

## **PART 1 General Information**

Phoenix-Talent School District  
2039

[www.phoenix.k12.or.us](http://www.phoenix.k12.or.us)

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## **PART 2 Narrative**

Phoenix-Talent School District is located in the heart of the Rogue Valley in Southern Oregon. We are bordered by Medford School District to the north and Ashland School District to the south. Our K-12 school district has 2,574 students, which includes one charter school, Armadillo Technical Institute, serving 89 students in grades 9-12. Our district is diverse racially, ethnically and socioeconomically, with 15 languages spoken district-wide. We serve a population that represents the following: 38% Hispanic/Latino, 15% students with disabilities, 25% Emerging Bilinguals, and 17% mobility rate. We feel honored to serve such a diverse population and strive to provide enriching, relevant and culturally conscious opportunities for ALL students.

Our district includes 3 elementary schools, 1 middle school, 1 high school and 1 charter school. We believe our size is optimal to foster school improvement and create opportunities for students and staff to improve. We are a district that is focused on positive relationships with students, staff and community. When a student has a strong connection with just one adult, there is a strong connection to positive outcomes for that student in graduation rate, healthy choices, and overall success. For this reason, our school board continues to support a variety of electives, numerous extracurricular opportunities and mentorship programs in our schools.

Our district continues to have the challenging task of supporting and providing care to students who are not yet able to self-regulate or have challenges with mental or behavioral disorders. Along with the rest of the state, we have been responding to increasingly aggressive and intense behaviors in our youngest learners. We have made great progress in our graduation rate and 9th grade on-track rate. We have challenges in our K-12 system when it comes to overall achievement based on SBAC and local assessment data, especially in our underrepresented or marginalized populations. In particular, we have an unacceptable achievement rate in the area of mathematics. Though our growth data is on a positive trend, the overall achievement on assessments needs to improve for our district and community.

The Phoenix-Talent School District is excited for the opportunity to address the challenges stated above. Our plan includes increased support in grades K-2, QMHP's and QMHA's serving our entire student body, and professional development for teachers and instructional aides in best practices when in instruction. We are confident, similar to the High School Success funds, the SIA funding will have a positive and lasting impact for our students and families for years to come.

## **PART 3**

Overview of Community Engagement

Phoenix-Talent Schools and our charter school, Armadillo Technical Institute (ATI), engaged teachers, administrators, classified staff, parents, students, and community members in the engagement piece for the Student Investment Act. We distributed an electronic survey to all staff, students, parents, and community members. This survey was open to responses from fall until January. Additionally, we created a targeted survey to gather input from the focal student groups and their families (distributed at multiple events and sites) and, this school year, we have held four targeted listening sessions for parents (Latino parents, parents of students with disabilities, Native American families, and Spanish-speaking families of students with disabilities), four student listening sessions (LGBTQ+ students, students with disabilities, Black/African American students, and multicultural students), focus groups (religious leaders, local fire and police departments, migrant families, foster parents and organizations), and conducted individual interviews (families experiencing housing distress, foster parents, Native American students, students with disabilities, students of color). We collected survey responses (qualitative and quantitative), comments, student data, and demographic information. Our community partners included: Southern Oregon Educational Service District, Southern Oregon University, local community ministers and religious leaders, FACT Oregon, Bridging Communities, Phoenix and Talent Police Departments, Department of Human Services, the Maslow Project, our Migrant Parent Advisory Committee, Parent-Teacher Organizations, Site Councils, Oregon Shakespeare Festival, Talent Maker City, and neighboring school districts.

### Self-Assessment

For community engagement, our district's approach was thorough and targeted to traditionally underrepresented student and family populations. We implemented an electronic survey (in English and Spanish) to all students, families, community members and staff. This was advertised by email, social media, website, newsletters, and during parent-teacher conferences. A more targeted paper-and-pencil survey was distributed to families and students who were underrepresented in the broad survey (parents of students with disabilities, students with disabilities, Native American students and families, Black students and families, Latino students and families, and LGTBQ students). Listening sessions were held for the following parent groups: Latino families, Spanish-speaking families, parents of students with disabilities, Spanish-speaking families of students with disabilities, and Native American families. Student listening sessions were held with secondary LGBTQ students, Black and African American students, Latino students, students on IEPs, and with the Multicultural Club members at Phoenix High School. Additional focus groups were conducted for Native American students, students in alternative education programs, and students with disabilities. Furthermore, interviews were conducted with foster parents and families experiencing housing distress. All comments from surveys, listening sessions, and focus groups were collected and shared with the SIA planning committee. These comments were sorted and categorized with survey data.

