

## Integrated Application Template (Optional)

This Integrated Application Template aims to help applicants organize their application content prior to submitting their complete and final application via Smartsheet between **March 1 – March 31, 2023**. Please note this template **will not** be submitted to the Oregon Department of Education; rather it is provided as a way for applicants to compile the necessary information and complete the Smartsheet submission in one sitting, by simply copying and pasting.

### Needs Assessment Summary

Please offer a description of the comprehensive needs assessment process you engaged in and the high-level results of that needs assessment. Include a description of the data sources you used and how that data informs equity-based decision making, including strategic planning and resource allocation. **(500 words or less)**

*Our process is deeply rooted in conversation at the board, cabinet, administration, union, student, and community levels. Through a series of formal and informal opportunities we have worked as an executive team to define our priorities and develop a pathway to address them. With an eye to state assessment results, participation in higher-level high school course work, discipline data, hiring and retention data, and student and community engagement and satisfaction surveys, we located the places we wanted to devote our efforts. This work was started in past years through various components of the Integrated Process, therefore, part of our current task is determining what we want to continue, refine, abandon, and add. All said, our primary focuses encompass equity, in access, in hiring, in achievement, and in discipline practices, so the qualitative and quantitative data we gather from our own internal sources and our District Equity Team has driven and will continue to drive our path forward.*

### Plan Summary

Your plan summary will help reviewers get quick context for your plan and the work ahead. In the coming months, you may also use this process to quickly explain to the community, local legislators, media, and other partners how you are braiding and blending these investments. Please share the exact needs or issues the investments will address as outlined in your four-year plan and as it relates to the purposes stated in law for all applicable programs, and what processes you'll put in place to monitor progress toward addressing those needs. **(500 words or less)**

*Parkrose School District has a four year plan to meet students' health needs and increase academic achievement for students, reducing academic disparities. This will be done through elevating student voice, diversifying staff through teacher pathway programs, offering equity and inclusion coaching, providing opportunities for students, parents, and community members in and out of the classroom, and offering training / focus groups/ collaboration on understanding the dominant patterns in our systems.*

*Investments will support a comprehensive school health system that offers equity focused services to promote a positive school climate. This system will include community partnerships that supply services for students, families, educators, and the Parkrose community.*

*Investments will support the voice of students who are essential to ensuring the system is responsive to need and accessible by all. Parkrose students play a critical role in changing our approach, strengthening programs, and increasing academic outcomes.*

*Investments will support diversified staff. Every staff will be trained in and have support to maintain effective foundational learning practices in a safe classroom environment that promotes social-emotional learning, trauma-informed practices, behavioral supports, and culturally sustaining practices.*

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*Investments will support community engagement. We continue to rely on our culturally specific partners for support in engaging our historically underserved families and students, and will continue to build these partnerships to improve our engagement structures. Our plans have been informed by the changing needs in our community that have surfaced from community meetings, surveys, and social gatherings.*

*As we plan to support student needs and gain academic success, we will continue to measure progress via formal and informal comprehensive needs assessment. These processes will include, but not be limited to, conversation at the board, cabinet, administration, union, student, and community levels; staff, student, and community satisfaction surveys; and discipline and academic data collection.*

### Equity Advanced

**(250 words or less per question)**

- What strengths do you see in your district or school in terms of equity and access?

*Our district has taken strategic action to address equity and access throughout our system. We have action plans for the following:*

*We have developed an in-house teacher pathway with our classified staff, community partners, and external applicants to support the efforts to diversify our staff and address the disparity of Educators of color to their white colleagues. Of our new hires last year, 55% were educators of color. This was an increase from 20% in the previous year. Hiring for equity includes a revised process of application review, interviewing, and overall hiring process. We also have started positional support for those who are new to positions to help support retention.*

*We rolled out affinity spaces for staff in 20-21 and they have been another key element to our strategy. Staff feedback was that race based affinity spaces were helpful to supporting our new staff of color over time. We also included specific white based affinity spaces to help further develop racial consciousness for our white staff. One of the most important outcomes is the focus on reducing disparities in school discipline for our students of color (Black, Latino, Pacific Islander).*

*We have focused our beliefs and goals on relationships and elevating student agency in our classrooms. We have identified instructional strategies that promote agency, and have modeled and provided professional learning to support our growth as educators. In addition, we have added students to our school board, integrating student based empathy interviews to determine how we can provide better access and equity in our schools.*

