

Integrated Application Submission (KairosPDX2023)

KairosPDX Learning Academy Public Charter School
Portland Public Schools District
2023-2025 Plan Submitted March 2022

Needs Assessment Summary

Through the use of data analysis, community engagement, and staff/family collaboration, KairosPDX performed a comprehensive needs assessment that led to recommendations for 1) increasing support for students' mental and behavioral needs; 2) increasing access to inquiry and literacy work; and 3) increasing access to identity and culturally responsive programming. The data sources used were 1) student performance data; 2) behavioral referral data; 3) collection of feedback from staff and family surveys and public meetings.

This data informs our equity-based decision making, strategic planning, and resource allocation by engaging stakeholder families, students and staff as participants in the SIA planning process. Staff surveys revealed that 84.7% of respondents want to see additional focus on inquiry that is culturally responsive and data informed (46.2%) and social emotional learning, restorative practice, and positive behavioral support (38.5%). Family survey results gave similar support for these strategies: Trauma-informed, social-emotional learning, restorative practice, positive behavior support (34%), along with Math, literacy, science, writing, PE (38%).

Plan Summary

School Demographics:

Through our Learning Academy KairosPDX currently serves 250 K-5 students in the historically black neighborhoods of North and Northeast Portland. . Our demographics are as follows: Latino/Latina/Latinx, 10.6%; Multiple Races, 16.7%; White 21.2%; Black/African American 49.8%.

School Vision and Mission:

KairosPDX Learning Academy Public Charter School (KairosPDX) is a K-5 school located in North Portland that was founded by five women, four of whom identify as Black/African American. The mission of KairosPDX is to eliminate prolific racial achievement and opportunity gaps by cultivating confident, creative and compassionate leaders. We believe that considering one's own identity, biases and experiences is a necessary step toward igniting systemic change. Educators at KairosPDX are invested in our mission and participate in creating structures, developing school culture, and communicating our work to families and the larger community. Educators work together to support the whole child – academically, socially, emotionally, and culturally, using published curriculum, current research, and children's own interests to build their learning experience.

Plan Outcomes:

- 1) Increased attention to students' mental and behavioral health needs
- 2) Increased sense of identity due to access to inquiry and literacy work
- 3) Increased sense of cultural identity through access to identity and culturally responsive programming

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Plan Strategies:

- Fund additional behavioral supports through staffing and professional development.
- Fund additional inquiry and literacy work through staffing and professional development.
- Continue to partner with other community based organizations to provide culturally responsive programming.
- Provide additional social-emotional supports for students and their families
- Use data-informed decision making to address students' social, emotional, cultural and academic needs.

Evaluation, Monitoring, Reporting:

1. We will report our progress on the strategies, activities and outcomes to the Oregon Department of Education quarterly.
2. School leadership engages in regular, data-informed reviews of our outcome objectives with a focus on strategies and activities.
3. In the event that a strategy or activity outlined in this application should be improved or amended, we will submit a request for amendment.

Equity Advanced

- *What strengths do you see in your district or school in terms of equity and access?*

KairosPDX Learning Academy Public Charter School (KairosPDX) is a K-5 school located in North Portland that was founded by five women, four of whom identify as Black/African American. The mission of KairosPDX is to eliminate prolific racial achievement and opportunity gaps by cultivating confident, creative and compassionate leaders. We believe that considering our own identity, biases and experiences is a necessary step toward igniting change. Educators at KairosPDX are invested in our mission and participate in creating structures, developing school culture, and communicating our work to families and the larger community. Educators work together to support the whole child – academically, socially, emotionally, and culturally, using published curriculum, current research, and children's own interests to build their learning experience. Our approach to learning is resiliency oriented, culturally responsive, anti-racist, Black centric, and data informed.

What needs were identified in your district or school in terms of equity and access?

