leadership and our broader community in order to build and sustain a collective understanding of the levers required in school district transformation.
3. Collaborating with community-based organizations, student-led groups and labor partners to design and implement a comprehensive engagement plan that elevates voices of color and welcomes the perspective of every key community stakeholder at PPS.

We partnered with community-based organizations (CBOs) and a cross section of internal departments that specialize in services that support focal students (i.e. Migrant Education, Special Education, McKinney Vento, Head Start Policy Council, etc.). We were guided by a collective agreement that "school district staff work to develop mutually empowering partnerships with peers, families, and Portland's diverse communities." We utilized our Racial Equity and Social Justice Lens (RESJ) to begin a cycle of inquiry and needs assessment detailing the focal student/family groups. We extended opportunities directly to each community group and collected data using various collection modalities. Utilizing our RESJ lens we asked, "How have you intentionally involved stakeholders who are also members of the communities affected by this policy, program, practice or decision {SSA community engagement}?" This

guided our strategy to leverage internal/external relationships with CBOs and community relationships garnered by our internal student support departments. We connected with the following organizations/internal departments:

- Coalition of Communities of Color and Latino Network—to assist in development of engagement activities and to assist connecting with communities of color
- PPS Office of Special Education, community advisory groups, parent action committees, community liaisons—to aid in development of engagement activities and to assist connecting with communities/families of students with disabilities
- PPS Migrant Education Program—to aid in development of engagement activities and to assist connecting with communities/families
- Stand for Children along with the PPS Office of Funded Programs—to aid in development of an engagement activities and to assist connecting with communities/families of students navigating poverty, homelessness, and the foster care system

Finally our strategy included a specific focal point—direct student engagement. We engaged 9th, 10th, 11th, and 12th graders from focal student groups. To accomplish this goal we employed an approach of targeted universalism, directing our engagement efforts to high schools serving concentrations of focal student groups.

Activities

Guided by the engagement strategies, we facilitated multiple activities to engage stakeholders.

Building upon the engagement work that led to the development of the Portrait of a Graduate and Educator Essentials, PPS administered a survey that cross-walked components of the vision with the allowable funding opportunities in the SIA. In an effort to elevate the voices of focal students and families, the results of the survey were disaggregated by race and by service or need. The survey was posted on our web page <https://www.pps.net/studentsuccessact> during the month of October 2019 and promoted through email, presentations, and social media.

PPS established a series of engagement opportunities for our community. We had two co-sponsors: Coalition of Communities of Color/Latino Network and Stand for Children. We also had focus groups with Head Start, Migrant Education, Special Education/Mental and behavioral health focus and a self-guided engagement session at our district office for staff to participate in throughout the day.

For the families who are experiencing homelessness, dedicated staff members reached out and interviewed the families to gather input regarding priorities for the use of the SIA funds. A team comprised of senior leadership and analysts reviewed and organized the responses into themes which were then analyzed for key learnings.

In the second phase of engagement, PPS facilitated student focus groups and conversations in high schools that have a high population of students of color and those who the SIA guideline indicates. We

engaged high school seniors who can speak directly to their almost four years of experience as to what they see as needs to address issues around mental and behavioral health, among others.

PPS also participated in joint-district community engagement events and were supported by culturally specific organizations, including, IRCO, Unite Oregon, APANO, Healing Initiative and met community and youth where they are. We chose to do this with organizations who served populations who are focal to the SIA plan. We leveraged connections with other partners to connect to existing spaces where families and youth from impacted communities have been involved.

STRATEGIES AND ACTIVITIES FOR ENGAGING STAFF

Three staff groups were engaged: teachers and school instructional staff, school administrators, and central office staff. Different activities were designed for each group to maximize input and participation.

Strategies

Educational leaders across PPS are seen as key collaborators who bring insight on the effectiveness of support strategies for students in our upcoming investment package. For teachers, PPS partnered with PAT to design and conduct a multi-step engagement process. To develop a survey, a focus group was conducted with a diverse group (race, school level, and role) of PAT members to identify themes for investment that could be used as the basis of the survey. This resulted in a list of 16 themes from which survey participants rank ordered their top five. The survey results provided an overall ranking that was then analyzed by race.

For school-based staff, PPS also collaborated with PAT to design an engagement during staff meetings at each school. This format ensured full staff outreach, support, and participation.

Activities

The schools facilitated the process using a district provided video introduction, script and protocol to respond to the four stakeholder engagement questions:

1. What resources do you as school site principals and educators need to support the success of underserved students?
2. How are the needs of our diverse students going unnoticed, unrecognized or unaddressed?
3. How are the needs different for each priority student group identified in the SIA?
4. Where do we go from here? (Barriers/challenges and opportunities)

A cross-functional group of educational leaders reviewed each comment and categorized them into 23 themes, with the most frequent theme being a desire to see more investment in social emotional supports for students. The data was then aggregated with feedback from other engagement sessions.

PPS engaged with administrators during the October Leadership Institute (attended by many central office staff and all school administrators) to gather feedback regarding their priorities. Similar to the other engagements, the participants went through a protocol to provide input on the four questions

listed above. PPS also conducted a similar protocol and analysis at the district office with central office staff. A team reviewed and categorized each comment into themes, from which four themes were prioritized: aligned systems and structures for racial equity, culturally sustaining strategic priorities, educator professional development, and social emotional supports.

COLLECTING AND USING INPUT

Our internal data analyses and feedback from the PPS visioning and SIA engagement processes, consistently elevate improvements needed in:

- Racial equity and social justice,
- Closing the achievement and opportunity gaps for our historically underserved students, and
- Social emotional and mental health supports.

The stakeholder engagement artifacts included in this submission and the district Continuous Improvement Plan (CIP) represent the level of analysis and how the data were aggregated to directly inform decision making. The first step was for an interdepartmental team, comprised of analysts and senior leadership, to review and categorize the thousands of individual comments from various stakeholder groups into themes, getting a first hand look at individual feedback. The data were then disaggregated and prioritized to elevate key learning. The learning from the stakeholder engagement was a key component of the overall needs assessment that involved analysis of system conditions, achievement data, and school climate.

During the strategic planning and budgeting process, the PPS RESJ Lens was used to reflect on decisions, data, and stakeholder voice.

[PPS reimagined](#), the Board goals, and the formation of the PPS strategic plan also reflect needs elevated in the analyses.

Part Four: Data Analysis

Using the PPS RESJ Lens, we examined student outcome data, system health data, and stakeholder feedback from multiple perspectives.

- Student outcome data included math and reading assessments (NWEA MAP Growth assessments, DIBELS/IDEL, and Smarter Balanced Assessments), attendance, discipline, course grades, credits earned, advanced course completion, and graduation rates.
- System health data included MTSS Fidelity Implementation Tool, Successful Schools Survey (Panorama school climate survey administered to parents, students, and staff), and the ORIS District Self-Assessment.
- Stakeholder engagement feedback (described in Part 3).

The data were disaggregated and examined by race and ethnicity, students with disabilities, students receiving ELL services, migrant students, economics, gender, and grade level.

District leaders applied the RESJ Lens to directly inform planning and decision making. The lens is a critical thinking tool utilized to create increased opportunities for all students by evaluating burdens, benefits and outcomes to underserved communities.

Part Five: SIA Plan

KEY ELEMENTS OF THE SIA PLAN: OUTCOMES, STRATEGIES, ACTIVITIES AND PRIORITIES

PPS is in the final stages of formalizing the district's strategic plan. Please see [SIA Part 5](#), which represents the key aspects of the plan and crosswalks them with the SIA application requirements.

Once the PPS strategic plan is formally adopted by the PPS Board, we will update the SIA application, part 5, and the district (CIP) that was submitted December, 2019.

EQUITY LENS

District leaders applied the PPS RESJ Lens to directly inform planning and decision making throughout the strategic planning and budgeting process. The RESJ Lens is a critical thinking tool which will be applied to the internal systems, processes, resources and programs of PPS to create increased opportunities for all students by evaluating burdens, benefits and outcomes to underserved communities. Through consistent utilization of the RESJ Lens, we intend to strengthen our strategies and approaches toward more equitable outcomes for every student.

The primary focus of the RESJ Lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone at PPS allows direct improvements in the other dimensions of diversity. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

Part Six: Use of Funds

ALLOWABLE USES

[Allowable use categories](#) our plan is designed to fund:

- Increasing instructional time
- Addressing students' health and safety needs
- [Evidence-based strategies](#) for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

MEETING STUDENTS MENTAL AND BEHAVIORAL HEALTH NEEDS

Allowable uses that will be designated to meet student mental and behavioral needs

- Increasing instructional time
- Additional mental and behavioral health supports

- Increased supports in social emotional learning
- Increased counselor supports
- Addressing students' health and safety needs
- Evidence-based strategies for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

HOW FUNDS WILL BE UTILIZED

Our plan includes strategic investments across several key areas that align with both SSA guidelines and stakeholder input. We have incorporated both differentiated investments in our highest-needs schools and elements that reach and support students in every school in the district. We believe that the priority areas in total represent a well-rounded plan that is reflective of the district's strategic priorities and community led vision.

