

Board Priorities for 2016-17 School Year

Ensure a strong principal and vice/assistant principal in every building who is well-matched to the school community

Metrics

Increase in satisfaction with administrative team reflected in annual school climate survey (students, parents, teachers)

Leadership changes

Evaluation completion

Projects	Status Update	Timeline/Notes
Nonrepresented Salary Schedule	Completed	Changes communicated to managers and impacted employees. Retroactive payments were made to employees one week ahead of the deadline, and new pay schedules have been implemented. Next, review of Senior Director positions to determine appropriate classification level.
Increase Capacity by Hiring Key Staff	In process	Genral Counsel vacancy: Acumen Search Firm met with Sean and Bob week of 01/18/17. Moving forward with PS contract to perform recruiting services. Once contract has been executed (EOBD 01/28/17) Acumen doing phone screenings with a number of applicants in the next week or two. Afterwards, they will take about two weeks to do full screening of candidates they will be moving forward. Once completed they will schedule time to present Bob and Sean the candidates to be referred to interviews. As November 2016 - 58 non-rep vacancies; as of Jan 2017 - 42 vacancies (filled 10 positions; 6 positions on hold).
Talent Acquisition Management System	Completed	With new timelines in place we were able to meet deadline for implementation of a new applicant tracking system. In addition to other newly added functions, TAM creates a user-friend program for applicants to find and apply for vacant positions in the district. The system also allows managers to develop pre-select criteria for resume review.
Benefit Administration (Ben/Admin)/PeopleSoft	Completed	Rollout of new on-line benefits administration program for the first time, all district employees have the ability to enroll on-line in the benefit program of their choice.
Successful School Survey	In process	Parent/Guardian Survey closes Tuesday, January 31st. Student Survey will be available after President's Day, February 21st - March 17th. Staff survey will be available mid-March through at least the end of month. The goal is to have results available prior to the school year ending. They will be put together in a package which would include the parent/guardian, student and staff surveys. Results should available no earlier than late May.

Create an environment in which supports are in place for teachers to thrive and have a voice in district-wide decision making

Metrics

School climate survey shows increased teacher satisfaction
 Retention of new teachers
 Increase teacher participation in key workgroups
 PPS/PAT team trained in Interest Based Bargaining
 Interest Based Bargaining utilized for PAT negotiations

Projects	Description	Departments	Status Update	Timeline/Notes
Successful Schools Survey	Survey across all schools to support continuous improvement	SPP, Comms, OSP, IT	In process	See Above
Interest Based Bargaining	PAT contract expired, in Interest Based Bargaining	HR and Bargaining Teams	In process	See Below

Every student prepared for life, college and career, and to meaningfully contribute to their communities

- Metrics**
- Acceleration in 4 year and 5 year graduation and completion data
 - Increase in percentage of students entering 10th grade on track
 - Increased participation and completion rates in advanced programming (AP, IB, Dual Credit and CTE) for 11th and 12th grades
 - Increase in the number of students who completed Reconnection Services intake and are placed in schools
 - Increase in ACT scores meeting college readiness benchmarks

Projects	Description	Departments	Status Update	Timeline/Notes
PreK Expansion and P-3 Alignment	The alignment and expansion of the number of Early Learner classrooms and multi-tiered primary grades transitions student and family support systems	Office of Early Learners, OTL, OSP	In progress: <ul style="list-style-type: none"> • January 10 P-3rd Advisory Work Group Retreat • January 19 outline P-3rd base program and evaluation (PSU- Dr. Andy Mashburn) • January 26 work with UW Dr. Kristie Kauerz) National P-3 Institute (formerly the Harvard PreK-3rd Institute) • January/February scalable and replicable plan for P-3 alignment abstract completed • Focus Group Review: Principals, teachers, Sr. Directors, Office of Schools staff • P-3rd Working Group Revisions (Input from PSU, ODE and UW) • Mid to late February- Superintendent Review of First Draft • P-3rd Working Group Revisions (Input from PSU, ELM and UW) • Superintendent and Direct Reports Review and Revisions Input • Final draft submitted to the Superintendent – July 2017 	OELSS has work sessions underway involving university, national P-3 resources, community partners, multiple district Offices and school based staff to draft PPS’ 2017 to 2020 P-3rd action plans for 2017-2020 focused on: <ul style="list-style-type: none"> • Aligned Baseline Pre-K and K core program (academic, socio-emotional, DAD, family engagement, grade to grade transitions, staffing) • Collaborations and blending resources to ensure two consecutive years of pre-4th grade quality instruction and supports are in place for historically underserved students and families. • Ascertaining, monitoring and measuring the degree to which PPS’ P-3 strategies eradicate disparities in outcomes for children of color and/or low income families • Identification of opportunities to collaborate, align work and leverage resources in and across district Offices to strengthen multi-tiered supports available to P-3rd grade school based staff and historically underserved students and families across PPS with a priority focus on north/northeast and southeast quadrants. • Blend resources to provide professional development, coaching and in-classroom supports for P-3rd instructional and administrative staff in PPS’ north and southeast quadrant schools • Initial identification of primary grade supports P-K, K-1, 1-2, 2-3 • Shared professional development for community based early learning providers and kindergarten teachers, supporting successful transitions into kindergarten for all children and engaging families as equal partners in children’s learning and development.

