

Student Success Committee Meeting
Monday, August 21, 2023 10:30 AM

Dr. Matthew Prophet Education Center -
Windows Cafeteria / Conference Room (Floor
2)
501 N. Dixon St.
Portland, OR 97227

Agenda

1. Introduction
2. Overview of Committee Objectives for the Year
3. Middle School Redesign
4. Overview of Graduation Requirements
5. Public Comment *To sign-up for public comment email PublicComment@pps.net or call the Board Office @ 503-916-3741.*

Middle Grades Core Academics & Redesign and High School Graduation Requirements



PORTLAND
Public Schools

August 11, 2023

Overview

- The Office of Teaching and Learning
Guidebook
- Middle Grades Redesign: Brochure,
Website, & Simultaneous Initiatives
- Middle Grades Core: Overview of
Curriculum and Implementation
- High School Graduation Requirements



PPS Board Goals

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
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- Asian Students by - percentage points per year.

Asian students are already on track for this goal.

High School Graduation

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The Future. Now. A Teaching & Learning Collective



[Guidebook Link](#)

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Middle Grades - Our Schools



Portland Public Middle-Grades Schools

Comprehensive Middle Schools

- Beaumont
- daVinci
- George
- Harriet Tubman
- Harrison Park
- Hosford
- Jackson
- Kellogg
- Lane
- Mt. Tabor
- Ockley Green
- Robert Gray
- Roseway Heights
- Sellwood
- West Sylvan

K-8th Grade Schools

- Access Academy
- Astor
- Beverly Cleary
- Cesar Chavez
- Creative Science
- Faubion
- Skyline
- Sunnyside
- Vernon
- Winterhaven
- Laurelhurst
- Metropolitan Learning Center
- Odyssey



MIDDLE GRADES 16
REDESIGN 2023-26

Middle Grades Redesign

Mission

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Vision

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Middle Grades Redesign

Key simultaneous initiatives

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Initiative #10: [Craft Innovative Schedules](#) (link being updated)

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Campus Safety Associates

8 additional for 23-24; recommendation from TaskForce for all middle schools to have this position.

Restorative Justice Professional Learning

Every middle school will receive ongoing training monthly and coaching in Tier 2 and Tier 3 Restorative Justice practices.

Core Counseling Curriculum

Content threads include bullying prevention, coping skills and self management, racial equity and social justice, college and career readiness, and building healthy relationships.



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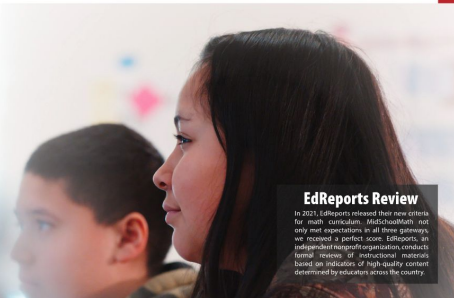
Middle Grades Mathematics

Core Curriculum™
by MidSchoolMath

The **highest scores possible**
on the latest criteria on
EdReports®*

*Based on the new criteria v1.5

MidSchoolMath Product Catalog 2023



EdReports Review

In 2023, EdReports released their new criteria for math curriculum. MidSchoolMath not only met expectations in all three categories, we received a perfect score. EdReports, an independent nonprofit organization, conducts formal reviews of instructional materials based on indicators of high-quality content determined by educators across the country.

Mathematics

2022-23 was our first year of the **MidSchoolMath** curriculum adoption for core mathematics courses. The curriculum is in alignment with **Common Core** and **Oregon Math Standards**.

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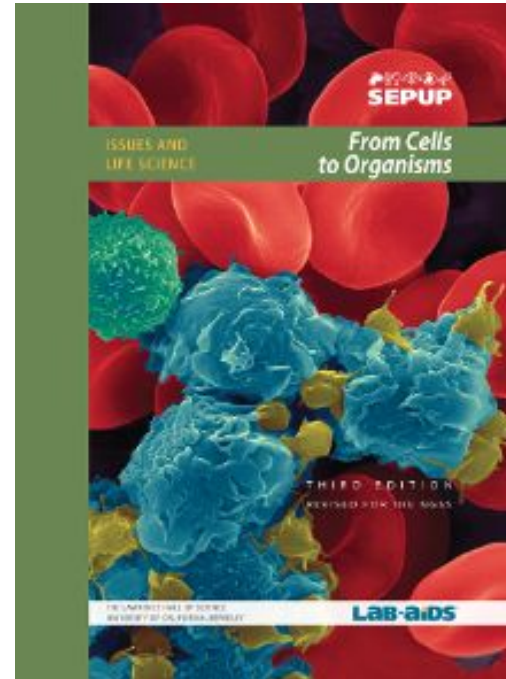
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Middle Grades Social Science

Student-Centered Middle School Social Studies Curriculum

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Middle Grades English Language Arts

UNIT 1 Planning Guide
1 Discovering Your Voice ?
ESSENTIAL QUESTION: What are the ways you can make yourself heard?

Analyze & Apply

<p>from Brown Girl Dreaming Memoir in Verse by Jacqueline Woodson</p> <p>Text Sketch </p> <p>Summary with Targeted Passages </p> <p>pp. 4-15 4 Days N/A</p>	<p>Analyze Text Structure and Purpose </p> <p>Analyze Memoir </p> <p>Describe a Connection </p> <p>Compose and Present a Biographical Poem </p> <p>Who's Jacqueline Woodson? </p> <p>Selection Text </p>	<p>from Selfie: The Changing Face of Self-Portraits Informational Text by Susie Brooks</p> <p>Text Sketch </p> <p>Summary with Targeted Passages </p> <p>pp. 16-31 5 Days 1000L</p>	<p>Analyze Informational Texts </p> <p>Analyze Print and Graphic Features </p> <p>So What Did It Mean? </p> <p>Post Those "Selfies" </p> <p>Learn More About the Artist </p> <p>Connotations and Denotations </p> <p>Context and Sentence Variety </p> <p>Selection Text </p>
<p>What's So Funny, Mr. Scieszka? Humor by Jon Scieszka</p> <p>pp. 32-43 5 Days 710L</p>	<p>Author's Use of Language </p> <p>Purpose and Point of View </p> <p>Purpose and Point of View </p> <p>Steps for Telling a Joke </p> <p>Watch That Mouth, Friend! </p> <p>Word Origins </p> <p>Pronouns </p> <p>Selection Text </p>		

6-8 & 9-12

Curriculum

Intro to Literature by Houghton Mifflin Harcourt (HMH) For Grades 6-12



2022-23 was our first year of the HMH Into Literature curriculum adoption for core language arts courses.

