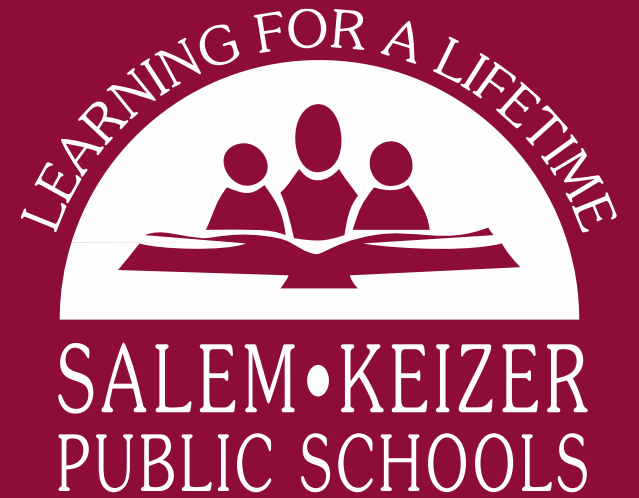


School Board Meeting

Work Session

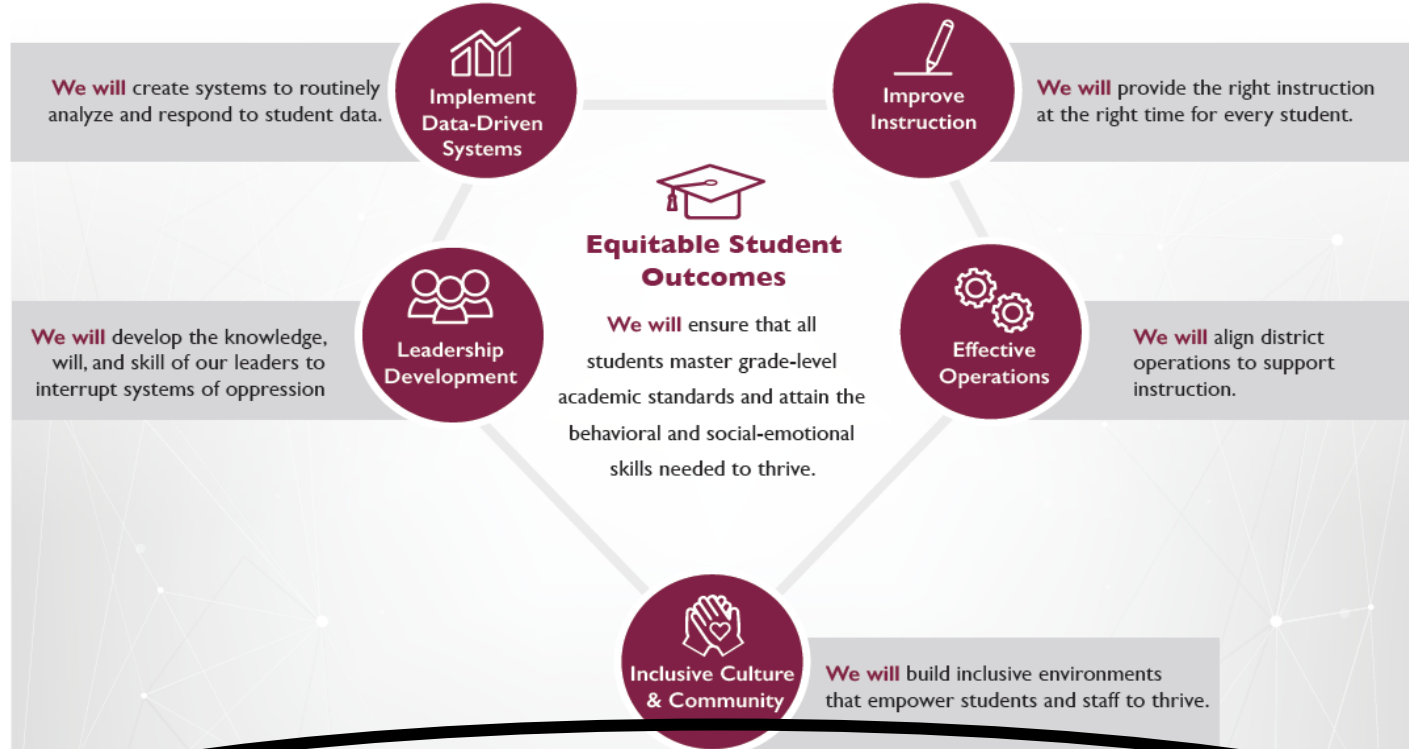
July 26, 2022



Key Performance Indicators (KPIs)

2019-22 Salem-Keizer Public Schools Strategic Plan

Our Vision: All students graduate and are prepared for a successful life.



Key Performance Indicators

These indicators and outcomes provide check-points for student success.