STEAM Framework Implementation	Committee of PPS educators and community partners developed framework to support schools that want to move toward a STEAM culture	OTL, OSP, IT	In progress	Addendum on MakerSpace to the STEAM Framework to be reviewed by the full committee by March 30th. Framework communication plan in place by April 30th.
Middle School Planning	Development and community engagement for MS programming	Equity, OTL, OSP, OELSS, Facilities, Comms	Completed	First draft of planning document is complete and includes a complete review of literature, an outline and breakdown of base and optional components by priority area has narrative and description of exemplary programming. OSP, OTL, Equity, OSS and various other internal stakeholders vetted the document.
			In Progress	Need to further vet the document with middle school principals, PAT and key external partners. Will complete by end of January. Will submit final document by mid-February. By late February, will have created workflow plans by outlined priority area. Finalize and implement workflow plans across priority areas. Finalized project plan ready by end of February. Plan implementation through from March 1st to start of school 17-18.
PE Implementation	Developing options to meet new PE requirements around minutes	OTL, Budget, OSP, Facilities	The District Staffing Team (DST) is working on models based on current budget projections.	Proposed plan for implementation will be included in 2017-18 budget recommendations.
			Complete	Phase 1 recommendation developed and approved by District Staffing Team
			In progress	Communication plan, hiring staffing and curriculum development for movement in general education
Dual Language Expansion	Identify expansion options and plan implementation	OTL, Office of School Performance	Completed	Dual Language expansion committee met and made initial recommendations for expansion. Completed a feasibility analysis of those recommendations. Revised the initial recommendations against the feasibility of those recommendations. Revised the initial recommendations against the feasibility analysis and forwarded to superintendent. Presented the final recommendations to Direct Reports.

			In progress	Need to present the recommendations to the teaching and learning committee. Will present in February. Implement recommendations (if any) August 2017
ACCESS Admissions Process	Review and Revise Access Admissions Process	OTL, ETC, OSP	In progress	First draft of admissions process created and vetted with parents. 2nd draft completed and internally vetted including application sheets and scoring rubrics. Subsequent vetting of application forms and rubrics with superintendent and parents to be completed by end of first week of February
Education Options Review	<ul style="list-style-type: none"> •Establish an ongoing process for reviewing educational options including measures of success. •Define the desires purpose and goals of education options. •Develop recommendations to align the ducation options system policy and procedures with the Racial Educational Equity Policy. 	OTL, OSP, SPP	In progress	Draft of Ed Options review completed and plan to present to principals in February. Will present to Teaching and Learning in March.
PISA Move		OTL, FAM	Completed	The PISA analysis is completed including three scenarios for program redesign. The redesign takes into account program moves. The analysis will be presented at one of the next two teaching and learning committee meetings. A recommendation was made to not move the program for the 17-18 school year.
Early Warning System/MTSS	Align and implement consistent systems of Early Indicators and Interventions	OTL, OSP, Equity, OSS	In progress	Steering Committee & workgroups formed; Teaming process identified. Teaming: 2/15/17; Data: 4/5/17; Supports & interventions: 5/17/17
(Literacy Adoptions &MHCRC)				

Create a system of quality instruction to increase literacy rates for all children