Teachers use HMH with other tools such as Writable and Canvas.



To learn more scan this QR.



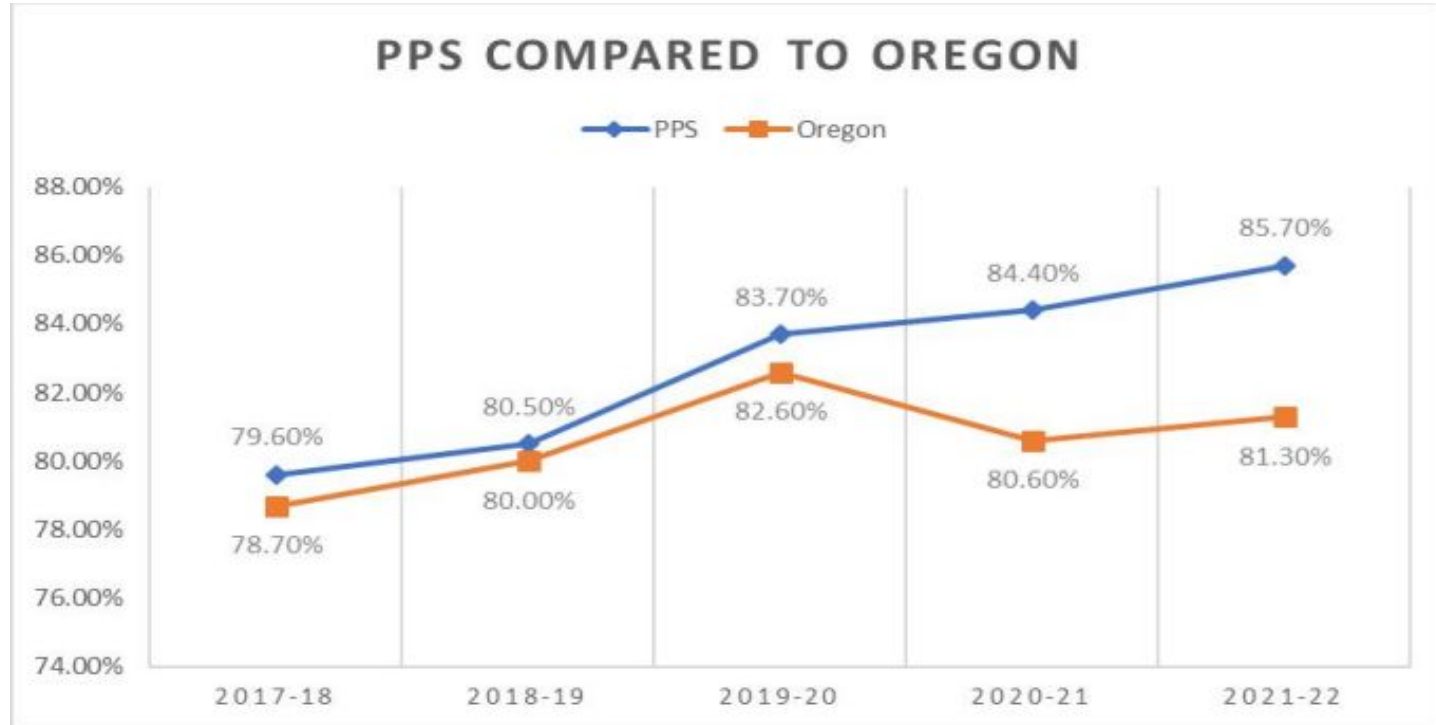
HS Graduation Requirements

24 credits are required to graduate in the following categories:

- 4 – English
- 3 – Social Studies
- 3 – Math
- 3 – Science
- 2 – World Language
- 1 – Fine/Performing/Technical Arts
- 1 – Health
- 1 – PE
- 6 - Electives

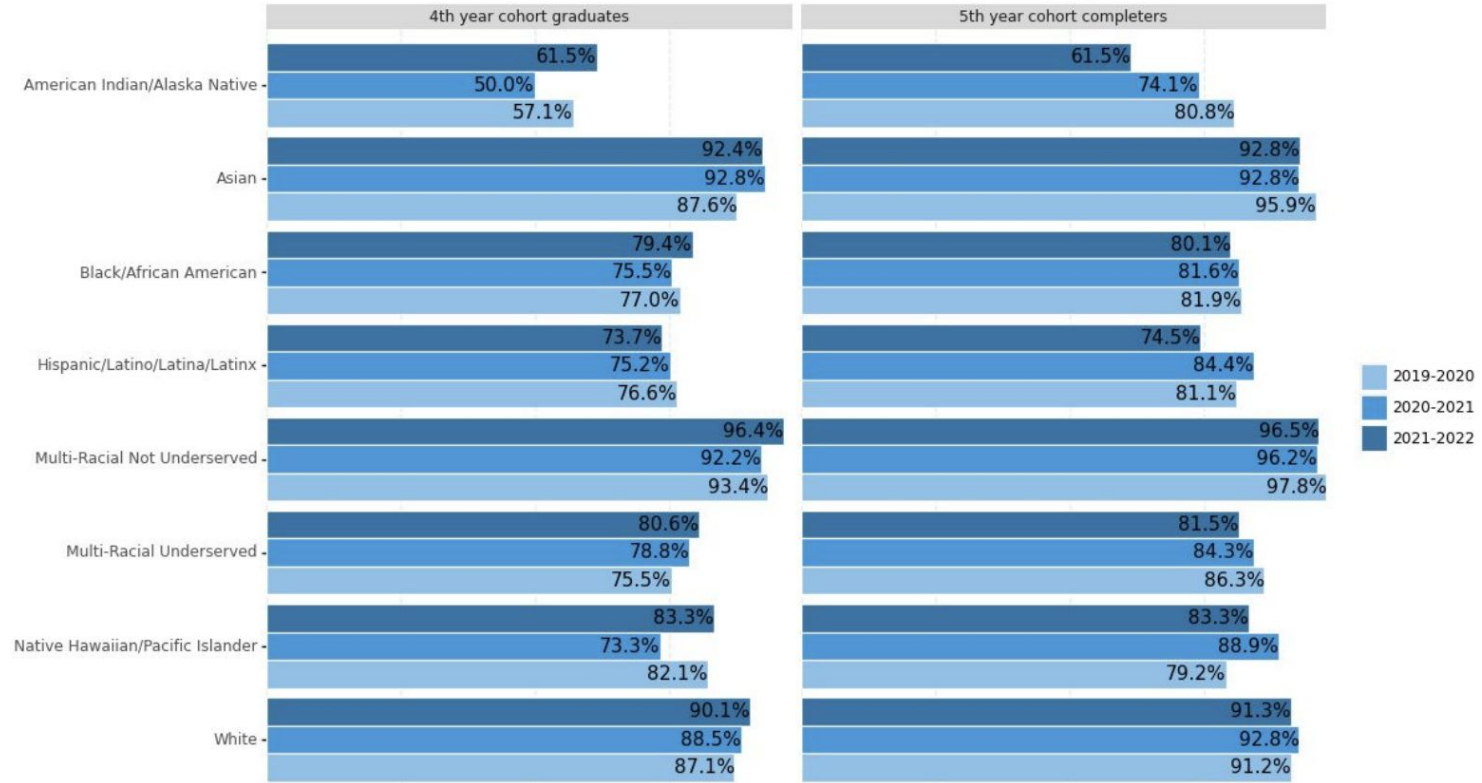
Students typically take 8 credits per year. That means that they can take up to 32 credits before graduating from high school.