Gentrification has damaged our once culturally grounded enclaves, and benign neglect has perpetuated grave inequities. These inequities have created islands of poverty that exist on both the economic and intellectual landscape. The chains of discrimination still allow decisions to be made that benefit some children while abandoning others. The opportunity to stem the tide of mediocrity and complicity in perpetuation of the status quo lies before us here at KairosPDX. We are making strides towards an equitable system for education, but there is still much work to be done in Portland to ensure that our Black children have the same opportunities as their white peers. There are still significant disparities between different populations, the educational opportunities they have access to, and the resources they receive.

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Recent PPS data (October 2022) showed that less than 17% of Black third graders in the district were proficient in English Language Arts, and roughly 5% of Black fifth graders were proficient in mathematics. KairosPDX is working as a charter school within the district to help create an equitable system for education that ensures all students have access to the same high-quality education regardless of their race, gender, socioeconomic status, or any other factor.

- *Describe how you used your equity lens or tool in your planning.*

At KairosPDX, equity lens is woven into who we are and what we do every day. KairosPDX co-founders are women of color who collectively bring over 75 years of experience in work committed to children and families. Programmatically, this work shapes the very core of our specific model. We use internal processes for evaluating equity that include the following characteristics:

Anti-racist: Confronting bias in all its forms.

Educating for social justice: Acknowledging history and studying the present to make informed decisions for a more equitable future.

Pervasive: Examining practices and policies at all levels of the school culture and organization)

Personal: Our vision for equity begins with consideration of the self as a cultural being. We also used ODE's *Equity Lens and Tools* guidance to ensure that our SIA plan has embedded opportunities for reflection, feedback, and learning from the community.

- *Describe the potential academic impact for all students AND focal student groups based on your use of funds in your plan.*
 1. A decreased number of classroom disruptions that results in improved student performance.
 2. A decreased number of behavior interventions resulting in disruption to learning that results in improved student performance.
 3. Students and families report better access to behavioral health resources, thus improving student learning.
 4. An increased sense of self as a cultural being as evidenced by student reflection and feedback that improves student learning.
- *What barriers, risks or choices are being made that could impact the potential for focal students to meet the Longitudinal Performance Growth Targets you've drafted, or otherwise experience the support or changes you hope your plan causes?*

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

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

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In an effort to address these potential barriers, risks or choices, KairosPDX will leverage networks to recruit and hire appropriate staff, and continue to train staff in implicit bias. We will also hire or contract with providers who are trained in implicit bias.

- *What policies and procedures do you implement to ensure activities carried out by the district do not isolate or stigmatize children and youth navigating homelessness?*

KairosPDX has clearly defined processes and procedures to maintain the confidentiality of our students regardless of their living situation. All student information remains locked and accessible for only designated staff members. As part of their yearly training about the McKinney-Vento program, school and staff learn about privacy provisions regarding homeless students. Informational materials on the rights of students and parents experiencing homelessness are also publicly accessible.

Our Community Relations staff and School Administrator work closely together to support meeting students' and families' needs. This collaboration provides support, and ensures we identify, address, and remove potential barriers to a student's educational success. The yearly professional development training on the McKinney-Vento Program's key provisions ensures all students receiving services have the same academic experiences as a student with stable housing. Our staff track student data, collaborate and provide ongoing guidance to support students' overall academic success.

Our school community diligently identifies what individual students need so that services and supports are personalized. We call upon all community members to build a positive, inclusive school culture where every student feels supported and free from stigma.

Well-Rounded Education

(250 words or less per question)

- *Describe your approach to providing students a well-rounded education. What instructional practices, course topics, curriculum design, and student skills development are part of this approach? Describe the approaches by grade band (elementary, middle, and high).*

Rooted in the neuroscience of love, the KairosPDX LOVE framework shapes our school culture. Our approach to learning is resiliency-oriented, culturally responsive, anti-racist, Black-centric, and data informed. We operate on a year-round model with an innovative weekly schedule to support student choice and teacher collaboration time. We place family engagement at the center of our work, and refer to our students as Leaders, articulating our belief in their capacity for the confidence, creativity and compassion that the world needs now and into the future.

