PPS reImagined
Student Investment Account Application
March 3, 2020

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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 (*Where SIA Plan will be Posted*)	https://www.pps.net/Page/14344
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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

March 3, 2020

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

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- 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 mult-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 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 (See Attachment A)

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 (Attachment B), 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 reimagined PPS experience for every student.

Part Seven: Documentation and Board Approval

Evidence of Board Approval

The Board approved the SIA Plan via resolution 6074 on March 3, 2020. This is documented in the draft meeting minutes on page 18 of Attachment C. At the time of this application, the minutes are pending approval, which will take place at the next Board meeting. The approval is also documented in the Board video available on the PPS livestream website (https://www.youtube.com/watch?v=08suid44vZs, starting at 3:50:27).

Please visit the PPS Board website (https://www.pps.net/Page/1791) and see the Board meeting materials for March 3, 2020, to access the meeting agenda, supporting materials, and full SIA application.

The SIA Plan and Application are scheduled to be posted on a redesigned PPS Student Success Act website at https://www.pps.net/Page/14344.

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

Funding has been approved 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
- Cottonwood School of Civics and Sciences

The agreements for the district sponsored charter schools are included as Attachment D in the ODE submission. For security and to protect confidentiality, the agreements are not posted on a public site. The Ivy School and Cottonwood School of Civics and Science are state sponsored charter schools. PPS will have final agreements in place to pass through funding, but ODE will oversee their use of funds.

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.

Attachment A
Evidence of Engagement Artifacts

Date: October 29, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject: Student Success Act (SSA) – Community Session Feedback

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BACKGROUND

As part of the needs assessment process, Portland Public Schools established a series of engagement opportunities for our community. The following is a list of these events:

Thursday 10/17 Community Engagement at Lent 6:00-7:30 p.m,

Saturday 10/19 Community Engagement co-sponsored by Coalition of
Communities of Color at Faubion 9-10:30 a.m.

Saturday 10/19 Focus Group – Head Start 4800 NE 74th Ave 12:30-1:30 p.m.

Monday 10/21 Focus Group – Migrant Education 6700 NE Killingsworth St.
9:00-10:00 a.m.

Monday 10/21 BESC Self-guided engagement 3:00-5:30 p.m
.
Tuesday 10/22 Community Engagement co-sponsored by STAND for children at
Roosevelt 6:00-7:30 p.m.

Thursday 10/24 Community Engagement Special Ed/Mental and Behavioral
Health Focus at Pioneer 6:00-7:30 p.m.

During the meetings, community members were guided through a protocol to address the following:

1. What resources do you as school site principals and educators need to support success of underserved students?
2. How are the needs of our diverse students going unnoticed, unrecognized, or unaddressed?
3. How are needs different for each priority student group identified in the Student Success Act?

1

Native American/Indigenous Students, Students of Color, Students w/ Disabilities, Emerging
        Bilingual Students, Students experiencing poverty, Students experiencing
        homelessness, Students experiencing the foster care system, Students with
        behavioral and mental health needs

Where Do We Go From Here? (respond to each of the prompts with each part below)
    ● Part 1: Barriers or challenges
    ● Part 2: Opportunities, things that work well, or potential solutions

Responses were gathered and subsequently recorded in a google form.   A team of staff
members immediately worked to break the responses into individual comments which were then
clustered and categorized into themes.

ANALYSIS OF SITUATION

There were over 1000 individual comments that were categorized. Themes were organized
when there were 10 (1%) or more responses that were aligned. Finally, the count of responses
by theme was tallied.

