Strategic Plan Overview

Dr. Carol Kelley, *Superintendent*
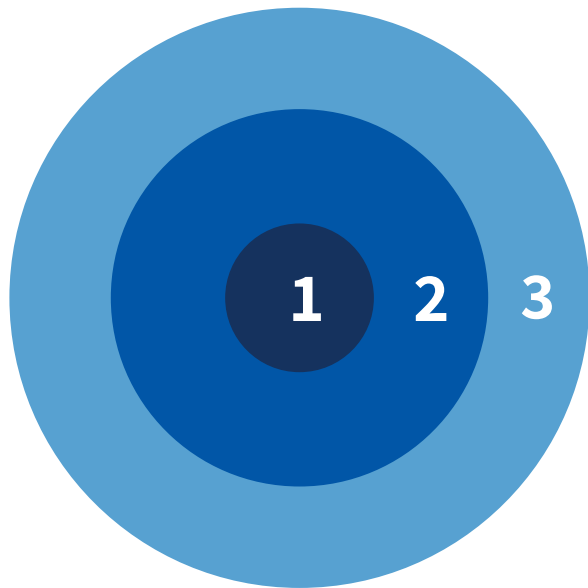
Princeton, New Jersey | September 2022

DRAFT

Facilitated, designed, and compiled by **Performance Fact Inc.** (2022)

Equity-centered Strategic Planning

"Keeping ends and means in proper sequence."

1. Student Learning

- Equity Principles
- Our Promise
- Portrait of a Graduate
- Goals & Measures of Student Success
- Performance Benchmarks

2. Instructional Effectiveness

- "Four Pillars" (Building Blocks)
- Professional Practices for Effective Instruction
- Strengthening Equitable Access to the Instructional Core

3. Empowering Infrastructure

- Strategy Map: Strategic Priorities & Key Actions
- Roadmap for Disciplined Implementation
- Aligned Resources, Supports & Services
- Leadership for Results

CIRCLE 1:

Student Learning

- Equity Principles
- Our Promise
- Portrait of a Graduate
- Goals & Measures of Student Success
- Performance Benchmarks

1 2 3

Portrait of a Graduate

Healthy & Well	Curious Learners	Creative	Collaborative Communicators	Critical Thinkers	Informed & Involved Global Citizens
makes personal decisions that promote wellbeing identifies and appreciates personal strengths and exhibits confidence and belief in self employs tools and practices to manage emotions uses agency and self-advocacy to express needs	embodies a growth mindset develops personal passions and interests remains open to new possibilities persists in the face of obstacles	looks at a problem from multiple perspectives thinks expansively and considers what isn't possible yet applies imagination to solve complex problems and innovates solutions	listens actively to understand different points of view communicates responsibly in multiple modalities organizes and expresses information clearly works with diverse teams values the contributions of others	assesses underlying causes finds, evaluates and employs relevant evidence determines the validity of claims and analyses sources builds reasoned arguments	values diversity of all kinds (language, racial, religious, gender, sexuality, ability, class, immigration) and fosters inclusion makes ethical and fair choices/acts with integrity develops global awareness and civic responsibility takes action to positively impact community

Goals for Student Success

GOAL 1

Focus on Early Years: Age 3 to Grade 3

Every student will build solid foundational literacies through purposeful play, inquiry based learning, and targeted instruction.

GOAL 2

Wellness, Inclusion and Supports for All

Every student will be known, connected, engaged, and supported, and will encounter fair, affirming schooling experiences at every stage.

GOAL 3

Opportunity and Achievement for All

Every student will have access to challenging academic programs and will demonstrate achievement of rigorous standards with integrity.

GOAL 4

Preparation for a Meaningful Life Beyond PPS

Every student will successfully navigate school transitions and will build the foundation to thrive in the postsecondary pathway of their choice and design.

Goals & Measures of Student Progress

GOAL 1

Focus on Early Years: Age 3 to Grade 3

A. Progress on key developmental criteria: attention skills, self-regulation skills, executive functioning, creativity, risk-taking, and problem solving.
B. Access to comprehensive early-interventions and supports matched to student needs.
C. Growth and achievement in literacy and numeracy.

