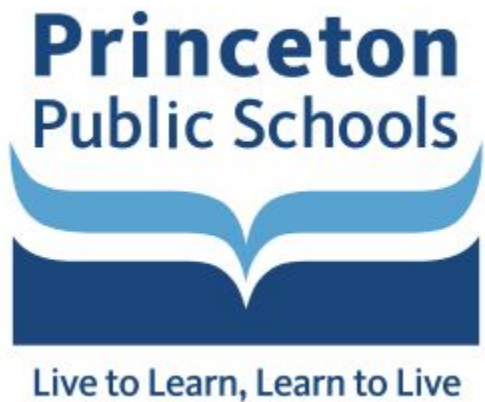


Princeton Public Schools



Core Planning Team Meeting

Dr. Carol Kelley, *Superintendent*

Facilitated by: Performance Fact, Inc.

September 28, 2022



Today's Outline

- 1) Revisit and revise the Strategy Map (Work in PILLAR GROUPS)
- 2) Draft Universal and Targeted Strategies by Goal (GOAL GROUP)
- 3) Next Steps



Team Meetings to-date

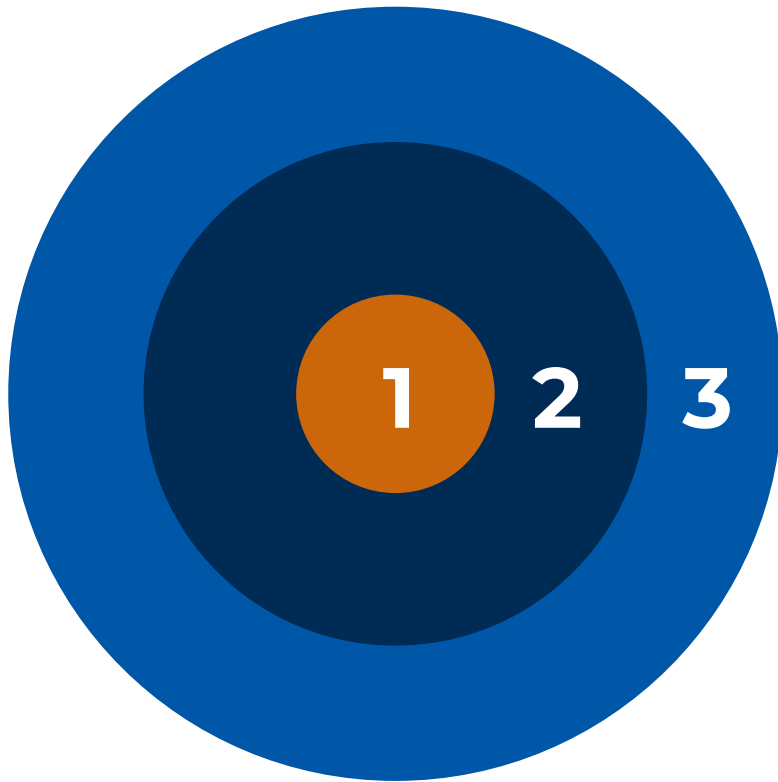
(** tentative)

1	Board	Mar. 29 Apr. 26 May 24 July 26 Aug 24 Sep 19 Oct 17 Nov TBD
2	Student Voice Team	May 18 May 20 May 25 Oct 6 Oct 20
3	Core Planning Team	Apr. 19 Apr. 20 Apr. 28 May 12 May 19 Jun 9 Aug 30 Sep 8 Sep 28
4	Instructional Focus Team	Apr. 21 May 2 May 16 May 26 Oct 11**
5	Alignment Team	Apr. 19 May 4 May 25 June 16 Aug 25 Sep 15 Oct 19
6	Community Forum	May 5 May 31 Sep/Oct TBD



Equity-centered Strategic Planning

"Keeping ends and means in proper sequence."



1. Student Learning

- ▶ Equity Principles
- ▶ Portrait of a Graduate
- ▶ Vision, Mission, and Core Values
- ▶ Goals, Measures, and Equity Priorities
- ▶ Performance Targets/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



Goals, Measures, & Equity Priorities

* Student-groups showing consequential disparities in access and/or outcomes

Goal	Measures	Equity Priority*
1. Focus on Early Years: Age 3 to Grade 3	<ul style="list-style-type: none"> 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. 	
2. Wellness, Inclusion and Supports for All	<ul style="list-style-type: none"> 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. 	
3. Opportunity and Achievement for All	<ul style="list-style-type: none"> 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. 	
4. Preparation for a Meaningful Life Beyond PPS	<ul style="list-style-type: none"> 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., internship,) D. Students completion of a High School and Beyond Plan aligned to their post-sec interests. 	



Four Pillars - Revision

PILLAR 1 – TEACHING & LEARNING	PILLAR 2 – SCHOOLS CAN'T DO IT ALONE	PILLAR 3 – INVESTING IN PEOPLE	PILLAR 4 – MANAGING THE WHOLE
Culturally Responsive, Differentiated Teaching	Culture of Trust, Safety and Support for All	Collegial Collaboration and Results- Focused Professional Learning	Effective, Efficient, and Equitable Practices, Processes and Procedures



EXHIBIT A - STRATEGY MAP



Part 1: Strategic Themes Revision

As a group:

- Review your work from Sept 9
- Through discussion - not voting - reach **consensus on the Strategic Themes** for your Pillar.
- Tag each Theme with a **label/ID 5 words or less** and a fuller, '**plain English**' **description of 15 words or less**. See sample Strategy Maps packet (Exhibit Y).
- Select a Spokesperson to present your Team's output.



Part 2: Identification of Strategies by Pillar & Goal

Individually:

- Brainstorm ideas regarding **specific strategies** to advance the Goals & Measures across all pillars.
 - **Universal Strategies**, i.e., strategies or key actions that support all/most students and apply in most/all circumstances For each Goal, identify
 - **Targeted Strategies**, i.e., strategies or key actions that support underserved or underperforming student-groups (e.g., students with disabilities, English learners, struggling racial/ethnic student-groups).
- Consult the references shared as needed.



As a group:

- Share your individual recommendations
- Come to **consensus** on priority strategies for the goal across all pillars.
- Be prepared to share your outputs.



	<i>“Teaching & learning”</i>	<i>“Schools can’t do it alone”</i>	<i>“Investing in people”</i>	<i>“Bringing it all together”</i>
	<p>1 Understanding Each Student's Strengths & Needs</p> <p>2 Multiple, Personalized Learning Pathways PK-12</p> <p>3 Culturally Responsive, Differentiated Teaching Pillar A</p>	<p>Pillar B Culture of Trust, Safety and Support for All</p> <p>4 Safe, respectful and kind place</p> <p>5 Meaningful Communication and Transparency</p> <p>6 Effective Ecosystem & Map of Supports</p>	<p>Pillar C Results-Focused Professional Learning and Collaboration</p> <p>9 Data-Informed Cycles of Inquiry</p> <p>8 Development of Culturally Responsive Educators</p> <p>7 Meaningful Personalized Professional Learning</p>	<p>Pillar D Effective, Efficient, and Equitable Practices, Processes and Procedures</p> <p>12 Climate of Safety and Belonging</p> <p>11 System of Collective Responsibility</p> <p>10 Transparent, Accountable and Responsive Operations</p>
Universal Key Actions				
Targeted Key Actions				

