



Fall Listen and Learn

Fall 2024



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STRATEGIC PLAN: Priorities



Priorities for the next 5 years

Equity: Keeping Equity at the Center

Portland Public Schools strives to be an anti-racist, inclusive district by vigilantly supporting each student to achieve their potential and rooting out systemic inequities.

Achievement: Enhancing Academic Excellence and Equity

Implement a universally accessible, rigorous, and equitable curriculum that prepares students academically and ignites a joy of learning, through consistent, high-quality instruction and engaging, grade-level tasks that challenge and inspire students.

Whole Student, Connected Community: Cultivating Inclusivity and Belonging

Nurture supportive, inclusive school communities that promote belonging and engagement among all students, their families, and the broader community.

People: Developing Staff, Leaders, and Organizational Culture

Elevate recruitment, retention, and staff development practices focused on ensuring instructional excellence and cultivating an inclusive work environment that supports collaboration and staff well-being.

Systems: Streamlining Operations for Equity, Efficiency, and Accountability

Develop and implement consistent and clear operational procedures and systems that enhance equity, efficacy, and accountability across Portland Public Schools.



Design

Pilot

Launch

Monitor

Student-Facing Strategic Initiatives 2024-2025

ACHIEVEMENT

- English Language Arts: Implement a rigorous new curriculum, EL Education, in elementary and middle schools.
- Early Reading: Start the CKLA Skills Program for K-2 students to build essential reading skills.
- High School: Re-envision high school to strengthen academics and career and technical education preparation.
- Special Education: Enhance instruction for students with disabilities.

WHOLE STUDENT

- Implement a social-emotional learning (SEL) curriculum and build strong student relationships.



Staff/District Strategic Initiatives 2024-2025

EQUITY

- Launch initiatives to advance staff mindsets and cultural humility.

PEOPLE

- Develop a shared vision for a strong staff culture.

SYSTEMS

- Set up systems to track our progress.
- Design a multi-year financial model that supports our strategic priorities and ensures resources are allocated equitably.



We developed measures and targets to assess how we are living up to our mission and aspirations for our students (1/2)

Mission measure	Baseline Value	Target	Rationale for 5-year target and any additional notes
% of all students graduating from high school in 4 years	78%	90%	Reverses decline; above statewide rates (86%)
% of graduates enrolling in college	57%	72%	Should update target, given improvement in 22-23 vs 21-22 data
% of students proficient in English Language Arts ("ELA")	63%	70%	Reverses decline; above statewide rates (65%)
% of students proficient in math	42%	52%	Aiming for increase of 2 percentage points per year; above statewide rates (49%)
% of multilingual learners (MLLs) showing growth on English Language Development test (ACCESS)	TBD	TBD	Note: 2024 results from DOE still pending; will set target based on results anticipated in fall 2024
% of students completing advanced coursework in high school (Advanced Placement, dual enrollment for credit, approved vocational/technical cooperative programs)	TBD	TBD	PPS will collect data during the 24-25 school year and set the baseline and target values by June of 2025
% of students meeting benchmark on Grade 2 mCLASS	TBD	TBD	PPS will collect data during the 24-25 school year and set the baseline and target values by June of 2025



We developed measures and targets to assess how we are living up to our mission and aspirations for our students (2/2)

Mission measure	Baseline Value	Target	Rationale for 5-year target and any additional notes
% of students reporting that they have an adult they can connect with for help at school	82%	92%	10 percentage point increase over the duration of our plan
% closure of gap in between white students and students of color students reporting that they have an adult they can connect with for help at school (PBIS survey)	2% gap	0% gap	Targeting to have no gap in student experiences with adults between students of color and white students
% of students chronically absent from school	25%	15%	Reverses increase, and better than historical best (16%); better than statewide rates (28%)
% closure of gaps between all students and students with Individualized Education Plans (IEPs) - ELA	31% gap	Reduce our gap by 10 percentage points (ppt) between baseline and the end of our plan	Cutting each gap by 10 percentage points would mean significant improvement over time, and signify that students in these historically disadvantaged groups were growing faster than their more advantaged peers.
% closure of gaps between all students and students with IEPs - Math	22% gap		
% closure of gaps between all students and Multilingual Learners (MLLs) - ELA	40% gap		
% closure of gaps between all students and MLLs - Math	30% gap		
% closure of gaps between all students and economically disadvantaged students - ELA	20% gap		
% closure of gaps between all students and economically disadvantaged students - Math	21% gap		



Engaging with Stakeholders



High
School for
the Future



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Today's Objectives

- Review the "why": Why are we designing Portland's High School for the Future?
- Understand our Path Forward: Our HS Design Team has spent two years "understanding" what our community wants and needs, and defining some specific components of what the HS for the Future should include. We'll review their work.
- Next steps and how to be involved!