Surveys were also given by the collective bargaining groups to staff, and an additional safety survey was given to high school students. Parent and student input was sought at building Parent-Teacher Organizations, Site Councils, the District Attendance Committee, the Migrant Parent Advisory Committee, and family events (including Hispanic Parent Nights, sporting events, community events). Community input was solicited at an Immigration Forum, ministerial breakfast, and from the Phoenix

and Talent Police Departments. We also met to gather input from Child Welfare program managers with the Department of Human Services regarding students in foster care and with a representative from the Maslow Project regarding support for students eligible for McKinney Vento.

A barrier that we encountered with the general electronic survey was that we suspected our focal student and family groups were underrepresented in the responses, but did not have data to support this. In future surveys, we will ask for detailed demographic information. Furthermore, feedback received at the Immigration Forum suggested that our recent-arriver families were not receptive to electronic surveys. We attempted to remedy this barrier by creating a separate paper-and-pencil survey that was distributed (in-person) only to students and families that our needs assessment suggested we target. When doing that, however, our team observed that our Native American families preferred only to complete surveys as a family and Latino parents preferred to complete the surveys as paired couples or families together; in other words, the actual number of surveys completed by people in these subgroups were underestimates compared with our Caucasian surveys, as many students and families in the dominant culture choose to complete the surveys individually. We attempted to remedy this barrier by color-coding the comments from targeted surveys to “weight,” or bring more attention to, the feedback received from our targeted groups.

### **Relationships to Cultivate**

We pride ourselves on our relationships with our communities. For future engagement, our district plans are to continue to strengthen our relationships with families and community partners. One goal we have is to meet with our community members and families outside of the school environment. We also want to continue working with the local university and community college. Furthermore, this process introduced us to working with the Oregon Shakespeare Festival and local government, and we are excited about future partnership opportunities with these organizations. We envision working with these partners to increase family engagement and to create authentic opportunities for students and families. We are excited to increase our partnership with La Clinica to provide mental health resources to our families.

### **Resources to Enhance Engagement Efforts**

Our team struggled with, and reached out for extra support, to address the needs of two subgroups: Native American families and Black/African American families. Our Native American subpopulation is small, but represents over 80 tribes. We received support from the ESD Indian Education liaison, but ODE could help us by facilitating initial communication with local tribal leaders. Secondly, we sought assistance from a neighboring school district to facilitate a listening session with our Black and African American students. Phoenix-Talent Schools is sandwiched by neighboring districts who received grant funding through ODE’s Black Student Success and has trained facilitators. Our district would benefit from being part of the Black Student Success’s coordinated efforts. In addition, we could use assistance from ODE in using the correct assessment tools for short-term goals outside of the longitudinal growth targets.

Our charter school, ATI, struggled with engaging parents. Our district paid for interpreters, child care, and food for two listening sessions that ATI planned; however, no parents participated. ATI families did not participate in district surveys. However, the ATI director joined our district SIA team and our district was able to engage parents of students with disabilities with our district (as our district provides special education services to ATI).

#### Who Was Engaged?

- 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 student with disabilities
- Families of students who are emerging bilinguals
- Families of students navigating poverty, homelessness, and foster care
- Licensed staff
- Classified staff
- Community-based organizations
- Tribal members
- School volunteers
- Business community
- Community leaders
- Other: religious leaders, higher education