- What needs were identified in your district or school in terms of equity and access?
  - *Elevating student voice*
  - *Diversifying staff through teacher pathway programs from the student and employee level*
    - *provide work support to all who participate in the program*
    - *pay mentor teachers to help with learning the work*
    - *provide additional coaching to our Pathway staff throughout the school year.*
    - *access to the regional school navigation coaching through MESD*
  - *Equity and Inclusion Instructional coaching to help teachers learn the key skills needed to develop independent learners and critical thinkers*
    - *high levels of student engagement and achievement within all classrooms*
    - *elevating students' thoughts, sense of belonging and sense of potential in schools, measured by student interviews and surveys*
    - *coaches are closely involved with professional development K-12*
    - *staff have access to all coaches to support universal instruction*
  - *Providing more opportunities in and out of classes for all our students*
  - *All White bodied staff are all trained in an entry level course in racial equity and understanding the white dominant patterns in our systems.*

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- Upload the equity lens or tool you used to inform and/or clarify your plan & budget.

### Parkrose Equity Lens

- Describe how you used this tool in your planning.

*Based upon SIA, Measure 98, and High School Success, we consider the following as we are planning, developing, implementing, and evaluating programs, policies or decisions:*

- *How are people affected positively or negatively in terms of the barriers they experience?*
  - *What kind of positive or negative environment are we creating?*
  - *Does the policy, program or decision improve, worsen or make no change to existing disparities?*
  - *How will we reduce the negative impacts and address the barriers?*
- Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.

*There are many high impact strategies that will increase multiple levels of student agency and growth in our schools. We are focusing our efforts on increasing student and teacher efficacy through how we engage one another in regard to academics and in the community. We want students to have multiple ways to achieve mastery and demonstrate their understanding of their learning at school. We continue to offer professional development for our staff on Universal Design for Learning and AVID for all. Furthermore, we want students to see themselves in our schools, and feel loved and seen by others. Finally, we want students to be able to be their authentic selves where their way of being, learning, and knowing are valued in Parkrose. We will measure this through student empathy interviews, staff interviews, and student engagement in classrooms and schools.*

*We expect to measure agency, belonging, mastery, and efficacy through multiple data points, including diagnostic tests, standards based assessments, performance based assessments, and empathy interview data.*

- What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?
  - *Funding to support our staff to do the work to support all of our students*
  - *Disruptions to learning such as further pandemic issues could be a barrier, but less so than in the past*
  - *Further mobility in our community impacts sustainability for more of our marginalized families*
  - *Continued use of inequitable funding formulas and testing measures that disproportionately impact historically underserved communities*
- What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?

*Parkrose School District employs a Transition Specialist to identify Homeless students in the district and support their academic involvement and performance. This Specialist will meet with individual students in McKinney Vento Title X program to identify barriers to school attendance and performance and provide problem-solving guidance. In addition, the liaison meets regularly with school counselors and our Family Liaisons to identify and support our students and families across the district. Our attendance policy does not impact student's ability to access their education, even if they are out of school for over 10 days, for reasons outside their control.*

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*Parkrose School District also has a dedicated McKinney-Vento Liaison who serves as the primary contact between homeless families and service providers, including school staff. The Liaison coordinates efforts to ensure that homeless families have access to school and are provided equal opportunities to succeed academically and socially. In addition, our McKinney Vinto students benefit from our universal practices such as classroom meetings to increase sense of community and belonging, social-emotional learning through classroom curriculum, and anti-racist, anti-ableist, social justice frameworks. Such efforts may include, but are not limited to: assistance with academic fees, school transportation, free meals at school, school clothes and supplies, and community referrals, priority to afterschool programs.*

### **CTE Focus**

- What strengths do you see in your CTE Programs of Study in terms of equity and access?

*Our CTE programs are open to all students. We have no prerequisites to enroll in our programs. Middle school students learn about our CTE programs and how they can support their interests and academic success. Our programs have become diverse and reflect the demographics of our students. We've seen an increase in our Hispanic students participating in multiple programs of study.*

- What needs were identified in your CTE Programs of Study in terms of equity and access?

