

By



PORTLAND  
PUBLIC  
SCHOOLS

# THE FUTURE. NOW.

A Teaching  
& Learning  
Collective

## PATHWAY TO ACADEMIC EXCELLENCE

This learner's digest is an all-in-one repository that promises transparency and full access to the current PPS' educational programs, curriculums, syllabuses, methodologies, and more.

**This is for you, me, us. All.**

## **Portland Public Schools**

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Portland Public Schools Pathway to Academic Excellence is intended to be a one stop resource for our community, families, educators, etc.

**If you have questions, please contact [otl@pps.net](mailto:otl@pps.net).**

To learn more about all of our programs

[CLICK HERE](#)

## PPS Mission Statement

We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence. (July 2021)

## Forward Together

A Strategic Initiative of “Forward Together,” PPS’ Strategic Plan for Racial Equity, Inclusion, and Excellence.

Read about our journey  
of transformation as a  
school system.

[CLICK HERE](#)

## PPS Theory of Action

### If...

We braid Racial Equity and Social Justice strategies into our instructional core work with our students, teachers, and content, and build our organizational culture and capacity to create a strong foundation to support every student...

### Then...

We will reimagine Portland Public Schools to ensure every student, especially our Black and Native American students who experience the greatest barriers, realize the Vision of the Graduate Portrait.







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# GRADUATE PORTRAIT

## What Is the Graduate Portrait?

The Graduate Portrait is a clear and ambitious description of what the community wants its students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers. Our graduate portrait includes attributes needed to prepare students to understand, confront, and change a global social environment that includes racial injustice and systems that perpetuate oppression.

The Graduate Portrait inspires and emboldens educators and district staff to adopt innovations that are stimulated by signals about the future and to achieve results by meeting the needs of every student.

It enables leaders to align leadership, management, teaching and learning, and resources so that the learning system produces results that deliver on the promise of the Vision. The following nine Graduate Portrait elements are based on community inputs.

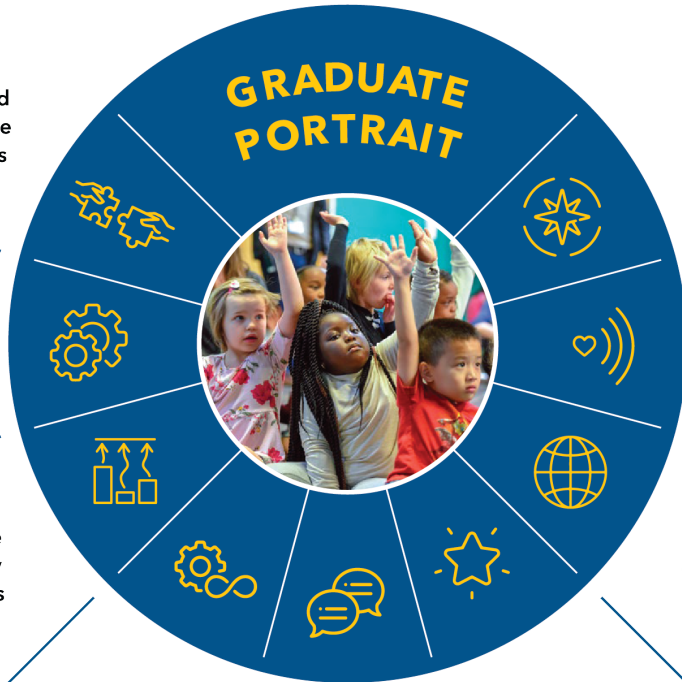




**Inclusive and Collaborative Problem Solvers**



**Optimistic, Future-Oriented Graduates**



**Inquisitive Critical Thinkers with Deep Core Knowledge**

**Reflective, Empathetic, and Empowering Graduates**

**Transformative Racial Equity Leaders**

**Influential and Informed Global Stewards**



**Resilient and Adaptable Lifelong Learners**

**Powerful and Effective Communicators**

**Positive, Confident, and Connected Sense of Self**







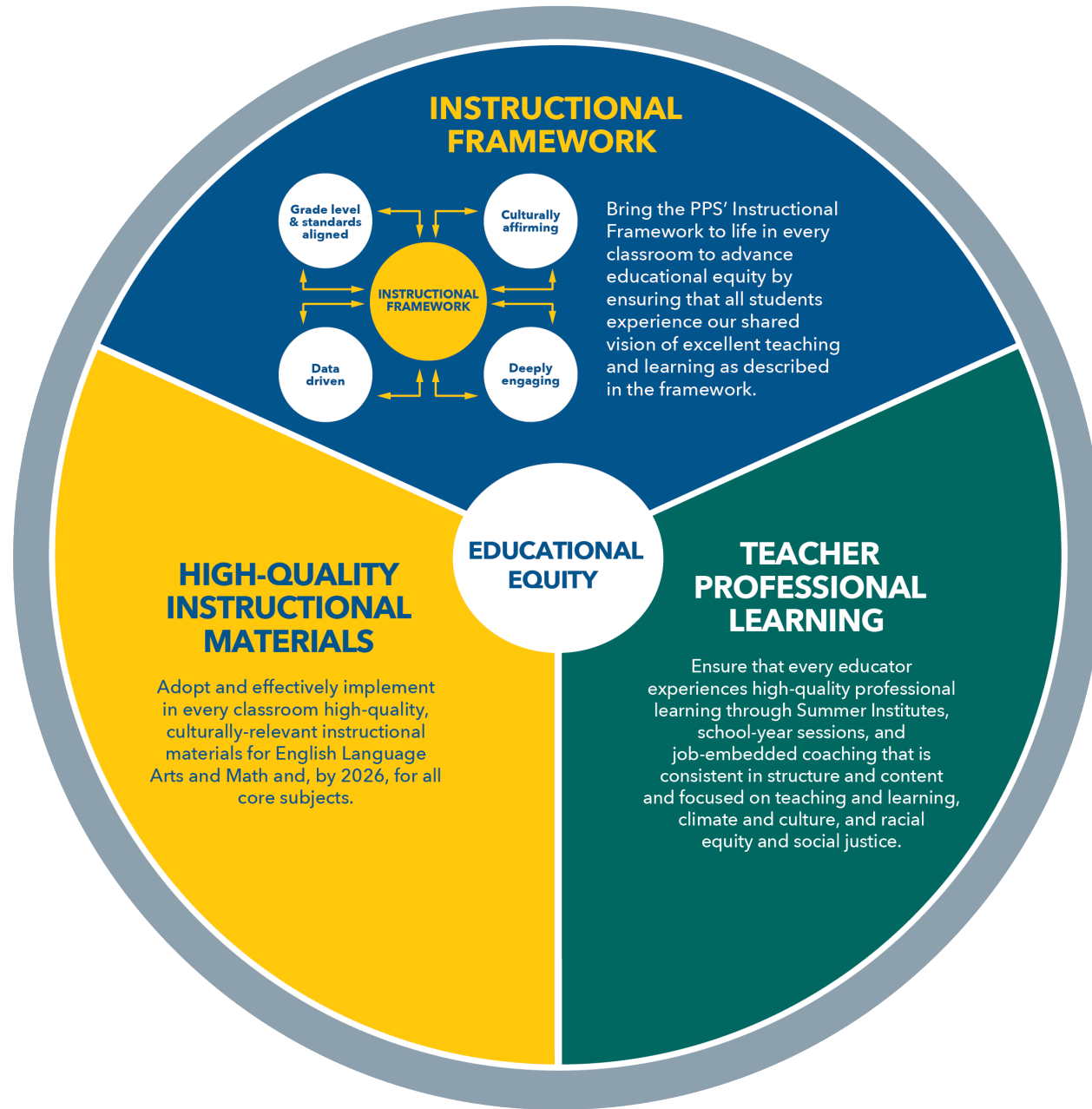
# ROADMAP TO EDUCATIONAL EQUITY

## For all PK-12 Students

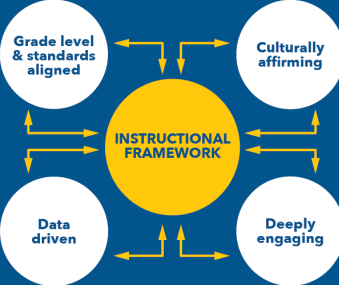
PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.

In partnership with teachers, school leaders, and staff from across the district, we're taking several important steps to make this vision a reality for all students: calibrating around a new instructional framework that articulates a shared vision of highly effective teaching and learning, adopting new curricula to support that instruction, and offering improved professional learning experiences for teachers aligned to both.





