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General Information	
School Year	2020-2021
District	Portland Public Schools
Webpage	http://kairospdx.org/learning-academy
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Narrative

KairosPDX engaged in a thorough effort to analyze existing data, collect feedback from community members, and build a comprehensive plan to meet the purposes outlined in the Student Success Act (SSA) and the Student Investment Account (SIA). The plan is organized in three priority areas: Increasing access to culturally responsive curriculum and assessment practices, increasing access to culturally specific programming and enrichment opportunities, and improving access to strategies and tools to support student emotional and behavioral health. Allocating resources to these priority areas will support our efforts to meet students' mental and behavioral health needs and increase academic achievement for historically underserved students.

KairosPDX currently serves 204 students in the historically black neighborhoods of N/NE Portland. We plan to serve 255 when fully enrolled. Demographically, our student population is 11% Latino/Latina/Latinx, 12% Multiple Races, 26% White, 3% Native American, 47% Black, 14% SpEd, 3% Limited English Proficiency, and 28% Free/Reduced Lunch.

Community Engagement

Throughout the 2019-20 school year we utilized a variety of approaches to engage our community and collect authentic feedback from the key focal groups. Staff were engaged on professional development days. Parents and families were engaged through a community forum and online survey. In addition, a member of our staff, acting as an SIA Liaison, used student drop-off and pick-up times to engage with nearly every family in order to spread awareness about the SSA and opportunities for input.

Finally, we engaged the greater community through a community forum held at Harriet Tubman Middle School. Educators, students, family members, and members of the greater community were present to engage in dialogue around the needs of students.

Key Findings Include:

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- A. A need for behavioral health support.
- B. A need for teacher collaboration time and innovative assessment methods.
- C. A need for culturally relevant curriculum and programming.

We presented our findings and funding priorities to our Board and Kairos Family Council. The Kairos Family Council meeting was made public to ensure all members of our community were granted the opportunity to provide input and ask questions.

Self Evaluation of Engagement

In pursuit of meaningful, authentic and ongoing engagement, we have made tremendous progress. Through our events, email communications, and SIA Liaison, we were able to raise awareness about the Student Success Act and collect feedback from all staff and 94 parents and family members. Despite significant strides, we have more work to do to ensure all stakeholders have the opportunity to provide feedback and input. We plan to establish a schedule to provide periodic input opportunities so we can maintain consistent and ongoing engagement.

During the engagement process, the biggest barrier we faced was finding the capacity and planning time to effectively reach all groups and stakeholders. We will resolve this issue by creating an engagement schedule, intentionally seeking feedback from all key focal groups, and working more closely with our board, Kairos Family Council, and community partners to brainstorm innovative engagement methods.

Groups Engaged

- 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.)
- 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

Engagement Methods

- Family Survey
- In-person forum(s)

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- Roundtable discussion
- Community group meeting
- Website
- Email messages
- Newsletters
- Social media
- Kairos Family Council Meeting
- Partnering with community based partners
- Partnering with faith based organizations
- Staff member that engaged with families during pick-up/drop-off

Family Engagement

We engaged families through a forum and a comprehensive online survey. Both activities were advertised via email, flyers, and in-person through a staff member that engaged with parents during pick-up and drop-off.

The forum served as an opportunity to invite families to campus to learn more about the SSA and the SIA. After a clear and concise presentation, we invited families to provide feedback on the five areas for input that are outlined in the guidance from Oregon Department of Education; reducing academic disparities, meeting students mental and behavioral health needs, providing access to academic courses, allowing teachers and staff time to collaborate, and establishing and strengthening partnerships. For this activity, we hung up posters titled Cultural Needs, Social and Emotional Needs, and Academic Needs, and asked attendees to write their feedback on Post-It notes and attach them to the corresponding poster. We utilized this open-ended method because it allowed us to collect authentic feedback from participants in order to assess our strengths and areas for improvement.

In an effort to increase engagement, we launched an online survey that was emailed to all families. The survey covered all five areas for input and was composed of a free-response section and a multiple choice section.

Staff Engagement

At Kairos, we value the feedback of our staff and are intentional about allocating time and resources for staff to provide input. So far this year, we have collected feedback from three professional development days:

1. SIA

On the first professional development day we completed an activity specific to collecting feedback on the five areas of input as outlined in the guidance from Oregon Department of Education. The activity we executed was similar to the forum we used to engage families, but in this case we asked staff to provide input on the following topics: What is working for staff, students, and families, what are challenges we face, and ideas for improvement.

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2. Meeting Mental and Behavioral Health Needs

The second professional development day was centered around meeting the mental and behavioral health needs of students. After a training provided by Trillium Family Services, staff were asked to provide input on ways we could better serve our families and students.

3. Equity

The third professional development day focused on building more equitable practices within our learning community. After forming into breakout groups and participating in various activities and discussions, groups were asked to share feedback and suggestions for ways we could make our practices more equitable. The feedback and suggestions voiced were recorded by the professional development facilitator.

Using Input to Drive Decision Making

After collecting input from our community and staff, the data, which consisted of comments and suggestions from various stakeholders, was categorized into groups. After grouping the input, we were able to analyze the data and identify three common trends:

- A need for behavioral health support.
- A need for teacher collaboration time and innovative assessment methods.
- A need for culturally relevant curriculum and programming.

