

Work Session with Community Budget  
Review (CBRC) to review the Strategic  
Plan and Multi-Year Business Plan  
Thursday, March 11, 2021 6:15 PM

Virtual

## **Agenda**

1. Review the Strategic Plan and Multi-Year Business Plan



# PPS reImagined, 2021-2025 Strategic Plan, 2021-2022 Budget Preview

**PPS Board of Education & Community Budget Review Committee  
Joint Work Study Session**

March 11, 2021



TOGETHER  
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PORTLAND PUBLIC SCHOOLS

# Welcome



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PORTLAND PUBLIC SCHOOLS

# Introductions

**Name**

**Role in community (CBRC)/Role in organization  
(board and staff)**

**Number of times you've participated in a  
Board+CBRC budget process**

**One thing you hope to learn today**

# Getting to Know Each Other A Bit More

How's it going?

If you could travel to a country, only for the food, what country would that be?

What did your 6-year old self wanted to be when you grow-up?

What inspires you about being on the School Board, CBRC or being a PPS staff?



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# Agenda

Welcome

Introductions

Agenda and Norms

Our Vision: reimagine PPS

Looking Back: Year 1 Strategic Plan

Break

2021-2025 Strategic Plan  
Development Update

Monitoring and Measuring Progress  
and Success

2021 -2022 Budget Preview

Next Steps and Closure



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# Norms

**Stay Engaged**

**Speak your truth responsibly**

**Listen to understand, to believe**

**Be willing to do things differently and experience discomfort**

**Expect and Accept non-closure**

# Our Vision: reImagine Portland Public Schools



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During the 2018–2019 school year, we completed a community-driven, long-term vision for Portland Public Schools called **Portland Public Schools reImagined**



# Portland Public Schools reImagined

Preparing Our Students to Lead Change and Improve the World

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.



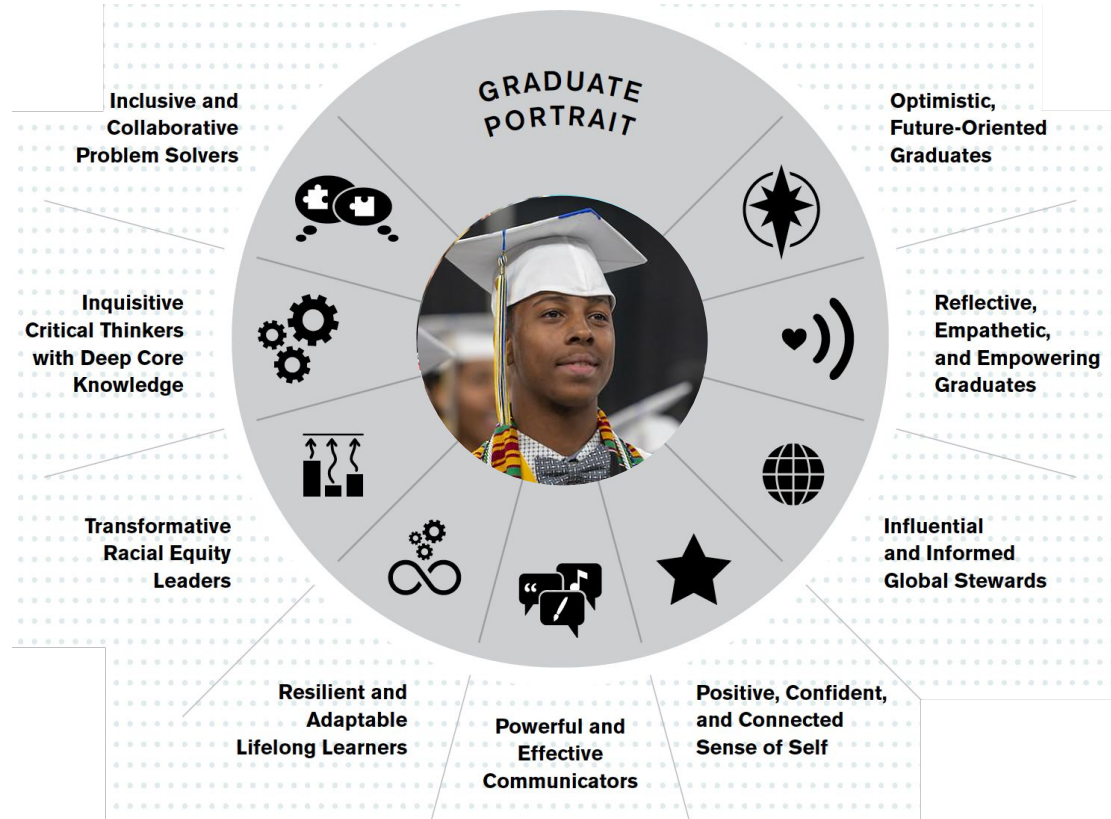
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# There are Four Parts to the PPS Vision

- **Graduate Portrait** focuses on student outcomes: what they will know, who they will be, and what they will be able to do by the time they graduate
- **Educator Essentials** focus on fundamental “ways of being” for all staff that will enable them to promote and support each student’s attainment of the Graduate Portrait.
- **Educational Systems Shifts** focus on creating conditions that will enable PPS students and adults to grow and thrive.
- **Core Values** are the ethical principles that guide the district’s actions in making the Vision a reality



# Graduate Portrait



# Educator Essentials

*“A school district is a community of adults that supports student learning in various ways. For this reason, **everyone working at PPS is an educator** in the context of this Vision.”*

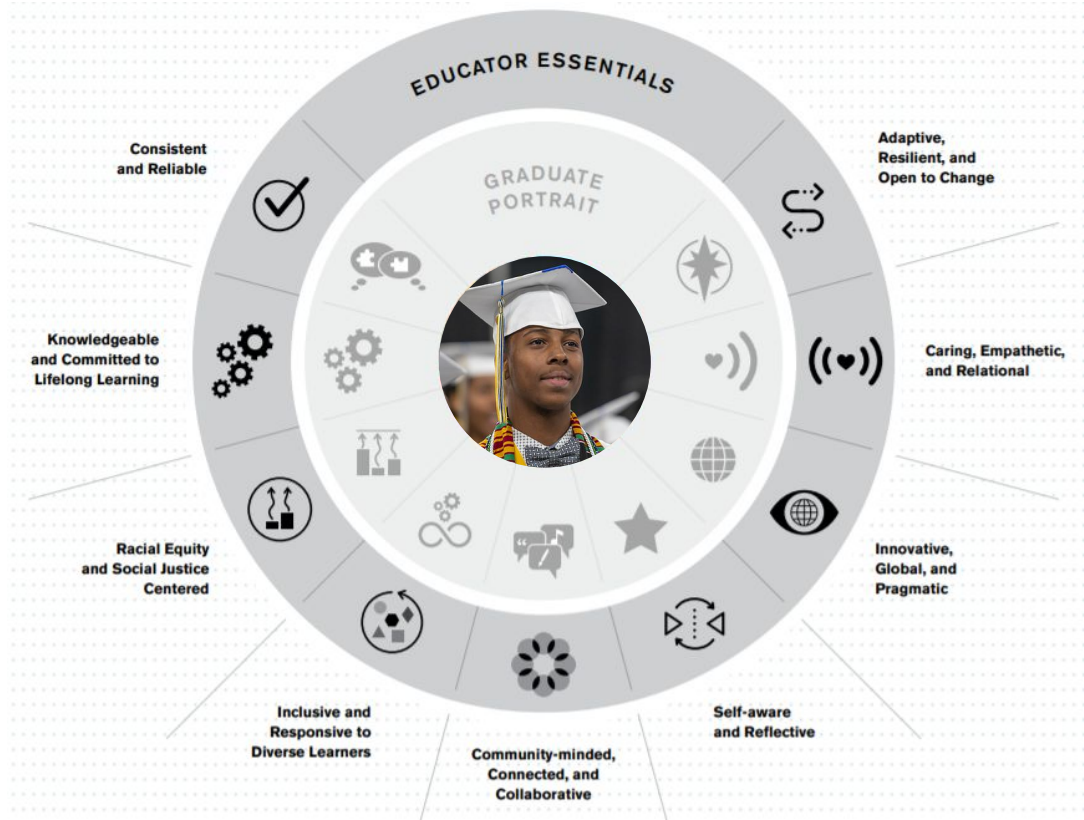
*“The Graduate Portrait cannot be achieved without a supportive community of adults who intentionally model, teach, and create the conditions students need to succeed. **What are the attributes—knowledge, skills, dispositions, and mindsets—that adults in the school district need** to be able to help students attain the Graduate Portrait?”*

—From PPS reImagined



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# Educator Essentials



# Educational System Shifts

**A Connected and Transformative School District**

**Racial-equity Aligned Systems and Structures**

**Cultivating System-wide Learning and a Diverse Workforce**

**Transformative Curriculum and Pedagogy**

**A Culture of Physical and Emotional Safety**

Mindful, Inclusive Practices that Support the Continuum of Students with Disabilities

Redefining Time and Place for Personalized Learning

Equity-centered, Inclusive Learning for Students and Adults

Schools as Community Hubs

Support for Global Stewards and Ambassadors

Flexible, Future-focused Environments



# Core Values

## **Students at the Center**

We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.

## **Racial Equity and Social Justice**

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

## **Honesty and Integrity**

We believe in demonstrating honesty and integrity in every action we take, with sincere, ethical, transparent, and accountable communication and decision making in service of our students, families, staff, and community.