## INSTRUCTIONAL FRAMEWORK



Bring the PPS' Instructional Framework to life in every classroom to advance educational equity by ensuring that all students experience our shared vision of excellent teaching and learning as described in the framework.

## EDUCATIONAL EQUITY

### HIGH-QUALITY INSTRUCTIONAL MATERIALS

Adopt and effectively implement in every classroom high-quality, culturally-relevant instructional materials for English Language Arts and Math and, by 2026, for all core subjects.

### TEACHER PROFESSIONAL LEARNING

Ensure that every educator experiences high-quality professional learning through Summer Institutes, school-year sessions, and job-embedded coaching that is consistent in structure and content and focused on teaching and learning, climate and culture, and racial equity and social justice.



**K-12  
CORE  
ACADEMICS  
OVERVIEW**



# CORE ACADEMICS

To learn more on  
our **Grades K-5  
Core Academics**

[CLICK HERE](#)



## K-5



### Vision/Mission

We believe that early childhood and elementary learning experiences are foundational for all other learning experiences and outcomes in our PK-12 school system. In elementary school, all students belong and deserve access to high-quality, culturally-empowering, and joyful grade-level learning opportunities. Elementary learning experiences across all content areas support the development of foundational skills, critical thinking and speaking skills, and problem-solving or practical applications. Elementary learning occurs in community--thus, social-emotional learning and academic learning are integrated throughout the day across all content areas.

### Program

Every day, every elementary students engages in reading, writing, speaking, listening, and problem-solving across the following content areas: Language Arts (reading/writing/speaking/listening) and mathematics. Science, Social Studies, Health, art, physical education, and library are taught on a rotation basis. Every day, explicit time is also dedicated to community-building/social-emotional learning.

# CORE ACADEMICS

To learn more about  
**Middle Grades  
Redesign**

[CLICK HERE](#)

To learn more  
on our **Grades 6-8  
Community Curriculum**

[CLICK HERE](#)



## 6-8



Middle Grades Core Academics will support PPS' Instructional Priorities by providing educators with high quality instructional materials and professional learning that will enable all students to thrive academically utilizing the Instructional Framework and the Developmental Continuum.

### **Vision**

All middle grades students will thrive academically in all core disciplines through high quality teaching and learning.

### **Purpose Statements:**

- Middle Grades Core Academic Programs in PPS are in support of the broad and complex needs of the adolescent learner.
- All adolescent learner needs must be thoroughly developed and supported in direct connection to academically thriving students.
- Together we can support thriving academic environments with students centered.



# CORE ACADEMICS

To learn more about  
our **High School  
Success**

To learn more on  
our **Grades 9-12  
Course Catalog**

[CLICK HERE](#)

[CLICK HERE](#)



## 9-12



### About Us

The 9-12 Core Academics Program serves to promote the empowerment of professional educators through partnership in continuous learning and the development and refinement of instructional practices, curriculum, and assessment to support every student in attaining the promise of the PPS Graduate Portrait. **We strive to approach all of our work, decisions, and resourcing with a culturally relevant and sustaining lens.** Our aim is to cultivate the attribute of being an influential and informed global steward in which students are prepared to live and work in a global environment.

### Our commitment

Advance the academic achievement of all students in Portland Public Schools.

### Our charge

Ensure that each student graduates from high school prepared for college and careers and equipped with the core content knowledge and skills necessary to thrive in the 21st century.



# K-12 ENGLISH LANGUAGE ARTS



# K-5

## Kindergarten-2nd Grade:

- Heggerty (phonemic awareness)
- Foundations (phonics, spelling, and handwriting)
- GEODES (application of foundational skills in text)
- Wit & Wisdom (reading comprehension & writing)

## 3rd Grade:

- Foundations (phonics, spelling, and handwriting)
- Wit & Wisdom (reading comprehension & writing)

## 4th-5th Grade:

- Wit & Wisdom (reading comprehension & writing)

\*\*In Spanish DLI classrooms, these skills are taught using the Benchmark Advanced & Adelante curricular resources.

In alignment with the Science of Reading research, we use a structured literacy approach to the development of reading and writing skills over the course of students' K-5 learning experiences.



To learn more about  
**Heggerty**

[CLICK HERE](#)

To learn more about  
**Foundations**

[CLICK HERE](#)

To learn more about  
**GEODES**

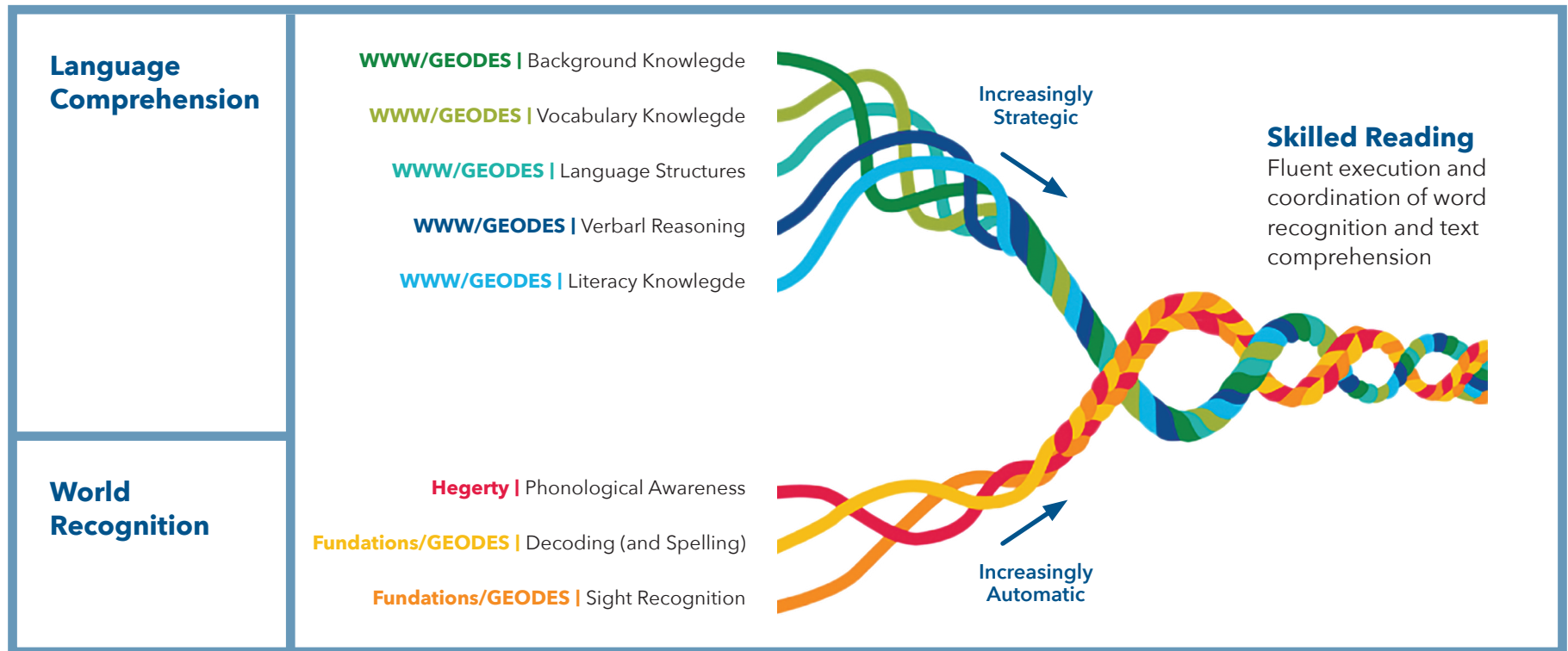
[CLICK HERE](#)

To learn more about  
**Wit & Wisdom**

[CLICK HERE](#)

# K-5

This graphic demonstrates how these skills develop over time and which curricular resources we have in place to support each stage of development.



Supplemental Online Applications that students can use at school and at home: Learning A-Z, Learning Ally, CommonLit and Seesaw that can be accessed thru My.PPS.

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) Handbook of Early Literacy. NY: Guilford Press.



## K-5

### K-5 Digital Resources for Families

These resources are connected directly to classroom instruction for ELA. Families access these programs via student's My.PPS (Classlink).

**K-3 Learning A-Z** is a parent-oriented educational platform offering a variety of resources to improve children's learning in reading, writing, and comprehension. It provides leveled reading materials and interactive worksheets. PPS uses this resource to focus on specific foundational skills a student is working on.