Table 1. Top Community Ranked Priorities for SSA

Community Priorities	Frequency	Percent	Cumulative Percent
Social emotional supports for students	236	23.4	23.4
Coordination of services with external partners/providers	146	14.5	37.9
Culturally sustaining and engaging curriculum	77	7.6	45.6
Strategic teacher recruitment and support	72	7.1	52.7
More time dedicated to educator professional development	63	6.3	59.0
Aligned Systems	56	5.6	64.5
Family Engagement	46	4.6	69.1
Future-Focused Learning	40	4.0	73.1
More building-based instructional supports (staff)	36	3.6	76.7
Academic interventions	30	3.0	79.6
Full Continuum of Special Education Services	29	2.9	82.5
Support for English language learners and bilingual students	29	2.9	85.4
Smaller class sizes	28	2.8	88.2
Historic Systems of Oppression	18	1.8	90.0
Data-Informed Decision Making	13	1.3	91.3
<10 to single responses	88	9	100.0
Total	1007	100.0	

The 1007 responses fell into 16 themes. The first two themes had substantially greater levels of representation (37.9% of the whole) than the remainder of the topics. By count, these two themes had 2-3 times as many responses associated with them than any of the remaining themes:

1. Social emotional supports for students, and
2. Coordination of services with external partners/providers.

The next cluster represented 14.8% of the responses and was comprised of the following two themes:

3. Culturally sustaining and engaging curriculum, and
4. Strategic teacher recruitment and support.

The final cluster of themes represented 11.8% of the responses and included:

5. More time dedicated to educator professional development, and
6. Aligned Systems.

The representation in the remaining themes trailed off with none have over 5% representation in the community responses.

STAFF RECOMMENDATION

This is an information item.

The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

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

_____ _(Initials)_

PORTLAND PUBLIC SCHOOLS

Systems Planning and Performance

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3081

Date: October 28, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject: Student Success Act (SSA) – Staff Meeting Feedback

BACKGROUND

As part of the needs assessment process, Portland Public Schools worked with the Portland Association of Teachers to plan and deliver an engagement opportunity at each of our schools during the October 22, 2019 staff meeting.

A video introduction and paired script were provided to all buildings in order to support and ensure a common experience in our schools.

During the meeting, the staff were guided through the protocol to address the following:

1. What resources do you as school site principals and educators need to support success of underserved students?
2. How are the needs of our diverse students going unnoticed, unrecognized, or unaddressed?
3. How are needs different for each priority student group identified in the Student Success Act?

Native American/Indigenous Students, Students of Color, Students w/ Disabilities, Emerging Bilingual Students, Students experiencing poverty, Students experiencing homelessness, Students experiencing the foster care system, Students with behavioral and mental health needs

Where Do We Go From Here? (respond to each of the prompts with each part below)
- Part 1: Barriers or challenges
- Part 2: Opportunities, things that work well, or potential solutions

Responses were gathered via a google form, and a team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

ANALYSIS OF SITUATION

1

There were 889 individual comments that were categorized. Themes were organized when there were 10 or more (1% or greater of the total) responses that were aligned. Finally, the count of responses by theme was tallied.

Table 1. Top Staff Ranked Priorities for SSA

Staff Priorities	Frequency	Percent	Cumulative Percent
Social emotional supports for students	166	18.7	18.7
More building-based instructional supports (staff)	73	8.2	26.9
Aligned Systems	53	6.0	32.8
Coordination of services with external partners/providers	53	6.0	38.8
More time dedicated to educator professional development	50	5.6	44.4
Smaller class sizes	50	5.6	50.1
More educator directed collaboration and planning time	41	4.6	54.7
Culturally sustaining and engaging curriculum	39	4.4	59.1
Future Focused Learning	39	4.4	63.4
Strategic teacher recruitment and support	33	3.7	67.2
Instructional Materials & Tech	29	3.3	70.4
Support for English language learners and bilingual students	29	3.3	73.7
More staffing for Special Education	28	3.1	76.8
Academic interventions	22	2.5	79.3
Extended Learning	22	2.5	81.8
Family Engagement	21	2.4	84.1
Effective behavior management systems	17	1.9	86.1
Full Continuum of Special Education Services	17	1.9	88.0
Operations - Nutrition	17	1.9	89.9
More support for middle and high school learners	15	1.7	91.6
Early Childhood	13	1.5	93.0
Operations - Modernization	12	1.3	94.4
Salary and Staff Wellness	10	1.1	95.5
<1% and single responses	40	4	100.0
Total	889	100.0	

The 889 responses fell into 23 themes.