*We need to offer more programs of study. As a small district, it's challenging to provide the wide variety of programs that our neighboring districts have. Our students should have access to various programs while in high school. Our most significant need for equity and inclusion is in our Health Sciences program. We continue to see a steady decline in enrollment for our Black/African-American students in this program. This decline is also reflected in the local needs assessment.*

- What is your recruitment strategy, and how does it ensure equitable access and participation in CTE Programs of Study? How will you ensure equal access and participation in your CTE Programs of Study among focal student groups? How will you ensure there is no discrimination for focal student groups?

*Our recruitment strategies focus on our current high school and middle school students. We provide opportunities for students to participate in mini-workshops in each program of study. Our teachers are also available to meet with students and start to build relationships with them.*

### **Well-Rounded Education**

**(250 words or less per question)**

- Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).

*All school staff will be implementing strategies and culturally relevant curriculum to support diverse learners through culturally-responsive practices, e.g. WICOR strategies, including language scaffolding, Universal Design for Learning as evidenced by classroom walkthrough and school climate surveys. In addition, elementary school and our middle school in Parkrose uses daily community meetings to build connections, teach and practice social emotional skills and solve classroom problems as they come up with a restorative lens. At the high school, time is still a barrier, but for now, the high school uses alternative daily schedules to teach and support racial and social justice topics. We are working on implementing gender justice at all levels. Every student deserves an educational environment that is safe and free from discrimination and harassment as well as one that ensures every student has equitable access to educational programs and activities.*

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*Targeted caseload reduction and support will provide additional support for students with disabilities in the core classroom and result in increases in academic achievement in their Individual Education Plans, local district assessments, and statewide assessments, and attendance. In addition, all staff are trained in identifying and providing accommodations for students on IEPs to ensure barriers to the learning environment and instruction are reduced and access is increased. Special education also uses state standards to write IEP goals so that it is better generalized in the general education classrooms.*

- Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?

*We have music programming pre-K-12th. We have art specialists 6th-12th. We have integrated visual arts pre-K-5th. One Right Brain Initiative School. We are partnering with Oregon Ballet Theatre workshops for all 2nd and 6th grade students.*

- How do you ensure students have access to strong library programs?

*Each of our libraries now has a full time staff to ensure the relevance of the collection and adequate time to spend and build relationships with students. Our library staff work together and meet once a month to ensure every collection is up to date and they share effective strategies for engaging students and staff in the library. In the elementary schools, every elementary class is in the library at least 40 minutes a week, many for two sessions of 30-40 minutes a week. At middle and high schools the students utilize the libraries as both classroom and drop-in resources.*

*Our district library program includes our certified high school librarian with over 16 years of experience. As a group they have done PD about collection maintenance, using our software effectively, student engagement strategies, teacher engagement strategies, and other topics. While we still have some work to do, our library system is in good shape and accessed equitably.*

- How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?

*We have an integrated lunch and recess program. Students have a choice of when to leave the cafeteria to accommodate adequate eating and movement time. We also offer a district-wide breakfast program.*

- Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.

*Our K-5 classrooms are entirely integrated so they do cross-discipline content regularly. Depending on the level, that may be more or less focused on any of the component areas. At the secondary level, those tend to be much more discipline oriented but still exist. Our science classes have engineering components as do our math. We integrate technology at both levels both with stand-alone courses and technology skills embedded into many classes.*

- Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.

*Parkrose School District has adopted a curriculum that is state-approved and aligned to the Common Core State Standards (CCSS). In addition to the scope and sequences provided within teacher additions of each curricula, the district sets aside time for professional learning teams of teachers to map their grade level and / or content area standards, creating a timeline of instructional days. Each timeline*

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*includes state standards, student-friendly learning and language objectives, and research-based pedagogical activities. PLCs share their curriculum maps with administration and refine them throughout the year as needed.*

- Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.

*Our equity and inclusion coaches as well as our administrative team have worked together to address strong, rigorous and culturally responsive instructional practices in Parkrose...*

*To better support students with disabilities, at the elementary level, teachers and special education staff collaborate and identify goals to improve instruction during Professional Learning Communities. In addition, universal supports such as multiple ways to teach and demonstrate understanding, access to technology, and flexible learning groups facilitate engaging and appropriate instruction for all of our students.*

- How will you support, coordinate, and integrate early childhood education programs?