## **Excellence**

We believe in rigor and high standards for all students and staff, and that achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

## **Respect**

We believe in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

## **Relationships**

We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together toward shared aspirations.

## **Creativity and Innovation**

We believe in the power of effective problem solving, supported by a culture of creativity and innovation. Challenging assumptions, nurturing curiosity, welcoming new ideas, and developing lateral thinking skills are essential to developing effective strategies for constructive change.

## **Partnerships and Collaboration**

We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

## **Grounded in the Spirit of Portland**

We believe that our unique Portland identity gives us the collective wisdom to acknowledge and learn from our community's diverse history and fuel our progress toward a new era of courageous and innovative collective action to create a better Portland for all.

## **Joyful Learning and Leadership**

We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.



# Small Group Activity

**Round One:** Select one of the *Year One Priority System Shifts* and imagine what this will look like when we've successfully attained our vision.

**A Connected and Transformative School District**

**Racial-equity Aligned Systems and Structures**

**Cultivating System-wide Learning and a Diverse Workforce**

**Transformative Curriculum and Pedagogy**

**A Culture of Physical and Emotional Safety**

**Round Two:** Select one of the *remaining System Shifts* and imagine what this will look like when we've successfully attained our vision.

**Mindful, Inclusive Practices that Support the Continuum of Students with Disabilities**

**Redefining Time and Place for Personalized Learning**

**Schools as Community Hubs**

**Support for Global Stewards and Ambassadors**

**Equity-centered, Inclusive Learning for Students and Adults**

**Flexible, Future-focused Environments**



# School Year 2019–2020

**Developed Board Goals**

**Developed a Theory of Action.**

**Prioritized 5 Educational System Shifts  
for the first year**

**Created a set of one-year objectives and  
set of actions within our 5 prioritized  
System Shifts**

# 2020-2021 Board Goals

## 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 to 60% meeting or exceeding growth expectations (as measured by Measures of Academic Progress) by the spring of 2022.

## Fifth Grade Mathematics

To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of students of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations, as measured by Measures of Academic Progress (MAP), by the spring of 2022.



# 2020-2021 Board Goals

## **Eighth Grade Graduation 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 Smarter Balanced Assessment Consortium (SBAC).

## **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.



# Our 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.

**Preparing Our Students  
to Lead Change and  
Improve the World.**

# Year One System Shift Priorities

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



# Strategic Plan: Educational System Shifts

## 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.*

**A**

## Strategy One

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

### **By the end of 2020-2021 we will:**

Finalize and implement our Community Engagement Framework

Roll out, communicate, and build understanding and investment in our vision and strategic plan

Align organizational structures and cross-functional teams to effectively implement the strategic plan

## Strategy Two

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

### **By the end of 2020-2021 we will:**

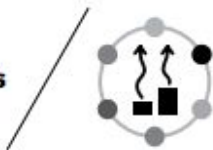
- Identify, measure, and report-out on strategic plan outcomes/benchmarks for year 1
- Establish a central office performance management framework and train central office staff on identifying and implementing a culture of service to schools and the students they serve
- Implement regular reporting on performance so data is actionable for teachers and principals



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# Strategic Plan: Educational System Shifts

## 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.*

**B**

## Strategy One

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

### By the end of 2020-2021 we will:

Adopt 2020/21 RESJ Lens protocols that outline PPS RESJ Lens application to critical decisions and initiatives

Stand up and support the RESJ Community Accountability Committee to provide external awareness and accountability for PPS decision making

Support the RESJ Advisory Team and continue to integrate the goals and actions of the RESJ plan into every department's work plan at PPS

## Strategy Two

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

### By the end of 2020-2021 we will:

Provide 300 new participants with foundational RESJ PD

Complete RESJ PD second year scope and content and implement with pilot 10 cohorts that receive continued learning

Develop a rubric for each of the RESJ PD Framework competencies

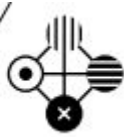
Develop RESJ PD Scope and Sequence for entire RESJ PD Framework



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# Strategic Plan: Educational System Shifts

## Cultivating System-wide Learning and a Diverse Workforce



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

C

## Strategy One

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

### By the end of 2020-2021 we will:

Inventory all PD offerings and analyze alignment with Educator Essentials

Create a pilot for social emotional well being and learning for adults - all staff



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# Strategic Plan: Educational System Shifts

## Transformative Curriculum and Pedagogy



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

**D**

## Strategy One

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

### By the end of 2020-2021 we will:

Adopt a K-8 Math Curriculum

Adopt a K-2 Foundational Skills and Enhancement curriculum

Implement professional development plan for teachers, administrators, and central office staff, ensuring GVC PD is aligned with the RESJ PD Framework

Initial integration of preschool to grade 3 model

## Strategy Two

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

### By the end of 2020-2021 we will:

Implement the PreK-12 Master Arts Education Plan

Expand Advanced Coursework

Introduce Ethnic Studies and Tribal History courses

Address Rate and Level of TAG Programming

Implement Climate Justice Curriculum

Implement Dyslexia workgroup recommendations

Expand College & Career Pathways

Develop and design quality integrated Preschool to Grade 3 model

Launch a Cross Collaborative Middle School Redesign

Implement Computer Science for All

Integrate CTE into Core Academic Curriculum

Align Post Secondary Pathways

Integrate English Language Development in K – 8

Implement Quality K – 12 Health Instruction



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# Strategic Plan: Educational System Shifts

## 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.*

**E**

## Strategy One

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

### By the end of 2020-2021 we will:

Complete MTSS training for cohort 2 schools (approximately 40 schools)

Support cohort 1 schools for MTSS system supports

Continue pilot implementation of Social Emotional Learning (SEL) K-8 curriculum aligned with the Educator Essentials and the RESJ Framework based on CASEL assessment and recommendations

Continue to survey staff, students and families on sense of belonging, safety and engagement through the Successful Schools Survey

Provide support around re-entry into schools once the district opens back up in regards to safety, and well being for both students and staff



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# Year One Strategic Plan Update



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# Year 1 Strategic Investments

Anchored investment decisions using the year 1 Strategic Plan and 5 prioritized system shifts.

Conducted community-wide engagement with students, families, teachers, staff, and community-based stakeholders.

The data analyses and community feedback from the PPS visioning and Student Investment Account (SIA) engagement processes consistently elevated improvements and investments 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.

