



WITH EXCELLENCE. WITH PURPOSE.

Portland Public Schools
District Continuous Improvement Plan
2025-2028

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District Information



**LARGEST DISTRICT IN
OREGON**

NUMBER OF
SCHOOLS

45

ELEMENTARY



10

HIGH

11

K-8

14

MIDDLE

1

K-12

**District Continuous
Improvement Plan
GOAL AREAS**



ATTENDANCE



LITERACY



MATH



9th Grade
SUCCESS

*Numbers are approximate

DISTRICT INFORMATION

SUPERINTENDENT + BOARD MEMBERS

Superintendent
Dr. Kimberlee Armstrong

Zone 1
Christy Splitt

Zone 2
Michelle
DePass
(Vice-Chair)

Zone 3
Patte Sullivan

Zone 4
Rashelle
Chase-Miller

Zone 5
Virginia La
Forte

Zone 6
Stephanie
Engelsman

Zone 7
Edward (Eddie)
Wang (Chair)

Student
Representative
Ian Ritorto

STUDENT ENROLLMENT

44,086 TOTAL

41,630

STUDENTS
IN DISTRICT
SCHOOLS

794

STUDENTS IN
COMMUNITY
BASED
PROGRAMS

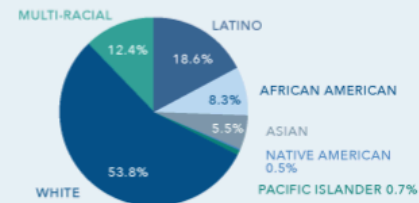
356

STUDENTS
IN SPECIAL
SERVICES
PROGRAMS

1,306

STUDENTS
IN PUBLIC
CHARTER
SCHOOLS

STUDENT INFORMATION



RECEIVE ESL
SERVICES

10%

ELIGIBLE FOR
FREE MEALS via
direct certification

31.3%
2023-24
school year

RECEIVE SPED
SERVICES

17%

Vision

A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.

Mission Statement

We provide rigorous, high-quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.

Board Goals

Portland Public Schools Goals for Our Students

2022-2027

June 28, 2022

Introduction

It remains the core mission and responsibility of our school system to ensure that every student has opportunities to thrive and experience success. Unfortunately, too many students have been and continue to be historically underserved, and there has not been evidence of racial equity in PPS as revealed by persistent gaps in student outcomes along the lines of race. We are dedicated to the continuous improvements necessary to drive the system shifts that will better support our students, educators, and leaders and result in improved student performance. This will include a focus on building our individual and organizational capacity through ongoing professional learning and differentiated support for teachers, leaders, and central office staff. We understand that this work will require focus and intentionality to interrogate how we serve the unique needs of our students, especially for students of color and other students who need us to accelerate their growth so that they are able to demonstrate both grade-level proficiency and the skills and dispositions described in our Graduate Portrait. Included here are a set of academic milestones along the pre-K to 12 continuum that we intend to progress monitor and hold ourselves accountable to achieving. Since students of color currently demonstrate the greatest gaps in achievement and performance, our goals reinforce an explicit expectation of accelerated growth and gap closure for students of color. To be clear, the gaps in student performance along the lines of race are persistent, generational, unacceptable, and at odds with our belief that all students can learn. Here at PPS, we intend to eliminate gaps in opportunity and outcomes completely.

We will begin this work with a focused effort on narrowing the persistent gaps in student outcomes in order to eventually eliminate these gaps completely.

Goal Language

Third Grade Reading

We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in third grade reading between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)

- African - American Students by 5.5 percentage points per year
- Pacific Islanders by 5.0 percentage points per year
- Native - American Students by 6.1 percentage points per year
- Latino Students by 3.9 percentage points per year
- Asian Students by 2.6 percentage points per year

Reading is arguably the most important and critical skill we teach in school. Therefore, a first and critical step along the Graduate Portrait continuum is preparing all students to read to learn by the end of Grade 3. During the early elementary years, students transition from learning to read to reading to learn. They move from learning alphabetic principles and decoding site words to making deep meaning of text to which they are exposed. Foundational reading skills unlock the pathways for all the learning in which students will engage for the rest of their lives. Disciplinary literacy—the ability to read, write and reason across a variety of content areas such as science and social studies—begins with the ability to independently and fluently read for information with great understanding. Reading is a civil right and it is our responsibility to ensure that all students can read. The data on reading are clear: students who do not read proficiently by 3rd grade are four times more likely to leave high school without a diploma than are proficient readers. We must ensure that all students are reading on grade level by the end of their 3rd grade year.

Fifth Grade Mathematics

We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in fifth grade mathematics between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)

- African - American Students by 4.4 percentage points per year
- Pacific Islanders by 4.1 percentage points per year

- Native American Students by 3.5 percentage points per year
- Latino Students by 3.2 percentage points per year
- Asian Students by 1.2 percentage points per year

Fifth grade mathematics is a critical touch point for a number of reasons. It is important for students to have a solid grasp on the foundations of mathematics established in elementary school in order to be effectively prepared for the rigor of middle school mathematics. As students enter middle school, the connections between mathematical areas of conceptual understanding becomes more complex, indicating a necessity for procedural fluency. Procedural fluency builds from an initial exploration and discussion of number concepts to using informal

reasoning strategies and the properties of operations to develop general methods for solving problems.

Without a solid foundation in mathematics, students are at risk of falling into a mathematics gap of conceptual understanding as they may experience greater challenges as they grapple to understand concepts through middle school mathematics and beyond.

Successful completion of advanced high school coursework in mathematics is predicated on having a solid foundation established in elementary school. It is imperative that students receive grade-level high quality instruction every year in mathematics in order to realize the characteristics of the Graduate portrait, specifically as critically thinking problem solvers.

Eighth Grade Readiness

We must accelerate achievement for students of color in order to eliminate persistent gaps. Our goal is to close the opportunity and outcome gaps in eighth grade readiness between students of color and their white peers by the metrics set forth, as measured by the Oregon State Assessment System (OSAS)

- African - American Students by 3.2 percentage points per year
- Pacific Islanders by 2.7 percentage points per year
- Native - American Students by 1.1 percentage points per year
- Latino Students by 2.6 percentage points per year
- Asian Students by - percentage points per year. Asian students are already on track for this goal.

When students exit Grade 8 ready for the complexities and rigor of high school, a world of possibilities and coursework opens for them. Eighth grade students should be prepared to navigate and adapt to high school's complex challenges and reading, writing and performing mathematics on grade level is one of the key ways by which we can ensure that they are adequately prepared.

Entering high school with grade level proficiency in English language arts and mathematics positions students for more advanced coursework. That advanced coursework, in turn, creates and strengthens college and career readiness of students. Grade 8 readiness can be considered a gateway to postsecondary success. Conversely, students who enter high school without mastery of

core academic knowledge face barriers to a successful high school experience and experience lower-level coursework. If we want every student to have the opportunity to experience the full range of high school coursework – CTE, arts, AP, IB and more—we must commit to adequately preparing them for such by ensuring that students are proficient in English Language arts and mathematics by the end of Grade 8.

High School Graduation

We must accelerate achievement for students of color by eliminating the graduation gaps. Our goal is to eliminate the opportunity and outcome gaps in graduation rates for our students of color while setting higher graduation requirements for all our students, by the metrics set forth, measured by the four-year cohort graduation rate.

- African - American Students by 2.4 percentage points per year
- Pacific Islanders by 3.0 percentage points per year
- Native - American Students by 7.6 percentage points per year
- Latino Students by 2.6 percentage points per year
- Asian Students by - percentage points per year. Asian students are already on track for this goal.

There are persistent and predictable gaps in graduation rates among groups of students and while our graduation data certainly looks a fair bit better than our assessment data, there are still achievement gaps that demand our attention. Therefore, instead of halving the graduation gaps here in PPS, we are proposing that we eliminate them completely. Successful completion of high school leaves students prepared for wherever their future might take them— college, military or career. We want our students to have infinite possibilities for their future based on following whatever dreams they might have. This often cannot happen without successfully completing high school with a diploma. Failure to complete high school creates a future earnings gap that cannot be bridged later in life. What's more, with the opportunity to earn a higher income, high school graduates gain access to better living conditions, healthier foods, and better health care services. High school graduation unlocks endless possibilities for students. We must ensure that all students graduate from high school.

Reporting

Post-secondary Readiness

We must accelerate achievement for students of color in order to eliminate persistent gaps in post-secondary readiness. Every student needs to have the core academic knowledge and opportunity of experience that will prepare them for post-secondary success that are reflective of the diverse skills and interest that our students have pursued through their high school career, including

but not limited to, successful completion or achievement of: (a) Career Technical Education, (b) Visual & Performing Arts pathways, (c) Dual-Credit coursework, (d) Advanced Placement , (e) Seal of Biliteracy, (f) International Baccalaureate or (g) college readiness. We will annually report – in a disaggregated form – the high school students who are successfully completing one or more of the following post-secondary indicators.

1. Successful completion of Career and Technology Pathway (2 or more courses in the same path).
2. Successful completion of Visual & Performing Arts pathways (2 or more courses in the same path).
3. Successful completion (C or Better) of 3 or more Dual Credit courses.
4. Successful completion (C or better) of 3 or more International Baccalaureate courses.
5. Successful completion (C or better) of 3 or more Advanced Placement courses.
6. Successful achievement of the seal of biliteracy
 - a. AP foreign language: 3 or above
 - b. IB foreign language: 4 or above
 - c. SLIP: 6 or above in both Writing and Speaking
 - d. STAMP: 6 or above in all of Reading, Writing, Listening, Speaking

Summary

The proposed Board Goals represent a rigorous set of benchmarks along the Pre-K to 12 academic continuum that will allow us to gauge student progress towards realizing the promise of the Graduate Portrait. These goals and targets strongly and transparently signal our need to double down on our equity work on behalf of our students to realize the promise of eliminating persistent, generational and unacceptable outcome gaps along the lines of students' race and ethnicity. The time is now. Our students deserve no less. We have an urgent need to accelerate achievement and performance for students of color here in PPS as we have a series of critically important instructional benchmarks and indicators such as reading, mathematics, high school readiness and graduation, among others, that demonstrate chronic underperformance of students of color. In order to eliminate these gaps, we will leverage systemic investments and supports through high quality, standards-aligned curriculum materials, a unified vision of teaching and learning via our instructional framework, and ongoing, job-embedded professional learning for all educators in order to improve systemic instructional practices.

Call to Action

Call to Action



Literacy is a Civil Right. Every student has access to high quality standards aligned literacy instruction and is demonstrating mastery every day.



Relationships matter, and are built through stellar service to schools.



We must create safe, supportive classrooms where **every student feels seen, valued, and empowered to thrive.**

Theory of Change and Theory of Action

Theory of *Change* & Theory of *Action*

Theory of *Change*

- ✓ Explains *why* the change is needed
- ✓ Long-term vision
- ✓ Conditions that need to change

Theory of *Action*

- ✓ Defines specific actions that need to be taken
- ✓ How will we deliver?
Who will deliver?
What will they need to deliver?

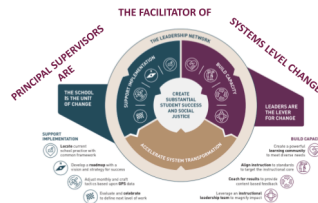
Theory of Change

In order to actualize our theory of action, we believe in the following theory of change. We believe the school is the unit of change. The Principal (Leaders) are the lever for this change. Within this theory of action, the Principal's Supervisors are the facilitator of the systems level change. This change management approach is deeply grounded in the [Effective Schools Framework](#) from the New Teacher Center, 2020.

Theory of Change

Operationalize the following:

- ✓ The school is the **unit of change**
- ✓ Principals are the **lever for change**
- ✓ Principal Supervisors are the **facilitator of systems level change**



Source: [Effective Schools Framework](#) (New Teacher Center, 2020)

A Theory of Change for School Leadership



If...
Leaders are identified and prepared for the skills needed on the job...

And...
Leaders receive development and feedback on the key responsibilities of the role...