PPS HS Graduation Outcomes

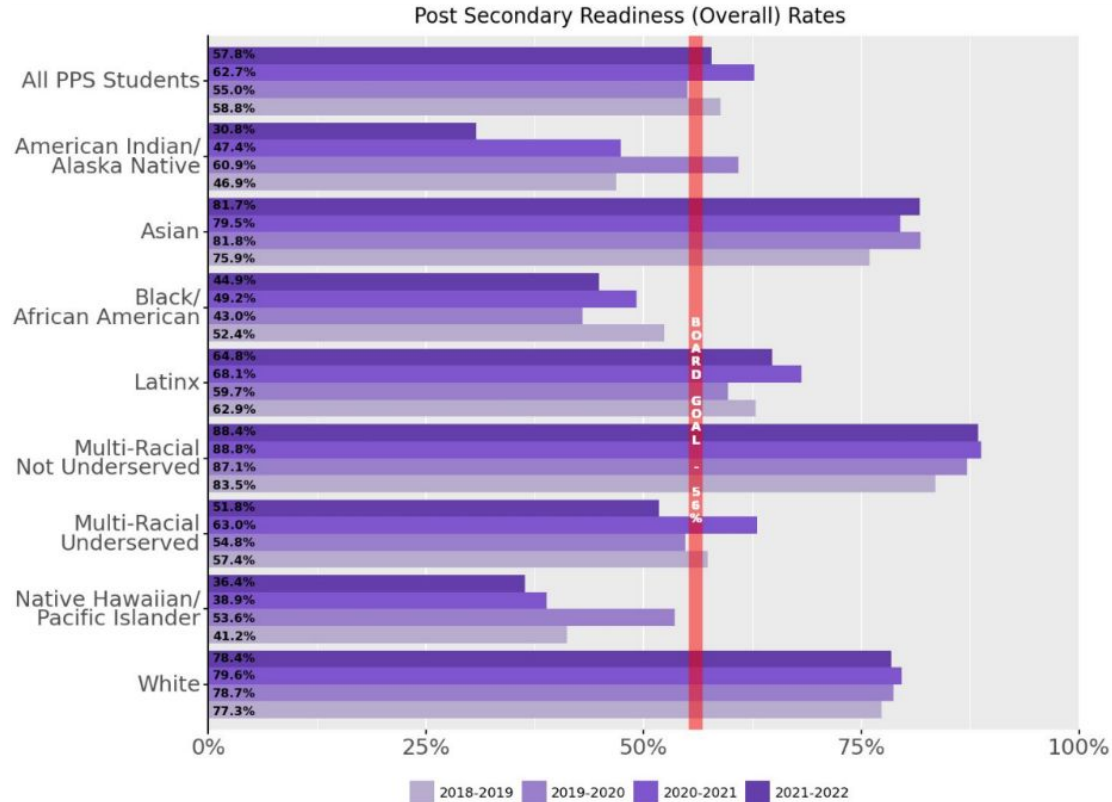


PPS High School Student Outcomes

4 Year Cohort Graduation Rate & 5 Year Cohort Completion Rate



PPS High School Student Outcomes





Racial Equity and Social Justice

Prioritize racial equity and social justice

- Integrate RESJ Partners into the school’s planning efforts, strategies, PD efforts, collaboration structures, culture and community.
- Identify students with the most need for relationship and partnership development and connect students with partnership opportunities.



Improve Instruction and Align Assessment

Culturally sustaining instructional framework

- Implement adopted curricular materials with a focus on grade level standards aligned instruction for all students.
- Engage in learning opportunities around culturally responsive and sustaining practices.
- Develop a site-based roll-out plan and implement the instructional framework at every high school.

Standards based equitable grading practices

- Define equitable grading in PPS and align to instructional framework.
- Utilize equitable grading practices and supporting students’ mastery of standards by providing multiple opportunities to demonstrate proficiency.
- Collaborate with IT to address alignment issues with Synergy (SIS) and Canvas (LMS).

Teaming structures for authentic educator collaboration

- Focus collaborative time to review key student data and on improving educator use of engaging and culturally responsive classroom practices.



Engage Students Through Relationships

Relational trust and belonging

- Implement PD for school leadership around building strong relationships with focal student groups and utilizing strategies to elevate a sense of belonging, with an emphasis on Black and Native students.
- Support school-wide and classroom plans to build community during the first months of the school year.

Multi-tiered systems of supports (MTSS)

- Clarify and align teaming structures and processes for PLC, SIT, ASERT and SST, including definitions of Tier 1-3 interventions for each.
- Complete the FIT assessment in all schools to establish baseline data for site based decision making.
- Focus on restorative practices and social emotional learning as mechanisms to build identity, a sense of belonging and community.

