# Forward Together

2021–2025 Strategic Plan for
Racial Equity, Inclusion, and Excellence

**PPS** PORTLAND PUBLIC SCHOOLS

# Realizing Our Vision, Together

In May 2019, PPS adopted our community-informed vision, *Portland Public Schools reImagined*. This vision, which serves as a map toward a shared "north star," knits together our community's long-term aspirations for our graduates, educators*, and the overall school system. It is also our promise to students, their families, and our community about the future of public education in our city.

*Forward Together: PPS's 2021–2025 Strategic Plan for Racial Equity, Inclusion and Excellence* is the first of a series of multi-year strategic plans for the district, outlining this important step toward realizing our vision. In the following pages, you will see a set of collective and coherent actions and goals that together represent the changes we believe will get us closer to bringing our vision to life. This strategic plan is a high-level description; further implementation steps will be articulated in detailed action plans.

**PPS reImagined (our vision) serves as our compass; Forward Together (our strategic plan) is our roadmap.**

*Forward Together* marks the start of an accelerated journey of significant improvement and growth for our school system, one that leaves us with a far stronger culture to serve and support our schools, students, families, and educators to thrive and achieve excellence.

In *Forward Together*, you will see four major themes that we have identified as areas of focus, aimed at producing meaningful outcomes. We believe that the most innovative ideas and productive actions to help us achieve our strategic goals are not yet identified and will be developed in deep collaboration with educators, students, culturally specific partners, and support teams that make up the PPS ecosystem. *Forward Together* will direct our energy and resources where they are most needed. Our plan is also intended to be iterative, and thus leaves room for adjustment and recalibration based on future insights and new learning, fresh evidence, continuing community input, and further exploration of the issues we are committed to addressing.

**\* Educators**

A school district is a community of adults that supports student learning in various ways. For this reason, everyone working at PPS is an educator in the context of our Vision and Strategic Plan. The district pledges to create the conditions to support and cultivate the necessary attributes, which we refer to as the Educator Essentials, in every supportive adult in the system who works to ensure student success.

Our strategic plan, now merely words, will become reality in PPS, when:

- Every student, regardless of background, has access to the essential supports and resources necessary to engage successfully in a more personalized learning experience. This will be especially true when our students, with their broad range of talents and abilities, including those from diverse cultural and linguistic backgrounds, are provided more opportunities to develop, and ultimately exhibit, the elements of our Graduate Portrait. Our vision's Graduate Portrait represents a clear description of what skills and dispositions our community wants our students to know, be, and be able to do, in order to prepare them to thrive in their lives and careers and "be prepared to lead change in a more socially just world."

- Our community of school-based educators, and the central office educators who support them, all fully embrace change and actively participate in a culture of continuous improvement. The sharing of ideas, inspirations and best practices is ingrained in the PPS culture so we grow our knowledge and build meaningful connections across hallways, schools and neighborhoods—all in a shared effort to effectively serve every student in the school system.

This plan is a reflection of the collective time, energy, and insights of the talented legion of dedicated people on Team PPS. I am grateful for their and your continued partnership.

Thank you, in advance, for your support and engagement as we roll up our sleeves to make our audacious strategic plan widely understood, relevant, and real, in order to ensure the success of everyone at Portland Public Schools.

Forward Together,

*Guadalupe Guerrero*

Guadalupe Guerrero, Superintendent

# Overview

# What is a Strategic Plan?

A vision describes our destination: what we want to be true for our school district by 2030. A strategic plan describes how we will reach our destination. This plan covers the years 2021 to 2025 and outlines the first stage of our journey toward our vision. It describes a set of collective and coherent actions and goals that, taken together, will set in motion the changes needed to bring our vision to fruition. This is still a high-level description; the implementation details are in the site level and department plans. As the vision is long-term, we will need several strategic plans to chart our course.

## Vision

The vision describes the change we want to see in the world. Our vision document describes our hopes for students (the Graduate Portrait) and for all of the educators who work at Portland Public Schools (the Educator Essentials), and articulates how the system needs to change to support the educators to support the students (the System Shifts).

Ultimately, everything in the vision document supports the following:

*A graduate of Portland Public Schools will be a compassionate critical thinker, able to collaborate and solve problems, and be prepared to lead a more socially just world.*

## Mission

Our mission describes what we as an organization will do to realize the vision:

*We provide rigorous, high-quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.*

**EDUCATIONAL SYSTEM SHIFTS**
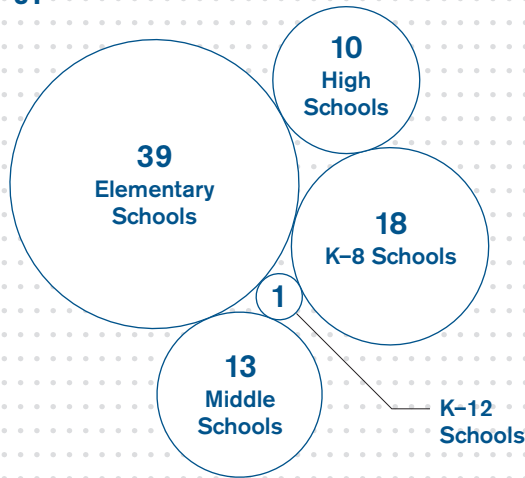
**EDUCATOR ESSENTIALS**

**GRADUATE PORTRAIT**

**Integrated Diagram**

This diagram integrates the Graduate Portrait elements with the Educator Essentials and Educational System Shifts. It shows the Graduate Portrait elements at the center, at the heart of everything the school district does. Supporting the Graduate Portrait are the Educator Essentials. Some of these elements align directly with those in the Graduate Portrait, for example, around Empathy with Caring, Empathetic, and Relational educators supporting Reflective, Empathetic, and Empowering Graduates. Others cover the less direct, but equally powerful ways Educators create an ecosystem in which students can thrive. Around the outer layer are the Educational System Shifts, which further develop this ecosystem and provide the supports for both educators and students as they develop the knowledge, skills, and dispositions that will take them into the future.
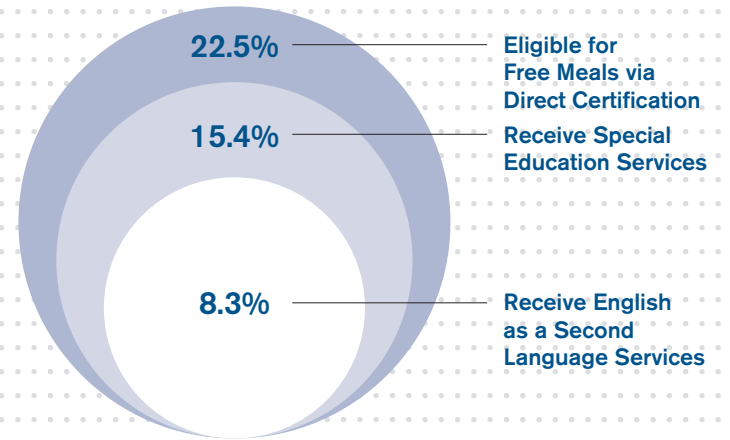
# PPS Profile