Then...
Schools will exhibit the traits associated with student success

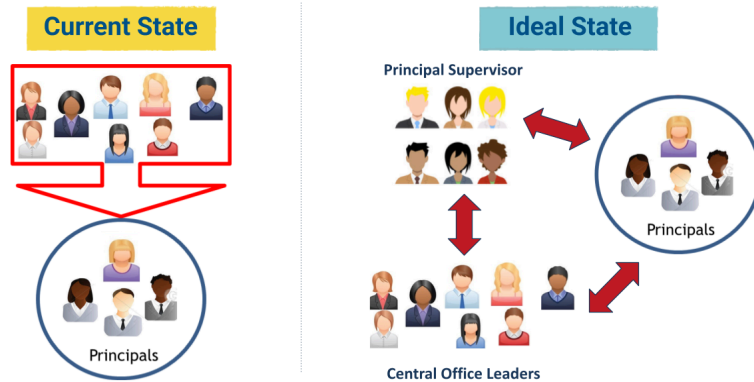
And...
Students will achieve success in their schools



Theory of Action

Our [Theory of Action](#) centers ideal student learning actions that we will see in the classroom if we actualize our District Continuous Improvement Plan Goals. We then work backwards to Educator Practices, School Leader Practices, Principal Supervisor Practices, and aligned Central Office Practices.

Theory of Action: District Alignment to Support Principals



Service

We exist only because schools exist and need us. We have a service orientation when it comes to building leaders and staff.



Support

We are here to help you deepen and sustain positive and effective practices. We will do it with you, not for you. I do. We do. You do.



Expertise

We have specialized knowledge and experience and are willing to share that with others to help them better serve students.

Service and Support Through Expertise

Ideal Student Learning Actions

In April and May 2025, Central Office leaders held engagement sessions with various shareholder groups to answer the question:

What ideal student learning actions do we want to see in every classroom?

Small groups grounded in the student indicators within the [PPS Instructional Framework](#) to identify which actions are the highest leverage that would boost achievement for every student. Groups used [Hattie's research](#) to help determine the highest leverage actions. The shareholder groups that participated are Principals, Assistant Principals and Vice Principals, Teachers and Instructional Coaches, Teacher Mentors, Central Office Senior Leaders, Central Office Administrators, and family members.

The consensus ideal student learning actions are being integrated into our literacy and math goals to inform our strategies and actions that will drive the work towards the actions and outcomes that we want to see for our students. The synthesized inputs from each engagement are captured on [this document](#), which resulted in our three ideal student learning actions for 2025-26 (as referenced on the Theory of Change, Theory of Action tab).

Engagements to Define Our Ideal Student Learning Actions



2025-26 Ideal Student Learning Actions

Consensus Based Upon Engagements

Ideal Student Learning Action 1

Students know and understand the learning target, success criteria, and why the learning matters (IF 1.7, 4.6)

Ideal Student Learning Action 2

Students successfully engage in grade-level and standards-aligned tasks with persistence and ask questions to clarify their understanding (IF 1.6, 1.8, 1.9, 3.7, 3.8, 3.10)

Ideal Student Learning Action 3

Students self-assess their learning and explain and justify their thinking connected to the learning target and success criteria (IF 4.7, 4.9)

Note: Other themes included a strong sense of belonging, making cultural connections, engaging in healthy relationships (IF 2.6-2.9, 3.9) - these were incorporated into strategies and actions to create the conditions for this to be true (Culture in the Classroom initiative integration).

Continuous Improvement Approach

Our district is embarking on a united and continuous improvement process. We are centering our Theory of Change through our District and School Continuous Improvement Plans, which are grounded in our aligned approach to continuous improvement. The below visual displays the Continuous Improvement Process that aligns with the Oregon Department of Education's continuous improvement cycle and connects to the PDSA cycle that PPS has grounded in for years. It's also important to mention House Bill 209 currently moving forward outlines increased accountability for the public education system and state. Our steps forward together today will position us well to adjust as needed once the rules are written.

Setting the Direction and Vision for Continuous Improvement



Continuous Improvement Vision Statement

Our vision is for every student to be a confident and persistent learner who deeply understands their academic journey and actively contributes to a thriving, culturally responsive classroom community. We envision classrooms where:

- **Learning is Transparent and Meaningful:** Students consistently understand what they are learning, how to demonstrate success, and why their learning matters, fostering a sense of purpose and direction.
- **Engagement is Deep and Purposeful:** Students are persistently engaged in rigorous, standards-aligned tasks, empowered to ask clarifying questions, and encouraged to embrace productive struggle as a pathway to deeper understanding and growth.
- **Self-Reflection Fuels Growth:** Students regularly self-assess their learning, articulate their thinking, and justify their understanding in connection to clear learning targets and success criteria.
- **Relationships are the Foundation of Learning:** Students engage with peers and adults in healthy, supportive relationships, celebrating diverse perspectives and making meaningful connections across differences. They leverage their cultural assets to enrich the learning environment, challenge dominant narratives, and foster a sense of belonging for all.

This vision will be realized through continuous improvement efforts focused on cultivating classroom conditions that empower students to persist through challenges, believe in their ability to learn, and thrive within a culturally rich and affirming educational experience.

District Continuous Improvement Plan Overview

Effective Fall 2025, the District Continuous Improvement Plan will serve as a strategic bridge, connecting site-level School Continuous Improvement Plans to the realization of the district's Theory of Action and Theory of Change. This three-year plan prioritizes four District Continuous Improvement Plan Goal areas—Attendance, Literacy, Mathematics, and 9th Grade Success—which are directly aligned with and designed to support the Board Goals (2022-2027). As mandated by the [Oregon Department of Education's \(ODE\) Renewed Vision for Accountability Systems](#), the plan incorporates both Longitudinal Performance Growth Targets (LPGTs) and Local Option Metrics (LOMs). Specifically, ODE requires districts with an Average Daily Membership Reported (ADMr) of 80 or more to establish targets for the following five common metrics: Four-Year Graduation Rate, Five-Year Completion Rate, 9th Grade On-Track to Graduate Rate, Regular Attendance Rate, and 3rd Grade English Language Arts Proficiency Rate.

Overview of Goals



**TOGETHER,
WE RISE**

District Continuous Improvement Plan 2025-2028

GOALS

By June 2028, and in addition to the targeted focus on Literacy and Math Continuous Improvement at the site level in 2025–26, all students in all PK-12+ classrooms will: Know and understand the learning target and success criteria, successfully engage in grade-level and standards-aligned tasks from district-approved, high-quality instructional materials and structures, self-assess their learning and explain and justify their thinking connected to the learning target and success criteria. This will have a particular focus on our district's focal students.



ATTENDANCE

By June 2028, the overall percentage of students with good or acceptable attendance rates will increase by 15%, from 67% to 82%. In order to reduce the disproportionate gap, the percentage of students with good or acceptable attendance for all focal groups (Black & Native students, multilingual learners, students receiving special education services, and students experiencing poverty) will increase by 24%.



9TH GRADE SUCCESS

We will accelerate achievement and eliminate early high school opportunity gaps by ensuring all students finish 9th grade On Track. Our goal is to increase the percentage of all students finishing 9th grade On Track from 75% (June 2024) to 95% by June 2028, while closing the opportunity and outcome gap for focal students by increasing their On-Track rate from 53% to 95% over the same time period.



LITERACY

By June 2028, all students in 100% of PK-12+ Language Arts classrooms - with a particular focus on our district's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty) - will (1) know and understand the learning target and success criteria and (2) successfully engage in grade-level and standards-aligned tasks from district-approved high-quality instructional materials and structures.



MATHEMATICS

By June 2028, all students in 100% of PK-12+ Mathematics classrooms -with a particular focus on district focal students (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty) - will (1) know and understand the learning target and success criteria and (2) successfully engage in grade-level and standards-aligned tasks from district approved high-quality instructional materials and structures.

Overview of Strategies



**TOGETHER,
WE RISE**

District Continuous Improvement Plan 2025-2028

STRATEGIES



ATTENDANCE

Tier 1 Integrated Climate &
Culture Practices

Data-based Attendance
Review and Response

School & Community-wide
Attendance Initiative



9TH GRADE SUCCESS

Data Access & Literacy

Team Structures & Processes

Intervention Strategies

Transition Support

Instructional Practices



LITERACY

High-Quality, Inclusive
Core Instruction

Assessment, Data, &
Intervention:
Formative Analysis and
Differentiated Support

Family and Community
Engagement



MATHEMATICS

High-Quality, Inclusive
Core Instruction

Assessment, Data, &
Intervention:
Formative Analysis and
Differentiated Support

Family and Community
Engagement

Attendance

Three Year Goal

By June 2028, the overall percentage of students with good or acceptable attendance rates will increase by 15%, from 67% to 82%.

In order to reduce the disproportionate gap, the percentage of students with good or acceptable attendance for all focal groups (Black & Native students, multilingual learners, students receiving special education services, and students experiencing poverty) will increase by 24%.

Year One Goal

By June 2026, the overall percentage of students with good or acceptable attendance rates will increase by 5%, from 67% to 72%. In order to reduce the disproportionate gap, the percentage of students with good or acceptable attendance will increase for all focal groups by 8%.

Strategies and Actions

Strategies	2025-26 Actions
Tier 1 Integrated Climate & Culture Practices If the central office team provides school leaders and climate teams with expectations, professional learning, coaching and implementation tools centered on strengthening Tier I integrated Climate and Culture practices (TSEL, PBIS, RJ, RESJ) both schoolwide and in every learning space, with a focus on Black and Native students, Multilingual Learners and students receiving special education supports, Then school leaders and climate teams will provide professional learning and support to all educators, who will become increasingly knowledgeable, skillful and aligned in implementing Tier I integrated climate strategies that support focal students, And all students will experience increased school safety, and strengthened school climate and culture, teacher-student relationships, student engagement and sense of belonging as measured by the Successful School Survey.	• Create Climate & Culture Modules: By June 2026, create a menu of Climate and Culture modules with a strand for each Successful School Survey topic shown to be high impact indicators for student attendance: ○ Sense of Belonging ○ School Climate ○ School Safety ○ Teacher-student relationships ○ Engagement • Provide Professional Learning & Tools for Transformative Social Emotional Learning and Restorative Justice Implementation: By June 2026, provide professional learning and implementation tools for building leaders and school staff to implement Tier One RJ/TSEL • Develop & Provide Professional Learning & Tools for Climate Teams: By March 2026, develop and provide professional learning for building leaders and school climate teams/facilitators providing implementation tools and guidance for supporting and coaching schoolwide and classroom Tier I strategies that impact attendance, including inclusionary practices and explicit and integrated SEL. • Provide Inclusive Schools Professional Learning: Provide

	guidance, implementation tools and coaching for the implementation of inclusive schools. • Develop PPS Tier I Classroom Climate & Culture Rubric: By August 2026, develop PPS Tier I classroom climate and culture protocol/rubric that supports school team and individual educator reflection and growth, and that represents aligned practices across various program needs and resources including ○ Inclusive Schools Professional Learning ○ PBIS Routines and Procedures ○ Community in Schools ○ TSEL implementation ○ Culture in the Classroom Look Fors • Monitor Monthly Professional Learning: By October 2026, monitor implementation plans for school-based Climate and Culture monthly professional learning through school Arcs of Learning and Climate Plans uploaded to Mosaic or other central location. • Monitor & Adjust Support: By June 2026, leverage instructional and leader walkthrough data to monitor and adjust support for progress toward Goal #1 implementation.
Data-based Attendance Review and Response If the central office team provides school leaders and Attendance Support and Student Engagement Teams (ASERT) with expectations, guidance, and implementation tools to strengthen tiered systems of support for chronic, severe and acute chronic absenteeism, with a focus on Black and Native students, Then school leaders and Attendance and Student Engagement Response Teams will implement and strengthen consistent, tiered, data-based attendance review and response, And students with Tier II and III chronic absenteeism will receive timely, responsive, systematic support and interventions.	• Provide Attendance Support and Engagement Response Team Guidance, Professional Learning, Tools: By June 2026, provide guidance, professional learning, and implementation tools for building admin/ASERT facilitators to include: ○ Roles, responsibilities, and function of an effective ASERT including ways to schedule and implement ASERT. ○ As appropriate for small schools, guidelines for combining ASERT with other teaming structures (e.g. climate, ILT). ○ Taking attendance with fidelity ○ Data review protocols to inform tiered support ○ Process and guidance for students with chronic absenteeism who have disabilities (with and without IEPs) ○ Strengthening school-caregiver relationships through positive, culturally responsive and systematic two-way

communication on multiple platforms throughout the attendance process, tiers I, II and III. (e.g. nudge letters, phone calls, visits, texts).

- Engage the remaining 7 comprehensive high schools in the schoolwide SEL curriculum selection process for them to implement fall 2026.

