This Student Investment Account Grant Application Template aims to help districts organize their application content prior to submitting their complete and final application in the Google Form. Please note that 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 Google Form in one sitting, by simply copying and pasting.

A special acknowledgement to Clackamas Education Service District for creating the initial version of this form and sharing it for modification and use as a statewide tool.

Part One: General Information (Application)	
School Year	2020-2021
District	Parkrose
Webpage (*Where SIA Plan will be Posted*)	https://www.parkrose.k12.or.us/
Contact Person	Name: Christine Blouke Email: christine_blouke@parkrose.k12.or.us Phone: 503-408-2100

Part Two: Narrative (Application)

Plan Summary (3-6 paragraphs):
A brief description of your district and the exact issues SIA funding will address as outlined in your three-year plan. Be sure to share how it relates to the two purposes stated in the law; meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement for historically underserved students. Please include:

- A brief description of your school district eligible charter school (enrollment, demographics, strengths, challenges, etc.).
- The exact need(s) or issue(s) SIA funding will address as outlined in your three-year plan and as it relates to the two purposes stated in the law (meeting students' mental and behavioral health needs and reducing disparities and increasing academic achievement).

Parkrose School District has 6 schools and ~3200 students. We are one of the most diverse districts in the state with students representing XX countries of origin and XX home languages. While we have made great strides with our student group achievement -- this year for the first time ever, our black students out-performed our overall group in 4 yr graduation -- we have much work to do in the areas of discipline disparities and helping to counteract student trauma and help support our students' mental and emotional health.

The bulk of our SIA funding will be used to add coaching positions at the elementary and middle level with a focus on developing classroom teacher skills in the areas of social and emotional development, and adding PE positions at the elementary level to contribute to the improvement of our students' physical and emotional health. We believe that by expanding our existing Restorative Justice program, PBIS, and re-introducing Playworks to our system, we can provide students with healthy, positive guidance and mental health support.

Additionally we will be creating a position that works half with 8th graders and half with 9th graders to help our students bridge the middle to high school transition. This position will be especially helpful to our marginalized students as it will provide undergirding for 9th Grade on Track.

The last area that was brought forward by our student and parent surveys was increased access to electives so we will be using some of our funding to hire an art teacher for the middle school and provide some middle school athletics. Our middle school students deserve access to the arts and sports to help them become healthy, well rounded individuals.

Part Three: Community Engagement and Input (Application)

Describe your approach to community engagement, including:
- **Who you engaged**
- **Frequency / occurrence**
- **How you ensured engagement of staff and each of the focal student groups and their families**
- **Key information you collected**

(250 words or less)

Parkrose employs a multi-tiered approach to community engagement to gain an understanding of what stakeholders value about Parkrose schools, what barriers exist, and to gather ideas from those at the heart of our system. Because we know every member of our community interacts differently within schools, we feel it is important to provide different platforms so stakeholders can choose how to offer feedback. For our SIA engagement, we provided X engagement opportunities for families, students, and staff. Initially we sent out an electronic survey in multiple languages to families and staff, and made the survey available online for all community members. In addition to sessions with the superintendent and meetings with school site parent groups and staff, we focused our efforts on engaging the voices of our communities that are least often heard. In collaboration with community partners, we facilitated multiple culturally specific events, and sessions for newcomer families and for families of students with disabilities. Our students provided direct input as well via a survey, and the superintendent met with focal student groups, including our student leadership. Our District Equity Team met monthly to prioritize needs based on responses, with a focus on feedback from our families and students of color. We learned that our stakeholders value creating inclusive environments through S.E.L., expanding opportunities in arts, P.E. and career education, and providing more culturally relevant curriculum. Trends from stakeholders align

with our district's commitment to closing the opportunity gap for our historically underserved students.

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? (500 words or less)

Parkrose prioritizes authentic community engagement opportunities in our district, particularly for families from historically underserved groups. The engagement opportunities connected to the S.I.A. provided a further opportunity for us to intentionally strengthen our efforts and our partnerships that connect us more deeply to our diverse school community.