GOAL 2

Wellness, Inclusion and Supports for All

A. Students who feel safe, nurtured, and included and have a meaningful relationship with at least one adult at school.
B. Students experience fair and restorative approaches to discipline and reduction in disproportionality in disciplinary action.
C. Access to supports for emotional, behavioral, mental, and physical health leading to engagement and school attendance.

GOAL 3

Opportunity and Achievement for All

A. Engagement with integrity in their own academic process through goal-setting, self-reflection, and incorporation of feedback.
B. Growth and proficiency in all academic subjects.
C. Proportionate enrollment and achievement in advanced, rigorous academic courses and extracurricular programs to enable students to reach their full potential

GOAL 4

Preparation for a Meaningful Life Beyond PPS

A. Number of 9th and 10th graders on-track to graduate based on factors that include wellbeing, mental health, grades/GPA/Success in classes.
B. Student progress on the *Portrait of a Graduate* criteria.
C. Students who have at least one community connection or extra curricular experience (e.g., internships, volunteer opportunities)
D. Students completion of a *High School and Beyond Plan* aligned to their post-secondary interests.

Performance Benchmarks (Excellence Targets)

CIRCLE 2:

Instructional Effectiveness

1 2 3

- "Four Pillars" (Building Blocks)
- Professional Practices for Effective Instruction
- Strengthening Equitable Access to the Instructional Core

Four Pillars | *Building blocks for action and decision making*

PILLAR A	PILLAR B	PILLAR C	PILLAR D
"Teaching & Learning"	**"Schools Can't Do It Alone"**	**"Investing in People"**	**"Bringing It All Together"**
The first Pillar focuses on "TEACHING & LEARNING," the most essential function of our schools. It is aimed at continuous growth for all students through equitable access to effective instruction, supports, and services.	The second Pillar recognizes that "SCHOOLS CAN'T DO IT ALONE." It promotes trusting relationships, open communication, and enduring partnerships among staff, families and community.	Our third Pillar - "INVESTING IN PEOPLE" - addresses how we will attract, develop, and retain talented teachers, leaders, and staff at all levels. It is about results-focused, continuous professional learning.	Our fourth Pillar is about "BRINGING IT ALL TOGETHER." It highlights how we will ensure that all levels are are aligned to our goals, committed to working as data-informed, high-trust, accountable teams.

Four Pillars

Our **Four Pillars** describe the capabilities we need to develop to accomplish our Goals for student success. They are the building blocks for action and decision-making, and provide a durable frame for organizing and focusing our work.

Effective, Efficient, and Equitable Practices, Processes and Procedures

PILLAR D:
"*Bringing It All Together*"

Culturally Responsive, Differentiated Teaching

PILLAR A:
"*Teaching & Learning*"

PILLAR C:
"*Investing in People*"

Results-Focused Professional Learning and Collaboration

PILLAR B:
"*Schools Can't Do It Alone*"

Culture of Trust, Safety and Support for All

Professional Practices for Effective Instruction

The Professional Practices are the foundational *teaching, leadership,* and *organizational standards* for effective instruction. Mastery of the practices is a professional aspiration of every practitioner.

Programs fade, but practices endure.

Teaching Practices

PILLAR A: **Culturally Responsive, Differentiated Teaching**	PILLAR B: **Culture of Trust, Safety and Support for All**	PILLAR C: **Results-Focused Professional Learning and Collaboration**	PILLAR D: **Effective, Efficient, and Equitable Practices, Processes and Procedures**
T1: Teachers provide multiple opportunities and strategies for students to demonstrate their learning. T2: Teachers utilize a variety of data informed high-engagement strategies and flexible grouping (e.g., brainstorming; inquiry; cooperative learning; exhibitions; independent research, exemplars, templates) matched to student individualized needs.	T3: Teachers implement a curriculum that promotes social, emotional, civic and content-area competencies to ensure that all, particularly those underserved, students are honored in a school environment that values high expectations, care and support. T4: Teachers use multiple forms of communication with all families, making special efforts to reach out to families of students from economically disadvantaged, racial/ethnic minority and language minority backgrounds.	T5: Teachers work collegially during common planning time to address curriculum scope & sequence, student needs, reflect on instructional practice, and strategies that work. T6: Teachers participate in a continuum of meaningful, differentiated, and scaffolded professional learning aligned to the school's improvement plan and district priorities.	T7: Teachers use data-informed cycles of inquiry to implement school-wide, grade-level and department continuous improvement plans. T8: Teachers guide students in setting and monitoring their own progress toward meeting academic and social emotional learning goals.