- **Update Existing PPS Attendance Website:** By October 2026, update existing PPS Attendance website with guidance and implementation tools for support and interventions for Tiers I, II and III.
- **Develop Rubric:** By August 2026, develop rubric for ASERT aligned with other teaming structure implementation tools (e.g. ILT continuum).
- **Establish Network of Attendance Support and Engagement Response Team Facilitators From All Schools:** By October 2026, establish network of ASERT facilitators from all schools to continually collaborate on and communicate PPS Attendance website three key areas:
 - ASERT guidance
 - Culturally affirming and inclusive caregiver and family communication implementation tools that strengthen school-caregiver relationships
 - Culturally affirming and inclusive attendance support and intervention implementation tools that are responsive to focal students
- **Provide On-Site Coaching:** By June 2026, provide on-site coaching and support for schools identified as Tier 3 who are experiencing higher rates of severe & acute attendance
 - Protocols for Identifying root cause of absenteeism
 - Implementation of schoolwide and classroom Tier I Climate & Culture practices
 - Implementation of ASERT
 - Communication & messaging plan for students & caregivers
- **Provide Accurate Data Platform & Reports:** By October 2026, strengthen and provide a clear and accurate data platform and reports for all school teams to access timely and accurate data, disaggregated by all focal student groups and align the dashboard with other platforms).
- **Create Monitoring Structures:** By June 2026, create

	monitoring structures to ensure all schools have actively engaged ASERT teams with both a focus on school-wide goals and student-specific goals/plans, that monitor progress at least quarterly.
School & Community-wide Attendance Initiative If the central office team provides messaging implementation tools to launch a classroom, school, district and community-wide attendance initiative promoting regular attendance and sharing the impact of chronic absenteeism, Then educators, students, caregivers and community members knowledge of the impact of chronic absenteeism will increase, community and school implementation tools can be aligned, a culture of consistent attendance will be strengthened, And student attendance rates will increase.	• Develop & Implement Attendance Matters Initiative: By June 2026, develop and implement an attendance initiative campaign highlighting Attendance Matters to be centrally delivered three times during the school year (Fall, Winter, Spring) including ○ Impact of consistent attendance v. chronic absenteeism academic and social/behavioral outcomes (research/data) ○ Technical information for caregivers to report absences ○ Implementation tools & support addressing root causes of chronic absenteeism (e.g. mental health, housing insecurity, implementation tools for students receiving special education support) • Develop & Communicate Implementation Tools & Expectations: By June 2026, develop and communicate implementation tools and expectations for school based Attendance Matters campaign: ○ Mini-lessons for students ○ Parent and caregiver presentations for school events ○ Staff presentation samples to align with SCIP goals ○ School newsletter scripts

Measures of Evidence for Adult Actions

Strategy	Q1 (Fall)	Q2 (Winter)	Q3 (Spring)	Q4 (Summer)
Tier 1 Integrated Climate & Culture Practices	Using Mosaic SCIP data, • at least 75% of schools show evidence of having a SIT Team • at least 75% of schools show evidence of having a SIT Calendar • at least 75% of	Using school leaders and leadership/climate teams Feedback Survey: • 100% of schools report C&C professional learning & Successful Survey completion embedded in arc of learning for	Using school leaders and leadership/climate teams Feedback Survey: • 100% of schools report C&C professional learning embedded in arc of learning for February, March, April and May staff meetings.	Using school leaders and leadership/climate teams Feedback Survey: • 100% of schools report C&C professional learning embedded in arc of learning for February, March, April and May staff meetings.

	schools show evidence of having SIT Agenda and Minutes • 80% of schools show evidence of having a Climate Team. • 80% of schools show evidence of having C&C professional learning embedded CALENDAR in arc of learning. • 80% of schools show evidence of having a Climate Team Agenda & Minutes Using school leaders and leadership/climate teams Feedback Survey: • At least 65% of schools have submitted participant feedback from Septembers C & C staff meeting professional learning SEL Curriculum Implementation Check (SCIC) for disaggregated for TSEL Partner Schools with selected curriculum - (SCIC will be completed by	November, December January staff meetings • At least 68% of educators report feeling prepared to implement and intend to implement specific Tier I integrated climate strategies in their learning spaces as a direct result of the professional learning Successful School Survey response rate will increase to: • Students: 85% in grades 3-12. (2024 baseline: 65%) • School Staff: 75% (2024 baseline: 55.6%) • Family: Increase of 25% (2024 baseline-4684 responses) SEL Curriculum Implementation Check (SCIC) for disaggregated for TSEL Partner Schools with selected curriculum - (SCIC will be completed by admin):	• At least 71% of educators report feeling prepared to implement and intend to implement specific Tier I integrated climate strategies in their learning spaces as a direct result of the professional learning SEL Curriculum Implementation Check (SCIC) for disaggregated for TSEL Partner Schools with selected curriculum - (SCIC will be completed by admin):	• At least 75% of educators report feeling prepared to implement and intend to implement specific Tier I integrated climate strategies in their learning spaces as a direct result of the professional learning 100 % of School climate teams indicate use of data to inform updated climate plans for 2026-27. SEL Curriculum Implementation Check (SCIC) for disaggregated for TSEL Partner Schools with selected curriculum - (SCIC will be completed by admin):
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	admin): - At least 55% of admin report that there is at least "partial teacher implementation" of teaching the expected SEL curriculum - At least 50% of admin report that there is at least "partial teacher implementation" of teaching the expected SEL curriculum	- At least 58% of admin report that there is at least ""partial teacher implementation"" of teaching the expected SEL curriculum - At least 53% of admin report that there is at least "partial teacher implementation" of teaching the expected SEL curriculum	- At least 60% of admin report that there is at least "partial teacher implementation" of teaching the expected SEL curriculum - At least 55% of admin report that there is at least "partial teacher implementation" of teaching the expected SEL curriculum	- At least 65% of admin report that there is at least ""partial teacher implementation"" of teaching the expected SEL curriculum - At least 60% of admin report that there is at least "partial teacher implementation" of teaching the expected SEL curriculum
Data-based Attendance Review and Response	Using Mosaic SCIP data,: - at least 75% of schools show evidence of having a data-based attendance team. - at least 75% of schools show evidence of having Attendance Calendar - at least 75% of schools show evidence of having Attendance Agenda and/or Minutes ASERT agenda and minutes indicate: - At least 75% of schools hold at least bi-weekly	Using school leaders and leadership/ASERT feedback survey: At least 80% of schools report implementation of data-based attendance teams. ASERT agenda and minutes indicate: At least 80% of schools hold at least bi-weekly meetings including	Using school leaders and leadership/ASERT feedback survey: 90% of schools report implementation of data-based attendance teams. ASERT agenda and minutes indicate: 90% of schools hold at least bi-weekly meetings including review of	Using school leaders and leadership/ASERT feedback survey: 100% of schools report implementation of data-based attendance teams. ASERT agenda and minutes indicate: 100% of schools hold at least bi-weekly meetings including review of

	meetings including review of disaggregated attendance data, intervention and progress monitoring.	review of disaggregated attendance data, intervention and progress monitoring.	disaggregated attendance data, intervention and progress monitoring.	disaggregated attendance data, intervention and progress monitoring. FIT score for items 4.7 and 4.8 will have increased from the previous year
School & Community-wide Attendance Initiative	• Calendar of district messaging completed. • Fall district-level communication completed. • School-level messaging implementation tools and guidance delivered. Fall school leaders and leadership teams Feedback Survey indicates: • 75% of schools implemented mini-lessons for all students • 75% of schools shared Parent presentations at Fall events and conferences.	Winter district messaging completed. Winter school leaders and leadership team Feedback Survey indicates: • 75% of schools included attendance campaign messaging in newsletters and other school to home communications.	Spring district messaging completed Spring school leaders and leadership team Feedback Survey indicates: • 85% of schools included attendance campaign messaging in newsletters and other school to home communications.	End of year district messaging completed End of year school leaders and leadership team Feedback Survey indicates: • 100% of schools included attendance campaign messaging in newsletters and other school to home communications.

Measures of Evidence for Students

Strategy	Q1 (Fall)	Q2 (Winter)	Q3 (Spring)	Q4 (Summer)
Tier 1 Integrated Climate &	The overall percentage of	The overall percentage of	The overall percentage of	The overall percentage of

Culture Practices Data-based Attendance Review and Response School & Community-wide Attendance Initiative	students with good or acceptable attendance rates will increase by 1.3% to 68.3%. In order to reduce the disproportionate gap, the percentage of students with good or acceptable attendance will increase for all focal groups by 2% from EOY 24-25.	students with good or acceptable attendance rates will increase by 1.3% to 69.6%. In order to reduce the disproportionate gap, the percentage of students with good or acceptable attendance will increase for all focal groups by 2% from Fall 2025. Successful School Survey results for students will indicate increases in sense of belonging, teacher-student relationships, climate, school safety, and engagement.	students with good or acceptable attendance rates will increase by 1.3% to 70.9%. In order to reduce the disproportionate gap, the percentage of students with good or acceptable attendance will increase for all focal groups by 2% from Winter 2025.	students with good or acceptable attendance rates will increase by 1.1% to 72%. In order to reduce the disproportionate gap, the percentage of students with good or acceptable attendance will increase for all focal groups by 2% from Spring 2026.
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Literacy

Overarching Three Year Goal

By June 2028, and in addition to the targeted focus on Literacy and Math Continuous Improvement at the site level in 2025–26, all students in all PK-12+ classrooms will: Know and understand the learning target and success criteria, successfully engage in grade-level and standards-aligned tasks from district-approved, high-quality instructional materials and structures, self-assess their learning and explain and justify their thinking connected to the learning target and success criteria. This will have a particular focus on our district's focal students.

Literacy Three Year Goal

By June 2028, all students in 100% of PK-12+ Language Arts classrooms—with a particular focus on our district's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty)—will (1) know and understand the learning target and success criteria and (2) successfully engage in grade-level and standards-aligned tasks from district-approved high-quality instructional materials and structures.

Literacy Year One Goal

By June 2026, all students in 60% of PK-12+ Language Arts classrooms—with a particular focus on our district's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty)—will (1) know and understand the learning target and success criteria and (2) successfully engage in grade-level and standards-aligned tasks from district-approved high-quality instructional materials and structures.

Strategies and Actions

Strategies	2025-26 Actions
High-Quality, Inclusive Core Instruction If the central office team provides school leaders and leadership teams with clear expectations, modeling, professional learning, coaching, and feedback focused on instruction grounded in learning targets, success criteria and engagement strategies aligned to our Language Arts/English high-quality instructional materials (HQIM), Then school leaders and leadership teams will effectively support Language Arts/English educators in developing the knowledge and skills to plan, teach, and articulate lessons with clear, standards-aligned learning targets and success criteria,	• Collect & Analyze Data & Adjust Support: By June 2026, collect baseline data and then analyze and triangulate data (student data, assessment data, walkthrough data) throughout the year to monitor and adjust support based on progress, and share out data and celebrate progress and wins. • Develop & Update Curriculum Implementation Tools: By June 2026, develop and update curriculum implementation tools to improve (1) intentional use of adopted curricular resources; (2) planning around, and communication of, clear learning targets and success criteria; and (3) instructional strategies and appropriate scaffolds to cognitively engage all learners in grade-level standards-aligned tasks to ensure meaningful

And all students will be able to clearly explain what Language Arts/English skill or concept they are learning, why it matters, and how they will know when they have mastered it. Students will be able to successfully engage in grade-level standards aligned literacy tasks every day.	access for all learners. • Develop & Provide Instructional Guidance for Focal Students: By June 2026, develop and provide guidance for teachers, instructional coaches, and building leaders to center equity and access for all focal students, and review priority standards and grade level work along with students' present levels and language proficiency levels to plan instruction with scaffolds and differentiation to ensure inclusive language in all learning spaces. • Develop & Deliver Professional Learning: By June 2026, develop and deliver professional learning for central office, building leaders, instructional coaches, teacher mentors and ILTs aligned to the Menu of Professional Learning offerings and on the effective development and application of learning targets, success criteria, and student self-assessment.
Assessment, Data, & Intervention: Formative Analysis and Differentiated Support If the central office team works with school leaders and leadership teams to develop systems and competencies within our schools that allow staff to identify and support students in need of Tier II and III literacy supports (in addition to strong, research-based, engaging, differentiated core literacy instruction), Then school leaders and leadership teams will ensure that supports within and beyond the school day will align in service of learning acceleration for students with lagging literacy skills, And all students (with a particular focus on Native students, Black students, Multilingual Learners, students who receive Special Education services, and students experiencing poverty) will meet literacy benchmarks as measured by curriculum-embedded measures and district-adopted assessments.	• Develop Menu of Student Services & Intervention Tools: By June 2026, develop a core-aligned menu of student services for students who are below benchmark that includes all PPS-sponsored Tier II and III programs, community-based partners, and aligned intervention tools. • Develop & Provide Professional Learning to Support Intervention: By June 2026, develop and provide building leaders, instructional coaches, and teachers with professional learning, coaching and support to analyze instructional data and determine next best action step.
Family and Community Engagement If the central office engages in an equity-centered Design Team Process — including literacy content experts, school leaders, and family engagement practitioners — that will collaboratively develop a districtwide Family Literacy Framework inclusive of (1) regular home-school communication about literacy curriculum and instruction,	• Develop & Distribute Family Literacy Framework: By June 2026, develop, adopt, and communicate a new PPS Family Literacy Framework. • Develop & Distribute Literacy Implementation Tools: By August 2026, develop, adopt, and communicate a set of initial literacy implementation tools for schools.