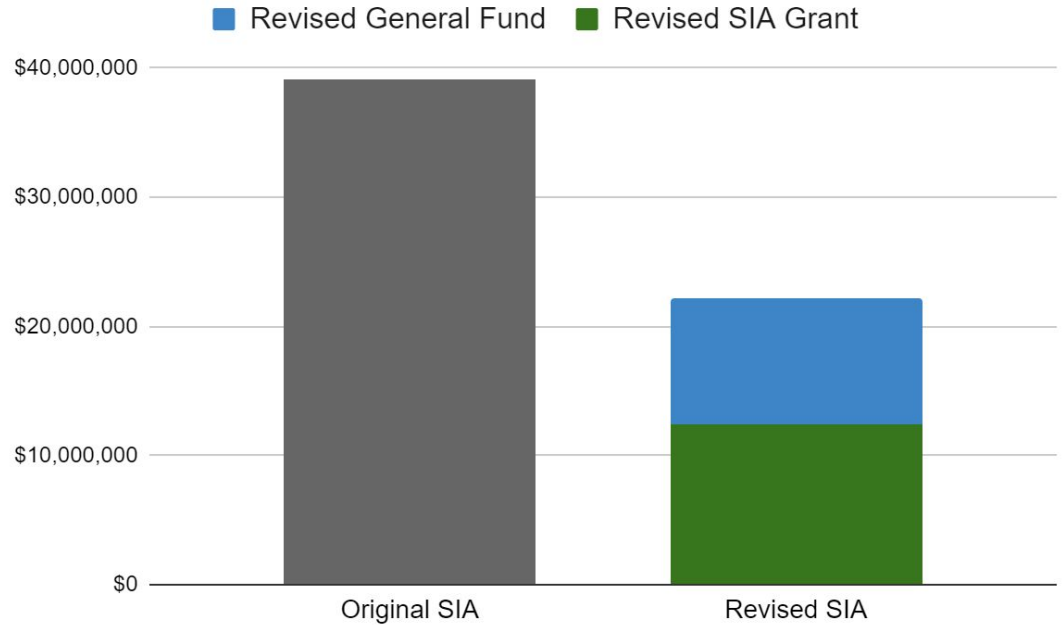


# Year 1 Funding

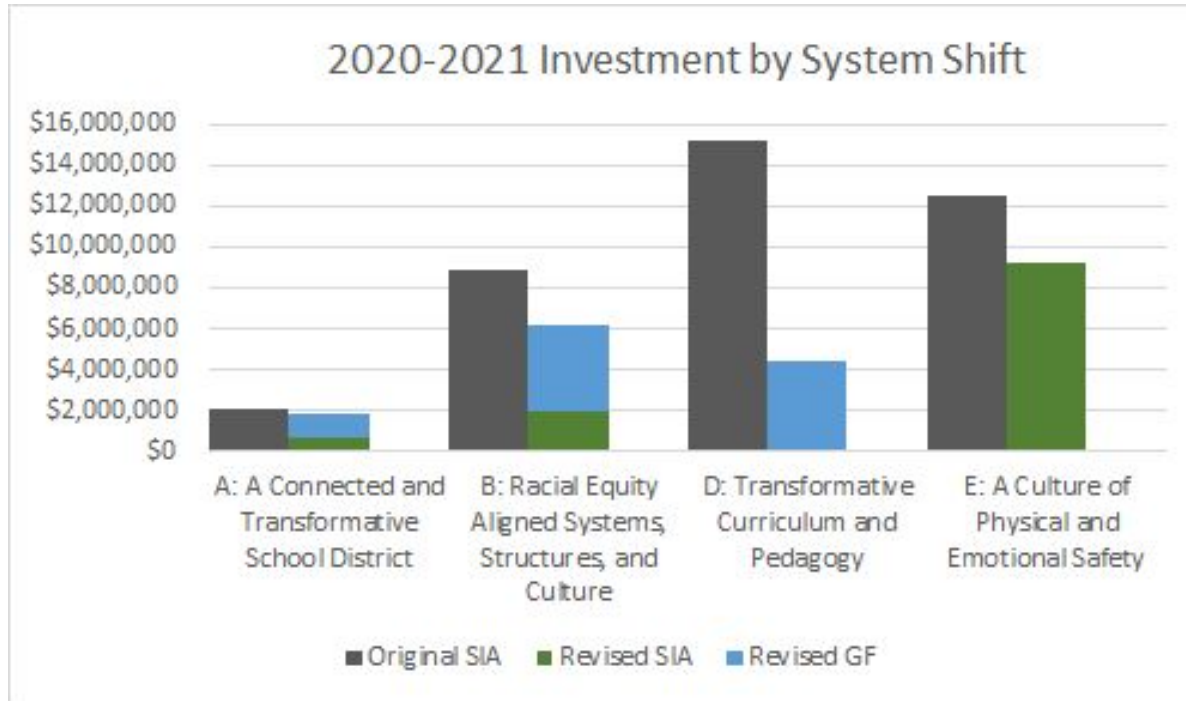
SIA funding targeting strategic investments

In response to COVID-19 disruptions, ODE reduced the original \$39M SIA allocation to \$12.4M

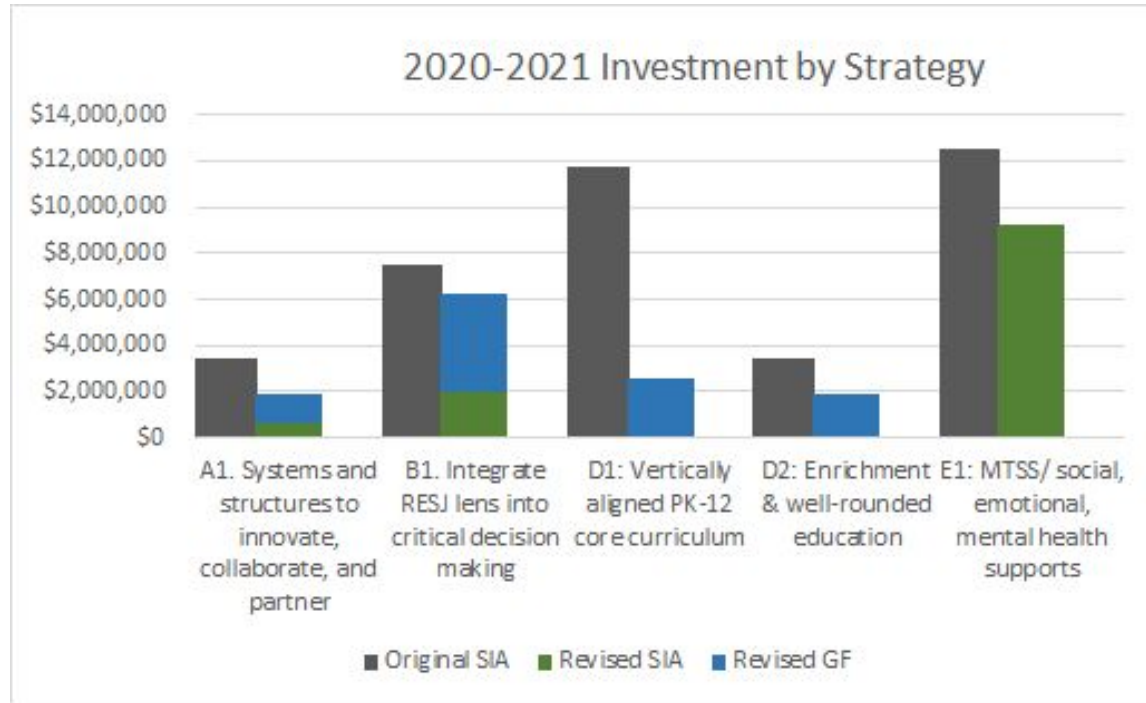
\$9.8M of General Fund (GF) was reallocated to offset the impact



# Year 1 Investment by System Shift



# Year 1 Investment by Strategy



# Cultivating System-wide Learning & A Diverse Workforce

Prioritized the SIA administrative indirect allocation (\$500,000) to cultivate a diverse workforce.

- Added 2 FTE for Recruiters and 1 FTE for Class and Compensation Analyst
- Focusing on hiring and onboarding new staff essential to our SIA work (e.g. mental health specialists)
- SIA recruiting is part of a developing recruitment strategy to evaluate and revise current hiring practices
- Focusing on how our applicant screening, job posting, compensation practices, and district and building culture are racially affirming and culturally sustaining



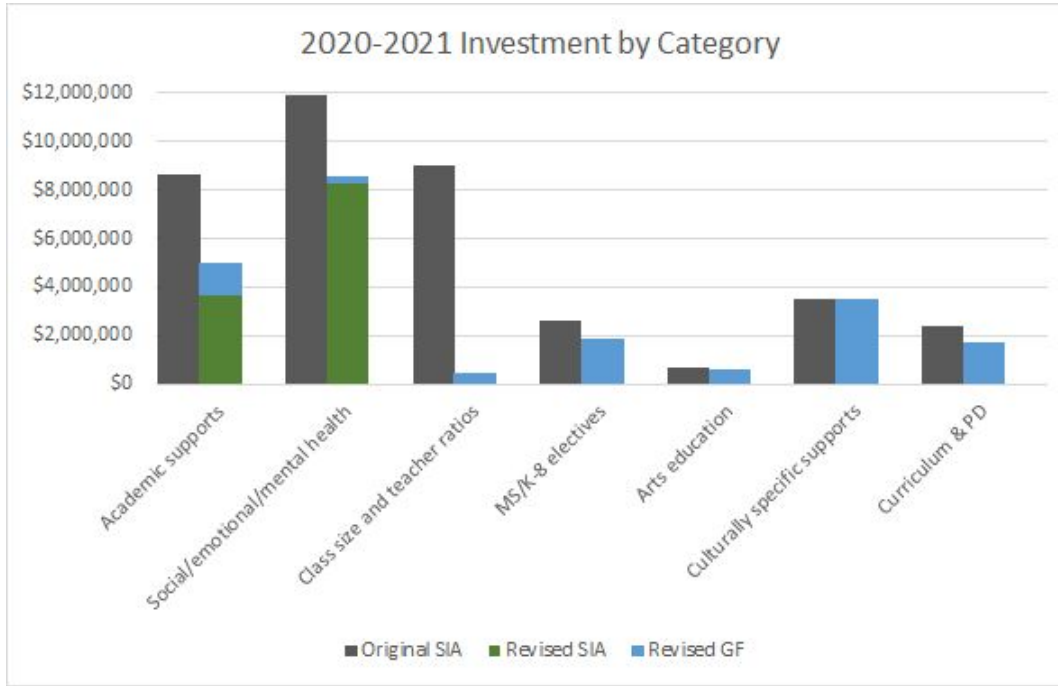
# Year 1 Investment Categories

The comprehensive needs assessment and community engagement resulted in 7 key investment categories for year 1:

- **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**
- **Culturally-specific student & family supports and expanded community partnerships**
- 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
- Curriculum materials & Professional Development for educators



# Year 1 Investments by Category



After SIA reductions:

- Continued to prioritize SIA funds for social, emotional, and mental health and academic supports, especially for historically underserved students.
- General Fund (GF) was prioritized for the RESJ partnership contracts focused on providing culturally specific academic and social/emotional/mental health supports.