Portland Public Schools, founded in 1851, is Oregon's largest PK–12 school district, preparing students to "lead change, and improve the world." With more than 47,000 students in 81 schools, PPS strives to ensure academic excellence and personal success for every student, especially our Black, Native American, students of color and/or with disabilities. Central to this goal is affirming and operationalizing our deeply held community value of racial equity, social justice and inclusion.
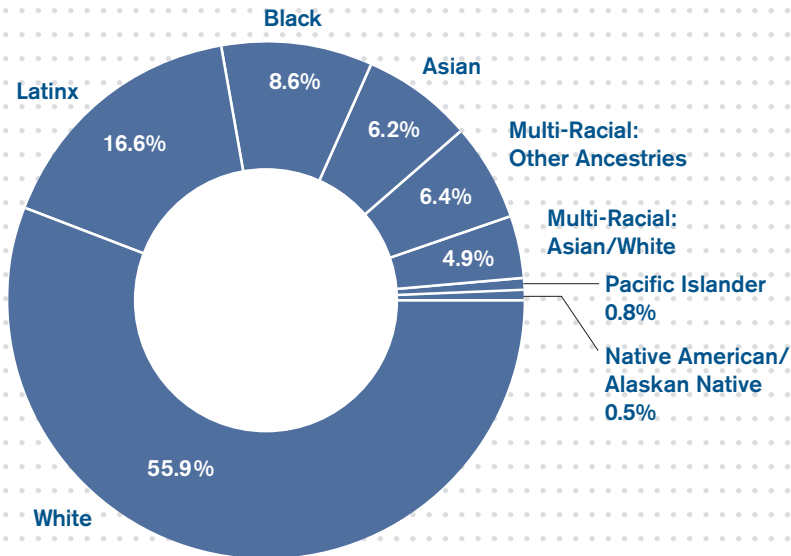
## Total Schools
**81**

- **39** Elementary Schools
- **10** High Schools
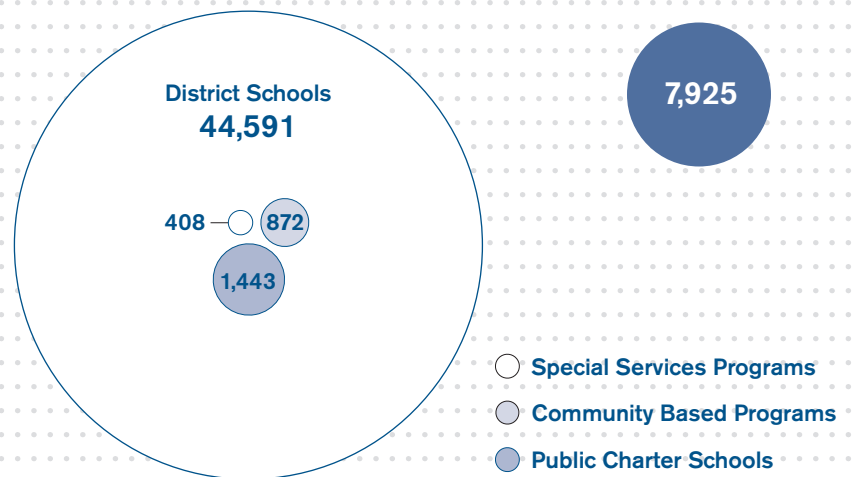- **18** K–8 Schools
- **13** Middle Schools
- **1** K–12 Schools

Data from the 2020–2021 school year. Our schools include the Head Start Early Childhood Education program, seven community-based programs, six charter schools, two alternative programs, and seven special services programs

## Additional Student Services

- **22.5%** Eligible for Free Meals via Direct Certification
- **15.4%** Receive Special Education Services
- **8.3%** Receive English as a Second Language Services

## Student Demographics

- Latinx 16.6%
- Black 8.6%
- Asian 6.2%
- Multi-Racial: Other Ancestries 6.4%
- Multi-Racial: Asian/White 4.9%
- Pacific Islander 0.8%
- Native American/Alaskan Native 0.5%
- White 55.9%

## Total Student Enrollment
**47,314**

- District Schools **44,591**
- Special Services Programs 408
- Community Based Programs 872
- Public Charter Schools 1,443

## Employees
**7,925**

# Core Values

**Students at the Center**

We believe that all students have the ability to succeed and that positive impacts on students are at the center of each decision and action. We believe that student voice is essential to understanding and solving the core issues of education and that including student voice is a priority.

**Racial Equity and Social Justice**

We believe in the fundamental right to human dignity and that generating an equitable world requires an educational system that intentionally disrupts—and builds leaders to disrupt—systems of oppression.

**Honesty and Integrity**

We believe in demonstrating honesty and integrity in every action we take, with sincere, ethical, transparent, and accountable communication and decision-making in service of our students, families, staff, and community.

**Excellence**

We believe in rigor and high standards for all students and staff, and that achieving excellence and high performance is the result of the school system acting as a continuous learning organization.

**Respect**

We believe in respect for all. Every person brings value and deserves to be treated with care, courtesy, and compassion.

**Relationships**

We believe that relationships are vital to our success. Authentic human connection, established through kind, caring relationships, builds trust, fosters understanding, and strengthens our ability to work together toward shared aspirations.

**Creativity and Innovation**

We believe in the power of effective problem solving, supported by a culture of creativity and innovation. Challenging assumptions, nurturing curiosity, welcoming new ideas, and developing lateral thinking skills are essential to developing effective strategies for constructive change.

**Partnerships and Collaboration**

We believe that together, we know and can achieve a great deal, and that by leveraging the collective actions of a group of committed stakeholders, we can achieve our Vision.

**Grounded in the Spirit of Portland**

We believe that our unique Portland identity gives us the collective wisdom to acknowledge and learn from our community's diverse history and fuel our progress toward a new era of courageous and innovative collective action to create a better Portland for all.