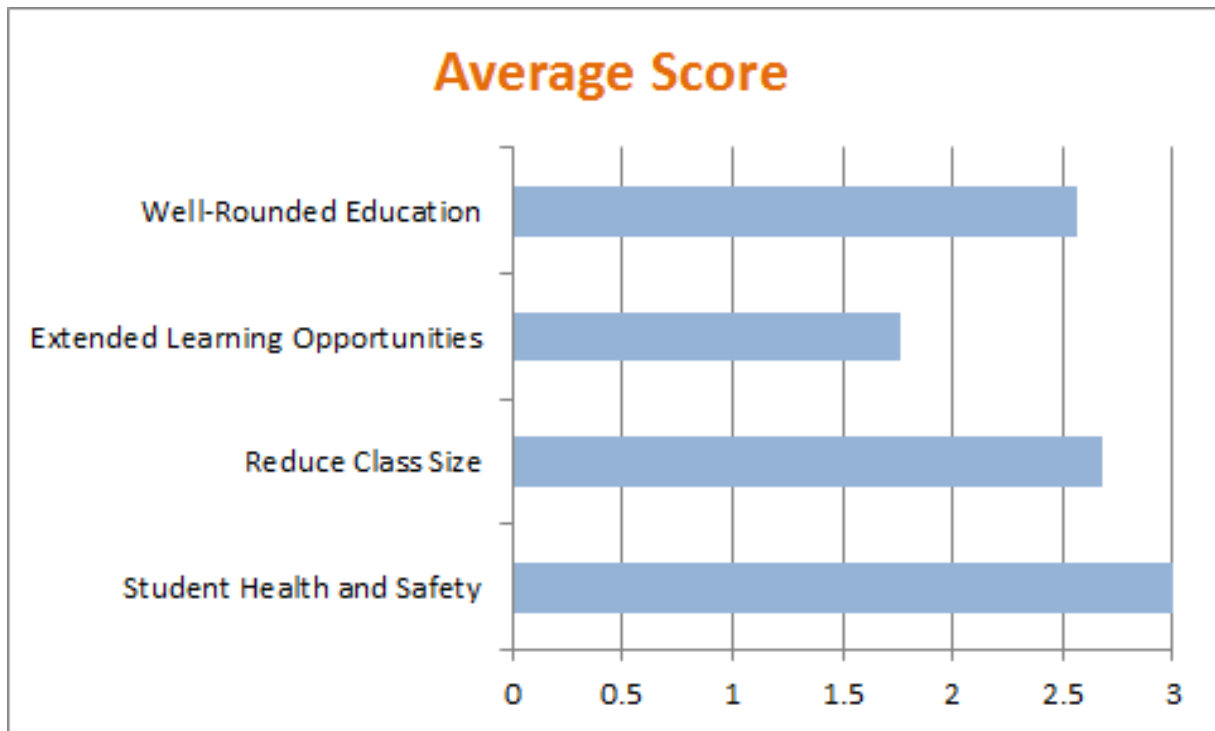
#### How did you engage your community?

- Surveys
- In-person forums
- Focus groups
- Roundtable discussion
- Community group meeting
- Website
- Email
- Newsletters
- Social media
- School board meeting
- Partnering with unions
- Partnering with community based partners
- Partnering with faith based organizations
- Partnering with businesses
- Other: partnering with neighboring districts, the ESD, higher education

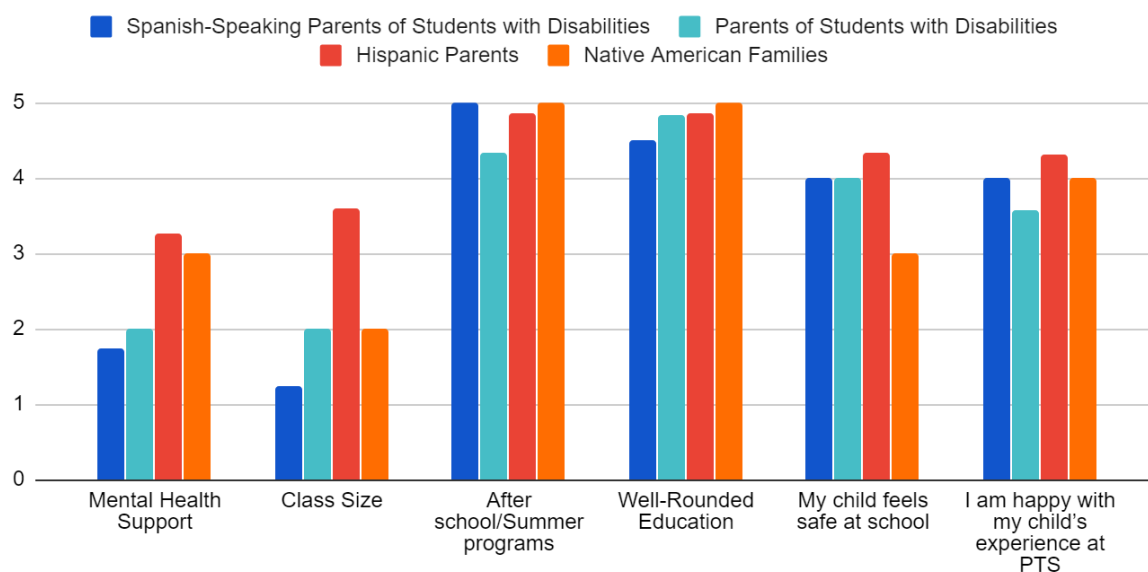
## Evidence of Engagement

Our district artifacts include a slideshow demonstrating our ongoing community engagement. We chose this presentation, which was presented at the School Board meeting, loaded on our website, and published in the local newspaper, because it shows our district's transparency and authentic work with students, families, and community partners. Included in the slide show are photos of listening sessions with our focal student populations and their families. It also includes photos of our inclusive SIA Steering Committee and community organizations that presented to our group. The slideshow demonstrates how our district's decisions regarding SIA planning and implementation were driven by equally shared partnerships between district administration, school staff, families, students, and community partners. We feel that our process is open, continuous, and thorough.

