



Princeton  
Public Schools



Live to Learn, Learn to Live

# Strategic Plan

2023-2028 | HIGHLIGHTS OF RECOMMENDATIONS

*##PPSForwardFocus2028*

## OUR PROMISE:

We promise to prepare all of our students to lead lives of joy and purpose as knowledgeable, creative and compassionate citizens of a global society.

# Structure of Our Strategic Plan

## Portrait of a Princeton Public Schools Graduate

Pg. 3

The *Portrait* is the Princeton community’s articulation of the qualities and attributes of a graduate from our high school. It expresses what Princeton Public Schools graduates need to know, be able to do, and embody.

## Goals, Measures, & Excellence Targets

Pg. 4 - 8

Our aspirational *Goals*, and the corresponding *Measures* of student progress, are statements of our collective commitment to learning, growth, and success for every student, regardless of their background or circumstance. The *Goals* are the “ends” we seek for all students.

The *Excellence Targets* are specific performance benchmarks we are aiming at during the 5-year span of this strategic plan.

## Four Pillars

Pg. 9

Our *Four Pillars* describe the capabilities we must 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. As building blocks, all four *Pillars* are essential to the accomplishment of each *Goal* (see graphic below).

## Strategic Priorities & Key Actions

Pg. 10 - 11

The *Strategic Priorities*, and the *Key Actions* associated with them, are the targeted solutions and structures that facilitate accomplishment of the goals for student success. They are the “means” to the ends. Together, they constitute our “blueprint for action,” aligned to the *Four Pillars*.

### Each Pillar Contributes to the Success of Each Goal



# Portrait of a Princeton Public Schools Graduate

## Critical Thinker

- ▶ assesses underlying causes
- ▶ finds, evaluates and employs relevant evidence
- ▶ determines the validity of claims and analyzes sources
- ▶ builds reasoned arguments



## Informed & Involved Global Citizen

- ▶ values diversity of all kinds (language, racial, religious, gender, sexuality, ability, class) and fosters inclusion
- ▶ makes ethical and fair choices/acts with integrity
- ▶ develops global awareness and civic responsibility
- ▶ takes action to positively impact community



## Curious Learner

- ▶ embodies a growth mindset
- ▶ develops personal passions and interests
- ▶ remains open to new possibilities
- ▶ persists in the face of obstacles



## Health & Wellness Advocate

- ▶ 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



## Collaborative Communicator

- ▶ listens actively to understand different points of view
- ▶ communicates responsibly in multiple modalities
- ▶ organizes and expresses information clearly
- ▶ works well with diverse teams
- ▶ values the contributions of others



## Creative Innovator

- ▶ 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





## GOAL 1

# Focus on Early Years: Age 3 to Grade 3

GOALS, MEASURES, AND EXCELLENCE TARGETS



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

### MEASURES OF STUDENT PROGRESS

- A. Student progress on key developmental criteria: attention skills, self-regulation, executive functioning, creativity, risk-taking, and problem solving.
- B. Student access to comprehensive early-interventions and supports.
- C. Student growth and achievement in literacy and numeracy.

### 2028 EXCELLENCE TARGETS

- ▶ At least 16 out of every 20 students (80%) will meet/exceed proficiency standards in **Literacy** by the end of Grade 3.
- ▶ At least 17 out of every 20 students (85%) will meet/exceed proficiency standards in **Numeracy** by the end of Grade 3.

### BASELINE DATA FOR PRINCETON PUBLIC SCHOOLS

## NJSLA Grade 3 › 2021 - 2022

### English Language Arts

67% meeting or exceeding

### Numeracy

73% meeting or exceeding



# 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.*

MEASURES OF STUDENT PROGRESS

- A. Student perception of safety, inclusion, nurturing environment, and meaningful relationship with at least one adult at school.
- B. Student perception of fair, restorative and equitable discipline practices.
- C. Student perception of timely access to supports for emotional, behavioral, mental, and physical wellness.

