

# BOARD WORK PLAN

## SCHOOL YEAR 2019-20

Board-designated Key Focus Areas
1. Align Board Focus to relmage PPS/Graduate Portrait and Strategic Framework.
2. Racial Equity and Social Justice Framework
3. Healthy, Safe and Modern Schools
4. Labor Contract and Negotiations
5. Legislative Advocacy
6. OSBA Policy Revisions
7. Local Option Levy
8. Kellogg Feeder Patterns/Enrollment Balancing

Monitor Board Goals
1. 3rd Grade Reading MAP Scores
2. 5th Grade Math MAP Scores
3. 8th Grade Language Arts SBAC Results
4. 8th Grade Math SBAC Results
5. Post Secondary Readiness Indicators
6. Surveys, Community Feedback, and Accountability Metrics

Policy Committee
1. Professional Conduct
2. Student Conduct and Discipline
3. Search and Seizure
4. Healthy and Substance Free Schools
5. Policies Related to Student Assignment
6. Ethics Policy
7. Foundation Policy
8. Meals and Reimbursements
9. OSBA Policy Rewrite

School Improvement Bond Committee
1. 2017 Bond Project Approvals and Oversight: Kellogg, Benson, Lincoln, Madison, MPG Building, Health and Safety
2. 2020 Bond Package Development
3. Modification to Ed Specs

BOARD GOALS
1. Third Grade Reading
2. Fifth Grade Mathematics
3. Eighth Grade Graduate Portrait
4. Post-Secondary Readiness / Ready for College & Career
*See page 2 for full goals

Major Annual Actions Required
1. Budget Approval and Adoption/Multi-year Business Plan
2. Charter Schools Extension and Renewals
3. Superintendent Evaluation
4. Non-renewals/Non-extensions
5. Approve Policies (New and Revised)

Audit Committee
1. 2017 Bond Audit
2. Oversight of the Audit Plan, Phase 1 (Contracts Audit, PCard Review, ACH Audit)
3. Annual Financial Audit (CAFR)
4. Initiation and Support for Office of Internal Performance Auditor
5. Response to Secretary of State Audit

Intergovernmental Task Force
1. Update to PP&R Intergovernmental Agreements
2. School Resource Officers

Charter and Alternative Programs Committee
1. Review and Recommend Charter Schools for Extension and Renewal
2. Charter and Alternative Schools Funding

Informational
1. Multi-Tiered Systems of Support
2. TAG Plan
3. Equity Plan Update
4. Ethics Training
5. Master Arts Education Plan
6. Healthy Teen Survey
7. Schools Identified for Improvement per ESSA
8. Special Education Delivery Models
9. Dyslexia Update
10. Middle School Redesign

# Portland Public Schools - Board of Education - Goals for Our Students

## 1. Third Grade Reading

We believe that every student must be prepared to read to learn and should know how to read proficiently by the end of the third grade. While our majority White and students grouped as Asian have been making consistent progress toward this goal, we have not produced the same growth for other student groups. We will regularly monitor the growth and development of our students' reading skills throughout each school year to ensure our efforts are having a positive impact towards the desired goal of third grade reading proficiency.

**To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 44% of our underserved students of color meeting growth to 60% meeting or exceeding growth expectations (as measured by Measures of Academic Progress) by the spring of 2022.<sup>1, 2</sup>**

## 2. Fifth Grade Mathematics

We know that our students need a strong foundation in mathematics in order to access higher levels of learning in both the middle and high school grades. This includes a proficient ability in numeracy and problem-solving skill areas. We are committed to tracking the progress of our students on a regular basis to ensure our efforts are producing accelerated growth from our most underserved students.

**To close achievement gaps, we must accelerate growth for our underserved students of color, moving from 41% of students of our underserved students of color meeting growth (2018-2019 baseline) to 60% meeting or exceeding growth expectations, as measured by Measures of Academic Progress (MAP), by the spring of 2022.<sup>1, 2</sup>**

### 3. Eighth Grade Graduate Portrait

Students being promoted from the eighth grade will be prepared to navigate and adapt to high school's complex challenges, persisting through failure to success through adaptation and a growth mindset. They will demonstrate mastery of core academic knowledge and skills acquired through a middle school experience that includes interdisciplinary core classes and elective exploratory wheels inclusive of the arts, pre- CTE, technology, world-languages, health and well-being. Students will demonstrate the ability to communicate effectively by organizing, writing, speaking, and presenting clear, logical, persuasive, compelling content as demonstrated in an Eighth Grade Portfolio or Capstone.

PPS has identified Middle School (MS) Redesign as an important initiative intended to transform the school experience for every student. This effort will place an emphasis on expanding access to a more well-rounded education and exploration of elective pathways, a particular focus on students' socio-emotional development and health, and emphasis on youth leadership development. PPS is committed to: embarking on this multi-year effort, articulating a clear definition of this experience, identifying the necessary changes in school programming, and the development of an alternative performance-based student portfolio or capstone; this portfolio or capstone, which will be developed as part of MS Redesign work, would contain the accompanying expectations and rubrics, intended to measure this more holistic view and personal reflection of overall student learning and ability development, including: core academic knowledge, leadership, racial equity and social justice, self-directed inquiry, self-awareness, and self-

**By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC).<sup>1</sup>**

### 4. Post-Secondary Readiness/ Ready for College & Career

Our community-driven vision development process resulted in [reimagined Portland Public Schools](#). It identifies those skills and dispositions that we collectively believe every PPS student graduate should possess. We also believe that every student needs to have the core academic knowledge and opportunity of experience that will prepare them for post-secondary success via one or more measures that are reflective of the diverse skills and interest that our students have pursued through their high school career, including but not limited to, successful completion or achievement of: (a) Advanced Placement, International Baccalaureate, (c) Dual-Credit coursework, (d) Career Technical Education (e) Seal of Biliteracy, (f) Visual & Performing Arts pathways or (g) college readiness as measured by the PSAT/ SAT/ ACT.<sup>3</sup>

**By the spring of 2022, Portland Public Schools 8th grade students will move from 44% meeting proficiency in both English Language Arts and Mathematics (2018-2019 baseline) to 51% meeting proficiency in both subjects as measured by Smarter Balanced Assessment Consortium (SBAC).<sup>1</sup>**

- <sup>1</sup> The data for achievement and growth (grades 3 and 5 indicators) will be reported to the board both in aggregate and disaggregate. The disaggregates would mirror the board goal as well as those used for state and federal accountability.
- <sup>2</sup> MAP results are highly correlated to SBAC achievement. Changes in achievement will depend on first changing the rate of within year student growth.
- <sup>3</sup> The criteria are as follows:
  - Successful completion **(C or better) of 3** or more Advanced Placement courses,
  - Successful completion **(C or better) of 3** or more International Baccalaureate courses,
  - Successful completion **(C or Better) of 3** or more Dual Credit courses, or
  - Successful completion of Career and Technology Pathway (2 or more courses in the same path).
  - Successful achievement of the seal of biliteracy-
    - AP foreign language: 3 or above
    - IB foreign language: 4 or above
    - SLIP: 6 or above in both Writing and Speaking
    - STAMP: 6 or above in all of Reading, Writing, Listening, Speaking
- <sup>4</sup> The data for the post-secondary indicators will be reported in composite and separately for each of the post-secondary indicators. In addition, the data will be provided in aggregate and disaggregate for student groups in a manner consistent with state and federal accountability (race and service)