# MICIP Portfolio Report

## Portland Public Schools

### Goals Included

**Active**

- Improve EBRW on SAT

### Buildings Included

**Open-Active**

- Oakwood Elementary
- Portland High School
- Portland Middle School
- Westwood Elementary

### Plan Components Included

Goal Summary
Data
    Data Story
Strategy
    Summary
    Implementation Plan
        Buildings
        Activities
            Activity Text
            Activity Buildings

# MICIP Portfolio Report

## Portland Public Schools

## Improve EBRW on SAT

*Status:* ACTIVE

*Statement:* Over the next two years, we will continue to work towards improving our Tier 1 Model for reading.
For the purpose of 23g, we will include all strategies and activities under this goal even though we have a separate goal for math.

*Created Date:* 08/25/2021 *Target Completion Date:* 06/28/2025

*Data Story Name:* MTSS

*Initial Data Analysis:* State data trend grades 3-8: Students in grades 3-8 scored between 50-70% proficient. The overall trend shows a slight decline. The 8th grade peaked in 18-19 at 75.2% when they switched to PSAT8/9. Most grades dipped in 2016-217.
The 11th-grade trend: 11th grade scored between 55-60% proficient. The overall trend is similar to grades 3-8. 11th graders show greater strength in Evidence-Based Reading and Writing (EBRW) than in math. There was as a significant peak in 2017-2018 in all areas including the composite.
Local NWEA Spring 2022:  Spring 2022 proficiency scores for reading are as follows:
Kindergarten = 63%
1st Grade = 60%
2nd Grade = 48%
3rd = 52%4th = 45%5th = 60%6th = 60%7th = 31%8th = 34%9th = 60%10th = 48%11 = 37%
Virtual students did not test.
Local Acadience Trend Data 2016 - 2021:K: Siginificant drop (20%) from 2019/20-2020/21. The COVID pandemic began in March 2020. Before the 2020-2021 school year, there were steady gains at this grade level. From 2020-2021 to 2021-2022, there were significant gains, and then a 7% decline for the 2022-2023 academic year.
1st:  A significant increase of 16% from the 2021-2022 to the 2022-2023 academic year.
2nd: A decrease of 8% from 2021-2022 to the 2022-2023 academic year.
3rd: From 2021-2022 to the 2022-2023 academic year, there was only a decrease of 1%.
4th: From 2021-2022 to the 2022-2023 academic year, there was only a decrease of 4%.
5th: From 2021-2022 to the 2022-2023 academic year, there was an increase of 3%.
Through the COVID pandemic, PHS had a modified A/B block. The rotation of days was not a desired learning environment for the school but we did find comfort in the reduced daily course load. This lead a team to think and talk about other options for student well-being within the master schedule. In the following school year, the team returned to a traditional 6-hour day and continued to investigate and collect data. Students were interviewed and surveys were given to collect their student voice. The teachers were all invited to be on the Schedule Investigation Team. This team had various roles all focused on getting well-rounded feedback. The roles included Dreamers, Researchers, Devil's Advocates, and

Feedback Providers. The team worked to compile research, survey and interview students, brainstorm and research ideas, attend school visits, make recommendations, organize and present to staff, and conduct 1:1 interviews with staff and parents. Parents and community members had multiple "school schedule nights" where they were able to come in at night to talk and discuss the plan. Students, parents, and the school board had many presentations and documents shared as we moved forward into the new schedule.
We also gathered stakeholder input during the 2021-2022 school so that all voices had a say in the development and installation of a new high school master schedule. The master schedule allows for more student opportunities in both acceleration and remediation. In addition to this, it provides opportunities for students to seek additional classes in preparation for post-secondary work including additional education or career-based learning/experiences.  We did this initially as a part of 98c and continue to gather ongoing feedback from stakeholders which meets the intent of 23g.
Our data also supports the need for career based learning/experience based on the recent changes and number of high school seniors that committed to college or post-secondary training:
Graduation Year:  # Seniors Graduated; Number/%Committed.
2012: 132; 116/88%.
2013: 127; 104/82%.
2014: 122; 110/90%.
2015: 124; 103/83%.
2016: 141; 123/83%
2017: 113; 95/84%
2018: 122; 98/80%
2019: 131; 112/85%
2020: Not Available due to COVID
2021: Not Available due to COVID
2022:136; 61/45%