**3-12 CommonLit** is a platform for parents that offers a wide range of free reading and language arts resources for students in grades 3-12. It provides a collection of high-quality fiction and non-fiction texts, along with accompanying assessments and guided reading questions to improve comprehension and critical thinking skills. Parents can use CommonLit to support their child's reading progress and monitor their development in various literary areas. PPS uses this resource to add various levels of texts to the topics that are being studied in the classroom.

**K-5 Learning Ally** is a valuable platform for parents that focuses on helping students with reading difficulties or visual impairments. It provides a vast library of audiobooks and other accessible learning materials. Parents can use Learning Ally to assist their child's reading journey, enhancing their literacy skills and fostering a love for learning through audio-based resources. PPS uses this

resource to provide the scaffold of audio books for students who need this support for Wit & Wisdom core texts and various other texts that align to the topics that are being learned in the classroom.

**SeeSaw** is a platform enables parents to stay involved in their child's education by providing a secure digital portfolio of their academic work. Parents can view and interact with their child's assignments, projects, and progress, fostering better communication and engagement in the learning process. PPS also uses this resource to provide specific lessons aligned to core curriculum that students can do during What I Need (WIN) block of instruction.

## 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.

Learn more by  
watching this video

[CLICK HERE](#)



K-12  
**MATH**



# K-5

Our core curriculum for K-5 mathematics is i-Ready Classroom Mathematics.

The **i-Ready Classroom Mathematics program** is structured by units, lessons, and sessions. There are five to six units at each grade level. Each unit is broken into lessons which span multiple days. Each lesson is divided into 3 - 5 daily sessions. This structure provides students with the time necessary to dig deeper into concepts, strengthening their understanding and helping them become independent learners. **Each session also follows the Try-Discuss-Connect routine.** This is a predictable routine that provides students an opportunity to make sense of problems, share ideas and discuss thinking with their peers, and compare different mathematical representations and approaches.

In addition to the daily classroom Try-Discuss-Connect routine, students may also be working on an individualized learning plan called My Path. My Path is a digital program that is created based on a student's Diagnostic assessment. Teachers may also assign digital lessons in alignment with their students' needs. Students may spend 30-50 minutes a week working on My Path.



## TRY IT



- Make sense of the problem.
- Solve and support your thinking.

## DISCUSS IT



- Share your thinking with a partner and the whole class.
- Compare class strategies.

## CONNECT IT



- Make connections between strategies.
- Apply your thinking to new problems.

To learn more at the  
**i-Ready Family Central**

[CLICK HERE](#)

# 6-8

## 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**.

**MidSchoolMath** is a comprehensive and robust curriculum that emphasizes building conceptual understanding as a foundation for different learners to access middle grades mathematics. It does this by introducing every lesson in context, helping students relate real situations to the mathematical skills needed to find solutions to those situations. The curriculum focuses deeply on the standards - each lesson cycle covers a single standard, spanning an entire week. This allows time for instruction to dive deeply into each standard through a progression of learning each week.

To learn more about  
**MidSchool Math**

[CLICK HERE](#)

# 9-12

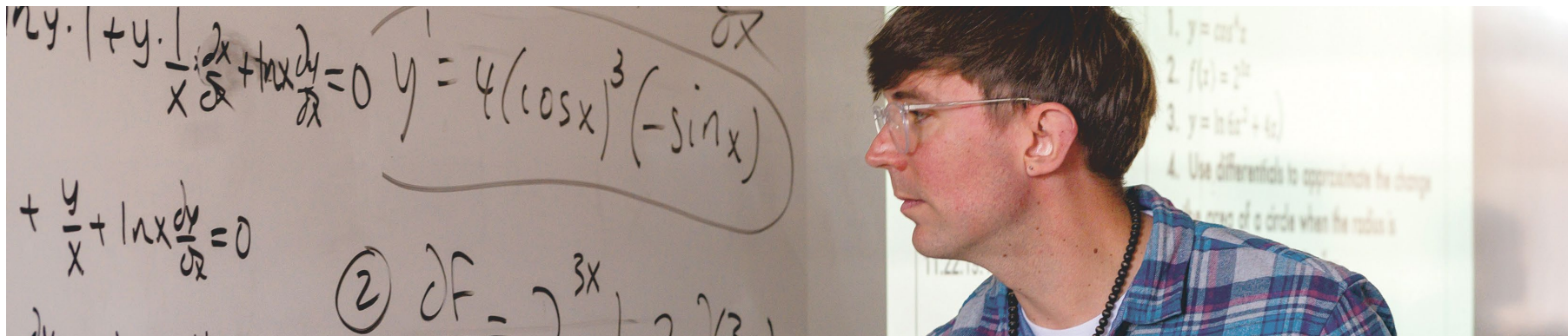
## Illustrative Mathematics

2022-23 was our first year of the **Illustrative Mathematics** curriculum adoption for core mathematics courses., such as Algebra and Geometry.

The **Illustrative Mathematics** curriculum is nationally recognized as promoting deep understanding of mathematical concepts, procedural fluency, and real-world application. Students are engaged in meaningful problem solving and are prepared for rigorous learning beyond the foundational courses in Algebra and Geometry. High School students are able to expand their mathematical skills and interests through electives such as Data Science, Statistics, Pre-Calculus, Calculus, and more.

To learn more about  
**Illustrative Mathematics**

[CLICK HERE](#)











# K-12 SCIENCE



## K-5

Science units aligned with national and state standards are taught across the year in rotation with Social Studies and Health units.

We are currently in the process of field testing new Science materials in anticipation of a new Science curriculum adoption in an upcoming school year.



## 6-8

2023-24 is the 3rd year of implementation of Science Education for Public Education Program (SEPUP), 3rd edition, a part of UC Berkeley's Lawrence Hall of Science. SEPUP is an issues-oriented science curriculum that incorporates real societal issues as the foundation for student investigations and observations. These issues become the anchoring phenomenon used to engage students in hands-on tasks, in alignment with the 3-dimensional learning of Next Generation Science Standards (NGSS):

- Disciplinary Core Ideas (DCIs)
- Science and Engineering Practices (SEPs)
- Cross-Cutting Concepts (CCCs)



## 9-12

Below are the courses offered for 9-12 Science:

- Physics
- Chemistry
- Biology
- AP/IB Science Courses

PPS is also committed to incorporating learning for students about Climate Change and Climate Justice.

In addition, PPS is engaged with the Portland Metro Science, Technology, Engineering and Math (STEM) Partnership.

All High School science courses are in alignment with the Next Generation Science Standards and Oregon State Standards.





# K-12 SOCIAL SCIENCE



# K-5

Our graduate portrait includes attributes needed to prepare students to understand, confront, and change a global social environment that includes racial injustice and systems that perpetuate oppression. **One of those attributes is being an Influential and Informed Global Steward.** Students are prepared to live and work in a global environment, through strong multilingual and multicultural learning opportunities and experiences that begin in early education/prekindergarten. They understand world history from multiple perspectives. They are fluent in more than one language, and they value cultural and linguistic diversity. As global change agents, they are responsible stewards of the environment and knowledgeable about climate justice issues.

Social Studies units aligned with state standards are taught across the year in rotation with Science and Health units. We are currently in the process of field testing new Social Studies materials in anticipation of a new Social Studies curriculum adoption for the 2024-25 school year.

The state of Oregon has legislated **Inclusive Education** including:

- Tribal History
- Shared History
- Holocaust and Other Genocides
- Ethnic Studies

## Tribal History/ Shared History

Curriculum requires instruction in the Tribal approved Essential Understandings across five content areas. Lessons are available in grades 4 from ODE. Additional resources are available from local tribes.

## Holocaust and Other Genocides

identifies learning concepts related to Holocaust and other genocides education. Resources and training are available through local and national organizations and ODE.

## Ethnic studies

standards are integrated with social science standards. The 2021 social science standards are available for implementation now and are required in 2026-2027.



## 6-8

### PPS' Social Science curriculum in Grades 6-8 is TCI: History Alive!

We have a "bridge" adoption beginning Fall 2023 with a refresh of our current adopted materials to the most recent versions of the **TCI: History Alive!**, with digital access for both teachers and students.

Learn more about  
**TCI: History Alive!**

[CLICK HERE](#)

Additionally, **we are adding Black History 365** for use as supplemental and complementary materials for middle grades, primarily 7th & 8th.



## 9-12

Core Classes offered for Social Sciences in grades 9-12

- Modern World / Global History
- U.S. History
- Government
- Economics

Lessons incorporate all State Standards and learning about **Tribal History/Shared History, Holocaust and Other Genocide, and Ethnic Studies.**



### Modern World / Global History

Utilizing unit and lesson plans embedded in ATLAS and incorporates **TCI - History Alive! World Connections.**

Includes learning and resources related to the Holocaust and Other Genocides.