Our community partners have been invaluable in engaging our families and students. These include Latino Network, Elevate Oregon, S.E.I., I.R.C.O and N.A.Y.A. In collaboration with them, we have been able to offer culturally specific events throughout the years that both celebrate our community, and give stakeholders a chance to offer feedback. Last year our Community Solutions Group, composed of staff and families, looked at barriers to family engagement and created some short and long term solutions, including a districtwide service project that brought all school site communities together. Barriers that arose include access to schools, language accessibility, communication, cultural differences, continuity of staff leading engagement, and a lack of student voice.

The Equity and School Improvement Team regularly uses community feedback collected throughout the year to determine budgeting, staffing, and instructional priorities and needs. Based on our engagement work Parkrose has been able to put supports in place that have come directly out of feedback about some barriers experienced by our community. This includes on site after school childcare with transportation and Bilingual Family Liaisons providing school connection support for our Latinx families. In addition, we expanded our communication platforms to include multiple access points, including texting with translation capabilities. Our staff and administrators district wide are also receiving professional development in culturally responsive practices that will help us better meet the needs of the community.

While our engagement continues to bring more meaning each year to the choices we make as a district, we are still working on truly engaging ALL of our community authentically. While we have made progress in engaging our families of color, our families experiencing homelessness, and our families with students with disabilities, we can do better. We feel the best way to do this is to respond to what our families are already telling us they need in order to connect to our schools. To continue strengthening our community connections we are looking at expanding how we collaborate with our community partners to include more mentorship for students and families. In response to student feedback, we are also seeking more spaces for communities to connect informally, changing the balance of power from the district to the community. We are expanding our Bilingual Family Liaison roles so that we can provide better access to and understanding of our schools for families who experience language barriers.

These liaisons will also be part of an intentional family engagement yearlong plan that builds on our current efforts. When families begin to consistently see what they value reflected in the choices that we make as a district, we believe the barriers that exist will break down and our schools will truly reflect our community.

What relationships and/or partnerships will you cultivate to improve future engagement? (150 words or less)

There was a clear desire from families throughout the engagement process around strengthening culturally specific partnerships districtwide. We want to work more closely with our ESD; because a lot of our programs are regional, it makes more sense to synergize our partners' efforts to gather engagement events. We have already begun, regionally, to set up culturally specific events and outreaches to special populations like Homeless and Foster families. Because our district is small, these student groups are small and so to be able to gather all the districts in one time and place creates a more robust and productive discussion and we are still able to retain the specific districts' input. We will continue to strengthen connections with our existing culturally specific community partners, and expand upon our collaboration with organizations that support our Latnix, Black/African American, and Native American families and students.

What resources would enhance your engagement efforts? How can ODE support your continuous improvements? (150 words or less)

Who was engaged, and how did you engage them? Select all of the community members / groups you engaged for this process:

- Students of color

- Students with disabilities

- Students who are emerging bilinguals

- 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 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
- Community leaders

Other _____

How did you engage your community?

Select all of the strategies / activities you deployed to engage your community:

- Survey(s) or other engagement applications (i.e. Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community based partners
- Partnering with faith based organizations
- Partnering with business
- Other _____

Evidence of Engagement

Upload your top five artifacts of engagement. See webpage

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? (250 words or less)

- **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. (500 words or less)**

Engagement is about co-creation, sharing ownership, and breaking down barriers while building bridges. Authentic engagement is an iterative process where leaders must continuously ask "whose perspective is missing and what supports 'a bigger we?" Parkrose understands the importance of this co-creation with stakeholders, especially for those whose perspectives are not often heard. We are committed to ensuring that what our communities value becomes visible in our systems. This is crucial to the academic outcomes and social-emotional well being of our students as we work to remove barriers and transform our schools into places that truly reflect the diverse community we serve. Building on these beliefs, Parkrose employed three primary strategies in order to understand the connections between district and community priorities

Our first strategy was to develop and sustain collaborative relationships with stakeholders by creating a timeline and plan that allowed for varied and ongoing engagement grounded in relational capacity. Building connections between the community and the district has consistently been a key element that stakeholders both value and want to strengthen. Students and families have shared the importance of both formal and informal opportunities to build relationships with staff. Because of this, we chose to offer as part of our plan, ongoing opportunities to speak face to face with the superintendent and other district leaders to provide direct suggestions, ask questions, share expertise, and build connections. These less formal community meetings offered times to connect, share a meal, celebrate, and problem solve. Because traditional access to district leadership can be a barrier, this strategy allowed staff and community to learn from and alongside each other in order to create a shared vision for our schools.