With this investment, we will fund multiple efforts to increase instructional time for students, simultaneously reducing class sizes and caseloads. A key strategy is piloting a seven-period schedule at four middle schools to enhance access and opportunities for engaging learning experiences. This schedule will allow for an additional period of instruction, while only extending the school day for students by 15 minutes. The addition of over 10 FTE will enable schools to add teacher(s) to provide high-quality arts, music, physical education, and STEAM offerings for all students. PPS is also committed to reducing class sizes in K-12 classrooms. We are utilizing a portion of our SIA funds to infuse over 80 FTE across the district to reduce class sizes, especially for our earliest learners. Furthermore, funds are being prioritized to add certified teachers and professionals to schools to ensure special educators have reduced caseloads.

PPS is equally as committed to addressing our student's mental health, and safety needs. In order to increase social emotional, mental and behavioral health support across the district, there will be improved counselor-to-student ratios at all middle schools and all TSI/CSI K-5 and K-8 schools, and additional social workers, mental health and/or behavioral health professionals at each school. Based on community feedback and student need we are also increasing mental health support in partnership with our culturally specific organizations for our historically underserved students and families.

Resources will also be allocated to support the implementation of a district-wide social emotional learning (SEL) curriculum and MTSS. Professional learning, resources, and supports for our health educators are being prioritized to focus on prevention and education, as we believe these investments will have long-lasting impacts on the social emotional and academic success of all students, especially our most historically underserved.

To foster workforce diversity, PPS is committed to creating pathways for educators of color. Increasing diversity of our staff is foundational to addressing the racial disparities in student outcomes. PPS is taking a comprehensive approach for this high priority, creating systems and capacity to deliver on our goals, particularly given the current and projected shortage of teachers. The SIA plan includes investments in district FTE as well as contracted services with community partners and culturally-specific organizations to provide supports and services for our students and families of color.

Our plan also includes efforts to expand access to and participation in well-rounded learning experiences. As noted above, the addition of a 7th period at some of our comprehensive middle schools will broaden curricular options in our middle grades. Moreover, strategic investments in arts education will provide additional access to and curricular materials for students in our Jefferson, Madison, and Roosevelt clusters. Finally, we are committed to providing high-quality, developmentally-appropriate, and culturally-responsive curricular resources in mathematics, literacy, physical education, health, and English language development.

ADDRESSING THE NEEDS AND IMPACT ON FOCAL STUDENT GROUPS

PPS is committed to providing supports, resources and targeted interventions for our most vulnerable and historically underserved students. This includes prioritizing investments in certified educators and staff who provide direct services to students, such as fostering cultural competencies and workforce diversity, the addition of instructional specialists in all schools identified as needing comprehensive or targeted supports, and/or are designated as Title I, and college counselors. In addition, strategic investments are being made to ensure that all students are guaranteed a comprehensive, rigorous, equitable, and inclusive education. This includes supports for our Native American students with culturally-responsive curricular materials and differentiated student supports, increased arts access for schools, and culturally-responsive practices and programs for mathematics, English language development, and early literacy.

We recognize that increased mental and behavioral health supports have a direct impact on the outcomes of our most marginalized students. In order to address these needs, we are contracting with culturally-specific organizations to provide mental health services and increased programming for impacted students throughout the district. This programming includes Bridge for Resilient Youth in Transition (BRYT) Classroom implementation at Roosevelt and Madison High Schools. The BRYT Classroom is an innovative approach that combines clinical support (counseling, crisis intervention, psychoeducation, referrals), academic support, family support (frequent communication with families, crisis support, education, and leadership development), and care coordination (transition planning, coordination and communications with school staff and community providers). Additionally, we are providing social workers for our Multiple Pathways to Graduation schools and programs, which include a disproportionate number of students who are homeless, teen parents, students with disabilities, students of color, and/or students who are behind in credits.

We are also increasing our culturally-specific student & family supports and expanding community partnerships with culturally-specific organizations. This includes expanded culturally-specific family engagement at PreK-5 level, wraparound services at additional high school sites, greater opportunities for mentorship and student leadership development programming, and student advocacy support and student identity development programming at middle schools. Services provided are focussed on researched based, effective services that improve academic success for students of color. Services are provided by racially diverse staff at culturally specific partner organizations, significantly more reflective

of focal student groups. We believe that this intentional focus on RESJ will have a far-reaching impact on the academic outcomes of our students.

BARRIERS, RISKS, AND CHOICES

With an ambitious, yet attainable, investment plan, we recognize there are potential barriers and/or risks that may impact our ability to meet our investment and achievement goals for our focal students. A potential risk is the ability to staff the additional positions or contract services funded by SIA. Positions in areas such as mental health, social workers, and counselors are already in high demand across the state and we will need to have focused efforts to recruit, hire, and retain high-quality, diverse candidates. In addition, there are risks when any large organization needs to manage expansion and implementation of programming. Our plan with the tiered and multi-year investments provides contingencies and flexibilities for alternate (i.e., tier two) investments. Except for a small number of exceptions that are one year investments, all of our activities are represented by three year costs. If we are at risk of not being able to meet our investment goals for year one, we will shift to tier two activities. We are in the process of building operational structures, decision points, and systems to maintain our current programming and effectively expand to achieve our SIA goals. These are all factors we will be attending to, as we consider how to best support our focal students and ensure a reimaged PPS experience for every student.

Part Seven: Documentation and Board Approval

Evidence of Board Approval

Upload evidence of board approval in an open public meeting (meeting minutes, notes, etc.). Share link where the plan exists on a public website **[Will update upon Board approval]**

Portland Public School Board agenda, Meeting Materials, and Minutes

<https://www.pps.net/Page/1791>

Part Eight: Public Charter Schools

Do we sponsor a public charter school?

- Yes
- No

Did we invite our public charter school(s) to participate in the planning and development of our SIA plan?

- Yes
- No

Did any public charter school(s) we invited to participate in our SIA plan decline to participate?

- Yes*
- No

*Kairos PDX was invited to participate, but qualified for and elected to submit an independent application.

CHARTER SCHOOL COLLABORATION AND ENGAGEMENT

PPS sponsors six public charter schools, all of which were invited to participate in our community engagement process. Outreach to the schools occurred through the PPS Charter Schools Office, in the October 2019 monthly Charter School Directors Meeting, after which each charter school leader posted notification of our community engagement events to their school community. In addition, because charter schools planned to develop their SIA project activities and targets independently based on their unique pedagogies and school cultures, each individual charter school offered an internal community engagement process through meetings, surveys, or events, to best identify priorities of their school communities. Charter schools were welcome to use questions, templates, or processes used by the district to help with their internal engagement processes. Evidence of this engagement process for each charter school was provided prior to development of the district-charter agreements. Five of the six district-sponsored charter schools will participate through our application. One of our charter schools is eligible to apply for SIA funds independently and has opted to do so. In addition, two of the state-sponsored charter schools that are within our district boundaries will access SIA funds through our application while oversight and monitoring will be done by the ODE.

AGREEMENTS

Please see Appendix ___ for agreements for the following charter schools.

- Opal Charter School
- Emerson Charter School
- Portland Arthur Academy Charter School
- Portland Village Charter School
- Le Monde French Immersion Charter School
- The Ivy School (agreements pending)*
- Cottonwood School of Civics and Sciences (agreements)*

[See [Agreements](#) in Board packet for PPS Charter Schools for Board Work Session.]

* PPS will have agreements in place to pass through funding, but ODE will oversee the use of funds as these are state sponsored charter schools.

Applicant Assurances

The school district or charter school assures: (Check each box)

- ✓ Adherence to the expectations for using its Continuous Improvement Plan (CIP) needs assessment to inform SIA planning.
- ✓ Input from staff, focal student groups, and families of focal student groups was used to inform SIA planning (other community engagement input may also be used)
- ✓ Disaggregated data by focal student group was examined during the SIA planning process.
- ✓ The [recommendations from the Quality Education Commission](#) (QEC) were reviewed and considered.
- ✓ The district's SIA plan is aligned to its CIP.
- ✓ Agreement to provide requested reports and information to the Oregon Department of Education.

PPS reImagined

Student Investment Account Application

Part 5

February 2020



SIA Application

This represents part 5 of the eight parts of the SIA Application.

Part 1: General Information

Part 2: Narrative

Part 3: Community Engagement and Input

Part 4: Data Analysis

Part 5: SIA Plan

Part 6: Use of Funds

Part 7: Documentation and Board Approval

Part 8: Public Charter Schools

Applicant Assurances

Please see the [full SIA application](#) for additional narrative detail around the process and considerations that informed the plan and investment decisions.