*Parkrose School District has three early childhood education programs at building sites. These programs are taught by Parkrose School District Instructional Staff and they adhere to the district teaching and learning priorities and align with Oregon's Early Learning and Kindergarten Guidelines. Our preschools focus on using inquiry based practices to develop Habits of Mind and early academic skills within a student centered environment.*

*Each elementary school offers a "Connect to Kindergarten" event in the spring to connect incoming families with their local schools. Families are invited to their home school site and have the opportunity to ask questions, talk with teachers, tour the school, and share information about their children. Children have the opportunity to engage in playful environments with the current kindergarten teachers and experience each classroom. The preschool teachers at each site work closely with kindergarten teachers to make this transition easier. This includes collaborating around the intake process and class placement, and participating in all transitional meetings for students with Individualized Family Service Plans from out-site based preschools and from preschools with other community agencies. After this process, classes are organized, and families and students are invited in again for an open house with their assigned teacher for the year.*

*Our community partners offer a summer Early Kindergarten Transition program at each of our elementary schools. This two week program allows incoming kindergarten students to get a jumpstart on learning routines, self-regulation, and academic skills that allow them to feel more comfortable when the first day of kindergarten arrives.*

*Each elementary school has employed a bi-lingual Family Liaison who assists families in the registration process, parent communication, and the transition to elementary school. Our community partner, Latino Network, also offers their Juntos Aprendemos program at one elementary site. Children gain school experience within a culturally responsive community that also focuses on building agency within families.*

- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education?

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*Parkrose School District practices AVID district-wide, focusing on closing the achievement gap by preparing all students for college readiness and success in a global society. Building environments reflect the district focus on postsecondary education. At the middle level, this begins with an introduction to higher education and employers through research, school visits, guest speakers, and field trips. Parkrose High School hosts a Future Day, in which students are given tools and experiences to help them navigate their futures. Ninth grade students took a field trip to a local college, tenth graders experienced a reality fair to include career exploration, and eleventh grade students attended a college fair. Finally, Parkrose twelfth grader students worked on college applications, FAFSA applications and learned about instant admissions. In addition to district-wide AVID, AVID teachers and career counselors consistently support the transition to postsecondary education.*

*The District offers a differentiated community-based transition program for Special Education students who may need additional support in navigating postsecondary education or the workforce. Students who graduated on a modified diploma, extended diploma, or certificate are eligible for the program through age 21. Within the Life Education for Adults in Parkrose (LEAP) program, students are assisted in the transition to adult life through community-based experiential learning. The end goal for students is to learn skills allowing them to live independently and, ultimately, find employment or enter the Think College program at participating schools.*

- How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?

*Parkrose has adopted the AVID Instructional Framework district-wide to provide opportunities for all students to think and question at high levels. The Framework supports historically underserved students in an Pre-AVID or AVID elective class through offering academic support and teaching success strategies. In addition, all students, including historically underserved students, participate in Tier II and Tier III math or reading interventions as necessary.*

*For Parkrose Students that are dually identified in both Special Education and as an English Learner, we support academic needs through a co-teaching model. This allows students access to both specialists when grappling with challenging academic work and expedites learning.*

*Parkrose Students who are exceeding state standards are provided classroom-based opportunities for advanced learning. To ensure we target all students, including historically underserved students, teachers offer tiered assignments that are representative of all populations. Instructional staff selects material that is highly engaging and relatable.*

- What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?

*Once a student is identified, a TAG Education Plan is developed with input from the parent, the teacher, the TAG Coordinator at the school, and the student. This plan addresses the individual student's rate and level of learning. Services for students identified as talented and gifted will vary depending on the learning needs of the individual student. Multiple strategies will be used to tailor learning experiences for each TAG learner with differentiated instruction being the primary model used. Within the differentiated instruction model, strategies such as tiered assignments, curriculum compacting, learning contracts and independent projects will be used. In addition, flexible grouping, acceleration, enrichment activities, interdisciplinary curriculum and research projects may be used.*

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### **CTE Focus**

- How do you provide career exploration opportunities, including career information and employment opportunities, and career guidance and academic counseling before and during CTE Program of Study enrollment?

*Our counselors meet with students one-on-one and provide class visits to support the recruitment into our CTE programs. Students receive individualized guidance and career information that supports their enrollment decision. We educate our counselors on personal and institutional bias and ensure they understand the barriers for students seeking nontraditional careers.*

- How will students from focal groups and their families learn about CTE course offerings and Programs of Study that are available?

