



# Board of Education Informational Report

## MEMORANDUM

**Date:** January 22, 2019

**To:** Members of the Board of Education

**From:** Dr. Yvonne Curtis, Deputy Superintendent

**Subject:** MS Update and Lent Update

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This memorandum provides an update on Lent K-8 and the district's new middle schools, Ockley Green, Roseway Heights and Harriet Tubman.

All four schools' principals will be presenting on their progress regarding

1. school culture and climate
2. instructional practices and goals
3. community engagement
4. next steps.

The attached powerpoint contains each school's presentation.



PORTLAND PUBLIC SCHOOLS

# **School Updates**

**Lent K-8, Ockley Green MS,  
Roseway Heights MS, Tubman MS**

**January 22, 2019**





# Ockley Green Middle School

## 2018-19 Priorities and Metrics

**Priority 1 (School Culture and Climate):** Students, teachers, and families feel safe, happy connected, supported and cared about at their school.

**Metric:** By the end of the school year, 70% of students, families, and teachers will report feeling safe, happy, connected, supported, and cared about at their school based on a winter and spring survey.

**Priority 2 (Instruction):** Ockley Green will create a strong academic culture where classroom instruction is aligned to college and career ready standards and differentiated by student to encourage learning.

**Metric:** 50% or more of ALL Ockley Green students will meet or exceed their individual growth goal on the Measures of Academic Progress (MAP) Math and Language Arts assessments by the end of the third (approx. end of May) testing administration.

**Priority 3:** Staff will feel autonomy, mastery, and purpose in their role at Ockley Green.

**Metric:**

- 80% staff retention for 19-20 school year
- By the end of the 2018-19 school year, all teachers will receive at least seven opportunities for teaching observations followed by the appropriate coaching and recognition. Have at least 7 observations (informal and formal) where they are given a praise, probing question, and action step/area of growth within 24 hours of the observation. All teachers will implement the specific action step by the next informal observation as measured by the next observation data.





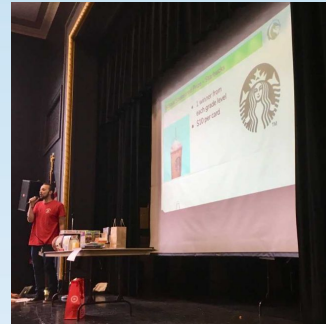
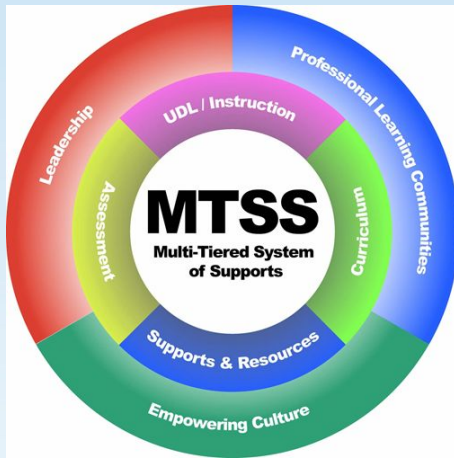
## Priority 1 (School Culture and Climate): Students, teachers, and families feel safe, happy connected, supported and cared about at their school.

### Workstreams Implemented:

### Successes:

- Collaborative development of Ockley's core values as a school (Growth, Collaboration, Caring)
- Robust MTSS (Multi-Tiered System of Supports) and PBIS (Positive Behavior Interventions and Supports) System implemented

- Staff went through a collaborative process this summer to identify Ockley's core values. Students receive weekly Advisory lessons that are aligned to the core values.
- Students earn on points based on Ockley's core values. Ockley uses Kickboard to track all on points, Recommitments, and Resets. Parents, students, and staff have access to this system. As a school, we are able to collect data, analyze data, and determine next steps.
- Students earn on points based on core values and can use the on points in the school store that takes place weekly and the Dragon Auction that takes place quarterly (see pictures).