Our artifacts also include survey results from the general survey and the union survey to demonstrate how we reached out to staff, students, families, and community to prioritize and guide our SIA work.



## Spanish-Speaking Parents of Students with Disabilities, Parents of Students with Disabilities, Hispanic Parents and Native American Families



### 1. [Engagement slideshow](#)

#### Strategies to Engage Focal Student Groups & Families

Our district engaged in strategies to empower our communities that have been historically underrepresented and under-heard. We truly wanted honest feedback about gaps in our services and opportunities to students and their families, as well as how students and their families felt in school environments (safety, respect, representation, etc.) Our strategy included approaching focal student populations and their families to create safe, affinity spaces for communication and feedback. We did this by having members of the focal population actually facilitate the listening sessions; there was also shared a meal to create a sense of family and trust, and child care was provided. We also approached community organizations and partners to help drive our needs assessment for the Student Investment Act. One strategy used was to leverage community partnerships. For our families of students with disabilities, we sought assistance from FACT Oregon and Bridging Communities, state and local advocacy groups for parents of children with disabilities. Volunteers and leadership, Heather Olivier, from these organizations met with our district leadership to help develop a safe space to elicit feedback from our students and families. They also facilitated listening sessions for parents of students with disabilities and provided feedback and support in developing ongoing training and support groups. We also partnered with Southern Oregon ESD to gather feedback and facilitate listening sessions for our Native American families, Latino families, and migrant families. Teresa Cisneros, with Indian Education, helped to facilitate a Native American parent listening session with our DEI TOSA. She followed up with parent focus groups and student interviews, and then met with our District leadership team to synthesize needs

and make recommendations. Our District reached out to the ESD's migrant education administrators for support with our Latino parent listening session as well. Our Migrant Parent Advisory Committee is strong in Phoenix-Talent, and has led quarterly listening sessions for a few years with our district administration – we focused our sessions on SIA and received direct feedback from PAC leaders.

Our district's outreach strategy included meeting with community and government organizations. This included a meeting with Gabe Dawson and Lori McClure from the Department of Human Services regarding foster children and child welfare. Additionally, we started our participation in the Jackson County Threat Level II Team (fostering relationships with local law enforcement, Oregon Youth Authority, Jackson County Mental Health, CCOs, United Way, and other local school districts). We reached out to Ashland School District's Black/African American Student Success (BASS) group to help initiate our work with our Black students and their families for a listening session, which led to the creation of a Black Student Union at Phoenix High School.

#### Activities to Engage Focal Student Groups & Families

Our district wanted to hear the voices of our traditionally marginalized and under-heard communities. We started by holding parent listening sessions for the following groups: Latino families (specifically our Spanish-speaking families), parents of students with disabilities, Spanish-speaking parents of students with disabilities, and tribal families. We started the listening sessions with a shared meal with families, children, community, and administrators. Our superintendent, Brent Barry, gave a welcoming speech and introduced the Student Investment Act. The listening sessions were facilitated by our community volunteers. We then held student listening sessions, facilitated by a few members of our Diversity, Equity, and Inclusion Committee for the following student groups: Latinx students, Phoenix High School Multicultural Club, LGBTQ students, and students with disabilities. Leaders of Ashland School District's Black/African American Student Success (BASS) and a BASS facilitated a listening session for Phoenix High School's Black students as well.

Additionally, our activities included focus groups and individual feedback through interviews. SOESD's Indian Education liaison conducted family and student focus groups and individual interviews with our Native American students. Our district leadership conducted individual interviews with foster parents and families experiencing homelessness. Additionally, students with disabilities and their families were interviewed.

We also conducted surveys as activities. Besides the general digital survey (which was communicated and distributed through email, website, social media, and during parent-teacher conferences), our district created a separate, paper-and-pencil survey specifically for families of students of color, families eligible for McKinney-Vento, foster parents, and families of children with disabilities. These surveys were distributed at targeted events, such as our Hispanic parent nights, an Oregon Shakespeare Festival play presented in Spanish at Phoenix High School, our Dia de los Muertos celebration, sporting events, migrant education meetings, and specific parent support groups. Armadillo Technical Institute, our charter school, used our electronic survey with their families and students.