SIA Application, Part 5

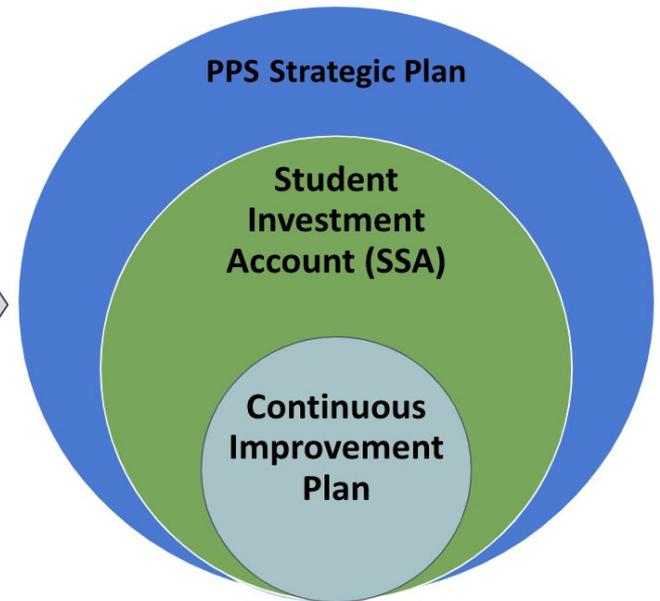
PPS is in the final stages of formalizing the district's multi-year strategic plan. These slides represent the key aspects of the plan and crosswalks them with the SIA application requirements.

Once the strategic plan is formally adopted by the Board, we will update the SIA application, part 5, and the the District Continuous Improvement Plan (CIP) submitted December, 2019.

Strategic Framework Informed by PPS reimagined



**Graduate Portrait
Educator Essentials
System Shifts**

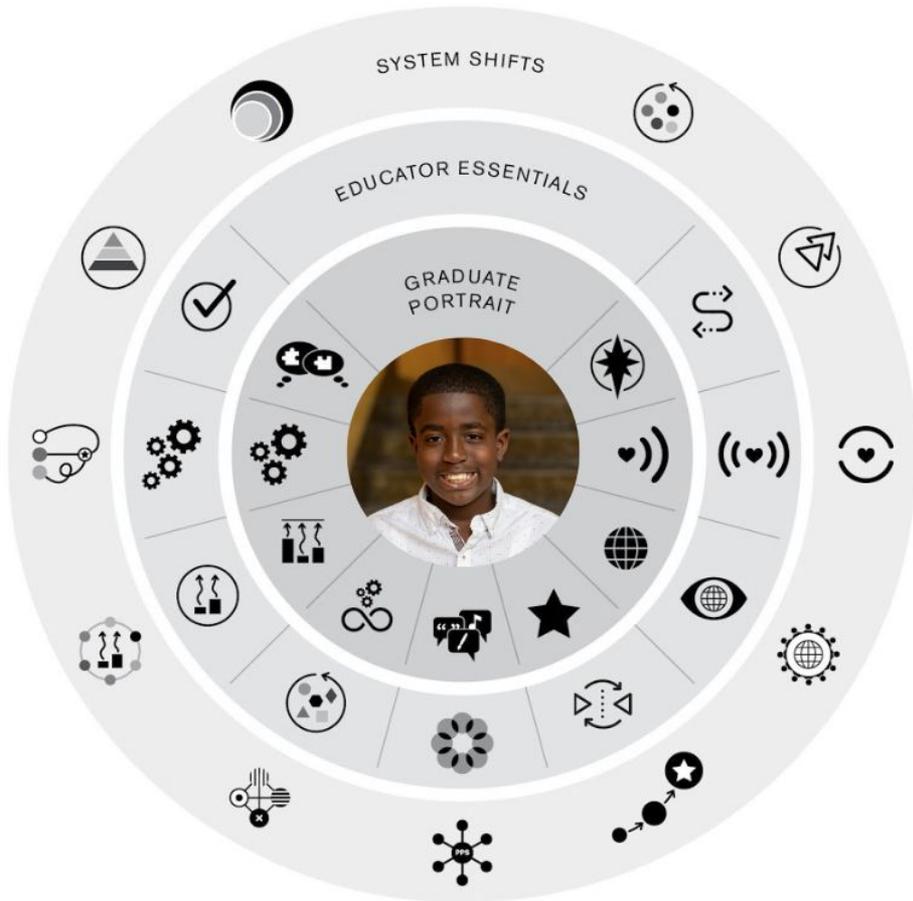


Through a year-long process, the PPS community articulated a vision to reimagine PPS. It describes the Graduate Portrait for PPS students, Educator Essentials (skills and dispositions that will enable adults to support our students), and 11 System Shifts that will enable our organization to bring these to life. PPS is working to ensure that all district strategies and decisions are aligned towards achieving our vision.

Vision: Graduate Portrait

A graduate of Portland Public Schools will be a passionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world

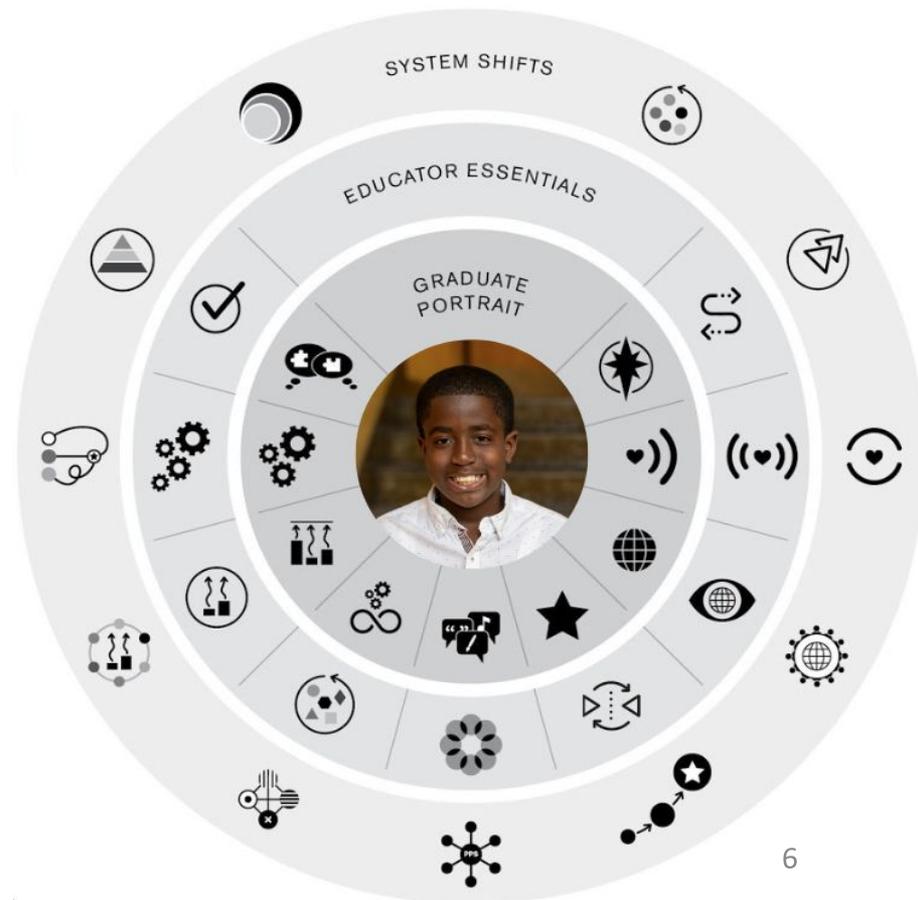
See the full vision at [PPS reImagined](#)



Vision: Educator Essentials and System Shifts

The Graduate Portrait elements are at the heart of everything the school district does. Educator Essentials and Educational System Shifts help create the conditions students need to succeed.

- **Educator Essentials:** The knowledge, skills, mindsets and dispositions of adults needed to support the Graduate Portrait.
- **Educational System Shifts:** Changes in our organization's priorities and operations to support the Educator Essentials and the Graduate Portrait.



Mission

Every student by name prepared for college, career and participation as an active community member, regardless of race, income or zip code.



Core Values

- Students at the Center
- Racial Equity and Social Justice
- Honesty and Integrity
- Excellence
- Respect
- Relationships
- Creativity and Innovation
- Partnerships and Collaboration
- Grounded in the Spirit of Portland
- Joyful Learning and Leadership

Our Board Set 4 Ambitious Goals to Advance Us Towards Our Vision

Goal		Baseline	3 Year Target
		2018-2019	2021-2022
Goal #1: Third Grade Reading	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 (2018-2019 baseline) to 60% meeting or exceeding growth expectations (as measured by Grade 3 End-of-Year MAP) by the Spring of 2022.	44%	60%
Goal #2: Fifth Grade Mathematics	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 (2018-2019 baseline) to 60% meeting or exceeding growth expectations (as measured by Grade 5 End-of-Year MAP) by the Spring of 2022.	41%	60%
Goal #3: Eighth Grade Student Snapshot of Graduate Portrait	By the Spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by SBAC .	44%	51%
Goal #4: Post-Secondary Readiness Ready for College & Career	By the spring of 2022, Portland Public Schools graduates, who are underserved students of color, will move from 50.3% (current 2018-2019 baseline) to 56% successfully completing one or more of the post-secondary indicators.	50.30%	56%

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.