Culturally affirming supports for educators of color

- Use the equity audit data to inform next steps to retaining our educators of color along with continued dialogue from sitting educators about needed supports.
- Utilize affinity and accountability groups in PD settings.



Prepare All for Postsecondary Success

Advanced Coursework (i.e. dual credit, AP and IB) with a focus on focal student groups

- Provide deliberate supports for focal student groups in freshman/sophomore years to prepare them for advanced coursework (course sequence, instructional practices PD).
- Design a culturally specific initiative to recruit Black and Native students to enroll in advanced courses (cohort of students enroll together, peer mentors).
- Expand “advanced coursework for all” programs at two additional high schools.

Real World Career and Technical Education (CTE) Learning Experiences

- Create a model for deep work based learning experiences for CTE students in partnership with industry.
- Ensure every student graduates having real-world, hands-on experiences, such as internships and externships, job shadows and simulations.
- Provide interdisciplinary (core+CTE), project-based learning PD for teachers.

High School Success Plan 2022–2026

Theory of Action

If we:

- Ground our work in racial equity
- Improve instruction and align assessment
- Engage students through meaningful relationships
- Prepare students for postsecondary success



While targeting efforts toward focal students to ensure that all levels of impediments for these students are addressed along the way removing barriers for everyone.



THEN all students will...

graduate as compassionate critical thinkers, able to collaborate and solve problems, and prepared to lead a more socially just world, and we will eliminate opportunity gaps for focal students.

Outcome Goals

Postsecondary Readiness	Graduation Rates	Student Engagement
<p>By 2025-2026, PPS will accelerate postsecondary achievement for focal students, while narrowing gaps in comparison to other subgroups. PPS will annually report - in a disaggregated form - the high school students who successfully complete postsecondary readiness goals, as defined by the PPS Board.*</p>	<p>PPS will improve 4-year cohort grad rates in accordance with Board Goals, focusing on focal student groups. This means by 2025-2026: African American Students will improve from 76% to 85.6% Pacific Islanders from 73% to 85% Native American Students from 50% to 80.4% Latino Students from 75% to 85.4%.</p> <p>PPS will improve 5-year cohort grad rates, for every focal group while narrowing any gaps that presently exist between focal groups and non-focal groups.</p>	<p>By 2025-2026, PPS will also narrow gaps for focal students, as compared to other subgroups, for regular attendance. By spring 2026, PPS will improve the regular attender rate to pre-pandemic levels (2018-19). This means regular attendance rate will improve with all focal groups achieving at least a 66% rate.</p>

Key Definitions

CULTURALLY SUSTAINING PEDAGOGY

Culturally sustaining pedagogy is teaching that helps ethnically and linguistically diverse students develop and maintain cultural competence, academic success, and a critical consciousness. This philosophy says that we must move beyond the tolerance and “othering” of historically marginalized groups. “Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (Au, 2011; Gay, 2000; Ladson-Billings, 1995; Paris, 2012).

HIGH SCHOOL SYSTEM

The PPS high schools addressed in this plan include (a) comprehensive high schools, (b) focus-option high schools, (c) district alternative schools, (d) contracted alternative schools, (e) day and residential treatment high schools, and (f) charter high schools.

FOCAL STUDENTS

This includes English Language Learners, students who receive Special Education services, and students with American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander ancestry.

TARGETED UNIVERSALISM

A strategy that addresses everyone’s needs by focusing resources on those with the highest needs first. In education, targeted universalism addresses all students’ learning and flourishing by focusing resources on highest needs students and historically marginalized students, and addressing these needs first (Powell, 2009).

* Successful completion of a CTE Program of Study, the Seal of Biliteracy, or 3 or more credits with a C or better in Dual Credit, AP, or IB courses.

Middle School Strategic Investments

Over the past two years we have made adjustments to the **middle school staffing formula**:

In 2022-23, we added additional FTE explicitly to improve the class size threshold

For 2023-24 the formula mirrors how we staff high schools aligning to middle school period scheduling

Strategically increased number of Middle Schools on **7 period schedules** over the past 4 years

Expansion for the 2022-23 school year to da Vinci, Mt. Tabor and Roseway Heights

Expansion in 2023-24 to Harrison Park

Total of 10 of the 15 Middle Schools.

Starting in 2020-21, SIA funding has increased the number of **counselors** across all middle schools, meeting the American School Counselor Association (ASCA) recommended ratio of 250:1.

Additional social worker FTE at TSI or Title schools (7 schools) by design coming out of the pandemic.

Middle School Strategic Investments

Continuing investment in **Assistant Principals**

Currently there are 7 schools that have an additional 0.5 funding beyond formula.

Continuing investments in **Restorative Justice- Student Success Advocates** at 9 middle schools and 3 K-8 schools that started last year.

Five middle schools (Tubman, Ockley Green, Lane, Kellogg, and George) are **pilot schools for the Ballmer Institute for Children's Behavioral Health**.

This will result in onsite Ballmer clinical faculty advisors to train behavioral specialist students and integrate their support into existing MTSS structures.

PPS educators will also receive full scholarships to the Balmer Behavior Health graduate certificate program. 5-7 educators from each Ballmer pilot school have been trained in '22-23 in preparation

Middle School Athletics

- PIL Trajectory Summer Program, Coaches to Classroom and Youth Sports Advocates

Middle School Strategic Investments

RESJ Partnership Strategies - Partnerships with Culturally Specific organizations to implement RESJ Strategies

#3 - Mentoring and Leadership Development - SY 2022/23 \$1,914,509.45

- **9 RESJ Partners** provide programming at **11 of the 15 PPS Middle Schools and 12 K8's**, Partners Include: Horizons, Youth Empowerment Program, IRCO, Latino Network, POIC, REAP, SPDC (Somoa Pacific Development Corporation), The I Am Academy and Unite Oregon

#4 - Extended Learning and Enrichment - SY 2022/23 \$419,794.00

- **3 RESJ Partners** provide programming at **11 of the 15 PPS Middle Schools and 12 K8's**, Partners Include: Chess for Success, Urban League and SEI
- **5 SUN Partners** provide extended learning opportunities at **20 of the 15 PPS Middle Schools and 12 K-8s**, Partners include: SEI, Latino Network, Portland Parks and Rec, IRCO and Impact Northwest.