Also utilizes learning and resources through the DBQ Project using Scaffolded Document Based Questions.



# 9-12



## United States History

Utilizing unit and lesson plans embedded in ATLAS and incorporates **TCI - History Alive! Pursuing American Ideals.**

Includes learning and resources related to Tribal History/Shared History.

Also utilizes learning and resources through the DBQ Project using Scaffolded Document Based Questions.



## Government

Utilizing unit and lesson plans embedded in ATLAS and incorporates **TCI - Government Alive: Power, Politics, and You.**

Includes learning and resources related to Current Events, with readings, lesson plans, and activities through the Classroom Law Project and CHOICES from Brown University.



## Senate Bill 13: Tribal History / Shared History

Indigenous nations have existed in the land we now know as Oregon since Time Immemorial. Time Immemorial means “prior to human memory.” Therefore, there has never been a time in which Native nations were not present on this land. **Tribal History/Shared History is a priority for PPS to incorporate within our lesson planning.**

Learn more about  
**Tribal History/  
Shared History**

**CLICK HERE**





# MULTI-TIERED SYSTEM OF SUPPORT (MTSS)

## MTSS Mission

The MTSS department supports schools in the development of sustainable academic and behavioral tiered systems of support through relationship building, focused training, and strategic coaching, in order to ensure schools have the systems needed to guarantee equitable outcomes for all students.

### What is MTSS?

**Multi-Tiered System of Support (MTSS)** is a framework focused on prevention and problem solving for all students using decision making based on data. MTSS uses evidence-based instruction, intervention and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and enable every student to successfully reach their full

**Social and emotional learning (SEL)** is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. Transformative Social and Emotional Learning (TSEL) is a form of SEL implementation where young people and adults build strong, respectful, and lasting relationships to engage in co-learning. It facilitates critical examination of individual and contextual factors that contribute to inequities and collaborative solutions that lead to personal, community, and societal well-being.

To learn more about  
**SEL resources**

**CLICK HERE**

## Restorative Justice

**Restorative Justice** is a philosophy grounded in the belief that positive, healthy relationships help us thrive. When we do things that impact others and create harm to those relationships, it is our individual and collective responsibility to make things right.

**Restorative Practices** are the skills and processes that help us build, maintain, and repair relationships to form healthy, supportive & inclusive communities.







# SPECIAL EDUCATION

**Systems and Structures for Inclusive Practices**

**Our Mission:**

The Special Education Department is committed to providing instructional services in inclusive environments that will prepare students that receive special education services for life and careers.

PPS is in the process of a program improvement plan for Special Education, which includes the following goals:

### **Goal #1: Establish Systems and Structures for Inclusions**

Our system-wide capacity for inclusion of students is supported by the consideration of special education needs in planning for professional development, curriculum adoption, budget, Multi-Tiered Systems of Support (MTSS), Career and Technical Education (CTE), and staffing. This ensures that every student can attain the Graduate Portrait, and every educator can develop their capacity to be inclusive and responsive to all diverse learners, as reflected in the Educator Essentials.



### **Goal #2: Promote an Inclusive Mindset**

We understand and implement inclusionary practices for students with disabilities, including full implementation of MTSS, Universal Design for Learning (UDL), comprehensive professional development, and tiered academic supports, aligned to the Graduate Portrait and Educator Essentials.

### **Goal #3: Build the Advocacy Power of Students and Families of Students with Disabilities**

We work with families and students to identify information needs and expand resources about all aspects of the special education process, including evaluation, eligibility, and Individual Education Plan (IEP) processes. We empower students to lead their own IEPs. Educators have the training and support to be fully inclusive of all families and students and help create connections between special education supports and the Graduate Portrait.

### **Goal #4: Reimagine Relationships and a Sense of Belonging**

Focus on inclusionary practices for students with disabilities. Our “design principles for belonging,” based on collaborative work with students, student groups, families and communities, and external research, build capacity throughout the system to reimagine relationships, foster community and belonging, and reimagine discipline. The design process identifies needed resources and creates the conditions for greater physical and emotional safety for students and educators.





# STUDENT SUCCESS AND HEALTH

## About Student Success & Health

The **Student Success & Health Department** works collaboratively with schools, families, students and community partners to support academic success and social emotional well-being for every child, by providing student interventions and supports, staff development, resources and technical assistance.

### Mission

Student Success supports the mission of Portland Public Schools: Every student by name prepared for college, career and participation as an active community member, regardless of race, income or zip code.

### Student Support Provider Programs

- Comprehensive School Counseling Program
- Comprehensive School Psychology Program
- Comprehensive School Social Work Program
- School Health Services - MESD Nurses and School Health Assistants

### Student Success and Health Programs

The Student Success and Health Department support district schools and programs in promoting the health and wellness of all students.

- **504 Plans** - Section 504 of the Rehabilitation Act of 1973 is a national law that protects qualified individuals from discrimination based on their disability
- **Behavioral Safety Assessment** - Violence prevention processes and protocols (Formerly Threat Assessment)
- **Crisis Recovery/Grief and Loss** - Guidance after an event of impact including but not limited to death or discriminatory incident.
- **DHS** - System navigation support and guidance.
- **Health Service Resources** - Information including, physical health protocols, health clinics, insurance and more.
- **LGBTQ2SIA+ Supports** - Policies, procedures, and resources that protect the rights of gender diverse and transgender students.
- **Mental Health & Wellness** - Supports, services, and mental health system navigation.
- **Safety & Support Planning Resources** - Plan templates and resources to meet student needs and support safety.
- **Student Success Center (SSC)** - Referral and program information
- **Substance Use Services** - Prevention and Intervention Supports Available to all students and families PPS-wide.
- **Suicide Prevention & Intervention** - Self-harm prevention processes and protocols.
- **Supporting Students of Color** - Uplifting the wellness of students of Color at all systems levels through advocacy and resources.
- **Title IX & SIRC** - Sexual misconduct, assault & dating violence.
- **REAHL** - Recovery, Education & Action for Healthy Living.



# MULTI- LINGUAL LEARNERS



## Program/Content Area: K-12 English Language Development (ELD)



### Vision and Description

We believe in inclusive instructional approaches and collaborative teaching in serving Emergent Bilingual/Multilingual learners so that students have greater opportunities throughout their instructional day which ultimately promotes academic language and literacy development.



### Population Served

ELD services are provided for 4,125 students or 9% of the PPS student body.



### Locations Served

English Language Development services are provided to K-12 students who are flagged to be screened to determine whether they should be screened based on the Oregon Language Use Survey. Students are screened on English language proficiency in reading, writing, speaking, and listening. If they qualify for services, they are provided language development services at all PPS sites where multilingual learners attend.



### Goals

- Provide educators with guidance, professional development, and instructional resources needed to support students' development of English language proficiency.
- Support classroom teachers and other educators in scaffolding instruction to ensure students have access to culturally responsive, grade level standards aligned instruction.



### Key Instructional Resources

Wit & Wisdom (K-5), Benchmark Advance (K-5/SDLI), HMH (6-12), Vista Higher Learning- Get Ready! (1-12), Benchmark Hello (2-5), Benchmark Advancing Language Learning(1-5/SDLI).

## Multilingual Learners and the PPS/Dual Language Immersion (DLI) Program

The goals of the Dual Language Program in Portland Public Schools are to ensure bilingualism and biliteracy, grade-level academic achievement, and social-cultural competency for every student we serve, particularly for our students of color and Emergent Bilinguals.

Dual Language programs prioritize closing the opportunity gap for historically underserved students.

To this end, DL provides multiple pathways and entry points for students to become bilingual and biliterate with a variety of programs offered to support the diversity of levels of proficiency in the partner languages. Students who participate in these programs and reach a high level of academic language proficiency qualify for the Seal of Biliteracy awarded by the State of Oregon.



Dual language immersion



Native language literacy



World language

PPS offers Dual Language Immersion (DLI) programs in five languages:

- Chinese
- Japanese
- Russian
- Spanish
- Vietnamese

Learn more about the **locations of our DLI Programs**

[CLICK HERE](#)





## Multilingual Learners- DLI

AB.

### 90:10 Model Spanish and Russian

Dual Language Immersion is an educational program that teaches all core subjects in two languages using district-adopted curriculum. When teaching in the partner language, only that language is used. Teaching is done in a comprehensible way so that students with limited proficiency in a language are able to understand the teacher through gestures, body language, and effective strategies while students gain proficiency in the language. The amount of time spent in each language (English and the partner language) depends on the grade level, language and specific program.