#### Strategies for Engaging Staff

Our staff was given the general digital survey to get an overall sense of the priorities of students, families, staff, and community. The survey link was emailed by the Superintendent to staff, as well as by the building administrators, with explanations. The union leadership also emailed the certified and classified staff to talk about the importance of SIA feedback. Furthermore, the collective bargaining groups created and disseminated an additional survey for union members. This feedback was given to our SIA committee. All school staff newsletters have given information about the SIA planning and solicited feedback from staff. Additionally, staff representation from each building and collective bargaining group, including the presidents of the certified and classified groups, are active members of our District SIA Committee. We chose the strategies as part of our ongoing relationship that we've developed with our unions. We feel it is important to have staff buy-in if we are going to be successful with our grant activities. By partnering with our unions, we had great success in soliciting staff feedback.

### Collecting and Using Input

Survey results were shared with the District SIA Committee, which is a representative group of staff, parents, community members, students, and administrators. The comments from the surveys and listening sessions were color-coded and shared. The intention of color-coding was to bring greater attention to our responses from students and parents from the targeted subgroups, as well as specific staff input. During our first SIA Committee meeting, our members sorted comments into four "buckets:" Well-Rounded Education, Mental Health/Safety, Extended Learning Opportunities, and Class Size. During the second SIA Committee meeting, we divided groups by the "buckets" and used discourse strategies to categorize the comments (see photos attached to the application). The groups then requested additional data to support these categories (i.e., discipline data, staff race/ethnicity data, etc.) Each group presented to the larger Committee. During additional meetings, the SIA Committee members used a collection of parent/student/staff/community input, district data, and state/national trends to prioritize our district needs and brainstorm solutions. For final SIA Committee meetings, our members researched likely outcomes to proposed strategies and estimated costs. Finally, the team chose the top priorities, reasonableness of strategies, and likely outcomes to develop the SIA plan.

Our team learned that mental health and safety is the highest priority of our overall community, as well as our focal populations. This category was followed by reducing class size and adding more adult support in schools. Families in our focal groups wanted to extend the learning opportunities for students outside the classroom, such as field trips, summer programs, and after-school programming. Our SIA Steering Committee heard presentations from two local organizations about providing mental health services. The Committee chose La Clinica because the organization demonstrated a plan to financially self-sustain the mental and behavioral health services after two years, creating stable and viable service for our students and their families. Additionally, the Committee learned that our families and communities recommend support focused at younger children to build strong foundations for educational success.

We reported back to our families and community by posting information on our District website. The slideshow and plan, as approved by the School Board, is available. Our Steering Committee is a broad representation, including the local charter school (ATI), and we fed information back through our



representatives. The Superintendent and an assistant superintendent met with student leaders at Phoenix High School to summarize our plan and activities, as well as answer follow-up questions. Representatives, including student and union representatives, presented twice at public school board meetings with community input. The Superintendent met for “State of the District” meetings at every school building to summarize the SIA Plan.

#### **Part Four:** Data Analysis and Data Sources

Sources used were quantitative and qualitative data from the following surveys: general SIA survey, OEA/OSEA surveys, targeted student and family paper-and-pencil surveys, school climate, and Healthy Teens. The SIA Committee also considered qualitative summaries from parent and student listening sessions, focus groups, and individual surveys. Student data included graduation rates, attendance, on-track, discipline, SBAC, credit attainment, and iReady data disaggregated by subgroups. Employee data included retention rates and summative evaluation summaries. Additionally, the team considered demographic data of students and employees and class size data. The SIA Steering Committee solicited input from the District Attendance Committee and the Diversity, Equity, and Inclusion Committee.

Survey comments and listening session feedback from families and students in traditionally marginalized groups were “weighted” to ensure a strong voice. Decisions based on this data were evaluated through an equity lens.

We aligned our planning and data with our Continuous Improvement Plan (CIP) and needs assessments, High School Success Plan, and ORIS Needs Assessments.

#### **Part Five:** SIA Plan

##### Equity Lens: **Equity Lens**

The SIA Steering Committee used the Oregon Education Investment Board Equity Lens. The Equity Lens was a thinking tool, and we created a discourse worksheet with the questions (attached) to guide our work. Members of our SIA team attended the SOESD’s training on building an inclusive table and human-centered planning. Our district then ensured that our SIA Steering Committee included students, classified staff, certified staff, community members and administrators that reflected the diversity of our student population. Our Committee used the Equity Lens to analyze data and ensure that we had appropriate data to make decisions with. When draft outcomes and strategies were discussed, the SIA Committee was again briefed on the Equity Lens and the worksheet was used to focus activities. Finally, when the plan was developed, the Committee used the Equity Lens to reflect on the work and plan for accountability measures. By using an equity lens, our SIA Steering Committee sought to ensure that our decisions are designed to achieve equitable outcomes, collect data that identifies populations that are not benefiting from current programs at the rate of the majority group, reduce the opportunity gaps, engage communities in decision-making, understand the causes of existing disparities, and identify how our work can reduce these disparities. Our SIA Steering Committee wanted to allocate funds to

strategies and activities that would lead to outcomes that most benefited our targeted student populations and, by doing so, would nourish the education and growth of all students.