Secondly, we leveraged our relationships with culturally specific community partners that advocate for families from the priority populations served by the S.S.A. Parkrose has ongoing relationships with Latino Network, S.U.N., Elevate Oregon, S.E.I. and I.R.C.O. These partners provide both the community outreach and responsive practices that help us respond to the needs of our diverse community and allow the creation of spaces that place power into the hands of our historically underserved families and students. These partnerships helped the district facilitate both family and student engagement opportunities.

Our final strategy was to specifically empower leadership and elevate the voices of our historically underserved students and families. All feedback gathered was disaggregated by race and ethnicity, and served as the primary data by which plans were made. The district intentionally created a diverse leadership team of staff, culturally specific partners, and parent leaders tasked with looking for patterns within the feedback and creating recommendations that align with the district's mission of closing the achievement gap for our students. The priorities that emerged from our families and students of color, our multilingual students and

families, and our students and families within special education have become the key compass points for our plan.

- **Describe at least two activities 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. (500 words or less)**

In planning for activities, Parkrose used the strategies outlined above to guide decisions around engagement.

Our initial activity within our engagement plan was to create a survey, available in the primary languages spoken in our district. This survey was pushed out via email to students and families, made available on our website for community members, and also available in paper form by request. Computers were also provided at various events for families who did not have access to a computer. The purpose behind this survey was to provide stakeholders a broad way to provide feedback. Stakeholders were asked to identify both their roles within our community and their race/ethnicity, but were not asked to provide emails or names, allowing for a level of comfort in giving honest feedback. Questions were chosen based on work within the Equity and School Improvement team. Stakeholders were asked both what they loved about Parkrose, and what they would like to see changed, and were invited to offer specific feedback around the major areas addressed within the S.S.A.

In keeping with our engagement plan strategies, activities grounded in relational capacity were key components of our plan. These included in person sessions and forums, parent group meetings, face to face conversations with the superintendent, and culturally specific events in collaboration with our community partners. These events allowed the sharing and gathering of relevant information, while also building connections through sharing a meal and socializing. In collaboration with Elevate Oregon, S.E.I and S.U.N., Parkrose hosted a Black Family Social Night. Latino Network supported a Latinx Family Night, and IRCO facilitated sessions for our immigrant and refugee families. Our student services staff worked to provide both a special education fair and a newcomer night for families new to the country. While the survey provided us with disaggregated and anonymous data, these activities provided the chance to ask questions of each other, offer solutions, and challenged Parkrose leadership to look beyond the district lens.

Because student empowerment is part of Parkrose's mission, this led to activities designed to elevate the voices of students. As one of the most diverse school districts in the state, our student leadership teams represent the voices of our community. With the help of administration, the superintendent met personally with student leadership teams at the secondary and elementary levels, and invited the high school leadership team to present their recommendations for funding to the school board. Elevate Oregon worked with the district to help facilitate student focal groups representing our students of color who met with the superintendent as well and provided insight into what Parkrose students need.

Overall, the activities that we implemented tied to the strategies we sought to build upon and gave the district guidance from those directly experiencing our school system.

- **Describe at least two strategies you executed to engage staff. Explain why those strategies were used. (500 words or less)**

Parkrose understands that the most successful professional collaborations happen when all parties involved are viewed from a position of strength and value. This is the belief that guided the primary strategies we chose to engage staff.

The first strategy we built upon was to utilize our certified and classified unions as partners in the planning process. Parkrose has historically had a strong working relationship with its labor unions, and this relationship became an important piece of the process, both in planning for engagement opportunities, and in critically analyzing funding recommendations. The superintendent met regularly with leadership from both unions to keep them informed of the progress and results of engagement, and discuss feedback from members about emerging needs and ideas.