#### In a 90:10 model,

**Kindergarteners** spend 90% of the day learning in the partner language and 10% of the day learning in English. By **4th grade**, students spend half the day in the partner language and half the day in English.

In **middle schools**, students continue their studies with Social Studies and Partner Language Art taught in the partner language. The percentage of partner language instruction decreases to 20% in **high school** with students taking one DLI elective course.

The Russian and Spanish programs follow the 90:10 model in Portland Public Schools.

50:50

### 50:50 Model Chinese, Japanese, Vietnamese

Dual Language Immersion is an educational program that teaches all core subjects in two languages using district-adopted curriculum. When teaching in the partner language, only that language is used. Teaching is done in a comprehensible way so that students with limited proficiency in a language are able to understand the teacher through gestures, body language, and effective strategies while students gain proficiency in the language. The amount of time spent in each language (English and the partner language) depends on the grade level, language and specific program.

#### In a 50:50 model,

The daily instruction at **K-5** level is split into half day in English and half day in the partner language.

In **middle schools**, students continue their studies with Social Studies and Partner Language Art taught in the partner language. The percentage of partner language instruction decreases to 20% in **high school** with students taking one DLI elective course.

The Chinese, Japanese and Vietnamese programs follow the 50:50 model in Portland Public Schools.



# EARLY LEARNERS/ PRE-K

## Vision and Description

The PPS Early Learners Department is responsible for:

- Supporting the district with the development and alignment of our Pre-K to 3rd grade (P-3) programs;
- Overseeing and supporting PPS Pre-Kindergarten and Head Start programs;
- Supporting families, students, and educators into and through the transition to Kindergarten; and
- Supporting the ongoing development of high-quality Kindergarten programming.



## In all of our work, we are driven by our **Early Learners Thrive...**

- In connected and supportive communities of family, friends, and educators.
- When social-emotional teaching and learning are explicitly and authentically integrated and modeled throughout the day--fostering self- and community-care and positive relationship-building.
- When provided meaningful learning experiences that promote development in reading, writing, speaking, listening, story-telling, problem-solving, well-being, reflection - all in the context of real-life applications.
- In learning environments in which their linguistic, cultural, racial, and self-identities are seen, heard, and affirmed--and in which they are engaged in authentic experiences with a wide range of languages, cultures, races, and identities.
- When educators demonstrate cultural humility and partner with families to understand the home assets, values, cultures, and experiences that shape their children's approaches to learning.
- When educators understand and embrace neuro diverse learning systems and disability, see each child's best self, honor each learner where they are, collaborate to support development, and provide multiple access points to allow all students to engage in meaningful learning.



### **Pre-K/Head Start (population served)**

We support 51 free, full day Pre-K/Head Start classrooms at 15 different PPS sites. These classrooms support 3 and 4 year old students and their families. Culturally and linguistically-specific classrooms are offered for native Spanish speaking families and families who identify as Native American.



### **Pre-K/Head Start (locations)**

PPS Pre-K/Head Start classrooms are available at the following locations: Applegate, Boise-Eliot Humboldt, Clarendon Early Learning Center, Creston Annex, Faubion, Grout, Jason Lee, Kelly Center, Lent, Dr. Martin Luther King Jr., Marysville, Rosa Parks, Sacajawea, Sitton, and Whitman.



### **Pre-K/Head Start (program)**

With the exception of our Native Montessori classroom at Faubion, all of our Pre-K/Head Start classrooms are grounded in a play-based curriculum called Tools of the Mind. All classrooms include time for early literacy and mathematics development, structured and free play, time to rest, and explicit social-emotional development. Our wrap-around programs support students and families with nutrition and health support, family engagement and resources, and inclusion and mental health support.



### **Kindergarten Transition Supports**

We also support all PPS students and families in their transition into and through Kindergarten with our Connect to Kindergarten sequence (including Connect to Kindergarten school websites, Connect to Kindergarten school events, our Early Kindergarten Transition summer program, and our Ramp Up to Kindergarten fall activities).



# MIDDLE GRADES REDESIGN



## Mission

In service to students, **Portland Public Schools' middle grades mission is to engage, elevate, and empower all of our students**, particularly those with the highest needs through relevant and diverse learning experiences connecting to and affirming their lives and humanity.

## Vision

To close persistent achievement and opportunity gaps. **Portland Public Schools will ensure all middle grades educators are provided the opportunity to collaborate within teaming structures.** We will enable students to actively demonstrate ownership of their learning and to access engaging, high quality instruction meaningful to their everyday lives, and prioritize fostering healthy interpersonal relationships and social emotional learning.

To learn more about  
**Middle Grades Redesign**

[CLICK HERE](#)







# **LEARNING ACCELERATION**



## Targeted Core

Specialized instructional staff provide push in support, co-teaching, and scaffolds for Black and Native identifying students in 3rd, 5th, and 8th grade in reading and math, and for high school students enrolled in AP classes.

**16 Learning Acceleration Instructional Specialists (LAIS)** in 17 schools supporting:

- 3rd Grade Reading
- 5th Grade Math
- 8th Grade Reading and Math
- HS Postsecondary Readiness & Advanced Coursework

**Support students** to access core instruction, focusing on a caseload of students who identify as Black and/or Native

**Create, implement, and share** scaffolds aligned with adopted curriculum and data analysis



## High Dosage Tutoring

**Highly focused, frequent, and targeted tutoring for students** led by licensed teachers currently providing foundational reading skills instruction for students in grades 3-5 and algebra support for 9th grade students.



## Launch Winter '23

- 130 Licensed Staff Tutors
- 23 Schools selected based on Fall MAP data
- Students selected based on Fall MAP data, fluency screeners, & teacher recommendation

## Content Focus



**Elementary**  
Foundational  
Skills for 3rd - 5th  
Grade Students



**Middle School**  
Multisyllabic  
Routines and  
Fluency



**High School**  
Algebra Support

## Model

- Small, fixed groups of 1-3 students/tutor
- 3 sessions per week
- 8 week cycles
- Defined curriculum
- Data tracking by student ID
- Progress Monitoring
- Pre/post assessments



## Summer Acceleration Academy

Four week supplemental academic summer program for rising 1st-8th grade students addressing unfinished grade level instruction in reading and math, as well as hands-on STEAM learning and knowledge building.

### Mission

PPS Summer Acceleration Academy (SAA) will provide students with a successful onramp to the school year by engaging them in joyful learning opportunities that leverage their interests and strengths to address unfinished grade level learning, prioritizing students who identify as members of persistently underserved racial and ethnic groups in service of disrupting the predictability of outcomes based on race.

### Prioritized Students

- Students performing below benchmark in Literacy and/or Math.
- Students who identify as members of persistently underserved groups.



### By the Numbers 2023



2500-3000  
Students



4 weeks of  
instruction



5 days of  
Professional  
Learning



18 Hub  
Sites

### 2023 Updates

- Invited to participate in the National DSLN Network
- Completed empathy interviews during family conferences to inform plans
- Reimagined our Middle School offering through workgroup and quantitative and qualitative data
- Expanded schedule in partnership with RESJ in response to family needs



# COLLEGE AND CAREER READINESS

College & Career Readiness works to ensure that every student in Portland Public Schools is a successful global citizen.



## Our commitment

Advance the achievement of all students in Portland Public Schools.

## Our charge

Ensure that each student graduates from high school prepared for college and careers and equipped with the knowledge, skills and dispositions necessary to thrive in the 21st century.

## Our plan

The College and Career Readiness (CCR) Master Plan is our district's plan for delivering on our promise to students and families that when students graduate they will have the strong foundation of content and technical skills, as well as the critical thinking, communication, and problem-solving skills and experience they need to thrive in this rapidly changing world.





## College & Career Readiness Pathways



Did you know that in high school you will have the opportunity to be in a career-related pathway? Based on your interests, you will be enrolled in classes related to a particular sector, like health, design, computer science, engineering, etc. The school district understands how important it is for our students to be prepared for college and career, and we think that focusing your class work on real world skills and projects is a key part of your education.

## High School Success Plan



**Our plan:** 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 racially historically underserved students.

To learn more about our **High School Success Plan**

[CLICK HERE](#)

## Career & Technical Education (CTE)



Receive real-world, industry-relevant, hands-on learning experiences, both in the classroom and in the community.

## Advanced Placement (AP)



Pursue college-level studies while still in high school. Gain the confidence and skills to succeed in college along with the possibility of earning college credit.

## International Baccalaureate (IB)



Develop inquiry based knowledge to create a better and more peaceful world through intercultural understanding and respect.