Equity, Diversity, & Inclusion	Social-Emotional Supports	Elementary Success	Middle School Success	High School Success	Community Engagement/Empowerment
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SY 2021-22 Key Performance Indicators (KPIs)

Equity, Diversity, & Inclusion	Social-Emotional & Behavioral Health	Elementary Success	Middle School Success	High School Success	Community Engagement & Empowerment
Disaggregated Exclusionary Discipline Data ⁵	Sense of Belonging ⁴	Grade 5 Math Growth ¹	Grade 7 Math Growth ¹	Math Grade Distribution ⁵	Engagement Sessions and associated outcomes ⁶
Increase diversity of applicants and hiring of diverse applicants within that pool ⁶		Grade 2 Passage Reading Fluency (English) ²	Math Grade Distribution ⁵	Grade 9 On Track to Graduation ⁵	CBO Engagement & Partnerships in Support of Students ⁶
		Grade 2 Sentence Reading Fluency (Spanish) ²	ELA Grade Distribution ⁵	Completion Rates (4- and 5-Year Cohorts) ³	
		Grade 5 On Track to ELP ³	Grade 7 On Track to ELP ³	Biliteracy Seal ³	

1. i-Ready
2. easyCBM
3. State Metric
4. Panorama
5. Student Information System (Synergy)
6. SKPS Metric

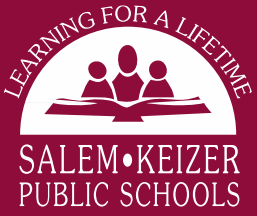
Integrated Needs Assessment

As shared last month, during the 2022-2023 school year, we will conduct a **districtwide integrated needs assessment** that includes:

- Community and stakeholder **engagement**
- **Evaluating student performance data** aligned to Key Performance Indicators
- **Focus our engagement** efforts on students experiencing hardships and students from diverse backgrounds
- **Evaluating our current Strategic Plan** and updating it based on feedback
- Integrating separate federal and state investments into a **single application to the state** and combining processes for planning, engagement, budgeting, and evaluation
- **Timeline: Due by March 31, 2023**

Summer Engagements

- Stakeholder engagement **begins in July.**
 - 18 July – SKPS Native and Indigenous Families / PAC
 - 26 July – Early Learning Hub and Childcare Providers
 - 27 July – Faith-based Leaders
 - 28 July – Confederated Tribes of Grand Ronde
 - 29 July – Partner CBOs
- **Outcomes** from this work will also include a completed needs assessment, an updated strategic plan, and feedback about our vision statement.
- Need **board member involvement** at each engagement session.



Equity Advisory Committee Development

- ORS 581-022-2307 (SB 732)
- Must be in place by September 15, 2022
- **Superintendent:**
 - Coordinate nomination process
 - Propose finalists to the school board
- **School Board:**
 - Select finalists
 - Ensure representation of underserved groups

Equity Advisory Committee

Purpose

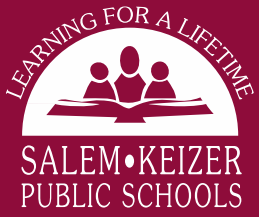
- The Equity Advisory Committee will:
 - **Advise the superintendent and the school board** about the educational equity impacts of policy decisions
 - **Inform the superintendent and the school board** regarding situations that negatively impact underrepresented students and advise on how best to handle that situation

Equity Advisory Committee

Composition

The Equity Advisory Committee Composition:

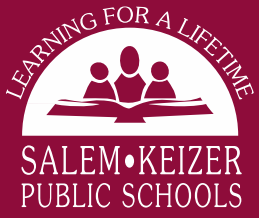
- Parents, employees, students and community members from the school district
- Cannot be a voting member of the board or the superintendent
- Equity committee member must be appointed to the budget committee when a vacancy arises.
- Must overrepresent the following student groups: students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students with disabilities, women/girls, and students from rural communities.



Equity Advisory Committee

Definitions

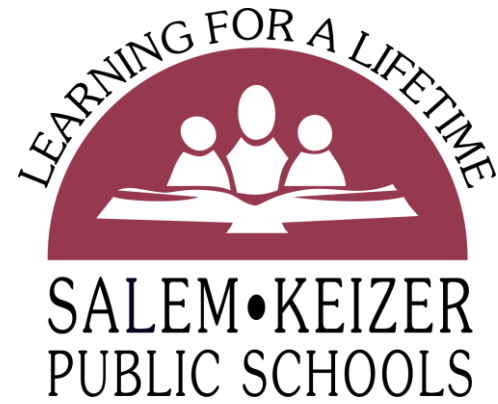
“Underrepresented” refers to communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded and limited proportionate access to the dominant or mainstream educational system despite efforts to participate. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students with disabilities, women/girls, and students from rural communities.



Equity Advisory Committee

Definitions

“Underserved” refers to communities, groups, families and students that the dominant or mainstream educational system has historically and currently excluded, impacted, marginalized, underserved and/or refused service due to institutionalized and intersectional racism and systemic oppression. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty and homelessness, students with disabilities, women/girls, and students from rural communities.

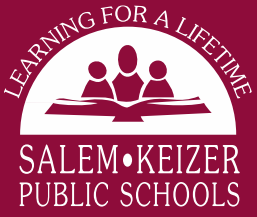


Long-range Facilities Planning

Long-range Facilities Planning

Background

- ORS 195.110
 - Long Range Facilities Planning takes 1.5 to 2 yrs
 - Updated every 7-10 years
 - Growth, Capacity, Adequacy, Condition, Revenue



Long-range Facilities Planning

Process

- Process begins February 2023
 - Identify priorities (February 2023)
 - Last facilities plan was special education classroom, CTE spaces, overcrowding, portables, seismic)
 - Staff Engagement and Consultants
 - Community Engagement
 - Planning Committee