Key KairosPDX Instructional Tenets:

Inquiry-based instruction- Affording children opportunities to ask questions, wonder, play, experiment and take risks. Classrooms honor children's thinking and push children to hypothesize, investigate, and adjust their thinking based on new information.

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Cultural Affirmation- Utilizing Black and/or African culture as a foundational focus are to produce positive schema for children around black identity, thereby actively countering pervasive false and demeaning narratives.

Anti-racist education- Looking at positions of power, privilege, and oppression, and working intentionally to dismantle the racial systems of white supremacy to avoid replicating the disproportionately harmful impact on the educational experience and outcomes for Black children.

Integration of Creativity and Play- Play as a child's primary learning tool is understood and utilized. Through materials work and exploration, children engage in a true melding of thinking and feeling. Research supports the positive impacts of play, including relationship, impulse control, perspective taking, and imagination. Despite the pressures to make academic content static and repetitive, KairosPDX reserves the time for the gift of play each day.

Data-Informed Decision Making- We utilize data-informed decision making to address students' social, emotional, cultural and academic needs and individualize resources that meet students' unique needs.

- *Which disciplines (theater, visual arts, music, dance, media arts) of the arts are provided, either through an integration of content or as a separate class?*

Since our inception, KairosPDX has offered weekly Community Action Sessions (CAS) during the school day. These classes cover Arts & Culture, Science Technology Engineering & Math, (STEM), Health & Wellness, and Service Learning. The Arts and Culture classes provide students with opportunities to engage in the creative process necessary for their growth and development. These sessions are conducted in partnership with a variety of community partners and include such activities as African drumming classes with Young Audience Arts for Learning Northwest and aviation and drone classes with Airway Science for Kids. In VibePDX, students create instruments using common items and materials that are found at home and then use those instruments to create songs in the classroom using a mobile studio. During World Stage Theater sessions, community partners provide theater instruction, including movement, music, and monologue, and introduce students to role playing. Arts for Learning Northwest also provides African drumming instruction on traditional djembe drums.

- *How do you ensure students have access to strong library programs?*

In addition to having a full library on campus with daily classroom access, we also host county-based librarians who visit our campus weekly to offer check-in and check-out of new books and storytime. We also partner with our local community library for field trips in which students can explore the larger library context and engage with staff through book checkout and storytime and tours.

- *How do you ensure students have adequate time to eat, coupled with adequate time for movement and play?*

Our breakfast and lunch program operates throughout the day to ensure that students receive two healthy and delicious meals, plus snacks. Students eat breakfast each morning in their classrooms and take lunch in our multipurpose cafeteria and gym. We create a sense of joy and gratitude around mealtime and work to ensure all students receive nutrition without a sense of hurriedness or pressure.

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Physical education and recess periods are embedded into each classroom's schedule, and other opportunities to learn outdoors through guided walking tours are a part of our teaching approach (e.g., kindergarten science lessons include making observations and collecting data from the natural environment and recording in their science journals). Structured and unstructured play is a part of our daily routine, both indoors in the classrooms and gymnasium, and outdoors on the playground.

- *Describe how you incorporate STEAM (Science, Technology, Engineering, Arts, and Math) instructional practices, including project-based learning, critical thinking, inquiry, and cross-disciplinary content.*

Since our inception, KairosPDX has offered weekly Community Action Sessions (CAS) during the school day. These classes cover Arts & Culture (*see previous response*), STEM, Health & Wellness, and Service Learning. The STEM classes we have offered include a science/STEM partnership with OMSI, gardening (food science and discovery) in our onsite community garden, outdoor science and exploration, and airway science (aerospace exploration). The LoveBottle program provides environmental education on the importance and the history of water, including its connection to our bodies and the earth. Project Lego is a Lego robotics organization that teaches STEM skills. The Parkour program focuses on mastering movement while exploring paths for self expression, community engagement, and civic participation. Raimore Construction teaches our students an engineering and construction series on all the activities and professions that go into building roads, bridges, and community spaces.