(2) regular home-school communication about individual student progress toward grade-level reading benchmarks, and (3) school-based family literacy events designed to educate and empower families as partners in their children’s literacy learning journeys with an aligned implementation toolkit that supports culturally responsive, academically focused home–school partnerships,

Then all school leadership teams will be equipped to integrate the Family Literacy Framework and Toolkit into their site-based family engagement plans,

And all students—particularly focal students—will experience consistent, aligned, and supportive literacy connections between home and school, accelerating their progress toward grade-level reading proficiency.

Measures of Evidence for Adult Actions

Strategy	Q1 (Fall)	Q2 (Winter)	Q3 (Spring)	Q4 (Summer)
High-Quality, Inclusive Core Instruction	Using the Instructional Walk Tool, 60% of English Language Arts classroom observations will be “mostly evident” or “fully evident” in the following indicators: (1) The task is grade-level standards aligned and from the district-adopted high-quality instructional materials (where applicable) and aligned to the learning target and success criteria.; (2) Students know and understand the learning target, success criteria,	Using the Instructional Walk Tool, 65% of English Language Arts classroom observations will be “mostly evident” or “fully evident” in the following indicators: (1) The task is grade-level standards aligned and from the district-adopted high-quality instructional materials (where applicable) and aligned to the learning target and success criteria.; (2) Students know and understand the learning target, success criteria,	Using the Instructional Walk Tool, 70% of English Language Arts classroom observations will be “mostly evident” or “fully evident” in the following indicators: (1) The task is grade-level standards aligned and from the district-adopted high-quality instructional materials (where applicable) and aligned to the learning target and success criteria.; (2) Students know and understand the learning target, success criteria,	Using the Instructional Walk Tool, 75% of English Language Arts classroom observations will be “mostly evident” or “fully evident” in the following indicators: (1) The task is grade-level standards aligned and from the district-adopted high-quality instructional materials (where applicable) and aligned to the learning target and success criteria.; (2) Students know and understand the learning target, success criteria,

	and why the learning matters, and these are visible and referenced throughout the lesson; and (3) Instruction is accessible to all learners, particularly MLs and students with IEPs.	and why the learning matters, and these are visible and referenced throughout the lesson; and (3) Instruction is accessible to all learners, particularly MLs and students with IEPs	and why the learning matters, and these are visible and referenced throughout the lesson; and (3) Instruction is accessible to all learners, particularly MLs and students with IEPs	and why the learning matters, and these are visible and referenced throughout the lesson; and (3) Instruction is accessible to all learners, particularly MLs and students with IEPs
Assessment, Data, & Intervention: Formative Analysis and Differentiated Support	Evidenced by PLC Agendas in Mosaic SCIP Module, 75% of school PLC teams will: 1) Engage in Student Learning Analysis to identify and implement Tier II and III supports based on: a) Fall interim (MAP Growth literacy assessment s) b) Formative & end of unit district common assessment data (K-12) Evidenced by Synergy scheduling, MTSS module and other systems, ensure that 90% of K-5 students, 85% of 6-8 students and 50% of 9-12 students are	Evidenced by PLC Agendas in Mosaic SCIP Module, 80% of school PLC teams will: 1) Engage in Student Learning Analysis to adjust Tier II and III supports based on: c) Winter interim (MAP Growth literacy assessment s) d) Formative & end of unit district common assessment data (K-12) Evidenced by Synergy scheduling, MTSS module and other systems, ensure that 95% of K-5 students, 90% of 6-8 students and 55% of 9-12 students are	Evidenced by PLC Agendas in Mosaic SCIP Module, 85% of school PLC teams will: 1) Engage in Student Learning Analysis to review Fall to Spring progress and identify Fall 2026 Tier II and III supports based on: e) Formative & end of unit district common assessment data (K-12) Evidenced by Synergy scheduling, MTSS module and other systems, ensure that 95% of K-5 students, 90% of 6-8 students and 55% of 9-12 students are	Evidenced by PLC Agendas in Mosaic SCIP Module, 90% of school PLC teams will: 2) Engage in Student Learning Analysis to review Fall to Spring progress and identify Fall 2026 Tier II and III supports based on: f) Spring interim (MAP Growth literacy assessment s) g) Formative & end of unit district common assessment data (K-12) Evidenced by Synergy scheduling, MTSS module and other systems, ensure that 95% of K-5 students, 90% of 6-8 students and 55% of 9-12 students are

	receiving the proper support (Tier 2 and 3) by following guidance provided by MTSS for Tier 2 and 3 Literacy Supports. These include: 1) SPED Supports 2) MLL Supports 3) Intervention & HIT Supports 60% of K-12 educators will administer the first unit assessment by grade level.	receiving the proper support (Tier 2 and 3) by following guidance provided by MTSS for Tier 2 and 3 Literacy Supports. These include: 1) SPED Supports 2) MLL Supports 3) Intervention & HIT Supports 65% of K-12 educators will administer the second unit assessment by grade level.	receiving the proper support (Tier 2 and 3) by following guidance provided by MTSS for Tier 2 and 3 Literacy Supports. These include: 1) SPED Supports 2) MLL Supports 3) Intervention & HIT Supports 70% of K-12 educators will administer the third unit assessment by grade level.	receiving the proper support (Tier 2 and 3) by following guidance provided by MTSS for Tier 2 and 3 Literacy Supports. These include: 1) SPED Supports 2) MLL Supports 3) Intervention & HIT Supports 75% of K-12 educators will administer the fourth unit assessment by grade level.
Family and Community Engagement	• Review/disaggregate data compiled during the internal audit to develop a process to create a cohesive design team. • Identify sample set of pilot schools with Title I designation and share Family Engagement Plan Literacy Commitments • Equity-centered Design Team is convened and meets regularly: ○ Set up monthly meeting cadence with Design Team	• Review Family Engagement Plans with a key focus on Literacy Engagement • Pilot Title I schools begin implementing: ○ Regular home-to-school communication about literacy curriculum ○ Student progress updates sent to families at least once per quarter (aligned to benchmark windows)	• Pilot Title I schools implement: ○ Regular home-to-school communication about literacy curriculum ○ Student progress updates sent to families at least once per quarter (aligned to benchmark windows)	• Pilot Title I schools submit end-of-year pilot reflection (e.g., implementation highlights, artifacts, attendance data, successes/challenges) • Spring family survey/focus groups show: ○ Increase in reported understanding of literacy curriculum ○ Increased awareness of child's reading progress ○ Greater confidence in

	○ Sending out districtwide reminder to all schools to submit Family Engagement Plans by 10/3/25 deadline	○ Hosts at least one family literacy event, with attendance and feedback tracked ● Mid-year survey or focus group conducted with: ○ Families (relevance, clarity, frequency) ○ Educators (ease of toolkit use, barriers, impact)		supporting literacy at home ● Toolkit is revised based on input from pilot sites and families ● Planning for districtwide implementation begins (PD calendar, budget, FACE alignment)
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Measures of Evidence for Students

Strategy	Q1 (Fall)	Q2 (Winter)	Q3 (Spring)	Q4 (Summer)
High-Quality, Inclusive Core Instruction	Using the Classroom Observation Tool, 75% or more of Language Arts classroom observations will indicate that 80% or more of students are actively engaged in the grade level-aligned task.	Using the Classroom Observation Tool, 80% or more of Language Arts classroom observations will indicate that 80% or more of students are actively engaged in the grade level-aligned task.	Using the Classroom Observation Tool, 85% or more of Language Arts classroom observations will indicate that 90% or more of students are actively engaged in the grade level-aligned task.	Using the Classroom Observation Tool, 90% or more of Language Arts classroom observations will indicate that 90% or more of students are actively engaged in the grade level-aligned task.
Assessment, Data, & Intervention: Formative Analysis and Differentiated Support	<u>MAP Growth</u> : 25% or fewer of students identified for Tier 2 supports and 15% or fewer	<u>MAP Growth</u> : 55% of students meet or exceed their growth goal from Fall to Winter and 60% of students meet or exceed		<u>MAP Growth (where applicable)</u> : 60% of students meet or exceed their growth goal from Winter to Spring and 60%

	of students identified for Tier 3 supports. <u>Formative and/or end-of-unit:</u> 60% of students demonstrate proficiency by each end of unit assessment	their growth goal from Winter to Winter. <u>Formative to end-of-unit:</u> 65% of students demonstrate proficiency by each end of unit assessment	<u>Formative to end-of-unit:</u> 70% of students demonstrate proficiency by each end of unit assessment	of students meet or exceed their growth goal from Spring to Spring. <u>Formative to end-of-unit:</u> 75% of students demonstrate proficiency by each end of unit assessment <u>OSAS:</u> 61% of all students will demonstrate proficiency at Level 3 or Level 4, and a 5% increase for all focal student groups (which either meets or exceeds Board goals).
Family and Community Engagement	For pilot schools, baseline reading proficiency data collected, disaggregated by school, student group, and participation level.	For pilot schools, growth in reading benchmark data from Fall to Winter, disaggregated by school, student group, and participation level.	For pilot schools, growth in reading benchmark data from Winter to Spring, disaggregated by school, student group, and participation level.	For pilot schools, end-of-year reading benchmark data shows growth, disaggregated by school, student group, and participation level.

Mathematics

Overarching Three Year Goal

By June 2028, and in addition to the targeted focus on Literacy and Math Continuous Improvement at the site level in 2025–26, all students in all PK-12+ classrooms will: Know and understand the learning target and success criteria, successfully engage in grade-level and standards-aligned tasks from district-approved, high-quality instructional materials and structures, self-assess their learning and explain and justify their thinking connected to the learning target and success criteria. This will have a particular focus on our district's focal students.

Mathematics Three Year Goal

By June 2028, all students in 100% of PK-12+ Mathematics classrooms—with a particular focus on district focal students (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty)—will (1) know and understand the learning target and success criteria and (2) successfully engage in grade-level and standards-aligned tasks from district approved high-quality instructional materials and structures.

Mathematics Year One Goal

By June 2026, all students in 75% of PK-12 Mathematics classrooms—with a particular focus on district focal students (Black & Native students, multilingual learners, and students receiving special education supports, and students experiencing poverty)—will (1) know and understand the learning target and success criteria and (2) successfully engage in grade-level and standards-aligned tasks from district-adopted high-quality instructional materials and structures.