*Students and families learn about our programs of study from our course guide, website, and recruitment videos. Our program leaders create recruitment videos to share with students and families each spring. The videos share testimonies from other students and give an overview of what students will learn in the program.*

- How are you providing equitable work-based learning experiences for students?

*All students have access to our site-based and off-site work-based learning opportunities. We built the work-based learning experiences into the class as assignments and activities.*

- Describe how students' academic and technical skills will be improved through integrated, coherent, rigorous, challenging, and relevant learning in subjects that constitute a well-rounded education, including opportunities to earn postsecondary credit while in high school.
- What activities will you offer to students that will lead to self-sufficiency in identified careers?

*Establish mentoring programs for students in programs that connect them with those working in the field. Work with clubs that increase student engagement or interaction with professional organizations, peer counseling, and groups that involve like-minded peers in programs.*

- How will you prepare CTE participants for non-traditional fields?

*We provide workshops, career fairs, career panels, and other events highlighting nontraditional occupations. Discuss the potential earnings of nontraditional careers to students and parents. Eliminate misconceptions about CTE programs and nontraditional careers. Provide services and recruitment campaigns that draw students to nontraditional programs but do not take actions that single them out; remember, the goal is to establish gender equity as a norm without increasing a student's sense of isolation.*

- Describe any new CTE Programs of Study to be developed.

*Our goal is to develop a new CTE program in construction. We currently offer an elective construction course at the high school. There is a waiting list for students to take the course. This year we expanded the course and added another block to allow more students access. The expansion of this program will be determined by funding and infrastructure.*

### **Engaged Community**

***(250 words or less per question)***



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- If the goal is meaningful, authentic, and ongoing community engagement, where are you in that process? What barriers, if any, were experienced and how might you anticipate and resolve those issues in future engagement efforts?

*We center community engagement and student input when looking at equity and student outcomes. We use a combination of listening sessions, student, staff and community surveys, and meetings with various grade levels and student groups. We are currently holding listening sessions in February, as well as visiting all schools to get student input on what is meaningful and most important in their educational experience. Barriers to community engagement include time and capacity, and we are thinking about folding in community input into all of our school events. For example, we are having an English Learner evening event in mid February, and plan to have time during the evening for staff to connect with our families and students.*

- What relationships and/or partnerships will you cultivate to improve future engagement?

*We are fortunate to have outstanding partnerships with IRCO, Elevate Oregon, SEI, Mult Co SUN schools, Latino Network, Portland Parks and Rec, Oregon Food Bank, Mult Co Student Health Center, DHS Self Sufficiency, and Trillium Family services as well as local businesses to name a few. We meet with them on a regular basis, and many attend our equity team meetings that occur monthly. We would also like to reach out to our local universities to help gather and analyze data from our outreach efforts.*

- What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?

*Resources that could help enhance our engagement efforts would be data support, including collection, compilation and analysis. In addition, it would be helpful to hear what other districts are doing to engage their communities across the state.*

- How do you ensure community members and partners experience a safe and welcoming educational environment?

*Every school within our district employs Caring School Teams at the elementary level and PBIS at the middle and high schools, along with and restorative practices within their Tier I behavior systems. School sites have teams that regularly review behavior data to monitor the effectiveness of these systems and respond based on this data. At the secondary level, students are involved in the running of these P.B.I.S. systems. Our schools each hold multiple school based events each year that invite families to be part of their students' learning.*

*Every school has an active parent group that partners with schools to create family engagement events. In addition, the district regularly holds culturally specific engagement opportunities to seek input from the community on how our school system is supporting our students, and acts in response to this feedback. Based on last year's family input, the district has hired bi-lingual family engagement liaisons for each of our elementary schools as partners in the engagement of our Latinx families. We have also increased our communication methods with families to include a text-based system that allows for translation capacities with direct communication capabilities with classroom teachers. We partner with culturally specific community organizations as well to build opportunities for families and students to be involved after school hours.*

*At the district level we have a Climate and Culture committee consisting of counselors and psychologists. Led by our Director of Student Services, this team looks at social emotional supports and behavioral supports within our schools to support all students. Finally, staff receive continuous training on trauma*

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*informed practices, culturally responsive teaching practices, and restorative justice to ensure that students feel safe and cared for when they enter our buildings.*

- If you sponsor a public charter school, describe their participation in the planning and development of your plan.