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



Outcomes 2020-2023

Prioritized System Shifts

Informed by our needs assessments and community desires, PPS has identified **5 *System Shifts*** to prioritize over the next 3 years. These form the frame to our strategic plan:

- 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

Prioritized 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.

SUPPORTING STRATEGIES

A1: Create structures and processes that encourage and support a culture that empowers school and district staff to innovate, collaborate and partner to ensure every student is equitably supported to advance toward the Graduate Portrait.

A2: Establish expectations for the quality of services provided to students, families and staff; collect data on service quality; provide regular reports on performance; and hold staff accountable for the continuous improvement of services.

A3: Disrupt institutional racism by examining our beliefs, mindset, and decision-making and building an organizational culture of inclusion, respect, affirmation and interconnectedness in support of student learning.

Prioritized System Shift B: Racial Equity Aligned Systems and Structures

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.

SUPPORTING STRATEGIES

B1: Integrate the district's Racial Equity and Social Justice Lens (RESJ) into critical school and district decision making including allocating the necessary resources to create equitable outcomes for every student, especially Black and Native students.

B2: Provide all staff with professional learning that helps them to understand and apply their racial identities and their personal relationship to power, privilege and oppression in education. Use district goal setting and evaluation processes to encourage and hold staff accountable all staff to use their new knowledge and understanding to make meaningful change that increases student success.

Prioritized System Shift C: Cultivating System-Wide Learning & 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.

SUPPORTING STRATEGIES

C1: Align recruitment, hiring, placement, support, and retention criteria and processes with the Educator Essentials and racial equity competencies to diversify our workforce, especially Black and Native educators, to reflect our student demographics.

C2: Develop pipelines and career lattices, in collaboration with higher education institutions and other partner organizations, to identify, develop and retain diverse pools of talented educators. These may include student-to-teacher pathways, university partnerships and apprenticeship programs.

C3: Based on an assessment of staff needs and readiness, provide all staff with the professional development and supports 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.

Prioritized System Shift D: Transformative Curriculum and Pedagogy

PPS' pedagogy and curriculum integrates the respectful consideration of culture, disability, race, gender, and language. With equitable learning supports and opportunities, every student can develop the foundational requirements of a 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.

SUPPORTING STRATEGIES

D1: Develop district-wide, vertically aligned preK-12 core curriculum with an emphasis on foundational literacy skills across content areas, along with assessments and tiered supports, to provide comprehensive, rigorous, culturally-sustaining instruction and developmentally-appropriate learning experiences for all students.

D2: Ensure a middle grades experience that meets the distinct academic and social emotional needs of adolescents.

D3: Continue implementation and continuous improvement and alignment of the PPS High School Success Plan to provide students with coherent transitions and the support they need to achieve the graduate portrait.

Prioritized 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.

SUPPORTING STRATEGIES

E1: Support students with a multi-tiered system of supports (MTSS) that identifies early warning signs and addresses students' academic, behavioral, mental health, and social emotional needs through trauma informed practices and a racial equity and social justice lens.

E2: Invest in facility improvements to foster safe, healthy, and positive learning environments.

Actions, Activities and Investments

Please see the [Integrated Planning Tool](#) for a breakdown of activities and investments with corresponding system shifts (outcomes), strategies, and priorities.

Key investment categories are:

- ✓ Increased academic supports and targeted interventions for our most vulnerable and historically underserved students
- ✓ Increased social emotional, mental and behavioral health supports across the district
- ✓ More optimal student-teacher ratios & class sizes across many grade levels
- ✓ Expansion of elective courses at comprehensive middle schools and K-8's
- ✓ More equitable access to arts education, especially in historically underserved school communities
- ✓ Culturally-specific student & family supports and expanded community partnerships
- ✓ Curriculum materials & Professional Development for educators

The Integrated Planning Tool will act as the SIA Budget Narrative for Portland Public Schools.

Budget Template

The [budget template](#) includes a breakdown of investments for the \$39 million. This includes allocations for all PPS schools, including community-based organizations providing alternative education services to PPS students, and area charter schools

PPS Racial Equity & Social Justice Lens

District leaders applied the [PPS RESJ Lens](#) throughout the planning process to directly inform planning and decision making throughout the strategic planning and budgeting process.

The primary focus of the Racial Equity and Social Justice lens is on race and ethnicity. While there continues to be a deep commitment to many other areas of the opportunity gap, we know that a focus on race by everyone at PPS allows direct improvements in the other dimensions of diversity. We also know that race and ethnicity continue to compound disparity. We are committed to explicitly identifying disparities in education outcomes for the purpose of targeting areas for action, intervention and investment.

Longitudinal Performance Growth Targets

To support progress monitoring and in accordance with HB3427 (Student Success Act), PPS will develop 5 year growth targets for the Common Metrics. Per ODE guidance, the process of finalizing the targets will happen outside of this SIA application process and in direct collaboration with ODE.

Note: ODE is considering 2020-2021 to be a baseline year with the expectations that recalibration will occur in the summer of 2021-2022 to set the final growth targets moving forward.

Portland Public Schools		
Student Investment Account Application (2/26/2020)		
Integrated Planning Tool		
Prioritized System Shifts		
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.	\$2,132,425
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.	\$8,854,500
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.	\$500,000
D: Transformative Curriculum and Pedagogy	PPS' pedagogy and curriculum integrates the respectful consideration of culture, disability, race, gender, and language. With equitable learning supports and opportunities, every student can develop the foundational requirements of a 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.	\$15,181,194
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.	\$12,494,150
Total Investment		\$39,162,269
SIA Investment Categories to Support System Shifts	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	\$8,606,965
	Increased social emotional, mental and behavioral health supports across the district	\$11,924,650
	More optimal student-teacher ratios & class sizes across many grade levels	\$9,028,525
	Expansion of elective courses at comprehensive middle schools and K-8's	\$2,596,000
	More equitable access to arts education, especially in historically underserved school communities	\$660,000
	Culturally-specific student & family supports and expanded community partnerships	\$3,475,000
	Curriculum materials & Professional Development for educators	\$2,371,129
Administrative Indirect		\$500,000
Total Investment		\$39,162,269
System Shift	A: A Connected and Transformative School District	
Supporting Strategy 1	A1: Create structures and processes that encourage and support a culture that empowers school and district staff to innovate, collaborate and partner to ensure every student is equitably supported to advance toward the Graduate Portrait.	
Supporting Strategy 2	A2: Establish expectations for the quality of services provided to students, families and staff; collect data on service quality; provide regular reports on performance; and hold staff accountable for the continuous improvement of services.	
Supporting Strategy 3	A3: Disrupt institutional racism by examining our beliefs, mindset, and decision-making and building an organizational culture of inclusion, respect, affirmation and interconnectedness in support of student learning.	
System Shift	B: Racial Equity Aligned Systems, Structures, and Culture	
Supporting Strategy 1	B1: Integrate the district's Racial Equity and Social Justice Lens (RESJ) into critical school and district decision making including allocating the necessary resources to create equitable outcomes for every student, especially Black and Native students.	
Supporting Strategy 2	B2: Provide all staff with professional learning that helps them to understand and apply their racial identities and their personal relationship to power, privilege and oppression in education. Use district goal setting and evaluation processes to encourage and hold staff accountable all staff to use their new knowledge and understanding to make meaningful change that increases student success.	
System Shift	C: Cultivating System-Wide Learning and a Diverse Workforce	
Supporting Strategy 1	C1: Align recruitment, hiring, placement, support, and retention criteria and processes with the Educator Essentials and racial equity competencies to diversify our workforce, especially Black and Native educators, to reflect our student demographics.	
Supporting Strategy 2	C2: Develop pipelines and career lattices, in collaboration with higher education institutions and other partner organizations, to identify, develop and retain diverse pools of talented educators. These may include student-to-teacher pathways, university partnerships and apprenticeship programs.	
Supporting Strategy 3	C3: Based on an assessment of staff needs and readiness, provide all staff with the professional development and supports 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.	
System Shift	D: Transformative Curriculum and Pedagogy	
Supporting Strategy 1	D1: Develop district-wide, vertically aligned preK-12 core curriculum with an emphasis on foundational literacy skills across content areas, along with assessments and tiered supports, to provide comprehensive, rigorous, culturally-sustaining instruction and developmentally-appropriate learning experiences for all students.	
Supporting Strategy 2	D2: Ensure a middle grades experience that meets the distinct academic and social emotional needs of adolescents.	
Supporting Strategy 3	D3: Continue implementation and continuous improvement and alignment of the PPS High School Success Plan to provide students with coherent transitions and the support they need to achieve the graduate portrait.	
System Shift	E: A Culture of Physical and Emotional Safety	
Supporting Strategy 1	E1: Support students with a multi-tiered system of supports (MTSS) that identifies early warning signs and addresses students' academic, behavioral, mental health, and social emotional needs through trauma informed practices and a racial equity and social justice lens.	
Supporting Strategy 2	E2: Invest in facility improvements to foster safe, healthy, and positive learning environments.	