#5 - Positive Cultural Identity Development and Advocacy - SY 2022/23 \$977,169.00

- **9 RESJ Partners**, provide Positive Cultural Identity Development programming at **ALL of the PPS Middle Schools and K8's**. Partners Include: African Youth Community Organization (AYCO), Black Excellence, Black Parent Initiative, Camp Fire Columbia, IRCO, Latino Network, Maurice Lucas Foundation, NAYA and SEI

Key Social Emotional Supports - Maintaining Momentum

- **Advisory**

- All middle grades students will have advisories
- Schools will have access to standards based Transformative Social Emotional Learning Curriculum Adoption

- **TSEL: Transformative Social Emotional Professional Learning Includes**

- Racial Equity & Social Justice
- Social Emotional Learning,
- Restorative Justice
- PBIS/classroom structure & routines.

- **Effective Transitions (5th-6th)**

- WEB (Where Everybody Belongs) Training for 4 schools
- Continuing 6th Grade Jumpstart - 6th Grader Only 6th Grade attends the first day of school to orient them to Middle School - Started in 2022-23

Middle School Staffing - FTE Summary (Currently)

- The table on the next slide shows all of the positions at currently at schools that support school climate.
- These positions come from a variety of funding sources including Discretionary Support FTE, Equity FTE, ESSER school grants, and some receive Title dollars.
- Certain positions such as Counselors are allocated based on school size.
- Some positions are also centrally allocated, such as Site Support Instructors and some Campus Safety Associates.

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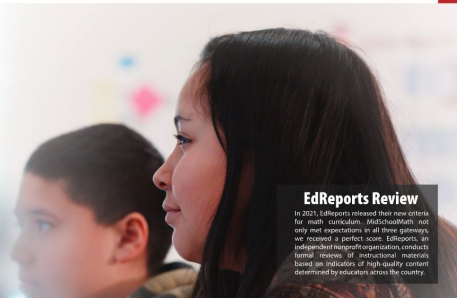
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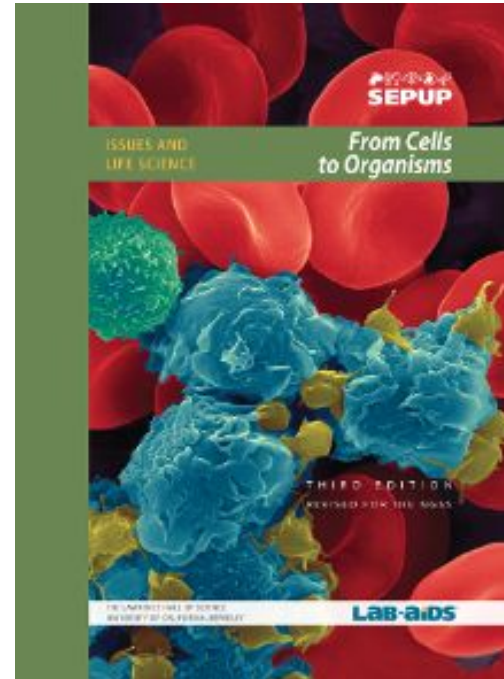
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ESSENTIAL QUESTION: What are the ways you can make yourself heard?

Analyze & Apply

<p>from Brown Girl Dreaming Memoir in Verse by Jacqueline Woodson</p> <p>Text Sketches & Images Summary with Targeted Passages</p> <p>pp. 4-15 4 Days N/A</p>	<p>Analyze Text Structure and Purpose</p> <p>Analyze Memoir</p> <p>Describe a Connection</p> <p>Compose and Present a Biographical Poem</p> <p>Who's Jacqueline Woodson?</p> <p>Selection Test</p>	<p>from Selfie: The Changing Face of Self-Portraits Informational Text by Susie Brooks</p> <p>Text Sketches & Images Summary with Targeted Passages</p> <p>pp. 16-31 5 Days 1000L</p>	<p>Analyze Informational Texts</p> <p>Analyze Print and Graphic Features</p> <p>So What Did It Mean?</p> <p>Post Those "Selfies"</p> <p>Learn More About the Artist</p> <p>Connotations and Denotations</p> <p>Context and Sentence Variety</p> <p>Selection Test</p>
<p>What's So Funny, Mr. Scieszka? Humor by Jon Scieszka</p> <p>pp. 32-43 5 Days 710L</p>	<p>Author's Use of Language</p> <p>Purpose and Point of View</p> <p>Purpose and Point of View</p> <p>Steps for Telling a Joke</p> <p>Watch That Mouth, Friend!</p> <p>Word Origins</p> <p>Pronouns</p> <p>Selection Test</p>		

6-8 & 9-12

Curriculum

Intro to Literature by Houghton Mifflin Harcourt (HMH) For Grades 6-12



2022-23 was our first year of the HMH Into Literature curriculum adoption for core language arts courses.

Teachers use HMH with other tools such as Writable and Canvas.



To learn more scan this QR.



