

# Portland Public Schools

## Student Investment Account

Year 2 Plan Update  
June 2021

# SIA Year Two Plan Update

Enduring Foundations and Priorities

Community Engagement

PPS Strategic Plan Updates

Activities, Funding, and Monitoring

- SIA Key Activities (Integrated Planning Tool)
- 2021-2022 (Year 2) Budget Template
- Longitudinal Performance Growth Targets
- Year One References

# Enduring Foundations & Priorities

Enduring Foundational Elements

SIA Priorities

# Enduring Foundational Elements

Vision - PPS Reimagined

Core Values

Theory of Action

Approach: Targeted Universalism

Tool: Racial Equity and Social Justice Lens

Forward Together: PPS's 2021-2025 Strategic Plan for Racial Equity, Inclusion and Excellence

SIA Investment Categories and Plan

**Updated and Aligned Draft** Mission Statement [Pending Board Ratification]

**New:** Student-Centered and Success Indicators



# Enduring SIA Priorities

We are committed to **eliminating pervasive opportunity gaps**, which means creating the conditions so that every student, especially our Black, Native American and students of color can realize **academic excellence, mental health, and personal success**. Central to this is PPS living into our expressed commitment toward our core value of **racial equity and social justice**.

# Community Engagement

## Year 2 Questions and Responses

# SIA Year 2 Community Engagement Questions

PPS responded to the following questions required by ODE:

1. Describe how you engaged your focal student groups\*, their families, your staff, and your broader community to inform the SIA plan update for this cycle.
2. How did you build or adjust on your community engagement efforts from last year?
3. Who else did you engage with this year who you didn't engage with last year?
4. Did you use the same equity lens/tool as last year (yes/no)?
5. Summarize how the equity lens/tool was used, by whom, and when it informed the SIA plan adjustment or amendment.
6. Optional: Please include any other information or input that informed any adjustments or amendments to your SIA plan for the next two years.
7. Optional: Please share how you're prioritizing using SIA funds to support the Legislature's encouragement to address student's mental and behavioral health needs. Please also include the actual amount that you're allocating for this purpose.

\* ODE defines focal student groups as students: of color; with disabilities; who are emerging bilinguals'; or those navigating poverty, experiencing homelessness, or in foster care.

# SIA Year 2 Community Engagement Responses

Summary of responses (Key themes that emerged in our responses)

- Elevating student and staff voices of color
- Leveraging stakeholder (students, staff, community) feedback to inform/address systemic inequities
- Centralized approach to engagement and outreach

The full narrative response can be reviewed [here](#).

# PPS Strategic Plan Update

Updated Mission Statement

Student-Centered Indicators

Other Indicators

System Shifts and Strategic  
Outcomes Supported by SIA

Investment Category Alignment  
to Strategic Outcomes

# Vision, Mission, Theory of Action

## Vision

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

## Aligned Mission Statement (pending PPS School Board adoption)

The mission of Portland Public Schools is to provide robust, inclusive and joyful learning experiences that disrupt systemic inequities so that each student is prepared to lead a more socially just world.

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



# Vision, Mission, Theory of Action

## 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, realize the vision of the Graduate Portrait

# Strategic Plan Objectives: Student-Centered Indicators

- Students report increasing sense of belonging as measured by the Successful Schools Survey
- Students report learning is more engaging and relevant for their future
- Reduce disproportionate identification of students in Special Education, especially our Black, Native and English Learner students
- Reduce disproportionality in exclusionary discipline measures for our Black and Native students
- Students are able to self-assess growth on the Graduate Portrait, including an adapted Graduate Portrait for students with disabilities, using a developmentally appropriate continuum
- Growth in number of students on track for the Graduate Portrait milestones as expressed by the Graduate Portrait continuum
- Students report their learning experiences support their understanding and attainment of the Graduate Portrait

# Strategic Plan Objectives: Other Indicators

- Increase in number of educators of color who are hired and retained
- Increase in educators of color reporting feeling a sense of belonging
- Educators use the Educator Essentials to self-assess professional growth
- Data driven, continuous improvement practices evident at grade level, schools, departments and district as a whole
- Evidence that educators are aligning their work and professional learning to the Vision



# Strategic Plan Update (March 2020 to June 2021)

Over the course of the year, PPS continued to develop the district-wide Strategic Plan. Since March 2020, the PPS Strategic Plan structure has evolved and strategy language was rephrased as strategic outcomes. Despite the changes, our SIA investments continue to support the same priorities, key activities, and commitments to achieving our vision, PPS ReImagined. The SIA investments also continue to be informed by robust community engagement and remain aligned to evolved strategies defined in ***Forward Together: PPS's 2021-2025 Strategic Plan for Racial Equity, Inclusion and Excellence.***

## System Shift A: A Connected & 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.

### Strategic Outcome Supported by SIA Plan

A1: Our partnerships equitably support our students to achieve the Graduate Portrait.