Metrics

Kindergarten attendance rates increase

100% of students will read at grade level by the end of 3rd grade Students with significant support needs and new to the country will make significant progress toward appropriate literacy goals

Students demonstrate mastery on common core standards in English Language Arts

Growth on DIBELS and interim assessments

Implementation of Multi-Tiered Systems of Support Framework in all schools resulting in statistically proportionate measure of students in strategic, intensive, and core categories

Increased numbers of schools and students being served within the Content Embedded ELD (CBELD) and Quality Teaching for English Language Learners (QTEL) instructional models of inclusive ELL practice

Number of classes offered at the high schools for students at English Language proficiency levels 1-3

Projects	Description	Departments	Status Update	Timeline/Notes
PK5 Language Arts Adoption	Implementation of Equity Based Balanced Literacy in 10 schools in 16-17 and preparing for expansion in 17-18. This includes rollout and professional development of assessment tools, core program, word study and Tier 2 Supports. It also includes training and development of literacy coaches to support the implementation	OTL, SPP and Office of School Performance, IT	Completed	Guided/Independent readers, base curriculum, Words their Way and Project read materials have been distributed. Book rooms identified and installed. Teachers at 10 schools have completed initial training in the following components: Equity Based Balanced Literacy, Guided Reading, Units of Study, Words their Way, and Project Read.
			In Progress	Ongoing preparation and professional development provided in buildings through literacy coaches. Begin use of benchmark assessment tool in all buildings by March 1st. Demonstration classroom visits begin by February 3rd. PreK and DLI pilots to be complete by March 24th.
6-12 Language Arts Adoption	Implementation of new resources supporting a balanced approach to language arts for all students grades 6-12. This includes rollout and professional development for Inquiry by Design and Newsella. The work also includes development and articulation of assessment and intervention frameworks to support students language arts	OTL, SPP and Office of School Performance, IT	Completed	Student materials distribution complete to all 6-12 buildings. 98% of 6-8 teachers have completed initial training. Initial training (in a variety of delivery formats) for Speech Language Pathologist, ESL, and SPED teachers also complete. Standards development work and initial reading intervention resource development completed and available on the district internal adoption website.
			In Progress	Continue working with OSP to ensure all teachers at 9-12 receive initial PD in Inquiry by Design. Completed by end of February

MHCRC TechSmart Grant	a 5 year \$5.1 million grant to identify, evaluate and scale blended learning tools and strategies with the implementation of Equity Based Balanced Literacy and the PK5 LA adoption to improve 3rd grade reading outcomes.	OTL, IT, SPP and Office of School Performance	In Progress	2nd cohort identified, Building wireless upgrades planned for Spring Break (assuming timely contract approval by Board).
(DLI expansion)				
(MTSS across all schools)	Align and implement consistent systems of Early Indicators and interventions	OTL, OSP, Equity, IT, OSS	In progress	Steering committee & workgroups formed; Teaming process identified. Teaming: 2/15/17; Data: 4/5/17; Supports & interventions: 5/17/17. Advise and support schools in their efforts utilizing trauma informed practices in schools pre-k to 12. Foster employee well-being by finding opportunities for district and school employees to participate in wellness activities within and outside of district. Conduct case studies of at least six schools during their implementation of trauma informed practices with staff and student. Partner with community and health organizations to help families experiencing trauma. Develop district-wide trauma awareness and training for all staff and administrators. Enhance district wide MTSS work by emphasizing trauma informed universal practices as part of all three tiers of school climate work (PBIS, Restorative Justice & Social Emotional Learning). Recognize vicarious trauma as an issue that needs attention in students and staff. Establish the ways in which trauma informed practice is an essential element of equity work. Practice trauma informed hiring, management, and supervision practices.OTL hired a MTSS coordinator who will complete the tier thresholds for tier 1-3 for math and reading on RTI pyramid.
(ACCESS admissions process)				
(PreK Expansion & PK3 Alignment)				

Create a system of behavior supports that will reduce disproportionality in expulsions and suspensions

Metrics

Implementation of Multi-Tiered Systems of Support Framework in all schools resulting in statistically proportionate measure of students in strategic, intensive, and core categories