- *Describe your process for ensuring the adopted curriculum (basal and supplemental) consists of a clearly stated scope and sequence of K-12 learning objectives and is aligned to all state and national standards.*

Our adopted language arts curriculum (EL Education) consists of a clearly-stated scope and sequence for our K-5 students. Its design is guided by equity and inclusion, embedded with social-emotional learning, and is aligned to state and national standards.

Our adopted math curriculum (Origo) also consists of a clearly-stated scope and sequence of K-5 learning objectives. Its focus on conceptual understanding of math places logic and discourse at the forefront of instructional methods, along with engaging activities and powerful visual models.

The curriculum adoption process in 2021 included a data-informed needs assessment that found recurring themes around improving teacher self-confidence, creating stronger foundational skills for younger grades, and more fluency for older grades. Thus, we employed structured literacy strategies that incorporate the Orton Gillingham phonics-based approach. That said, curriculum alignment alone will not address the historic inequities that Black students have experienced. Our approach recognizes that social-emotional learning, inquiry and identity work, and family and community engagement is vital to our efforts to offset the historic achievement and opportunity gaps for Black students that exist in the traditional education system in Portland. Hence, we created KairosPDX to employ innovative, culturally-relevant strategies that address the needs of the whole child within the context of their community. We believe that this approach produces long-term success for our students.

- *Describe your process for ensuring classroom instruction is intentional, engaging, and challenging for all students.*

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Our administration engages in ongoing professional development and coaching throughout each week and provides feedback and notes for teaching staff to help to ensure alignment to our instructional methods, curriculum, and school culture. We utilize KairosPDX's *Habits of Success* as the foundation for our social-emotional instruction by emphasizing Zest, Grit, Discipline, Self-Control, Optimism, Gratitude, Empathy, and Curiosity as character development for our young leaders and our staff at KairosPDX.

- *How will you support, coordinate, and integrate early childhood education programs?*

In partnership with Multnomah County's Preschool for All, we opened the Spelman College Jaguar classroom in fall 2022, which is a pilot site for Multnomah County's universal preschool initiative, and is offered at no cost to families. Designed to affirm and celebrate Black identity in young children and their families, the KairosPDX Early Learning Academy is a natural extension of our K-5 programming. Like all our work, it is grounded in the belief that culturally-specific learning experiences expand opportunities for children to actively engage in creating their own lives and to contribute fully to the quality of the world around them. This classroom expands upon our already existing Early Learning programming that includes our Kinder College and OMSI Play Lab experiences for families with children ages 0-6.

- What strategies do you employ to help facilitate effective transitions from middle grades to high school and from high school to postsecondary education? *Not Applicable*
- *How do you identify and support the academic and technical needs of students who are not meeting or exceeding state and national standards, and Perkins Performance targets, particularly for focal student groups?*

Our **Student Intervention Team (SIT)** focuses on addressing the academic and technical needs of students who are not meeting or exceeding state and national standards, and/or who may be struggling with behavioral issues. Recognizing that students may have behavioral responses to academic struggles, our SIT staff work with classroom teachers to create individualized plans for student achievement that take into account their academic and social-emotional needs. This team carries positive energy into its work with students and is well-known on campus for helping to create a culture of success and belonging. This holistic approach recognizes that attendance, academic performance, behavior, and health can all contribute to a student's ability to succeed in the classroom.

Classroom teachers also participate in data-informed analysis of student performance and make recommendations and referrals for student interventions and/or recommendations for evaluations by health professionals (speech, OT, etc.) and for special education. We also employ **reading support specialists** at each grade level who work with individual students one-on-one and in small groups.

We work closely with **families** to develop plans that support the students' social-emotional learning, academic performance, and sense of belonging by engaging in family conferences, providing easy access for dialogue, and by intervening with support for attendance issues as they occur.

- *What systems are in place for supporting the academic needs of students, including for focal student groups, who have exceeded state and national standards?*

Data-informed analysis of student performance is conducted by each classroom teacher along with administrators and support staff to ensure that students who are exceeding state and national standards are supported and provided with challenging content and instruction. Additional content and activities

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that support the student's growth and development as a learner are implemented into the student's individual academic plan. We also nominate students for TAG review and designation by PPS.