# Year 1 Investment Category Alignment

Investment Category	System Shift & Strategy							
	A1	A2	B1	B2	C1	D1	D2	E1
Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	X		X			X		X
Increased social emotional, mental and behavioral health supports across the district	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		X					
Curriculum materials & Professional Development for educators						X		
Administrative Indirect					X			

A: A Connected and Transformative School District

B: Racial Equity Aligned Systems, Structures, and Culture

C: Cultivating System-Wide Learning and a Diverse Workforce

D: Transformative Curriculum and Pedagogy

E: A Culture of Physical and Emotional Safety

# Year 1 Overall Progress

The impact of investments is still emerging. Progress to date measured by implementation indicators focused on:

- Increased personnel and programming, specifically for Black, Indigenous, and Latinx students
- Hiring, onboarding, and planning are on track

Additional efforts underway to monitor progress:

- Facilitating racially and culturally affirming focus groups in multiple languages to capture a clearer picture of the experiences of our families and the impact of the pandemic.
- Successful Schools Survey underway (a measure of school culture and student well-being)
- Ongoing tracking of qualitative and quantitative sources that will be available this spring



# Year 1 Progress

**Investment Category: Increased academic supports and targeted interventions for our most vulnerable and historically underserved students**

Added specialists at Comprehensive Supports for Improvement (CSI) and Targeted Supports for Improvement (TSI) schools to provide critical supports throughout Comprehensive Distance Learning (CDL)

Supports included:

- Small group instruction for acceleration
- Outreach for disengaged students
- Supporting teachers in ongoing planning



# Year 1 Progress

## Investment Category: Increased social emotional, mental and behavioral health supports

- Substantial increases in counselors, social workers, and school psychologists to support families' mental health and wellness during CDL and LIPI
- Contracted services to provide culturally responsive mental health and substance use disorder (SUD) support with a focus on ensuring accessibility
- Furthered SEL and trauma-informed care initiative. Improved coaching and partnerships by expanding our outreach and professional learning
- Increased community-centered outreach to Latinx families through Family Engagement Specialist team, giving them increased access to the special education process and scaffolding opportunities for them to voice concerns



# Year 1 Progress

## **Investment Category: Culturally-specific student & family supports and expanded community partnerships**

Racial Equity and Social Justice (RESJ) partnerships providing supports in five evidence-based areas:

- culturally specific family engagement
- wrap around services
- leadership development
- extended day
- positive cultural identity

Racially diverse staff at partner organizations, who are significantly more reflective of the student population, are the providers. The RESJ partnerships are helping build and improve our RESJ systems supports.



# Year 1 Progress

## Other investment categories

Resources and PD for ethnic studies, multilingual literacy, and math redesign

Expanded elective opportunities at 20 MS/K-8s

Added supports for middle school (MS) arts expansion in Jefferson and Roosevelt feeder schools

Added programming and supports for Native students, including after school programs

Added 7th period at 4 middle schools; pilot underway

Added FTE to reduce K-5 class sizes in 3 schools



# Break



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# 2021-2025 Strategic Plan Development Update



# 2020-2021

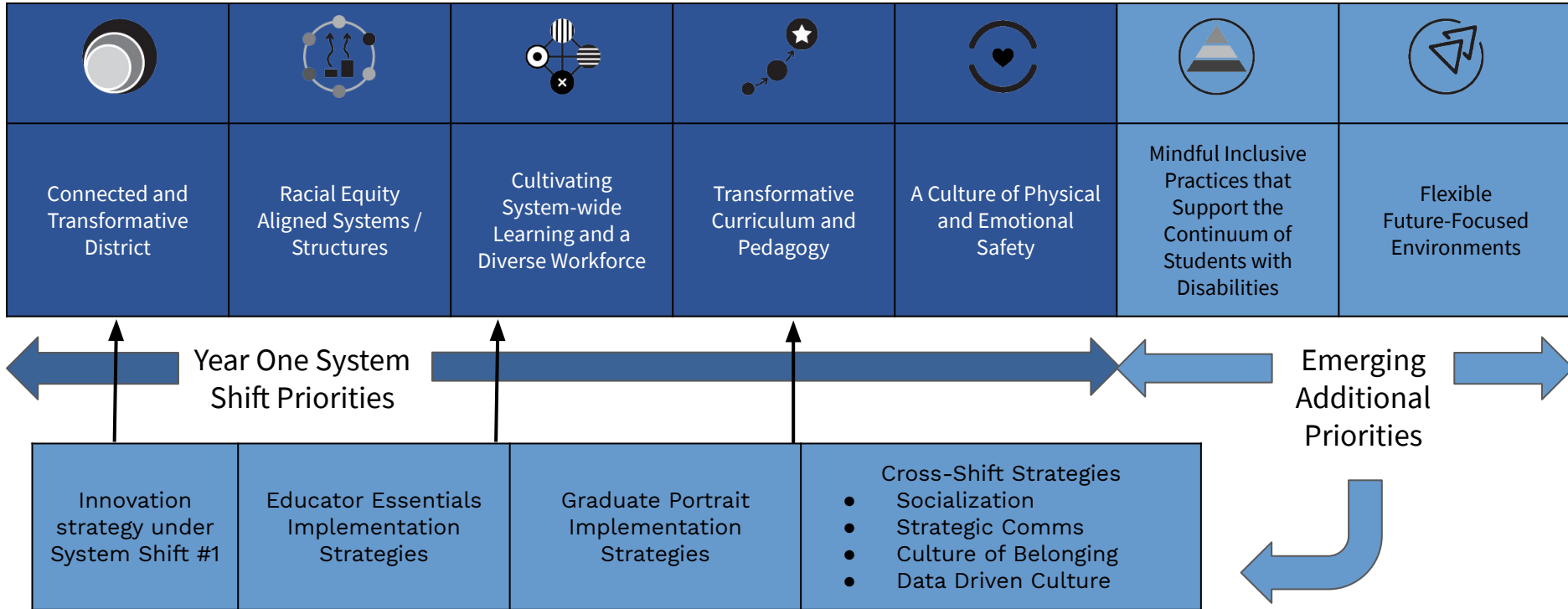
## Strategic Planning Objectives

Complete our 2021-2025 Strategic Plan and define clear 4-year strategic outcomes, goals, metrics/indicators and strategic actions related to the implementation of our vision.

- Includes extension of year one system shift strategies to 2025
- Additional emerging shifts and strategies
- Integrate Graduate Portrait and Educator Essentials implementation
- Engage internal stakeholders, especially Black and Native students and educators
- Publish the PPS 2021-2025 Strategic Plan



# Extension of Year One Priorities + Emerging Priorities



# Emerging Graduate Portrait (GP) strategies

#1: Develop a Graduate Portrait developmental continuum and a set of performance assessments to articulate PPS's expectations of student mastery at key transition points (PK/K, 5th, 8th and Graduation/Certificate of Completion).

#2: Prototype, with Black and Native students and students with disabilities, learning experiences that effectively support the development of the Graduate Portrait.

#3: Build organizational capacity for shared learning by developing a knowledge management system that captures and distributes effective strategies/ tools to help students attain the prioritized Graduate Portrait elements.



# Emerging Educator Essentials (EE) strategies

## *Recommended strategies*

#1: Develop an Educator Essentials continuum and methods to demonstrate mastery aligned to serve students in achieving the Graduate Portrait.

#2: Develop a district-wide culture of adult learning and align organizational structures to support all staff in embodying the prioritized Educator Essentials elements in service of students achieving the Graduate Portrait.



# Systems Shifts implications and additional strategies

Three emerging opportunity areas beyond Year 1 Priorities:

- Adding and refining existing strategies to Priority Shift areas as we extend to 2025, especially work that is foundational
- Additional strategies that relate to all or multiple shift areas—“cross-shift strategies”
- Add additional priority shift areas and strategies



# Emerging Additional Strategy

## Under Shift #1

### **A Connected and Transformative School District**

Build an innovation practice so that all staff and students develop the capacity to use innovation processes and tools to address challenges in the system, and have a supportive structure in place to enable them to do so.



# Emerging Cross-shift strategies

#1: **Socialize our Vision and Strategic Plan:** Strengthen our capacity to leverage collective action toward our vision through socialization strategies that ensures all stakeholders understand and can make meaning of our vision, and our strategic plan, so that we operate from a place of shared understanding.

#2: **Develop and Implement a Communications Practice:** Collaborate with diverse stakeholders across the system including students, that focuses on showing the system to itself, using a variety of data and media to share stories of progress, and support system-wide learning.



# Emerging Cross-shift strategies

#3: **Build an Organizational Culture of Belonging:** Intentionally develop relational trust and a sense of belonging through clear, transparent communications, consistent behaviors, and cross-system collaboration as the foundation for our collective ownership of our students' success and well-being.

#4: **Establish a System-wide Data-driven Culture:** Ensure use of data is consistent across the district, and build individual and organizational capacity to implement effective continuous improvement cycles, including analysis and action.



# Emerging New Shift Priorities and Strategies

## **Mindful Inclusive Practices that support the continuum of students with disabilities**

Develop our system-wide capacity for inclusion by integrating data-driven analysis and instructional best practices, with a particular focus on the intersectional needs of our Black and Native students with disabilities, so that every student can attain the Graduate Portrait, and every adult can develop their capacity to be inclusive and responsive to diverse learners.

## **Flexible Future-focused environments**

Develop a future-ready Facilities Master-plan by integrating our learning from 2020's Distance Learning experiences, strategic foresight about our facilities needs, and our Racial Equity and Social Justice (RESJ) framework.