Portland Public Schools
Student Investment Account Application (2/26/2020)
Integrated Planning Tool

System Shift	Strategy	SIA Investment Category	Item #	Activities	Position Responsible	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	ODE Allowable Use	Priority Level YEAR 1
A	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	30	Charter School Funding	Chief of Schools	x	x	x	\$ 1,166,938	\$ 3,606,888	WRE	Tier 1
A	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	31	Community based education agency (CBO) Funding	Chief of Schools	x	x	x	\$ 940,487	\$ 2,906,951	WRE	Tier 1
A	1	Culturally-specific student & family supports and expanded community partnerships	3	Support and resources for Community Engagement, such as translation services, supplies, food, and childcare.	Chief of Staff	x	x	x	\$ 25,000	\$ 75,000	OCG	Tier 1
B	1	More equitable access to arts education, especially in historically underserved school communities	13	Increasing equitable and coherent arts programming and staffing in the Roosevelt and Jefferson K-12 clusters. This will also include central office support (Visual and Performing Arts TOSA) to support the implementation of the Master Arts Education Plan and funds for music and arts supplies.	Chief Academic Officer	x	x	x	\$ 660,000	\$ 2,080,980	WRE	Tier 1
B	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	16	Supports for Native students and after school programs, includes collaboration with culturally specific community partners to support student success and also support implementation of Senate Bill 13.	Chief Academic Officer	x	x	x	\$ 149,000	\$ 474,356	WRE	Tier 1
B	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	1	Schools prioritized as needing supports for improvement will receive Instructional Specialist FTE.	Chief of Schools	x	x	x	\$ 3,321,000	\$ 10,572,736	WRE	Tier 1
B	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	4	More equitable funding formula for community based education agencies (CBOs) serving historically underserved students.	Chief of Schools	x	x	x	\$ 844,000	\$ 2,532,000	WRE	Tier 1
B	1	Increased social emotional, mental and behavioral health supports across the district	23	Add 3.5 FTE for College and Career Coordinator for Multiple Pathways to Graduation (MPG). MPG serves students districtwide who need additional support in the form of: re-engagement in their education, enrollment in alternative education, day and residential treatment (DART) school placement, district wide credit recovery opportunities, Teen Parent Services, and MPG School social work services, as well as other schools and programs.	Chief of Schools	x	x	x	\$ 430,500	\$ 1,370,540	H&S	Tier 1
B	1	Culturally-specific student & family supports and expanded community partnerships	2	Support and provide opportunities that call for engaging students of color in youth leadership activities, such as student-led conferences, community-building with affinity groups, and networking.	Chief of Staff	x	x	x	\$ 50,000	\$ 150,000	OCG	Tier 1

Portland Public Schools
Student Investment Account Application (2/26/2020)
Integrated Planning Tool

System Shift	Strategy	SIA Investment Category	Item #	Activities	Position Responsible	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	ODE Allowable Use	Priority Level YEAR 1
B	1	Culturally-specific student & family supports and expanded community partnerships	5	Increase funding to RESJ Partnership contracts with culturally specific organizations in five strategy areas: 1. Culturally Specific Family Engagement 2. Culturally Specific Wrap Around Services 3. Culturally Specific Mentoring and Leadership Development 4. Culturally Specific Extended Day and Enrichment Activities 5. Culturally Specific Identity Development Both the strategies as well as the service provision are focussed on researched based, effective services that improve academic success for students of color. Services are provided by racially diverse staff at partner organizations, significantly more reflective of the student population.	Senior Advisor, Racial Equity & Social Justice	x	x	x	\$ 3,400,000	\$ 10,200,000	OCG	Tier 1
C	1		68	FTE for Human Resources, including 2 FTE for Recruiters and 1 FTE for Class and Compensation Analyst. Additional ADMIN TBD.	Chief of Staff	x	x	x	\$ 500,000	\$ 1,500,000	ADMIN	Tier 1
D	1	Curriculum Materials & Professional Development for Educators	10	Support the development and implementation of curricular resources for K-12 Social Studies/Ethnic Studies, K-12 Multilingual Literacy System which include Reading, Writing and Speaking, and K-3 Foundational Skills.	Chief Academic Officer	x			\$ 600,000	\$ 600,000	WRE	Tier 1
D	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	11	Partially fund an instructional material adoption and professional learning to support students who are emergent bilingual in language development throughout our core curriculum.	Chief Academic Officer	x			\$ 150,000	\$ 150,000	WRE	Tier 1
D	1	Curriculum materials & Professional Development for educators	12	Provide central office support (5 FTE TOSA, 1 FTE Administrator) to plan and implement the K-12 math redesign and curriculum adoption. Additionally, a portion will fund the initial instructional materials adoption.	Chief Academic Officer	x	x	x	\$ 1,102,000	\$ 2,307,347	WRE	Tier 1
D	1	Curriculum Materials & Professional Development for Educators	14	Support the development and implementation of a standards-based, culturally-responsive Physical Education curriculum, an additional Teacher on Special Assignment to coordinate professional learning to implement quality PE instruction (including Erin's Law instruction).	Chief Academic Officer	x	x	x	\$ 348,129	\$ 1,066,969	WRE	Tier 1
D	1	Curriculum Materials & Professional Development for Educators	15	Provide professional learning for wellness leads, Health materials for schools, and 1.0 Program Manager for Health (Bond to pay curriculum)	Chief Academic Officer	x	x	x	\$ 321,000	\$ 991,458	WRE	Tier 1
D	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	18	PreK-3 Plan Implementation. This investment develops a more comprehensive approach to effectively support preK to K transitions for students, families, and staff. In addition, it will allow us to implement more developmentally appropriate, inclusive, and aligned learning experiences and environments from PK-1st grade.	Chief Academic Officer	x	x	x	\$ 800,000	\$ 2,546,880	H&S	Tier 1
D	1	More optimal student-teacher ratios & class sizes across many grade levels	24	Add FTE to create more optimal student-teacher ratios and class sizes across K-5 classrooms.	Chief of Schools	x	x	x	\$ 5,170,000	\$ 16,459,212	RCS	Tier 1

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D	1	More optimal student-teacher ratios & class sizes across many grade levels	25	Add 26 FTE to reduce class sizes in grades 6-8.	Chief of Schools	x	x	x	\$ 2,904,000	\$ 9,245,174	RCS	Tier 1
D	1	More optimal student-teacher ratios & class sizes across many grade levels	28	Add FTE to address unexpected enrollment and high class sizes.	Chief of Schools	x	x	x	\$ 74,525	\$ 237,257	RCS	Tier 1
D	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	20	Provide supports to reduce the digital divide and promote technology-enhanced learning opportunities at four middle school. The funds will be matched with the middle schools' Verizon Innovative Learning Schools grant and will include 5 FTE Instructional Specialist/Coaches,. Instructional Specialist funding is subsidized in part by the grant and reflected.	Chief Technology Officer	x	x	x	\$ 235,540	\$ 980,667	WRE	Tier 1
D	2	Expansion of elective courses at comprehensive middle schools and K-8's	29	Add 13 FTE to add a 7th period at 4 middle schools. This is a pilot to allow students more choice and opportunities for electives, which will include visual and performing arts. The MS included are Ockley Green, Tubman, George & Beaumont.	Chief Academic Officer	x	x	x	\$ 1,441,000	\$ 4,587,568	WRE	Tier 1
D	2	Expansion of elective courses at comprehensive middle schools and K-8's	26	Add 10.5 FTE to increase elective opportunities for grades 6-8 in K-8s and middle schools.	Chief of Schools	x	x	x	\$ 1,155,000	\$ 3,677,058	WRE	Tier 1
D	3	More optimal student-teacher ratios & class sizes across many grade levels	27	Add 8 FTE to improve high school class size and ensure students can be fully scheduled.	Chief of Schools	x	x	x	\$ 880,000	\$ 2,801,568	RCS	Tier 1
E	1	Increased social emotional, mental and behavioral health supports across the district	6.1	Add FTE for the second year of the Multi-tiered Systems of Support (MTSS) districtwide adoption and implementation. Includes coaching and supports through increases in FTE for MTSS TOSAs, soft start classrooms in two high schools for students with tier three needs, and additional restorative justice specialists to assist with restorative practices and harm reduction district wide.	Chief of Student Support Services	x	x	x	\$ 1,077,258	\$ 3,411,198	H&S	Tier 1
E	1	Increased social emotional, mental and behavioral health supports across the district	6.2	This funding will support social emotional learning (SEL) curriculum, coaching and PD throughout the district, align priorities of infusing trauma informed care into our classrooms and an additional administrator and TOSA for oversight to support capacity building, training, supervision and SEL vision. With the district's move toward incorporating trauma informed care into all programs, there is a need for Social Emotional Learning (SEL) to be integrated in all levels, from Central Office to specialized classrooms. This investment in SEL will also include curriculum and professional development for staff.	Chief of Student Support Services	x	x	x	\$ 472,829	\$ 2,827,758	H&S	Tier 1
E	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	7	Additional FTE and resources to expand SPED programming due to increased numbers. Includes para-educator support for students with the highest needs as well as staffing and resources for new learning center, communication behavior, and intensive skills classrooms.	Chief of Student Support Services	x	x	x	\$ 1,000,000	\$ 5,183,600	H&S	Tier 1

