



Executive Summary of the PK-8 Initiative

The Context

PPS has struggled with how to create a consistently successful model for middle level grades (4th-10th) for the past 20 years. Studies done in both 1987 and 2004 defined key elements of a common district wide model, but neither efforts' recommendations were formally adopted by the Board of Education. Achievement gaps based on race and socioeconomic status and a decline after 5th grade across all student populations have persisted.

In 2004 and 2005, in an effort to address the achievement issues as well as to make best use of our facilities and resources, PPS moved to implement PK-8 schools in many areas of the city. Over the last 3 years this implementation has proceeded with fairly minimal system wide mandates and supports to principals and school communities. As such, a consistent model and set of standards around what a successful PK-8 school needs to look like and a definition of how all schools with mid-level grades complement one another in the PPS school portfolio still needs to be clearly laid out and communicated.

In addition, critical operational supports in the areas of staffing, facilities and professional development need to be enhanced in the upcoming school year in order to deliver on the promise of PK-8 as a strategy for reducing the achievement gap and ensuring all students leave 8th grade ready for high school.

Mission: To ensure that all PPS students graduate from 8th grade prepared to be predictably successful in high school



PK-8 Team: Proposed Outcomes and Short Term Goals

Desired Project Outcomes:

By September 2008....

- All PK-8 schools have a baseline of staff and facilities in place by September 2008 to provide a strong PK-8 program for the next school year

By January 2009...

- PPS staff and community understand and support the model for PK-8 education
- A common vision and plan for PK-8 education is ready for Board adoption

By September 2010...

- All elements of the model (program, student supports, staffing, facilities and professional development supports) are in place at all PPS PK-8 schools

Short-Term Goals (from Now Until June)

- Design the PK8 model & define a plan to build the required elements over next 3 years
- Create a process to engage schools and community in the vision and the plan
- Identify and implement critical operational supports that are required for 2008-09 year
 - Staffing for core subjects
 - Facilities
 - Professional development
 - Student supports



Framework for Defining the Vision and Plan

1. Define
“High school
readiness”

- Academic
- Social
- Emotional

2. What does
the core
program
need to look
like across all
mid-level
schools?

- Academic program
- Instructional strategies
- Student supports
- School climate/facilities

3. How can
the core
program be
delivered in
schools of
different
structures &
sizes?

- Models for PK8, 6-8, 6-12, 8-12
- Small vs. large
- Description of enabling elements and how they differ

4. What are
the minimum
district
supports
required at all
schools,
regardless of
size?

- HR
- Facilities
- Student services
- Curriculum & instruction
- other

5. How
should we
build all of the
pieces over
time?

- Priorities
- Timeline
- Resources required
- Systems requirements