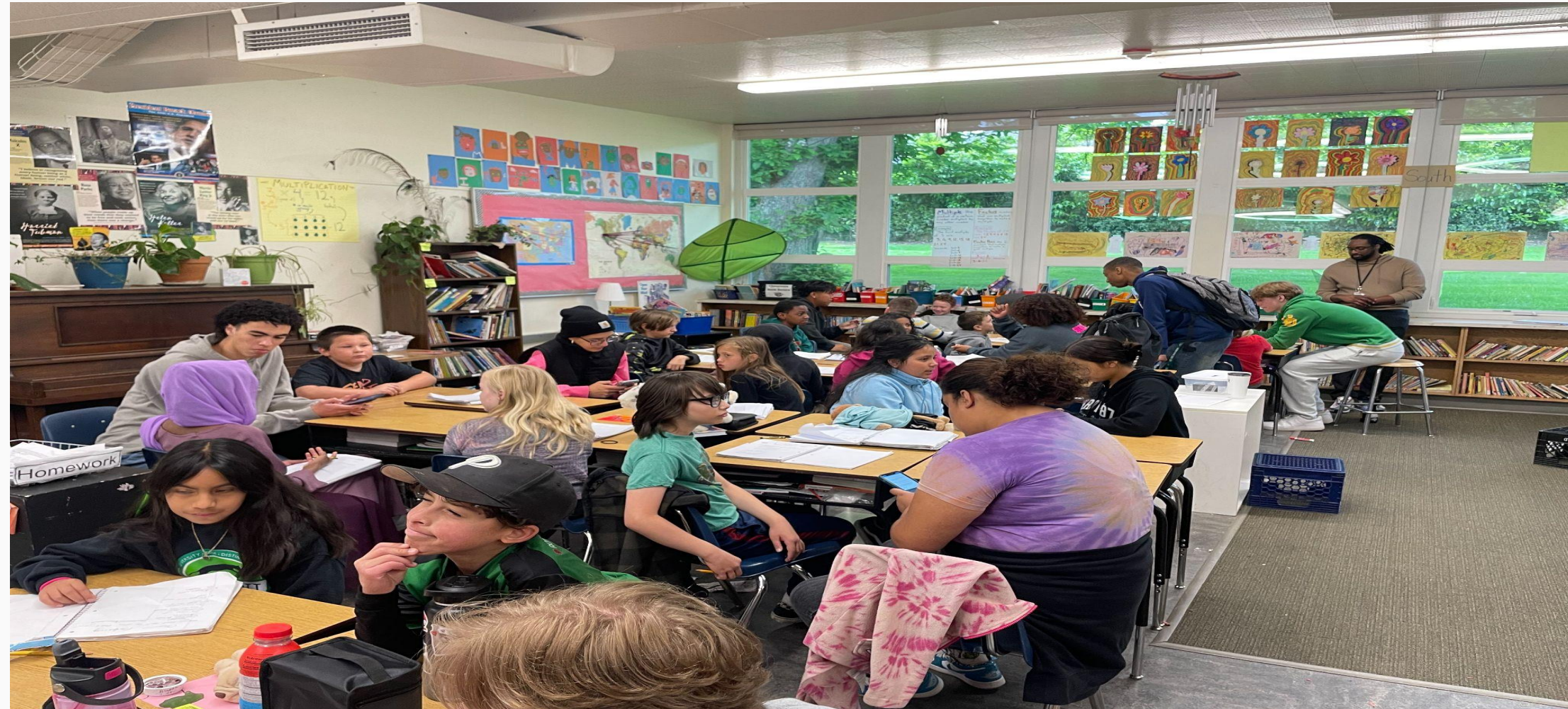


10-14-24

Parkrose School District Goal Setting

1





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Establish Priorities

What is most important to our Board of Directors?



BOARD CORE VALUES

CORE VALUES ARE SUCH THAT SAFETY, EQUITY AND INDIVIDUAL ACADEMIC SUCCESS FOR EACH CHILD IS PARAMOUNT.
WE BELIEVE THAT EACH ONE OF THE CORE VALUES ARE IMPORTANT TO MAKE THAT TRUE.

LEARNING IS
ROOTED IN
RELEVANCE TO
STUDENTS'
EXPERIENCE
CONNECTED TO
THE PAST,
PRESENT AND
FUTURE OF OUR
COMMUNITY

OUR CULTURE
ELEVATES
STUDENT AGENCY

EVERY CHILD
DESERVES TO
FEEL PHYSICALLY,
SOCIALY,
MENTALLY AND
EMOTIONALLY
SAFE SO THEY
CAN BE THEIR
CREATIVE SELVES

EACH AND EVERY
PERSON IS VALUED
FOR WHO THEY
ARE AND HOW
THEY SHOW UP IN
COMMUNITY

PARTNER WITH
OUR STUDENTS,
FAMILIES,
CULTURALLY
SPECIFIC
ORGANIZATIONS
AND OUR
COMMUNITY

MISSION

TO BUILD A SAFE, CREATIVE COMMUNITY WHERE OUR STUDENTS CAN GROW AND HAVE AGENCY IN THEIR EDUCATIONAL PATH BY PROVIDING
DIVERSE LEARNING OPPORTUNITIES, PARTNERING WITH OUR WIDER COMMUNITY AND BUILDING A FOUNDATION FOR LIFE-LONG LEARNING.