# Strategic Planning Engagement Processes

## Fall Engagement activities

- Surveys to gather input on prioritization of Graduate Portrait and Educator Essentials (students, central office staff and site administrators)
- Design Focus Groups to begin socializing the vision and to gather input on potential strategies and approach (students, central office staff, administrators and teachers)
- Focused effort to learn from Black and Native students to identify graduate portrait and Educator Essentials prioritization
- Advisory Committee established to recommend prioritization of emerging strategies



# Strategic Planning Steps to Completion

- Stretch Year One Priorities to 2025: Define 4 year goals, metrics/indicators and key strategic actions for year one priorities and strategies
- Prioritize emerging strategies
- Gather internal stakeholder feedback on emerging strategies
- Define scope and sequence of strategies
- Design and develop final strategic plan



# Small Group Discussion

Select one of the emerging strategy areas below and in your small groups share how these strategies:

- move us through post-pandemic recovery
- accelerate our progress toward our long-term vision
- Further position PPS to toward the transformation and innovation needed to **prepare students to lead a more socially just world?**



# Small Group Discussion

## **BREAKOUT 1#1: GP and EE Strategies**

Develop GP and EE continuum and methods to demonstrate mastery

Prototype effective GP learning strategies with Black and Native students and students with disabilities

Develop culture and systems for professional learning aligned to the EE

## **#2: Cross Shift Strategies**

Implement socialization strategies for the Vision and SP to ensure shared understanding

Develop a communications practice using a variety of data and media to share stories of progress

Develop an organizational culture of trust and belonging

Develop a Data Driven Culture across the organization

## **#3: New Strategies under Existing Shifts**

Develop a knowledge management system for GP and EE

Build an innovation practice (for both instructional and ops sides) to prototype and scale innovations

## **#4: New Shift Areas**

### **Mindful Inclusive Practices**

Develop our system-wide capacity for inclusion particular focus on the intersectional needs of our Black and Native students with disabilities

### **Future Focused Environment**

Integrate learnings from distance learning, strategic foresight and RESJ framework into our Long-range Facilities Master Plan



# Monitoring and Measuring Success



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# Performance Assessment of our strategic plan

- Each of our strategies will have clear Specific, Measurable, Attainable, Realistic, Time-bound and Equitable goals for the strategic planning period
  - Each goal will have metrics (leading and/or lagging, quantitative and/or qualitative)
- Quarterly reviews to monitor progress and adjust



# High Level Strategic Plan Objectives

In addition to strategy specific measures, our overall strategic plan will include high level objectives for the 2021-2025 period

The challenge and opportunity:

- Traditional models of long-term objective setting are insufficient (e.g. improve reading and writing scores, improve graduation rates, improve college and career readiness)
- How might we describe where we want to be at the end of the first strategic planning period that measures our success at progress toward our Vision?



# Potential Hybrid of Traditional/New Types of Measures

- Develop capacity for students to self-assess on all elements/or prioritized elements of Graduate Portrait (GP) using a developmentally appropriate continuum
- Growth in number of students on track for the GP milestones as expressed by the GP continuum
- Graduation rate for Black and Native students
- Proficiency as determined by standardized assessments



# 2021-2022 Budget Preview



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# Budget & Staffing Guiding Principles Aligned with District Priorities

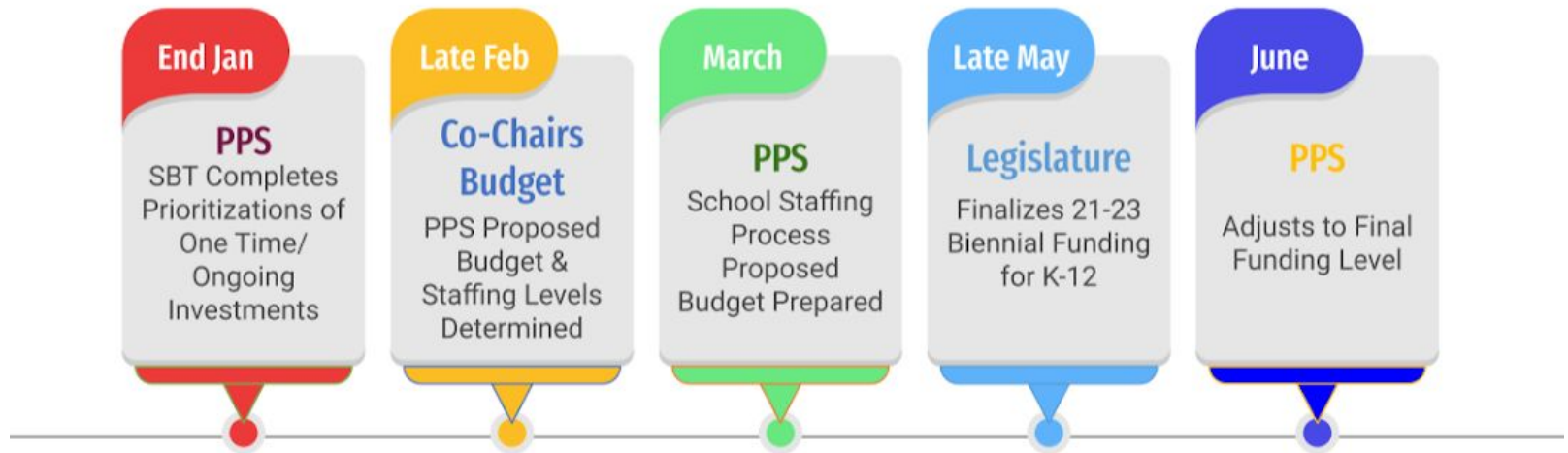
District Vision, Theory of Action, Racial Equity & Social Justice

School Staffing Allocations and Targeted Investments

Learning Acceleration Investments & Commitment to Strategic Priorities



# PPS & Legislative Budget Process Timeline



# COVID Relief Funding

## One-time funds

- Elementary & Secondary School Emergency Relief Funds I and II (ESSER)
- Federal Emergency Management Agency (FEMA)
- Other state grants

## 2020-2021 investments

- Safeguard health and safety across buildings
- Ensure students and families have access to learning (devices, Internet, engagement support)
- Facility changes, upgrades, and improvements



# 2021-2022 Commitments

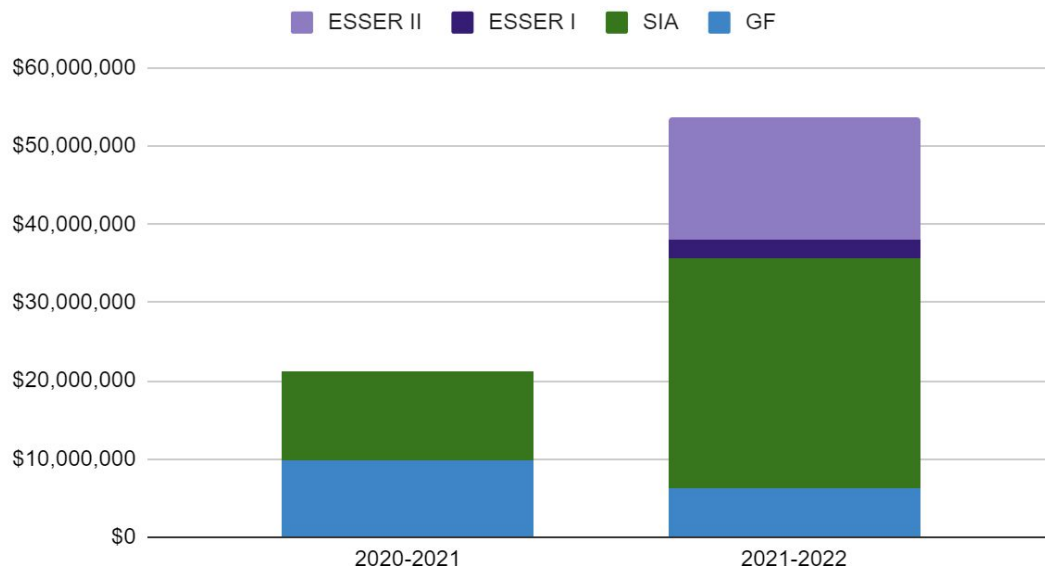
- Continuing 2020-21 Student Investment Account (SIA) investments
- Prioritizing staff stability at schools and direct services to students
- Equity Formula remaining at 8%; more schools eligible for funding
- Investing dollars in enhancing our services, supports, and resources to schools targeting BIPOC students, students on IEPs, and Emergent Bilingual students
- Increased investments in the Art Pathways
- Adding over 30 FTE for Learning Acceleration and support for returning to school
- Estimated investment of \$13.2 million in Learning Acceleration



# Year 2

## Strategic Investment Projections

2020-21 and 2021-22 Projected Investment in 5 System Shifts



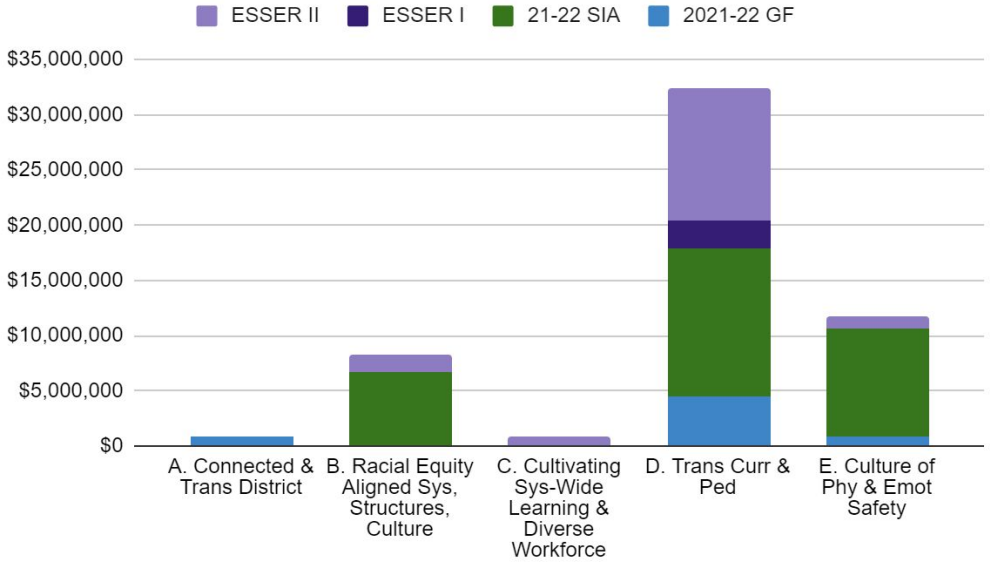
\$33M overall increase

- \$18M increase in SIA funds
- \$18M increase in one-time ESSE funds
- GF re-allocated to sustain services due to overall budget reductions

Note: projections do not include other one-time COVID relief funding that may be available.