A desire to see investments to support the Social Emotional Learning needs of our students emerged as the most frequently identified theme (166 responses)   Social emotional learning was reported as a need at over the twice the rate of the highest category.

STAFF RECOMMENDATION

This is an information item.

The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

_____

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

_____ *(Initials)*

PORTLAND PUBLIC SCHOOLS

Systems Planning and Performance
501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3081

Date: October 29, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject: Student Success Act (SSA) – Feedback from Families Experiencing Homelessness

BACKGROUND

As part of the needs assessment process, Portland Public Schools engaged our students and families who are experiencing homelessness. Given the sensitivity and legal obligations for privacy, PPS could not have a focus group meeting for this constituency. Instead, dedicated staff members reached out and interviewed a number of our families who are experiencing homelessness in order to gather their input regarding priorities for the use of the SSA funds.

Responses were gathered and subsequently recorded in a google form. A team of staff members immediately worked to break the responses into individual comments which were then clustered and categorized into themes.

ANALYSIS OF SITUATION

There were 35 individual comments that were categorized. Themes were organized when there were 5 or more responses that were aligned. Finally, the count of responses by theme was tallied. The two top themes are listed below.

Table 1. Top Ranked Priorities for SSA.

Top Priorities	Frequency	Percent	Cumulative Percent
Coordination of services with external partners/providers	13	37.1	37.1
Social emotional supports for students	6	17.1	54.3

STAFF RECOMMENDATION

This is an information item.

The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

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

_____ *(Initials)*

PORTLAND PUBLIC SCHOOLS

Systems Planning and Performance

501 North Dixon Street / Portland, OR 97227
Telephone: (503) 916-3081

Date: October 28, 2019

To: School Board

From: Russell Brown, Ph.D.

Subject: Student Success Act (SSA) – Public Survey

BACKGROUND

As part of the needs assessment process, Portland Public Schools made a survey available to the public to provide input regarding the investment priorities for the potential Student Success Act funds.

Building upon the engagement work that led to the development of the Portrait of a Graduate and Educator Essentials, the survey cross-walked the components of the vison with the allowable funding opportunities in the SSA.   In an effort to elevate the voices of those students and families for whom the funding is targeted, the results of the survey are being provided disaggregated by race and by service or need.

The survey was placed on Portland Public Schools web page on October 1, 2019 and remained open through the end of October.

ANALYSIS OF SITUATION

There were 862 respondents to the survey of which:
   57% were parents or guardians,
   19% were teachers,
   10% were other employees,
    1% were principals or building administrators,
   10% were community members, and
    3% reported as "Other".

The respondents' self-reported race and ethnicities were as follows:
   83% White,
    5% Hispanic,
    4% Asian,
    4% African American,
   <3% American Indian, Native/Indigenous, Pacific Islander, and
    5% reported as "Other".
   [*]The total exceeds 100% as respondents could select multiple categories.

In addition the survey asked respondents to self-identify if they were members of one or more of the student/family groups that the SSA funding is intended to benefit. There were 726 respondents to this prompt and the self-reported results were as follows:

      9.9% were navigating poverty,
      4.6% were homeless,
   12.5% were LGBTQ,
     3.3% were migrant,
  18.9% were students or families of color,
  21.8% were students with a disability,
     5.2% were emerging bilingual students,
     5.0% were in foster care, and
  18.9% were students experiencing mental health needs.

The following is a listing of the top investment priorities aligned to the Portrait of a Graduate by the racial groups above.

Table 1. Top Two priorities for Investment by Race.