Engaged Community

(250 words or less per question)

- *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?*

Through partnerships with community based organizations to provide enrichment activities for our students and a full time focus on community engagement that is embedded into our daily activities, KairosPDX has meaningful and authentic relationships with families, their students, and the broader scope of the community, including elected officials, policymakers, and businesses.

Engaging with families is a fundamental and daily foundation of our work. KairosPDX knows that families are their children's first and most powerful teachers. In addition to four family conferences per year, we have consistently high (over 300) children and families who attend our Winter Celebration events held each December, and for our Fall Harvest Festivals and Kindergarten Graduations each June. We employ community relations staff who work directly with students and families to provide culturally relevant parenting, child development, general health, mentorship, and academically-focused opportunities. Our KairosPDX Family Council (KFC) is in its 7th year of operation, holding monthly meetings as a venue for families to work to strengthen the school community to support equitable education for all students. Families are invited to join KFC and contribute their lived experience, knowledge, and skills to support the learning community.

- *What relationships and/or partnerships will you cultivate to improve future engagement?*

Our existing partnerships with other organizations, businesses, leaders, and policymakers is strong, and we will continue to engage the community as a whole on the importance of our work to eliminate the prolific achievement and opportunity gaps for Black students in this region. To do this, we will continue to apply the successful strategies employed by our Community Relations staff to provide hands-on learning opportunities for students, field trips and exposure to the world and its opportunities, and engaging with local and state elected officials, policymakers, and agency staff to ensure they are fully aware of the special impact that KairosPDX is having on its students.

- *What resources would enhance your engagement efforts? How can ODE support your continuous improvement process?*

Additional resources that could benefit our community engagement initiatives include:

1. Additional funding for community-facing events, surveys, and roundtable discussion including budgeting for advertising
2. Enhanced funding for Community Engagement staffing and support.

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- *How do you ensure community members and partners experience a safe and welcoming educational environment?*

KairosPDX is well-known in the local community for its warm, welcoming, and safe environment. Our Community Relations staff ensure that school culture is visually represented throughout the campus, and the manifestations of students' learning experiences are actively celebrated visually throughout the building, through our weekly student assemblies that are attended by parents and families. Our KFC ensures that school culture and family participation support our students' success.

Physical safety is of utmost importance to our students and staff, and we employ a digital entry, app based, check-in via School Pass for all who enter the building, thermal scanning, hand- sanitization and optional masks at entrances for wellness, and keep our campus fully gated with locked entrances during the school day for physical safety.

- Who was engaged in any aspect of your planning processes under this guidance?
(Check all that apply)
 - Students of color
 - Students with disabilities
 - Students who are emerging bilinguals
 - Students who identify as LGBTQ2SIA+
 - 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 who identify as LGBTQ2SIA+
 - 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
 - Regional Educator Networks (RENs)
 - Local Community College Deans and Instructors; Local university deans and instructors
 - Migrant Education and McKinney-Vento Coordinators
 - Local Workforce Development and / or Chambers of Commerce
 - CTE Regional Coordinators
 - Regional STEM / Early learning Hubs
 - Vocational Rehabilitation and pre-Employment Service Staff
 - Justice Involved Youth
 - Community leaders
 - Other _____

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- How were they engaged?
(Check all that apply)

- Survey(s) or other engagement applications (i.e., Thought Exchange)
- In-person forum(s)
- Focus group(s)
- Roundtable discussion
- Community group meeting
- Collaborative design or strategy session(s)
- Community-driven planning or initiative(s)
- Website
- CTE Consortia meeting
- 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

You will be asked to upload your **top five artifacts** of engagement. Smaller districts, as outlined above, are required to submit their top two artifacts.

- 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?