Leadership Practices

| PILLAR A: **Culturally Responsive, Differentiated Teaching**	PILLAR B: **Culture of Trust, Safety and Support for All**	PILLAR C: **Results-Focused Professional Learning and Collaboration**	PILLAR D: **Effective, Efficient, and Equitable Practices, Processes and Procedures**
L1: Principal/Leadership Team provides additional instructional time, professional development and effective personnel to support learning for all students. L2: Principal/Leadership Team regularly observes classrooms and facilitates a feedback loop/discussion with teachers regarding their selected practices.	L3: Principal/Leadership Team regularly gathers perceptions regarding school climate and safety from educators, students, parents and caregivers in order to evaluate and make adjustments that will ensure schools that are safe and caring for all. L4: Principal/Leadership Team links educators, students, parents and caregivers, and the community to create schools that are safe and caring and to promote celebration of diverse beliefs, customs, languages, and traditions of all members of the school community	L5: Principal/Leadership Team develops Instructional Leadership Teams (ILTs) that engage all staff in dialogue about continuous improvement of student learning and professional practices. L6: Principal/Leadership Team implements a differentiated professional development plan and annual calendar, aligned to the school's improvement plan and the professional learning needs of each teacher or staff,	L7: Principal/Leadership Team uses data about student learning and professional practices to monitor implementation of school-wide and grade-level /department continuous improvement plans. L8: Principal/Leadership Team establishes systems that ensure access to higher level programs including the gifted programs to all students regardless of ethnicity, language proficiency or Socio-Economic Status.

Organizational Practices

PILLAR A: **Culturally Responsive, Differentiated Teaching**	PILLAR B: **Culture of Trust, Safety and Support for All**	PILLAR C: **Results-Focused Professional Learning and Collaboration**	PILLAR D: **Effective, Efficient, and Equitable Practices, Processes and Procedures**
D1: District leadership allots time for training, collegial collaboration, and preparation of standards-aligned curriculum, instruction and assessment practices.	D3: District leadership provides a variety of platforms for school/family/community partnerships and collaboration.	D5: District leadership provides a variety of options for professional collaboration, including school-wide Data Summits to review student outcome data and reflect on professional practices. D6: District leadership guides professional learning by organizing opportunities for adult learning, providing resources to facilitate school level professional learning priorities, and ensuring that all school personnel implement agreed upon practices.	D:7 District leadership provides resources and professional development to support principals in leading, coaching, and monitoring the use of high quality most formative assessment techniques.

CIRCLE 3:

Empowering Infrastructure
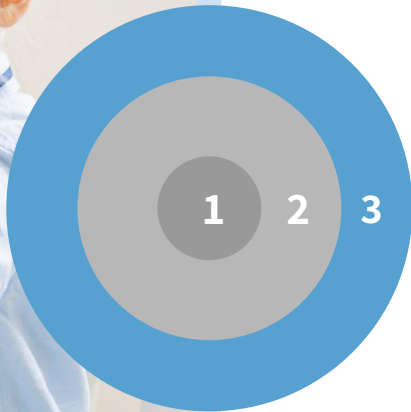
- Strategy Map:
  Strategic Priorities & Key Actions

- Roadmap for Disciplined Implementation

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- Leadership for Results

1 2 3

Strategy Map

Strategic Priorities & Key Actions

The **Strategy Priorities** and the **Key Actions** associated with them are the programs, targeted solutions, structures, and processes that facilitate effective instruction and the accomplishment of the Goals for student success. Together, they constitute the **Strategy Map** – the blueprint for an empowering infrastructure, aligned to the Four Pillars.
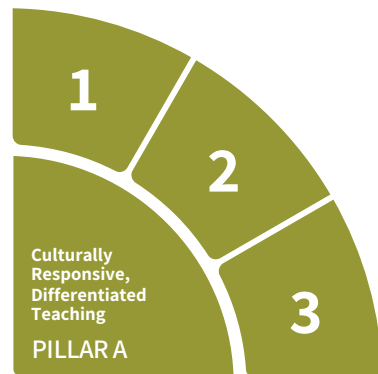
PRINCETON PUBLIC SCHOOLS
Strategy Map
12 Strategic Priorities