Strategies and Actions

Strategies	2025-26 Actions
High-Quality, Inclusive Core Instruction If the central office team provides school leaders and leadership teams with clear expectations, models, professional learning, coaching, and feedback on (1) intentional use of adopted curricular resources; (2) planning around, and communication of, clear learning targets and success criteria; and (3) instructional strategies and appropriate scaffolds to cognitively engage all learners in grade-level standards-aligned tasks to ensure meaningful access for all learners, Then school leaders and leadership teams will support mathematics educators to become increasingly knowledgeable and skillful in (1) intentional use of adopted curricular resources; (2) planning around,	• Collect & Analyze Data & Adjust Support: By June 2026, collect baseline data, then analyze and triangulate data (student data, assessment data, walkthrough data) throughout the year to monitor and adjust support based on progress; Share out data and celebrate progress and wins. • Develop & Update Curriculum Implementation Tools: By June 2026, develop and update curriculum implementation tools to improve (1) intentional use of adopted curricular resources; (2) planning around, and communication of, clear learning targets and success criteria; and (3) instructional strategies and appropriate scaffolds to cognitively engage all learners in grade-level standards-aligned tasks to ensure meaningful

and communication of, clear learning targets and success criteria; and (3) instructional strategies and appropriate scaffolds to cognitively engage all learners in grade-level standards-aligned tasks to ensure meaningful access for all learners, And all students will be able to articulate what grade-level mathematics skill or concept they are learning, why they are learning it, and how they will know if they've mastered the intended learning targets. All students will be able to successfully engage in grade-level standards aligned mathematics tasks every day.	access for all learners. • Develop & Provide Instructional Guidance for Focal Students: By June 2026, develop and provide guidance for teachers, instructional coaches, and building leaders to center equity and access for all focal students, and review priority standards and grade level work along with students' present levels and language proficiency levels to plan instruction with scaffolds and differentiation to ensure inclusive language in all learning spaces. • Develop & Deliver Professional Learning: By June 2026, develop and deliver professional learning for central office, building leaders, instructional coaches, teacher mentors and ILTs aligned to the Menu of Professional Learning offerings and on the effective development and application of learning targets, success criteria, and student self-assessment.
Assessment, Data, & Intervention: Formative Analysis and Differentiated Support If the central office team works with school leaders and leadership teams to develop systems and competencies within our schools that allow staff to identify and support K-12th grade students in need of Tier 2 and 3 mathematics supports (in addition to strong, research-based, engaging, differentiated core Mathematics instruction), Then school leaders and leadership teams will ensure that supports within and beyond the school day will align in service of learning acceleration for students with lagging mathematics skills, And all students (with a particular focus on Black & Native students, multilingual learners, and students receiving special education supports, and students experiencing poverty) will meet mathematics benchmarks by the end of 5th and 8th grades as well as complete three years of high school math including and above Algebra.	• Develop Menu of Student Services & Intervention Tools: By June 2026, develop a core-aligned menu of student services for students who are below benchmark that includes all PPS-sponsored Tier II and III programs, community-based partners, and aligned intervention tools. • Develop & Provide Professional Learning to Support Intervention: By June 2026, develop and provide building leaders, instructional coaches, and teachers with professional learning, coaching and support to analyze instructional data and determine next best action step.
Family and Community Engagement If the central office engages in an equity-centered Design Team Process — including mathematics content experts, school leaders, and family engagement practitioners — that will collaboratively develop a districtwide Family Mathematics Framework inclusive of (1) regular home-school communication about mathematics curriculum and	• Develop & Distribute Family Mathematics Framework: By June 2026, develop, adopt, and communicate a new PPS Family Mathematics Framework. • Develop & Distribute Mathematics Implementation Tools: By August 2026, develop, adopt, and communicate a set of initial mathematics implementation tools for schools.

instruction, (2) regular home-school communication about individual student progress toward grade-level mathematics benchmarks, and (3) school-based family mathematics events designed to educate and empower families as partners in their children's mathematics learning journeys with an aligned implementation toolkit that supports culturally responsive, academically focused home-school partnership,

Then all school leadership teams will be equipped to integrate the Family Mathematics Framework and Toolkit into their site-based family engagement plans,

And all students—particularly focal students—will experience consistent, aligned, and supportive mathematics connections between home and school, accelerating their progress toward grade-level mathematics proficiency.

Measures of Evidence for Adult Actions

Strategy	Q1 (Fall)	Q2 (Winter)	Q3 (Spring)	Q4 (Summer)
High-Quality, Inclusive Core Instruction	Using the Instructional Walk Tool, 60% of mathematics classroom observations will be “mostly evident” or “fully evident” in the following indicators: (1) The task is grade-level standards aligned and from the district-adopted high-quality instructional materials (where applicable) and aligned to the learning target and success criteria.; (2) Students know and understand the learning target, success criteria, and why the learning	Using the Instructional Walk Tool, 65% of mathematics classroom observations will be “mostly evident” or “fully evident” in the following indicators: (1) The task is grade-level standards aligned and from the district-adopted high-quality instructional materials (where applicable) and aligned to the learning target and success criteria.; (2) Students know and understand the learning target, success criteria, and why the learning	Using the Instructional Walk Tool, 70% of mathematics classroom observations will be “mostly evident” or “fully evident” in the following indicators: (1) The task is grade-level standards aligned and from the district-adopted high-quality instructional materials (where applicable) and aligned to the learning target and success criteria.; (2) Students know and understand the learning target, success criteria, and why the learning	Using the Instructional Walk Tool, 75% of mathematics classroom observations will be “mostly evident” or “fully evident” in the following indicators: (1) The task is grade-level standards aligned and from the district-adopted high-quality instructional materials (where applicable) and aligned to the learning target and success criteria.; (2) Students know and understand the learning target, success criteria, and why the learning

	matters, and these are visible and referenced throughout the lesson; and (3) Instruction is accessible to all learners, particularly MLs and students with IEPs.	matters, and these are visible and referenced throughout the lesson; and (3) Instruction is accessible to all learners, particularly MLs and students with IEPs	matters, and these are visible and referenced throughout the lesson; and (3) Instruction is accessible to all learners, particularly MLs and students with IEPs	matters, and these are visible and referenced throughout the lesson; and (3) Instruction is accessible to all learners, particularly MLs and students with IEPs
Assessment, Data, & Intervention: Formative Analysis and Differentiated Support	Leveraging the PLC structure, 75% of school PLC teams will: 1) Use grade level data to identify students with Tier 2 or Tier 3 learning needs h) Using Fall interim (i-Ready diagnostic or MAP Growth mathematics assessments) i) Formative & end of unit district common assessment data (K-12) 2) Use progress monitoring tools with integrity to make informed instructional decisions 3) Identify 'exit' strategies for	Leveraging the PLC structure, 80% of school PLC teams will: 1) Use grade level data to identify students with Tier 2 or Tier 3 learning needs a) Using Winter interim (i-Ready diagnostic or MAP Growth mathematics assessments) b) Formative & end of unit district common assessment data (K-12) 2) Use progress monitoring tools with integrity to make informed instructional decisions	Leveraging the PLC structure, 85% of school PLC teams will: 1) Use grade level data to identify students with Tier 2 or Tier 3 learning needs a) Formative & end of unit district common assessment data (K - 12) 2) Use progress monitoring tools with integrity to make informed instructional decisions 3) Identify 'exit' strategies for students to move out of Tier 2 or Tier 3 groups once benchmark has been met.	Leveraging the PLC structure, 90% of school PLC teams will: 1) Use grade level data to identify students with Tier 2 or Tier 3 learning needs b) Using Spring interim (i-Ready diagnostic, K - 8) c) Formative & end of unit district common assessment data (K - 12) 2) Use progress monitoring tools with integrity to make informed instructional decisions 3) Identify 'exit' strategies for students to move out of Tier 2 or Tier 3 groups once

	students to move out of Tier 2 or Tier 3 groups once benchmark has been met (reference the MTSS Tiered Assessment and Instruction Matrix). 60% of K-12 educators will administer the first unit assessment by grade level.	3) Identify 'exit' strategies for students to move out of Tier 2 or Tier 3 groups once benchmark has been met. 65% of K-12 educators will administer the first unit assessment by grade level.	70% of K-12 educators will administer the first unit assessment by grade level.	benchmark has been met. 75% of K-12 educators will administer the first unit assessment by grade level.
Family and Community Engagement	- Review/disaggregate data compiled during the internal audit to develop a process to create a cohesive design team. - Identify sample set of pilot schools with Title I designation and share Family Engagement Plan Mathematics Commitments - Equity-centered Design Team is convened and meets regularly: - Set up monthly meeting cadence with Design Team	- Review Family Engagement Plans with a key focus on Mathematics Engagement - Pilot Title I schools begin implementing: - Regular home-to-school communication about mathematics curriculum - Student progress updates sent to families at least once per quarter (aligned to	- Pilot Title I schools implement: - Regular home-to-school communication about mathematics curriculum - Student progress updates sent to families at least once per quarter (aligned to benchmark windows)	- Pilot Title I schools submit end-of-year pilot reflection (e.g., implementation highlights, artifacts, attendance data, successes/challenges) - Spring family survey/focus groups show: - Increase in reported understanding of mathematics curriculum - Increased awareness of child's mathematics progress - Greater confidence

	○ Sending out districtwide reminder to all schools to submit Family Engagement Plans by 10/3/25 deadline	○ benchmark windows) ○ Hosts at least one family mathematics event, with attendance and feedback tracked ● Mid-year survey or focus group conducted with: ○ Families (relevance, clarity, frequency) ○ Educators (ease of toolkit use, barriers, impact)		- in supporting mathematics at home ● Toolkit is revised based on input from pilot sites and families ● Planning for districtwide implementation begins (PD calendar, budget, FACE alignment)
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Measures of Evidence for Students

Strategy	Q1 (Fall)	Q2 (Winter)	Q3 (Spring)	Q4 (Summer)
High-Quality, Inclusive Core Instruction	Using the Classroom Observation Tool, 75% or more of mathematics classroom observations will indicate that 80% or more of students are actively engaged in the grade level-aligned task.	Using the Classroom Observation Tool, 80% or more of mathematics classroom observations will indicate that 80% or more of students are actively engaged in the grade level-aligned task.	Using the Classroom Observation Tool, 85% or more of mathematics classroom observations will indicate that 90% or more of students are actively engaged in the grade level-aligned task.	Using the Classroom Observation Tool, 90% or more of mathematics classroom observations will indicate that 90% or more of students are actively engaged in the grade level-aligned task.

Assessment, Data, & Intervention: Formative Analysis and Differentiated Support	<u>i-Ready</u>: 50% of students will demonstrate readiness proficiency for grade level instruction. <u>MAP Growth</u>: 25% or fewer of students identified for Tier 2 supports and 15% or fewer of students identified for Tier 3 supports. <u>Formative and/or end-of-unit</u>: 60% of students demonstrate proficiency by each end of unit assessment	<u>i-Ready</u>: 60% of students will demonstrate readiness proficiency for grade level instruction. <u>MAP Growth</u>: 55% of students meet or exceed their growth goal from Fall to Winter and 60% of students meet or exceed their growth goal from Winter to Winter. <u>Formative to end-of-unit</u>: 65% of students demonstrate proficiency by each end of unit assessment	<u>i-Ready</u>: 70% of students will demonstrate readiness proficiency for grade level instruction. <u>Formative to end-of-unit</u>: 70% of students demonstrate proficiency by each end of unit assessment	<u>i-Ready</u>: 80% of students will demonstrate readiness proficiency for grade level instruction. <u>MAP Growth (where applicable)</u>: 60% of students meet or exceed their growth goal from Winter to Spring and 60% of students meet or exceed their growth goal from Spring to Spring. <u>Formative to end-of-unit</u>: 75% of students demonstrate proficiency by each end of unit assessment <u>OSAS</u>: 52% of all students will demonstrate proficiency at Level 3 or Level 4, and a 5% increase for all focal student groups (which either meets or exceeds Board goals).
Family and Community Engagement	For pilot schools, baseline mathematics proficiency data collected, disaggregated by school, student group, and participation level.	For pilot schools, growth in mathematics benchmark data from Fall to Winter, disaggregated by school, student group, and participation level.	For pilot schools, growth in mathematics benchmark data from Winter to Spring, disaggregated by school, student group, and participation level.	For pilot schools, end-of-year mathematics benchmark data shows growth, disaggregated by school, student group, and participation level.

9th Grade Success

Three Year Goal

We will accelerate achievement and eliminate early high school opportunity gaps by ensuring all students finish 9th grade On Track. Our goal is to increase the percentage of all students finishing 9th grade On Track from 75% (June 2024) to 95% by June 2028, while closing the opportunity and outcome gap for focal students by increasing their On-Track rate from 53% to 95% over the same time period.

Year One Goal

By June 2026, at least 85% of all students and 73.4% of focal students will finish 9th grade On Track.

