




PORTLAND PUBLIC SCHOOLS

Middle School Planning & Implementation

Advancing educational equality and opportunity for all PPS students

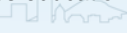




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Background

- November 2014 - PPS initiated a District-wide Boundary Review Advisory Committee (D-BRAC) to provide recommendations to the Superintendent on resolving overcrowding, under-enrollment and related population-based issues. The committee recommended a system-wide shift to a mostly K-5 and middle school structure.
- Many PPS schools continue to have insufficient enrollment to provide core program offerings to all students without additional resources. This includes 18 K-8 schools that were reconfigured from K-5s and middle schools in 2005 and 2006.
- July 2016 - The Portland Public Schools' School Board passed Resolution 5308.
- October 2016 - The PPS School board agreed to delay the openings of Tubman and Roseway Heights Middle Schools until the 2017-2018 school year to address facility, program, and a delivery model for middle grades education.





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The Charge!

- Establish boundaries, elementary feeder schools, high school articulations and specialized program locations, using the enrollment balancing values framework approved by the PPS Board of Education in October 2015.
- Open Ockley Green (completed, fall of 2016), Roseway Heights, Harriet Tubman Middle Schools
- Create an educational delivery model for middle grade students



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Stages of Implementation

- Implementation of this educational delivery model comes in 3 stages:
- Stage 1 - Development and approval of high level framework based on research and successful examples (happening tonight)
- Stage 2 – Extensive engagement and development of specific tools, structures, and processes
- Stage 3 – Hands-on work to prepare the staff and buildings for opening





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Middle School Implementation Team

- Initiated a Middle School Implementation Team
- Assigned planning principals
- Researched best practices for middle grades program delivery
- Developed a Middle Grades Framework
- Solicited stakeholder feedback




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Definition of Terms

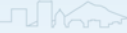
- Middle Grades: Grades 4-10 in any school configuration
- Middle School: Grades 6-8 in a stand alone program




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Research Base


- Middle School Implementation Team (MSIT) members attended the Association of Middle Level Educators Convention
- MSIT received professional development and consult from Portland State University
- MSIT reviewed past PPS proposals for delivery of middle grades education
- MSIT received advice on process and engagement from the Panasonic Foundation
- Real time, qualitative stakeholder input from those middle level educators in the field.



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Input and Feedback Loops

- Senior Directors across departments
- Community Based Partners
- Middle School Principals and Teachers
- PK-8 Principals and Teachers
- OTL Directors and TOSAs
- Student Services
- Enrollment and Transfer
- Facilities and Office of School Modernization
- Accounting
- Human Resources
- Transportation
- Nutrition Services
- DBRAC Leadership
- PPS Work Teams





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Components of Middle Grades Framework

- Curriculum: Standards, Course Offerings, Professional Development, Instructional Practices, Assessments, and Materials
- Site Based Decision Making
- Health, Wellness & Safety
- School, Family and Community Partnerships



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Curriculum

- Curriculum is guided by ***Middle Grade Professional Educators***
- Educators participate in continuous professional development
- Educators employ multiple learning and teaching approaches that respond to young adolescents' diversity and needs
- Assessment and evaluation programs promote quality learning through continuous and authentic strategies





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Site Based Decision Making

- Decisions are made using an equity lens
- Leadership at every level is courageous and collaborative
- A shared vision is used to promote equitable decisions



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Health, Wellness, and Safety

- Organizational structures support meaningful relationships and learning
- All school-wide efforts and policies foster physical and psychological health, wellness, safety, and support peaceful interactions





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School, Family and Community Partnerships

- Family and community partnerships draw on the family as a resource
- Community partners, district and site staff, families, students, and community neighbors work together
- Partnerships are strategic and integrated into school climate and culture



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Middle Grades Framework

- Guides schools and district offices in implementation of middle grades programming
- Informs design of middle school and middle grade programming
- Serves as a starting point to receive input and conversation from stakeholders





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Stages Two and Three

- Initiate a middle grades steering committee and subcommittees
- Seek community input from families and students
- Outline and initiate the implementation process for Tubman and Roseway Heights