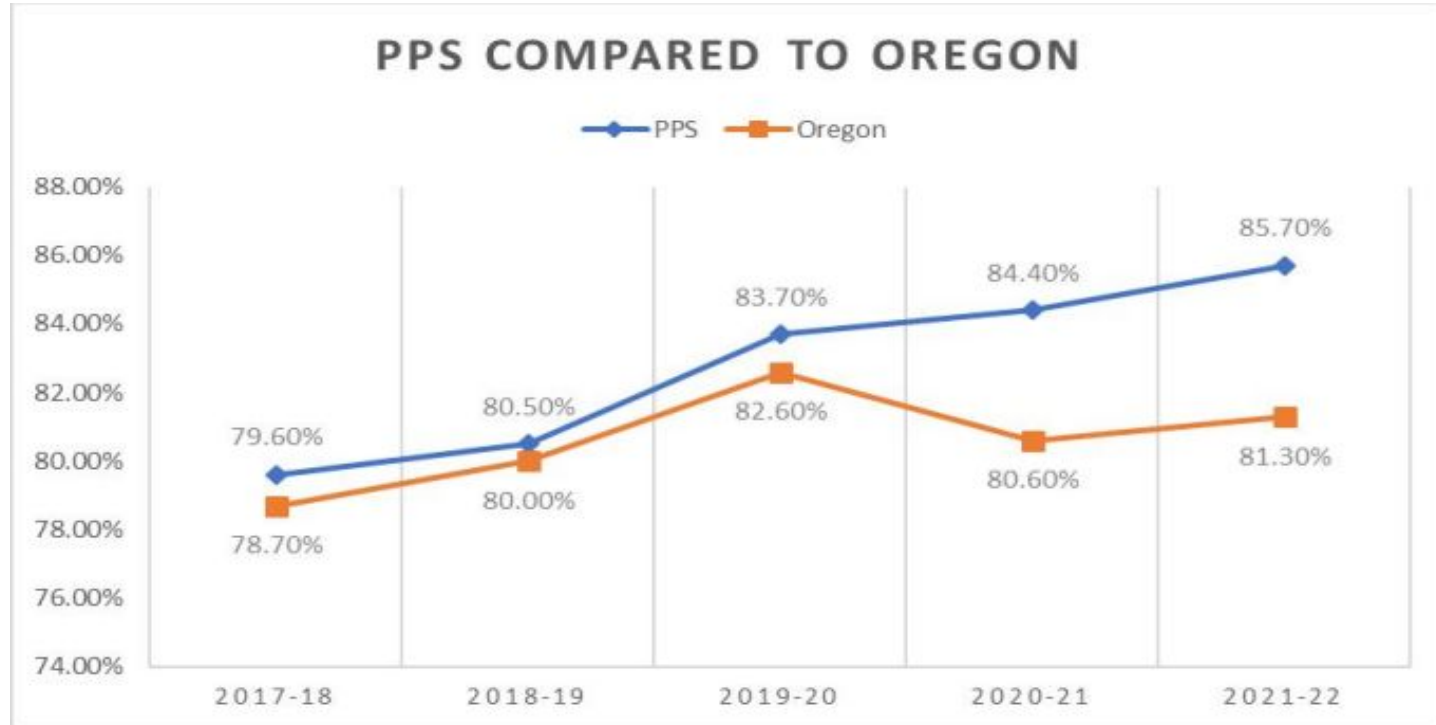
HS Graduation Requirements

24 credits are required to graduate in the following categories:

- 4 – English
- 3 – Social Studies
- 3 – Math
- 3 – Science
- 2 – World Language
- 1 – Fine/Performing/Technical Arts
- 1 – Health
- 1 – PE
- 6 - Electives

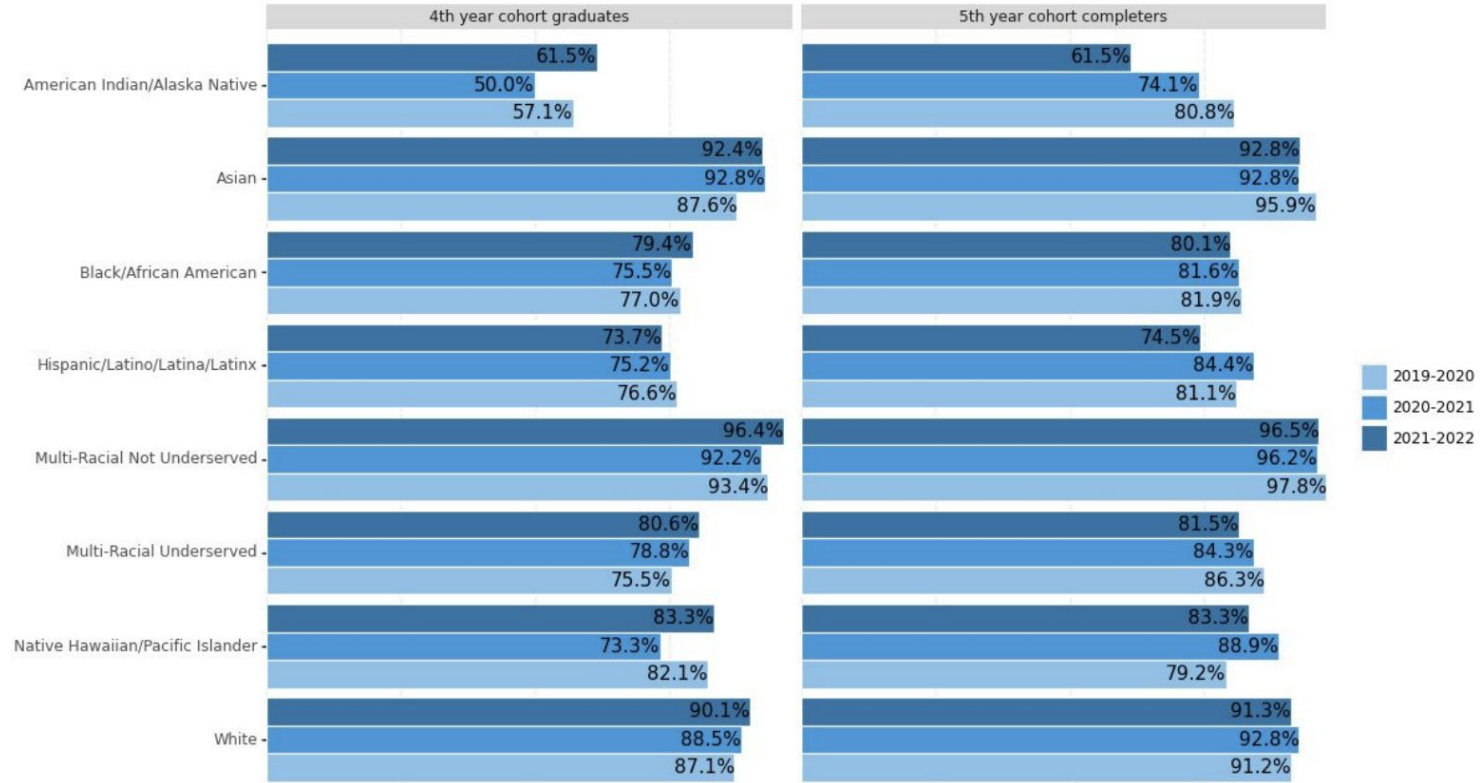
Students typically take 8 credits per year. That means that they can take up to 32 credits before graduating from high school.