- Black students: 71.5%
- Native students: 64%
- Latino students: 75%
- Pacific Islander students: 68.5%
- Multiple HU: 82%
- Multilingual Learners: 68.5%
- Students with disabilities: 71.5%

Strategies and Actions

Strategies	2025-26 Actions
Overarching Strategy: Implement 9th Grade Success Roadmap If district leaders ensure effective implementation of the 9th Grade Success Roadmap, Then building leaders will establish systems to support high-functioning teams, data-driven decision making, transition systems, and effective instruction and interventions, And students will see an increase in their 9th grade success and long-term graduation outcomes.	
Data Access & Literacy	• 1. Provide Data Access: By June 2026, build and maintain a reliable 9th Grade On-Track data ecosystem by ensuring real-time, valid, disaggregated dashboards are available; partnering with schools to guarantee access and trust in the data; equipping Data Champions to translate information into actionable insights; and coordinating a districtwide reporting calendar so teams can use data predictably in their improvement cycles. • 2. Develop Data Literacy: By June 2026, build the data literacy of SST Leads, administrators, and teachers to analyze quantitative and qualitative evidence for goal-setting and intervention design. Grow the capacity of educators and leaders to use data not just for reporting but for decision-making, by

	providing ongoing coaching, tools, and professional learning that help teams analyze trends, identify focal groups, and align actions to equity-centered goals.
Team Structures & Processes	● 3. Establish Foundational Structures & Conditions: By September 2025, ensure every high school has a functioning 9th Grade Success Team with protected meeting time, clear roles, trained leadership, and administrator engagement, making team structures a guaranteed condition rather than an optional practice. ● 4. Establish Systems & Processes for Teaming: By June 2026, strengthen the quality and consistency of SST meetings by providing protocols, templates, and coaching that ensure teams are action-oriented, benchmark progress, and tie their work directly to On-Track indicators. ● 5. Systematize by Engaging All Stakeholders: By June 2026, connect 9th Grade Success Teams to other school improvement systems (SCIP, SIT, MTSS, ASERT, ML and partnerships) by building coherence across central office departments that support this work and by equipping vice principals to lead alignment locally, ensuring that school-level systems are integrated rather than siloed.
Intervention Strategies	● 6. Cultivate a Growth Mindset in Adults: By June 2026, provide professional learning and coaching that build educator trust, equity-centered discourse, and reflective practice, ensuring that adults approach students with high expectations and belief in their capacity to succeed. ● 7. Establish Data-Driven Intervention & Referral Systems: By June 2026, support implementation and monitor schoolwide tiered systems by partnering with internal departments and tools that support intervention (such as IXL, HMM Growth, REWARDS, MTSS, and Student Services) to ensure referral processes, thresholds, and reviews of student movement across tiers are clear, consistent, and actionable for schools. ● 8. Implement Proactive & High-Leverage Interventions: By June 2026, guarantee access to a core set of effective interventions — including competency-based credit recovery, tutoring, SEL supports, and restorative practices — and ensure they are prioritized for historically underserved students.
Transition Support	● 9. Create a Personalized & Supportive 9th Grade Environment: By June 2026, promote structures that increase belonging and reduce early course failures — such as 9th grade academies, cohort scheduling, student-adult conferencing, and community-building practices — so that every student experiences high school as a supportive entry point. ● 10. Provide Early Preparation for High School Entry: By October 2025, coordinate and monitor summer bridge programs, orientations, and family engagement strategies to ensure all rising 9th graders and their families are prepared for the transition to high school. ● 11. Provide Proactive Supports: By September 2025, support the use of incoming 8th grade data to trigger early identification and supports (counseling, academic planning, proactive outreach) so that students at risk of falling off track are engaged before problems compound.
Instructional Practices	● 12. Implement Fair Grading Practices: By June 2026, support adoption of equitable, standards-based grading and monitor failure-rate gaps. Advance equitable grading policies and

	practices by supporting schools in shifting to standards-based grading and by monitoring reductions in course failure rates and subgroup gaps. • 13. Develop Learning-Centered Professional Communities: By June 2026, coordinate across departments to strengthen collaborative teacher teams (PLCs) that use high-quality instructional materials, embed literacy practices, and engage in continuous improvement cycles focused on student work and equitable outcomes. • 14. Develop Student-Centered Learning Communities: By June 2026, foster student-centered classrooms where SEL, culturally responsive pedagogy, and opportunities for agency are integrated into instruction, ensuring that 9th graders feel a sense of belonging, relevance, and ownership in their learning.
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Measures of Evidence for Adult Actions

Strategy	Q1 (Fall)	Q2 (Winter)	Q3 (Spring)	Q4 (Summer)
Team Structures & Processes	SST Leads Monthly feedback form: • Over 80% of SST Leads report they <i>have information</i> to proceed with diagnostic assessment at their school. • Over 80% of SST Leads report they have <i>access to</i> resources such as the kid-talk tracker, skills wheel, and strategy and intervention guides.	SST Leads Monthly feedback form: • 100% of SST Leads report they <i>have supported</i> diagnostic assessment at their school. • Over 90% of Comprehensive School SST Leads report they are <i>regularly using</i> resources such as the kid-talk tracker, skills wheel, and strategy and intervention guides.	SST Leads Monthly feedback form: • Over 80% of SST Leads report they have <i>utilized diagnostic assessment</i> and growth data to create (Tier 2), or advocate for (Tier 3) appropriate supports for students at their school. • Over 90% of Comprehensive School SST Leads report they are <i>regularly using</i> resources such as the kid-talk tracker, skills wheel, and strategy and intervention guides.	SST Leads Monthly feedback form: • Over 80% of SST Leads report they have <i>reviewed diagnostic growth data</i> for their focal students. • 100% of Comprehensive School SST Leads report they are <i>regularly using</i> resources such as the kid-talk tracker, skills wheel, and strategy and intervention guides.

	SST agendas: • 100% of SST team running agendas/notes indicate the use of 8th grade data and 9th grade marking period data reviews to identify students needing supports, with an emphasis on focal student populations • 100% of SST team running agendas/notes indicate the use of data protocols, kid talk protocols, and intervention design work • 80% of SST team running agendas/notes indicate efforts <i>to determine</i> root cause through the use of qualitative data: surveys, empathy interviews, family meetings, etc. • 100% of SST team running agendas/notes indicate efforts to foster a sense of belonging, connection, relevance, and	SST agendas: • 100% of SST team running agendas/notes indicate the use 9th grade marking period data reviews to identify students needing supports, with an emphasis on focal student populations • 90% of SST team running agendas/notes indicate the use of data protocols, kid talk protocols, and intervention design work, <i>as well as</i> engagement in intervention tracking, intervention efficacy, and ongoing intervention improvement efforts. • 100% of SST team running agendas/notes indicate efforts <i>to determine</i> root cause through the use of qualitative data: surveys, empathy interviews, family meetings, etc.	SST agendas: • 100% of SST team running agendas/notes indicate the use of 9th grade marking period data reviews to identify students needing supports, with an emphasis on focal student populations • 100% of SST team running agendas/notes indicate the use of data protocols, kid talk protocols, and intervention design work, <i>as well as</i> engagement in intervention tracking, intervention efficacy, and ongoing intervention improvement efforts. • 100% of SST team running agendas/notes indicate efforts <i>to determine and address</i> root cause through the use of qualitative data: surveys, empathy interviews, family meetings, etc.	SST agendas: • 100% of SST team running agendas/notes indicate the use of 8th grade data and 9th grade marking period data reviews to identify students needing supports, with an emphasis on focal student populations • 100% of SST team running agendas/notes indicate the use of data protocols, kid talk protocols, and intervention design work, <i>as well as</i> engagement in intervention tracking, intervention efficacy, and ongoing intervention improvement efforts. • 100% of SST team running agendas/notes indicate efforts <i>to determine and address root cause</i> through the use of qualitative data: surveys, empathy interviews, family
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	ownership for 9th grade students. SST Lead Coaching & Team Observations: • 100% of comprehensive school SST Leads indicate they have calendared regular check ins with TOSA around setting and monitoring goals, engaging in data protocols, designing interventions, and strengthening teaming elements. • 100% of Leads participate in monthly coaching to acquire new tools, share practices, and engage in collaboration around problems of practice. • 80% of	• 100% of SST team running agendas/notes indicate efforts to foster a sense of belonging, connection, relevance, and ownership for 9th grade students. SST Lead Coaching & Team Observations: • 100% of comprehensive school SST Leads indicate they have calendared regular check ins with TOSA around setting and monitoring goals, engaging in data protocols, designing interventions, and strengthening teaming elements. • 100% of Leads participate in monthly coaching to acquire new tools, share practices, and engage in collaboration around problems of practice. • 90% of	• 100% of SST team running agendas/notes indicate efforts to foster a sense of belonging, connection, relevance, and ownership for 9th grade students. SST Lead Coaching & Team Observations: • 100% of comprehensive school SST Leads indicate they have calendared regular check ins with TOSA around setting and monitoring goals, engaging in data protocols, designing interventions, and strengthening teaming elements. • 100% of Leads participate in monthly coaching to acquire new tools, share practices, and engage in collaboration around problems of practice. • 100% of	meetings, etc. • 100% of SST team running agendas/notes indicate efforts to foster a sense of belonging, connection, relevance, and ownership for 9th grade students. SST Lead Coaching & Team Observations: • 100% of comprehensive school SST Leads indicate they have calendared regular check ins with TOSA around setting and monitoring goals, engaging in data protocols, designing interventions, and strengthening teaming elements. • 100% of Leads participate in monthly coaching to acquire new tools, share practices, and engage in collaboration around problems of practice. • 100% of
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	comprehensive school SST observations indicate that high-leverage meeting strategies are in place. VP PD participation: Over 80% of Freshman Success VPs participate in PPS and CHSS co-facilitated PD that includes approaches such as Double Loop Learning. Systems Observation: Over 80% of Freshman Success VPs identify can name data-informed barriers and opportunities related to our 9SG goal and begin to investigate the root cause of major barriers.	comprehensive school SST observations indicate that high-leverage meeting strategies are in place. VP PD participation: Over 80% of VPs reviewed their student data and have an intervention plan utilizing their funding allocations. Systems Observation: Over 80% of Freshman Success VPs identify high-leverage system-level shift(s) to improve 9th grade on-track outcomes Over 80% of VPs report implementation of SST data based implementation cycles.	comprehensive school SST observations indicate that high-leverage meeting strategies are in place. VP PD participation: Over 80% of VPs identify root cause(s) of major barriers and can identify stakeholders and supports. Systems Observation: At least 70% of Freshman Success VPs report implementation of a high-leverage system level shift(s) to improve 9th grade on-track outcomes Over 80% of VPs report implementation of SST data based implementation cycles.	comprehensive school SST observations indicate that high-leverage meeting strategies are in place. VP PD participation: Over 80% of VPs report engaging stakeholders in system shift and feedback/monitoring of efforts. Systems Observation At least 70% of Freshman Success VPs report monitoring of the high-leverage system level shift.
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Measures of Evidence for Students

Q1 (Fall)	Q2 (Winter)	Q3 (Spring)	Q4 (Summer)
At least 80% of all students pass all core classes (ELA, Math, Science, SS) in the first progress report or quarter.	At least 80% of all students are on track (passing all core classes + 80% attendance).	At least 82% of all students finish 9th grade On Track (passing all core classes + 80% attendance).	At least 85% of all students finish 9th grade On Track.

At least 64.7% of focal students are passing all core classes. • Black: 63% • Native: 55% • Latino: 66% • Pacific Islander: 60% • Multiple HU: 73% • MLL: 60% • SWD: 63%	At least 66.7-68.7% of focal students are on track. • Black: 65–67% • Native: 55–58% • Latino: 68–70% • Pacific Islander: 62–64% • Multiple HU: 75-77% • MLL: 62–64% • SWD: 65–67%	At least 69.8-71.7% of focal students finish 9th grade On Track. • Black: 68–70% • Native: 59–62% • Latino: 71–73% • Pacific Islander: 65–67% • Multiple HU: 78-80% • MLL: 66–67% • SWD: 68–70%	At least 73.4% of focal students finish 9th grade On Track. • Black: 71.5% • Native: 64% • Latino: 75% • Pacific Islander: 68.5% • Multiple HU: 82% • MLL: 68.5% • SWD: 71.5%
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Additional Background

2019-2025 PPS Relimagined Vision & Forward Together Strategic Plan

The 2025-28 District Continuous Improvement Plan builds off of and extends the PPS District-wide work of the past six years, beginning with the PPS Relimagined Vision and Graduate Portrait development in partnership with the community in 2019 and the launch of the Forward Together Strategic Plan in 2021. A primary component of the strategic plan was the development of a unified [Instructional Framework](#) that provides a consistent, district-wide vision for teaching and learning and [Developmental Continuum](#), a roadmap that guides students in their journey through PPS towards achieving the Graduate Portrait.

The Instructional Framework was developed in 2022 and included an initial three-year implementation plan, focusing first on Grade Level and Standards Aligned Instruction and then building out the Culturally Affirming, Deeply Engaging, and Data Driven domains through an innovation equity design process called Culture in the Classroom. The below visuals show how the work has evolved to this point. Strategies and actions that have emerged from Culture in the Classroom are being embedded within the District Continuous Improvement Plan and ongoing professional learning to improve outcomes for Black and Native students, and in turn all students. You can find more context about the Culture in the Classroom initiative in the [final deliverables](#) that are being integrated for 2025-28.