Why are we designing a HS for the Future?

- ...to stay responsive to what our community wants and needs to ensure our students are **Prepared and Empowered** for success.
- ...to design instructional programs and practices to meet the Portrait of a Graduate
- ...to solve for serious concerns about the state of our facilities.



Ensuring that we meet PPS vision and mission

Vision

All learners will be fully prepared to participate and succeed in a diverse and ever-changing world.

Mission

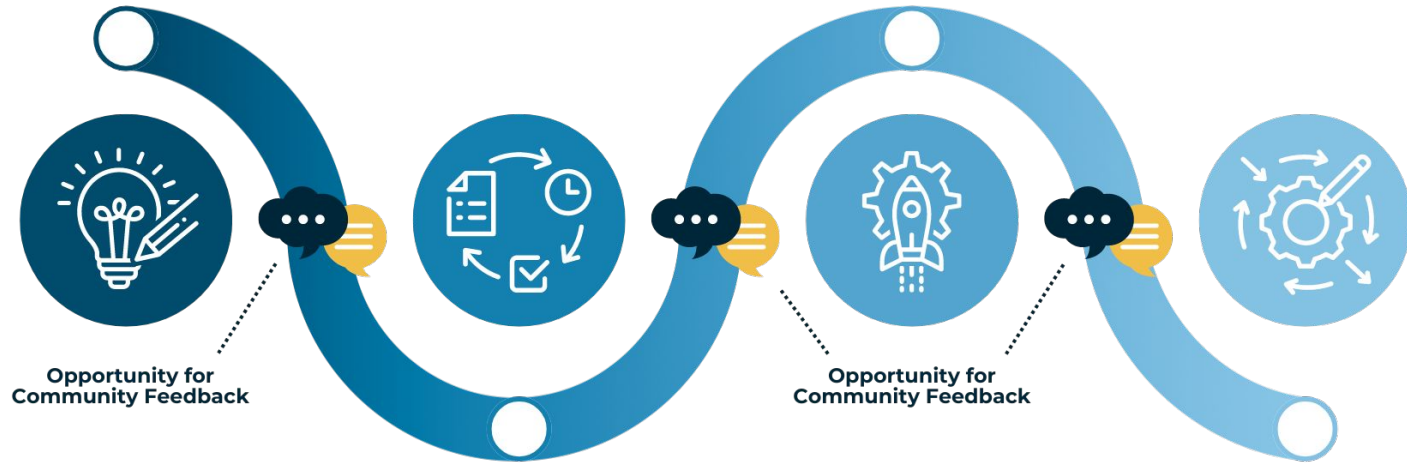
The Portland Public Schools are responsible for ensuring a challenging, relevant and joyful education that empowers every learner to make a difference in the world. We build relationships among families, educators, and the community to promote the healthy development and academic achievement of every learner.



Plan for Program and System Design

Initial Design Plan

Launch Implementation



Continue &
Strengthen Design

Monitor & Refine



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Pathways to the High School for the Future



Work to Realize Portrait of a
Graduate and Portrait of a
School Community



Major Capital Construction
Funding Opportunity



Integrated, Consolidated 9-16
Educational Facilities
Program Funding
Opportunity



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Prepared and Empowered Portrait of a Graduate

SELF ADVOCATE



COMMUNITY BUILDER



LIFELONG LEARNER



SKILLED
COMMUNICATOR



PROBLEM
SOLVER



PREPARED FOR
SUCCESS



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Prepared and Empowered Portrait of a Graduate



Reflection Questions:

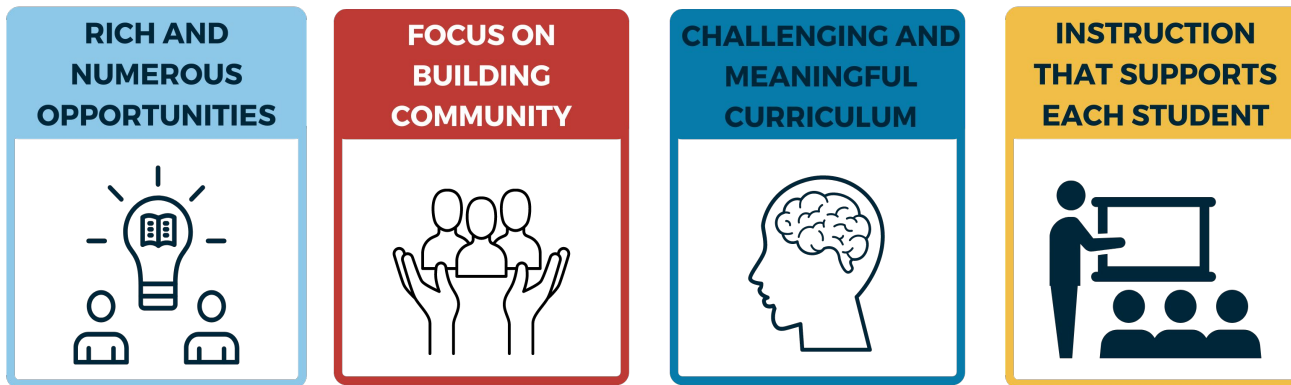
1. What is one thing that resonates with you from the Portrait of a Graduate?
2. What is one strength of your school that you already see in the Portrait of a Graduate?

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Prepared and Empowered Portrait of a School Community



Highlights

1. Guide students to take ownership of their learning, with opportunities for rigor and joy.
2. Create school structures and staffing that support all students in belonging and being known well.
3. Learn about and celebrate the diverse identities represented in the community.
4. Focus on real-world inquiry and problem-solving.
5. Assess each student's progress towards learning goals and use assessments to inform instruction



Prepared and Empowered Portrait of a School Community



Highlights

1. Support each student in completing a post-secondary plan (e.g., applications, licensure, college credits, resumes, interview skills, credentialing).
2. Design structures and assign staffing so that students who need differentiated support may achieve academic growth that meets standards.
3. Provide regular meaningful opportunities for staff to receive actionable feedback from supervisors and peers.
4. Ensure universal and ready access to current technology.
5. Have facilities that inspire our students and staff, and send a clear message that their work is important and that all are welcome.