## Advancement Via Individual Determination (AVID)



AVID provides scaffolded support that educators and students need to encourage college and career readiness and success.

## Explore Opportunities



Explore your interests and research the variety of opportunities available to you after high school.

## Plan & Get Ready



Plan for success in high school. Connect with your school resources and get ready for post high school.

## Dual Credit



Enroll in college level courses at your high school with the potential to earn both high school and college credit.





# CAREER AND TECHNICAL EDUCATION (CTE)



## What is Career and Technical Education

Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge and training necessary to succeed in future careers and to become lifelong learners. **In total, about 12 million high school and college students are enrolled in CTE across the nation.** CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. In fact, the high school graduation rate for CTE concentrators is about 96 percent - 15 percentage points higher than the national average.

PPS currently has **78 state approved secondary programs** spread across 12 campuses representing the six career clusters:



Agriculture,  
Food, and Natural  
Resources Systems



Arts,  
Information and  
Communications



Business and  
Management



Health  
Sciences



Human  
Resources



Industrial and  
Engineering Systems



## Licensure

**Career and Technical Education (CTE)** is content, programs, and instructional strategies based on business and industry skill sets and needs. Instruction incorporates standards-based academic content, technical skills, and workplace behaviors necessary for success in careers of the 21st century. CTE incorporates applied learning that contributes to the individual's development of higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship.

### Different Ways to Endorse

#### Applying directly from Business and Industry

Applicants from Business and Industry who are eligible for CTE licensure apply for the Restricted CTE License in the career area for which they are qualified to teach. The Restricted CTE Teaching License qualifies its holder to teach in an ODE-approved Career and Technical Education Program of Study in an Oregon school district, education service district, or charter school assignment. The Restricted CTE Teaching License is issued to qualified individuals who have at least an associate degree or equivalent, and relevant and documented industry work experience, but have not completed a teacher preparation program.

#### Adding a CTE endorsement to a current Oregon teaching license

Applicants holding a current Oregon teaching license may apply for a CTE Endorsement in the career area for which they are qualified to teach. Only Commission-adopted CTE endorsements may be added to teaching licenses. To add an endorsement to an existing teaching license, the

applicant must complete the ODE-approved CTE application process, which may include completion of a CTE Professional Development Plan. ODE may require the licensed teacher to complete additional work experience or education through the CTE Professional Development Plan and the License for Conditional Assignment (LCA) process.

#### Applying with a CTE license from another state

Applicants holding a non-CTE (regular) teaching license OR a CTE teaching license with CTE endorsement(s) from another state must complete the ODE Reciprocal CTE application process. Upon completion of the ODE CTE application process, the applicant may be eligible for the Restricted CTE, Preliminary CTE, or Professional CTE license, depending on the individual qualifications.





## What are Industry-Recognized Credentials?

- **Industry-recognized credentials (IRCs)** allow students to demonstrate the knowledge and skills required to succeed in a specific occupation or industry. ([CredentialsMatter.org](https://www.credentialsmatter.org))
- IRCs are curated by industry organizations to reflect standards that support success in given career areas.



Microsoft



National Institute for  
AUTOMOTIVE  
SERVICE  
EXCELLENCE



Federal Aviation  
Administration

- Reflect mastery of content over the arc of the POS
- Provide opportunities for learners to demonstrate mastery of knowledge and skills based on industry standards
- Exist as a The Role of Statewide Programs of Study (POS) Frameworks
- Bring Knowledge and Skills into alignment for all programs across the state
- Employability Skills
- Cluster-level Skills
- Serve industry and local/regional needs
- Needs Assessment
- Guidance from Business/Labor/Industry/Trades
- Postsecondary partners
- Important transition tool into career
- Deliver value as an on-ramp to post-secondary education and training





# AP AND IB PROGRAMS



## Advanced Placement (AP)

### What is the Advanced Placement (AP) Program?

AP courses are college-level courses that are offered during high school. These courses were created by university professors to reflect what is being taught in first-year college classes. This is a great opportunity to possibly earn college credit by passing the AP test.

To see the AP Credit Policies at Oregon State University, Portland State University, Portland Community College and University of Oregon.

[CLICK HERE](#)



### Who can take AP classes?

AP classes are for students in grades 9 - 12. They are NOT only for students with the best grades. ANYONE who is confident, motivated and ready can enroll in AP classes.

### What are the AP exams?

The Advanced Placement examinations allow high school students to demonstrate mastery of college-level course material and to even potentially earn college credit with qualifying exam scores. AP tests measure students' mastery of knowledge and skills from AP courses such as:

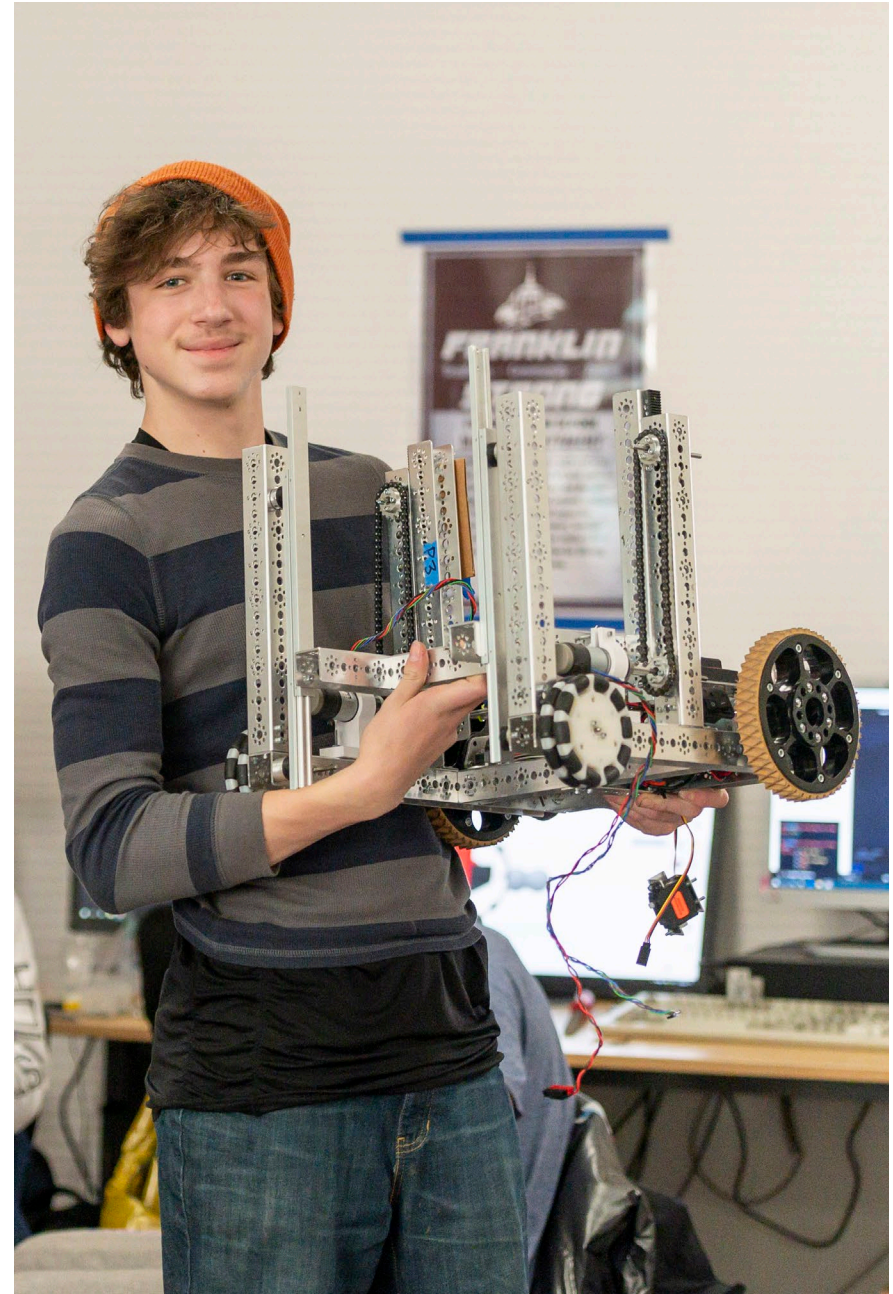
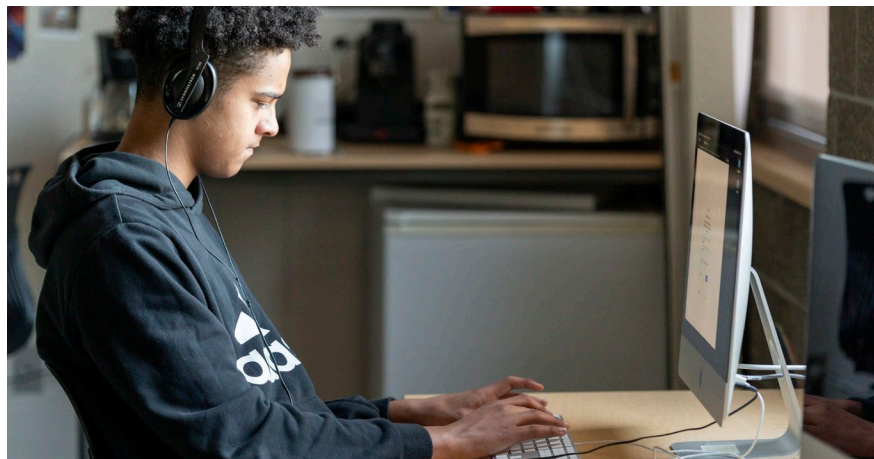
- **Social Studies:**  
US History, US Government, World History, Human Geography and Psychology
- **The Arts:**  
Studio Art: 2D Design, Studio Art: Drawing and Music Theory
- **Math:**  
Calculus AB, Calculus BC and Statistics
- **English:**  
Language and Literature
- **Science:**  
Biology, Chemistry and Environmental Science
- **Languages:**  
Spanish Language, Spanish Literature, Chinese and Japanese