HISTORY OF THE PPS INSTRUCTIONAL FRAMEWORK

2019

In partnership with community, Superintendent Guerrero develops the PPS reImagined Vision and Graduate Portrait.



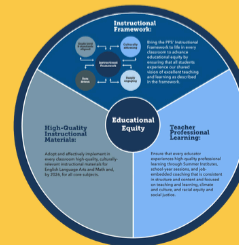
2021

PPS Forward Together Strategic Plan launched for 2020-2025, which prioritizes creation of a new Instructional Framework to provide a consistent, district-wide vision for high-quality teaching and learning.



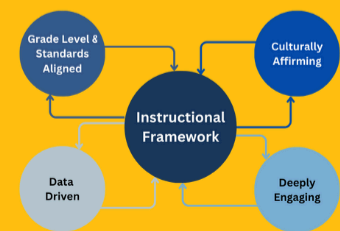
Feb-June 2022

First version of the PPS Instructional Framework is developed by a Design Team of central office instructional leaders with feedback from building leaders, teachers, and community.



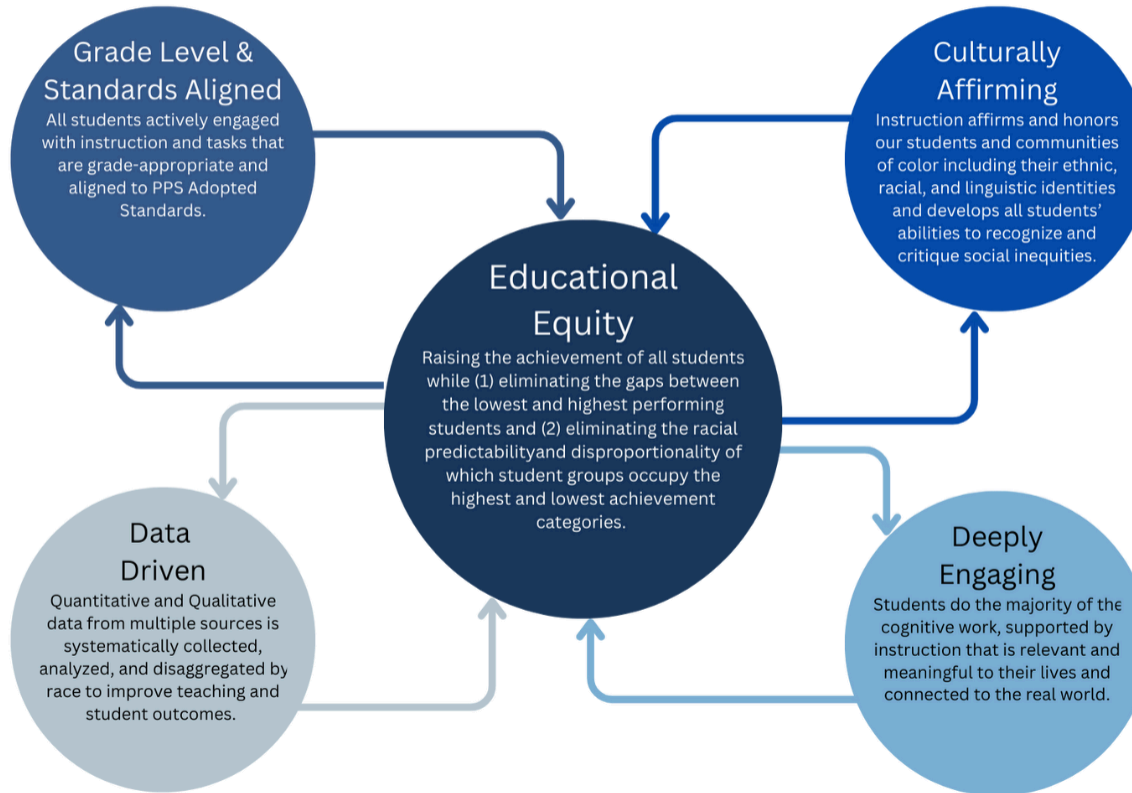
Summer 2022

Three year implementation plan (2022-2025) is developed, focusing first on Grade Level Standards Aligned then expanding to Culturally Affirming, Deeply Engaging, and Data Driven.



CULTURE IN THE CLASSROOM IS PART OF IMPLEMENTATION OF THE PPS INSTRUCTIONAL FRAMEWORK

2022-23 & 2023-24:
Focused on implementation of *Grade Level & Standards Aligned*, as the foundation for Educational Equity, in tandem with implementation of high-quality instructional resources for Math & English Language Arts and building out the Developmental Continuum for the 9 Graduate Portrait elements.



2024-25:
Culture in the Classroom was launched to calibrate around, design, and bring to life the *Culturally Affirming, Deeply Engaging, and Data Driven* indicators of the Instructional Framework through the innovation equity design process, which centers authentic partnership with Native & Black communities.

Learn more about the Graduate Portrait and Developmental Continuum on [this website](#). Below is how the Graduate Portrait elements can map to the four goals of the District Continuous Improvement Plan, knowing that some elements can definitely be connected to multiple goals.

Attendance	Literacy	Math	9th Grade Success
-Resilient and Adaptable Lifelong Learners -Positive, Confident, and Connected Sense of Self	-Transformative Racial Equity Leaders -Powerful and Effective Communicators -Influential and Informed Global Stewards	-Inclusive and Collaborative Problem Solvers -Inquisitive Critical Thinkers with Deep Core Knowledge	-Reflective, Empathetic, and Empowering Graduates -Optimistic, Future-Oriented Graduates

Building on initial support from the 2020 Portland Public School (PPS) Bond, PPS engaged in Instructional Resource Adoptions from 2021 through 2025 across a range of subjects: Mathematics, Science, Health, Physical Education, Visual and Performing Arts, Social Sciences, Language Arts, English Language Learners, Dual Language Immersion, World Languages, and Social Emotional Learning. This ongoing, systematic process guides the review, revision, development, and adoption of instructional resources, moving through four phases: Define, Select, Implement, and Evaluate. Aligned with the Oregon Department of Education's curriculum adoption cycles, PPS is currently positioned to continue prioritizing high-quality instructional materials.

Simultaneously, PPS has continued to build out systems, structures, and best practices for critical levers for change, such as professional learning for Building Leaders, Instructional Coaches, and Teachers, building Instructional Leadership Teams, and engaging in Professional Learning Communities. PPS has also participated in a five year grant from the Wallace Foundation that began in 2021 to build an equity-centered pipeline for hiring and training Principals. The program continues to support the district in further accelerating progress on its racial equity and social justice commitments to students and the larger PPS community.

PPS Frameworks & Resources Supporting the Continuous Improvement Process

- [PPS reImagined Vision](#) and [PPS Graduate Portrait](#) (developed in 2019)
- [Instructional Framework](#) (developed in 2022)
- [Roadmap Toward Educational Equity](#) (launched 2022 to define three Instructional Priorities)
- [Developmental Continuum](#) (developed in 2023-24)
- [Effective Schools Framework](#) (from the New Teacher Center, 2020)
- [Instructional Leadership Team Continuum](#) (from the New Teacher Center, 2020)
- [PPS Equity-Centered Leader Profile](#) (adapted from the Oregon Leader Profile, 2024)
- [PPS Professional Educator Evaluation Framework and Rubric \(Danielson\)](#)
- [Fidelity of Implementation Tool](#)
- [Essentials for Community School Transformation](#)
- [PPS District-wide Assessment Calendar](#)

- [Unit Planning Cycle Protocols](#)
- [PLC Continuum](#)
- [ILT Continuum](#)

Comprehensive Needs Assessment for Equity

The School Improvement Planning process requires school leaders to conduct a thorough assessment, focusing on Focal Student Data. This analysis will inform the School Continuous Improvement Plan, aligning goals, strategies, and actions to direct resources, professional learning, and interventions where they are most needed. The equity assessment will integrate ODE's continuous improvement expectations, TSI/CSI focal student indicators, and the PPS equity lens, ensuring a cohesive approach to improving outcomes for all students. This [Avoiding Racial Equity Detours](#) article is a valuable resource for teams engaging in this process, as well as the revised [PPS Equity Lens](#).

Here is the [Comprehensive Needs Assessment for Equity data review template](#).

Focal Students

Focal student groups, as defined by the Student Success Act, include students of color, students with disabilities, emerging bilingual students and students experiencing poverty, homelessness, or foster care. This definition also encompasses other student groups who have historically faced disparities in schools, as guided by the [Oregon Department of Education's \(ODE\) principles of Targeted Universalism and Focal Student Snapshots](#).

Building upon ODE's definition, PPS defines focal student groups for the purposes of the District Continuous Improvement Plan as the district's most impacted focal students based upon our data (Native students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty).

Resources for Supporting our Students in Focal Student Groups

As our plan evolves, we will be compiling additional best practices for centering focal students in PLC discussions and continuous improvement plan progress monitoring. It is important to consider where the intersections among these focal student groups are and what are best practices for those populations.

- [Guidance for Schools Using a Focal Students Model](#)

- [Focal Students in PLCs](#)
- [Universal Design for Learning \(UDL\) inclusive practices](#)
- [Sheltered Instruction Observation Protocol \(SIOP\) practices](#)
- [Culture in the Classroom Venn Diagram](#) - Strategies to Support Black and Native Students
- [Culture in the Classroom Deliverables](#) (designed in 2024-25 by a Design Team focused on Black and Native students)
 - Includes specific resources to support Native and Black students

Special Education Programming

[Special Education Programming Plan](#)

PPS is driven by a set of core beliefs that guide everything we do in special education. These beliefs are not just statements; they are the foundation of our daily work, the lens through which we make decisions, and the actions that ensure every student has the opportunity to thrive.

Meaningful Access to Core Instruction and Rightful Presence

In Portland Public Schools, we believe that every student—regardless of ability—deserves more than just a seat in the classroom. They deserve meaningful access to rigorous, engaging core instruction that challenges and inspires them. They deserve a rightful presence in their school community, where they are not only physically included but are seen, valued, and respected as full members of the classroom. And they deserve individualized support that removes barriers, builds on their strengths, and promotes independence, confidence, and lifelong success.

True inclusion means every student participates meaningfully in the same learning—with the right supports, high expectations, and the belief that they belong.

Building Independence: Preparing Students for Life

At Portland Public Schools, we are committed to equipping students with the skills they need to thrive beyond the classroom. While support is essential, we must ensure that it fosters growth, confidence, and self-reliance rather than dependence on adult assistance.

Our focus is on providing the right strategies—whether through assistive technology, peer collaboration, targeted interventions, or skill-building opportunities—that empower students to navigate their education and future with greater autonomy. By prioritizing independence, we are preparing students not just for success in school, but for a lifetime of opportunity and self-advocacy.

Collaborative Partnership: Working Together for Every Student's Success

At Portland Public Schools, we believe that the key to student success lies in the power of collaboration. We are committed to building strong, lasting partnerships between educators, families, students, and the broader community. Together, we can create an environment where every student feels supported, valued, and empowered to reach their full potential.

Collaboration means more than just communication—it's about shared responsibility and actively working as a team to ensure that each student's unique needs are met. By fostering a culture of trust, respect, and shared vision, we ensure that students are not only receiving the education they deserve but are also growing within a community that is invested in their success.

In this partnership, every voice matters, and every effort contributes to a brighter future for our students. Together, we can create a foundation for achievement that extends beyond the classroom and into every aspect of life.

Note: PPS has begun to launch the **Community School Model** across our system - a model that values a whole-child approach to education as well as robust family-school partnerships. [Essentials for Community School Transformation](#).

Commitment to Compliance: Upholding Rights, Ensuring Opportunity

At Portland Public Schools, we believe that compliance is a cornerstone of our commitment to student success. It's not just about meeting legal requirements—it's about ensuring that every student's rights are respected and that they have equal access to the services and supports they need to thrive.

We take seriously our responsibility to adhere to IDEA and all other applicable laws, because we know that compliance is the foundation upon which we build meaningful, student-centered practices. By upholding these standards, we ensure that students with disabilities are not only supported but empowered to reach their highest potential in an environment that is fair, just, and fully inclusive.

Our commitment to compliance means we hold ourselves accountable to the highest ethical standards and work tirelessly to ensure that every student receives the opportunity and support they deserve.