N/A

- Who was engaged in any aspect of your planning processes under this guidance?  
(Check all that apply)

- Students of color
- Students with disabilities
- Students who are emerging bilinguals
- Students who identify as LGBTQ2SIA+
- Students navigating poverty, homelessness, and foster care
- Families of students of color
- Families of students with disabilities
- Families of students who are emerging bilinguals
- Families of students who identify as LGBTQ2SIA+
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff (administrators, teachers, counselors, etc.)
- Classified staff (paraprofessionals, bus drivers, office support, etc.)
- Community Based Organizations (non-profit organizations, civil rights organizations, community service groups, culturally specific organizations, etc.)
- Tribal members (adults and youth)
- School volunteers (school board members, budget committee members, PTA/PTO members, booster club members, parent advisory group members, classroom volunteers, etc.)
- Business community
- Regional Educator Networks (RENs)
- Local Community College Deans and Instructors; Local university deans and instructors
- Migrant Education and McKinney-Vento Coordinators
- Local Workforce Development and / or Chambers of Commerce
- CTE Regional Coordinators
- Regional STEM / Early learning Hubs
- Vocational Rehabilitation and pre-Employment Service Staff
- Justice Involved Youth
- Community leaders
- Other \_\_\_\_\_

- How were they engaged?  
(Check all that apply)

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting
- Email messages
- Newsletters
- Social media
- School board meeting

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- X Partnering with unions
- X Partnering with community-based partners
- Partnering with faith-based organizations
- X Partnering with business
- Other \_\_\_\_\_

### **Evidence of Engagement**

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

[Equity / School Improvement Presentation](#)

[Board Agenda: Board Retreat](#)

[Elevate Oregon Community Partner Agenda](#)

[Student Empathy Interview](#)

[Staff Listening Session](#)

- Why did you select these particular artifacts to upload with your application? How do they show evidence of engaging focal student populations, their families, and the community?

*The particular artifacts were selected as appendices to our application because they encompass our primary equity focus, in access, in hiring, in achievement, and in discipline practices, demonstrating our engagement with student populations, their families, and the community at large.*

- Describe at least two strategies you executed to engage each of the focal student groups and their families present within your district and community. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

*We engaged student groups and families through empathy interviews and social events. We completed empathy interviews with all Parkrose elementary school students to determine actions and ideas to promote and support elevating student voice and agency. This strategy is classified as Consult on the Community Engagement spectrum.*

*In partnership with several community organizations, we completed an EL Resource Night for all Parkrose English Language Learner families, offering resources to support and navigate a white / English dominant city. It also fostered networking among like-language groups. This strategy is classified as Inform on the Community Engagement spectrum.*

- Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.

*We engaged staff through listening sessions and affinity spaces. We completed listening sessions with all Parkrose staff to determine actions and ideas to promote and support elevating staff voice and agency. This strategy is classified as Consult on the Community Engagement spectrum.*

*All staff participate in affinity spaces. We rolled out affinity spaces for staff in 20-21 as a key element to focus on reducing disparities in school discipline for our students of color (Black, Latino, Pacific Islander). This strategy is classified as Involve on the Community Engagement spectrum.*

- Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning?

*Based upon engagement with staff, student populations, families, and the community, our district has taken strategic action to address equity and access throughout our system. We have developed an*

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*in-house teacher pathway with our classified staff, community partners, and external applicants to support the efforts to diversify our staff and address the disparity of Educators of color to their white colleagues. We rolled out affinity spaces for staff in 20-21 and they have been another key element to our strategy. We have focused our beliefs and goals on relationships and elevating student agency in our classrooms. In addition, we have invited students and their parents to our school board meetings to determine how we can provide better access and equity in our schools.*

### **CTE Focus**

- How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?

*Establishing short-term interactions with employers, such as guest speakers, site visits, and job shadowing, can introduce middle school students to various careers and workplace demands in a low-stakes way, setting the stage for more demanding activities like internships and apprenticeships. In addition, multiple, shorter experiences can show students that all careers have value while being easier for administrators, teachers, and business representatives to coordinate.*

### **Affirmation of Tribal Consultation**

- If you are a district that receives greater than \$40k in Title VI funding or have 50% or more American Indian/Alaska Native Students, you are required to consult with your local tribal government. As evidence of your consultation, you will be asked to upload documentation of your meeting(s) containing signatures from tribal government representatives as well as School District representatives. As this consultation includes all aspects of the Integrated Plan you will be asked to upload the "Affirmation for Tribal Consultation" within this application.