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E	1	Increased social emotional, mental and behavioral health supports across the district	8	Provide Mental Health, Substance Use (SUD) & Behavioral Health supports, including: - culturally specific contracts for mental health and drug and alcohol specialists, - dual diagnosis clinicians for student experiencing mental health and SUD challenges, - transition support for students returning to school from treatment centers, - addition of centrally-managed floating school psychologists to help support caseload management districtwide and behavior support plans at Comprehensive Supports for Improvement (CSI) schools, - additional qualified mental health specialists throughout the district. All of the increases in services, social worker and other personnel will be supported by an additional administrator.	Chief of Student Support Services	x	x	x	\$ 2,000,000	\$ 6,291,924	H&S	Tier 1
E	1	Increased social emotional, mental and behavioral health supports across the district	9	Provide specialized supports for students on 504 plans and medical equipment for accommodation needs. Supports include: - educational assistants (EA) - contracts with culturally specific organizations for assistance with racial / hate related crisis response and recovery needs throughout our district, - additional professional development around investigations support Title IX requirements - an additional discipline coordinator.	Chief of Student Support Services	x	x	x	\$ 387,000	\$ 1,213,693	H&S	Tier 1
E	1	Increased social emotional, mental and behavioral health supports across the district	21	Add 22.5 FTE for counselors to lower the counselor to student ratio to 250:1 for all middle schools, Title/Comprehensive Supports for Improvement (CSI) K-5s, and K-8s. By lowering the ratio to 250:1, we meet the American School Counselor Association (ASCA) recommendations.	Chief of Student Support Services	x	x	x	\$ 2,754,563	\$ 8,769,427	H&S	Tier 1
E	1	Increased social emotional, mental and behavioral health supports across the district	22	Provide 43.0 FTE for social work / social workers in schools, including district FTE and contracted culturally-specific services. - 0.5 FTE for each K-5 and K-8 schools - 1 FTE for each High Schools - 5.0 FTE to MPG programs, - 0.5 FTE for Pioneer - 0.5 FTE for Community Transition Program (CTP)	Chief of Student Support Services	x	x	x	\$ 4,802,500	\$ 15,289,239	H&S	Tier 1
A	2	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	19	Provide 0.5 FTE for Director of Funded Programs to support schools and ensure supplemental funding is student focused and responsive to student needs.	Chief Academic Officer		x	x	\$ -	\$ 293,846		Tier 2

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B	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	44	Add FTE to extend school day by 1 hour for Comprehensive Supports for Improvement (CSI) Schools	Chief of Schools		x	x	\$ -	\$ 5,571,300		Tier 2
B	1	Culturally-specific student & family supports and expanded community partnerships	35	Deepen RESJ partnerships in key areas, including: 1. Culturally Specific Family Engagement 2. Culturally Specific Wrap Around Services 3. Culturally Specific Mentoring and Leadership Development 4. Culturally Specific Extended Day and Enrichment Activities 5. Culturally Specific Identity Development	Senior Advisor, Racial Equity & Social Justice		x	x	\$ -	\$ 6,300,000		Tier 2
C	2	Curriculum Materials & Professional Development for Educators	52	Continue partnership with University of Virginia - Partnership for Leaders in Education to provide transformational leadership coaching and supports for principals in buildings designated as needing Comprehensive Supports for Improvement (CSI)	Chief of Schools		x	x		\$ 752,000		Tier 2
C	3	Curriculum Materials & Professional Development for Educators	50	Support New Educator Orientation and New Educator Mentor Program. They include five Mentor FTE that are no longer funded through the grant funds and two TOSAs to coordinate the programs. The program is designed to ensure when educators move from probationary status they can effectively serve at any school within Portland Public Schools. The induction workshops include 40 hours/per year of foundational training in district academic initiatives. The workshops is one programmatic component of our three year induction academy.	Chief Academic Officer		x	x		\$ 5,117,040		Tier 2
D	1	More optimal student-teacher ratios & class sizes across many grade levels	28.1	Add FTE to address unexpected enrollment and high class sizes.	Chief of Schools		x	x	\$ -	\$ 3,065,601		Tier 2
D	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	41	1	Chief Academic Officer		x	x	\$ -	\$ 580,000		Tier 2
D	1	Curriculum Materials & Professional Development for Educators	42	District Adoption and implementation of curriculum, including Math, Social Sciences, Language Arts Foundation Skills, Language Arts, World Languages, Science, ESL, Health, PE, Arts	Chief Academic Officer		x	x	\$ -	\$ 20,300,000		Tier 2
D	1	Curriculum Materials & Professional Development for Educators	43	Fund 6.5 FTE TOSAs and 1 FTE administrator to provide professional development and targeted school supports for the PreK-12 Math Adoption	Chief Academic Officer		x	x	\$ -	\$ 7,978,101		Tier 2
D	1	Curriculum Materials & Professional Development for Educators	46	Provide professional learning on high-leverage instructional practices in science, purchase instructional materials for elementary and middle school, and revise curricular materials.	Chief Academic Officer		x	x	\$ -	\$ 725,000		Tier 2

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D	1	More equitable access to arts education, especially in historically underserved school communities	47	As part of the Master Arts Education Plan, we want students to have access to comprehensive Arts programs from PK-12. These funds will allow additional and more coherent arts programming across multiple clusters.	Chief Academic Officer		x	x	\$ -	\$ 5,117,662		Tier 2
D	1	Curriculum Materials & Professional Development for Educators	49	Provide resources and supports to create and revise Climate Change Climate Justice Curriculum: - create curriculum (1 unit per grade level) for both Science and Social Studies - professional development for the newly created curriculum - create Senior Climate Change Climate Justice elective that addresses both science and social studies standards	Chief Academic Officer		x	x	\$ -	\$ 375,000		Tier 2
D	1	Curriculum Materials & Professional Development for Educators	51	Extended hours for teacher to write individual TAG Plans for each identified TAG student (~7000 students); professional development on high leverage strategies to meet students' rate and level of learning; extended hours for teachers to write high level strategies to be included in the curriculum development in the GVC; additional 4.0 TOSA FTE to support Title 1 schools in identifying and supporting HU TAG students.	Chief Academic Officer		x	x	\$ -	\$ 2,082,074		Tier 2
D	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	32	Maintain FTE for Kindergarten Educational Assistants at Title I schools to offset projected loss of Title I funds over the next several years.	Chief of Schools		x	x	\$ -	\$ 2,973,998		Tier 2
D	2	Expansion of elective courses at comprehensive middle schools and K-8's	17	Add funding for a full-time Middle School Director to lead and manage the middle school redesign.	Chief Academic Officer		x	x	\$ -	\$ 611,251		Tier 2
D	2	Expansion of elective courses at comprehensive middle schools and K-8's	33	Add 50 FTE to add a 7th period for all middle schools. This allows students more choice and opportunities for electives, which will include visual and performing arts courses.	Chief of Schools		x	x	\$ -	\$ 17,191,440		Tier 2
D	2	Expansion of elective courses at comprehensive middle schools and K-8's	34	Add 24 FTE to add a 7th period for all K-8 schools. This allows students more choice and opportunities for electives, which will include visual and performing arts.	Chief of Schools		x	x	\$ -	\$ 8,251,891		Tier 2
D	3	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	45	Provide equitable staffing of Activities & Athletics Directors for middle school clusters (to coordinate all activities and athletics), FTE for College Access Coordinator, comprehensive professional development for all Athletic Directors and district coaches, coordinate summer athletics programming for students in Summer 2021 (221k)	Chief Academic Officer		x	x	\$ -	\$ 4,329,696		Tier 2