- Ockley has approached discipline through a restorative approach. If students are not displaying behavior aligned to our core values, students will work through a differentiated reflection process and a restorative conversation so that they can change the behavior in the future. .
- Ockley has a weekly SIT (Student Intervention Team) process to support the needs of all students.





**Priority 2 (Instruction):** Ockley Green will create a strong academic culture where classroom instruction is aligned to college and career ready standards and differentiated by student to encourage learning.

## Workstreams Implemented:

## Successes:

- Instructional Professional Development

- All staff have been trained in unpacking standards. All core teachers have been given one or more planning days where they collaborate as content teams. The planning days focused on using the PPS Core Curriculum/Guaranteed Viable Curriculum (GVC) and Understanding by Design UbD to plan effective lessons.
- Assistant Principals and Principal have been focused on classroom observations where they have been calibrating as a team and providing regular feedback to teachers.
- All teachers are expected to have a daily lesson plan for each class they teach and Ockley has a lesson plan template for teachers to use.
- We have started a Dragon Leadership Team this year consisting of teacher leaders that meet monthly to analyze data, determine action steps, and implement action steps.

What do we want each student to learn?

Reference GVC to determine priority standards

Teacher Reflection on Instructional Practice

Unpack and Create Learning Progressions

How will we know when each student has learned it?

Remediate or Enrich Student Learning

Create assessment and exemplar responses

How will we respond when a student experiences difficulty in learning?

Analyze data

Design Effective Instruction

How will we respond when a student already knows it?

- Intervention and Supports for Tier 2 and 3 Students

- Ockley has weekly SPED professional development focusing on UDL (Universal Design for Learning) strategies that is presented by the SPED team in Huddle on Fridays.
- As a school, all staff have been trained on the MAP assessment and utilizing MAP assessment data to implement individual academic student goal setting.
- Using the MAP assessment, Ockley has created purposeful intervention groups in both Math and Reading to support Tier 2 and Tier 3 students.
- Grade level teams meet weekly on Wednesday to discuss Tier 1 and Tier 2 academic and behavior interventions.





Ockley Green Community Engagement

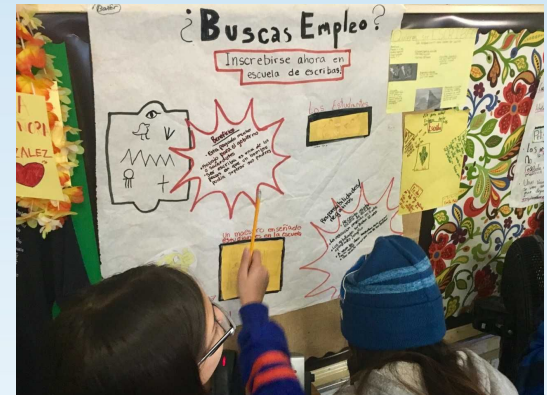
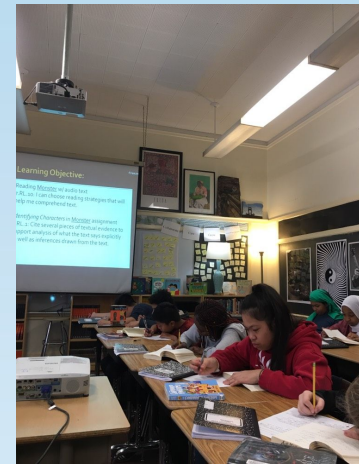
Type of Meeting	Frequency	Description/Purpose	Successes
Site Council	Third Wednesday of every month at 6 PM	<ul style="list-style-type: none"> <li>Voting and governing body of the school focusing on improving the school and increasing student achievement</li> </ul>	<ul style="list-style-type: none"> <li>Created a purposeful Annual Site Council Plan that is aligned to Ockley’s three priorities</li> <li>Data analysis happening in every meeting with action steps</li> </ul>
PTA	Second Thursday of every month at 6:30 PM	<ul style="list-style-type: none"> <li>Partner with parents and staff to support the school in various ways</li> </ul>	<ul style="list-style-type: none"> <li>Multiple fundraising events that have taken place so far this year: Panera Night, Paint Night at Ockley, Wreath Sale, Pizza partnership with Pizzicato</li> <li>Students have benefited by receiving money for 8th grade Promotion and Dragon Auction</li> <li>Hosted events such as International Potluck Night with over 300 people in attendance</li> </ul>
Coffee with the Principal and Schools Uniting Neighborhoods (SUN) Family Leadership Team	Once a month on Friday’s at either	<ul style="list-style-type: none"> <li>Review key information about the school</li> <li>Ask questions and provide feedback to the principal</li> </ul>	<ul style="list-style-type: none"> <li>Families appreciate a way to provide feedback and hear updates about the school</li> <li>Families learned about the school MAP data and the areas of growth for the school</li> <li>Families were able to understand how to interpret their individual student MAP data</li> </ul>
Self Enhancement, Inc (SEI)/Admin and SUN/Admin Meetings	Once a week	<ul style="list-style-type: none"> <li>Review student data and identify supports</li> <li>Review what is working and what needs improvement</li> </ul>	<ul style="list-style-type: none"> <li>Meetings allow for revisions of current structures and an opportunity to provide feedback to each other</li> </ul>