Climate of Safety and Belonging — 12

System of Collective Responsibility — 11

Transparent, Accountable & Responsive Operations — 10

PILLAR D — Effective, Efficient, and Equitable Practices, Processes and Procedures

Understanding Each Student's Strengths & Needs — 1

Multiple, Personalized Learning Pathways PK-12 — 2

Culturally Relevant Teaching — 3

PILLAR A — Culturally Responsive, Differentiated Teaching

PILLAR C — Results-Focused Professional Learning and Collaboration

PILLAR B — Culture of Trust, Safety and Support for All

Data-Informed Cycles of Inquiry — 9

Development of Culturally Responsive Educators — 8

Meaningful Personalized Professional Learning — 7

Safe, Respectful and Kind Place — 4

Meaningful Communication & Transparency — 5

Effective Ecosystem & Map of Supports — 6

Strategy Map | 12 Strategic Priorities

PILLAR A: Culturally Responsive, Differentiated Teaching

1

2

3

Culturally
Responsive,
Differentiated
Teaching

PILLAR A

1. **Understanding Each Student's Strengths & Needs**: Knowing the strengths/weaknesses of each student and providing the support and resources for teachers to move students from where they arrive to where they need to be.

2. **Multiple, Personalized Learning Pathways PK-12**: Providing different ways to teach and explore in flexible ability/ interest-based small groups that move and learn together to have joy and success.

3. **Culturally Relevant Teaching**: Ensuring that students can see and share themselves in their schools and curriculum to develop ownership of their learning.
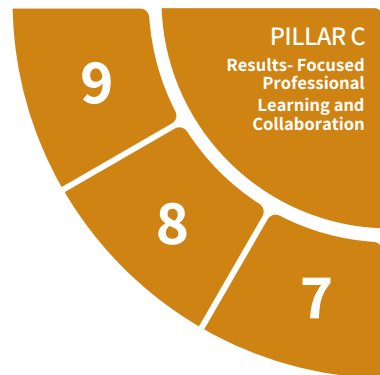
PILLAR B

Culture of
Trust, Safety
and Support
for All

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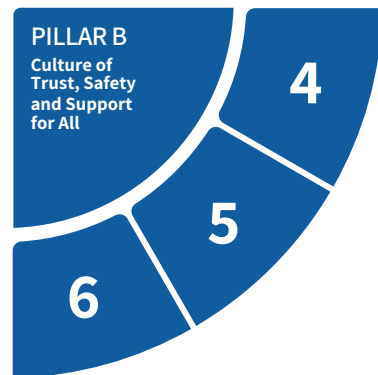
PILLAR B: Culture of Trust, Safety and Support for All

4. **Safe, Respectful and Kind Place**: Creating a space to feel seen, safe, respected and heard.

5. **Meaningful Communication and Transparency**: Communicating relevant information and engaging in an open and authentic dialogue among all stakeholders.

6. **Effective Ecosystem & Map of Supports**: Creating an ecosystem that is the roadmap for academic and emotional development.

12

11

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Effective, Efficient, and Equitable Practices, Processes and Procedures
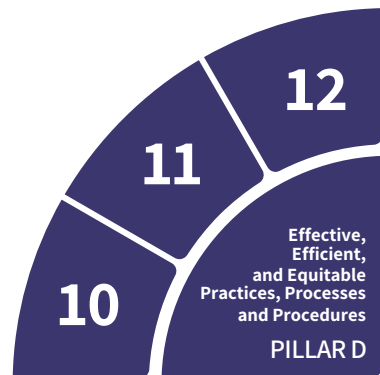
PILLAR D

PILLAR D: Effective, Efficient, and Equitable Practices, Processes and Procedures

10.Transparent, Accountable and Responsive Operations: Well-communicated, collaborative and deliberate practices, processes and procedures for all stakeholders to benefit instruction and learning.

11.System of Collective Responsibility: Qualitative and quantitative data-based decision-making to promote equitable, flexible, and proportionate use of resources.