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E	1		36	Deepen support for the second and third years of the MTSS adoption with: - additional BRYT classrooms - a progress monitoring tool - additional SEL and MTSS TOSAs - additional Restorative Justice Specialists - SEL curriculum and coaching for year three	Chief of Student Support Services		x	x	\$ -	\$ 4,440,413		Tier 2
E	1		37	SpEd classroom programming: The Special Education needs in the district continue to rise, and this department has been underfunded for over a decade. Includes para-educator support for students with the highest needs as well as staffing and resources for additional new learning center, communication behavior, and intensive skills classrooms. Further expands programming referenced in item #7.	Chief of Student Support Services		x	x	\$ -	\$ 7,892,056		Tier 2
E	1		38	Provide Mental Health, Substance Use (SUD) & Behavioral Health supports, including: - additional psychologists to align with the NASP model, - social workers for middle schools, - counselor increases at K-5s, - CADC specialists at all high schools, - Mental Health contracted support increases for middle schools. Deepens and expands supports referenced in item #8.	Chief of Student Support Services		x	x	\$ -	\$ 6,789,270		Tier 2
E	1		39	Specialized supports for students. Additional phases to include additional 504 EA's, Student Success Advocates for tier three services, and additional professional development for staff. Deepens and expands supports referenced in item #9.	Chief of Student Support Services		x	x	\$ -	\$ 2,662,903		Tier 2
E	1		40.1	Deepened partnerships with Multnomah County and culturally specific organizations: the addition of much needed transportation support and mental health interventions leveraged through the SUN service system. Mental Health supports are something that our providers have expressed a critical need for.	Chief of Student Support Services		x	x	\$ -	\$ 480,000		Tier 2
E	1		40.2	Continued partnerships with Multnomah County and culturally specific organizations: Add base level funding for three SUN Community Schools (Rosa Parks, Astor, Hosford) with mental health interventions. Additional expansion to two high need schools TBD. Includes an expansion of the Multnomah County contract and transportation.	Chief of Student Support Services		x	x	\$ -	\$ 600,000		Tier 2
E	1		40.3	Deepened partnerships with SUN Service System, FTE to support alignment of SUN with school day and academic interventions in SUN, both school year and summer school programming by cluster and for early learning.	Chief of Student Support Services		X	X	\$ -	\$ 5,463,000		Tier 2

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System Shift	Strategy	SIA Investment Category	Item #	Activities	Position Responsible	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	ODE Allowable Use	Priority Level YEAR 1
E	1	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	62	0.5 FTE 504 Coordinator per high school (4.5 FTE) to assist with increased medical needs for students on 504 plans.	Chief of Student Support Services		x	x	\$ -	\$ 1,590,208		Tier 2

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	\$ Amount	Budget Justification Narrative
				Total Expenditures:	\$ 39,162,269.14	
				Allowable Administrative Costs:	\$ 500,000.00	
				Unbudgeted Funds:	\$0.00	
For ODE Use			Proposed Activity			
1	27	WRE	111	Schools prioritized as needing supports for improvement will receive Instructional Specialist FTE. (Planning Tool Item #1)	\$2,223,393	27 Instructional Specialists based on performance gaps and should be accounted for in schools CIP's. 2.0 FTE per CSI, .50 FTE per K-5/K-8/MS TSI, plus Tubman
2	0	OCG	2xx	Fringe for activity 1 (Planning Tool Item #1)	\$1,097,607	Fringe
3	0	OCG	34x	Support and provide opportunities that call for engaging students of color in youth leadership activities, such as student-led conferences, community-building with affinity groups, and networking. (Planning Tool Item #2)	\$50,000	Youth leadership activities, such as student-led conferences, community-building with affinity groups, and networking.
4	0	OCG	31x	Support and resources for Community Engagement, such as translation services, supplies, food, and childcare. (Planning Tool Item #3)	\$25,000	Support and resources for Community Engagement, such as translation services, supplies, food, and childcare.
5	0	WRE	31x	More equitable funding formula for community based education agencies (CBOs) serving historically underserved students. (Planning Tool Item #4)	\$844,000	District's equity formula based on organization's qualifying students and student to teacher staffing.
6	0	OCG	31x	Increase funding to RESJ Partnership contracts with culturally specific organizations in five strategy areas: 1. Culturally Specific Family Engagement 2. Culturally Specific Wrap Around Services 3. Culturally Specific Mentoring and Leadership Development 4. Culturally Specific Extended Day and Enrichment Activities 5. Culturally Specific Identity Development Both the strategies as well as the service provision are focussed on researched based, effective services that improve academic success for students of color. Services are provided by racially diverse staff at partner organizations, significantly more reflective of the student population. (Planning Tool Item #5)	\$3,400,000	Contracts with culturally specific organizations.
7	6	H&S	111	Add FTE for the second year of the Multi-tiered Systems of Support (MTSS) districtwide adoption and implementation. Includes coaching and supports through increases in FTE for MTSS TOSAs, soft start classrooms in two high schools for students with tier three needs, and additional restorative justice specialists to assist with restorative practices and harm reduction district wide. (Planning Tool Item #6.1)	\$674,622	MTSS Second year adoption: 1. \$560K = Implementation of BRYT programs @Roosevelt & Madison HS's (Total of 4 FTE plus \$100K contract/supplies) 2. \$225K = includes 2 Restorative Justice positions to support crisis response (racial/hate incidents)
8	0	H&S	2xx	Fringe for activity 7	\$302,636	Fringe
9	0	H&S	4xx	Non personnel expenses for activity 7	\$100,000	Contract, supplies etc
10	2	H&S	111	This funding will support social emotional learning (SEL) curriculum, coaching and PD throughout the district, align priorities of infusing trauma informed care into our classrooms and an additional administrator and TOSA for oversight to support capacity building, training, supervision and SEL vision. With the district's move toward incorporating trauma informed care into all programs, there is a need for Social Emotional Learning (SEL) to be integrated in all levels, from Central Office to specialized classrooms. This investment in SEL will also include curriculum and professional development for staff. (Planning Tool Item #6.2)	\$222,856	\$150K = SEL curriculum & PD, ~\$600k = combination of MTSS/SEL TOSA's / admin FTE (recruit for bilingual, diverse candidates)
11	0	H&S	2xx	Fringe for activity 10 (Planning Tool Item #6.2)	\$99,973	Fringe
12	0	H&S	4xx	Non personnel expenses for activity 10 (Planning Tool Item #6.2)	\$150,000	SEL Curriculum
13	0	H&S	31x	Additional FTE and resources to expand SPED programming due to increased numbers. Includes para-educator support for students with the highest needs as well as staffing and resources for new learning center, communication behavior, and intensive skills classrooms. (Planning Tool Item #7)	\$1,000,000	FTE and resources to expand SPED programming
14	12	H&S	111	Provide Mental Health, Substance Use (SUD) & Behavioral Health supports, including: (Planning Tool Item #8) - culturally specific contracts for mental health and drug and alcohol specialists, - dual diagnosis clinicians for student experiencing mental health and SUD challenges, - transition support for students returning to school from treatment centers, - an increase in school psychologists to help support MTSS implementation and behavior support plans, - additional qualified mental health specialists throughout the district. All of the increases in services, social worker and other personnel will be supported by an additional administrator.	\$1,097,611	\$200k =MH contracts with cult-specific orgs \$140k =(1 FTE) Social Worker admin to lead site-based network \$100k =for contracted social services coordination w/ cult-specific orgs (Native & AA) \$360k =(2 FTE) CADC HS plus (1 FTE) CADC MS \$200k -MH/drug treatment supports \$450k=(4 FTE) floating Sch Psychologists \$550k =combination of 4 FTE QMHP, BCBA's, Title IX, or Behavior Specialists
15	0	H&S	2xx	Fringe for activity 14 (Planning Tool Item #8)	\$492,389	Fringe
16	0	H&S	31x	Non personnel expenses for activity 14 (Planning Tool Item #8)	\$410,000	Contracts, drug treatment supports
17	3	H&S	112	Provide specialized supports for students on 504 plans and medical equipment for accommodation needs. Supports include: (Planning Tool Item #9) - educational assistants (EA) - contracts with culturally specific organizations for assistance with racial / hate related crisis response and recovery needs throughout our district, - additional professional development around investigations support Title IX requirements - an additional discipline coordinator.	\$188,589	Specialized supports for students: 1. \$175K 2 FTE 504 EA's and medical supplies 2. \$75K contracts w/ culturally specific organizations for collaboration on racial/hate crisis response 3. \$25K Title IX PD 4. \$112K 1 FTE Discipline Coordinator
18	0	H&S	2xx	Fringe for activity 17 (Planning Tool Item #9)	\$98,411	Fringe
19	0	H&S	31x	Non personnel expenses for activity 17 (Planning Tool Item #9)	\$100,000	Contracts
20	0	WRE	4xx	Support the development and implementation of curricular resources for K-12 Social Studies/Ethnic Studies, K-12 Multilingual Literacy System which include Reading, Writing and Speaking, and K-3 Foundational Skills. (Planning Tool Item #10)	\$600,000	Curriculum and instructional materials
21	0	WRE	4xx	Partially fund an instructional material adoption and professional learning to support students who are emergent bilingual in language development throughout our core curriculum. (Planning Tool Item #11)	\$150,000	Instructional materials and professional learning
22	5	WRE	111	Provide central office support (4 FTE TOSA, 1 FTE Administrator) to plan and implement the K-12 math redesign and curriculum adoption. Additionally, a portion will fund the initial instructional materials adoption. (Planning Tool Item #12)	\$411,739	PK-12 Math Adoption: 4 FTE TOSA, 1 FTE Admin and \$487K for curriculum
23	0	WRE	2xx	Fringe for activity 22 (Planning Tool Item #12)	\$203,261	Fringe
24	0	WRE	4xx	Curriculum for activity 22 (Planning Tool Item #12)	\$487,000	Curriculum