## Ockley Next Steps...

- Second semester updates:
  - Additional Math and Reading support for targeted students (Tier 2 and Tier 3) using MAP data
  - Preparation and support for core instruction
  - One instructional planning date scheduled for each quarter - Math January 16 and Dual Language Immersion (DLI) on January 24
  - Additional PLC professional development will be provided on the following topics:
    - Restorative Justice
    - Advancement Via Individual Determination (AVID) strategies such as critical reading, cornell notes, and graphic organizers
    - Instructional planning
    - Using data to make decisions about their content
- Finish 2018-2019 with a strong plan in place for 2019-2020:
  - Master schedule finalized by June 2019
  - Identify staff recruitment needs early and highlight critical skills and experience needed for success at Ockley
  - Transition to planning for 2019-2020 year beginning in May and use data to inform instructional shifts and adjustments to culture and climate systems





# Lent K-8

## 2018-19 Priorities and Metrics

**Priority 1 (School Culture and Climate):** Students, teachers, and families feel safe and supported at Lent .

**Metric:** By the end of the school year, we will have reduced our suspension rate by 10% by having a clear system of Positive Behavior Interventions and Supports (PBIS) and tier 1 supports for all students. Tier 1 supports are supports and systems for all students on campus.

**Priority 2 (Instruction):** Lent will create a strong academic culture where classroom instruction is aligned to common core standards to prepare students for high school, college and beyond.

**Metric:** 50% or more of ALL Lent students will meet or exceed their individual growth goal on the Measures of Academic Progress (MAP) Language Arts assessment by the end of the third (approx. end of May) testing administration. Additionally, students will increase 1 level as measured on the PPS rubric

**Priority 3:** The district will provide regular updates and will actively seek input from parents.

**Metric:** A SITE council will be developed that meets monthly to discuss and problem solve issues throughout the school.







## Priority 1 (School Culture and Climate): Students, teachers, and families feel safe and supported at Lent .

<b>Workstreams Implemented:</b>	<b>Successes:</b>
<ul style="list-style-type: none"><li>● Collaborative development of Lent's core values as a school (Be Safe, Be Responsible, Be Respectful, Be Kind)</li></ul>	<ul style="list-style-type: none"><li>● Common expectation lessons are aligned to the core values and students are taught explicitly what it means to display a value of safety, responsibility, respect and kindness</li><li>● Students earn Paw Prints for demonstrating desired values.</li><li>● Restorative conversations take place based on core values.</li><li>● Lent is implementing Mind-Up to increase mindfulness to assist students in staying with the core values.</li></ul>
<ul style="list-style-type: none"><li>● Multi-Tiered Systems of Support (MTSS) System and Positive Behavioral Interventions and Supports (PBIS) System implemented</li></ul>	<ul style="list-style-type: none"><li>● Students can earn Paw Prints for our school store, be selected in our return of the Leopard of the Month assembly, be selected to sit at the Leopard table and earn other major rewards.</li><li>● At Lent we have a Student Management Specialist (SMS) and two counselors that help students who move from Tier 1 to Tier 2/3. These are 1 on 1 conversations, check ins and checkouts, groups, outside resources, etc.</li><li>● Lent has a weekly Student Intervention Team (SIT) process to support the needs of all students.</li></ul>





Student Management Specialist (SMS) working with a first grade class on bathroom expectations.