**Joyful Learning and Leadership**

We believe in learning and leading in ways that foster human connection, deep appreciation for each other, satisfaction in our work, and appreciation of the learning process.
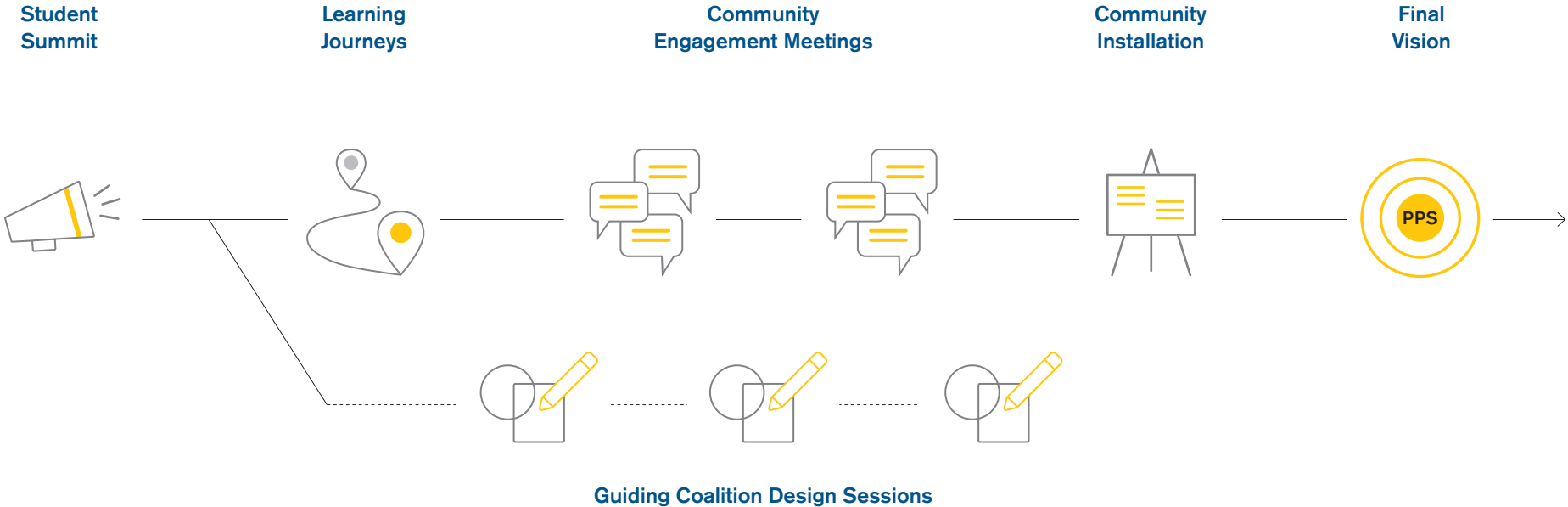
# How did we get here?

In fall 2018, the Board of Education and the Superintendent of PPS launched a community-wide process to develop a long-term Vision for public education in Portland. This Vision describes our goals for our PPS Graduates, and the educational experience that will increasingly be the reality for each one of them from 2019 onward.

The elements of the Vision were co-developed by our Guiding Coalition—a group of approximately 90 people from across Portland, representing diverse communities and viewpoints—and from input shared by the broader community, over the course of more than 35 community meetings and two community

surveys. The work included an exploration of future trends that are likely to impact education in Portland; learning journeys to schools and organizations already engaged in ideas that PPS might be interested in adopting; and design exercises that considered the needs of students, educators, families, and community members.

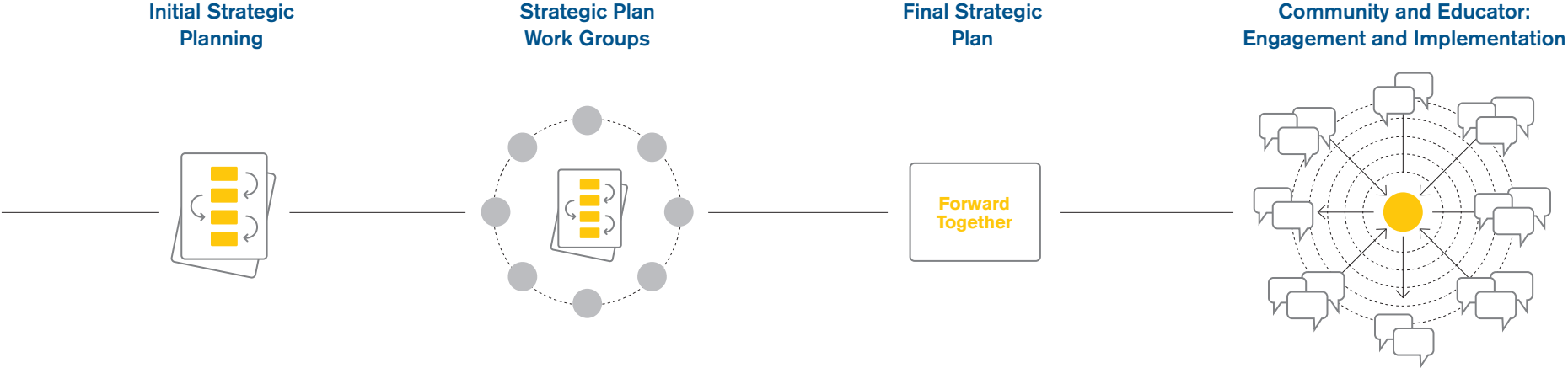The process engaged thousands of stakeholders—including students, families, educators, district staff, and civic, business, community, and philanthropic leaders—and produced nearly 16,000 data points which became the basis for the various elements of the Vision.



**Student Summit**  **Learning Journeys**  **Community Engagement Meetings**  **Community Installation**  **Final Vision**

**Guiding Coalition Design Sessions**

# Strategic Plan Process

Following the community-formed vision process, we identified five of the System Shifts to create an initial Strategic Plan for the school year 2020−21. Building on that plan, we have now created a four-year plan, which continues the work of the initial plan and adds several key areas of work. Despite the constraints brought by the COVID-19 pandemic, integrating diverse perspectives from students and educators representing different parts of the organization was central to the development of this plan. We conducted a student survey and held student focus groups and we conducted a series of educator focus groups, including three in which more than two dozen school-based educators of color from across PPS came together for sessions with senior staff. Three student interns joined a 148 person Advisory Committee to provide input on priorities for the plan. Advisory Committee members also took part in System-Shift-specific work groups to develop the details of strategic outcomes and goals. Each work area follows the guidance provided by the community during the vision process, and we will continue to have significant community engagement throughout the implementation of the strategic plan.

**Initial Strategic Planning**

**Strategic Plan Work Groups**

**Final Strategic Plan**

Forward Together

**Community and Educator: Engagement and Implementation**

# Summary of Strategic Plan Themes and Outcomes

The focus areas of the plan, described as strategic outcomes (i.e., what will be true once they are achieved) are organized under four main themes:

## Theme 1: Racial Equity and Social Justice

As a community, we have an urgency to intentionally disrupt systems of oppression, because they are closely tied to disparities of access and educational outcomes, especially among our Black and Native American students. We have to attack racism and longstanding, structural inequities in our system. We have to remove barriers to teaching and learning. We have to create a sense of belonging for everyone. And we will establish a Center for Black Student Excellence, a constellation of built environments and a designated set of culturally responsive strategies that celebrate and advance Black student achievement at PPS. The issues of race, racism and racial equity are important to the strategic plan as a whole—and they suffuse other themes and action areas throughout. It is important that all stakeholders see opportunities to confront racism and promote equity in every element of our plan.

## Strategic Outcomes

### Transform Structures for Racial Equity
We are gaining the knowledge and demonstrating the practices that model characteristics of an anti-racist organization, one that eliminates disparities in equitable access to opportunities and outcomes for students of color.

### Cultivate a Culture of Racial Equity and Care
We are cultivating the conditions for an organizational culture of racial equity and affirmation to collectively bring about meaningful change.

### Reimagine Relationships and a Sense of Belonging
Students develop a strong sense of belonging, and we foster safe, healthy, and positive learning and working environments.

### Plan the Center for Black Student Excellence
A comprehensive, co-constructed, community plan for the Center for Black Student Excellence.

### Ensure Equitable Access to Facility Resources
We reimagine the use of space to provide more equitable access to facilities and supporting resources, enabling greater options for student success.