Parkrose employs a shared leadership model, and has multiple leadership teams throughout the district that reflect this model. As a small district, teachers and staff are empowered to be leaders for equity and strong instruction at both site and district levels. As our second strategy, we chose to use these collaborative teams to engage staff in analyzing data, crafting funding moves, and critiquing recommendations. By working together, and putting staff in positions of leadership within this process, we have a shared investment and ownership of the plan that will help us as we begin to implement its elements.

Finally, relationships again informed our decisions around engagement opportunities and venues. As with families and students, staff were given different platforms, both virtually and in person, to provide feedback, engage in conversations, and gain transparent information. Because staff are viewed as partners, throughout the process, ongoing progress was also shared with the entire staff at regular intervals. With regular access to district leaders in multiple ways, teachers feel valued and heard.

- **Describe at least two activities you executed to engage staff. Explain why those strategies were used. (500 words or less)**

As with families and students, our initial activity was to send surveys to staff. Staff were invited to fill out the same survey that families and students received. Like other stakeholders, they were asked to identify their race/ethnicity and role, but not their names. The teacher's union also sent out a separate anonymous survey and shared results with the superintendent and the school board. This form of engagement allowed for honest, disaggregated feedback, and also provided feedback data that could be directly compared with that provided by our students and families.

While many staff did fill out surveys, our second activity sought to provide more personalized venues for engaging. The superintendent also offered three face to face meetings for staff to attend. At these meetings, the superintendent shared information around the S.S.A., answered questions, and engaged in conversations about what staff felt were the priorities for funding. As with our families and students, humanizing the engagement leads to stronger working relationships that ultimately will help us as the plan is put into action.

Our final activity was to directly engage teacher and staff leaders with families and partners in the creation of our plan. The Equity and School Improvement Team served as the primary leaders in this work, in both planning for engagement and analyzing the data to create our plan. This culturally diverse team is truly representative of our district and includes teachers, classified staff, administrators, district accountants, parents, community members, psychologists, counselors, and culturally specific partners. This year the team was expanded to include additional voices that were not previously at the table as advocates for our historically underserved students. Each month, team members met for feedback trend analysis. As plans emerged from the trends, the Equity and School Improvement team shared their recommendations with other pertinent teams for feedback and refining. Our Culture and Climate Team, consisting of counselors and school psychologists from across the district, provided feedback on the components within our plan tied to social emotional learning. Our District Administration Team made up of elementary and secondary principals provided feedback on the instructional and site based elements of the plan, and shared plans with their site based parent groups for feedback as well. The union was also invited to provide their opinions on the plan to the school board and district leaders. With different teams using their expertise, we were able to better refine the plan components and engage more staff leaders within the process.

- **Describe and distill what you learned from your community and staff. How did you apply that input to inform your planning? (250-500 words)**

Parkrose looked at overall trends, and also disaggregated feedback by race and ethnicity, role, and school site. While the team did look at feedback as a whole group, more time was spent digging into data from our Latinx stakeholders and Black African American Stakeholders, as these are the communities that data shows have been historically underserved in Parkrose.

There were consistent trends within the 5 key areas of the S.S.A. among focal groups and the whole, as well as families, students, and staff. Among all stakeholders there was clear support for adding additional educational assistants, as well as expanded support for English language learners and for special education. Maintaining smaller class sizes was a priority for staff. Among all groups, but especially within our Black/African American and Latinx stakeholders, there was a clear desire to hire more staff of color and invest in culturally specific partners. Students in particular voiced the need for more career related electives and culturally relevant curriculum. Health and safety needs that were consistent across groups pointed to both the physical and emotional well being of students. Stakeholders overwhelmingly supported physical education and expanded sports opportunities for students as well as more

social-emotional learning resources. Social emotional supports for managing behaviors within the classroom and supporting students in crisis emerged as a top priority for staff.

Using their analysis of these trends, and our district equity lens, the Equity and School Improvement Team, and the district administration team, made funding recommendations aligned with the values of our community. Each part of our plan is tied directly to one of these trends that emerged from our stakeholders.

