



# Phoenix-Talent Schools

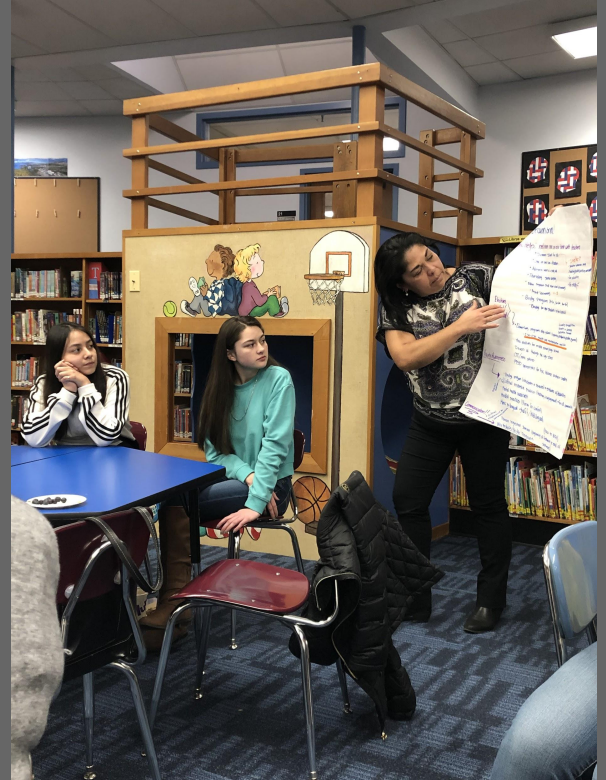
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## Student Investment Account Plan





# SIA Steering Committee



**Students:** Carola Landaverde, Kelsey Bakke, Kaia Eikenberry, Victor Martinez

**Parents:** Eric Zurita, Rosa Belem Ochoa

**Community:** Jonathan Chavez-Baez (SOU), Summer Brandon (ATI)

**Board Member:** Dawn Watson (parent)

**Staff:** Melanie Kwiatkowski, Marcel D'Haem, Christie Sanders, Samantha Dedrick, Clint Rodreick, Kelleen Seedborg

**Administrators:** Tiffanie Lambert, Javier del Rio, Toby Walker, Heather Lowe-Rogers, Brent Barry



## OVERVIEW

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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.

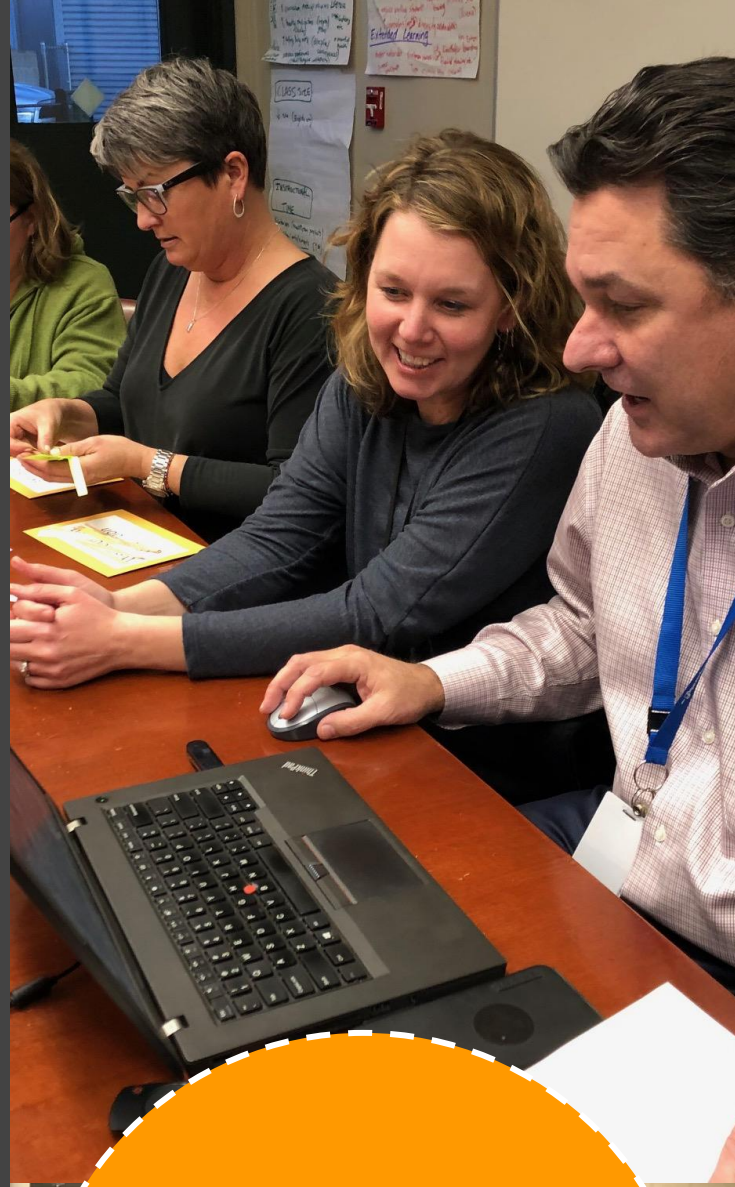
Our district continues to have the challenging task of supporting and providing care to students who are not yet able to self-regulate or have challenges with mental or behavioral disorders. Along with the rest of the state, we have been responding to increasingly aggressive and intense behaviors in 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



# 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. Build resilience and emotional intelligence in our students and staff by implementing trauma informed practices school-wide for all students, all staff, all location, 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 inside and outside the typical school day/year.
5. Students and their families receive necessary mental and behavioral health support by qualified, trained staff and through community partnerships.



“That's at the core of **equity**: understanding who your kids are and how to meet their needs.”

Pedro Noguera





## STRATEGIES

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. 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. Develop well-rounded students prepared for the workforce through a variety of diverse exposures and experiences.
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. 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.