## Theme 2: Inclusive and Differentiated Learning for Every Child

We celebrate the diversity of our students, and are working to provide differentiated learning experiences and supports that meet every child where they are, work with their interests, and enable them to thrive at PPS. We have a significant population who have varying abilities that require special attention and programs. Many students with disabilities, and those with complex learning needs, were not well-served by COVID-19 virtual learning. We need to strengthen educational offerings for every student, including those with disabilities, and expand resources for their physical and emotional safety. And we must make learning relatable and relevant for real-world contexts— for jobs, technology, and challenges of the future— for every student.

## Strategic Outcomes

### Develop an Integrated Instructional Framework
Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.

### Design Learning Experiences that Promote Self-Directed, Future-Ready Learning
Every student has access to flexible, personalized, and differentiated learning experiences throughout their PK–12 journey that are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.

### Implement Multi-Tiered System of Supports
Our strongly aligned system of tiered supports provides progressively targeted and individualized supports for students, based on student data, decision criteria, educator collaboration, and using evidenced-based academic, social-emotional, and behavioral interventions that are culturally responsive and eliminate barriers to learning.

### Establish Systems and Structures for Inclusion
All of our systems and structures support the understanding and implementation of inclusionary practices for students with disabilities.

### Promote an Inclusive Mindset
We all share the mindset that students with disabilities are everyone's students.

### Build the Advocacy Power of Students and Families of Students with Disabilities
We ensure that all families and students, especially those historically underserved, have the knowledge, information and support they need to fully engage in, and contribute to, the special education process.

## Theme 3: Professional Excellence and Support

To become a world-class school district, we must hire talented people from diverse backgrounds and experiences. We also know that our world-class staff needs ongoing professional support and resources. This will require action across many forms, including better communication and coordination; career pathways for educators, building our educators' capacity in social and emotional support to students; and a culture of adult learning to accelerate student achievement.

## Strategic Outcomes

### Develop a Diverse, High-Quality, and Thriving Workforce

We have a diverse, high-quality, and thriving workforce that is supported in personal and professional well-being and success.

### Advance Our Organizational Learning Culture and Practice

Our coherent, system-wide, culture of adult learning provides systems and supports that spur growth, innovation, and collaboration.

# Theme 4: Embracing Change

We need to create and support a culture open to positive change—as a system. The way we solve problems systematically, the way we build a culture and approach to successfully manage our work, the way we build trust and promote empathy, the way we communicate within our system and to our stakeholders—all of these are actions that require constant refinement and improvement.

# Strategic Outcomes

### Socialize Our Vision and Strategic Plan
We socialize our vision, *PPS reImagined*, and our strategic plan by providing ongoing opportunities for educators, students, and community stakeholders to engage, understand, and make meaning together.

### Build a Collective Sense of Trust and Belonging
Our educators and community collectively foster an environment of belonging, trust, and shared ownership for the success of our students, educators, and school district.

### Establish a System-Wide Project Management Culture and Practice
Our project management practice ensures consistent, sustainable, and synchronized implementation and organizational coherence of all strategic plan efforts.

### Embed System-Wide Data-Driven Continuous Improvement Practices
We effectively and consistently use data to drive cycles of continuous improvement that lead to decisions and actions that improve student outcomes.

### Establish Exceptional Service Culture and Standards
We deliver exceptional central services to our schools, students, and families.

### Implement a Proactive, Effective, and Creative Communication Practice
Our communications practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities.

### Launch an Innovation Practice that Reimagines System Problem Solving
Our system-wide innovation practice addresses challenges in the system by generating creative solutions and moving promising practices to implementation at scale.

### Cultivate and Promote Aligned Community Partnerships
Our partnerships equitably support our students to achieve the Graduate Portrait.

### Develop a Coherent System-Wide Community Engagement Approach
Stakeholder engagement is a core competency through which the perspectives and voice of educators, students, families, and community are authentically integrated.

# Forward Together

## RACIAL EQUITY & SOCIAL JUSTICE

- Transform Structures for Racial Equity
- Cultivate a Culture of Racial Equity & Care
- Reimagine Relationships & a Sense of Belonging
- Plan the Center for Black Student Excellence
- Ensure Equitable Access to Facility Resources

## PROFESSIONAL EXCELLENCE & SUPPORT

- Develop a Diverse, High-Quality, & Thriving Workforce
- Advance Our Organizational Learning Culture & Practice

## INCLUSIVE & DIFFERENTIATED LEARNING FOR EVERY CHILD

- Develop an Integrated Instructional Framework
- Design Learning Experiences that Promote Self-Directed, Future-Ready Learning
- Implement Multi-Tiered System of Supports
- Establish Systems & Structures for Inclusion
- Promote an Inclusive Mindset
- Build the Advocacy Power of Students & Families of Students with Disabilities

## EMBRACING CHANGE

- Socialize Our Vision & Strategic Plan
- Build a Collective Sense of Trust & Belonging
- Establish a System-Wide Project Management Culture & Practice
- Embed System-Wide Data-Driven Continuous Improvement Practices
- Establish Exceptional Service Culture & Standards
- Implement a Proactive, Effective, & Creative Communication Practice
- Launch an Innovation Practice that ReImagines System Problem Solving
- Cultivate & Promote Aligned Community Partnerships
- Develop a Coherent System-Wide Community Engagement Approach

For a larger version of this diagram see the diagram at the center of the Strategic Plan quickguide.

# Strategic Plan Objectives

These Strategic Plan Objectives describe the high-level indicators of success for our strategic plan. What does success look like at the end of the strategic planning period?

## Student-Centered Indicators

> Black and Native students will narrow opportunity gaps in learning shown by increasing numbers of students prepared for 1st grade as measured by an appropriate set of early learning indicators.

> Narrowing the opportunity gaps for our Black and Native students: (These are aligned to Board Goals)

• By 3rd Grade, our Black and Native students will narrow opportunity gaps in reading shown by more growth than other subgroups as measured by the NWEA Measures of Academic Progress (MAP) assessments

• By 5th Grade, our Black and Native students will narrow opportunity gaps in math by showing more growth than other subgroups as measured by the NWEA Measures of Academic Progress (MAP) assessments

• By 8th Grade, our Black and Native students will narrow opportunity gaps in both reading and math shown by increasing numbers of students who meet or exceed proficiency in both English Language Arts and Mathematics as measured by Smarter Balanced Assessment Consortium (SBAC) assessments

• By graduation, our Black and Native students will narrow postsecondary opportunity gaps shown by greater increases of students, as compared to other subgroups, who meet at least one of the following postsecondary readiness indicators as stated in the current board goals:

  ◦ Successful completion (C or better) of 3 or more Advanced Placement courses,

  ◦ Successful completion (C or better) of 3 or more International Baccalaureate courses,

  ◦ Successful completion (C or better) of 3 or more Dual Credit courses,

  ◦ Successful completion of Career and Technology Pathway (2 or more courses in the same path),

  ◦ Successful achievement of the seal of biliteracy (AP foreign language: 3 or above).