4th grade Positive Behavioral Intervention and Supports (PBIS) team member teaching hallway expectations to a 3rd grade class





**Priority 2 (Instruction):** Lent will create a strong academic culture where classroom instruction is aligned to common core standards to prepare students for high school, college and beyond.

**Workstreams Implemented:**

**Successes:**

- Instructional Professional Development

- All staff have been trained in unpacking standards. All core teachers have been pulled out of the classroom for one or more planning days. The planning days focused on using the PPS Core Curriculum or Guaranteed Viable Curriculum (GVC) and Lucy Calkin’s Writing.
- Admin has been focused on classroom observations and providing regular feedback to teachers.
- All teachers are expected to have a daily lesson plan for each class they teach.
- Instructional Specialist meets weekly with teachers in PLC to look at Equity Based Balanced Literacy (EBBL) and the GVC. Lesson planning is partially done in these settings.
- Monthly staff meetings focused around EBBL
- District coaches working 1 on 1 with teachers for best practices and implementation.

- Intervention and Supports for Tier 2 and 3 Students



- Lent has staff that push into classes to support ELL, SPED and struggling readers
- As a school, all staff has been trained on the Measures of Academic Progress (MAP) assessment as well as how to utilize the MAP data to implement individual academic student goal setting
- Using MAP, Lent has created purposeful intervention groups in both Math and Reading to support Tier 2 and Tier 3 students
- The Student Intervention Team (SIT) meets weekly on Tuesday to discuss Tier 1 and Tier 2 academic and behavior interventions





## Community Engagement

Type of Meeting	Frequency	Description/Purpose	Successes
Site Council	Monthly beginning in February	<ul style="list-style-type: none"><li>• Voting and governing body of the school focusing on improving the school and increasing student achievement</li></ul>	<ul style="list-style-type: none"><li>• Created a purposeful Annual Site Council Plan that is aligned to Lent's priorities.</li><li>• Data analysis will be occurring in these meetings as well as an in depth look at financial supports.</li></ul>
Parent Teacher Association (PTA)	Second Thursday of every month at 6:00 PM	<ul style="list-style-type: none"><li>• Partner with parents and staff to support the school in various ways</li></ul>	<ul style="list-style-type: none"><li>• Multiple fundraising events that have taken place so far this year:</li><li>• Supporting vision of keeping school safe and clean</li></ul>
Coffee with the Principal and Schools Uniting Neighborhoods (SUN) Family Leadership Team	Once a month	<ul style="list-style-type: none"><li>• Review key information about the school</li><li>• Ask questions and provide feedback to the principal</li></ul>	<ul style="list-style-type: none"><li>• Families appreciate a way to provide feedback and hear updates about the school</li><li>• Families learned about the school MAP data and the areas of growth for the school</li><li>• Families learn about school initiatives and give their input</li></ul>





## Lent Next Steps...

- Second semester updates:
  - Adding additional Math and Reading intervention groups for Tier 2 and Tier 3 students using MAP data
  - Ensuring core instruction is aligned to common core state standards.
  - Continuing to pull core teachers for instructional planning days at least one time per quarter:
  - Continuing professional development (PD)/Staff Meeting time to focus on:
    - Professional Learning Community (PLC) time focusing on Restorative Justice
    - PLC time focusing on Mind-up
    - PLC time focusing on instructional planning
    - PLC time focusing on working as a team
- Finishing out the year strong and focusing on planning effectively for the 2019-2020 school year:
  - Strong Master Schedule planning and process to be finalized by June
  - Strong Hiring and Staff Recruitment process to ensure that we are bringing on staff that is the right fit for Lent
  - In May, start to switch PD/Staff Meeting time to planning for the 2019-2020 school year by diving into:
    - Analyzing data around instruction and making adjustments
    - Analyzing data around culture and climate systems and making adjustments





# Roseway Heights Middle School

## 2018-19 Priorities and Metrics

**Priority 1 (School Culture and Climate):** The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.

**Metric:** By the end of the school year 80% of students and parents will indicate students “always” feel safe at Roseway Heights according to a community survey.