Race or Ethnicity of the Respondent	Highest Priority for Investment	Percent of Respondents who Identified this as Critical to accelerate with SSA Funding
Hispanic	Developing inquisitive critical thinkers with deep core knowledge by providing equitable access to academic courses	81.3%
Hispanic	Developing resilient and adaptable lifelong learners by reducing academic disparities	78.8%
Asian	Developing resilient and adaptable lifelong learners by reducing academic disparities	82.1%
Asian	Developing inquisitive critical thinkers with deep core knowledge by providing equitable access to academic courses	67.9%
African American	Developing transformative racial equity leaders by reducing academic disparities	86.2%
African American	Developing resilient and adaptable lifelong learners by reducing academic disparities	82.8%
Native American	Developing transformative racial equity leaders by reducing academic disparities	75.0%
Native American	Developing resilient and adaptable lifelong learners by reducing academic disparities	75.0%
White	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	70.1%
White	Developing inquisitive critical thinkers with deep core knowledge by providing equitable access to academic courses	69.4%

A couple of patterns emerged in the data. First, the respondents of color generally expressed a greater sense of urgency in the identified priorities.   Second, there was considerable consensus in the priorities identified by respondents of color organizing around two key funding opportunities: (1) reducing academic disparities, and (2) providing equitable access to academic courses. The number one priority for our White respondents was connected to meeting the mental health needs or behavioral health needs of students.

Table 2. Top 2 Priorities for Investment by Self-Identified Need.

Self-Identified Need Membership	Highest Priority for Investment	Percent of Respondents who Identified this as Critical to accelerate with SSA Funding
Students in Poverty	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	80.6%
Students in Poverty	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	79.2%
Homeless	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	90.9%
Homeless	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	88.2%
LGBTQ	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	76.1%
LGBTQ	Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	75.9%
Migrant	Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	85.2%
Migrant	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	82.1%
Special Education	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	70.3%
Special Education	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	68.2%
Foster	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	94.3%
Foster	Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	86.1%
Mental Health	Developing a positive, confident, and connected sense of self in each student by meeting the students' mental or behavioral health needs	79.3%

| Mental Health | Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs | 74.8% |

There was a striking consensus across these groups on the desire to prioritize funding to meet their needs by prioritizing and meeting students' mental or behavioral health needs.

For our Emerging Bilingual students and Students and Families of Color there was an additional focus on the need to reduce academic disparities.

Table 3. Top 2 Priorities for Investment by Self-Identified Need: Bilingual and Students and Families of Color.

Self-Identified Need Membership	Highest Priority for Investment	Percent of Respondents who Identified this as Critical to accelerate with SSA Funding
Bilingual	Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	85.0%
Bilingual	Developing transformative racial equity leaders by reducing academic disparities	85.0%
Students and Families of Color	Developing transformative racial equity leaders by reducing academic disparities	80.3%
Students and Families of Color	Developing resilient and adaptable lifelong learners by reducing academic disparities	78.8%

Reducing academic disparities and better meeting students' mental or behavioral health needs were the two most endorsed areas in the development of educator essentials.

Table 4. Top Priorities for Investment by Self-Identified Need: Bilingual and Students and Families of Color.

Educator Essentials	Critical to accelerate
Supporting staff to become more inclusive and responsive to diverse learners in order to reduce academic disparities	67.0%
Supporting staff to become caring, empathetic, and relational in order to meet students' mental or behavioral health needs	62.7%
Supporting staff as they center racial equity and social justice in their practice in order to reduce academic disparities	59.9%
Supporting staff to become adaptive, resilient and open to change in order to reduce academic disparities for students	59.6%

There was less urgency associated with the Educator Essentials relative to the supports for the Portrait; however, there was clear alignment across both.   The highest priorities for supporting our educators centered on racial equity work and the social emotional skills that are needed to support our students.

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Finally, there were over 200 responses to the open ended question on the survey.   These responses were categorized as done with the responses in the focus groups and community meetings. The most prominent themes that emerged were:

1. Expanding arts programming (62 respondents),
2. Reducing class sizes (38 respondents),
3. Providing for the mental health and behavioral health needs of students (36 respondents),
4. Providing for the needs of special education students (17 respondents),
5. Improving curriculum (reading, social studies, math/steam with 13 respondents), and
6. Focusing on racial equity (13 respondents).

STAFF RECOMMENDATION

This is an information item.
The data from this needs assessment activity will be combined with information gained through other needs assessment activities to inform the priorities for the Student Success Act proposal for investments.

