



Live to Learn, Learn to Live

SUPERINTENDENT ENTRY PLAN

Dr. Carol L. Kelley





Letter from Dr. Carol L. Kelley

I am excited to begin my tenure as the next superintendent of Princeton Public Schools! The district's long legacy of academic excellence, deep commitment to helping all students find their own pathway to success, diverse student body, and core values of innovation in education are just a few of the reasons why this opportunity excites me.

As a mother of two sons, I know every parent or guardian wants their child(ren) to thrive and feel a sense of belonging in the schools they attend. We want our children to experience feelings of confidence and persistence when learning; we want our children to feel known, nurtured and valued in their learning setting, no matter how young or old your child may be.

I believe every school can achieve this vision when it has the supportive conditions essential to manifest belonging for each child, such as instructional excellence; inclusive learning environments; and creating places of learning for everyone (*adults and children*) to succeed and thrive. I'm looking forward to partnering with you in the coming school years.

In my role as superintendent, I want to focus our efforts on these matters; alongside school and community members, I want our collective legacy to reflect that we provided steady guidance and leadership towards helping Princeton Public Schools achieve its mission of "*preparing all of our students to lead lives of joy and purpose as knowledgeable, creative and compassionate citizens of a global society.*"

I will be deeply committed to developing a long-standing, collaborative working relationship with the board, staff and community members in order to achieve three overarching goals as your new superintendent: improving student learning (for all); creating learning conditions where every learner (young and old) can thrive; and elevating educators. The golden thread weaving through each of these goals is my life purpose -- ***inspiring and advancing educational equity and excellence in our schools.***

In my first 100 days as superintendent, my goal is to learn as much as I can about who we are today. I look forward to sitting with many of you and listening to your lived experiences in Princeton Public Schools, and hearing about our shining strengths, as well as our most pressing challenges. I aim to build trust and gain commitment from school and community members; develop a productive and collaborative working relationship with the Board; learn more about what the historical and recent barriers to authentic collaboration have been so as to disrupt those patterns and create new ways of working together. Your voice matters, and I hope to hear from as many people as possible (including our students), and especially those that are typically historically underrepresented.

I look forward to hearing your continued feedback, and I will expand and update this plan as we collaboratively work to create a positive learning environment that is equitable, inclusive and focused on the whole person for our community of learners.

*Warm regards,
Carol*



MY VALUES, BELIEFS AND ENTRY PLAN FOUNDATION

The following goals, objectives and strategies are guided by research and key values and beliefs for my first 100 days as superintendent. My goal is to gain trust by listening and learning about who Princeton Public Schools is today and developing collaborative and productive relationships with our stakeholders. A measurement is attached to each objective to gauge progress and determine outcomes.

Ultimately, this plan will support our vision for PPS moving forward: *To cultivate excellent, equitable educational learning experiences where all young people thrive.*

When we ***lead for equity***, we ensure that all students have access and an opportunity to learn at high levels. It is key that we understand that equity is different from equality. Further, some learners will need different resources to overcome the systemic barriers based on race, socioeconomic background, gender, learning differences, or other factors that can cause a lapse in their preparation for the future. Our role is to make inequities visible; disrupt discourse, practice and policies that perpetuate inequities; and reimagine new ways to engage and co-design with our communities so that each child learns, thrives and experiences a sense of belonging.

The strongest factors to achieve equitable outcomes and opportunities for students are strong instructional leadership and quality teaching, also known as ***instructional excellence (for deep learning)***. All students deserve the highest quality instruction every day. Recruiting and retaining top talent, and further investing in their professional development and growth is integral.

Black, Indigenous, and people of color (BIPOC) learners are faced with learning and teaching within educational systems which perpetuate deep structural racism, and consequently, inhibit learners' ability to thrive and reach their full potential. By dismantling the barriers built into our current system, we can transform it, so that all learners succeed. Cultivating an actionable culture of ***inclusion and anti-racism*** makes this possible.





For these first 100 days, I'll be listening and learning, but also working alongside our district team to meet measurable objectives in response to the key needs and concerns of the Princeton community. My work will include, but is not limited to:

Ensuring families are engaged and informed about our in-person return to school in September 2021

- *Communicate with families on all district communications platforms*
- *Meet with families and community members*

Working in collaboration with school community to promote the very best of Princeton

- *Developing advisory cohorts for action and guidance*
- *Engaging with district and community stakeholder groups*

Helping our community understand PPS' position on equity and anti-racism

- *Using nationally-used frameworks to design systems to support BIPOC students and staff to ensure success*
- *Learning about and sharing resources to support our students' different learning needs*

Ensuring all of our District stakeholders feel heard and informed about their concerns and key District decisions

- *Conducting listening tours with staff, district leaders and students*
- *Creating more touchpoints for our PPS family to receive information and provide feedback*

How Will We Know We're Meeting Our Goals?

We'll be using metrics including analytics and learning outcomes, but your community voice as a PPS stakeholder will be invaluable and serve as a guide in our work. Thank you in advance for your support and partnership.