**Priority 2 (Instruction):** School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.

**Metric:** 100% of Roseway Heights students identified as needing intensive support (Tier 3) by the Measures of Academic Progress (MAP) Assessment will receive math or reading interventions.

**Priority 3:** School leaders actively promote a shared vision for equity, cultural competence, and high expectations.

**Metric:**

- Development of a school vision and mission based on input gathered from the community and student body.
- Formation of culturally specific student groups that serve as avenues for student input into school events, policies, and overall school culture.





**Priority 1 (School Culture and Climate): The school's principal and staff work together to create a safe, respectful, culturally-inclusive environment with consistent school rules and expectations.**

<b>Workstreams Implemented:</b>	<b>Successes:</b>
<ul style="list-style-type: none"> <li>Development of School Climate Handbook</li> </ul>	<ul style="list-style-type: none"> <li>Common area expectations developed</li> <li>School positive reinforcement system developed</li> <li>School Discipline Plan developed and shared with students and community</li> <li>Multi-tiered Systems of Support (MTSS) rubric developed for externalized and internalized behaviors</li> </ul>
<ul style="list-style-type: none"> <li>Monthly review of common area data</li> </ul>	<ul style="list-style-type: none"> <li>School Climate Team composed of staff, parents, and community members</li> <li>Common area data reviewed each month with a racial lens</li> <li>Data-based discussions on structural changes that could improve outcomes</li> <li>Data shared with community during morning &amp; evening Principal's Coffee</li> </ul>
<ul style="list-style-type: none"> <li>Staff Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Monthly training from the University of Oregon- monthly training focused on implicit bias and its impact on student interactions and disciplinary decision-making</li> <li>Peer classroom walkthroughs beginning in February to reinforce training</li> <li>Staff received classroom management training (CHAMPs) and common classroom expectations across the school</li> <li>Support from the Multi-Tiered Systems of Support (MTSS) Department coaches</li> </ul>
<ul style="list-style-type: none"> <li>Social-Emotional Curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Advisory period each day used to reinforce school climate and culture</li> <li>Caring Schools Community lessons taught each week</li> <li>School expectations reviewed weekly</li> <li>Video announcements developed by student leaders shared weekly</li> </ul>





**Priority 2 (Instruction): School staff identify students who need additional learning time to meet standards and provides timely and effective programs of assistance.**

<b>Workstreams Implemented:</b>	<b>Successes:</b>
<ul style="list-style-type: none"> <li>Instructional Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>Staff training in PPS Core Curriculum/Guaranteed Viable Curriculum (GVC) and Scope &amp; Sequence guidelines</li> <li>Upcoming days for departments to unpack standards and become more familiar with the GVC</li> <li>Support from district coaches and mentors</li> <li>During second semester the staff will begin monthly training in Advancement Via Individual Determination (AVID) critical reading strategies that will be used across the curriculum</li> </ul>
<ul style="list-style-type: none"> <li>Intervention and Supports for Tier 2 and 3 Students</li> </ul>	<ul style="list-style-type: none"> <li>Intervention Team hired with equity and Title I funding: School Intervention Specialist, Literacy Specialist &amp; Math Specialist</li> <li>Specialists have intervention classes and work with classroom teachers</li> <li>Flexible scheduling used to help students receive interventions while working to preserve elective options</li> </ul>
<ul style="list-style-type: none"> <li>Student Intervention Team (SIT) and Student Attendance Response Team (SART)</li> </ul>	<ul style="list-style-type: none"> <li>Multi-Tiered Systems of Support (MTSS) rubric developed to identify decision rules and interventions in six key areas: attendance, tardies, reading, math, externalized behaviors and internalized behaviors</li> <li>Student Attendance Response Team (SART) developed to review student attendance and tardy data on a weekly basis</li> <li>Student Intervention Team (SIT) meetings on a weekly basis</li> <li>Discipline Team meeting twice a month to review individual student discipline data</li> </ul>