*NAYA Contact: Richard Cervantes-Carillo*

## **Strengthened Systems and Capacity**

**(250 words or less per question)**

- How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?

*Our district is creating a plan to support and develop teacher leaders into school leaders. We provide practicum experiences to our administrative interns in the district and prioritize providing them with experiences. We are making efforts to provide direct support of school leaders to ensure there is an onboarding process that helps support their ongoing development. In addition, we provide monthly one on one meetings to check in and support problems of practice and a monthly meeting together that is focused on common professional learning for the group.*

- What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?

*Our district employs a layered staff hiring process that includes performance tasks designed to highlight efficacy. We intentionally seek applicants with prior experience in diverse settings, and have placed a priority on increasing diversity within our teaching staff itself to better align with our student population. New teachers start the year with professional development around culturally responsive practices and equity, and have access to a district mentor and coach as well. We do not assign teachers to out-of-field positions.*

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*Schools review disaggregated achievement and behavior data within a continuous P.L.C. model to determine the effectiveness of instruction at both the elementary and secondary levels. Professional development and coaching opportunities are informed by this data.*

- How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?

*All certified and classified teaching staff within our elementary and secondary schools receive ongoing professional development monthly around culturally responsive practices. Within these sessions, staff examine the socio-political context that lead to racialization, cultural archetypes, brain research, and equity based practices. Additional trainings in Restorative Justice and Trauma Informed Practices are also offered throughout the year to build capacity within staff that can then bring these practices to their building level sites and embed them within their P.B.I.S. systems.*

*At a school level, disaggregated discipline data is analyzed monthly by P.B.I.S. teams to determine if we are reducing our disparities in discipline, including exclusionary discipline. The same is done by our District P.B.I.S. team that includes counselors and administrators from schools across the district. Parkrose also employs limited suspension to protect student access to school based instruction.*

- How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?

*Our monthly professional development of administrators focuses on the common district tasks that are aligned to our strategic plan. This is also a time that focuses on leadership development to help with observations, feedback, evaluation and instructional leadership. We also provide specific professional development funds for our leaders to access coursework and workshops on evidence based practices.*

- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

*District administrators offer consistent instructional feedback to teachers after informal mini observations and formal observations. Feedback is correlated with Parkrose School District initiatives and provided both electronically and in person. Administrators problem-solve with instructional staff to improve areas of challenge and offer instructional coaching support as needed.*

*Parkrose employs district and building level coaches in the areas of Math, Science, AVID, English Language Development / Sheltered Instruction, Special Education, and New Teacher. The Instructional Coaches work as a network to align efforts with district priorities. Using one-on-one formal coaching cycles, Instructional Coaches guide staff toward improvement of teaching and learning. Instructional Coaches also deliver professional development aligned with district initiatives to PLCs and building sites. Feedback on coaches in cycles and professional development is collected for refinement.*

*Parkrose School District has an open door policy. Instructional leaders welcome peers into their classroom for model lessons. Staff often coaches one another on implementation of initiatives informally, through the PLC process, or in building specific sessions.*

## Integrated Application Template (Optional)

- What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

*Parkrose School District has implemented the Instruction Curriculum Environment Learner (ICEL) framework used by specialist and instructional staff to make decisions about supports needed for individual students within all tiers of instruction. The district has implemented state-approved, targeted academic interventions to support the needs of students who are not yet meeting or exceeding the Common Core State Standards.*

*Each elementary building has a certified Title I Teacher who promotes consistent academic support through our Response to Intervention model. The Title teacher will train educational assistants and classroom staff in Tier II & III reading and math intervention programs. These teachers will also oversee and monitor benchmark and progress monitoring assessment data and prescribed appropriate targeted supplemental instruction to individual students.*

*At the secondary level, students are placed in intervention classes based upon individual need. Building specialists work with selected students to provide Tier III intervention. These classes monitor data and provide targeted instruction through the Response to Intervention model in Reading, Math, Special Education, and English Language Development.*