Plan: **Integrated Planning Tool & Budget**

Outcomes:

1. Every K-12 educator and classified staff will be trained on strategies and techniques to help students self-regulate and maximize in-classroom time. We believe we can build resilience and emotional intelligence in our students and staff by implementing trauma informed practices school-wide for all students, all staff, all locations, and all tier levels of support.
2. Increase intentional educator support, targeted in grades K-2, resulting in positive changes in school climate, working and learning conditions, and 3rd grade reading and math proficiency.
3. All students K-12 will be afforded more inclusive, well-rounded educational opportunities to increase their engagement and connection to a safe, welcoming school environment.
4. Create more culturally relevant and authentic learning opportunities outside the typical school day/year.
5. Students and their families receive needed mental and behavioral health support by qualified, trained staff and through community partnerships.

Strategies:

1. Strategy 1 - Develop a district-wide equity focused framework with differentiated tiered support for addressing social-emotional learning and create coherence between all schools to support staff and meet the needs of all students.
2. Strategy 2 - Long-term commitment to providing properly trained staff to ensure increased instructional effectiveness in primary grades and core subject areas. Strategies will include hiring additional staff members and providing professional development opportunities for all staff.
3. Strategy 3- Develop well-rounded students prepared for the workforce through a variety of diverse exposures and experiences.
4. Strategy 4- A commitment to an academic equity lens. This will be the process used for funding services and allocating resources. In addition, focus will be on cultural awareness as it relates to curriculum, professional development and an inclusive environment.
5. Strategy 5 - Creating intentional opportunities for students and families to engage and authentically connect to their school community, so they feel welcomed as full participants in the educational journey.

Activities:

Hire a district-wide social emotional PD facilitator.
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Hire additional Instructional Assistants for all Kindergarten classrooms and 1 Instructional Assistant grade level 1 & 2 at each elementary building
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Partner with La Clinica to provide School Based Health services
Create an Inclusion Support Team - 1 Certified
Hire School Psychologist
Create an 'Onboarding' academy for new staff
Hire additional teacher at PES and OHES to reduce class size and increase support
Support TMS in restructuring master schedule and possibly hire .5 FTE to reduce core subject area class size
Hire a diverse staff that reflects our student demographics
Purchase adopted culturally relevant curriculum
Create and provide enriching and diverse classes (electives) that expose students to 'real world' experiences
Hire 2 music teachers to create a full K-5 music program
Purchase Curriculum and Technology for K-5 music
Provide healthy and culturally diverse food
Hire additional IAs for SPED classrooms
Provide Professional Development for Implicit Bias training, Cultural Awareness, Instructional Best Practices
Create an Inclusion Support Team - (3 IAs)
Provide opportunities for parents and community to provide SIA progress feedback
Provide parent and community learning opportunities to respond to requests from our underrepresented populations

Theories of Action:

- If we contract with La Clinica for mental health support and hire a school psychologist, then we can provide for the mental and behavioral health of our students and families, so that every student has their basic emotional needs met and care needed to create safe and welcoming school environments where all students can and want to attend school regularly, resulting in an increase in regular attenders which increases academic performance, school completion, and workplace readiness.

- If we hire diverse teachers and classified staff, and provide them with appropriate on-boarding in trauma-informed practices, evidence-based engagement strategies and social-emotional learning, and continue providing ongoing support through professional development and embedded coaching, then our staff will have the capacity to serve students equitably and fairly, so that every student in the Phoenix-Talent School District has meaningful, authentic engagement in the school community and graduates from high school fully prepared for college or career.
- If we provide more opportunities for culturally-relevant courses and music, including curricula to support the classes and activities, then more students will be engaged with school opportunities that they enjoy and can relate to, so that they attend school more regularly, develop meaningful relationships with adults and peers, and complete high school.