PPS HS Graduation Outcomes

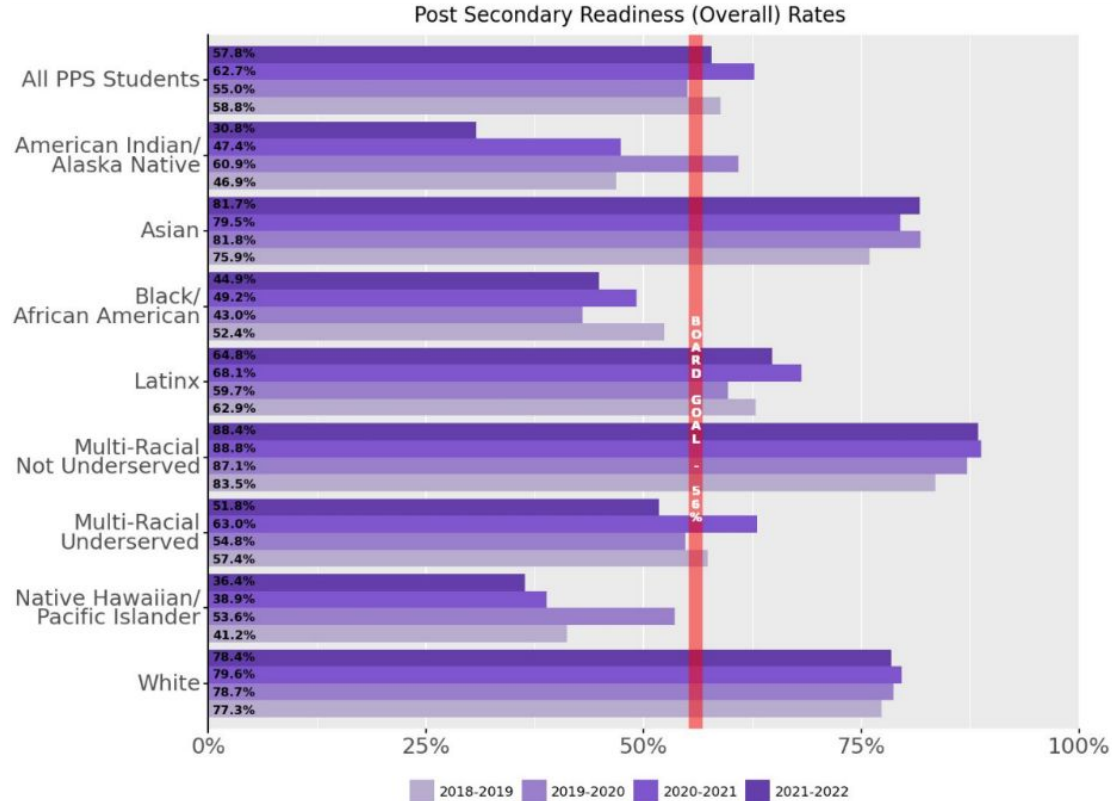


PPS High School Student Outcomes

4 Year Cohort Graduation Rate & 5 Year Cohort Completion Rate



PPS High School Student Outcomes





Racial Equity and Social Justice

Prioritize racial equity and social justice

- Integrate RESJ Partners into the school’s planning efforts, strategies, PD efforts, collaboration structures, culture and community.
- Identify students with the most need for relationship and partnership development and connect students with partnership opportunities.



Improve Instruction and Align Assessment

Culturally sustaining instructional framework

- Implement adopted curricular materials with a focus on grade level standards aligned instruction for all students.
- Engage in learning opportunities around culturally responsive and sustaining practices.
- Develop a site-based roll-out plan and implement the instructional framework at every high school.

Standards based equitable grading practices

- Define equitable grading in PPS and align to instructional framework.
- Utilize equitable grading practices and supporting students’ mastery of standards by providing multiple opportunities to demonstrate proficiency.
- Collaborate with IT to address alignment issues with Synergy (SIS) and Canvas (LMS).

Teaming structures for authentic educator collaboration

- Focus collaborative time to review key student data and on improving educator use of engaging and culturally responsive classroom practices.



Engage Students Through Relationships

Relational trust and belonging

- Implement PD for school leadership around building strong relationships with focal student groups and utilizing strategies to elevate a sense of belonging, with an emphasis on Black and Native students.
- Support school-wide and classroom plans to build community during the first months of the school year.

Multi-tiered systems of supports (MTSS)

- Clarify and align teaming structures and processes for PLC, SIT, ASERT and SST, including definitions of Tier 1-3 interventions for each.
- Complete the FIT assessment in all schools to establish baseline data for site based decision making.
- Focus on restorative practices and social emotional learning as mechanisms to build identity, a sense of belonging and community.

Culturally affirming supports for educators of color

- Use the equity audit data to inform next steps to retaining our educators of color along with continued dialogue from sitting educators about needed supports.
- Utilize affinity and accountability groups in PD settings.



Prepare All for Postsecondary Success

Advanced Coursework (i.e. dual credit, AP and IB) with a focus on focal student groups

- Provide deliberate supports for focal student groups in freshman/sophomore years to prepare them for advanced coursework (course sequence, instructional practices PD).
- Design a culturally specific initiative to recruit Black and Native students to enroll in advanced courses (cohort of students enroll together, peer mentors).
- Expand “advanced coursework for all” programs at two additional high schools.

Real World Career and Technical Education (CTE) Learning Experiences

- Create a model for deep work based learning experiences for CTE students in partnership with industry.
- Ensure every student graduates having real-world, hands-on experiences, such as internships and externships, job shadows and simulations.
- Provide interdisciplinary (core+CTE), project-based learning PD for teachers.

High School Success Plan 2022–2026

Theory of Action

If we:

- Ground our work in racial equity
- Improve instruction and align assessment
- Engage students through meaningful relationships
- Prepare students for postsecondary success



While targeting efforts toward focal students to ensure that all levels of impediments for these students are addressed along the way removing barriers for everyone.



THEN all students will...

graduate as compassionate critical thinkers, able to collaborate and solve problems, and prepared to lead a more socially just world, and we will eliminate opportunity gaps for focal students.