**Roseway Heights  
Community Engagement**

Type of Meeting	Frequency	Description/Purpose	Successes
Site Council	Monthly	<ul style="list-style-type: none"> <li>Oversee Comprehensive Achievement Plan (CAP) &amp; Title I Plan development and implementation</li> </ul>	<ul style="list-style-type: none"> <li>Developed a Comprehensive Achievement Plan based on input collected during Back to School Night</li> <li>Continuing to recruit members to have a representative Site Council</li> </ul>
Parent Teacher Association (PTA)	Monthly	<ul style="list-style-type: none"> <li>Partner with parents and staff to support the school in various ways</li> </ul>	<ul style="list-style-type: none"> <li>Hosted an event in October and support Student Leadership developed events</li> <li>Continuing to recruit members to have a representative Parent Teacher Association (PTA)</li> </ul>
Principal's Coffee	Monthly morning & evening meetings	<ul style="list-style-type: none"> <li>Review key information about the school</li> <li>Ask questions and provide feedback to the principal</li> </ul>	<ul style="list-style-type: none"> <li>Community forum developed to address safety concerns at the beginning of the year</li> <li>Information presented to date includes disciplinary updates and the teacher evaluation tool</li> </ul>
Parents Interested in Equity	Monthly	<ul style="list-style-type: none"> <li>Develop strategies to build cross-cultural understanding</li> </ul>	<ul style="list-style-type: none"> <li>White Affinity Cohort started to develop strategies for being white allies</li> <li>Planning for other community events</li> </ul>
Community Meetings	Rotating	<ul style="list-style-type: none"> <li>Create two-way communication with families less comfortable coming to the school</li> </ul>	<ul style="list-style-type: none"> <li>Meetings held at Hacienda &amp; Broadway Vantage</li> <li>Continued outreach to specific community groups through community partners</li> </ul>





## Roseway Heights Next Steps...

- Second semester updates:
  - Add additional Math and Reading intervention groups for students needing additional math and reading support
  - Instructional planning days for departments
  - Collaboration days for teachers and specialists
  - Continued collaboration with community agencies and families so we are taking a holistic approach to supporting students
  - Continued work reviewing student data to determine if interventions are needed
  - Continued work to draw in community members and increase student voice in decision-making
- Finishing out the year strong and focusing on planning effectively for the 2019-2020 school year:
  - Master schedule planning centered around meeting student needs
  - Expansion of Spanish Dual Language Immersion (DLI) Program and preparation for Vietnamese DLI coming in 2020
  - Continued work around the GVC and collaborative planning
  - Collaboration with feeder schools to create a seamless process for incoming 5th graders





# Harriet Tubman Middle School

## 2018-19 Priorities & Goals

**Priority 1 (School Culture and Climate):** Increase recognition and encouragement to improve student behaviors by creating a safe academic atmosphere that is inclusive of all students.

**Goals:**

- Greater of awareness of cultural differences and how race impacts a school community.
- Increased opportunities to restore and repair relationships to enhance school climate and culture.
- Knowledge of trauma informed practices.
- Increased opportunities to celebrate student successes and milestones.
- Consistent school wide expectations.

**Priority 2 (Instruction):** Identify students instructional needs and build an academic program that is aligned with the data and the specific needs of students.

