

Portland Public Schools

Strategic Plan Summary Document

October 10, 2022

Excellence in Action



LETTER FROM THE BOARD PRESIDENT AND SUPERINTENDENT

Portland Public Schools: 2022 - 2027 Strategic Plan *Working Together to Shape the Future of Our District*

We are excited to introduce the 2022 - 2027 strategic plan. This plan recognizes the quality work and history of our district and establishes a future direction that will provide the resources and opportunities for students to reach their full potential. As a district we stand ready for the challenges of the future. Our success will be measured by not just our ability to survive but our dedication to continue to grow and improve over the next five years.

The completion of the strategic plan represents the end to a comprehensive process that the Board undertook during the summer and fall of 2022. The Board had the opportunity to learn more about the district's key data and perceptions of all of our stakeholders. Throughout this process it was evident that the district continues to move in the right direction and that the strategic plan should serve as a tool to support our team's work. As we look to the future our vision statement will serve as a reminder on how we will achieve our strategic plan goals: ***We demonstrate Raider PRIDE by working together as a community to inspire lifelong learners.***

Linda Hoxie-Green - Board President

William Heath - Superintendent

INTRODUCTION

A strategic plan is a living document that is used to communicate the district's goals and priorities. This plan ensures that all stakeholders are working toward common goals and focuses the district's energy and resources to complete those goals. As we look towards the next five years we recognize that schools are asked to do more and in many cases with less resources. Planning for the future is more important than ever.

In May 2022, the Portland Public Schools Superintendent and the Board of Education made a commitment to create a five-year strategic plan. To support this commitment the district utilized the expertise of Dr. Rusty Stitt to help facilitate the planning process. This process was data-driven, inclusive of district stakeholders, and focused on the priorities that will help the district succeed in the future.

The Board established its purpose for the Strategic Plan:

- Provide direction, connectivity, and common language.
- Encourage growth.
- Stress the importance of continuous improvement.
- Serve as a district compass.
- Establish the culture of our organization.
- Focus resources on district goals.
- Advertise to parents on the district's future/current direction (retain/recruitment).
- Align current initiatives with future goals.
- Provide clarity in the respective roles of the Board of Education, administrators, staff, parents/guardians, and the community.

As part of the planning process, the vision, mission, and belief statements were reviewed. Based on the qualitative and quantitative data, new mission and vision statements and strategic goals and objectives were developed. Regular monitoring of progress is critical to the plan's success.

THE STRATEGIC PLAN PROCESS

| Strategic Planning Timeline | | | Date/Time |
|--|---|--|-------------------------|
| Steps | Stakeholders | Agenda | |
| Admin discussion on process and input | Admin Team and Dr. Stitt | Review thoughts and give input on purpose/need/process/criteria | May 23 @ 4:00 pm |
| Purpose/Need/ Process | Board and Superintendent | Develop and agree on purpose/need/process/criteria | May 23 @ 6:30 pm |
| Current Focus Areas and Data | Board, Superintendent, Director of Elementary and Secondary | Review current relevant data, data trends, and district focus. Review and revise Mission/Vision/Beliefs/Motto | June 6th @ 5:30pm |
| Admin discussion on program needs/input | Admin Team | Discuss program needs and support for strategic planning. | Aug 1st @ Admin Retreat |
| Stakeholder Feedback Survey #1: Strengths/Opportunities/Barriers Open June 8th - 24th | | | |
| Program and Stakeholder Input | Board, Superintendent, Admin Team | Discuss program needs and support for strategic planning Review Mission/Vision Statements Discuss Stakeholder Survey Results | Aug 9th @ 6pm |
| Focus Area and Goal Selection | Board and Superintendent | Select 3 - 5 strategic plan Focus Areas Select Focus Area Goals | Aug 22nd @ 6pm |

| | | | |
|--|-------------------------------|--|---------------------|
| Priority Objective Development | Superintendent and Admin Team | Develop Priority Objectives for Focus Area Statements | Aug 23 - Sept 9th |
| Review Priority Objective Document | Board and Superintendent | Review and Approve draft Priority Objective Document | Sept 12th @ 6pm |
| Strategic Plan Draft Document Development | Superintendent and Dr. Stitt | Develop draft document and presentation (Send to Board for early review with Sept 26th Board Packet) | Sept 13th - 22nd |
| Review Draft Plan Document | Board and Superintendent | Review draft document and presentation and approve for public release. | Sept 26th @ 6pm |
| Stakeholder Feedback Survey #2: Draft Strategic Plan Input Open Sept 26th - Oct 9th | | | |
| Employee Input | Admin Team and Employees | Individual Building Meetings to Review Draft Document | Sept 26th - Oct 9th |
| Stakeholder Input | Board and all Stakeholders | Public Hearing for Review of Document | Oct 3rd @ 5pm |
| Draft Plan Review | Board and Superintendent | Review and adjust draft plan after stakeholder input. Determine communication plan. | Oct 10th @ 6pm |
| Approval and Communication | Board and Superintendent | Board approval at Board meeting. | Oct 10th @ 7pm |

MISSION STATEMENT

A mission statement establishes the purpose of the school district. During the strategic planning process the School Board adopted the following mission statement:

The mission of Portland Public Schools, in collaboration with the community, is to provide a safe learning experience so each student feels empowered to meet their full potential.