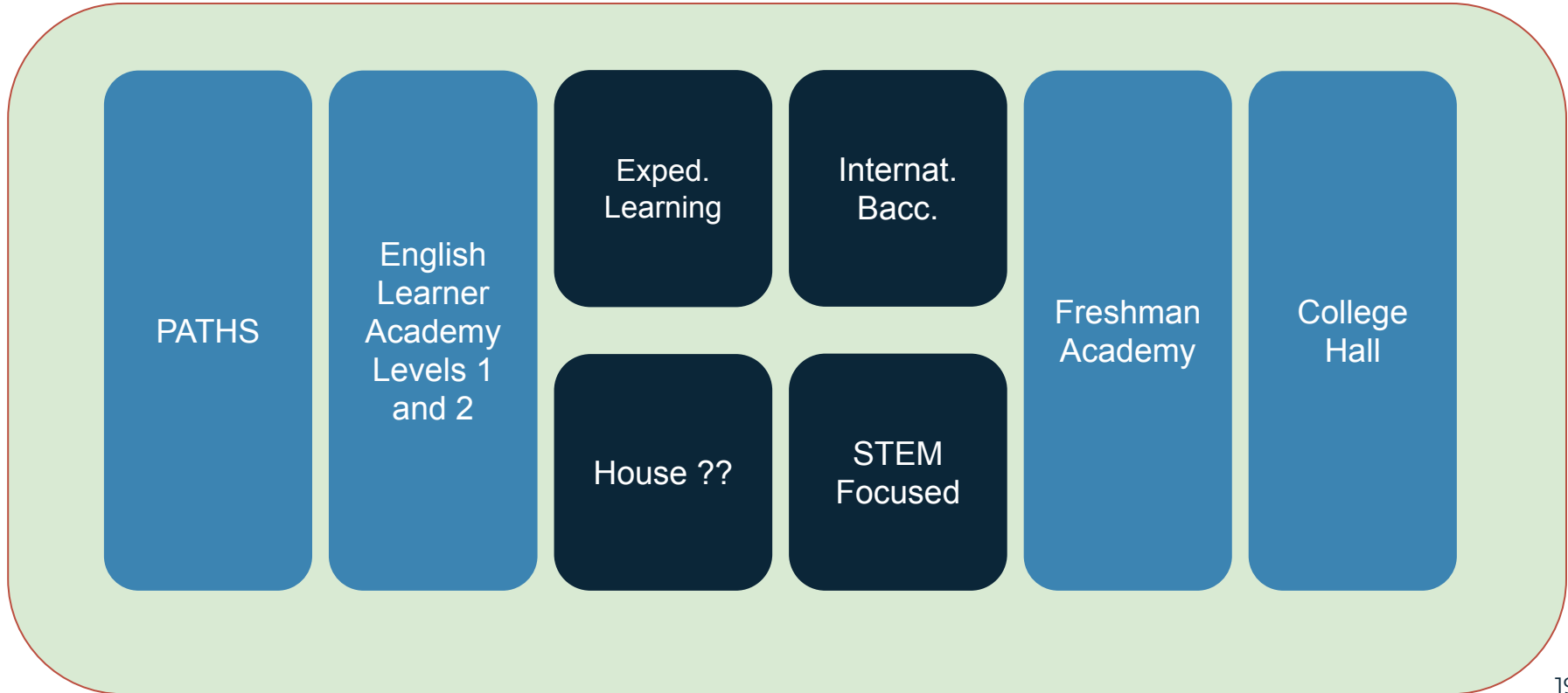


Our work is maintaining a balance of community and opportunity

- Student body size (How do we make a large school small?)
 - Maintain close relationships
 - Student/community groupings/pathways/teams/houses
 - Economies of scale
- Staffing Needs
 - Focus on adequate staffing, structures, and resources
- Athletics and Co-Curricular activities
 - Co-op teams already exist (hockey, swimming, field hockey, and ultimate frisbee, to name a few)
 - Opportunity for all via multiple JV teams, first teams, intramural teams, etc. with increased unity
- Balancing Innovation with Community Culture
 - Retain what is working
 - Honor the historical legacy



Possible Campus Mental Model



How we are working to address this now

Grade 9

**English
Language
Development**

**Special
Education**

**Instructional
Core**



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Ways to Get Involved



Surveys



Focus Groups



**Community
Engagement**



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QUESTIONS & FEEDBACK

1. What is one thing you want the team to be aware of or anticipate?
2. What questions do you still have?



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THANK YOU

Contact Information

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BACKUP

Year One Initiatives

#	Description	Y1 (24-25)
1.1	Develop and implement a plan to advance staff mindsets and cultural humility in support of equitable outcomes and experiences for our students and families.	Reflect and redesign
2.1 and 2.2	K-5 and 6-8 ELA: Support the use of high quality instructional materials that provide students with consistent access to grade level tasks and foster high levels of cognitive engagement by building deep knowledge of the adopted curricula, growing capacity to use aligned assessments to inform instruction, and building systems to respond to students needs.	Launch ELA Intellectual Prep
2.4	Continue and strengthen the HS Redesign Process, re-envisioning the high school experience, including stronger academic, career and technical education experiences to better prepare students for college and career	Continue and Strengthen Design
2.5	Develop the capacity of schools to provide more effective instruction to students with disabilities across the continuum of services, utilizing content-specific universal design for learning strategies and practices.	Design and Pilot
3.1	Increase the capacity of schools to create and implement whole-school systems, SEL curriculum, and relationships that promote a joyful, supportive, and safe school culture.	Reflect, redesign, and pilot (if needed)
4.1	Refine and implement a shared vision for a strong and inclusive staff culture where staff are valued, affirmed, effective, and supported.	Design
5.1	Design and implement the data infrastructure necessary to build dashboards to monitor progress of the school system effectively.	Design and Pilot
5.2	Clarify central office roles and responsibilities, including decision making rights, and implement improved systems for communication to increase the effectiveness of support for school staff, students and families.	Design
5.3	Design and implement a sustainable multi year financial model that enables PPS to successfully implement the strategic plan and equitably allocate resources across the district.	Design

Facilities Management Assessment

Our 2017 Comprehensive Facilities Assessment of School Buildings, which was conducted by Lavallee Brensinger, concluded that all three of our existing high school buildings...

- Had immediate improvement needs of **\$16 million**
- Had total facilities needs of **\$130 million** over the next 20 years
- Had improvement needs of at least **\$40 million** per school

These needs and costs have only grown since 2017!