*Initial Initiative Inventory and Analysis:* Using a Multi-Tier System of supports is the overarching framework that all initiatives at the district level enter connecting to the district mission and vision. Our district and building School Leadership Team use the NIRN Hexagon Tool and the District Effective Innovation (EI) Alignment Process to determine to ensure the expected outcomes align with the district desired outcomes.  We have linked the tools.  If more information is needed, please let us know.
https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/imce/documents/NIRN%20Hexagon%20Discussion%20Analysis%20Tool_September2020_1.pdf
https://drive.google.com/file/d/1Qq9TOnN708X6LuPEf0IusBtWH6oO42Bw/view?usp=sharing

*Gap Analysis:* All Portland Public Schools have a defined MTSS framework. This evidence based structure is pushes the district to ensure that at least 80% of students are profient in reading based on Tier 1 instruction and supports. This not the current reality. Research tells us that we need to have strong Tier 1 system because a school system cannot support more than 15-20% of students in need of intervention through Tier 2/3. ALL students need first best instruction with strong evidence of learning before making decisions about additional support.

*District Data Story Summary:* In 2016, we partnered with MiBLSi (MiMTSS) because we uncovered that our district was working as individual buildings, doing their own thing. We needed to bring the district leadership and teaching staff together to work towards a common mission and vision with an aligned instructional focus.  MiBLSI provided the leadership and embedded professional development helping us to build an infrastructure, a system to ensure all students received a guaranteed and viable curriculum.

## *Strategies:*

*(1/6):* Essential Practices for Disciplinary Literacy Instruction in the Secondary Classroom

*Owner:* Jennifer Warner

*Start Date:* 08/26/2021 *Due Date:* 06/29/2024

*Summary:* "The purpose of this set of essential instructional practices for grades 6 through 12 (English Language Arts) is to improve Michigan students' academic literacies and content learning at the secondary level. Professional development throughout the state can focus on these research-supported literacy instructional practices (10) for regular use in the classroom. Expert research suggests that 10 sets of practices outlined in this document can have a positive impact on both literacy development and conceptual learning of content. The consistent use of these practices in every Michigan classroom can make a measurable, positive difference in student learning and improve the state's literacy achievement. The English Language Arts Essential Practices are: 1) Problem-based instruction 2) Diverse texts and abundant reading opportunities in the school 3) Intentional and standards-aligned instruction in disciplinary reading practices 4) Intentional and standards-aligned instruction in disciplinary writing 5) Higher-order discussion of increasingly complex text across varying participation structures 6) Opportunities for and instruction in critically viewing, speaking and listening 7) Intentional efforts to build vocabulary and conceptual knowledge 8) Ongoing observation and assessment of students' language and literacy development that informs their education 9) Community networking to tap into available funds of knowledge in support of developing students' knowledge and identities 10) Metadiscursive awareness within and across academic and cultural domains (attention to language use at the "meta" level, e.g. talking about talk)"

*Buildings*

- Portland High School
- Portland Middle School

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| All 6-12 staff will be trained in the new Essential Instructional Practices. Ongoing coaching and support will be provided to each staff member once they are trained in a particular practice. | Jennifer Warner | 08/26/2021 | 06/30/2023 | OVERDUE |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

*(2/6):* Essential Instructional Practices Grades 4-5

*Owner:* Simone Margraf

*Start Date:* 08/26/2021 *Due Date:* 06/30/2023

*Summary:* "The purpose is to improve children's literacy in Michigan. Professional development throughout the state can focus on this set (10) of research-supported literacy instructional practices for daily use in the classroom. The Essential Practices are: 1) Deliberate, research-informed efforts to foster motivation
and engagement within and across lessons 2) Intentional, research-informed instruction using
increasingly complex texts and tasks that build
comprehension, knowledge, and strategic reading activity 3) Small group instruction, using a variety of grouping
strategies, most often with flexible groups formed and
instruction targeted to children's observed and assessed
needs in specific aspects of literacy development 4) Activities that build reading fluency and stamina with
increasingly complex text 5) Discussion of the ideas in texts and how to construct text meaning across texts and disciplines 6) Research-informed and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary,
academic language, and content knowledge 8) Abundant and diverse reading material, including digital
texts, and opportunities to read in the classroom 9) Ongoing observation of children's language and literacy
development that informs small group and individual
instruction 10) Collaboration with families in promoting literacy "