Activity #	FTE	Allowable Use Category	Object Code	1. Briefly describe the proposed activity (Column "E"). 2. Select the appropriate "Allowable Use Category" that best fits the activity from the drop down list (Column "C"). 3. Select the appropriate "Object Code" that best fits the activity from the dropdown list (Column "D"). If the desired object code is not listed, select "OTHER" and include a note in the justification narrative. 4. Enter FTE, if any is associated with the activity item (Column "B"). 5. Enter budgeted amount (Column "F"). 6. Provide a brief narrative justification for the activity and budgeted amount (Column "H"). The sheet will auto sum the budgeted amounts as long as an OBJECT code is selected.	\$ Amount	Budget Justification Narrative
25	5	WRE	111	Increasing equitable and coherent arts programming and staffing in the Roosevelt and Jefferson K-12 clusters. This will also include central office support (Visual and Performing Arts TOSA) to support the implementation of the Master Arts Education Plan and funds for music and arts supplies. (Planning Tool Item #13)	\$368,724	Arts Pathways focused at Roosevelt & Jefferson Clusters K-12: 1. 4 FTE towards arts pathways in Jefferson & Roosevelt Clusters 2. 1FTE VAPA TOSA to support Master Arts Education Plan 3. \$100K instruments sheet music arts materials
26	0	WRE	2xx	Fringe for activity 25 (Planning Tool Item #13)	\$191,276	Fringe
27	0	WRE	4xx	Instruments, sheet music and arts materials activity 25 (Planning Tool Item #13)	\$100,000	Instructional materials
28	1	WRE	111	Supports the development and implementation of a standards-based, culturally-responsive Physical Education curriculum, an additional Teacher on Special Assignment to coordinate professional learning to implement quality PE instruction (including Erin's Law instruction). (Planning Tool Item #14)	\$82,348	1 FTE Teacher on Special Assignment
29	0	WRE	2xx	Fringe for activity 28 (Planning Tool Item #14)	\$40,652	Fringe
30	0	WRE	4xx	Non-personnel for activity 28 (Planning Tool Item #14)	\$225,129	Districtwide professional development for PE teachers, includes materials, substitutes, and extended hours.
31	1	WRE	111	Provide professional learning for wellness leads, Health materials for schools, and 1.0 Program Manager for Health (Planning Tool Item #15)	\$237,205	1 FTE Program Manager, professional learning, instructional resources
32	0	WRE	2xx	Fringe for activity 31 (Planning Tool Item #15)	\$83,795	Fringe
33	1	WRE	111	Supports for Native students and after school programs, includes collaboration with culturally specific community partners to support student success and also supports implementation of Senate Bill 13. (Planning Tool Item #16)	\$102,683	Increase direct support for our Native students. Includes FTE for Student Support Specialist and Community Agent and Student Success Advocate. Also includes resources and supports for after school, spring break, and summer school programs.
34	0	WRE	2xx	Fringe for activity 33 (Planning Tool Item #16)	\$46,317	Fringe
35	1	WRE	111	Add FTE to address unexpected enrollment and high class sizes. (Planning Tool Item #28)	\$74,525	Equivalent of 1 FTE
37	0	H&S	34x	P-3 Plan Implementation. This investment develops a more comprehensive approach to effectively support preK to K transitions for students, families, and staff. In addition, it will allow us to implement more developmentally appropriate, inclusive, and aligned learning experiences and environments from PK-1st grade. (Planning Tool Item #18)	\$800,000	1 FTE Student Support Coordinator, .5 FTE PK-K TOSA, extended day childcare at 3 sites, summer clerical support for PreK-K transitions, support for transition models (i.e., home visits), EA substitutes to maintain adult classroom supports, professional development for PreK-K teams.
40	5	WRE	111	Provide supports to reduce the digital divide and promote technology-enhanced learning opportunities at five middle school. The funds will be matched with the middle schools' Verizon Innovative Learning Schools grant and will include 5 FTE Instructional Specialist/Coaches, instructional Specialist funding is subsidized in part by the grant and reflected. (Planning Tool Item #20)	\$166,037	5 FTE Instructional Specialists/Coaches with positions subsidized in part by Verizon Innovative Learning Schools grant
41	0	WRE	2xx	Fringe for activity 40 (Planning Tool Item #20)	\$69,503	Fringe
42	23	H&S	111	Add 22.5 FTE for counselors to lower the counselor to student ratio to 250:1 for all middle schools, Title/CSI K-5s, and K-8s. By lowering the ratio to 250:1, we meet the American School Counselor Association (ASCA) recommendations. (Planning Tool Item #21)	\$1,842,709	22.5 FTE Counselors
43	0	H&S	2xx	Fringe for activity 42 (Planning Tool Item #21)	\$911,854	Fringe
44	43	H&S	111	Provide 43.0 FTE for social work / social workers in schools, including district FTE and contracted culturally-specific services. (Planning Tool Item #22) - 0.5 FTE for each K-5 and K-8 schools - 1 FTE for each High Schools - 5.0 FTE to MPG programs, - 0.5 FTE for Pioneer - 0.5 FTE for Community Transition Program (CTP)	\$3,167,390	43 FTE (or contracted equivalent) for social work / social workers
45	0	H&S	2xx	Fringe for activity 44 (Planning Tool Item #22)	\$1,635,110	Fringe
46	3.5	H&S	112	Add 3.5 FTE for College and Career Coordinator for Multiple Pathways to Graduation (MPG). MPG serves students districtwide who need additional support in the form of: re-engagement in their education, enrollment in alternative education, day and residential treatment (DART) school placement, district wide credit recovery opportunities, Teen Parent Services, and MPG School social work services, as well as other schools and programs. (Planning Tool Item #23)	\$294,842	3.5 FTE College and Career Coordinators
47	0	H&S	2xx	Fringe for activity 46 (Planning Tool Item #23)	\$135,658	Fringe
48	47	RCS	111	Add FTE to create more optimal student-teacher ratios and class sizes across K-5 classrooms. (Planning Tool Item #24)	\$3,392,484	47 FTE
49	0	RCS	2xx	Fringe for activity 48 (Planning Tool Item #24)	\$1,777,516	Fringe
50	26	RCS	111	Add 26.4 FTE to reduce class sizes in grades 6-8. (Planning Tool Item #25)	\$1,905,565	26.4 FTE
51	0	RCS	2xx	Fringe for activity 50 (Planning Tool Item #25)	\$998,435	Fringe
52	11	WRE	111	Add 10.5 FTE to increase elective opportunities for grades 6-8 in K-8s and middle schools. (Planning Tool Item #26)	\$757,895	10.5 FTE
53	0	WRE	2xx	Fringe for activity 52 (Planning Tool Item #26)	\$397,105	Fringe
54	8	RCS	111	Add 8 FTE to improve high school class size and ensure students can be fully scheduled. (Planning Tool Item #27)	\$577,444	8 FTE
55	0	RCS	2xx	Fringe for activity 54 (Planning Tool Item #27)	\$302,556	Fringe
58	13	WRE	111	Add 13 FTE to add a 7th period at 4 middle schools. This is a pilot to allow students more choice and opportunities for electives, which will include visual and performing arts. The MS included are Ockley Green, Tubman, George & Beaumont. (Planning Tool Item #29)	\$945,565	13 FTE
59	0	WRE	2xx	Fringe for activity 58 (Planning Tool Item #29)	\$495,435	Fringe
60	0	WRE	31x	Charter School Funding (Planning Tool Item #30)	\$1,166,938	Based on weighted ADM.
61	0	WRE	31x	Community based education agency (CBO) Funding (Planning Tool Item #31)	\$940,487	Based on weighted ADM.
62	3	ADMIN	ADMIN	Human Resources - 2 Recruiters & 1 Class Comp Analyst (Planning Tool Item #68)	\$224,137	2 FTE Recruiters, 1 FTE Class and Compensation Analyst
63	0	ADMIN	ADMIN	Fringe for activity 62 (Planning Tool Item #68)	\$109,191	Fringe
64	0	ADMIN	ADMIN	Holding for Admin	\$166,672	Additional costs associated with SIA administration