Reduce disproportionality of exclusionary discipline

PBIS implemented district-wide

IBB utilized to address discipline

Projects	Description	Departments	Status Update	Timeline/Notes
Student Supports	Implementation of Socio-emotional programs supporting students P-12: Trauma Informed Practices (ACES), Rapid Response Team	Student Services, OSP, OTL, Equity	In process	Trauma Informed Practices includes: professional development opportunities for building administrators and district leaders on the ACEs research and communicate the need to address the impact of stress and trauma on the whole child (spring 2017) • Advise and support schools in utilizing trauma informed practices in schools pre-k to 12 • Foster employee wellbeing by finding opportunities for district and school employees to participate in wellness activities within and outside of the district • Conduct case studies of at least six schools during implementation of trauma informed practices with staff and students (current work done in Madison cluster) • Partner with community and health organizations to help families experiencing trauma (also seek outside funding) • Develop district-wide trauma awareness and training for all staff and administrators; • Enhance district wide MTSS work by emphasizing trauma informed universal practices as part of all three tiers of school climate work (PBIS, Restorative Justice & Social Emotional Learning); • Recognize vicarious trauma as an issue that needs attention in students and staff; • Establish the ways in which trauma informed practice is an essential element of equity work; and • Practice trauma informed hiring, management, and supervision practices.

Student Supports cont...	Implementation of Multi-Tiered Systems of Support framework in all schools	Equity, OTL, OSP, OELSS	In process	MTSS: Steering committee and workgroups formed; Teaming process identified. Teaming: 2/15/17; Data: 4/5/17; Supports & interventions: 5/17/17. PBIS: All schools to be implementing Tier 1 PBIS (as defined by the MOA) by June 2017. Implementation must be at 80% (as defined in the MOA) using the Culturally Relevant Tiered Fidelity Inventory (CR-TFI) by May 2017. Out of 8- schools/programs, levels of implementation are the 70% or higher in 26 schools, between 40% and 70% for 42 schools & less than 40% for 12 schools. Implementation scores were collected Sep through Dec. Most schools have increased level of implementation. Implementation scores will be updated again by Apr. 15.
EdNext	Implementation of "data hub" for improved systems integration and featuring a visual dashboard. Project supports data driven decision making for staff at all levels; as well as efficiencies in local assessment capture, early warning system intervention tracking, and rapid instructional materials adoption.	SPP, OTL, IT	In Progress - 60% through Michael & Susan Dell Foundation grant period	Dashboard launch planned for Spring 2017. Integrating project with Assessment Framework Committee goals/outcomes.

(Language arts adoptions & MHCRC Grant)
(PE Implementation)
(STEAM)
(DLI Expansion)
(PreK Expansion and PK3 Alignment)
(Middle School Program Planning)

PROPOSED

Jerry would like to propose to the Board that we change the priority & metrics for the bond work

Provide direction and management of School Building Improvement Bond projects that maximize instructional programming/stakeholder input and deliver innovative 21st century schools in the most cost effective manner

Metrics

- Continue use of Balanced Score card as primary communication mechanism for tracking key indicators for bond performance
- Apply "Lessons Learned" from current/completed bond projects on future bond projects to improve the instructional program, efficiency, and cost containment
- Continue to engage the Design Advisory Groups for each school modernization project through schematic design and inform them of significant scope alterations through the design development process
- On public improvement projects, meet or exceed Workforce equity goal of 20% available apprentice trade hours worked by apprentices
- Update Project Management Plan (PMP) for greater consistency/efficiency in project management
- Utilize new Certified Business tracking software (B2G) for public improvement, architecture and engineering contracts that provide data showing progress towards meeting aspirational goal of 18% Certified Business
- On public improvement projects, meet or exceed Workforce equity goal of 20% available apprentice trade hours worked by apprentices

Projects	Description	Departments	Status Update	Timeline/Notes
Bond 2012	Franklin and Roosevelt: Complete construction and coordinate occupying all facilities	OSM, lead with Facilities, IT, OSP, OTL, ELSS	Construction is ongoing	Major resource contention across school start activities requires additional planning, budgeting, and earlier start for all Ops Departments. Aug -17
	Begin Roosevelt - Phase Three (Field Improvements and Site Drainage) and Phase Four, Additional Maker Space Facility		Phase Three awaiting completion of Phase Two; Phase Four awaiting design	Phase 3 - 9/2017 Phase 4 - 5/2018
	Grant:			
	Coordinate move to Marshall with Franklin vacating		Coordination meetings taking place	Completed June 2017
	Receive Construction Bids/Buy Out			
	Begin construction		Modernization drawings in design	
	Faubion: Complete construction and coordinate occupying the facility along with Concordia University		Construction is ongoing	Current Workforce Equity is 26 % 8/2017 finishing construction/occupying
	Complete Phase two construction of IP 2016 and finish design of IP 2017		IP 2016 in construction; IP 2017 ending design	