“Safe” - adopting, implementing and enforcing policies, practices and protocols that respect all individuals both emotionally and physically.

“Learning Experience” - acquiring new understanding, knowledge, behaviors, skills, values, and attitudes.

“Empowered” - to inspire individual ownership and build confidence to take control of their own decisions.

“Full potential” - to be the best one can be academically, intellectually, socially and emotionally.

VISION STATEMENT

A vision statement looks to the future and creates a mental picture of the ideal state that we wish to achieve. During the strategic planning process the School Board adopted the following vision statement:

We demonstrate Raider PRIDE by working together as a community to inspire lifelong learners.



DISTRICT MOTTO

A district motto captures the essence of the school in just a few words. During the strategic planning process the School Board confirmed the following district motto:

“Excellence in Action”

STRATEGIC GOALS

The Strategic Plan is developed by the Board and establishes focus areas, goal statements, and priority objectives for the district to focus on over the next five years.

2022-2027 Focus Areas

- ☐ **Instructional Design**
- ☐ **Wellness**
- ☐ **Culture and Environment**
- ☐ **Team Development**
- ☐ **Facility/Operations/Finance**

FOCUS AREA 1: INSTRUCTIONAL DESIGN

Goal Statement: Portland Public Schools will utilize its aligned curriculum, dedicated instructional design, and assessment practices to guide and ensure teacher effectiveness, student learning, and engagement across all grades and courses.

Priority Objectives:

- ☐ Continue to enhance and scale up the utilization of the Multi-Tier System of Supports (MTSS) across all grade levels.
- ☐ Plan, design, implement, and maintain fully aligned curriculum and instructional practices for all grade levels PK - 13.
- ☐ Create an environment that promotes student engagement and voice through the use of instructional best practices and student centered instruction.
- ☐ Develop student schedules and programs that provide opportunities that are focused on individual interests and will lead to career and college pathways.

FOCUS AREA 2: WELLNESS

Goal Statement: Portland Public Schools will enhance the emotional and social wellness for students and staff by providing opportunities to be highly engaged in the learning environment while promoting life balance.

Priority Objectives:

- ☐ To enhance the student's school/life balance the district will provide grade level expectations and guidelines regarding beyond the classroom requirements.
- ☐ Implement a comprehensive social and emotional learning curriculum at all grade levels.
- ☐ Continue to increase the utilization of the Positive Behavior Interventions and Supports (PBIS) across all grade levels.
- ☐ Through the use of district and community resources, staff and students will have the opportunity to manage individual wellness.

FOCUS AREA 3: CULTURE AND ENVIRONMENT

Goal Statement #1: Portland Public Schools will strengthen school and community partnerships through transparent communication.

Goal Statement #2: Portland Public Schools will foster a responsive and caring culture where all feel valued and supported.

Priority Objectives:

- ☐ Develop and enhance programs and protocols that support students as they transition between grade levels and buildings.
- ☐ Dedicate time and resources to strengthen district safety infrastructure and protocols.
- ☐ Implement and support the *Capturing Kids' Hearts* initiative throughout the district.
- ☐ Provide a welcoming environment by strengthening the commitment to customer service in all buildings and during all district functions.
- ☐ Enhance internal and external communication protocols that value transparency and stakeholder input.
- ☐ Develop activities and events to support and educate parents/guardians on how to guide students emotionally and educationally.

FOCUS AREA 4: TEAM DEVELOPMENT

Goal Statement #1: Portland Public Schools will promote a culture of learning and development for all employees by providing opportunities and pathways for growth and advancement.

Goal Statement #2: Portland Public Schools will recruit, attract, develop, and retain high quality staff.

Priority Objectives:

- ☐ Develop a comprehensive and supportive mentoring program and/or network for all employees.
- ☐ Establish a district professional development plan to support the individual needs for all employees.
- ☐ Implement an evaluation process that will be used as a method for individualized and group professional growth.
- ☐ Maintain support and enhance the Human Resources Department in order to recruit, attract, and provide support for all employees.
- ☐ Cultivate opportunities for leadership and career development for all employees.

FOCUS AREA 5: FACILITY/OPERATIONS/FINANCE

Goal Statement #1: Portland Public Schools will maintain fiscal responsibility that reflects a commitment to student learning and a rich variety of programs and services.

Goal Statement #2: Portland Public Schools will provide safe and effective facilities that reflect the PRIDE of our community.