Perhaps one of the most valuable trends that arose is not directly reflected in the key funding areas within the S.S.A. The thing that our community values most about our schools *is* the community itself- the diversity, the relationships that have been built, and the sense of belonging that exists within our small, urban district. This was echoed time and time again within every engagement platform, among every group. As we looked at planning, we chose to focus on those things that stakeholders value that would increase students' sense of belonging, strengthen relationships, build capacity within students and staff, and raise up our students and families from historically underserved groups. It is why we are choosing options like mentorship, "grow your own programs," for staff and students of color, and Equity and Inclusion Coaches. It is why we are adding educational assistants, physical and emotional education opportunities, and providing training on how to best meet the needs of ALL learners within ALL tiers of instruction. And it is why we will be going back to the community that helped craft these plans to ensure that we are indeed supporting the "bigger we" as we roll them out. Parkrose is confident that the relationships we continue to build with our strong community will help to create something even stronger.

Part Four: Data Analysis (Application)

Describe the data sources you used and how that data informs equity-based decision making. (150 words or less)
We are always looking at various forms of data. We use Synergy attendance and discipline data and the data that comes to us from OSAS for state test scores. We have added the iReady program to get better at tracking math success. At the high school level, we keep track of the demographics of students in our AP and upper level courses in addition to the composition of our AVID classes at middle and high school. There are also lots of informal metrics around the adult demographics of who attends parent conferences, sporting events, district fundraising events, board meetings, etc. Finally, we gathered information from our Youth Truth survey last year

Part Five: SIA Plan

Your SIA plan must be for three years. It should name outcomes, priorities, strategies and activities that you believe will cause changes to occur and meet the two primary purposes of

the SIA fund. It also should reflect the choices you made after pulling all the input and planning pieces together for consideration. Your SIA Plan serves as an essential snapshot of your expected use of SIA funds. TEAM

You can use any format you wish. There is no page limit. Here are two OPTIONAL ways you might organize information:
1. SIA Integrated Planning Tool (created by ODE)
2. Clackamas ESD SIA Plan Template

Equity Lens

You are uploading the equity lens or tool you used to inform and/or clarify your plan. Describe how you used this tool in your planning work. (250 words or less) MLS
Our equity lens was developed and adopted by our Parkrose Equity Team that is made up of board members, community members, culturally specific partners, staff, and administrators. Our lens focuses on key questions to use to help ensure equitable outcomes and opportunities for our traditionally underserved students and families.

We use this lens when we are planning, developing and implementing new decisions, programs and policies. Our Equity team was an instrumental team in helping analyze the data we collected from our community, staff and students to determine the recommended investments the team would make to our school board. Moreover, our school board took part in ongoing training in equity and ways to operationalize the lens in decision making.

Our school board has the lens as a regular tool for decision making in Parkrose. For any policy, program, practice or decision, we consider the following questions:
How are people affected positively or negatively in terms of the barriers they experience?
What kind of positive or negative environment are we creating?
How is the power of decision making shared with those it affects?
Does the policy, program, or decision improve, worsen or make no changes to existing disparities?
How will you reduce the negative impacts and address the barriers?

Finally, our Equity team was tasked with using this lens to provide investment recommendations to our board ensuring the board we have used our district-wide lens in our Student Investment Account application.

Part Six: Use of Funds

Which of the following allowable use categories is your plan designed to fund within? Select any or all.

- Increasing instructional time
- Addressing students' health and safety needs
- [Evidence-based strategies](#) for reducing class size and caseloads
- Expanding availability of and student participation in well-rounded learning experiences

Describe how you will utilize SIA funds to meet students' mental health needs, increase academic achievement and reduce academic disparities for the focal student groups called out in the law. (500 words or less)

The feedback that was gathered from our historically underserved families emphasized the need for more comprehensive opportunities in our school system. This includes physical education for our younger students, more social emotional support, and increased class options for all students. We believe our plan addresses these comprehensive needs by providing support for more social emotional development, increased academic support, particularly for our special education students. It was also highlighted by all of our family, staff, and student feedback that our district must increase the number of staff of color represented in our schools. Our disparities in attendance, access, and academic achievement will be key measures in determining the success of our historically unserved students.