*Buildings*

- Westwood Elementary

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| All 4-5staff will be trained in the new Essential Instructional Practices. Ongoing coaching and support will be provided to each staff member once they are trained in a particular practice. | Simone Margraf | 08/26/2021 | 06/30/2023 | COMPLETE |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

*(3/6):* Essential Instructional Practices Grades K-3

*Owner:* Simone Margraf

*Start Date:* 08/26/2021 *Due Date:* 06/30/2023

*Summary:* Identifies a set of research-supported literacy instructional practices (10) that can be employed as a mode of professional development and aim to increase teacher effectiveness and in turn, student literacy. The 10 Practices are: 1) Deliberate, research-informed efforts to foster literacymotivation and engagement within and across lessons 2) Read alouds of age-appropriate books and othermaterials, print or digital 3) Small group and individual instruction, using a variety of groupingstrategies, most often with flexible groups formed and instructiontargeted to children's observed and assessed needs in specificaspects of literacy development 4) Activities that build phonological awareness (grades K and 1 and as needed thereafter) 5)Explicit instruction in letter-sound relationships 6) Research- and standards-aligned writing instruction 7) Intentional and ambitious efforts to build vocabulary andcontent knowledge 8) Abundant reading material and reading opportunities inthe classroom 9) Ongoing observation and assessment of children'slanguage and literacy development that informs theireducation 10) Collaboration with families in promoting literacy

*Buildings*

- Oakwood Elementary
- Westwood Elementary

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| All K-3 staff will be trained in the new Essential Instructional Practices. Ongoing coaching and support will be provided to each staff member once they are trained in a particular practice. | Simone Margraf | 08/26/2021 | 06/30/2023 | COMPLETE |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

*(4/6)*: 23g Expanded Learning Time

*Owner:* Jennifer Mackie

*Start Date:* 04/01/2024 *Due Date:* 06/28/2025

*Summary:* EdTrust defines expanded learning time (ELT) as  programs or strategies implemented to increase the amount of instruction and learning students experience. ELT strategies include afterschool, summer, and in-school programs. The evidence suggests that extended learning time programs, including extended school day (ESD), extended school year (ESY), and expanded learning opportunities (ELO) programs that provide academic services during out-of-school time hours, can be effective in improving a range of educational outcomes for students. Findings also suggest that extended learning time programs may be more advantageous for low-income, low-performing, ethnic minority or otherwise disadvantaged students.

*Buildings:* All Active Buildings

*Strategy Implementation Plan Activities*

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| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Read 180 Licenses and Materials: READ 180 is positioned as a reading intervention class for students who require expanded learning time to increase their reading comprehension, fluency, vocabulary, and phonics. This is a specified time, daily, in addition to (or outside of) their daily ELA Classes or instruction. READ 180 uses adaptive technology to assess student's reading abilities and tailors instruction to their specific needs. This personalized approach ensures that students receive the appropriate level of challenge and support. The program includes small-group instruction to provide more targeted assistance for struggling readers. A trained teacher or literacy coach works with a group of students to focus on their specific needs, such as vocabulary development, comprehension, and fluency. READ 180 encourages independent reading by providing a wide range of age-appropriate, high-interest books and digital materials. Students have the opportunity to choose books that match their reading levels and interests, which can | Jennifer Mackie | 04/01/2024 | 06/28/2025 | UPCOMING |

| Activity | Owner | Start Date | Due Date | Status |
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| motivate them to read more. READ 180 incorporates regular assessments to monitor students' progress and adjust instruction accordingly. Teachers and students can use this data to set goals, track improvement, and make informed decisions about their reading strategies. By implementing these strategies and emphasizing a student-centered, data-driven approach, READ 180 can be a powerful tool to expand learning and support struggling readers in making significant progress in their reading skills. Students to utilize READ180 are identified through quantitative (assessment scores, class work, etc.) data. For example, students participate in comprehensive reading assessments to gauge reading skills. For example, we implement the NWEA MAP Assessment. The assessment results are carefully reviewed to identify areas of reading difficulty. Patterns of weaknesses in decoding, fluency, comprehension, vocabulary, or other critical reading skills are noted. If the student's current reading level is compared to | | | | |