Priority Objectives:

- ☐ Enhance and maintain the overall appearance of the school buildings and grounds through low maintenance improvements.
- ☐ Maintain a balanced budget that supports and provides funds to meet the district strategic plan goals and priority objectives.
- ☐ Develop a long-term facility and budget plan that builds capacity for infrastructure and program expansion and changes.
- ☐ Establish key fiscal performance indicators to monitor district financial health.
- ☐ Continue to invest in the Capital Improvements Fund to support non-bond infrastructure needs.

STRATEGIC PLAN IMPLEMENTATION

The implementation plan will be developed by the Superintendent and key staff members. This work will result in the district Goal Statements and Priority Objectives being translated into action plans that will include measurements, timelines, and responsibilities.

The Superintendent will provide updates to the progress towards the completion of the Priority Objectives and desired outcomes of the Goal Statements. In order to provide a more thoughtful update to the five focus areas the Superintendent will provide individual focus area updates once per year. The Board will establish a calendar with the month and board meeting that the Superintendent will provide focus area updates throughout the school year. The focus area updates will then be compiled into a yearly progress document that will be posted to the district's website for public viewing.

STRATEGIC PLANNING INPUT

In order to develop the strategic plan the Board reviewed relevant data and district perception surveys.

- Demographics
- Academic Performance
- Finance
- Personnel
- Stakeholder Perception Surveys
 - Parents/Staff/Community
 - District Leadership

DEMOGRAPHICS

Portland Residential Data - Data provided by United States Census Bureau <https://data.census.gov>

- Per capita income is \$32,951 which is 25% higher than Ionia County and about the same for the State. Median household income is \$79,308 which is 1.3 times higher than Ionia County and the State. The poverty level is 3.2% which is much lower than the average for Ionia County (9.6%) and the State (13.1%).
- 95.7% of residents have a high school diploma or higher with 32.5% having a bachelor's degree or higher. Both are higher than the Ionia County and State averages.

Portland Public Schools Data - Data provided by MI School Data <https://www.mischooldata.org/>

- Fall 2021-2022 enrollment was 2,089 students. This is a decrease of 40 from the Fall 2019-2020 enrollment of 2,129 students.
- Attendance rate for 2021-2022 was 90.14%. This rate has dropped since 2019-2020 when the attendance rate peaked over 5 years at 95.93%. The attendance rate for Ionia county is 91.21% and 92.91% for the State.
- In 2020-2021, 186 FTE (Full Time Equivalent) students were non-residential students enrolled in the district, while 137 FTE residential students were enrolled elsewhere with the majority going to Pewamo-Westphalia, Grand Ledge, and Brighton.
- 34% of students are identified as economically disadvantaged, which has increased slightly from 27.89% in 2015-2016 but a small decrease from the peak of 36.03% in 2019-2020.
- The 2021 cohort 4-year graduation rate was 75% and a drop-out rate of 3.29%. This graduation rate includes our non-traditional students enrolled in alternative education and virtual school. Graduation rates have fluctuated over the past 5 years. The State graduation rate was 80.47% for the same time period with a drop-out rate of 7.65%.
- 54.3% of students enroll in college within 6 months of graduation. There has been a slight decline since 2016-2017 at 60.5%.

ACADEMIC PERFORMANCE

Proficiency on M-STEP 3-7, PSAT 8 and SAT 11 2020-2021 - Data provided by MI School Data <https://www.mischooldata.org/>

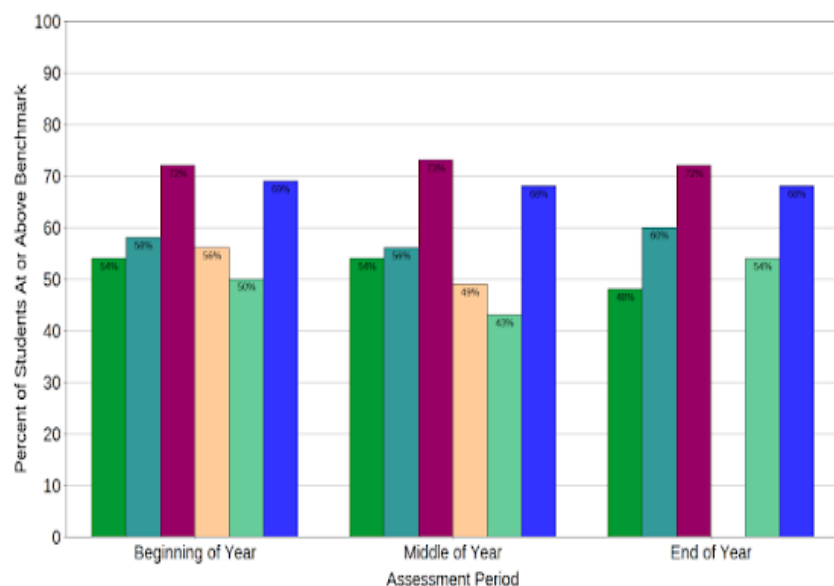
| Grade Level | Reading - PPS | Reading - Statewide | Math - PPS | Math - Statewide |
|-------------|---------------|---------------------|------------|------------------|
| 3rd | 50.4% | 42.8% | 47.1% | 42.3% |
| 4th | 57.1% | 44.2% | 38.9% | 36.5% |
| 5th | 44.2% | 43.7% | 25.8% | 29.6% |
| 6th | 32.1% | 38.6% | 16.5% | 28.6% |
| 7th | 36.6% | 40.7% | 22.1% | 32.3% |
| 8th | 63.0% | 63.6% | 31.5% | 36.0% |
| 11th | 59.9% | 56.6% | 32.5% | 34.5% |