We chose the Family Survey because it helps measure the interest that our families have in the programs and funding for our students. Engaging with families is a fundamental and daily foundation of our work. KairosPDX knows that families are their children's first and most powerful teachers. Our staff is committed to the mission and vision we are pursuing for our students, families and extended community.

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 and what level of the Community Engagement spectrum these fell on.

Strategy 1: Families- Family Survey

Strategy 2: Families- Community Meetings

We utilize a variety of approaches to engage our community and collect authentic feedback from the key focal groups. Parents and families were engaged through family teacher conferences, community forums

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and online surveys, where we had a high level of community engagement and opportunity to provide input and ask questions.

- *Describe at least two strategies you executed to engage staff. Explain why those strategies were used. Explain why those strategies were used and what level of the Community Engagement spectrum these fell on.*

Strategy 1: Teachers/Staff- Group Discussion- Group roundtable discussions allowed for in-depth dialogue with staff on the needs of our students and the ways that proposed strategies could impact their behavioral and academic needs.

Levels of Community Engagement: 3- Involvement; 4- Collaboration

Strategy 2: Staff Survey- The staff survey allowed for anonymized responses to be captured beyond group discussions and oral feedback.

Levels of Community Engagement: 2- Consult; 3- Involvement

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

Staff and family feedback came in the form of group discussion and surveys. The need for additional focus on SEL, inquiry, and culturally responsive programming was a priority. Staff surveys revealed that 84.7% of respondents want to see either additional focus on inquiry that is culturally responsive and data informed (46.2%) or social emotional learning, restorative practice, and positive behavioral support (38.5%). Family survey results gave similar support for trauma-informed, social-emotional learning, restorative practice, positive behavior support (34%), along with support for Math, literacy, science, writing, PE (38%).

- *How will you intentionally develop partnerships with employers to expand work-based learning opportunities for students?*

KairosPDX employs staff who develop and nurture partnerships with local businesses and employers that support the mission of our organization and provide hands-on interaction and/or training for our students. Our weekly Community Action Sessions (CAS) feature such community businesses as Raimore Construction, who designed an engineering and construction series that helps our young leaders learn about all the activities and professions that go into building roads, bridges, and community spaces. Recently, our 4th grade students toured The Moda Center to learn about the myriad career opportunities that are inherent to its operations, including the A/V technical department, the business office, the announcers, the floor operations, and team management.

We have also woven HBCUs (historically Black colleges and universities) into the fiber of our school culture; each classroom is named after an HBCU, and students participate in conscious intention and awareness of college and its benefits for their futures. We host and employ HBCU alumni for our school assemblies, creating access for students to observe and develop relationships with community based professional adults.

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Strengthened Systems and Capacity

(250 words or less per question)

- *How do you recruit, onboard, and develop quality educators and leaders? How are you recruiting and retaining educators and leaders representative of student focal groups?*

The co-founders of KairosPDX are predominantly women of color (4 of the 5 founders identify as Black women) who believe that as a culturally-responsive organization, having a leadership team and board that reflects the demographic being served is critical. As such, KairosPDX's executive leadership has remained 100% Black/African American, and our Board of Directors is 50% Black/African American. We recognize that our classroom teachers are often not reflective of our target demographic, an issue that reflects the same opportunity gaps in the education and employment systems that we are actively trying to eliminate. A defining part of our founding model has been to prioritize professional development for our staff by incorporating time for it within the traditional 40-hour work week. All teachers and staff attend bimonthly professional development sessions to deepen their understanding of culturally-specific pedagogy and anti-racist practices, and to practically apply these values throughout our school culture.

The KairosPDX Training Academy offers adult education and leadership training rooted in anti-racism, resilience cultivation, rehumanization of children, and culturally-affirming Blackness. This program's intended targets include improving the reduced accessibility that Black educators experience in professional development and opportunities for advancement, as well as the mental strain experienced. In this program, Black educators will find culturally relevant and specific training and services, led by experienced Black educators and administrators.