> Students report increasing sense of belonging as measured by the Successful Schools Survey

> Students report learning is more engaging and relevant for their future

> Reduce disproportionate identification of students in Special Education, especially our Black, Native, and English Learner students

> Reduce disproportionality in exclusionary discipline measures for our Black and Native students

> Students are able to self-assess growth on the Graduate Portrait, including an adapted Graduate Portrait for students with disabilities, using a developmentally appropriate continuum

> Growth in number of students on track for the Graduate Portrait milestones as expressed by the Graduate Portrait continuum

> Students report their learning experiences support their understanding and attainment of the Graduate Portrait

## Other Success Indicators
## Related to Educator Essentials and Implementation of Key Strategies

> Increase in number of educators of color who are hired and retained

> Increase in educators of color reporting feeling a sense of belonging

> Educators use the Educator Essentials to self-assess professional growth

> Data driven, continuous improvement practices evident at grade level, schools, departments, and district as a whole

> Evidence that educators are aligning their work and professional learning to the Vision

Theme 1
**Racial Equity
and Social Justice**

Portland voters approve historic $1.2 billion PPS Bond, including $60 million to launch the Center for Black Student Excellence.

# Racial Equity and Social Justice

## Transform Structures for Racial Equity

### Strategic Outcome

We are gaining the knowledge and demonstrating the practices that model characteristics of an anti-racist organization, one that eliminates disparities in equitable access to opportunities and outcomes for students of color.

### Description

We are disrupting entrenched institutional and cultural racism by integrating the PPS RESJ Lens into critical district structures and processes and continuously examining and changing beliefs, mindsets, policies, actions, and decision-making to eliminate disparities in access to opportunities and outcomes for students of color.

### Goal #1

Disrupt racial inequities by applying the PPS RESJ Lens to analyze and interrogate high-leverage system change opportunities, including policies, processes, and resource allocation.

### Goal #2

Every educator can articulate their role and responsibility within the RESJ Framework and Plan and understand how it fits within their work as reflected in their professional goals, published teamwork plans, and quarterly reviews.

### Goal #3

In service of board goals, the RESJ Advisory Council supports the implementation of the RESJ Framework and Plan to ensure that the district measures, monitors, evaluates, and acts to track progress toward equitable student outcomes.

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The vignettes in the bubbles show some of the progress already made, either through district work or the results of student advocacy, that support the direction of this plan, and show that while our plan is bold, it is also achievable.

# Cultivate a Culture of Racial Equity and Care

### Strategic Outcome

We are cultivating the conditions for an organizational culture of racial equity and care to collectively bring about meaningful change.

### Description

We are creating an organizational culture of racial equity that is characterized by respect, care, affirmation, and interconnectedness. This culture results from widespread use of the PPS RESJ Lens and from educators developing our individual capacity to understand oppression in education. This enables us to successfully collaborate with others to bring about meaningful change that increases student success, resilience, and empowerment.

### Goal #1

Develop and implement RESJ professional learning and school site supports aligned to the RESJ PD Framework and the Professional Learning Master Plan. This is done in collaboration with school teams, departments, and external partners so the entire system is engaged in continuous RESJ learning and improvement.

### Goal #2

Engage meaningfully with students, families, and community leaders through intentional and inclusive partnership and collaboration with culturally specific, multiracial partners and community, and in coordination with our Community Engagement team. Implement RESJ strategies in every school and department to meet the needs of students and families.

# Reimagine Relationships and a Sense of Belonging

## Strategic Outcome

Students develop a strong sense of belonging, and we foster safe, healthy, and positive learning and working environments.

## Description

Our "design principles for belonging," based on collaborative work with students, student groups, families and communities, and external research, build capacity throughout the system to reimagine relationships, foster community and belonging, and reimagine discipline. The design process identifies needed resources and creates the conditions for greater physical and emotional safety for students and educators.

### Goal #1

Complete a process of exploratory learning and gathering input on what is needed to build a sense of belonging and supportive relationships.

### Goal #2

Based on the results of goal #1, prototype a set of "design principles for belonging" that create the conditions for educators to foster emotional regulation and healthy environments for every student.

### Goal #3

Develop and implement a comprehensive plan, building on goals #1 and #2, that increases access to, and representation of, student-led activities that support cultural and social identity, enhancing a sense of safety and belonging at every school site.

# Plan the Center for Black Student Excellence

### Strategic Outcome
A comprehensive, co-constructed, community plan for the Center for Black Student Excellence.

### Description
In partnership with Black community leaders, education and youth development experts, and educators, our community launches a racial equity centered design and planning process that informs both the educational programming and the physical design and implementation of the Center for Black Student Excellence in schools and facilities in the heart of the historic Albina neighborhood around Jefferson High School. Drawing from local, national, and international expertise as well as student, family, and community engagement, the collective sets the framework and design for implementation of the Center.

### Goal #1
A robust and detailed community, student, and stakeholder engagement plan, developed in coordination with our Community Engagement team, is reviewed, vetted, and approved.

### Goal #2
Our community- and student-focused engagement process produces a vision and mission, and a comprehensive plan that outlines educational outcomes, partnership needs/development, physical space needs, oversight, and responsibility.

### Goal #3
Create and implement a plan to hire, train, and promote educators, and others, who reflect the cultural and racial diversity of our student demographics.

# Ensure Equitable Access to Facility Resources

### Strategic Outcome

We reimagine the use of space to provide more equitable access to facilities and supporting resources, thereby enabling greater options for student success.

### Description

Our response to the question, "How might we change enrollment, budgeting, and partnership policies and practices to create an equitable allocation of resources and more flexible and future-focused schools, including non-comprehensives, such as CBO alternative schools?" results in a reimagined use of space. Student needs are the driver, and the Graduate Portrait is the frame that guides access to spaces and allocation of resources, supporting multiple pathways to graduation.

### Goal #1

Develop and implement guidelines and plans for intentional and equitable upgrading of every inaccessible and aging facility in the school district.

### Goal #2

Regular, two-way, engagement informs facilities planning and resource allocation developed in coordination with our Community Engagement team.

### Goal #3

Develop and implement administrative policies and processes that allow students to flexibly access multiple educational programs and offerings, virtually or physically, and in conjunction with ongoing career learning academy development work.

# Theme 2
## Inclusive and Differentiated Learning for Every Child

# Inclusive and Differentiated Learning for Every Child

## Develop an Integrated Instructional Framework

**Strategic Outcome**

Our Integrated Instructional Framework guides teaching and learning and integrates respectful consideration of culture, disability, race, gender, and language. It supports inquiry-based, foundational, and interdisciplinary learning for students to develop and demonstrate mastery of the Graduate Portrait and learning standards.

**Description**

The framework describes an interrelated set of tools, practices, and expectations that guide how we support inquiry-based, disciplinary, and interdisciplinary learning. It also describes teaching that is inclusive, culturally responsive, learner-centered, interactive, engaging, and intellectually rigorous.

**Goal #1**

Develop the first version of a culturally responsive and culturally sustaining Instructional Framework that identifies learning and teaching practices that support all students in attaining the Graduate Portrait.

**Goal #2**

Backward map and build out the developmental continuum (PK–12) of the Graduate Portrait. Following this, develop corresponding performance-based assessments to demonstrate mastery, in alignment with the Instructional Framework, for all levels.

**Goal #3**

Develop and implement a comprehensive professional learning plan, in alignment with the Professional Learning Master Plan, to support adult learning related to effective implementation of the Instructional Framework.