- 137 students attended some form of early childhood program prior to attending kindergarten.
- Dual Enrollment - Average number of students enrolled in the fall for the past 3 years is 122 and for spring is 131.
- Early College - Enrollment in the Portland Early College Program, a 5th year program that allows students to take college courses at no cost to the student, has increased from 9 students in 2019 to 23 students in 2021.
- CTE (Career and Technical Education) enrollment has steadily increased over the past 5 years with a slight decrease from 93 students in 2020-2021 to 89 students in 2021-2022.

Kindergarten Acadience: Multi-Year

Acadience Reading K-6

Reading Composite Score

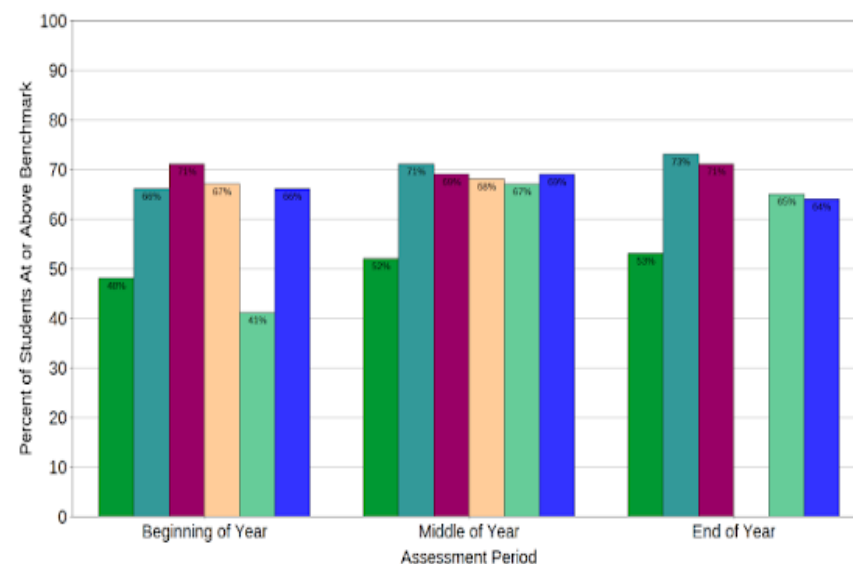


| | |
|-------------------------------------|--|
| 2016-2017 | |
| Beginning of Year: 54% (88 of 163) | |
| Middle of Year: 54% (83 of 154) | |
| End of Year: 48% (73 of 153) | |
| 2017-2018 | |
| Beginning of Year: 58% (104 of 178) | |
| Middle of Year: 56% (99 of 176) | |
| End of Year: 60% (108 of 180) | |
| 2018-2019 | |
| Beginning of Year: 72% (136 of 190) | |
| Middle of Year: 73% (138 of 188) | |
| End of Year: 72% (137 of 190) | |
| 2019-2020 | |
| Beginning of Year: 56% (115 of 205) | |
| Middle of Year: 49% (101 of 207) | |
| End of Year: 0% (0 of 0) | |
| 2020-2021 | |
| Beginning of Year: 50% (101 of 202) | |
| Middle of Year: 43% (90 of 208) | |
| End of Year: 54% (80 of 148) | |
| 2021-2022 | |
| Beginning of Year: 69% (86 of 124) | |
| Middle of Year: 68% (85 of 125) | |
| End of Year: 68% (85 of 125) | |

4th Grade Acadience: Multi-Year

Acadience Reading K-6

Reading Composite Score



| | |
|-------------------------------------|--|
| 2016-2017 | |
| Beginning of Year: 48% (75 of 155) | |
| Middle of Year: 52% (80 of 155) | |
| End of Year: 53% (81 of 153) | |
| 2017-2018 | |
| Beginning of Year: 66% (101 of 154) | |
| Middle of Year: 71% (112 of 157) | |
| End of Year: 73% (115 of 157) | |
| 2018-2019 | |
| Beginning of Year: 71% (106 of 149) | |
| Middle of Year: 69% (105 of 152) | |
| End of Year: 71% (108 of 152) | |
| 2019-2020 | |
| Beginning of Year: 67% (95 of 141) | |
| Middle of Year: 68% (94 of 139) | |
| End of Year: 0% (0 of 0) | |
| 2020-2021 | |
| Beginning of Year: 41% (16 of 39) | |
| Middle of Year: 67% (74 of 110) | |
| End of Year: 65% (71 of 110) | |
| 2021-2022 | |
| Beginning of Year: 66% (86 of 131) | |
| Middle of Year: 69% (89 of 129) | |
| End of Year: 64% (82 of 128) | |

Multi-Tiered Systems of Support

What is MTSS?