| Activity | Owner | Start Date | Due Date | Status |
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| their grade level and there is a significant gap between them, then, READ 180 may considered. Another area noted is the student's reading fluency (the ability to read accurately and with expression) and comprehension skills. Struggling with both fluency and comprehension would also indicate a need for READ 180 to be used as an intervention. Qualitative (classroom and teacher observations, parent input) data is also used. Teachers, reading specialists, other education professionals, and parents/guardians who have worked with the student are encouraged to provide valuable insights and recommendations. We also observe the student's motivation and engagement with reading. If a student is disengaged or reluctant to read, READ 180's multimedia and interactive components may be appealing and will be considered. To ensure effective implementation, a priority is also put on training the teachers to use READ 180 as it is designed to be used. READ 180 provides training and professional development opportunities for educators to ensure they are equipped to effectively implement the | | | | |

| Activity | Owner | Start Date | Due Date | Status |
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| program in their classrooms. Teachers implementing READ 180 are trained both virtually and with onsite coaching to ensure that the material is being implemented, with fidelity with the goal of academic growth among students. | | | | |
| *Activity Buildings:*<br>• Portland High School<br>• Portland Middle School | | | | |
| Edmentum Licenses and Materials: Edmentum, an educational technology and online learning platform, can expand learning, help students reach grade-level academic standards, and provide academic assistance to students at risk of falling behind through a combination of personalized instruction, data-driven assessment, and targeted intervention. Students start by assessing their current academic levels and identifying areas of unfinished learning. These diagnostic assessments pinpoint specific knowledge gaps and skills deficits. Edementum then creates personalized learning paths for each student based on their diagnostic assessment results, in the subject areas of reading and math. The instruction is | Jennifer Mackie | 04/01/2024 | 06/28/2025 | UPCOMING |

| Activity | Owner | Start Date | Due Date | Status |
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| tailored to each student's needs, including skill level, learning style, and pace. The instruction is differentiated to accommodate diverse learners. It will offer various instructional methods, resources, and levels of difficulty to meet the needs of all students. Furthermore, the technology is adaptive to provide content and activities that are appropriately challenging and responsive to each student's progress. This helps students build foundational skills while advancing to grade-level content. They use Edmentum's resources to supplement and reinforce the core curriculum. This can include additional practice, remediation, or enrichment activities to support student learning. This approach creates targeted interventions based solely on each student's needs. Edementum is combined with traditional classroom instruction to create a blended learning environment. The teachers that implement Edmentum in their classrooms are provided with intentional training around the system, how to orientate the | | | | |

| Activity | Owner | Start Date | Due Date | Status |
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| website, how to implement the program with students, how to assess student data, and how to adjust instruction as needed to meet the needs of the students. Additional ongoing support and collaborative time are provided to ensure consistency over time. Finally, when updates occur to the system, the information is provided to the teachers, and a second round of training if needed to best understand the updates is scheduled and utilized by the teachers. Edmentum uses ongoing formative assessments to monitor student's progress and adjust instruction as necessary. Data-driven decision-making ensures that students are making academic gains. The data analytics and reporting tools within Edmentum monitor student progress and adjust instruction accordingly. This allows the teachers to regularly assess and analyze student performance to make informed instructional decisions. Edmentum can effectively address unfinished learning, bring students to grade-level academic standards, provide academic assistance, and expand | | | | |

| Activity | Owner | Start Date | Due Date | Status |
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| learning to those who would benefit from each of the respective areas. | | | | |
| *Activity Buildings:*<br>• Portland High School<br>• Portland Middle School | | | | |
| Consistent Building Substitute Teachers: Consistent Building Substitute Teachers A strategy that Portland Public Schools works hard to prioritize is that our professional educators have the time to work with one another to collaborate, strategize, and plan learning strategies that will help to expand our student's learning. For this to occur effectively, the district recognizes that time out of the classroom is necessary. While the time out of their classroom for these collaborative efforts is necessary, and often difficult to find the time within their day, for the most successful work to occur, teachers need planning and collaborative time together. The results of this time include instructional best strategies, curriculum alignment, classroom management techniques, and additional necessary professional learning that regular teachers bring back from their collaborative | Jennifer Mackie | 04/01/2024 | 06/28/2025 | UPCOMING |

