Equity and School Improvement

Parkrose Team

Meeting 3: December 5th, 2019

Group Commitments

- Be aware of your position of power and privilege in the room, pay attention to how you listen, or disengage

- Speak your truth (clear is kind)

- Stay engaged

- Expect to feel discomfort

- Expect and accept a lack of closure

Today's Goals

Update team on stakeholder feedback sessions

Begin to identify general trends based on current feedback and list evidence based actions to address the trend

Key Questions

- What are the ways in which the master schedule dictates our outcomes?
- Where is the data to show by race who is receiving what as we make the decisions about what to add/change/delete?
- Who receives AP classes currently, sped classes, AVID classes, choir, band, etc.
- What is our makeup now, and how do we make it more equitable for access and opportunity for the students we say we are trying to impact?
- Are we really checking our systems?
- IF so, how often and with what district designed equity aligned protocol?

How will this translate in Parkrose?

- Between 2 and 2.6 million in Student Investment Account dollars
- Approx. 1.4-1.8 million in Measure 98-HS Success Funds
- Unknown for Preschool money

Board Goals

- *The Parkrose School District will develop an equity-focused 5-year strategic plan* based on input from students, staff, families, culturally specific partners, and the community. The initial draft of the plan will be completed by April 2020.

- *The Parkrose School District will develop and execute a community engagement plan* to gather input on academic and experiential opportunities for Parkrose students to consider for our 5-year strategic plan.

Engagement Planning

- Update on engagement events
- Upcoming:
    - Black/African American Night is Thursday, Dec. 19th at 5 pm at Parkrose Middle School
    - Another Latinx night on Thurs., Jan. 30th at 6 pm Parkrose High School Library

- What's been done so far?

Using our Equity Lens

- How are people affected positively or negatively in terms of barriers they experience?
- What kind of positive or negative environment are we creating?
- How is the power of decision making shared with those affected?
- Does the policy, program or decision improve, worsen or make no change to existing disparities?
- How will you reduce the negative impacts and address the barriers?

Developing Priorities

- Consider the trends
- Think and discuss evidence based strategies that address the trend.
- Use the lens to check your assumptions
- Summarize as a group

Student Success Act– Our Charge

Student Success Act Requires School Districts to Engage Stakeholders in Five Priority Areas:

- Meet students mental and behavioral health needs
- Increase academic achievement and reduce academic disparities
- Access to academic courses
- Allowing time for teachers to collaborate;use data to support students
- Establishing strong partnerships for student achievement

Community Survey

- [Survey results- English](#)
- [Survey results- Spanish](#)
- [Survey results- Russian](#)
- [Survey results- Vietnamese](#)

Protocol for teams

- Teams of 4- Each assigned to an area of analysis
- Each individual identifies trends and captures in their own notes (USE this form)
- Team then discusses evidence based actions to consider
- Group summary