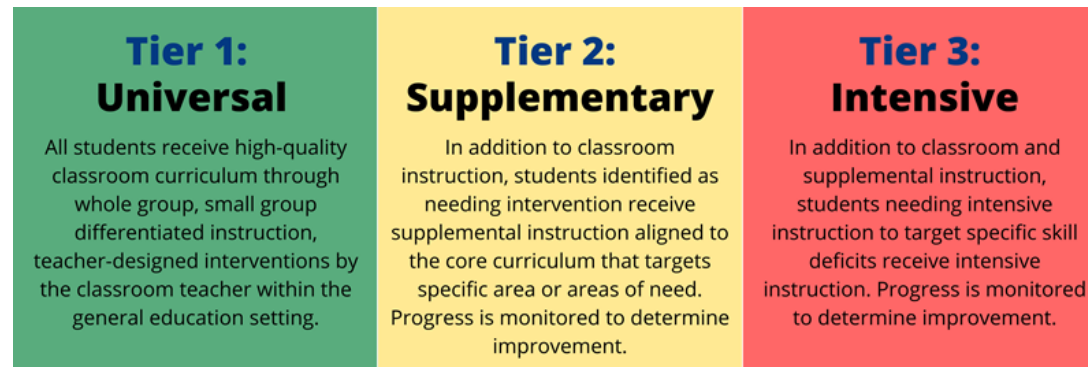
- Portland Public Schools employs a Multi-Tiered System of Support (MTSS) model for optimizing student achievement. MTSS is a comprehensive school-wide model for supporting students with an aligned curriculum, ongoing professional development for educators, parental support, and community engagement, while also identifying students that are in need of intervention and/or enrichment through the use of universal screeners, decision guidelines, and teacher reports.

Through MTSS, we provide strong behavior and core academic programming that monitors student progress and provides intervention, including reinforcement and enrichment to students at all tiers.

- In this framework, the intensity and nature of intervention change depending on how a student responds (i.e., no longer needs intervention, continues to need some intervention, or needs more intensive intervention).
- As students fluidly progress through the tiers, intensity, duration, frequency, and expertise increase with need and decrease with skill attainment, while the ratio of instructor to students decreases or increases to accommodate student needs.

The MTSS model addresses the academic, behavioral, mental health, and environmental needs of the student population at a universal tier, a supplementary tier, an intensive tier, and a replacement tier.

- Students may engage in more than one MTSS tier of support based on an identified need or needs in one or more of the areas (academic subject, behavior, mental health, and environment).
- Prioritization of student needs occurs to ensure maximum growth. MTSS intentionally and explicitly designs and implements individual and small group support in order to best meet the needs of all students.



Key Terms in MTSS:

Core Curriculum is provided to every student and is aligned with Michigan's Academic Content Standards.

Universal Screening for academics and behavior includes the assessments given to all students in a grade level to monitor student growth and respond to student needs. Portland uses The PELI in DK, Acadience in grades K-5, and NWEA in grades 3-12 as a universal screener for academics and the Student Risk Screening Scale (SRSS) for behavior, and social and emotional development needs.

Research-Based Interventions supplement the core grade-level instruction and target student needs using validated strategies.

The key components of MTSS are that:

- All children receive a high-quality curriculum and instruction in the general education classroom (Tier I)
- Universal screenings are used to help identify students who may need more support or other types of instruction
- Teaching strategies or methods are research-based interventions that have been proven to be effective in helping children be more successful with academics or behavior
- Progress monitoring is used as a way for teachers to take a snapshot of how children are doing on a specific skill.

FINANCE

- The District has maintained a balanced budget in each of the last 9 years.
- For the 2022-2023 The District receives a foundation allowance of \$9150 per student.
- As of June 30, 2022 the general fund equity was approximately 20% of expenditures.
- During the 2019-2020 school year a Capital Improvements Fund was established to save for large one-time purchases and non-bond infrastructure needs.
- Portland's debt service millage rate is in the middle of all Ionia county districts.
 - 7.00 Mills - Belding
 - 7.00 Mills - Lakewood
 - 7.35 Mills - Portland
 - 7.72 Mills - Ionia
 - 9.00 Mills - Saranac
- 2022 is the final year of a 4-year bond project.
- The next bond project is estimated to take place in 2026 depending on future property tax values and district infrastructure needs.
- PPS uses a zero based budgeting process to help strategically align resources with the districts identified needs.

PERSONNEL

- Staffing levels have increased since 2019 because of the district's focus on instructional staff and student support.
- The District maintains one of the smallest central office staff levels of any district in Ionia county
- The District outsources certain key non-instructional services including custodial (GRBS) and food services (Chartwells).
- In 2020 and 2021, contracts were negotiated with each bargaining unit (teacher, support staff, transportation) and each has a 4 year term.
- Teacher salaries are above the average of local comparable districts.
- 55% of teachers have a Master's degree or higher.
- 46% of teachers have 1-5 years of experience.
- 13% of teachers have 6-10 years of experience.
- 41% of teachers have 11+ years of experience.