We plan to address these needs by doing the following:
-Adding physical education to our K-5 classrooms
-Adding staff to address the needs of students with disabilities
-Adding staff to provide social and emotional support coaching to our students and teachers
-Adding additional elective staff to increase comprehensive educational opportunities for our students
-Providing additional assistant support to improve our social and emotional supports at elementary schools
-Creating a college pathway for classified employees of color that are interested in becoming a teacher
-Build stronger partnerships with culturally specific partners that enhance the social and emotional supports for students

Describe the potential academic impact for all students AND the focal student groups based on your use of funds in your plan. (500 words or less)
We expect to see continuous improvement in the following:
-Increased graduation rate for all students, specifically our historically underserved students
-Increased percentage of 9th grade students on-track to graduation, specifically for underserved students
-Increased academic achievement for 3rd grade reading, specifically for historically underserved students
-An increase in our attendance rates for historically underserved students

What barriers, risks or choices are being made that could impact the potential for focal students to meet the longitudinal growth targets you've drafted, or otherwise experience the supports or changes you hope your plan causes? (250 words or less)
-Potential lack of student success funding to hire support positions
-A decrease in state school funding that impacts our new supports
-Support for additional staff will be needed to provide ongoing and sustainable support to students and families
-Culturally specific partners working with districts to achieve collective goals for historically underserved students
-The current pandemic could have a significant influence on how students and staff return to school and engage in curriculum, instruction and assessment.
-Our community is experiencing ongoing displacement for our communities of color and this has a significant impact on students and families who are moving between school systems

Part Seven: Evidence of Board Approval

You will be asked to upload evidence of board approval in an open public meeting and share the link where the plan exists on a public website.

Part Eight: Public Charter Schools (Application-If applicable)

Do you sponsor a public charter school?

Did you invite your public charter school(s) to participate in the planning and development of your SIA plan?

Did any public charter schools you invited to participate in your SIA plan decline to participate?

Describe the process you took to collaborate with public charter school(s) in your community engagement efforts. (150 words or less)

We do not have any chartered schools.

You will be asked to upload any SIA charter school SIA specific agreements.

Integrated Planning Tool

This tool is designed to help align strategies and desired outcomes to concrete activities and their associated expenditures.

Student Investment Account

Strategies

Your SIA plan may focus on multiple (more than one) strategies over a 1-3 year period. Strategies are the plans designed to achieve and reach your intended outcome(s).

The strategies entered in this tab will autopopulate to the Activities & Expenditures tab.

Outcomes

Your SIA plan will likely have multiple outcomes. Outcomes can be described as the changes you are trying to cause. They might be changes in student achievement and growth; changes in policy and practice; changes in student participation and access to programs and courses; changes in adult behavior, practices or beliefs; etc.

What changes do you hope will happen over the next three years by executing your SIA plan?
Are you having the impact you were hoping for on the people or groups you are engaged or partnering with? What are you seeing and learning? What would you like to see happening?

Activities and Expenditures

This tab pulls the articulated strategy into the top of the page. Below are a series of entries for planned activities and a dropdown box to connect the activity to the most tightly linked strategy.

The date ranges help track the anticipated number of years the activity will span and provides space to project both first year costs as well as three-year projected costs. These amounts are totaled and set in line with the strategies above.

Object codes can be populated manually.

The priority field includes a drop down box to designate the activity as a high, medium or low priority.

			YEAR 1 BUDGETED COST		PROJECTED 3-YEAR COST	

Strategy 1	Increased social and emotional supports and interventions. Create a culture of safety and respect for all students and adults that supports the social, emotional, and physical wellbeing of students and adults that is critical to academic and professional success.	$ 1,247,000.00	$ 3,741,000.00
Strategy 2	Increased support for a more inclusive learning environment, inlcuding culturally relevant curriculum development Ensure pedagogy and standards-based curriculum integrates the respectful consideration of culture, disability, race, gender, and language with equitable learning supports and opportunities.	$ 450,000.00	$ 1,350,000.00
Strategy 3	Expansion of elective courses and opportunities for staff and students, including the development of a teacher pathway program.	$ 700,000.00	$ 2,100,000.00
Strategy 4	Culturally specific student and family supports, including expanding community partnerships	$ 380,000.00	$ 1,140,000.00
Strategy 5			