# Year 2 Projected Investment by System Shift

2021-22 Investment by System Shift



# Year 2

## Investment in Learning Acceleration

\$19M for Learning Acceleration invested across System Shifts. Includes:

- Saturday School
- Summer Programming
- Summer Scholars, Virtual Scholars, Evening Scholars
- Wrap around services
- Professional Development



# What inspires you most about what you learned today?

[LINK TO  
JAMBOARD](#)



# Closure



TOGETHER  
**WE WILL**

**Portland Public Schools  
SIA Quarterly Report for Q1 and Q2 (July 1 to December 31, 2020)**

System Shift	SIA Investment Category	Activity	Revised SIA Fund 2020-21 Allocation	General Fund Supports (Re-allocated from SIA) 2020-21 Allocation	Q1-Q2 Progress
A: A Connected and Transformative School District	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	Charter School Funding	\$ 354,511		ODE allocation and grant agreement process was delayed until November, so work is planned and starting in Q3.
A: A Connected and Transformative School District	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	Community based education agency (CBO) Funding	\$ 280,030		ODE allocation and grant agreement process was delayed until November, so work is planned and starting in Q3.
B: Racial Equity Aligned Systems, Structures, and Culture	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	Schools prioritized as needing supports for improvement will receive Instructional Specialist FTE.	\$ 1,995,054		28 schools were identified as priorities to receive this additional Instructional Specialist support, which resulted in 18.4 FTE hired for the 2020-21 school year
Admin Indirect	Admin Indirect	FTE for Human Resources, including 2 FTE for Recruiters and 1 FTE for Class and Compensation Analyst. Additional ADMIN TBD.	\$ 500,000		Developing a comprehensive recruitment plan with a focus on diversifying our workforce. Recruited, hired, and on boarded all new staff filling SIA vacancies with a diverse workforce.
E: A Culture of Physical and Emotional Safety	Increased social emotional, mental and behavioral health supports across the district	Add FTE for the second year of the Multi-tiered Systems of Support (MTSS) districtwide adoption and implementation. Includes coaching and supports through increases in FTE for MTSS TOSAs, soft start classrooms in two high schools for students with tier three needs, and additional restorative justice specialists to assist with restorative practices and harm reduction district wide.	\$ 102,957		MTSS TOSA supports to schools which include school climate, PLCs, effective classroom practices with RESJ lens. This ongoing work from our TOSAs will provide foundation for the SEL implementation. Restorative Justice specialists continue to support schools with community circles, culturally responsive classrooms, and restorative practices. SEL is instrumental in the foundation work for these teams.
E: A Culture of Physical and Emotional Safety	Increased social emotional, mental and behavioral health supports across the district	This funding will support social emotional learning (SEL) curriculum, coaching and PD throughout the district, align priorities of infusing trauma informed care into our classrooms and an additional administrator and TOSA for oversight to support capacity building, training, supervision and SEL vision. With the district's move toward incorporating trauma informed care into all programs, there is a need for Social Emotional Learning (SEL) to be integrated in all levels, from Central Office to specialized classrooms. This investment in SEL will also include curriculum and professional development for staff.	\$ 472,829		Secured a contract with CASEL to support planning, professional development, and capacity building to implement the 5-year SEL plan. The first goal is to complete foundational training for Central office administrators, including school board to ensure a common vision and understanding of SEL
E: A Culture of Physical and Emotional Safety	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	Additional FTE and resources to expand SPED programming due to increased numbers. Includes para-educator support for students with the highest needs as well as staffing and resources for new learning center, communication behavior, and intensive skills classrooms.	\$ 1,000,000		Added 12.5 FTE to expand SPED programming. We have enhanced our supports in SEL in our Social Emotional classrooms across the district. With the FTE, we increased outreach to Latinx families through our Family Engagement Specialist giving them a greater understanding of the special education process and allowing them to voice their concerns with this understanding

**Portland Public Schools  
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System Shift	SIA Investment Category	Activity	Revised SIA Fund 2020-21 Allocation	General Fund Supports (Re-allocated from SIA) 2020-21 Allocation	Q1-Q2 Progress
E: A Culture of Physical and Emotional Safety	Increased social emotional, mental and behavioral health supports across the district	<p>Provide Mental Health, Substance Use (SUD) &amp; Behavioral Health supports, including:</p> <ul style="list-style-type: none"> <li>- culturally specific contracts for mental health and drug and alcohol specialists,</li> <li>- dual diagnosis clinicians for student experiencing mental health and SUD challenges,</li> <li>- transition support for students returning to school from treatment centers,</li> <li>- addition of centrally-managed floating school psychologists to help support caseload management district wide and behavior support plans at Comprehensive Supports for Improvement (CSI) schools,</li> <li>- additional qualified mental health specialists throughout the district.</li> </ul> <p>All of the increases in services, social worker and other personnel will be supported by an additional administrator.</p> <ul style="list-style-type: none"> <li>- contracts with culturally specific organizations for assistance with racial / hate related crisis response and recovery needs throughout our district</li> </ul>	\$ <b>2,000,000</b>		<p>Added 3.0 FTE certified alcohol and drug counselors (CADC) with 2 focusing on supporting Black and Latinx youth and families.</p> <p>Contracted with a provider focused on Native youth.</p> <p>Contracted with multiple providers with a focus on Black youth and wellness.</p> <p>Provided extra hours to PPS staff focusing on Black and Native district-wide wellness groups.</p>
E: A Culture of Physical and Emotional Safety	Increased social emotional, mental and behavioral health supports across the district	<p>Provide specialized supports for students on 504 plans and medical equipment for accommodation needs. Supports include: - educational assistants (EA), - additional professional development around investigations support Title IX requirements- an additional discipline coordinator.</p>	\$ <b>312,873</b>		<p>Added 2 FTE 504 EA positions. One is hired the other will be posted as need is identified.</p> <p>Awaiting final approval to post a 504/Middle School counselor on special assignment position to support building-based 504 coordinators who have a significant increase of 504 caseloads.</p> <p>Formed investigations workgroup under leadership of PPS Title IX Director to developed standard process and subsequent training for building administrators conducting investigations.</p>
E: A Culture of Physical and Emotional Safety	Increased social emotional, mental and behavioral health supports across the district	<p>Add 22.5 FTE for counselors to lower the counselor to student ratio to 250:1 for all middle schools, Title/Comprehensive Supports for Improvement (CSI) K-5s, and K-8s. By lowering the ratio to 250:1, we meet the American School Counselor Association (ASCA) recommendations.</p>	\$ <b>1,528,375</b>		<p>Hired 14.0 FTE new middle school counselors.</p> <p>Student Success &amp; Health Department COSA team continues to provide professional development, technical assistance, and monthly cohort meetings for counselors.</p> <p>Awaiting final approval to post a 504/Middle School COSA position to support adoption and integration of comprehensive counseling program at the middle school level.</p>
E: A Culture of Physical and Emotional Safety	Increased social emotional, mental and behavioral health supports across the district	<p>Provide 43.0 FTE for social work supports in schools, which includes options for principals of counselor, social workers, or QMHPs (inclusive of school psychs) including district FTE and contracted culturally-specific services. - 0.5 FTE for each K-5 and K-8 schools, - 1 FTE for each High Schools, - 5.0 FTE to MPG programs, - 0.5 FTE for Pioneer - 0.5 FTE for Community Transition Program (CTP)"</p>	\$ <b>3,846,170</b>		<p>Hired 14 counselor FTE, 11.5 social worker FTE, and 3 QMHP FTE for K5/K8s, 10 social worker FTE for HS, .5 counselor FTE and 2.5 social worker FTE for MPG</p>