SURVEY SUMMARIES

| District Leadership | | | |
|---------------------|--|---|---|
| Department | Strengths | Opportunities for Improvement | Barriers |
| Oakwood & Westwood | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Capturing Kids' Hearts</i> <input type="checkbox"/> STEM Education <input type="checkbox"/> Focused and Targeted Small group instruction. <input type="checkbox"/> Teaching staff is extensively trained in current teaching best practices. <input type="checkbox"/> Math and Literacy Instruction is focused on two common resources shared between buildings. <input type="checkbox"/> Professional development goals and training are shared between both buildings. <input type="checkbox"/> We have a fluid and shared DK-5 MTSS system. | <ul style="list-style-type: none"> <input type="checkbox"/> Growing our relationships (school to home, home to school) with parents within both elementary buildings so parents feel more comfortable being valued as part of their child's education. <input type="checkbox"/> Communication with parents. Building capacity with teachers to be comfortable sharing both positive and concerning things about students so we are able to work together as a team. <input type="checkbox"/> Create a variety of learning environments within each building. <input type="checkbox"/> Provide school staff the capacity and the tools to meet the needs of our changing community. <input type="checkbox"/> Providing teachers with pacing guides for all areas of curriculum. | <ul style="list-style-type: none"> <input type="checkbox"/> We are in need of system to allow for collaboration amongst teachers. <input type="checkbox"/> Securing substitute teachers. <input type="checkbox"/> Mindset - A shift still needs to occur amongst some staff regarding student behavior and our system for addressing it. <input type="checkbox"/> Allocation of time to get the work done. <input type="checkbox"/> Finding quality staff that meet the needs of the district. |

| | | | |
|-----------------------------|--|--|--|
| <p>Middle School</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Culture -Building morale has improved greatly over the recent years. <input type="checkbox"/> Enrichment/Elective Opportunities. A wide variety of enrichment and elective classes that are widely requested by students and also exciting for the teachers to teach. Several new elective options have been added to the master schedule for the 22-23 school year. <input type="checkbox"/> Data - All interventions have entrance/exit criteria based on several data points. These are consistently followed throughout the year. Student Information Spreadsheets are updated 3 times over the course of the school year by Grade Level Teams. NWEA Data Spreadsheets are updated 3 times over the course of the school year by the Data Focus Group. Data is utilized for interventions as well as HS level courses. <input type="checkbox"/> Math Department - Transitioned to Standards-Based Grading over the past couple of years. Worked through the Professional Learning Community process this year to | <ul style="list-style-type: none"> <input type="checkbox"/> Grading - What is the importance of a grade? What is the meaning behind a grade? What is the difference between standards-based grading and competency-based grading/learning? What is achievable in our school? Our district? <input type="checkbox"/> Instructional Growth/Practices - Targeted and meaningful areas of growth for each staff member. How can we support all staff members in their knowledge of effective instructional strategies? Holding staff accountable for their work inside the classroom. <input type="checkbox"/> SEL/Positivity Project - Full implementation of the Positivity Project at all 3 grade levels. How do you attain staff buy-in when not all staff members see the importance of a program like this or SEL supports? <input type="checkbox"/> Behavior - Proactive approach to behavior vs. reactive approach. Utilizing restorative measures vs. punitive - how do we educate staff on the importance of this? Tier 1, 2 | <ul style="list-style-type: none"> <input type="checkbox"/> Lack of focus - at times we want to focus on too much and this can lead to a system failure. It is easier to focus on 1-2 things and do them well versus too many things and doing them poorly or not fully implementing them. <input type="checkbox"/> Not enough staff - Instructional Coaches/support within the classroom besides the Building Principal. Do we utilize the ISD more? <input type="checkbox"/> Professional Development - a majority of the time it is district focused. I believe they are wanting more individualized PD. Can we make this shift? What would it look like? <input type="checkbox"/> Time - a lot of our areas of growth would require consistent meetings between departments and/or buildings. This is always hard to navigate and can oftentimes fall through the cracks if someone is not keeping up on things. |
|-----------------------------|--|--|--|