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

_____ _(Initials)_

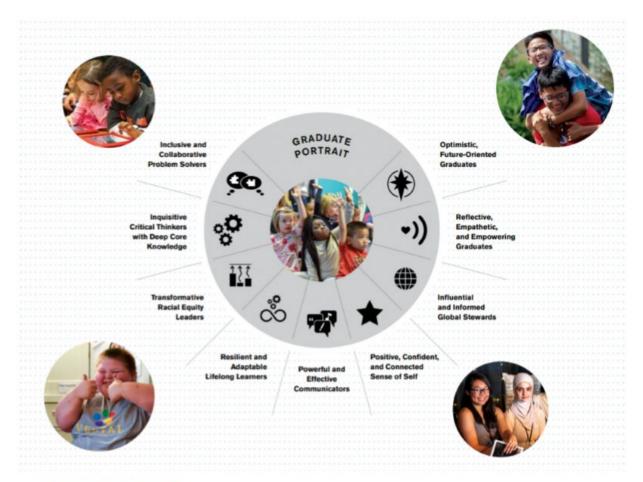ATTACHMENTS
    A.   Stakeholder Survey

In 2019, the Student Success Act (SSA) was signed into law. The SSA marks a turning point in Oregon for advancing educational achievement and reducing academic disparities for students of color; students with disabilities; emerging bilingual students; students navigating poverty, homelessness, and foster care; and other historically underserved student groups.

In fall 2018, the Board of Education and the Superintendent of Portland Public Schools (PPS) launched a community-wide process to develop a long-term Vision for public education in Portland. This Vision, *PPS reImagined*, was created after dozens of community meetings involving hundreds of stakeholders. The Vision illustrates PPS' goals for the graduating class of 2030 and describes the educational experience that will increasingly be the reality for each of our graduates.

The SSA is how *PPS reImagined* actualizes the Graduate Portrait and Educator Essentials which comprise the Vision.
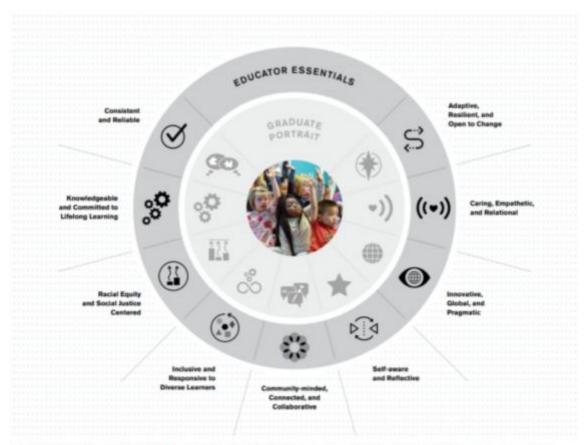
We recognize and appreciate the ways the PPS community informed *PPS reImagined*. As we look forward to the opportunities provided by the Student Success Act to advance the Vision PPS reImagined, PPS is again asking for input on the community's priorities regarding the ways the Vision may be accelerated with the support of the SSA funds.

The **Graduate Portrait** is a clear and ambitious description of what the community wants its students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers. 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. While we believe that all the components for the Portrait of a Graduate are important, we ask you to rate each action item below in terms of its role in accelerating the vision:

	Not necessary to accelerate	Helpful to accelerate	Critical to accelerate
Developing inclusive and collaborative problem solvers by meeting students' mental or behavioral health needs	O	O	O
Developing a positive, confident, and connected sense of self in each student by meeting students' mental or behavioral health needs	O	O	O
Developing reflective, empathetic, and empowered graduates by meeting students' mental or behavioral health needs	O	O	O
Developing inquisitive critical thinkers with deep core knowledge by providing equitable access to academic courses	O	O	O
Developing influential and informed global stewards by providing equitable access to academic courses	O	O	O
Developing transformative racial equity leaders by reducing academic disparities	O	O	O
Developing resilient and adaptable lifelong learners by reducing academic disparities	O	O	O
Developing optimistic and future-oriented graduates by reducing academic disparities	O	O	O

