

PPS relmaged

Student Investment Account Application

Part 5

March 3, 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

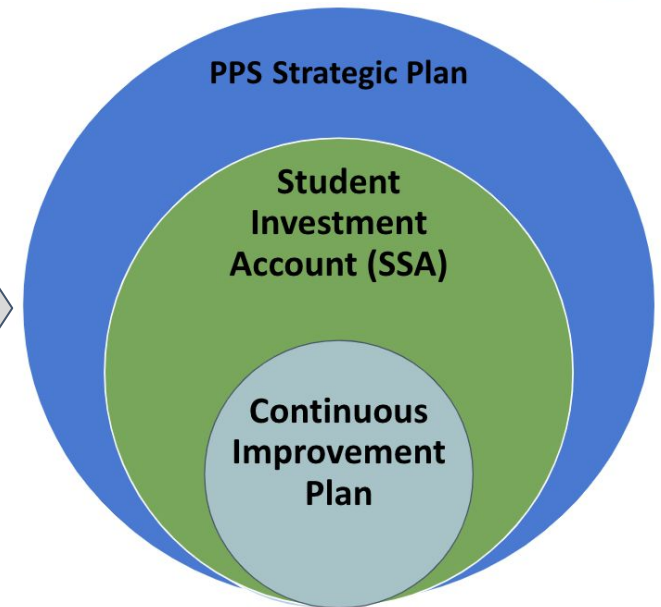
PPS is in the final stages of formalizing the district's multi-year strategic plan. These slides represent the key aspects of the plan and crosswalks them with the SIA application requirements.

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**

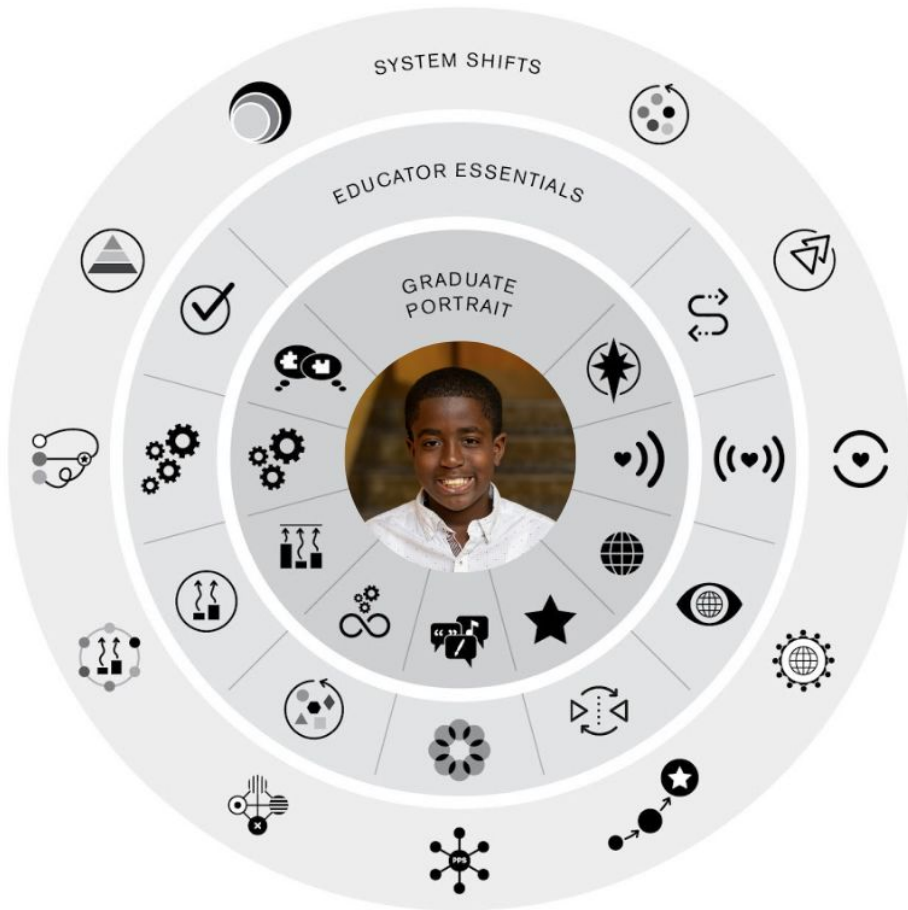


Through a year-long process, the PPS community articulated a vision to reimagine PPS. It describes the Graduate Portrait for PPS students, Educator Essentials (skills and dispositions that will enable adults to support our students), and 11 System Shifts that will enable our organization to bring these 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 compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world

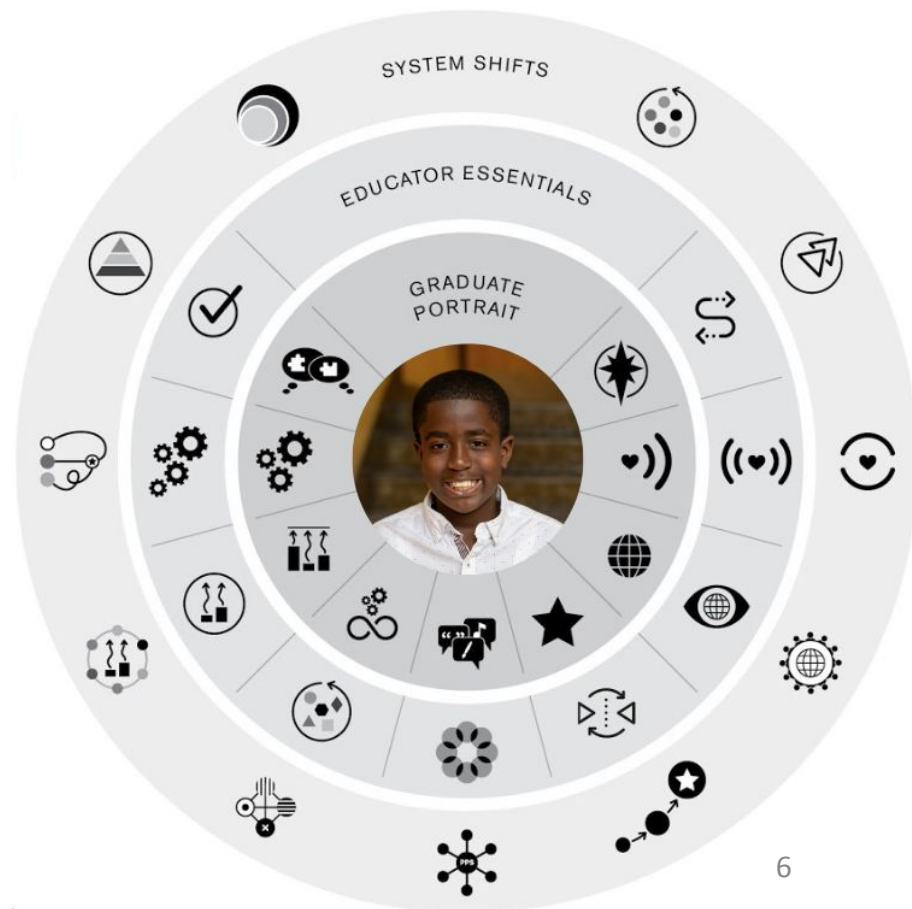
See the full vision at
[PPS reImagined](#)



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](#) (Attachment B1) 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](#) (Attachment B2) 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 (www.pps.net/Page/2305) 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 after the SIA application submission 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..