**Goal #4**

Prototype interdisciplinary teaching and learning practices at a small scale in order to learn about the systems and structures that can be scaled effectively in the next strategic plan.

# Design Learning Experiences that Promote Self-Directed, Future-Ready Learning

## Strategic Outcome

Every student has access to flexible, personalized, differentiated learning experiences throughout their PK–12 journey. These experiences are centered on their interests and needs, support self-directed learning, are real-world relevant, and provide multiple pathways to graduation or a certificate of completion.

## Description

Educators and diverse groups of students collaborate, in coordination with our Community Engagement team, to design and implement flexible, personalized learning experiences and environments. These experiences and environments build upon student interests and needs; use space and time creatively, in ways that expand the learning environment beyond the traditional "bell" structure; and are aligned to the Graduate Portrait. This collaborative design process intentionally develops self-directed learning skills for students.

Our initial work identifies key principles for designing flexible, interest-based learning experiences that can be applied across the system. The principles can be adopted by other students and educators to make learning more engaging, relevant, and self-directed for all students. The design principles also inform and influence the redesign of multiple interest-based learning experiences PK–12. Examples include the PK–3 alignment and design work, Middle School redesign efforts, college and career pathways to graduation or a certificate of completion, and alternative pathways for students PK–12. The design principles are integrated into the district's instructional framework.

## Goal #1

Develop initial design principles to incorporate student interests and needs into learning experiences. Collaboratively develop the design principles with a diverse group of students and educators in coordination with our Community Engagement team. Include the principles in a "design guide" that is incorporated into the Integrated Instructional Framework.

## Goal #2

Support schools at all levels to redesign master schedules centered on learner needs and student access to equitable learning experiences, and support the implementation of flexible learning experiences PK–12.

## Goal #3

Provide students opportunities for personalized learning that centers around differentiated and flexible learning experiences that are developmentally appropriate and focused on the personalized interests and needs of each student.

## Goal #4

Develop a comprehensive plan, and prototype external and internal career-related learning with students that emphasizes real-world, hands-on experiences, such as internships and externships, job shadows, and simulations.

# Implement Multi-Tiered System of Supports (MTSS)

## Strategic Outcome

Our strongly aligned system of tiered supports provides progressively targeted and individualized resources for students. The supports are based on student data, decision criteria, and educator collaboration, and use culturally responsive, evidence-based academic, social-emotional, and behavioral interventions to eliminate barriers to learning.

## Description

Multi-tiered System of Support (MTSS) is a framework focused on prevention and problem solving for all students, using data-based decision making. This framework promotes educational systems that provide equitable outcomes for all students. MTSS uses evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support based on their level of need. Attention is focused on creating and sustaining Tier I support (universal), Tier II intervention (targeted group), and Tier III intervention (individual) systems to help eliminate barriers to learning and ensure equitable outcomes. MTSS integrates Racial Equity, Social Emotional Learning, and Restorative Justice practices to promote a culture of emotional safety and respect for students and educators.

## Goal #1

Fully implement MTSS school-level systems and structures, such as Professional Learning Communities, Student Intervention Teams, School Climate Teams, and Instructional Leadership Teams that monitor student success and development and provide tiered level support and interventions consistently.

## Goal #2

All our PK–12 schools implement school-wide Transformative Social Emotional Learning (TSEL) as defined through our partnership with CASEL and expressed in our school guide. District-wide professional learning, aligned with the Professional Learning Master Plan and guided by the PPS RESJ lens, is available and required for the entire workforce. TSEL is integrated in the structures and systems across our departments and units, and a robust continuous improvement process is in place to guide its implementation.

## Goal #3

All of our PK–12 sites have access to Restorative Justice resources, focused on building community, strengthening relationships, and repairing harm, as part of our work to reimagine discipline. These resources include support for classrooms, training for educators, facilitation of interventions, and support for community engagement.

# Establish Systems and Structures for Inclusion

## Strategic Outcome

All of our systems and structures support the understanding and implementation of inclusionary practices for students with disabilities.

## Description

Our system-wide capacity for inclusion of students is supported by the consideration of special education needs in planning for professional development, curriculum adoption, budget, MTSS, Career and Technical Education (CTE), and staffing. This ensures that every student can attain the Graduate Portrait, and every educator can develop their capacity to be inclusive and responsive to all diverse learners, as reflected in the Educator Essentials.

## Goal #1

District-wide planning for professional development, curriculum adoption, budget, MTSS, CTE, and staffing is inclusive of special education.

## Goal #2

Develop and fund an inclusion team that focuses on coaching support and mentoring for general education teachers around the inclusion of students with complex needs.

# Promote an Inclusive Mindset

### Strategic Outcome

We all share the mindset that students with disabilities are everyone's students.

### Description

We understand and implement inclusionary practices for students with disabilities, including full implementation of MTSS, Universal Design for Learning (UDL), comprehensive professional development, and tiered academic supports, aligned to the Graduate Portrait and Educator Essentials.

### Goal #1

Every educator receives professional training and resources to optimize opportunities for students with disabilities to succeed. The professional development is aligned with the Professional Learning Master Plan and includes a full implementation of UDL practices in special education and general education, and tiered academic supports, including culturally responsive pedagogy. This supports our belief that students with disabilities are everyone's students and expands our understanding of the importance of inclusion.

### Goal #2

We are reducing exclusions from general education by increasing awareness, reducing bias and discriminatory practices, and increasing inclusionary practices by educators in the general education setting.

### Goal #3

We have increased training, education, and support for educators, aligned with the Professional Learning Master Plan, in the use of the Multilingual SpEd Family Toolkit.

# Build the Advocacy Power of Students and Families of Students with Disabilities

## Strategic Outcome

We ensure that all families and students, especially those who have been underserved historically, have the knowledge, information, and support they need to fully engage in, and contribute to, the special education process.

## Description

We work with families and students to identify information needs and expand resources about all aspects of the special education process, including evaluation, eligibility, and Individual Education Plan (IEP) processes. We empower students to lead their own IEPs. Educators have the training and support to be fully inclusive of all families and students and help create connections between special education supports and the Graduate Portrait.

### Goal #1

We ensure that students with disabilities and their families understand the Graduate Portrait elements to help students realize them. We also explore those elements in an adapted Graduate Portrait for students with complex needs, in collaboration with students and families, to ensure that every student sees themselves in our Graduate Portrait.

### Goal #2

Expand our Multilingual SpEd Family Toolkit to increase education and awareness for families and guardians, especially our historically underserved families, regarding special education processes and practices.

### Goal #3

Use our expanded Multilingual SpEd Family Toolkit to increase student awareness and engagement in special education processes so that students can learn to lead their own IEPs and understand how special supports connect to meeting Graduate Portrait goals, especially for our historically underserved students.

Theme 3
**Professional
Excellence and
Support**

# Professional Excellence and Support

## Develop a Diverse, High-Quality, Thriving Workforce

### Strategic Outcome
We have a diverse, high-quality, thriving workforce that is supported in personal and professional well-being and success.