2028 EXCELLENCE TARGETS

- a. At least 92% of students “Agree/Strongly Agree” with, **“I feel safe and a sense of belonging at school.”**
- b. At least 70% of students “Agree/Strongly Agree” with, **“I feel included and engaged in my classes.”**
- c. At least 90% of students “Agree/Strongly Agree” with, **“I have a meaningful relationship with at least one adult at school.”**
- d. At least 80% of students “Agree/Strongly Agree” with, **“I experience fair, restorative, and equitable treatment regarding discipline.”**

BASELINE DATA FOR PRINCETON PUBLIC SCHOOLS

**Student Voice Survey › Spring 2022**

*Percentage of students that answered “Agree/Strongly Agree”*

	Elementary Schools	Princeton Middle School	Princeton High School
a. My school is a welcoming and safe place to be.	82.4%	65.3%	65.6%
b. I usually look forward to going to my classes.	46.6%	35.4%	33.9%
c. When something is really bothering me, there is at least one adult in the school I can go to talk about the problem.	67.9%	56.2%	52.6%
d. Adults in the school treat students fairly.	73.3%	59.8%	51.1%

# Opportunity and Achievement for All



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

## MEASURES OF STUDENT PROGRESS

- A. Student engagement in academic goal-setting, self-reflection, and feedback.
- B. Student growth and proficiency in all academic subjects.
- C. Student enrollment and achievement in advanced academic courses.

## 2028 EXCELLENCE TARGETS

- ▶ At least 90% of all students will meet/exceed New Jersey proficiency standards in **English Language Arts**.
- ▶ At least 85% of all students will meet/exceed New Jersey proficiency standards in **Mathematics**.
- ▶ At least 70% of all students will meet/exceed New Jersey proficiency standards in **Science**.
- ▶ At least 90% of all students are enrolled in and pass **accelerated or advanced academic courses**.





**GOAL 3 BASELINE DATA FOR PRINCETON PUBLIC SCHOOLS**

**NJSLA All Students > 2021 – 2022**

	ALL	ASIAN	AFRICAN AMERICAN	HISPANIC	MULTI-RACIAL	WHITE	SPED*	F/RL**
<b>ELA/Language</b>	75%	84%	51%	49%	85%	82%	40%	34%
<b>Mathematics</b>	61%	80%	25%	33%	78%	65%	28%	18%
<b>Science</b>	52%	65%	30%	21%	56%	58%	23%	13%

\*Special Education \*\*Free/Reduced-Price Lunch

**Grade 9 - 12 Students Enrolled in Accelerated, Advanced and AP Courses 2021-2022**

	ALL	ASIAN	AFRICAN AMERICAN	HISPANIC	MULTI-RACIAL	WHITE	SPED*	F/RL**
<b>% Students Enrolled in Advanced Level Classes</b>	70.8%	86.5%	36.6%	37.2%	74.2%	72.0%	20.6%	35.8%

\*Special Education \*\*Free/Reduced-Price Lunch



# 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.*

### MEASURES OF STUDENT PROGRESS

- A. 9th and 10th graders on-track to graduate (based on multiple indicators such as attendance, emotional & mental health, course grades, GPA).
- B. Student progress on the Portrait of a Graduate criteria.
- C. Student engagement in at least one structured community service or extended learning experience (e.g., internships, volunteer opportunities).
- D. Student completion of a High School and Beyond Plan aligned to their post-secondary interests.

### 2028 EXCELLENCE TARGETS

- ▶ All 9th and 10th graders (100%) are **on track to graduate**.
- ▶ Every graduating senior (100%) develops a **personal roadmap** for successful post-high school transition.

### BASELINE DATA FOR PRINCETON PUBLIC SCHOOLS

### PHS Sophomore Students on-track to graduate › Class of 2025

	ALL	ASIAN	AFRICAN AMERICAN	HISPANIC	MULTI-RACIAL	WHITE	SPED	F/RL
On-Track Students	96%	97.2%	87.0%	87.5%	97.5%	97.9%	90%	90.9%

\*Special Education \*\*Free/Reduced-Price Lunch



# Four Pillars

Our Four Pillars describe the capabilities adults 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.



## PILLAR A

“Teaching & Learning”

**Culturally Responsive, Differentiated Teaching**

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.



## PILLAR B

“Schools Can’t Do It Alone”

**Culture of Trust, Safety and Support for All**

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.



## PILLAR C

“Investing in People”

**Results-Focused Professional Learning and Collaboration**

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.



## PILLAR D

“Bringing It All Together”

**Effective, Efficient, and Equitable Practices, Processes and Procedures**

Our fourth pillar is about “BRINGING IT ALL TOGETHER.” It highlights how we will ensure that all levels are aligned to our goals, committed to working as data-informed, high-trust, accountable teams.

# Strategic Priorities and Key Actions

## PILLAR A

### Culturally Responsive, Differentiated Teaching

#### A-1: Access to high academic standards and rigorous programs

- a. Develop an instructional system aligned to the competencies in the Portrait of a PPS Graduate, ensuring access for every student to guaranteed and viable curricula, multiple forms of assessing student progress, and acquisition of durable/transferable skills (e.g. team building, collaboration).
- b. Expand the number and quality of advanced, inclusive, rigorous curricula options and formalized supports available to students, with an emphasis on increasing career/technical pathways and vocational options.