**Goals:**

- Build strong professional learning communities
- Increase intervention support
- Increase academic rigor
- Improve differentiated instruction
- Improve classroom management techniques

**Harriet Tubman Middle School**

**Tubman Ticket**

Student \_\_\_\_\_

Staff \_\_\_\_\_

Date \_\_\_\_\_

- Perseverance
- Responsibility
- Integrity
- Determination
- Empathy

Circle grade level

**6   7   8**





## Harriet Tubman - Program Successes

<b>Workstreams Implemented:</b>	<b>Successes:</b>
<ul style="list-style-type: none"><li>● Instructional Professional Development</li></ul>	<ul style="list-style-type: none"><li>● Staff training in Intervention practices to increase Reading proficiency</li><li>● Individual conferencing with Instructional Coach to receive feedback on instruction</li><li>● Weekly newsletter (Underground Weekly) that provides tools, information and strategies to improve instruction</li><li>● Advancement Via Individual Determination (AVID), Trauma Informed Instructional Practices and Race/Equity training</li></ul>
<ul style="list-style-type: none"><li>● Intervention and Supports</li></ul>	<ul style="list-style-type: none"><li>● Intervention team established consisting of Instructional Coach and two educational assistants</li><li>● Intervention training for all Language Arts teachers</li><li>● Flexible scheduling to allow remediation, study skills and secondary and post secondary preparation</li></ul>
<ul style="list-style-type: none"><li>● School Climate Team</li></ul>	<ul style="list-style-type: none"><li>● Multi-Tiered Systems of Support (MTSS) rubric developed to identify decision rules and interventions in six key areas: attendance, tardies, reading, math, externalized behaviors and internalized behaviors</li><li>● Restorative Justice Framework to repair injury caused to school environment: students, teachers and families</li><li>● Discipline Team meeting twice a month to review individual student disciplinary data</li></ul>





Harriet Tubman Community Engagement

Organization	Frequency	Description/Purpose	PLANS
Rose City Rowing Club	Daily throughout the term	<ul style="list-style-type: none"> <li>Integrated into our Health and Fitness Program both for staff and students. Provide exposure to a sport that is dominated by white culture.</li> </ul>	<ul style="list-style-type: none"> <li>Erg Ed (W/ Easterlin), Black Family Night attendance to discuss recruitment of students of color, field trips on T, W, TH</li> </ul>
Parent, Teacher, Student Association	Monthly	<ul style="list-style-type: none"> <li>Partner with parents, students and staff to support the school in various ways</li> </ul>	<ul style="list-style-type: none"> <li>Elect student officers and develop a concrete vision plan for the remainder of the school year.</li> </ul>
Maurice Lucas Foundation & Self Enhancement.	Daily	<ul style="list-style-type: none"> <li>After-school program with a focus on Academic, social and sports enrichment</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing support to meet the needs of all students in our school community</li> </ul>
In School Reflection	Daily	<ul style="list-style-type: none"> <li>A stand alone class that gives students an opportunity to regroup in the course of the school day when they are feeling disconnected from the school community or encountering other issues that impact their ability to learn</li> </ul>	<ul style="list-style-type: none"> <li>Implement daily in order to provide in one-on-one support when needed</li> </ul>





## Harriet Tubman Next Steps...

- Complete Fidelity of Implementation Tool (FIT) assessment process to help the school understand baseline levels of functioning in several areas: organizational structures, family and community engagement, district systems and support
  - Increase leadership opportunities for students
  - Integrate intervention supports for students
  - Establish Harriet Tubman Student Store
  - Develop a platform for stronger Professional Learning Communities (PLCs)
  - Stronger alignment with secondary and post-secondary institutions
  - Professional Development in Special Education systems
  - Increase Talented and Gifted (TAG) identification for students of color
  - Before and after school tutoring support
- 
- Finishing out the year strong and focusing on planning effectively for the 2019-2020 school year:
    - Develop Master schedule to fit the incoming Mandarin Dual Language Immersion Program matriculating from MLK Jr. K-5
    - Conduct 5th grade open houses for student and parents
    - Continued work around the PPS Core Curriculum or Guaranteed and Viable Curriculum (GVC) and collaborative planning
    - Collaboration with feeder higher schools to prepare 8th graders for high school entrance