- *What processes are in place to identify and address any disparities that result in students of color, students experiencing poverty, students learning English and students with disabilities being taught more often than other students by ineffective, inexperienced, or out-of-field teachers?*
 1. Our ongoing data-informed approach to each child's individual needs allows us to monitor student progress and ensure that appropriate staff are assigned to meet their needs.
 2. Our PPS-assigned Special Education Learning Center Teacher is onsite daily, along with additional assigned staff and support staff, working with students who have diverse learning needs.
 3. Our Student Intervention Team (SIT) is interacting daily with each classroom and its staff to ensure individual students' needs are addressed quickly and appropriately.
- *How do you support efforts to reduce the overuse of discipline practices that remove students from the classroom, particularly for focal student groups?*

Our **Student Intervention Team (SIT)** intentionally works to ensure that behavioral needs are addressed without negatively impacting students' academic performance. By embedding the Habits of Success into all aspects of our programs (Zest, Grit, Discipline, Self-Control, Optimism,

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Gratitude, Empathy and Curiosity) along with our Core Values that guide all daily interactions (Respect, Responsibility, Honesty, Service, and Excellence), the SIT Team helps classroom teachers to avoid discipline practices that remove students from the classroom.

Classroom teachers and support staff are trained in de-escalation strategies that often eliminate the need for outside intervention. The SIT team may intervene with students who have academic, behavioral, or other issues that create the need for additional focus on social-emotional or academic support. For any referral by a classroom teacher of a student for SIT intervention, a teacher action/reflection form is completed to describe the antecedent and behaviors displayed by the student that prompted the call, along with a description of the strategies taken by the teacher to address the behavior within the context of the classroom. In addition, the teacher reflects on the actions they could have taken to have a greater positive impact on the student and situation. [195/250]

- *How do you align professional growth and development to the strengths and needs of the school, the teachers, and district leaders?*

Professional development is an integral part of our school week as we strive to ensure that all staff prove intentional, engaging and challenging content for our students. Administrators engage in ongoing professional development and coaching with feedback and notes for teaching staff to ensure their instructional methods are aligned to our goals and school culture. Data informed analysis of student and staff performance is ongoing and drives professional development needs.

Because equity is woven into who we are and what we do every day, we conduct bimonthly culturally-specific and inquiry-based professional development to ensure that our staff understand and practically apply anti-racism, educating for social justice, pervasiveness of culture, and the personal consideration of self as a cultural being.

- How do you provide feedback and coaching to guide instructional staff in research-based improvement to teaching and learning?

Administrators engage in ongoing professional development and coaching with feedback and notes for teaching staff to ensure their instructional methods are aligned to our goals and school culture. Data informed analysis of student and staff performance is ongoing and drives professional development needs.

- What systems are in place to monitor student outcomes and identify students who may be at risk of academic failure? How do you respond and support the student(s) when those identifications and observations are made?

Data-informed analysis of student performance is conducted by each classroom teacher along with administrators, support staff, and the Student Intervention Team (SIT) to ensure that students at risk of academic failure are supported and provided with individualized strategies, content, and instruction.

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- How do you facilitate effective transitions between early childhood education programs and local elementary school programs; from elementary to middle grades; from middle grades to high school; and from high school to postsecondary education?

The KairosPDX Early Learning Academy aims to build partnership and expertise within families while their children are at this pivotal entry to education. This foundation provides the opportunity for all students to receive the practice in self-regulation skills, positive racial identity and exposure to early literacy and mathematics skills in a manner congruent with their home culture and competencies. In this way we set our students and families on the path to developing a congruent cultural and academic identity. We create a sense of ownership of academic environments and belonging to intellectual engagement. Every child and family deserves this kind of intentional, holistic and respectful first encounter with elementary school.

Our Learning Academy celebrates the graduation of 5th graders to their middle school careers with substantive family and community support and attendance. But the celebration is preceded by work over the course of years to ensure that students are ready to succeed as middle schoolers. The foundations that are created by fostering the Habits of Success (Zest, Grit, Discipline, Self-Control, Optimism, Gratitude, Empathy, and Curiosity) help to prepare our 5th grades for the journeys to adulthood.