Each high school offers different AP classes, and AP course availability is often flexible. If you would like to see an additional class offered at a specific school, please get in touch with the counselor or AP coordinator.

## Advanced Placement (AP) Benefits

### What are the benefits of AP classes?

- AP lets students pursue college-level studies in high school. They get the opportunity to earn college credit and/or placement into more challenging classes.
- Taking AP courses shows the college admission officers that a student wants to take the most challenging courses available. Having AP classes on a transcript can help tremendously with both college admissions and in receiving scholarships.
- AP classes help students develop analytical abilities as well as communication, research and time-management skills.
- Students who score a 3 or higher are more likely to graduate college on time and can save time and money in college.
- Even students who score below a 3 are still more likely to graduate college on time.





## International Baccalaureate (IB)

IB Programmes aim to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world.

### IB Mission

The **International Baccalaureate®** aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

### IB Diploma Programme at Cleveland and Lincoln

#### Cleveland High School

3400 SE 26th Ave  
Portland, OR 97202  
503-916-5120  
IB Coordinator: Jennifer Owens

#### Lincoln High School

1600 SW Salmon St.  
Portland, OR 97205  
503-916-5200  
IB Coordinator: Kim Bliss





# TAG & AVID



## AVID (Advancement Via Individual Determination)



### Vision and Description

In PPS, AVID is a key strategy that will ensure ALL students achieve the Graduate Portrait.



### Population Served

AVID serves students at all comprehensive middle and high schools as well as middle school students in K-8 schools. Some students participate in an AVID elective, all students are supported in their learning with WICOR strategies used across each campus.



### Locations Served

All comprehensive middle and high schools, all K-8 Schools.



### Goals

In Year One the PPS AVID Strategic Plan, the initiatives are to:

- Align AVID with the Instructional Framework.
- Integrate AVID into adult and student learning experiences.
- Clarify expectations through documentation of roles and responsibilities.



### Standards for Program

AVID Essential Skills.



### Key Instructional Resources

**WICOR**® (Writing, Inquiry, Collaboration, Organization, and Reading) is an instructional approach that places students at the center of their learning by empowering them to take ownership and agency of their thinking and learning.

## TAG (Talented and Gifted)



### Vision and Description

Encouraged by the PPS equity policy and community input, we are investing in improvements like never before in our effort to create a program to meet the unique and diverse needs of all students. We will collaborate with all neighborhood schools to support programs where we can better address all Talented and Gifted (TAG) students' needs, develop and nurture students who show potential for demonstrating high levels of critical thinking and establish a pathway to positive partnerships with families. TAG students will form a community of collaborative learners who have the skills necessary to positively impact the world around them.



### Population Served

TAG services are provided for identified students.



### Locations Served

TAG services are provided at all PPS schools. All students are screened for services in 2nd grade. Students may be referred for screening and services at any time. ACCESS Academy is a 2nd-8th grade accelerated program for highly gifted students.



### Goals

- Ensure students are screened and identified for services.
- Support classroom teachers and other educators in differentiating instruction to ensure student's rate and level are address in domains for acceleration.
- Provide Single Subject Acceleration in Math services for qualifying students.
- Support the evaluation process for Whole Grade Acceleration.



# K-12 HEALTH AND ADAPTED/ PHYSICAL EDUCATION



Health & Physical  
**EDUCATION**





## Vision

All Portland Public School students will engage in equitable, inclusive, skills-based health and adapted/physical education so they may become confident, resilient, and empathetic advocates for themselves and others.



## Populations Served

K-12 Health, K-12 Adapted/Physical Education.



## Locations Served

All of PPS.



## Goals

- Provide Authentic & Functional Spaces
- Provide Appropriate Materials, Equipment, and Supplies
- Ensure Access and Time
- Provide Meaningful Experiences and Tasks
- Celebrate Community Engagement



## Standards for Program

Oregon Health and Physical Education Laws and Mandates, Oregon Health Education Standards, National Sexuality Education Standards, Oregon Physical Education Standards.



## Key Instructional Resources

### Health

Scope and Sequence, Skills Based Health Education RMC.org, Second Step, Advocates for Youth, Project Alert, Michelle's Lighthouse, New York Public Schools Infectious Disease Curriculum, Safety First, NEST Foundation, Cares NW, Beyond Our Neighbors, Common Bytes, Common Sense Media Adapted/

### Physical Education

Scope and Sequence, OPEN Phys Ed.



# **VISUAL & PERFORMING ARTS (VAPA)**





## Vision

All Portland Public School students will be creative, collaborative, and artistic individuals prepared for deep engagement with the world through exploring, understanding, and mastering the arts.



## Populations Served

K-12 Dance, K-12 Music, K-12 Theatre, K-12 Visual Arts.



## Locations Served

All of PPS.



## Goals

- Establish district-level policies and practices that ensure equitable, comprehensive, and high-quality arts learning throughout every student's pre-k through 12th grade experience, and create conditions that utilize dance, music, theatre, and visual arts to support student success in alignment with the PPS Graduate Portrait.
- Establish a standards-based, culturally sustaining scope and sequence for visual and performing arts courses delivered by certified arts educators through sequential k-12 programs of study aligned to the PPS Instructional Framework.
- Implement effective and relevant professional development to support new and established teachers, administrators, and community arts

organizations in the service of meaningful and equitable student learning in and through the arts.

- Curate relationships with and between internal stakeholders (including teachers, administrators, and school communities) and external arts partners to create deep learning experiences for students while serving district initiatives with a focus on racial equity and social justice.
- Engage in continuous cycles of inquiry and data analysis to improve practice and advocate for district-level and school-specific policies and practices that support arts education.
- Ensure that the funding for arts education is adequate, sustainable, and equitably distributed to support schools.



## Standards for Program

National Core Arts Standards.



## Key Instructional Resources

VAPA School Start-Up Guide, Dance Standards Progression, Music Standards & Skills Progression, Music Assessments & Rubrics, Theatre Standards Progression, Visual Arts Standards & Skills Progression, VAPA Lesson Plan Templates, Visual Arts Sketchbooks & Starter Kits, Music Method Books (6-8), VAPA Curricular Evaluation Tools.