| Activity | Owner | Start Date | Due Date | Status |
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| efforts in a manner for immediate implementation in their respective classrooms. All of this work will directly result in student learning successes through expanding their learning. While the need for this collaborative time for student-expanded learning is needed, it is not to be negated that observations note that the transition from the regular classroom teacher to a substitute teacher often results in time lost for learning. Therefore, to solve this problem, and to be committed to using all time effectively while continuing to prioritize students' expanded learning, the district has committed to having consistent building substitute teachers available to provide the time necessary for collaborative efforts centered around students' learning being expanded. Regular communication and collaboration between all stakeholders are key. Having a consistent building substitute teacher(s) who are familiar with the school environment, students, and curriculum ensures a smoother transition when regular teachers are intentionally working with | | | | |

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| one another. This continuity can be especially helpful in maintaining a stable learning environment when teachers need intentional collaborative time to address unfinished learning, extended learning, or interventions over an extended period. Consistent building substitute teachers also follow lesson plans and schedules, keeping students on track, and instead of pausing their learning while away, continue to expand their learning. In addition, substitute teachers with expertise in specific subjects can enhance the learning experience by providing specialized instruction and insight, when possible their expertise is taken into account when placing them with students. Finally, building substitutes can create a positive, respectful, and inclusive classroom environment. When students feel safe and comfortable, they are more open to learning and participation, allowing them to continue to expand their learning even while their teacher is away. To ensure that the above strategies are implemented with fidelity at a higher level than we may experience with a | | | | |

| Activity | Owner | Start Date | Due Date | Status |
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| substitute teacher splitting their time among numerous districts, we increase our dedication to our consistent building substitute teachers by providing additional training and a higher wage. In summary, building substitute teachers plays a crucial role in maintaining the continuity of the learning process, providing diverse experiences, and contributing to a positive and engaging classroom environment. While they may be temporary in a specific classroom, however, dedicated to the building as a whole, their impact on expanding students' learning can be significant when they approach their role with enthusiasm, adaptability, and a focus on student growth and expansion of learning. With the combination of this highly trained and consistent building substitute teacher, in conjunction with collaborative efforts and learning by the regular teacher, we are confident that we can meet the needs of our students. Without this practice, the expanded learning of our students would not be able to occur at the highest level we know they deserve and we strive for, daily. | | | | |

| Activity | Owner | Start Date | Due Date | Status |
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| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| Imagine Learning Classes (Previously Edgenuity): Imagine Learning Classes (Previously Edgenuity) can address unfinished learning, provide academic assistance, and help students prepare for post-secondary education through a combination of personalized learning, targeted instruction, and supportive resources. Imagine Learning offers a wide range of online courses, allowing students to explore various subjects and fields. This exposure can help them discover their interests and passions, which are crucial for determining their career paths. Some online education platforms, including Imagine Learning, provide dual enrollment programs that allow high school students to earn college credits. This can be a valuable way to get a head start on their academic and career journey. Online education platforms like Imagine Learning offer flexibility in scheduling and pace of learning. This flexibility allows students to balance their studies with other activities like internships, part-time jobs, or volunteering in their chosen | Jennifer Mackie | 04/01/2024 | 06/28/2025 | UPCOMING |

| Activity | Owner | Start Date | Due Date | Status |
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| field. Imagine Learning also offers Career and Technical Education (CTE) courses, which provide hands-on training and experience in specific industries. These courses help students gain practical skills and insights into potential career pathways. In addition to the career pathway offerings, we also use this tool for unfinished learning and do so to allow students remediation so they can properly move on to their post-secondary endeavors as scheduled. This is done by using a diagnostic tool to pinpoint specific knowledge gaps and skills deficits. This assessment tool then creates personalized learning paths for each student based on their assessment results. This allows the students who are behind in credits needed for graduation to recover those credits and be eligible for on-time graduation. Imagine Learning Classes are based on students' needs, wants, strengths, and key stakeholder input (parent, student, school professionals, etc.). It is determined if an Imagine Learning class is appropriate for a student by conducting discussions and assessments with the student to understand their | | | | |