**Portland Public Schools  
SIA Quarterly Report for Q1 and Q2 (July 1 to December 31, 2020)**

System Shift	SIA Investment Category	Activity	Revised SIA Fund 2020-21 Allocation	General Fund Supports (Re-allocated from SIA) 2020-21 Allocation	Q1-Q2 Progress
A: A Connected and Transformative School District	Culturally-specific student & family supports and expanded community partnerships	Support and provide opportunities that call for engaging students of color in youth leadership activities, such as student-led conferences, community-building with affinity groups, and networking.		\$ 50,000	Student affinity group system support formed to establish equitable representation of student affinity groups in high schools and middle schools. FTE vacancy converted to oversee formal student affinity support program, and student affinity 3-year plan almost complete.
A: A Connected and Transformative School District	Culturally-specific student & family supports and expanded community partnerships	Support and resources for Community Engagement, such as translation services, supplies, food, and childcare.		\$ 25,000	Plan in place to cultivate transformative systems that empower students and families to participate in district decision-making, and increase formal engagement opportunities.  We have established an approved mechanism for student compensation and student incentives, conducted needs assessments, and support overall districtwide programming and events.
A: A Connected and Transformative School District	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	More equitable funding formula for community based education agencies (CBOs) serving historically underserved students.		\$ 844,000	Equity funding tied to SIA funding for charter schools. ODE allocation and grant agreement process was delayed until November, so work is planned and starting in Q3.
A: A Connected and Transformative School District	Increased social emotional, mental and behavioral health supports across the district	Add 3.5 FTE for College and Career Coordinator for Multiple Pathways to Graduation (MPG). MPG serves students districtwide who need additional support in the form of: re-engagement in their education, enrollment in alternative education, day and residential treatment (DART) school placement, district wide credit recovery opportunities, Teen Parent Services, and MPG School social work services, as well as other schools and programs.		\$ 320,255	3.5 FTE hired and are serving students in Alternative Education High Schools and District Wide Programs within Multiple Pathways to Graduation. These employees are working with individual students as well as small group supports regarding career learning.
B: Racial Equity Aligned Systems, Structures, and Culture	Culturally-specific student & family supports and expanded community partnerships	Increase funding to RESJ Partnership contracts with culturally specific organizations in five strategy areas: 1. Culturally Specific Family Engagement 2. Culturally Specific Wrap Around Services 3. Culturally Specific Mentoring and Leadership Development 4. Culturally Specific Extended Day and Enrichment Activities 5. Culturally Specific Identity Development  Both the strategies as well as the service provision are focussed on researched based, effective services that improve academic success for students of color. Services are provided by racially diverse staff at partner organizations, significantly more reflective of the student population.		\$ 3,400,000	Completed RFP for services, executed contracts with 16 culturally specific/multiracial organizations, commenced services at 36 prioritized school sites, established reporting framework and received Q1 reports from all contractors.
B: Racial Equity Aligned Systems, Structures, and Culture	More equitable access to arts education, especially in historically underserved school communities	Increasing equitable and coherent arts programming and staffing in the Roosevelt and Jefferson K-12 clusters. This will also include central office support (Visual and Performing Arts TOSA) to support the implementation of the Master Arts Education Plan and funds for music and arts supplies.		\$ 648,665	Hired VAPA TOSA and 4 FTE for the Roosevelt and Jefferson clusters.  Stakeholder engagement and procurement of infrastructure for art rooms in feeder schools of Roosevelt and Jefferson delayed due to the pandemic and comprehensive distance learning. Work rescheduled for Q3 and Q4.

**Portland Public Schools  
SIA Quarterly Report for Q1 and Q2 (July 1 to December 31, 2020)**

System Shift	SIA Investment Category	Activity	Revised SIA Fund 2020-21 Allocation	General Fund Supports (Re-allocated from SIA) 2020-21 Allocation	Q1-Q2 Progress
B: Racial Equity Aligned Systems, Structures, and Culture	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	Supports for Native students and after school programs, includes collaboration with culturally specific community partners to support Native student success, cultural support and also support implementation of Senate Bill 13.		\$ 149,000	Hired and additional Student Success Advocate  Provided Winter Activity Bags to families with cultural activities  Added FTE for our Community Agent and Student Success Advocate to become full-time
D: Transformative Curriculum and Pedagogy	Curriculum Materials & Professional Development for Educators	Support the development and implementation of curricular resources for K-12 Social Studies/Ethnic Studies, K-12 Multilingual Literacy System which include Reading, Writing and Speaking, and K-3 Foundational Skills.		\$ 600,000	Finalized scope of work for grades 3 and 4 contracts  Purchased Kids Discover online resource and reviewing additional ebook titles to purchase for K-5 classrooms  Scheduled PD for grades 6-12 with CommonLit for 2 sessions and "Learning Thursdays" starting in Feb. 2021 thru end of school year.  Additional PD planned for Saturdays and over the summer.  Contracts with Multilinguals Forward ( <a href="https://multilingualsfoward.org">https://multilingualsfoward.org</a> )
D: Transformative Curriculum and Pedagogy	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	Partially fund an instructional material adoption and professional learning to support students who are emergent bilingual in language development throughout our core curriculum.		\$ 150,000	Planning initial assessment to review current resources available for recent arriver English Learners and if those resources adequately monitor the language and content progress made by each student.
D: Transformative Curriculum and Pedagogy	Curriculum materials & Professional Development for educators	Provide central office support (5 FTE TOSA, 1 FTE Administrator) to plan and implement the K-12 math redesign and curriculum adoption. Additionally, a portion will fund the initial instructional materials adoption.		\$ 1,102,000	Hired 1 FTE TOSA and 2 limited term TOSAs to support elementary curriculum development  Contracted with two individuals for curriculum creation  Contracted with Phil Daro for K-12 math redesign work.  K-5 math curriculum adoption underway with CMAAC (Curriculum Materials Adoption Advisory Committee), vendors interviewed and selected vendors for field tested; teachers recruited for field test participation.
D: Transformative Curriculum and Pedagogy	Increased academic supports and targeted interventions for our most vulnerable and historically underserved students	Provide supports to reduce the digital divide and promote technology-enhanced learning opportunities at four middle school. The funds will be matched with the middle schools' Verizon Innovative Learning Schools grant and will include 5 FTE Instructional Specialist/Coaches,. Instructional Specialist funding is subsidized in part by the grant and reflected.		\$ 235,540	6-12 math curriculum adoption underway with CMAAC finalized. Field test of materials to occur in Fall 2021, with the full adoption occurring in Fall 2022.  Instructional coaches hired, attended professional development, and assigned to schools. Coaches have worked extensively with teachers and parents to create positive distance learning experiences.  Technology deployed to families  Coaches shared progress with internal and external partners  External evaluation of VILS project underway.

**Portland Public Schools  
SIA Quarterly Report for Q1 and Q2 (July 1 to December 31, 2020)**

System Shift	SIA Investment Category	Activity	Revised SIA Fund 2020-21 Allocation	General Fund Supports (Re-allocated from SIA) 2020-21 Allocation	Q1-Q2 Progress
D: Transformative Curriculum and Pedagogy	More optimal student-teacher ratios & class sizes across many grade levels	Add FTE to create more optimal student-teacher ratios and class sizes across K-5 classrooms.		\$ 443,739	Three schools lowered class sizes using 3FTE (total). One school declined FTE add due to enrollment need changes.
D: Transformative Curriculum and Pedagogy	Expansion of elective courses at comprehensive middle schools and K-8's	Add 10.5 FTE to increase elective opportunities for grades 6-8 in K-8s and middle schools.		\$ 987,597	Twenty schools added FTE (10.6 total) to increase their elective opportunities.
D: Transformative Curriculum and Pedagogy	Expansion of elective courses at comprehensive middle schools and K-8's	Add 13 FTE to add a 7th period at 4 middle schools. This is a pilot to allow students more choice and opportunities for electives, which will include visual and performing arts. The MS included are Ockley Green, Tubman, George & Beaumont.		\$ 877,862	Four schools implemented a 7 period day, which resulted in more student choice and opportunity for electives.
			\$ 12,392,799	\$ 9,833,658	

<b>PPS System Shifts and Strategies (Year 1)</b>	
<b>System Shift</b>	<b>Strategy</b>
<p><b>A: A Connected and Transformative School District</b> 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.</p>	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
<b>System Shift</b>	<b>B: Racial Equity Aligned Systems, Structures, and Culture</b>
<p><b>B. Racial Equity Aligned Systems, Structures, and Culture</b> 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.</p>	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 to use their new knowledge and understanding to make meaningful change that increases student success.
<b>System Shift</b>	<b>C: Cultivating System-Wide Learning and a Diverse Workforce</b>
<p><b>C. Cultivating System-Wide Learning and a Diverse Workforce</b> 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 systemwide and differentiated, and learning opportunities for every adult in the system can demonstrate a clear through-line to student success.</p>	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.
<b>System Shift</b>	<b>D: Transformative Curriculum and Pedagogy</b>
<p><b>D. Transformative Curriculum and Pedagogy</b> 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.</p>	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.

System Shift	E: A Culture of Physical and Emotional Safety
<p><b>E. A Culture of Physical and Emotional Safety</b>  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.</p>	<p>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.</p> <p>E2: Invest in facility improvements to foster safe, healthy, and positive learning environments.</p>

## Portland Public Schools

### SIA Progress Journal for Q1 and Q2 (July 1 to December 31, 2020)

#### 1. What is changing? How are your activities contributing to the changes in behavior, actions, policies, or practices you outlined in your plan and/or toward the progress markers as outlined?

We used our (a) [PPS Vision](#), (b) PPS Strategic Plan, (c) [Racial Equity Social \(RESJ\) Justice Lens](#), and (e) the SIA needs analysis to guide budget decisions this year. We decided to reduce, maintain, and reallocate SIA investments to the general fund and focused on the following investments:

- Increased social-emotional, mental, and behavioral health supports
- Increased academic supports and targeted interventions for our most vulnerable and underserved students.

We prioritized investments into administrative FTE to help us hire and onboard new staff essential to our SIA work (e.g. mental health specialists). SIA recruiting is part of a developing recruitment strategy aimed to evaluate and revise current hiring practices. We are focusing on how our applicant screening, job posting, compensation practices, and district and building culture are racially affirming and culturally sustaining.

#### **Increased socio-emotional, mental, and behavioral health supports**

Our SIA community engagement illuminated the need to expand support for our students' mental health and wellness.

The following are selected priorities:

- PPS made substantial increases in hiring counselors, social workers, and school psychologists to support our families' mental health and wellness during CDL and LIPI.
- PPS contracted services to provide culturally responsive mental health and substance use disorder (SUD) support with a focus on ensuring accessibility.
- PPS furthered our SEL and trauma-informed care initiative. We improved coaching and partnerships by expanding our outreach and professional learning.
- PPS [increased community-centered outreach to our Latinx families](#) through our Family Engagement Specialist team, giving them increased access to the special education process and scaffolding opportunities for them to voice concerns.