| | | | |
|--|---|--|--|
| | <p>create a goal and content for the Math Lab interventions. Ability to review, reflect and adjust based on need - continually looking for ways to improve their current grading system so that it works best for the students and staff.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication/Community Partnerships - Consistent communication to parents/guardians. Positive social media presence. <input type="checkbox"/> Student Involvement - Very successful and involved Student Council. Student Leadership Team. Added clubs this year - Chess Club. High # of students participating in athletics. Highest # of students attending field trips this school year. <input type="checkbox"/> Media Center. Staff have done an outstanding job of organizing and running the Media Center. Chromebooks are well organized and tracked. Has provided several new opportunities and activities for our students. | <p>and 3 behavior supports - providing guidance and education about responses, interventions and supports at all 3 tiers. How do we create an effective behavior plan for general education students AND Special Education students? What types of accommodations and supports are in these? How are staff and students held accountable for following these plans?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Transitions - From 5th grade to 6th grade AND from 8th grade to 9th grade. Need for more collaboration and open communication between the grade levels and buildings. More discussion about the differences between elementary and secondary and how both can be supported. Consistency. <input type="checkbox"/> Technology/Software - Utilize what we have effectively and efficiently . Brightspace. The balance between technology and paper/pencil coursework - how do we find this balance? <input type="checkbox"/> Enrichment/Interventions - Fidelity checks for the intervention classes - meeting on a consistent basis to | |
|--|---|--|--|

| | | | |
|--------------------|--|---|---|
| | | view data and make changes. Accountability for enrichment classes. | |
| High School | <ul style="list-style-type: none"> <input type="checkbox"/> Dedication to teaching content areas. <input type="checkbox"/> Eager to be intelligent and make informed decisions. <input type="checkbox"/> Ability to work together to accomplish a shared goal. <input type="checkbox"/> Teachers with an extreme attention to the care and wellbeing of all students. <input type="checkbox"/> Will create flexible and creative solutions when given permission. | <ul style="list-style-type: none"> <input type="checkbox"/> Historical knowledge of past practices and past training can be seen as a challenge, but they have molded teachers with strong backgrounds. <input type="checkbox"/> Many teachers have the perfect "recipe" for engaging classrooms, they just need to have the opportunity and right environment / encouragement. <input type="checkbox"/> Formalizing informal leadership roles could help with distributed leadership structures and fragmented communication plans. <input type="checkbox"/> Need an attention and a focus on restorative and whole-child methods <input type="checkbox"/> Innovation is a possibility as we reinvent educational purpose in the post-pandemic world. | <ul style="list-style-type: none"> <input type="checkbox"/> Support for Change - Many students, staff and stakeholders need extra time and opportunities to share feedback for changes. The shift in student needs should be made more clear to justify the "why" behind changes. <input type="checkbox"/> Assessment and Data Systems - Data profiles should be developed so that teams know what leading indicators we are depending on to guide our work with students and the curriculum. <input type="checkbox"/> Curriculum - Many courses are developing new pacing guides for 9-week pacing and could use more support from either digital or written curricular materials that are aligned. <input type="checkbox"/> Systematic process - Many PHS processes are in need of redevelopment as the needs of the students are much greater. |
| PACE | <ul style="list-style-type: none"> <input type="checkbox"/> Small class sizes. <input type="checkbox"/> Individualized Instruction. <input type="checkbox"/> Flexible educational options (In person, virtual, blended, etc.). | <ul style="list-style-type: none"> <input type="checkbox"/> Student engagement in learning. <input type="checkbox"/> Parental communication. Increasing communication with parents for | <ul style="list-style-type: none"> <input type="checkbox"/> Limited parent involvement. <input type="checkbox"/> Student motivation <input type="checkbox"/> Student attendance |

| | | | |
|--------------------------|--|--|---|
| | <input type="checkbox"/> Our school runs more like a family than a school. <input type="checkbox"/> Tight knit staff that has been together for years. <input type="checkbox"/> Increased cooperation between PHS and PACE. | positive as well as negative feedback. <input type="checkbox"/> Tracking behavior issues and finding new/better ways to resolve these issues. <input type="checkbox"/> Competency Based Education <input type="checkbox"/> Project Based Learning <input type="checkbox"/> Student mental health concerns. | |
| Special Education | <input type="checkbox"/> Department collaboration. <input type="checkbox"/> Desire to want to improve their practice. <input type="checkbox"/> Willingness to meet students where they are at behaviorally and academically. | <input type="checkbox"/> Systematic data collection & progress monitoring to understand a student's present level of performance. <input type="checkbox"/> Data driven IEP goals. <input type="checkbox"/> Bridging general education & special education. | <input type="checkbox"/> Time for the special & general education teachers to collaborate. <input type="checkbox"/> Understanding of literacy essentials 6-12. <input type="checkbox"/> Training in best instructional practices & data collection. |
| Athletics | <input type="checkbox"/> Coaches that buy in and put in the time. <input type="checkbox"/> Off season workouts. <input type="checkbox"/> Speed and conditioning/agility workouts and trainers. <input type="checkbox"/> Weight room workouts and trainers <input type="checkbox"/> Facilities (good for our size now, planning for future. <input type="checkbox"/> Communication between coaches who share athletes. <input type="checkbox"/> Coaches doing it the right way for the right reasons. | <input type="checkbox"/> New coach mentoring program (pair with veteran coach). <input type="checkbox"/> Field schedules. <input type="checkbox"/> PHSCA (Portland High School Coaches Association) meetings. <input type="checkbox"/> More surveys. | <input type="checkbox"/> Lack of people interested in coaching. <input type="checkbox"/> Grounds – not enough local control (lack of employees). |