VISION

OUR STUDENTS GRADUATE OUR SCHOOLS WITH A STRONG SENSE OF IDENTITY, EMPATHY AND THE CRITICAL SKILLS THEY NEED TO INNOVATE
AND FOLLOW THE PATH OF THEIR CHOOSING FROM THE MOMENT THEY COME THROUGH OUR DOORS.

Parkrose

Where do we focus?

We begin with our vision and values, then:

- Data- Student Interviews, Behavior Support Group, Academic Performance Scores, Community Feedback, Attendance, Financial Health



There are three areas:

- School Funding
 - Levy
 - Legislative Priorities
- Academic Needs⁵
- Attendance Needs



Parkrose Teachers Levy

- Finish our informational campaign in the next three weeks
- Work with advocates to ensure our messaging aligns with their efforts
- Post-election communication regardless of outcome—
Building on the energy and effort
 - Follow up meetings to discuss budgetary implications

Legislative Priorities

- We ask elected officials to fully fund the Governor's recommended modifications to the Current Service Level formula.
- We ask elected officials to provide adequate and stable funding for the State School Fund and other core investments. We oppose the creation of new restricted grants, and especially those that are not sustainable or require competition amongst districts.

Legislative Priorities

- We ask elected officials to increase the special education funding cap to match the national average and fully fund the change.
- We ask elected officials to increase the reimbursement rate and increase the 2025–27 general fund appropriation for the High–Cost Disability grant.
- We ask elected officials to oppose bills that are not costed out or do not provide resources for implementation.

Equity Based Multi-tiered Systems of Support

- **Align Universal Supports for Attendance, Behavior, and Academics across PK-12**
- **Improve Attendance Outcomes**
 - Ensure universal supports for students and families
 - New and improved communication system
 - Identify additional support for students
 - Address barriers created by our system
- **Improve Mathematics Outcomes**
 - Implement new curriculum at MS
 - Renewed curriculum adoption at elementary
 - Curriculum training and support
 - Identify and continue additional supports

Academics



Measuring Outcomes

- Inequities are created by the system- it's our job to figure out those systemic barriers- This requires systemic change
- We must challenge our system to look beyond standardized test scores and grad rates to look at the equity in opportunities, resources, and outcomes
- Yes, we use traditional measures, but we must also look at other critical elements of our data to measure our growth and success
- Stop focusing on fixing the students, and start transforming the system

Goals



Measuring Outcomes

- Look at total attendance rates and improve the number of students attending 90% or more of the school year.
We increase that number from __53.4__ to __55__
- Mathematics Proficiency as measured by
 - Student performance in class
 - Student performance on universal assessments
 - From 30% to 40% proficient, Decrease number of students 2 grade levels below from 23% to 13%.
 - Student performance on OSAS for 3rd-8th grade
 - From 13.6% proficient to 18% proficient¹¹
- Measure mathematics opportunities in Parkrose
 - Student empathy measures
 - Staff interviews
 - Resource mapping- how are we using our resources to support students math growth

Goals



Parkrose New Teachers 24-25

Essential Principles

- **Safety, Security and Freedom**
- **Decolonized Perspective**
- **Diverse Knowledge Systems**
- **Collective Identity**
- **Tell the Whole Story**
- **Kincentric Systems of Engagement**
- **Essential Human Need**
- **Educator and Student Connectedness**
- **Rightful Presence**

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Equity



What will Equity Based MTSS look like?

- Use common comprehensive assessment systems to assess attendance, behavior and academic performance, includes supplemental assessments to better understand individual needs
- Create and utilize teams to engage in data based planning
- Create universal supports for all students
- Create a system for providing targeted interventions and supports for some students
- Create a process for individualized supports for a few students

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Equity Based MTSS



Fall 2024

- Equity Based MTSS Training and Support
- Levy Promotion
- Legislative Priorities reviewed and approved
- Mathematics Curriculum and training

Winter 24-25

- 60 day implementation plan for MTSS universal supports
- Ideally, levy planning or Budget discussions
- Legislative meetings and advocacy

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Winter 2025

- Review 90 day MTSS implementation
- Budget for 25-26
- Legislative advocacy
- Mathematics update- training and supports
- School updates and reports

Spring 2025

- Review Attendance and Mathematics data- determine supports in 25-26 budget
- School updates and reports

OUR
TIMELINE



Key Action: Tell the Whole Story

RIGHTFUL PRESENCE

We believe an environment conducive to learning and personal growth is established first and foremost through the cultivation of a culture of true belonging. Efforts toward that goal must begin with the presumption of the rightful presence and inherent value of the disenfranchised. Inclusion efforts alone cannot bring about substantial change because they adhere to the same guest/host power dynamic that serves to normalize the existence of a group who is ‘invited’ and a group with the power to invite.