### Description
We have a diverse workforce that reflects student demographics through intentional recruitment, hiring, retention, and development of educators of color. We have a high-quality, thriving workforce that is supported by professional experiences throughout the entire employee lifecycle, to ensure each educator's personal and professional well-being, growth, and success.

### Goal #1
Implement inclusive and equitable processes, practices, and accountability systems to decrease racial disproportionality of recruitment, hiring, retention, and promotion, prioritizing the growth and development of educators of color in their careers.

### Goal #2
Increase the health and well-being of every educator by implementing social, emotional, and wellness best practices and supports, including identifying culturally affirming supports for educators of color.

# Advance Our Organizational Learning Culture and Practice

### Strategic Outcome

Our coherent, system-wide culture of adult learning provides systems and supports that spur growth, innovation, and collaboration.

### Description

We are a learning organization that facilitates individual growth for educators at all levels, through pathways that are aligned to the Educator Essentials, differentiated supports, and professional learning choices. Our supportive adult learning culture and professional learning system encourages innovation and increases collaboration and knowledge sharing system-wide, resulting in stronger professional practice across the district.

### Goal #1

Create a Professional Learning Master Plan that identifies system-wide learning requirements, options, and guidance on developing individual and site-specific learning plans that integrate system-wide learning needs, individual needs, and interests.

### Goal #2

Identify and implement culturally affirming and differentiated supports and resources to support employee growth, including individualized professional growth plans.

### Goal #3

Develop and implement professional learning that is aligned across sites and departments and integrates a continuum toward mastery for a prioritized set of Educator Essentials aligned to the Graduate Portrait.

### Goal #4

Design and develop a Knowledge and Learning Management System that supports knowledge building, sharing, and learning for all educators.

Theme 4
**Embracing Change**

# Embracing Change

## Socialize Our Vision and Strategic Plan

### Strategic Outcome

We socialize our vision, *PPS reImagined*, and our strategic plan by providing ongoing opportunities for educators, students, and community stakeholders to engage, understand, and create meaning together.

### Description

Our socialization process invites our educators, students, and community stakeholders to explore the ideas, ask questions, and think through the implications of both our vision and our strategic plan. Through a variety of ongoing opportunities, our community develops a shared understanding and commitment to our vision and our strategic plan, and each stakeholder can see that they play an important role in reaching our shared aspirations.

### Goal #1

Develop and implement a plan to create opportunities for internal and external stakeholders, especially our students, to make meaning of the vision and the strategic plan, and to understand how they can proactively support, lead, and help us collectively achieve our goals.

# Build a Collective Sense of Trust and Belonging

## Strategic Outcome

Our educators and community collectively foster an environment of belonging, trust, and shared ownership for the success of our students, educators, and school district.

## Description

In collaboration with our community, we have identified the actions that build relational trust and those that dismantle it. With this understanding, we nurture trusting relationships through meaningful collaboration and investment in understanding each other's backgrounds, perspectives, and motivations (our why). We continually realign to our shared purpose, building a collective sense of belonging, to create a system that powers our students' success.

### Goal #1

Establish shared definitions of relational trust and belonging, based on an understanding of the actions that build or dismantle them.

### Goal #2

Use the understanding and definitions developed through goal #1 to develop and implement a plan to strengthen our capacity to build relational trust and a collective sense of belonging.

# Establish a System-Wide Project Management Culture and Practice

## Strategic Outcome

Our project management practice ensures consistent, sustainable, and synchronized implementation and organizational coherence of all strategic plan efforts.

## Description

The successful execution of the strategic plan is brought about through the establishment of a system-wide Project Management Office. This ensures consistent, sustainable, and synchronized implementation of plans, including site and department action plans, through common project management standards practiced throughout the organization. System-wide coordination of these efforts increases visibility, effective communication, and organizational alignment.

### Goal #1

Create and implement a shared project management framework with common standards, processes, and tools to monitor and execute the strategic plan.

### Goal #2

Establish an Enterprise Project Management Office, based on professional industry practice and the unique needs of our environment.

The office provides ongoing organizational leadership and staffing toward a consistent, effective project management experience for all educators.

### Goal #3

Support sites and departments to create action plans aligned with the strategic plan, and develop processes for ongoing coordination of implementation efforts.

# Embed System-Wide Data-Driven Continuous Improvement Practices

**Strategic Outcome**

We use data effectively and consistently to drive cycles of continuous improvement that leads to decisions and actions that improve student outcomes.

**Description**

Effective data-driven continuous improvement practices are evident throughout the district, especially at the classroom, grade-level, school, and central office department levels. Educators have the capacity to set measurable goals, collect outcome and implementation data from multiple sources, analyze data, adjust actions, and monitor progress toward goals. Diverse stakeholders are involved in data analysis to strengthen interpretation, and this informs decisions and actions, especially resource allocations, that lead to improved outcomes.

**Goal #1**

Strategic plan priorities are being monitored quarterly and publicly reported annually to ensure progress toward our equitable metrics and indicators.

**Goal #2**

A shared model of data-driven continuous improvement cycles has been adopted by schools and departments, and supports for effective implementation are in place.

**Goal #3**

The Board of Education, the district, central office departments, schools, and grade-level teams will establish regular cycles of review as part of their continuous improvement process.

**Goal #4**

Strengthen capacity to provide effective instruction that leads to closure of our significant gaps in student outcomes through access to real-time student progress monitoring data, such as formative assessments and other measures.

**Goal #5**

Develop an integrated data-management infrastructure that is responsive and accurate so that effective data-driven continuous improvement practice is supported throughout the district.

# Establish Exceptional Service Culture and Standards

**Strategic Outcome**

We deliver exceptional central services to our schools, students, and families.

**Description**

Our central office is transforming to better serve our schools for the benefit of students and families. We have a performance management system that supports educators to improve services continuously, using a meaningful set of multiple measures, grounded in a customer service culture and a research-based framework. This reflects our belief that student achievement can be accelerated when schools are supported by central services that are performed reliably and accurately, convey trust and confidence through knowledge of products and services, communicate caring and individualized attention, and provide help willingly and promptly.

**Goal #1**

Develop and implement a district-wide performance management system that is grounded in a research-based Customer Service Excellence model.

**Goal #2**

Establish Professional Learning Communities, aligned with our Professional Learning Master Plan, across service departments to support cross-departmental collaboration on challenging problems of practice. Identify actions to improve service performance.

# Implement a Proactive, Effective, and Creative Communication Practice

### Strategic Outcome
Our communication practice proactively informs internal and external stakeholders in ways that are respectful, transparent, and inclusive of our linguistically and culturally diverse communities.

### Description
Internal and external communication is consistent and accurate, and it informs stakeholders in a timely fashion. Attention to accessibility has made methods and content responsive to audience needs. By using a variety of data and media, we "show the system to itself" through stories of growth and accomplishment, keeping our community proactively informed as to progress across the district.

### Goal #1
Develop and implement our guidelines for clear, accessible, inclusive, and meaningful communications created in collaboration with students, families, site educators and the central office so that we can target our messages to diverse stakeholders.