| | | | |
|-------------------|---|--|--|
| Operations | <ul style="list-style-type: none"> <input type="checkbox"/> Defined systems and processes. <input type="checkbox"/> Highly committed and knowledgeable staff. <input type="checkbox"/> Focused on supporting employees. <input type="checkbox"/> Focused on maintaining facilities and other district assets. <input type="checkbox"/> Thorough planning for short and long term district needs. | <ul style="list-style-type: none"> <input type="checkbox"/> Increase efficiency of processes. <input type="checkbox"/> Create more paperless processes. <input type="checkbox"/> Increased employee cross training. <input type="checkbox"/> Newer facilities. | <ul style="list-style-type: none"> <input type="checkbox"/> Limited time availability. <input type="checkbox"/> Buy-in from all stakeholders. <input type="checkbox"/> Staff turnover and open positions. <input type="checkbox"/> Limited taxing opportunities for facility enhancements. <input type="checkbox"/> Ongoing clean-up of old or ineffective systems and processes. |
|-------------------|---|--|--|

Stakeholder Survey: Parents/Staff/Community

| Department | Strengths | Opportunities for Improvement | Barriers |
|-----------------|---|--|---|
| District | Communication, Student Supports, Solid Foundation, Access to Programming, Strong Sense of Community, Ability to Adapt, Positive Culture, Staff, District Facilities | Parent Involvement and Activities, Curriculum and Program Expansion, Post Secondary Employment Training and Experience, Staff Retention, Communication, Class Sizes, Student Mental Health, Student Behavior and Bullying, Increasing Educational Focus and Resource Allocation, School Safety | Funding, Parent Involvement, Staffing Issues (Recruiting, Training, Funding, Retaining), Student Support for Struggling and Achieving, Communication, Academic Rigor, Pandemic Impact, Student Behavior, Facilities and Space, Unrealistic External Demands and Expectations, Access to Mental Health Resources |
| Oakwood | Individualized Learning, Staff, Curriculum, Knowledge of Children, Communication | Parent Involvement and Activities, Pick Up and Drop Off, Staff Morale and Turnover, Student Behavior, Communication, Class Sizes, Student Academic Supports | Politics, Parent Involvement, Staffing Issues (Recruiting, Training, Funding, Retaining), Student Behavior, Access to Mental Health Resources |

| | | | |
|----------------------|--|---|--|
| Westwood | Culture, Staff, Curriculum, Communication, Support, Safety | Parent Involvement and Activities, Student Opportunities and Experiences, Student Behavior, Communication, Student Academic and Emotional Supports | Politics, Parent Involvement, Staffing Issues (Recruiting, Training, Funding, Retaining), Student Behavior |
| Middle School | Communication, Student Supports, Student Involvement, Staff, Handling of Pandemic | Student Behavior and Bullying, Course Offerings, Communication with Struggling Students, Facilities, Increase Rigor, Mental Health Resources | Staffing Issues (Recruiting, Training, Funding, Retaining), Student Behavior, Access to Mental Health Resources, Instructional Practices |
| High School | Communication, Individualized Approach, Post Secondary Opportunities, Staff, Relationships, Access to Mental Health Resources, Flexibility, Extracurricular Activities | Student Interventions and Communication, Student Mental Health, Student Behavior Including Dress Code and Cell Phones, Student and Staff Engagement, Student Choice/Options | Personal Devices, Student Behavior, Student Engagement, Common and Consistent Curriculum, Staffing Issues (Training) |

| | | | |
|--------------------------|---|--|--|
| PACE | Staff, Culture, Safety, Student Options and Support | Access to Mental Health Resources, Student Interventions and Supports (Reading), Student Accountability, Post Secondary Focus | Fluctuation in Enrollment, Mental Health Resources, Funding, Staff Inclusion |
| Special Education | Staff, Student Support and Accommodations | Staffing Issues (Recruiting, Training, Funding, Retaining), Limited Educational Opportunities, Lack of Resources and Support, Student Behavior | Lack of Resources and Support For SpEd Students |
| Transportation | Communication, Reliability, Safety | Student Behavior, Communication, Staffing Issues (Recruiting, Training, Funding, Retaining), Bus Stop Locations and Limitations | Staffing Issues (Recruiting, Training, Funding, Retaining) |

| | | | |
|------------------|---|--|--|
| Athletics | Opportunities, Coaches, Support, Success, Organization | Facilities (Upgrades, Equity, Access), Communication, Good Ole' Boys Perception, Equal Attention to All Sports, MS Sports Opportunities | Program Growth, Program Equity, Athletics vs Academics |
| Other | Support for Arts, Band, Community Involvement, District Commitment, Student Opportunities | More Opportunities (Clubs, Athletics, Arts), Increased Rigor and Expectations, Life Skills Education, Summer and After School Opportunities, Elementary Music Program Growth | Funding, Equity in Programs |