#	Activities	Aligned Primary Strategy	2020-21	2021-22	2022-23	Year 1 Budgeted Cost	Projected Three Year Cost	Object Code	Priority Level YEAR 1
1	Hire Equity and Inclusion coaches (5FTE) to support social emotional curriculum development and delivery, create systems and routines in core classrooms that are culturally and racially responsive to student needs. Also, to support the inclusion and support of students with disabilities.	S1	X	X	X	$560,000	$ 1,680,000.00		High
2	Hire Educational assistant support for each elementary (4FTE)and our middle school (1 FTE) to support postitive behavior supports, response to intruction, and support the safety needs of all students.	S1	X	X	X	$ 305,000.00	$ 915,000.00		High
3	Hire Special Education teacher at Parkrose High School to lower case load and increase core classroom support for students with disabilties.	S2	X	X	X	$ 113,000.00	$ 339,000.00		High
4	Hire an art teacher for Parkrose Middle School to provide more comprehensive educational activities to students.	S3	X	X	X	$ 113,000.00	$ 339,000.00		High
5	Hire special education teacher and educational assistant at elementary to support a communication focused classroom to provide a continuum of service to special education students in Parkrose.	S2	X	X	X	$ 174,000.00	$ 296,000.00		Mid
6	Hire additional Emerging Bilingual teachers to support newcomers to English in Parkrose	S2	X	X	X	$ 113,000.00	$ 339,000.00		Mid
7	Hire 4 elementary Physical Education teachers to provide physical edcuation, health and nutrition education to all elementary students, includes curriculum and equipment.	S3	X	X	X	$ 462,000.00	$ 1,386,000.00		High
8	Develop teacher and assistant cohort to train and implement Universal Design for Learning in core classrooms to support all students, but specifically to support core instruction for students with disabilities	S2	X	X	X	$ 50,000.00	$ 150,000.00		Mid
9	Bring current educational assistants in Pakrose schools up to 35 hours a week to provide more direct academic and social support to students in all grades.	S1	X	X	X	$ 372,000.00	$ 1,116,000.00		High
10	Hire 5 family engagement specialists at .875 FTE for elementary and middle schools	S4	X	X	X	$ 305,000.00	$ 915,000.00		Mid
11	Develop scholarship program for teacher pathway program for classified staff to recruit and retain staff of color in Parkrose.	S3	X	X	X	$ 65,000.00	$ 195,000.00		High
12	SB 13 curriculum support to implement Native American Studies into all schools.	S1	X	X	X	$ 10,000.00	$ 30,000.00		Mid
13	Add two middle school sports to provide additional comprehensive activities in fall and winter	S3	X	X	X	$ 25,000.00	$ 75,000.00		Mid
14	Add to School library resources for equitable access to books and media at all schools	S3	X	X	X	$ 35,000.00	$ 105,000.00		Low
15	Community Partnership for social emotional support	S4	X	X	X	$ 75,000.00	$ 225,000.00		Mid
TOTAL						$2,777,000			

	Student Investment Account	Relevant Strategy				
		S1	S2	S3	S4	S5
Outcome	All school staff will be implementing strategies and culurally 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.					
Outcome	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 Indiviudal Edcucation Plans, local district assessments, and state wide assessments, and attendance.					
Outcome	Targeted support for English Language Learners to increase support for newcomer students at all schools. This targeted support wlll include family engagment to help families and students to feel included and supported at school and in the community.					
Outcome	Increased academic and elective opportunities for or historically underserved students and families, inlcuding an emphasis physical wellness and safety.					
Outcome	Create and support a Teacher Pathway program to recruit and retain staff of color in Parkrose.					

Strategy #1	Strategy 1: Increased social and emotional supports and interventions
Strategy #2	Strategy 2: Increased support for a more inclusive learning environment, inlcuding culturally relevant curriculum development
Strategy #3	Strategy 3: Expansion of elective courses and opportunities for students and staff, including the development of a teacher pathway program
Strategy #4	Strategy 4: Culturally specific student and family supports, including expanding community partnerships