

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

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

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

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

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

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