EDUCATOR ESSENTIALS

GRADUATE PORTRAIT

Consistent and Reliable

Knowledgeable and Committed to Lifelong Learning

Racial Equity and Social Justice Centered

Inclusive and Responsive to Diverse Learners

Community-minded, Connected, and Collaborative

Self-aware and Reflective

Innovative, Global, and Pragmatic

Caring, Empathetic, and Relational

Adaptive, Resilient, and Open to Change

The **Educator Essentials** are distilled from community-wide input regarding the knowledge, skills, mindsets, and dispositions needed from adults to support the Graduate Portrait. The Educator Essentials include content and practice knowledge, along with the human-connectedness aspects of collaborating, supporting, and teaching and learning. While we believe that all the components for the Educator Essentials are important, we ask you to rate each action item below in terms of its role in accelerating of the vision:

	Not necessary to accelerate	Helpful to accelerate	Critical to accelerate
Supporting staff as they focus on being consistent and reliable in their efforts to meet students' mental or behavioral health needs	O	O	O
Supporting staff as lifelong learners by providing them time to collaborate and review student data and develop strategies to support all students	O	O	O
Supporting staff as they center racial equity and social justice in their practice in order to reduce academic disparities	O	O	O
Supporting staff to become more inclusive and responsive to diverse learners in order to reduce academic disparities	O	O	O
Supporting staff as they connect and collaborate in order to create strong partnerships for student success	O	O	O
Supporting staff to become self-aware and reflective by allowing them time to collaborate and review student data and develop strategies to support all students	O	O	O
Supporting staff to become innovative, global, and pragmatic in order to create strong partnerships for student success	O	O	O

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	Not necessary to accelerate	Helpful to accelerate	Critical to accelerate
Supporting staff to become caring, empathetic, and relational in order to meet students' mental or behavioral health needs	O	O	O
Supporting staff to become adaptive, resilient, and open to change in order to reduce academic disparities for students	O	O	O

Would you describe yourself or your student as fitting into one or more of the following categories? (You may select more than one.)

- ☐ Navigating Poverty
- ☐ Homeless
- ☐ LGBTQ
- ☐ Migrant
- ☐ Student/Family of Color
- ☐ Student with a Disability (IEP/504)
- ☐ Emerging Bilingual Student (English Language Learner)
- ☐ Foster Care
- ☐ Student Experiencing Mental Health Needs

Do you have any other suggestions or comments?

Student Outreach and Engagement for the Student Investment Account

Background

Between October 1, 2019- February 6, 2020, 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 diverse youth in high schools, who could use their lived experiences to identify solutions that support the social and emotional needs of students.

Engagement Plan

Location/Group	Frequency of Engagement
Jefferson High School	4 class visits
Madison High School	12 class visits
Roosevelt High School	4 class visits
District Student Council	2 meeting discussions
Lincoln High School	1 class visit
Student Engagement at Community Events	4 events

Summary of Feedback

Following is a summary from the student engagement sessions. The feedback was organized into themes that emerged across the discussions with a representation of responses for each theme.

Cultivate racial awareness
- Implicit bias training for teachers so they can see how they are treating students differently.
- Different students get disciplined differently. When the person disciplining is the same race, they understand you.
- Last year was the first year where Black History Month assembly was organized by Black students, it was just fun and inclusive.
- The education system pays more attention to white people than people of color. I feel like there is a big difference because they want to see other kids succeed more than some. Some are born with no problems accessing education.
- Community bonding is critical because we are so diverse.
- Things that we would associate with negative/bad behavior are associated to black students. Any person in power should have more training and bias tests.
- I feel like students of color won't go get themselves help because people won't value or listen to their feelings.
- Make sure teachers treat others equally.
- The school district shuts us out like they don't care about what we think and they're gonna do whatever they want at the end of the day.
- Whenever there's a complaint of someone not white, the people higher up will ignore or try to quiet the problem.
- Racism and oppression are barriers to success; it's like people don't care.