We expanded socio-emotional, mental, and behavioral health support through our [RESJ partnerships](#) in five evidence-based areas, (a) culturally specific family engagement, (2) wrap around services, (3) leadership development, (4) extended day, and (5) positive cultural identity. Racially diverse staff at partner organizations, significantly more reflective of the student population, are the providers. This investment was moved to our general fund due to SIA reductions, but our RESJ partnerships help us build systems to support future SIA investments.

#### **Increased academic supports and targeted interventions for our most vulnerable and historically underserved students**

Using SIA funding we prioritized additional specialists at our CSI and TSI schools to provide critical supports throughout CDL. The work of our specialists at CSI and TSI schools includes small group instruction for acceleration, outreach for disengaged students, as well as supporting teachers in the ongoing planning.

#### 2. Who is contributing to the changes you are noticing over this reporting period (in whole or part, directly or indirectly, intentionally or even unexpectedly)?

The SIA investments are integrated into system-wide efforts with a broad and deep reach. While we don't have an exhaustive list of all those contributing to the changes, the following provides a representation of those engaged during our planning and implementation:

- **The Superintendent Leadership Team** was engaged in ongoing reviews, decision making, and evaluation of resource allocation in alignment with the district’s strategic planning process.
- **Human Resource Staff** have been developing an applicant screening process to ensure we have healthy and diverse pools of candidates and screening processes that reflect our RESJ lens. This screening process has included engagement with and feedback from hiring managers and other staff outside of HR.
- **Administrators from Community-based Education Agencies (CBOs) and Multiple Pathways to Graduation (MPG)** met with school partners twice monthly to address distance learning and create a collaborative environment for future planning. MPG leadership continues to support planning for the alternative education system including student needs and academic engagement.
- **Many others** have contributed to the goal of expanding social-emotional support options, especially for Black and Native students across the district, including:
  - New FTE for social workers, counselors, and qualified mental-health professionals (QMHP);
  - Contracted culturally specific providers, including one with a focus on Native youth and another with a focus on Black youth; and
  - Wellness groups in partnership with Desiree/Coalition of Black Men/Brown Girl Rise, and extra hours for PPS staff focusing on Black and Native district-wide wellness groups.
- **Our building leaders, central office administrators, and MTSS staff** have been actively building foundational capacity and momentum towards strategic planning for systemwide social and emotional learning and development supports.
- **The PPS School Board and Superintendent** have provided the time and space for these trainings and continue to communicate the importance of SEL in our classrooms.

### 3. What’s the significance of the changes you are noticing?

District leaders and staff are working in partnership with our RESJ partners, principals, and educators to co-construct evidence of the change resulting from the SIA investment priorities described above. We are strengthening relational trust across these stakeholder groups, building a shared understanding of the potential and value of these investments for our racially/ ethnically and linguistically diverse students and families. It is through these growing collaborations that we are beginning to see evidence in our progress markers. Specifically, we are seeing progress in expanding and improving our systems of support in these areas:

- We see evidence of employees developing and sustaining more intentionality around hiring practices that will increase the racial/ ethnic and linguistic diversity of our applicant pools, as well as establish racially affirming and culturally sustaining conditions for our diverse workforce.
- We see evidence of district staff and leadership establishing a district-wide SEL implementation plan to provide more equitable outcomes for our students. Specifically, our SEL implementation plan reflects the PPS Vision to focus on students and reduce the harm that our Black, Indigenous, and Latinx students experience when SEL and/or trauma-informed care is used to "fix" students and their experiences in schools. Specific progress through SIA has been made in the following areas:
  - Continued MTSS implementation and coaching to schools, including school climate, PLCs, and effective classroom practices using the RESJ lens.
  - Restorative Justice specialists supporting schools with community circles, culturally responsive classrooms, and restorative practices. SEL is instrumental in the foundation work for these teams.

While we are making progress on expanding and improving our systems of support, measuring the progress in key areas during CDL has been difficult. The social, emotional, and mental health data (e.g., suicide screenings, referrals to mental health partners, threat assessment) only provide a partial picture of the impact on our students’ mental health. Due to lack of access and organic opportunities for connection that have resulted from distance learning, all of the key indicators are significantly below what we typically see at this time of year. That said, we are working in concert with our community partners and community engagement experts at the district to facilitate racially and culturally affirming focus groups across our diverse languages to capture the experiences of our families and the impact of the pandemic.

These data, as well as other partnered surveys, tell us that our students continue to struggle with anxiety and depression in distance learning. While we have enhanced the personnel and programming available, specifically to Black, Indigenous, and Latinx students, the significance of that impact is yet to be fully captured. We will continue to monitor this as students slowly return to on-site instruction.

We will have emerging data this spring from both qualitative and quantitative sources. We are partnering with our RESJ partners to collect a tapestry of stories from our students about their experiences in school and learning this year. These qualitative data will be woven together with the other district collected data we will have, as well (e.g. graduation rates, postsecondary predictors). We are also continuing the administration of our Successful School Survey this winter, which includes measures of school climate, culture, sense of belonging, relationships with peers, teachers, and families from students, families, staff, and school-based leaders. These data will provide us with critical information about the impact of our SIA investments, as well as additional summaries of our student and family experiences in comprehensive distance learning.

#### **4. What lessons have you learned and/or any success stories (celebrations) have you had so far that are important to share with other educators across the state, for legislators to know, or for ODE to understand?**

The PPS Vision, PPS Strategic Plan, and RESJ Lens together have provided a strong foundation from which to make difficult decisions in the complex and rapidly evolving COVID-19 environment. The system shifts, strategies, and racial-equity decision-making tool were our anchors in the initial SIA planning process, grounding us in our approach to navigate changes and target resources that addressed immediate challenges while continuing to build and improve enduring district-wide systems and collective efficacy.

Other successes and key learnings include:

- The increase of culturally diverse and responsive student supports in the form of counselors, social workers, Qualified Mental Health Providers, and mental health partnerships to BIPOC students in our district.
- The value of collaboration between our department leaders and Human Resources during the hiring process to fill critical positions, prioritizing the recruitment and hiring of candidates of color, and engaged in a placement process that was based on matching candidate strengths to the specific needs of school communities.
- Providing coaching support and leadership for our comprehensive School Social Worker Program. We have provided sustained professional development, technical assistance, and monthly cohort meetings for counselors, social workers, and school psychologists/QMHP's.
- Through our CASEL partnership, we have improved our capacity and focus on building common definitions, working knowledge, and practices for SEL.

# Educational System Shifts

The Educational System Shifts are changes in the organization's priorities and operations. They will help create the conditions that support and encourage adults to model the Educator Essentials and the students to achieve the Graduate Portrait.

## A Connected and Transformative School District



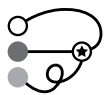
PPS is an equitable school district that is student-focused, responsive to student needs, and proactive about continuous improvement. It has a clearly articulated vision, with corresponding strategic plans that renew every few years. Staff are empowered to fulfill the school district's mission with responsiveness,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

## Mindful Inclusive Practices that Support the Continuum of Students with Disabilities



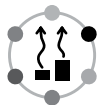
PPS' culture and practice of inclusivity ensures that students with disabilities and the educators who support them get what they need to achieve the Graduate Portrait and Educator Essentials. Inclusivity is everyone's responsibility, and families and school district staff work together to learn, advocate for, and support students with cognitive and physical challenges.

## Redefining Time and Place for Personalized Learning



Learning is the constant, and time and place are the variables. This opens up a world of possibilities as assumptions about what makes up the school day are challenged. More flexible learning experiences give students more options to meet the Graduate Portrait requirements and greater agency as learners.

## 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.

## Cultivating System-Wide Learning and a Diverse Workforce



PPS maintains a high-quality workforce that reflects the diversity of the broader community and inspires a culture of learning, growth, and development. Culturally affirming

language is used throughout the district. Professional development is thoughtfully developed, accessible system-wide and differentiated, and learning opportunities for every adult in the system can demonstrate a clear through-line to student success.

## Schools as Community Hubs



Schools integrate support services for families that are intuitive, easy to navigate, and driven by community need. These services are also used to help students at critical transitions, creating a foundation that allows students to engage fully in their education. Learning draws upon families' cultural assets to build school community and help students achieve their highest academic potential.

## Transformative Curriculum and Pedagogy



PPS' pedagogy and standards-based 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.

## Supports for Global Stewards and Ambassadors



PPS helps graduates become global stewards and ambassadors by ensuring a diverse body of educators who reflect student-demographics, appreciate cultural and linguistic diversity, and model global appreciation and awareness. They teach world history from multiple perspectives, are fluent in more than one language, are knowledgeable about climate justice, and are responsible stewards of the environment.

## 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.

## Flexible, Future-Focused Environments



Plans and decisions about physical environments are informed by two key perspectives: equity and a focus on the future. Together, these perspectives promote the development of healthy, flexible, inclusive places of learning. A strategic system of maintenance and modernization has replaced a "wait-for-the-bond" mindset. Flexible spaces can change to match best educational practices.

## Equity-Centered Inclusive Learning for Students and Adults



The idea of a growth mindset—that a person's knowledge and talents are not fixed, but can be continually developed, has taken root in PPS. Students and Educators get the support they need to help ensure student success and Adults are held accountable for that success.