Once identified, we compared these needs to previously existing institutional data to inform decision making.

Data Analysis

Using the Oregon Department of Education Equity Impact Analysis Tool, we examined student outcome data and stakeholder feedback.

- Student outcome data included math and reading assessments (NWEA MAP Growth Assessments, Fontas & Pinnell Benchmark Assessments, and Smarter Balanced Assessments) attendance and discipline.
- Engagement feedback included data from our community forums, the family survey, and staff professional development days.

SIA Plan

We will utilize three general strategies to achieve our intended outcomes: Increase access to culturally responsive mathematics curriculum and assessment practices, increase access to culturally

Please do not cite or distribute without permission specific activities and programming, and improve access to strategies and tools to support student emotional and behavioral health.

Due to the uncertainty caused by the novel coronavirus COVID-19, our plan consists of three activities per strategy, ranked in order from HIGH priority to LOW priority. This tiered system will allow us to remain flexible as we respond to the current health emergency.

As for measures of growth, we will establish metrics for each of the strategies and measures of excellence provided below during the 2020-21 school year.

Meeting Students' Mental and Behavioral Health Needs

Strategy #1: Improve access to strategies and tools to support student emotional and behavioral health.

Three Year Activities:

1. Partner with a learning specialist to provide assessment, training, and direct service. (HIGH Priority)
2. Provide professional development opportunities specific to sensory and executive supports. (MED Priority)
3. Allocate protected planning time to review and plan for student supports. (Low Priority)

Measures of Evidence:

1. Teachers will report feeling better equipped to respond to sensory and executive function needs.
2. Students and families will report better access to behavioral health resources.
3. Decrease in classroom disruptions.

Increased Growth and Achievement in Mathematics

Strategy #2: Increase access to culturally responsive mathematics curriculum and assessment practices.

Three Year Activities:

1. Hire teacher collaborator specific to math instruction. (High Priority)
2. Contract with curriculum provider to facilitate professional development. (Med Priority)
3. Execute weekly grade level PLC specific to mathematics and protect planning time for grade leads. (Low Priority)

Measures of Evidence:

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1. Improvement on NWEA MAP Math Assessments.
2. Increased teacher supports for math instruction.

Establishing and Strengthening Partnerships

Strategy #3: Increase access to culturally specific activities and programming.

Three Year Activities:

1. Build and solidify partnerships with culturally specific organizations that provide arts, service, wellness and STEM programming. (High Priority)
2. Training and support for staff to design arts, service, wellness, and STEM experiences.(Med Priority)
3. Materials and equipment for staff to provide arts, service, wellness, and STEM experiences to students.(Low Priority)

Measures of Evidence:

1. An increase in culturally specific activities and programming.

Equity Lens

At KairosPDX, diversity, equity and inclusion (DEI) is embedded in who we are and what we do every day. Kairos co-founders are women of color, who collectively bring over 75 years of experience in work committed to children and families. Programmatically, DEI shapes the very core of our culturally specific model.

At KairosPDX, diversity, equity and inclusion (DEI) is embedded in who we are and what we do every day.

Our commitment to DEI includes the following characteristics:

- I. Actively anti-racist – confronting bias in all its forms
- II. Education for social justice – acknowledging history and studying the present to make informed decisions regarding a more equitable future
- III. Pervasive – examining practices and policies at all levels of school culture and organization
- IV. Personal – our vision for DEI begins with consideration of the self as cultural being

In addition to internal processes for evaluating equity, we utilized ODE’s Equity Impact Analysis Tool to review the decisions made in our SIA plan. This tool was beneficial in helping us consider the potential effects our decisions will have on all student groups.

Use of Funds

Our plan is designed to fund the following allowable use categories:

- Addressing students' health and safety needs.
- Expanding availability of and student participation in well-rounded learning experiences.

The decisions made to finalize SIA funding priorities and activities were informed by two sources of data. The first source is community engagement efforts. Parents, community members and staff emphasized a need for additional mental health and behavioral supports for students. In response to this expressed need, we will prioritize partnering with a (.5)FTE Occupational Therapist as outlined in Strategy #1 of this plan. Another need emphasized by parents, community members and staff is the need for culturally relevant curriculum and programming. We will address this need by strengthening existing partnerships and building new partnerships with culturally specific organizations.

The other data source guiding our decision making came from student data. Disaggregated student data clearly demonstrates a need for math supports. In response to this analysis, we plan to hire a (.5) FTE Teacher Collaborator specific to math instruction.

The selected funding priorities will increase access to behavioral health supports, math supports, and enriching activities and programming for all students K-5. In addition, these resources have the potential to impact students by providing high-quality instruction, timely interventions, and progress monitoring and assessment.

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?

Potential barriers, risks or choices being made that could impact the potential for focal students to meet the longitudinal growth targets include:

- A shortage and high demand for behavioral health professionals throughout the state.
- The potential for implicit bias to affect program and service delivery.

In an effort to address these potential barriers, risks or choices KairosPDX will:

- Leverage networks to recruit and hire appropriate staff.
- Continue training staff in implicit bias; hire or contract with providers trained in implicit bias.