More teachers and staff of color
- It would make more of an impact if I have teachers of color, like understanding what I go through day-to-day like racism.
- Throughout grade school and high school, there were teachers who paid more attention to me because of the color of my skin, they would put me in the spotlight, made me feel really different, made me not want to go to school. It would have been way more helpful if the teacher/counselor identified similarly because they would understand me and my experience.
- It's hard for me to talk about my problems with people who don't look like me.
- Need more teachers of color. When we are learning in the classroom, I feel more comfortable, there is a connection and shared experience.
- Depression in this generation is so big and there aren't a lot of african american therapists. The personal experience of the therapist or teacher are super important. I don't think a white therapist will know how to support students of color like if one of my friends was shot.

Academic supports at school
- Need time and someplace at school to work on stuff.
- It's hard to work and have to help with all my siblings and then get work done for class.

- Have a double class for AP, because of the amount of extra work for it.
- It's hard for people who have to work late and support their families. Teachers don't understand why we are tired and missing class and then we are penalized.
- When my sibling was in the hospital, it helped to know I had a teacher to talk to and help with my school work or give extra time for something.
- Things like SEI and SUN can help with this (mental/behavioral health) but sometimes we need help from *the people giving us the work.*
- It would help if teachers communicated with us and helped us figure out our schedules.
- The rigor gets harder as we get older and I didn't have support as a junior. Step Up was only freshman and sophomore year.
- I had Step Up starting in 8th grade. They build relationships and make sure you're on top of it.
- Need to be more vocal about 504 supports. I didn't know what it was until I found out I had ADHD.
- Give people more time to study. We get so much stuff thrown at us all of the time.
- EAs are supports to help with kids with special needs but they aren't trained to do that.

Curriculum and instruction
- More arts
- Combine the required classes curriculum with things the students are interested in.
- Have more choice for the schedule and what to take.
- The other schools have way more electives than we do and they are better.
- Offer more options like shop, coding, business, and more language classes.
- More classes where you learn things like banking, changing a tire, and taxes (adulting).
- Expand knowledge of different continents and countries.
- Diversify science and ethnic studies.
- A curriculum focused on political engagement with students and voting.

Awareness of and access to social emotional supports
- We just need a safe place to be. There's a lot of people who don't feel safe at home, to calm down and relax. These places are always expected to be something, we can't just take a breather, we don't have that in a lot of places.
- If I have access to a therapist that understands me, then I will be less fearful of being vulnerable. It's not a bad thing but it has been so stigmatized.
- I didn't know the school had a counselor we could talk to.
- There was one counselor in middle school. If you didn't reach out, you wouldn't know.
- I do understand that a counselor is in charge of a large number of students, but that is the reason why we need more counselors.
- I have been contacting the counselor because the colleges are contacting me about not getting the required materials needed. When I can't find the counselor, I go to the secretary, but the secretary is nowhere to be found, and so i don't know.
- Restorative Justice club is a space for students to come and have a say, repair broken relationships, have a voice and pact to fall back on.

- Not all teachers know how to support or help me adjust to address how I learn. SEI makes me feel really safe, not enough spaces where students can talk about their feelings and feel safe.
- We don't know a lot about college and our future. Need this to be more common knowledge earlier.
- I wish the Restorative Justice program would come back.
- Great counselors, but so many kids, there is no opportunity to just talk to when you need it.

Mental health supports
- My mental health didn't stem from high school, it started in middle school or earlier.
- It would have been helpful to get supports before it was ife and death.
- Why do I talk to the dean because I'm missing school? I need help. (Another student's response: Speak to ---, his space is always open and he helps you talk to your teachers.)
- Depression is really real and people throw it to the side and that impacts their success.

Student affinity supports
- There are a lot of great resources and clubs here, but you only hear about football.
- More funding to clubs, especially like BSU, GSA, SAGA, Unidos, etc.
- Sports was motivation for school.
- More ACP like SEI/SUN School.
- SEI programs are useful to meeting students' and seeing their emotional senses.