### Goal #2
Identify and implement creative methods to proactively develop and share, both internally and externally, stories that celebrate and share the progress we are collectively making toward realizing our vision.
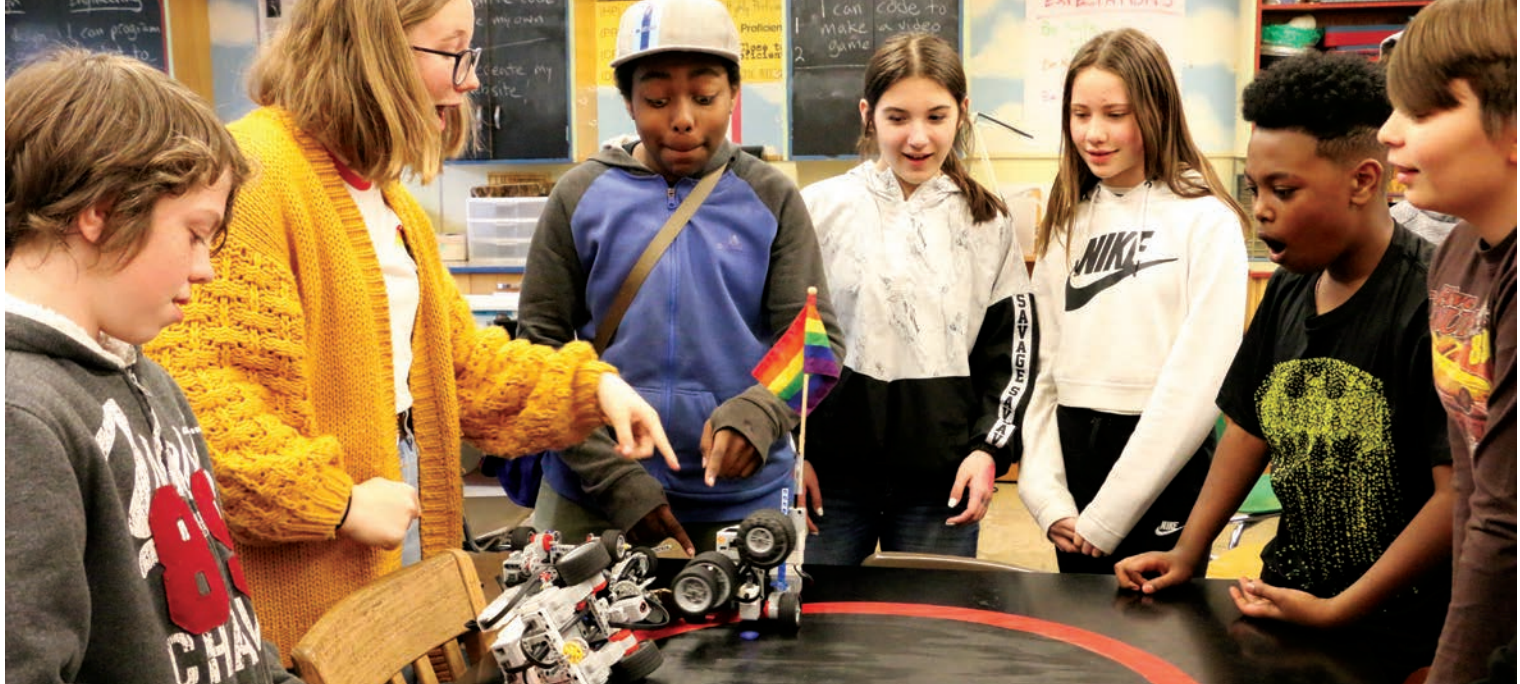
# Launch an Innovation Practice that Reimagines System Problem Solving

### Strategic Outcome

Our system-wide innovation practice addresses challenges in the system by generating creative solutions and moving promising practices to implementation at scale.

### Description

Our innovation practice enables all educators and students to address challenges in the system and puts a supportive structure in place to enable them to do so. This structure is the Innovation Studio, which includes training, resources, and incentives that promote a culture of creativity, iterative design improvements, and managed risk-taking.

Innovation approaches are described in a PPS Innovation Framework, and regularly applied to ensure that solutions meet the needs of intended stakeholders and are resilient to potential future forces. Innovation is non-linear and often includes ideating broadly to tackle problems that are ill-defined and for which effective solutions are unknown. An innovation practice involves design research and human-centered design to learn insights from those for whom the solution is designed. Then, through exercises that harness creativity, through design thinking and prototyping, new and innovative solutions to challenges are developed.

### Goal #1

Establish the PPS Innovation Studio and train the initial diverse team of innovation process facilitators for projects, in alignment with the Professional Learning Master Plan.

### Goal #2

Complete the development of a PPS Innovation Framework to provide a clear definition of innovation in PPS with written guidelines and expectations on the innovation practice in the district.

### Goal 3

Establish a robust plan to continue building our innovation practice, including ongoing support systems and additional trained facilitators, including students.

# Cultivate and Promote Aligned Community Partnerships

## Strategic Outcome
Our partnerships equitably support our students to achieve the Graduate Portrait.

## Description
Internal and external stakeholders are active partners supporting our vision, *PPS reImagined*, and have clear options and opportunities to align their efforts with our vision. We cultivate, foster, and sustain partnerships so that our collective efforts to support our students to achieve the Graduate Portrait are maximized.

## Goal #1
Collaboratively develop a partnership framework, in coordination with our Community Engagement team, that defines types and elements of effective partnerships, outlines RESJ-focused criteria for partnerships, and provides guidelines on fostering and sustaining effective partnerships.

## Goal #2
Redefine and develop our culture of giving that grows sustainable partnerships with stakeholders, and build multiple meaningful and aligned opportunities for all community members to take action in support of our vision.

## Goal #3
Establish a citywide campaign of partners that collectively aligns a shared set of priorities to achieve the Graduate Portrait.

# Develop a Coherent System-Wide Community Engagement Approach

### Strategic Outcome

Stakeholder engagement is a core competency through which the perspectives and voice of educators, students, and families are authentically integrated.

### Description

Our coherent, system-wide approach to internal and external community engagement uses consistent guidelines for departments and sites on the design of engagement activities to ensure that they are meaningful and transparent. Guidelines clarify expectations as to the purpose and outcomes of engagement, including expectations for collaboration and feedback loops, and help stakeholders feel that their participation is valued by understanding how their input, feedback, and collaborative design efforts will be used.

### Goal #1

Develop and iteratively improve engagement guidelines and tools to support sites and departments to authentically engage stakeholders. This includes protocols and expectations for participation and communication, and feedback loops so that participants understand the purpose, methods, and outcomes to engagement initiatives in which they have participated.

### Goal #2

Map engagement efforts of all strategic plan efforts, and collaborate proactively with strategic plan project leads to ensure that all engagement efforts follow the guidelines.

### Goal #3

Establish district-wide principles for creating meaningful and actionable feedback loops with clear expectations so that educators, families, and students feel heard and appreciated, and understand how their feedback will be used.

## Thank you to the staff and students who worked on our strategic plan.

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Shawn Helm

Jennifer Hernandez

Claire Hertz

Casey Hoffman

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Charnetta Hutson

Aurora Hymel

Camille Idedevbo

Elizabeth Israel-Davis

Tiel Jackson

Stetson James

Dan Jung

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# Forward Together