The District's Theories of Practice are based on the 2018 Quality Education Model (QEM) recommendations:

- Effective Teachers supported by high-quality induction, support and mentoring; context-specific professional learning that builds capacity for small group facilitation, analysis of individual student needs, strategic planning to address root causes of underachievement and partner networking; time and support for data analysis and diagnosis of student needs and sharing of expertise in solving teaching challenges; meaningful evaluations and feedback about standards aligned classroom, performance and professional collaboration; and including teacher leadership (trying, evaluating and planning new practices) in the career path.
- Strong and Stable School Leadership who foster a shared vision and culture of trust and support, develop and empower effective teachers, coordinate support staff and external partners, and assure the coherence of the processes and practices that ensure every student and teacher has and meets high expectations.
- Well-coordinated Support Staff who promote a culture of learning through support of both academic and personal issues.
- Community Partners who add value by working on the ground to directly assist families, students and schools in solving challenges, providing wrap-around services and connecting schools to their neighborhoods.
- Engaged Parents who have the necessary information to help their students stay on track and to get involved and connected to the larger school community.

In addition, the SIA Plan compliments the District Continuous Improvement Plan goals:

Goal 1: 90% of students, in all subgroups, will be regular attenders (missing less than 10% of the school year).

Goal 2: 90% of all students, disaggregated by subgroup, will graduate from high school with a regular or modified diploma within four years of starting high school. This trajectory will be sustained with all freshmen earning at least 6 credits by the end of their 9<sup>th</sup> grade year.

Goal 3: 60% of students in 3<sup>rd</sup>-8<sup>th</sup> and 10<sup>th</sup> grades will meet state grade-level expectations in English Language Arts and Mathematics district-wide.

Priorities:

Where do you expect to put most of your focus, resources, and energy in the first year?

In the first year, our first priority will be to create a support system for mental and behavioral health. We have arranged services with La Clinica to hire, train, and supervise school-based health services. Our SIA includes start-up costs for two years of services, with a plan to be self-sustaining or an ability to increase services in the third year. It is a high priority to add a Social-Emotional Learning Coordinator to build equitable systems and provide professional learning opportunities. We also plan to hire teachers and classified staff to reduce the student-to-staff ratio, with an intentional focus on our lower grades. Hiring personnel, such as bilingual teachers and a school psychologist, are a priority, but this may shift as hiring capacity of specialized personnel may be limited in Southern Oregon.

Our priorities are to align the SIA with other initiatives and plans, including our CIP, Title programs, and Measure 98. Priorities will be given during the first year to elementary support and mental health, as our High School Success Plan already addresses some of the most urgent needs of our high school students.

**Part Six: Use of Funds**

Allowable Categories:

Increasing instructional time

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

Meeting mental and behavioral health needs:

Increasing instructional time

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: (500 words or less) Meet students' mental and health needs; and Increase academic achievement and reduce academic disparities for the focal student groups called out in the law.

Our district SIA plan is focused on meeting students' mental and health needs and increasing academic achievement for our focal student groups. The SIA plan prioritizes mental health providers at each school, increases the staff to student ratio to allow more adults to build genuine connections with

students, and provides social-emotional professional development to increase the capacity of our school staff. The plan focuses on removing institutional barriers that contribute to inequitable access to high-quality education: exclusionary disciplinary practices and lack of trauma informed practices. The plan also addresses individual barriers: implicit bias in school staff and educator stress and burnout. According to research (Simmons, Brackett, Adler, 2018) our plan includes the following programs, initiatives, and policies that may reduce academic disparities:

- Inclusion and integration initiatives
- Restorative justice practices for school discipline
- Trauma-informed system interventions to create supportive school environments
- Culturally competent and equity-literate educators and academic content to reduce implicit bias
- Social-Emotional Learning and mental health providers to support students and teachers to cope with stress, develop skills, and create healthy, caring schools.

Tending to the mental and social health needs of families and students helps to ensure that all students have access to quality educational resources and opportunities to be successful. Our plan also focuses on reducing class size to prevent teacher burnout as well as create a higher staff to student ratio so that every student has a caring adult connection in the school system. Furthermore, activities in our plan were specifically created to address direct concerns voiced by our families and students in our focus populations. Our plan is responsive to the needs, and driven by the ideas of our groups that are traditionally under heard and historically marginalized.

Equitable practices, focused on historically marginalized student groups, benefit everyone. Our SIA plan calls for the development of systems that must apply an equity lens to how leaders lead, educators teach, and students learn to create opportunities for all students and families.

*Simmons, D. N., Brackett, M. A., & Adler, N. (2018) "Applying an Equity Lens to Social, Emotional, and Academic Development," Edna Bennett Pierce Prevention Research Center, Pennsylvania State University*

The act supports "targeted universalism." This means that all students can benefit while focus can be given to target or focal student groups. Describe the potential academic impact for all students and the focal student groups based on your plan to use funds. (500 words or less)

Phoenix-Talent Schools' SIA plan is that of a collaborative effort, driven by a diverse group of stakeholders united behind common student outcomes to address inequities within our educational system. Our process follows the Student Success Act's "targeted universalism," an approach that aims for universal student success by addressing disparities in opportunities among targeted populations. We did this by:

- Disaggregating data to better understand achievement and opportunities gaps.
- Give voice to traditionally marginalized students and families; allowing representatives to safely discuss concerns and suggest ideas to raise achievement and growth with targeted populations.