Outcome Goals

Postsecondary Readiness	Graduation Rates	Student Engagement
By 2025-2026, PPS will accelerate postsecondary achievement for focal students, while narrowing gaps in comparison to other subgroups. PPS will annually report - in a disaggregated form - the high school students who successfully complete postsecondary readiness goals, as defined by the PPS Board.*	<p>PPS will improve 4-year cohort grad rates in accordance with Board Goals, focusing on focal student groups. This means by 2025-2026: African American Students will improve from 76% to 85.6% Pacific Islanders from 73% to 85% Native American Students from 50% to 80.4% Latino Students from 75% to 85.4%.</p> <p>PPS will improve 5-year cohort grad rates, for every focal group while narrowing any gaps that presently exist between focal groups and non-focal groups.</p>	By 2025-2026, PPS will also narrow gaps for focal students, as compared to other subgroups, for regular attendance. By spring 2026, PPS will improve the regular attender rate to pre-pandemic levels (2018-19). This means regular attendance rate will improve with all focal groups achieving at least a 66% rate.

Key Definitions

CULTURALLY SUSTAINING PEDAGOGY

Culturally sustaining pedagogy is teaching that helps ethnically and linguistically diverse students develop and maintain cultural competence, academic success, and a critical consciousness. This philosophy says that we must move beyond the tolerance and “othering” of historically marginalized groups. “Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (Au, 2011; Gay, 2000; Ladson-Billings, 1995; Paris, 2012).

HIGH SCHOOL SYSTEM

The PPS high schools addressed in this plan include (a) comprehensive high schools, (b) focus-option high schools, (c) district alternative schools, (d) contracted alternative schools, (e) day and residential treatment high schools, and (f) charter high schools.

FOCAL STUDENTS

This includes English Language Learners, students who receive Special Education services, and students with American Indian/Alaska Native, Black/African American, Hispanic/Latino, and Native Hawaiian/Pacific Islander ancestry.

TARGETED UNIVERSALISM

A strategy that addresses everyone’s needs by focusing resources on those with the highest needs first. In education, targeted universalism addresses all students’ learning and flourishing by focusing resources on highest needs students and historically marginalized students, and addressing these needs first (Powell, 2009).

* Successful completion of a CTE Program of Study, the Seal of Biliteracy, or 3 or more credits with a C or better in Dual Credit, AP, or IB courses.

Middle School Strategic Investments

Over the past two years we have made adjustments to the **middle school staffing formula**:

In 2022-23, we added additional FTE explicitly to improve the class size threshold

For 2023-24 the formula mirrors how we staff high schools aligning to middle school period scheduling

Strategically increased number of Middle Schools on **7 period schedules** over the past 4 years

Expansion for the 2022-23 school year to da Vinci, Mt. Tabor and Roseway Heights

Expansion in 2023-24 to Harrison Park

Total of 10 of the 15 Middle Schools.

Starting in 2020-21, SIA funding has increased the number of **counselors** across all middle schools, meeting the American School Counselor Association (ASCA) recommended ratio of 250:1.

Additional social worker FTE at TSI or Title schools (7 schools) by design coming out of the pandemic.

Middle School Strategic Investments

Continuing investment in **Assistant Principals**

Currently there are 7 schools that have an additional 0.5 funding beyond formula.

Continuing investments in **Restorative Justice- Student Success Advocates** at 9 middle schools and 3 K-8 schools that started last year.

Five middle schools (Tubman, Ockley Green, Lane, Kellogg, and George) are **pilot schools for the Ballmer Institute for Children's Behavioral Health**.

This will result in onsite Ballmer clinical faculty advisors to train behavioral specialist students and integrate their support into existing MTSS structures.

PPS educators will also receive full scholarships to the Balmer Behavior Health graduate certificate program. 5-7 educators from each Ballmer pilot school have been trained in '22-23 in preparation

Middle School Athletics

- PIL Trajectory Summer Program, Coaches to Classroom and Youth Sports Advocates

Middle School Strategic Investments

RESJ Partnership Strategies - Partnerships with Culturally Specific organizations to implement RESJ Strategies

#3 - Mentoring and Leadership Development - SY 2022/23 \$1,914,509.45

- **9 RESJ Partners** provide programming at **11 of the 15 PPS Middle Schools and 12 K8's**, Partners Include: Horizons, Youth Empowerment Program, IRCO, Latino Network, POIC, REAP, SPDC (Somoa Pacific Development Corporation), The I Am Academy and Unite Oregon

#4 - Extended Learning and Enrichment - SY 2022/23 \$419,794.00

- **3 RESJ Partners** provide programming at **11 of the 15 PPS Middle Schools and 12 K8's**, Partners Include: Chess for Success, Urban League and SEI
- **5 SUN Partners** provide extended learning opportunities at **20 of the 15 PPS Middle Schools and 12 K-8s**, Partners include: SEI, Latino Network, Portland Parks and Rec, IRCO and Impact Northwest.

#5 - Positive Cultural Identity Development and Advocacy - SY 2022/23 \$977,169.00

- **9 RESJ Partners**, provide Positive Cultural Identity Development programming at **ALL of the PPS Middle Schools and K8's**. Partners Include: African Youth Community Organization (AYCO), Black Excellence, Black Parent Initiative, Camp Fire Columbia, IRCO, Latino Network, Maurice Lucas Foundation, NAYA and SEI

Key Social Emotional Supports - Maintaining Momentum

- **Advisory**

- All middle grades students will have advisories
- Schools will have access to standards based Transformative Social Emotional Learning Curriculum Adoption

- **TSEL: Transformative Social Emotional Professional Learning Includes**

- Racial Equity & Social Justice
- Social Emotional Learning,
- Restorative Justice
- PBIS/classroom structure & routines.

- **Effective Transitions (5th-6th)**

- WEB (Where Everybody Belongs) Training for 4 schools
- Continuing 6th Grade Jumpstart - 6th Grader Only 6th Grade attends the first day of school to orient them to Middle School - Started in 2022-23

Middle School Staffing - FTE Summary (Currently)

- The table on the next slide shows all of the positions at currently at schools that support school climate.
- These positions come from a variety of funding sources including Discretionary Support FTE, Equity FTE, ESSER school grants, and some receive Title dollars.
- Certain positions such as Counselors are allocated based on school size.
- Some positions are also centrally allocated, such as Site Support Instructors and some Campus Safety Associates.