## Platform Use

**Music** - Quaver & SmartMusic  
**Visual Arts** - Art of Education



# K-12 LIBRARY



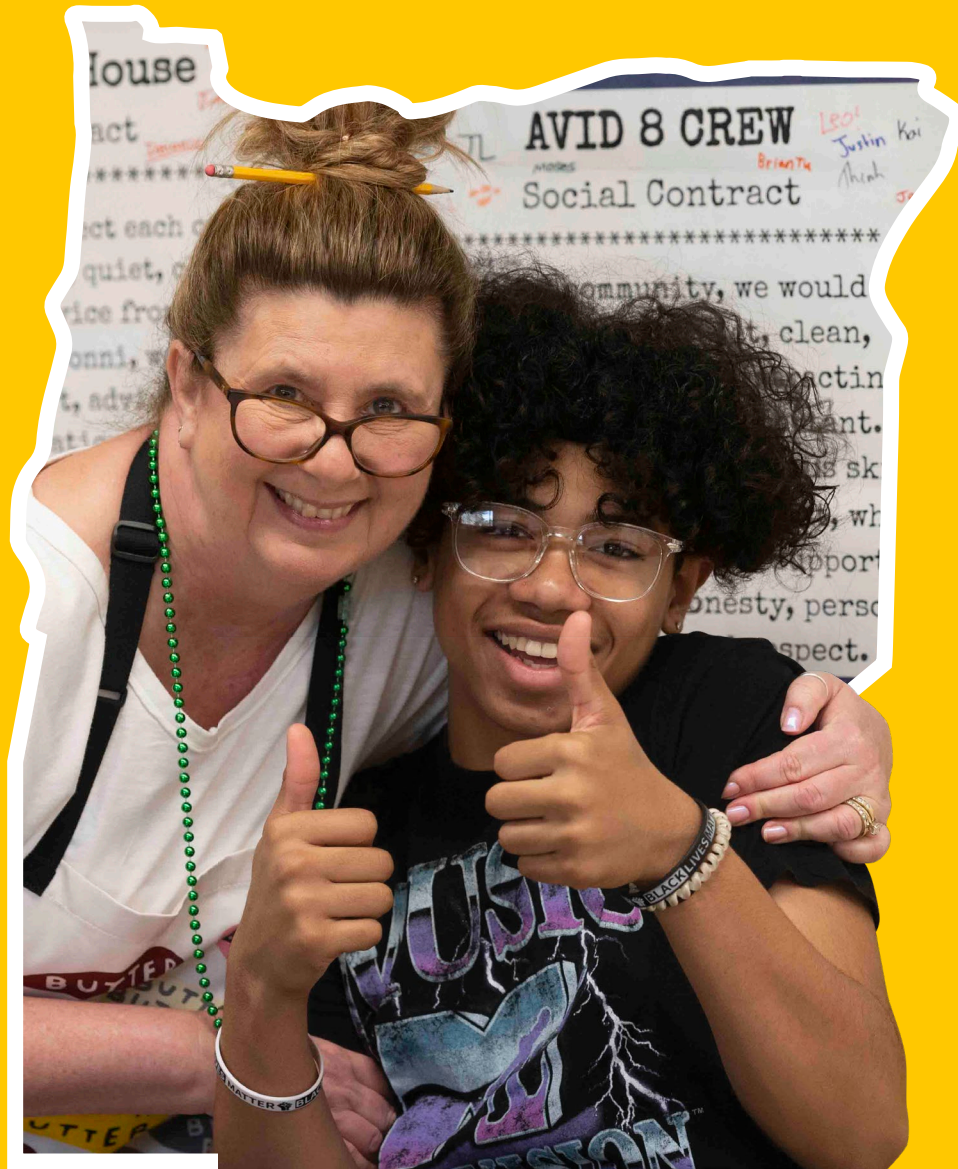
## Vision

Portland Public School libraries are welcoming, well resourced spaces where students are engaged through literature, encouraged to be curious, and taught the skills they need to navigate a complex information environment.

PPS Libraries serve every PPS student and PPS educator by providing print and digital resources through our individual school libraries and central Library Services.

Every PPS school library is staffed with at minimum, a half-time Certified Teacher Librarian and generally a Library Assistant. Teacher Librarians support student reading and provide instruction in Information Literacy Skills. Library staff develop culturally relevant and engaging library collections for student choice reading and research needs., Library Programming engages students in reading programs, creative pursuits, and the literary arts.





# TEACHER PROFESSIONAL LEARNING





## Vision

Teaching and Learning sessions and Professional Learning Communities are rigorous grade level, growth oriented, job-embedded, content-specific, curriculum-based learning, planning, and reflection for teachers in pursuit of equitable outcomes for students.



## Mission

We are committed to building teacher capacity through a continuous, coherent, content-based and collaborative system of professional learning in order to disrupt the predictability of learning outcomes for our most persistently underserved students.



## Population Served

All teachers and all students.



## Locations Served

All sites.



## Goals

- 100% of schools are implementing the school-based professional learning structures and models.
- 90% of teachers agree or strongly agree that school-based PL (cadres) has supported them in implementing the (IF indicators) with integrity.
- 90% of required teachers attend 3 professional learning days throughout the school year and 60% of teachers from all other schools attend the 3 professional learning days throughout the school year.
- 80% of classroom observations reflect that teachers are teaching grade level content to all students that reflects the design and intent of the standards, including but not limited to Common Core shifts.



## Standards for Program

Common Core State Standards, Oregon.



## Key Instructional Resources

Curriculum, High-Quality Instructional Materials, Instructional Framework.

## Program: New Educator Induction Program



### Vision

The PPS New Educator Induction Program supports educators who are new to the profession to grow equitable instructional practices by connecting beliefs, feelings, actions, knowledge, and skills through reflective coaching cycles focused on disrupting disparity, disproportionality, and predictability of student outcomes and classroom experiences for our Black, Native, LGBTQIA, and Multi-Language Learners.



### Mission

We are committed providing peer-to-peer, non-evaluative coaching to first, second and third-year educators, new to careers in PreK-12 public education. Mentors coach through a student-centered instructional focus and racial- equity lens to develop culturally competent practices and increase the academic, personal and interpersonal success of all students. Program goals include accelerating educator development and leadership.



### Population Served

First, Second, and Third Year Educators who are new to careers in PreK - 12 public education.



### Locations Served

All sites.



### Goals

- 100% of mentors establish measurable goals aligned to the Instructional Framework with their mentees.
- 90% of teachers agree or strongly agree that working with their mentor has supported them in their individualized goal aligned to the Instructional Framework.
- By the end of the school year, 90% of new educators meet Instructional Framework aligned measurable goals.



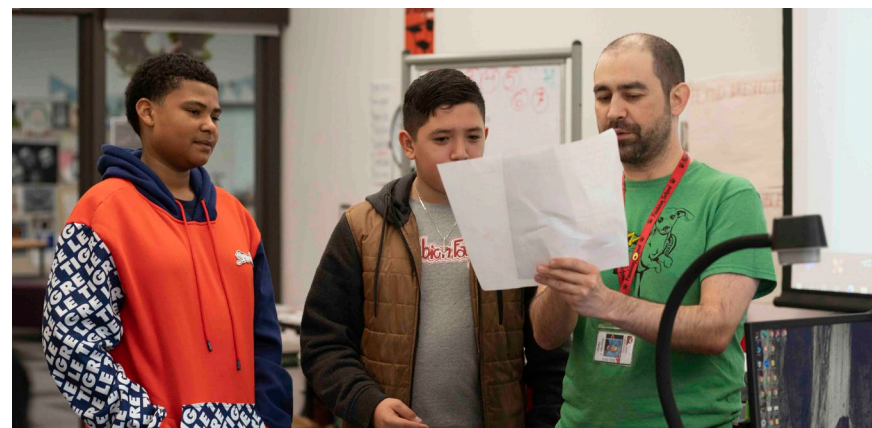
### Standards for Program

Oregon Mentoring Program Standards, Oregon State Standards, Common Core State Standards.



### Key Instructional Resources

Curriculum, High-Quality Instructional Materials, Instructional Framework.





## Program: Educator Pathways



### Vision

We believe in building future PPS teacher capacity through a systematic, aligned, continuous, coherent, and collaborative partnership to develop a diverse, high-quality, thriving workforce that disrupts the predictability of learning outcomes for our most persistently underserved students.



### Population Served

Teacher Candidates and Cooperating Teacher Leaders.



### Locations Served

Varies based on need.



### Goals

- 90% of Teacher Candidates agree/strongly agree that they felt welcomed and included in the school during their field experience in PPS.
- 75% of Teacher Candidates agree/strongly agree that their field experience gave them the skills to provide Grade Level Standards Aligned, culturally-affirming, deeply engaging, and data driven instruction to students.
- 90% of Teacher Candidates attend at least 4 district-sponsored professional learning events (site-based teaching and learning days, Professional Learning Communities, district Professional Learning Days).
- 90% of participants agree or strongly agree that professional learning builds understanding of the instructional framework, key mentoring practices, and the PPS coaching cycle.
- Cooperating Teacher Leaders, who attend Professional Learning, engage in 3 coaching cycles with their Teacher Candidate during their field experience.
- 90% of teacher candidates agree or strongly agree that working with their Cooperating Teacher Leaders has supported them in their individualized goals.





## Learn More and Contact Us

To learn more about all  
of our programs.

[CLICK HERE](#)

If you have questions,  
please contact [otl@pps.net](mailto:otl@pps.net).







PORTLAND  
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SCHOOLS