- Reflect on outcomes, strategies, and activities through an equity lens. Giving “weight” to targeted populations.

Our SIA Steering Committee feels that our SIA plan will benefit all students, but is especially targeted to meet the needs of students with disabilities, families experiencing housing distress, students of color, and LGBT+ youth. Specifically, the historical growth plateau of our Native American students and those experiencing homelessness were of most concern. Our plan focuses on educating the students with the greatest need.

Our District team looked at subgroups that have shown exponential growth over the past few years, nearly eliminating the achievement gap: migrant students and Latino students. The team intentionally studied the programs, supports, and services that our migrant and Latino families reported to us as being necessary and helpful. These included extended learning opportunities focused on the sciences and hands-on experiences, relationships built through Spanish-speaking liaisons and graduation coaches, and social support. As Pedro Noguera said, “It’s about having a comprehensive vision that includes things like social support while providing a high-quality education.” Our District plans to braid funds (i.e., migrant education, Title Ia, and Indian Education funds) to continue these activities and expand the activities to students in other subgroups. Our migrant families and students appreciated activities beyond credit retrieval and interventions in reading and mathematics. Trying to replicate migrant education activities for other subgroups, for example, led to an upcoming change this spring for our Native American students -- leveraging Indian Education funds, our District is partnering with the ESD and Talent Maker City to provide regalia-making activities during Spring Break for our secondary Native American students, led by a team of local tribal leaders and District teachers.

While we think that our district’s SIA plan will benefit all students in the Phoenix-Talent School District, we feel that we will see particular growth from our students with disabilities, our students experiencing homelessness, our LGBT+ students and staff, and students and staff of color. By providing social support and increasing the capacity of staff to build meaningful, responsive relationships with students and families, we envision an increase of regular attenders, credits attained, on-time graduation rates, and academic achievement in math, reading, and the sciences.

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)

Historically, children in poverty, migrant families, undocumented families have less access to medical care, health insurance, safe and stable housing, quality teachers, rigorous curricula, and Advanced Placement courses in school. They also have less social capital, social relationships, educational and job opportunities, and services. By focusing our plan on providing health services, social emotional learning, recruiting and retaining high quality teachers and staff, and extending learning opportunities for our targeted populations, Phoenix-Talent Schools aims to reduce these disparities. Our hope is that our SIA

plan increases access to quality educational and community services for our traditionally marginalized students and families, and that we see exponential academic and social growth from our students who have been underserved and underperforming.

We believe that students in more diverse schools have better academic and life outcomes than students attending less integrated schools. Our plan calls for more inclusive practices, specifically requested by our students with disabilities and their families. Barriers to inclusion that will be addressed in the plan will be exploring staff biases, reducing class sizes, and providing professional development to increase the capacity of our staff in supporting diverse students.

The goal of our plan is to eliminate academic disparities and opportunity gaps. We want every student and family to know and feel that they not only belong and are accepted in our school community, but they are integral and needed members.

**Part Seven:** Board Review

[Board minutes](#)

**Part Eight:** Public Charter Schools

Yes - Sponsor a charter school

Yes - Invited charter school to participate

No - charter school did not decline to participate

Process of Collaboration (150 words)

Our district worked closely with Armadillo Technical Institute (ATI) regarding the Student Investment Account. ATI's executive director participated on our SIA Steering Committee; she also committed to attending work sessions. Additionally, the executive director worked with our consultant from the ESD on the plan. Our district encouraged listening sessions for ATI students, families and communities; we support ATI by paying for food and providing language interpreters for their community listening sessions. We included ATI in our conversations and agreements with mental health providers, sought ATI's input, and included ATI services in our district's cost and services package. Additionally, our district paid the attorney fees to negotiate the charter agreement and facilitated meetings with Board and administrative representatives from ATI and the District. ATI was included in our Board meetings and presentations regarding the SIA, and we will continue to have regular and ongoing collaboration. Longitudinal growth target data is included in the district data and measurement systems.

With the small amount of SIA funds received by ATI, the funding is dedicated to providing mental health support, which was identified as the greatest need. The district will continue to support ATI through district-wide school improvement efforts.

[charter agreement](#)