## 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.

### Strategic Outcome Supported by SIA Plan

B1: Transform Structures for Racial Equity. We are gaining the knowledge and demonstrating the practices that model characteristics of an anti-racist organization, one that eliminates disparities in equitable access to opportunities and outcomes for students of color.

## 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.

### Strategic Outcomes Supported by SIA Plan

D1: Develop an Integrated Instructional Framework. Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.

D2: Design Learning Experiences that Promote Self-Directed, Future-ready Learning. Every student has access to flexible, personalized, differentiated learning experiences throughout their PK-12 journey. These experiences are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation / certificate of completion.

## 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.

### Strategic Outcomes Supported by SIA Plan

E1: Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.

E2: Reimagined relationships and a sense of belonging. Students develop a strong sense of belonging, and we foster safe, healthy, and positive learning and working environments.

# System Shift F: Mindful Inclusive Practices that Support the Continuum of Students with Disabilities

PPS' culture and practice of inclusivity ensures that students with disabilities and the educators who support them get what they need to achieve the Graduate Portrait and Educator Essentials. Inclusivity is everyone's responsibility, and families and school district staff work together to learn, advocate for, and support students with cognitive and physical challenges. Every teacher is given the professional training and resources needed to optimize opportunities for students with disabilities to succeed. PPS students are familiar with disabilities from an early age, which leads to increased awareness and reduction of bias and discrimination that can in turn lead to decreased harassment and bullying. The instructional supports demonstrate a true multi-tiered system of supports (MTSS), an alignment of systems necessary for all students' academic, behavioral, and social success. Special education as a system of integrated supports leads and models the development of personalized learning for all, which includes home-language integration, assistive technology, and social and emotional support.

## Strategic Outcome Supported by SIA Plan

F1: Systems and structures for inclusion. All of our systems and structures support the understanding and implementation of inclusionary practices for students with disabilities.

# Investment Category Matrix

SIA Investment Category	System Shift & Strategy							
	A1	B1	C1	D1	D2	E1	E2	F1
Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	X	X		X	X	X	X	X
Increased social emotional, mental and behavioral health supports across the district					X	X	X	
More optimal student-teacher ratios & class sizes across many grade levels						X		
Expansion of elective courses at comprehensive middle schools and K-8's					X			
More equitable access to arts education, especially in historically underserved school communities					X			
Culturally-specific student & family supports and expanded community partnerships	X							
Curriculum materials & Professional Development for educators	X			X				
Administrative Indirect			X					

# Activities, Funding, and Monitoring

SIA Key Activities (Integrated  
Planning Tool)

2021-2023 Budget

Note about Longitudinal  
Performance Growth Targets

Year One References

# SIA Key Activities & Strategic Alignment

The Integrated Planning Tool (IPT) is used to show a direct alignment from PPS strategies to key SIA activities and funding levels for all SIA investments.

Please see the [Year Two IPT](#), which includes detailed information to show year 1 and year 2 updates to strategy alignment and funding levels.

# ODE Budget Template

The ODE Budget Template includes a breakdown of the district's SIA investments for year two and year three based on preliminary ODE allocations. This includes proposed allocations approved by the PPS Board for PPS schools, including community-based organizations providing alternative education services to PPS students and area charter schools.

Actual funding levels subject to change based on final ODE allocations.

# 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.

## ODE Guidance for SIA Year Two

“Districts and eligible charter schools submitting their SIA Plan Updates for 2021-2023 biennium will not need to submit draft LPGTs at this time. This does not mean that LPGTs have been released for the next year, but given we have draft LPGTs from the original application, we are not requiring this piece until we have more clarity about LPGTs moving forward.”

# Year One References

Links to Year One SIA application documents:

- Learn about the [SIA process and community engagement](#)
- Learn about our [multi-year SIA plan with system shifts, strategies, and investments](#)
- Learn how we are investing to deepen supports and bolster achievement through our [Integrated Planning Tool](#) and our [Budget Template](#)