#### A-2: Personalized learning pathways with authentic assessments of progress

- a. Develop data collection and reporting systems that strengthen administrators' and teachers' use of data to guide instructional decisions and collegial conversations at the classroom, school, and district levels.
- b. Implement play/problem-based, student-directed learning experiences in our early grades (PreK – Grade 3).
- c. Implement early universal screening tools (PreK – Grade 2) to identify academic needs and provide early intervention supports in math and reading.
- d. Ensure that every high school student has a personalized learning pathway, developed in partnership with the student, family/caregiver, and their school counselor/teachers, including: a formal goal-setting process at the beginning of high school, periodic progress update during high school, and a senior year reflection on accomplishment and challenges.
- e. Offer Grade 9– 12 students multiple pathways for learning based on each student's preferences (for example, Advanced Placement courses, Career and Technical Education pathways).
- f. Implement an assessment system and innovative grading practices that enable students to demonstrate their learning and growth through multiple modalities.
- g. Provide targeted, on-demand tutoring and accelerated intervention options for all students, designed to close learning gaps quickly so that students can remain on-track to successful completion.

## PILLAR B

### Culture of Trust, Safety and Support for All

#### B-1: Formalized systems of supports for academic, behavioral, mental, and emotional wellness

- a. Implement a consistent Multi-Tiered System of Supports (MTSS)+Intervention process, including screening and early identification of students, matching intervention to student needs, timely progress monitoring, and evidence-based adjustment of professional practices with student academic and social-emotional goals.
- b. Know the strengths and needs of each student and provide timely supports and adequate resources to aid the student and their teachers.
- c. Create safe and kind spaces where students feel seen, heard, and respected.
- d. Promote the idea of student wellness as community work and collective care-taking supported by alignment/integration of services and resources across multiple agencies that support youth and families.
- e. Develop small teams/cohorts of students to engage in peer-to-peer mentoring, advocacy, and self-efficacy regarding academic success and social-emotional wellness.

# Strategic Priorities and Key Actions

## PILLAR C Results-Focused Professional Learning and Collaboration

### C-1: Conducive environments for 21st Century pedagogical teaching and learning

- a. Offer different ways to teach and explore in flexible, interest-based, small group settings.
- b. Cultivate each students' sense of belonging through culturally inclusive experiences that enable all students to "see" themselves and their peers reflected in the curriculum.
- c. Build inclusive and supportive classrooms through the implementation of Social/Emotional Learning programs.

### C-2: Retention, development, and support of all staff

- a. Provide ongoing, reflective professional learning opportunities for all staff regarding equity, access, and inclusive practices that support our diverse community.
- b. Increase targeted outreach to teacher-development institutions that produce highly-qualified pools of teachers and staff, and institute support structures that will enhance the attraction and retention of teachers and staff who produce student learning gains of our diverse student body.
- c. Increase partnership with area colleges and universities, focused on capacity-building (people, structures, processes) related to specific PPS performance benchmarks articulated in this strategic plan.

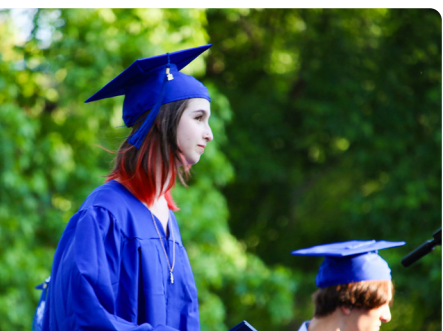
## PILLAR D Effective, Efficient, and Equitable Practices, Processes and Procedures

### D-1: Evidence-based professional practices and decision-making

- a. Implement data-informed cycles of inquiry, including scheduled time for educators to reflect on their professional practices based on data about student academic and social-emotional progress.
- b. Promote mission-driven planning, public reporting, and accountability through: (i) clear performance targets and results-focused improvement plan for each school and district-level units; (ii) public reporting dashboard to share school and district progress at least three times per year; and (iii) school-level and district-based ceremonies to celebrate the accomplishments of staff and students at least twice during the school year.







**3,631 Students Enrolled**

(2021-2022 SY)

- 21.6% Asian
- 5.9% Black or African American
- 15.5% Hispanic or Latino
- 8.2% Multiracial
- 49% White

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- 3.7% English Language Learners
- 12% Low-income
- 15.9% Students with Disabilities

### Our Schools

- Community Park Elementary School
- Johnson Park Elementary School
- Littlebrook Elementary School
- Riverside Elementary School
- Princeton Middle School
- Princeton High School

**Superintendent** Dr. Carol Kelley

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