| Activity | Owner | Start Date | Due Date | Status |
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| career interests, strengths, and long-term goals. The student is guided through specifically setting and determining their career aspirations and goals. Through this process, pathways explored may include areas such as STEM, arts, humanities, vocational fields, or any specific industry. Using this information, Imagine Learning's course offerings are examined to identify classes that align with the student's career interests and academic needs. Courses are found that cover relevant subjects, provide skill development, or offer advanced studies in the chosen field. The flexibility is evaluated to determine if scheduling and pace of learning, are beneficial for students balancing studies with work, internships, or other career-related activities. Key stakeholders such as parents, students, teachers, and counselors are included in this decision as the goal is to gain valuable input for the student's educational and career goals. The students are communicated with regularly and their progress is monitored to ensure that the work being done in Imagine Learning continues to contribute | | | | |

| Activity | Owner | Start Date | Due Date | Status |
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| positively to their academics and career development. In conclusion, Imagine Learning classes can be a valuable resource for students in determining and gaining experience in their career pathways. The platform offers a variety of courses, flexibility, and career readiness resources, all of which can support students in making informed decisions about their academic and professional paths. | | | | |
| *Activity Buildings:*<br>• Portland High School<br>• Portland Middle School | | | | |
| The Director of Secondary Education: The Director of Secondary Education will provide support to ensure implementation with fidelity of the respective strategy. | Jennifer Mackie | 04/01/2024 | 06/28/2025 | UPCOMING |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |

*(5/6):* 23g Career Pathways

*Owner:* Jennifer Mackie

*Start Date:* 04/01/2024 *Due Date:* 06/28/2025

*Summary:* Career pathways to enable students to further their education, secure a job, and advance in employment. Career pathways blur the lines between high school, college, and career. Research shows that career related curricula or pathways demonstrated positive effects on preventing students from dropping out. Efforts might include career academies, dual enrollment, work-based learning, and career advising and navigation.

*Buildings:* All Active Buildings

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| The Director of Secondary Education: The Director of Secondary Education will provide support to ensure implementation with fidelity of the respective strategy. | Jennifer Mackie | 04/01/2024 | 06/28/2025 | UPCOMING |
| *Activity Buildings:*<br>• Portland High School | | | | |
| Post Secondary Coordinator: Portland High School has several robust programs that help students to further their education, secure a job, and advance in employment. With that, we have two staff members who are dedicated to assisting students to achieve their career pathway goals. One of those positions is the post-secondary coordinator. The post-secondary coordinator collaborates with high school administration, college faculty, and other stakeholders to design and administer our early college program. Having a secondary coordinator who | Jennifer Mackie | 04/01/2024 | 06/28/2025 | UPCOMING |

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| collaborates with high school administration, college faculty, and other stakeholders fosters stronger relationships between these entities. This collaboration ensures alignment of goals, curriculum, and resources, leading to a more integrated and effective early college program. They promote the early college program to prospective students and families through presentations, events, and outreach activities. Promoting the early college program to prospective students and families through presentations, events, and outreach activities increases awareness and access to the program. This can attract a more diverse group of students who may not have otherwise considered participating in an early college program. This individual serves as a primary point of contact for early college students and provides academic and career pathway advising. Serving as a primary point of contact for early college students allows the coordinator to provide personalized academic and career pathway advising. This support helps students navigate the dual | | | | |

| Activity | Owner | Start Date | Due Date | Status |
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| enrollment process, choose appropriate courses, and plan their academic and career goals effectively. They work to coordinate dual enrollment courses, ensuring they meet both high school graduation requirements and early college outcomes. This coordination helps students maximize their time and credits, reducing the risk of duplicative coursework and ensuring a smooth transition between high school and college. Finally, they oversee and administer our work-based learning program. Provide students with work-based learning opportunities based on their career interests. Overseeing and administering work-based learning programs provides students with valuable real-world experiences aligned with their career interests. These opportunities can enhance students' employability skills, expose them to potential career pathways, and help them make more informed decisions about their future. Overall, having a dedicated secondary coordinator leads to improved student outcomes such as higher graduation rates, increased college enrollment and completion rates, and | | | | |

| Activity | Owner | Start Date | Due Date | Status |
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| enhanced career readiness. The coordinator's support and guidance throughout the early college experience can empower students to achieve their academic and professional goals more effectively. | | | | |
| *Activity Buildings:*<br>• Portland High School | | | | |
| Early College Mentor: To help support students who are furthering their education, Portland Schools has an Early College Mentor, with the goal of assisting students to further their education and career goals. The primary role of the Early College Mentor is to oversee all dual enrollment students in the classroom and within their 13th year. The Early College Mentor also supports the students' academics, career exploration, and social/ emotional development. The mentor will work to set up interventions for struggling students. The mentor's role in setting up interventions for struggling students can help identify and address academic or personal challenges early on. By providing targeted support and resources, the mentor can help struggling students overcome obstacles and stay on track | Jennifer Mackie | 04/01/2024 | 06/28/2025 | UPCOMING |