Create a successful enrollment balancing framework that creates a foundation of equitable core programming across schools

Metrics

- Enrollment balancing values framework adopted by the board
- Plan and timeline for implementation of enrollment balancing for right sized schools is adopted by the board
- Develop a plan for equitable middle grades programming across schools
- Define and disseminate core programming

Projects	Description	Departments	Status Update	Timeline/Notes
DBRAC	Boundaries for Ockley Green feeders and recommendations for supports for smaller middle grades programs	Facilities, Enrollment Transfer, Comms, Equity	Final proposed change for 2017 is a small boundary adjustment between Chief Joseph and Peninsula. Chief Joseph will be K-5, Ockley Green grades 6-8 only. Change requires minimal facility and transportation adjustments.	Supt Rec to School Board: 2/6/17 SB vote: 2/13/17
Ongoing Moves @ Schools			Planning - Launch in February	Major resource contention across summer modernization projects requires additional planning and earlier start.
New School Choice Software			Launching - Additional lotteries go live in February	New public web portal for parents, families, and communities.
(Education Options Review)				
(ACCESS Location)				
(Middle School Programming)				
(Alliance Location)				
(PISA move)				

Other Staff Projects for 2016-17 School Year

Projects	Description	Departments	Status Update	Timeline/Notes
Health and Safety Improvements	Lead in the water mitigation	Facilities, Risk, OSM	Lead in water, paint implementation plans and gap analysis headed to board on 2/6. Radon testing is ongoing.	Staff presented options for Health, Safety and Modernization Bond to Board of Education on January 24, 2017
	Lead paint testing and mitigation			
	Environmental health and safety department gap analysis			
	Radon testing and potential mitigation			
	EHS Assessment			
School Modernization Planning	Benson	OSM, Facilities, OTL, OSP	In progress	
	Lincoln			
	Madison			
	Kellogg			
ADA Transition Plan	Update Transition Plan	OSM, Facilities, Risk	In progress	
Labor Contracts	PAT: contract expired, in Interest Based Bargaining	HR & Bargaining Teams	In progress	Negotiations are progressing using Interest Based Bargaining. Anticipated new contract by the end of April.
	PAT Sub: contract expired, dates exchanged for negotiations		In progress	Negotiations are in progress for a new contract. Sessions are on-going through traditional bargaining.
	PFSP opens in January			Contract expires 06/30/17; awaiting demand for bargain.
	ATU opens in January			Contract expires June 2017; awaiting demand for bargain.
	SEIU opens in January		In progress	Union has requested a demand to bargain; using outside counsel for negotiations.
	DCU opens in January			Contract expires June 2017; awaiting demand to bargain.
Budget Process	Reviewing budgeting process including earlier staffing process	Finance, School Performance	Staffing on track to occur 3 weeks earlier than previous years. External hiring will occur 5 weeks earlier.	