*Parkrose School District recognizes high-ability students who are exceeding state standards by providing classroom-based opportunities for advanced learning, with differentiated instruction being the primary model used. Within the differentiated instruction model, a teacher may tier assignments, compact curriculum, and develop learning contracts and independent projects. In addition, flexible grouping, acceleration, enrichment activities, interdisciplinary curriculum and research projects may be used.*

- How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

*Parkrose School District has two early childhood education programs at building sites. These programs are taught by Parkrose School District Instructional Staff and they adhere to the district teaching and learning priorities and align with Oregon's Early Learning and Kindergarten Guidelines. Our preschools focus on using inquiry based practices to develop Habits of Mind and early academic skills within a student centered environment.*

*Each elementary school offers a "Connect to Kindergarten" event in the spring to connect incoming families with their local schools. Families are invited to their home school site and have the opportunity to ask questions, talk with teachers, tour the school, and share information about their children. Children have the opportunity to engage in playful environments with the current kindergarten teachers and experience each classroom. The preschool teachers at each site work closely with kindergarten teachers to make this transition easier. This includes collaborating around the intake process and class placement, and participating in all transitional meetings for students with Individualized Family Service Plans from out-site based preschools and from preschools with other community agencies. After this process, classes are organized, and families and students are invited in again for an open house with their assigned teacher for the year.*

## Integrated Application Template (Optional)

*Our community partners offer a summer Early Kindergarten Transition program at each of our elementary schools. This two week program allows incoming kindergarten students to get a jumpstart on learning routines, self-regulation, and academic skills that allow them to feel more comfortable when the first day of kindergarten arrives.*

*Each elementary school has employed a bi-lingual Family Liaison who assists families in the registration process, parent communication, and the transition to elementary school. Our community partner, Latino Network, also offers their Juntos Aprendemos program at one elementary site. Children gain school experience within a culturally responsive community that also focuses on building agency within families.*

*Parkrose School District practices AVID district-wide, focusing on closing the achievement gap by preparing all students for college readiness and success in a global society. Building environments reflect the district focus on postsecondary education. At the middle level, this begins with an introduction to higher education and employers through research, school visits, guest speakers, and field trips. Parkrose High School hosts a Future Day, in which students are given tools and experiences to help them navigate their futures. Ninth grade students took a field trip to a local college, tenth graders experienced a reality fair to include career exploration, and eleventh grade students attended a college fair. Finally, Parkrose twelfth grader students worked on college applications, FAFSA applications and learned about instant admissions. In addition to district-wide AVID, AVID teachers and career counselors consistently support the transition to postsecondary education.*

*The District offers a differentiated community-based transition program for Special Education students who may need additional support in navigating postsecondary education or the workforce. Students who graduated on a modified diploma, extended diploma, or certificate are eligible for the program through age 21. Within the Life Education for Adults in Parkrose (LEAP) program, students are assisted in the transition to adult life through community-based experiential learning. The end goal for students is to learn skills allowing them to live independently and, ultimately, find employment or enter the Think College program at participating schools.*

### Attachments Completing Your Submission

- [Integrated Planning & Budget Template](#)
  - The plan must cover four years, with a two-year budget, and include outcomes, strategies, and activities you believe will cause changes to occur and meet the primary purposes of the programs included in this integrated plan: HSS, SIA, EDM, CIP, EIIS, CTE / Perkins. It should also reflect the choices you made after pulling all the input and planning pieces together for consideration. This plan serves as an essential snapshot of your expected use of grant funds associated with the aforementioned programs.
- Equity Lens Utilized
- Community Engagement Artifacts
- DRAFT Longitudinal Performance Growth Targets (and any *optional* metrics)
- Affirmation of Tribal Consultation

### Assurances

The applicant provides assurance that they will comply with all applicable state and federal civil rights laws, to the effect that no person shall be excluded from participation in, be denied benefits of, or otherwise be subject to discrimination under any program or activity on the basis of race, color, national origin, sex, sexual orientation, marital status, gender identity, religion, age, or disability.

## Integrated Application Template (Optional)



### **After Application Submission**

Applicants will receive a notification from ODE to acknowledge receipt of the application. The notification will include contact information for an ODE Application Manager, a single point of contact as you move from submission to review, and into co-development of Longitudinal Performance Growth Targets and finally, to executing a Grant Agreement.