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| toward their academic and career goals. Finally, the Early College Mentor is responsible for creating Portland Early College content, including the website and Brightspace classroom. Managing this content, including the website and Brightspace classroom, ensures that students have access to relevant resources and information. This centralized platform can streamline communication, provide access to course materials, and facilitate collaboration among students and instructors. The secondary roles of an Early College Mentor include scheduling and skyward (the student information system) course management, helping students follow their individualized five-year plans, and communicating with students and parents. Assisting with scheduling, course management, and helping students follow five-year plans alleviates administrative burdens on both students and faculty. This support ensures that students can effectively plan their course schedules, track their progress toward graduation, and balance their academic workload. Maintaining communication | | | | |

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| with students, parents, and stakeholders fosters a sense of community and engagement within the early college program. The mentor can provide regular updates, address concerns, and promote involvement in program activities, enhancing overall satisfaction and participation. Overall, having an Early College Mentor with a comprehensive job description can contribute to the success and effectiveness of the early college program by providing holistic support, administrative assistance, and promotional efforts to benefit students and stakeholders alike. | | | | |
| *Activity Buildings:*<br>• Portland High School | | | | |

*(6/6):* 23g Personalized Learning Environments

*Owner:* Jennifer Mackie

*Start Date:* 04/01/2024 *Due Date:* 06/28/2025

*Summary:* A personalized learning environment creates a sense of belonging and fosters a school climate where students and teachers get to know one another and can provide academic, social, and behavioral encouragement. Reforms aimed at creating smaller school environments have been found to be associated with more positive student achievement, school climate, school attendance, and graduation rates. Efforts can include team teaching, 9th grade academies, thematically based small learning communities, or smaller classes.

*Buildings*

- Portland High School

*Strategy Implementation Plan Activities*

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| The Director of Secondary Education: The Director of Secondary Education will provide support to ensure implementation with fidelity of the respective strategy. | Jennifer Mackie | 04/01/2024 | 06/28/2025 | UPCOMING |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |
| 4+1 High School Schedule Supports: The High School, 4+1 Block Schedule serves as a vehicle to utilize the +1 time at the end of the day as a personalized learning environment with the true goal of fitting individualized student needs. These individualized student needs can be academic, social, and or behavioral. During the +1 time, several activities are going on throughout the high school, where students are carefully and appropriately placed depending on the needs identified. Within this schedule, several strategies are focused on reducing the risk of a student falling | Jennifer Mackie | 04/01/2024 | 06/28/2025 | UPCOMING |

| Activity | Owner | Start Date | Due Date | Status |
|---|---|---|---|---|
| behind their peers, academically, socially, and behaviorally. This includes however is not limited to a freshman academy, core content electives focused on application of topics and student engagement, and additional Tier 2 supports to continue to encourage academic growth. The 9th grade academy focuses on student engagement, assistance with the transition from middle school to high school, and teaching students skills such as organization, attendance, and time management, among many other goals in this year-long class. Curricular resources provided by Oxford Virtual Academy will help support the Portland High School Block “4+1” schedule aimed at Tier 2 and 3 interventions that will assist students to get to grade-level academic standards, address unfinished learning, and reduce the risk of students falling behind academically from their peers. The +1 block schedule allows space for tier 2 interventions such as READ180 to be implemented during the school day for additional academic support. Students also utilize the +1 time to explore additional | | | | |

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| electives developed by our educators and participate in opportunities such as work-based learning, and college courses. The 4+1 has become the vessel on which we build a personalized learning environment for our students. Without this schedule, we would not be able to provide these resources and opportunities, while keeping students on pace, academically, behaviorally, and socially with their peers. There have been significant costs with this schedule change that go well beyond the funding that 23g will provide the District. The district will use this funding to offset some of these costs. | | | | |
| *Activity Buildings:* All Buildings in Implementation Plan | | | | |