Continuous Improvement: Growing Together for Student Success

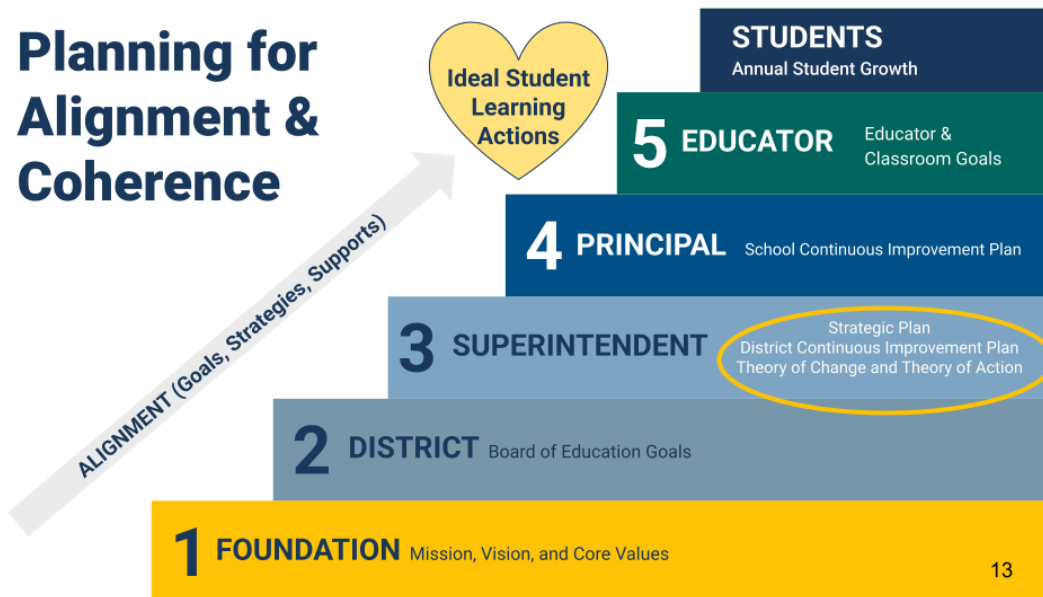
At Portland Public Schools, we are committed to continuous improvement because we believe that every day is an opportunity to learn, grow, and do better for our students. We embrace a mindset of self-reflection, accountability, innovation, and ongoing professional development, always striving to enhance our practices and make a greater impact.

We understand that progress in special education requires a constant focus on adapting to the needs of our students, evaluating our strategies, and refining our approaches to ensure every child receives the highest level of support. This commitment to growth ensures that our services evolve with the changing needs of our students, our community, and the ever-evolving educational landscape.

Continuous improvement is a shared responsibility—it's about working together, learning from one another, and embracing the challenges and opportunities that come with making a difference in the lives of our students. Through this commitment, we are not only shaping a brighter future for our students today but also laying the foundation for long-term success and innovation in the years to come.

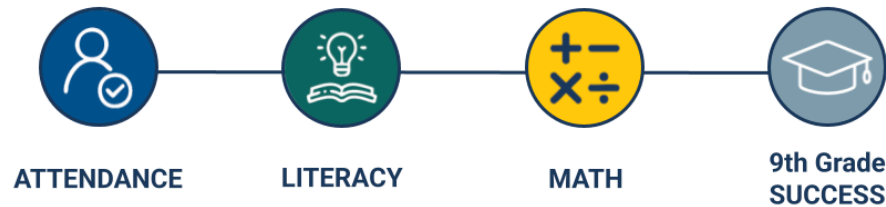
Talking Points About Continuous Improvement and Our Change

- As we are well acquainted, we currently have a foundation grounded in our Mission, Vision and Core Values. We also have had Board of Education Goals, written largely as outcome goals. We are not abandoning these goals, this is important to emphasize. What we are doing is adding in a District Continuous Improvement Plan grounded in a Theory of Change and Theory of Action—with more to come on this in a moment.
- As we build alignment in our system there will be some shifts to our School Continuous Improvement Plan process. Within these stairsteps, having the educator goals and Student Growth and Learning Goals also aligned is a part of a system all rowing in the same direction to result in increased annual student growth.



- We have four goal areas of our District Continuous Improvement Plan: Attendance, Literacy, Math, 9th Grade Success

District Continuous Improvement Plan: Four Goal Areas



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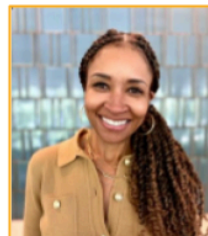
- What are the shifts that we're making for our school continuous improvement plan?
 - New Unified District Continuous Improvement Plan - collaborating around a shared set of goals and strategies to align and streamline our work to better support Principals
 - New Theory of Change - Principal as the lever for change and Principal Supervisor as the facilitator of systems-level change
 - Aligned continuous improvement process and routines at district and school levels
 - Increased accountability for all with systems of monitoring and support
- Additional talking points:
 - In our current state, we know and recognize that there is variability. There's variability in the teams that create SCIPs, the shareholders the table, and the strategies and actions that they take. Family engagement varies from school to school, as does monitoring of SCIPs, including celebrating growth and working through areas of need.
 - Dr. Tammy Campbell, who works with our district leaders on evidence-based approaches and best practices as part of our work on the Wallace Grant's Racial Equity Center Pipeline Initiative, says that "there is no greater friend to the opportunity gap than variability."

- We're looking at equity and coherence so that we can make it easier on folks to meet federal and state requirements and not have to duplicate work that we're already doing, especially with strong practices like those that are neighborhood model schools have already been working with through the Haring Center and our work with Community Schools.
- We're finding a way so that we have less redundancy and places to go. This new system should allow you to access all of these things through Mosaic, including district grant, Title, and TSI and CSI compliance.
- We're working towards making Classroom Mosaic a one stop shop to access all required resources in one location.

School Continuous Improvement Plan - Shifts

Current State	Equity	Coherence	Continuous Improvement
Variability: Currently Principals work with their teams and stakeholder groups to determine strategies and actions. This results in differences in student experiences.	Comprehensive Needs Assessment for Equity (A revision of the ODE needs assessment process)	Aligned to the new District Continuous Improvement Plan and coherence across School Continuous Improvement Plans.	Aligned to District Continuous Improvement Plan.
Currently family engagement varies from school to school.	Aligned to Community Schools Work with Universal Design for Learning fully integrated through the Haring Center Principals.		Aligned to Integrated Grant Guidance and Title Compliance.
Monitoring and celebrating growth varies throughout the district.	Broadening for Focal Students to continue to center Native and Black Students and also align to federal and state requirements.		TSI/CSI Requirements integrated universally for all schools with clear communication for each TSI/CSI & Title Identified school.

"There is no greater friend to the opportunity gap than **VARIABILITY.**"
- Dr. Tammy Campbell



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Key shifts within the School Continuous Improvement Plan

- **Determine** high leverage moves that we will monitor in every classroom and we will provide aligned support from the district office.
- **Evaluate** our outcomes for our focal students in every school and program and adapt our supports to ensure their success.
- **Streamline** processes for less data entry requirements for Principals (Mosaic for SCIP reporting, TSI/CSI).
- **Engage** with my Senior Director and fellow principals regularly, in a systematic approach, to support and revise my School's Continuous Improvement Plan.
- **Implement** a plan, do, study, act cycle within the framing of continuous improvement with aligned routines and dates throughout the district.
- **Integrate** Leader PLCs into the Leadership Institute to support each other through the phases of the SCIP cycle.

Glossary

Below are terms that are directly related to continuous improvement and this district plan. Please see this more in-depth [Culture in the Classroom Glossary of Terms](#) related to instruction centering Native and Black students that was developed by the Culture in the Classroom Design Team during the 2024-25 school year.

Term	Definition
Continuous Improvement	A systematic, ongoing effort to improve student outcomes and school systems by using data, shareholder input, and evidence-based practices. It involves cycles of planning, implementing, studying, and refining strategies to enhance educational effectiveness.
PDSA Cycle	A four-step iterative process used to test and refine changes in a system: ● Plan: Identify a goal and plan a change. ● Do: Implement the change on a small scale. ● Study: Analyze the results and determine what was learned. ● Act: Adjust based on findings, then implement more broadly or refine further.
District Continuous Improvement Plan	A strategic plan developed by a school district outlining long-term and short-term goals, strategies, and actions aimed at improving student achievement and district-wide performance. It aligns with state expectations and informs school-level planning.
School Continuous Improvement Plan	A school-level roadmap that sets specific, measurable goals for improving student outcomes. It is informed by data, shareholder input, and the district plan, and includes strategies, actions, timelines, and progress monitoring processes.
Focal Student Groups	Focal student groups, as defined by the Student Success Act, include students of color, students with disabilities, emerging bilingual students and students experiencing poverty, homelessness, or foster care. This definition also encompasses other student groups who have historically faced disparities in schools, as guided by the Oregon Department of Education's (ODE) principles of Targeted Universalism and Focal Student Snapshots. Building upon ODE's definition, PPS defines focal student groups for the purposes of the District Continuous Improvement Plan as the district's most impacted focal students based upon our data (Native

	students, Black students, multilingual learners, students receiving special education services, and students experiencing poverty).
Goal	A desired outcome related to student success. Goals are aligned with district priorities and aim to close equity gaps.
Metric	A quantifiable measure used to assess, monitor, and drive progress toward goals.
Sub-goal	A more specific target named as a one year goal that supports the achievement of a larger three year goal. Sub-goals help break down a broad goal into manageable, measurable components.
Strategy	A high-level approach or method used to achieve a goal or sub-goal. Strategies are based on research or evidence and guide how resources and efforts are directed.
Action	A specific step or task taken to implement a strategy. Actions are specific, time-bound, and assignable.
Needs Assessment	A data-informed process used to identify strengths and areas for growth within a school or district. It often includes analysis of student outcomes, instructional practices, and shareholder feedback to inform planning.
Comprehensive Needs Assessment for Equity	The School Improvement Planning process requires school leaders to conduct a thorough equity assessment, focusing on Focal Student Data. This analysis will inform the School Continuous Improvement Plan, aligning goals, strategies, and actions to direct resources, professional learning, and interventions where they are most needed. The assessment will integrate ODE's continuous improvement expectations, TSI/CSI focal student indicators, and the PPS equity lens, ensuring a cohesive approach to improving outcomes for all students. • Questions • Data Worksheet • Avoiding Racial Equity Detours
Theory of Action	A clear statement explaining how specific strategies and actions are expected to lead to desired outcomes. It links cause (what we do) and effect (what we expect to happen), serving as a roadmap for improvement.
Theory of Change	A broader conceptual model that explains how and why a desired change is expected to happen in a particular context.
Progress Monitoring	Regularly tracking student performance and growth over time to evaluate the effectiveness of instruction and interventions, and to make necessary adjustments.

Vision	A school vision for improvement is the collective dream of what the school can and should be, providing the foundational direction for all strategic planning, resource allocation, and daily practices aimed at elevating the educational experience and outcomes. It answers the question: "What kind of school do we want to build together?".
Mission	If the vision is the destination on the horizon, the mission is the vehicle and the driving force that will get the school there, detailing its purpose, the people it serves, and the fundamental way it operates. It provides the "what" and "how" for the school's daily efforts in pursuit of its aspirational future.
Baseline Data	Baseline data is the foundation upon which a school's continuous improvement plan is built. It provides the necessary context and starting point to effectively plan, implement, monitor, and adjust strategies aimed at enhancing student outcomes and overall school performance.
Community Schools	In Oregon, a "Community School" refers to a public school that provides a wider range of services and supports beyond traditional academic instruction to meet the needs of students, families, and the broader community. Community schools are designed to act as neighborhood hubs, offering resources and support in response to the needs of the school community. Families, caregivers, and school staff co-create a culture of learning, trust, and shared ownership in the school community. (Summary of ORS 336.505 and beyond)
Advanced Placement (AP)	A high school course that teaches material ordinarily intended for college students. Also can reference to the AP tests that high school students take at the end of the AP course to demonstrate their learning and obtain college credit.
International Baccalaureate (IB)	A high school program that prepares students for college. The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.
Second Language Inventory Protocol test (SLIP)	The SLIP is an option for students to obtain World Language Credit with little or no English proficiency
Standards-Based Measurement of Proficiency (STAMP)	The STAMP test is a web-based language proficiency assessment used in Oregon to measure a test taker's language ability in Reading, Writing, Listening, and Speaking. It's aligned with the ACTFL (American Council on the Teaching of Foreign Languages) proficiency guidelines. STAMP is used to qualify students for the Oregon Seal of Biliteracy, and it can also be used for college credit in some cases.

