

**Superintendent's Strategic Plan Priorities,  
Proposed Investment Plan  
and Budget Message  
for Portland Public Schools** Á

2020-21 School Year

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**Guadalupe Guerrero**  
Superintendent of Public Schools  
**DRAFT VERSION**  
May 26, 2020

**Superintendent's Strategic Plan Priorities  
and Proposed Investment Plan for Portland Public Schools**

**Portland Public Schools Senior Cabinet**

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**Superintendent’s Strategic Plan Priorities  
and Proposed Investment Plan for Portland Public Schools**

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**A Time for Reflection and Adaptive Leadership**

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- Toni Morrison

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FKLQHUQ  
- Chief Sitting Bull, Hunkpapa Lakota

At PPS, we are all called to lead and learn in a fashion that reflects an adaptive, reflective, and resilient mindset. PPS is a stronger system today because of the time, effort, and engagement with the questions that Toni Morrison and Chief Sitting Bull's words conjure for educators, students, families, and community partners. Our community collectively mandated, in a new Vision for the school district, *ÚÚÚÁ^Q æǰ^á*, and charged us with endeavoring to build a premier education system worthy of the promise of our students to lead a more socially just world.

We believe high quality, free public education has the power to create the critical thinkers and advocates who will positively change our city, our state, and our nation. That creation relies on our empowered leaders, students, support staff, teachers, principals, leaders, community agents, and supportive adults who have the commitment, subject matter expertise and lived experience, the ability to reflect, demonstrate and cultivate resiliency and convene diverse groups, necessary to adaptively confront our shared challenges, inspire a collective movement and lead in our ever-changing circumstances.

It is now past time to ensure that this promise is fully and readily available to all students, including and especially those who have been most affected by generations-long, systemic inequity.

**A Chronology of a**

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1960'

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students--stems from institutional and cultural racism that continues to exacerbate the inequities we see in our society today. In fact, the origin story of Portland Public Schools is one of a district that v

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2020: Native Americans "Being Left Out"<sup>5</sup>; Coronavirus impacts "Black People  
Unaffected"<sup>6</sup>

On Friday March 13, our students, families, staff, and partners were thrown into an unprecedented reality of a global pandemic. School campuses were directed to close and new education guidelines were issued. We were directed to socially distance and warned about devastating economic implications.

Our system has operated in a condition of prolonged uncertainty for months and while we are continuing to manage this emergency situation during the pandemic, we also must focus on the

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stakeholders. Our newly established framework was presented at this school year's Leadership

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accelerate growth. As school system leaders, we are responsible for holding progress on the system shifts.

We want to ensure we have clear priorities to advance towards the Vision, guide decision making and be responsive to our student and family changing needs. In a time of crisis, it is even more important that we double down on efforts that ensure all our students, in particular, our Black and Native students, and our schools with the greatest needs (e.g., Comprehensive Supports for Improvement (CSI)/Targeted Supports of Improvement (TSI) schools) reach success.

We envision an organizational journey, a continuous sequence of multi-year strategic plans that will serve as the district’s roadmap.

<p><b>Strategic Plan 2020-2022</b></p> <ul style="list-style-type: none"> <li>-Context</li> <li>-Theory of Action</li> <li>-Student Performance Goals</li> <li>-Five prioritized System Shifts, Educator Essentials, and Student Skills &amp; Dispositions</li> <li>-Aligned Investment Plan</li> </ul>		<p><b>Strategic Plan 2024-2026</b></p> <ul style="list-style-type: none"> <li>-Next set of Student Performance Goals</li> <li>Next set of prioritized</li> <li>-System Shifts</li> <li>-Educator Essentials</li> <li>-Student Skills &amp; Dispositions</li> <li>-Aligned Investment Plan</li> </ul>		<p>Á Á Ql}ç ^ãÁ { ^ æ^æÁ •dæ*æÁ æ•Á , [i\q *Á, æã•Á æ&amp;@çq *ÁæãÁ !^æãq *Á@ÁÚÚÁ Xãq}DÁ</p>		<p><b>Vision: PPS reimagined</b></p> <ul style="list-style-type: none"> <li>-Mission Statement</li> <li>-Vision</li> <li>-Core Values</li> </ul>
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**How Did We Get to These System Shifts? 9**

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**Super**

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strategic plan

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board goals and strategic plan, and explore options for integrated tools to support school level

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convene a RESJ Community Accountability Committee (CAC). The CAC will

with AdC

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**System Shift C: Cultivating System-Wide Learning and a Diverse Workforce**

PPS maintains a high-quality workforce that reflects the diversity of the broader community and inspires a culture of learning, growth, and development. Culturally affirming language is used throughout the district. Professional development is thoughtfully developed, accessible system-wide and differentiated, and learning opportunities for every adult in the system can demonstrate a clear through-line to student success.

**Strategy 1:**

**Based on an assessment of staff needs and readiness in relation to the prioritized system shifts, provide all staff with the support and professional development needed to build the knowledge, skills, mindsets, and dispositions described in the Educator Essentials. The support**

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professional development needs and building system-wide capacity to fulfill our Educator Essentials.

**System Shift D: Transformative Curriculum and Pedagogy**

PPS’ pedagogy and curriculum integrate the respectful consideration of culture, disability, race, gender, and language. With equitable learning supports and opportunities, every student can develop the foundational requirements of high-quality education and accelerate as needed. Lifelong learning skills, critical understanding of race, and

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developed through collaboration with our early learning partners, community based organizations, and district staff.

**Strategy 2:  
Build system-wide access, quality, and program coherence from Preschool to Grade 12+ that includes rich enrichment opportunities that support a well rounded education.**

With racial equity and PPS Core Values as guides, we will work to prepare our students to thrive in

**System Shift E: A Culture of Physical and Emotional Safety**

PPS has created a culture of safety and respect for students and adultm





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assumptions we make, how students and their families impacted by decision making are

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Provide additional curriculum materials, new ESL/ELD curriculum, GVC for Health and Phys Ed.

Provide more opportunities for career pathways and CTE

~~Academic Support~~ Academic Support and targeted interventions for students that need it most

Additional teachers and instructional specialists at targeted schools

Expand access to early education through (K2) plan/staffing

Increase classroom services for Special Education

Social, emotional, and mental health supports.

Increase counselors, social workers, school psychologists



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