Records Digitization	Implement digital records management using an enterprise document management system. Includes updated policies and record retention schedules; as well as electronic records management with scanning and workflow.	Pilot schools, Finance, IT, Records Management	In Progress, budget request needed	Pilot ongoing at 2 schools with 3rd being added. Analysis and planning underway for next phase.
Complaint Process Review	Review and make recommendations for improvement to complaint process	Superintendent	In progress	Complaint Review Team has submitted recommendations for changes to the Complaint Process. These include addition of a centralized data base and a coordinator position to streamline and improve complaint resolution.
Records Requests	Review and make recommendations for improvement to records request process	Superintendent/Communications/General Counsel	In progress	PPS Hired temporary employee in December 2016 to conduct research, evaluation, and update PPS public records process. In process of hiring new public records officer. PPS staff has processed the following number of requests: 161 - July 1, 2016 through January 27, 2017 216 - July 1, 2015 through June 30, 2016 51 July 1, 2014 through June 30, 2015
Title IX Coordination Project		Office of Legal Counsel	2017-18	Outline requirements of Title IX including more recent guidance from US Department of Education. Enhance and clarify existing processes in connection with Title IX issues, including recognition of potential issues, interim response, investigation processes/coordination, and long-term response for both individual complaints as well as complaints that raise systemic/programmatic issues. Hire Title IX Coordinator. Develop and deliver internal training in connection with Title IX.
Student/Family Project		Office of Legal Counsel	2017	Update and clarify expectations and processes for school staff, administrators, and families in the event of family changes. Communicate with Family Law Section of the Oregon State Bar and Multnomah County partners including Family Court personnel regarding need for clarity, so that school staff can focus on providing a safe and welcoming school environment for students, delivering instruction and related services, and minimize need for school staff to be called in to family legal disputes absent court ordered requirements.
Pre-Litigation Systems Project		Office of Legal Counsel	Ongoing	Update, enhance and maintain systems within the Office of Legal Counsel, in coordination with appropriate departments regarding pre-litigation management of potential claims including tort claim notices, litigation holds, complex litigation matters, state and federal agency complaints, and discovery processes
Review of Risk Assessment			Delay until 2017-18	

Increase Capacity by Hiring Key Staff		Human Resources, All Depts.	In progress	General Counsel vacancy: Acumen Search Firm met with Sean and Bob week of 01/18/17. Moving forward with PS contract to perform recruiting services. Once contract has been executed (EOBD 01/28/17) Acumen doing phone screenings with a number of applicants in the next week or two. Afterwards, they will take about two weeks to do full screening of candidates they will be moving forward. Once completed they will schedule time to present Bob and Sean the candidates to be referred to interviews. As November 2016 - 58 non-rep vacancies; as of Jan 2017 - 42 vacancies (filled 10 positions; 6 positions on hold).
Rebuild and Reorganize Management Structure			In progress	Aligning departments and staff roles and responsibilities with policy and education goals for student and school supports
Transportation Support			Planning, budget request needed	Closed year-long transportation system improvement project. Initiating new project to manage RFP to replace transportation management system.
Talent Acquisition Manager (TAM)/ PeopleSoft	Implementation of system	Human Resources, IT	Completed	With new timelines in place we were able to meet deadline for implementation of a new applicant tracking system. In addition to other newly added functions, TAM creates a user-friendly program for applicants to find and apply for vacant positions in the district. The system also allows managers to develop pre-select criteria for resume review.
Benefit Administration (BenAdmin)/ PeopleSoft	Implementation of system	Human Resources, IT	Completed	Rollout of new on-line benefits administration program for the first time, all district employees have the ability to enroll on-line in the benefit program of their choice.
Resolution 5363	Implementation of resolution around right of undocumented students and protocols for immigration and customs enforcement	OSP	In progress	Developed protocols and plan to communicate. Present to Board in March

Board Areas of Focus 2016-17

Priority	Description	November	December	January	February	March	April	May	June
2017 School Improvement Bond	Communicate need and garner support for May 2017 School Improvement Bond	Community Outreach			Referral	Campaign			
	Identify Campaign Leads (hire consultants, lead fundraising, etc.)								
Superintendent Search	Conduct nation-wide search to identify Superintendent for PPS	Community Feedback			Interviews	Announce	Onboarding		
Budget	Accelerate staffing process and alignment of budget process to priorities	Staffing Budget Prepared Budget Forecast Scenarios	Staffing to Schools	Staffing Begins	Supt Budget	Feedback	Adopt Budget	Approve On track to an earlier budget cycle	
Monitoring District Progress through the Interim Superintendent	Tracking progress on priorities and metrics								
Budget	Zero-Based (ZBB) for Select Departments	Select Departments and prepare ZBBs			Introduce ZBB methodology into DST and board decision-making processes				
Budget & School Staffing	Analyze alternative staffing models	Analyze current staffing levels and inventory alternative staffing models			Recommend changes as a part of Middle School Design Team				

Delay for 2017-18

Review of Risk Assessment

Boundaries for East Side Middle Schools

Tubman and Roseway Heights

Education Options Review

Comprehensive Review of Transportation

Comprehensive Review of Maintenance

PE Phase In (If allowed by State)

Dual Language Immersion- Comprehensive Review