12.Climate of Safety and Belonging: Develop and implement a common language to promote clarity, safety and understanding of shared and equitable goals.

PILLAR C

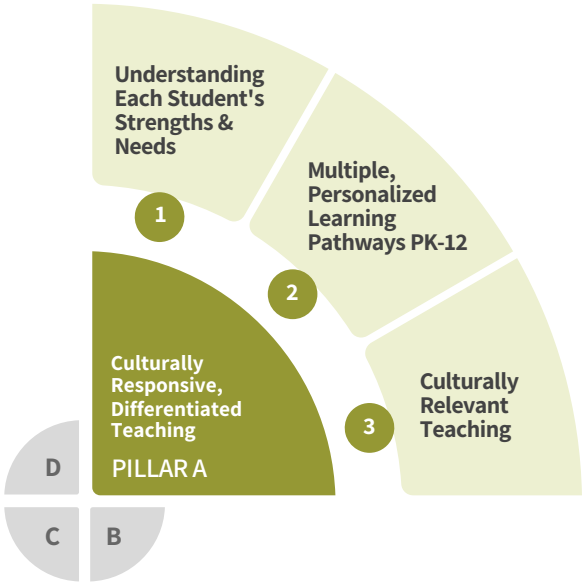Results- Focused Professional Learning and Collaboration

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8

7

PILLAR C: Results- Focused Professional Learning and Collaboration

7.Meaningful Personalized Professional Learning: Providing varied PD opportunities that are job-alike in structure and personal goals and leadership opportunity and engaging in meaningful, individualized, and leveled sustained professional growth.

8.Development of Culturally Responsive Educators: Providing ongoing, cyclical, and reflective district-wide training that addresses equity, access, and inclusion for our diverse population.

9.Data-Informed Cycles of Inquiry: Engaging in regular meetings will reflect on subject-oriented and SEL-related data points of both groups and individual students to inform their practice.

Strategic Priorities
& Key Actions

Universal Key Actions

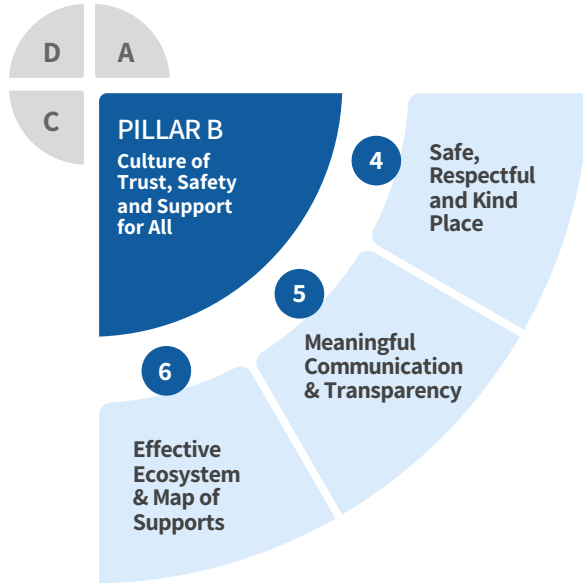**Targeted Strategies**

PILLAR A

Understanding Each Student's Strengths & Needs

1

Multiple, Personalized Learning Pathways PK-12

2

Culturally Responsive, Differentiated Teaching

PILLAR A

3

Culturally Relevant Teaching

D

C   B

Strategic Priorities
& Key Actions

Universal Key Actions

Targeted Strategies

PILLAR B

D   A

C

PILLAR B

Culture of Trust, Safety and Support for All

4 Safe, Respectful and Kind Place

5 Meaningful Communication & Transparency

6 Effective Ecosystem & Map of Supports

Strategic Priorities
& Key Actions

PILLAR C

Data-Informed Cycles of Inquiry — 9

PILLAR C
Results- Focused Professional Learning and Collaboration

Development of Culturally Responsive Educators — 8

Meaningful Personalized Professional Learning — 7

D A

B

Universal Key Actions

Targeted Strategies

Strategic Priorities
& Key Actions

PILLAR D

Climate of Safety and Belonging

System of Collective Responsibility

12

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Transparent, Accountable & Responsive Operations

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Effective, Efficient, and Equitable Practices, Processes and Procedures

PILLAR D

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Universal Key Actions

Targeted Strategies