

**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

- Superintendent**
- Deputy Superintendent**
- Deputy Superintendent**
- Executive Chief of Staff**
- Interim General Counsel**
- Chief of System Performance**
- Senior Advisor to the Superintendent**

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A Time for Reflection and Adaptive Leadership

What’s the wop

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1960’s attempted assimilation through removal of children from their families, in order to “kill the Indian and save the man.” None of these policies could be challenged directly through the electoral process because Oregon restricted Native Americans from voting until the passage of the Voting Rights Act of 1965.

“Today, the Native American community in Multnomah county exists as a testament to resilience and resistance.”

[The Native American Community in Multnomah County: An Unsettling Profile](#). Coalition of Communities of Color & Portland State University

Many Nations, Resilient and Proud

In the mid-1850s, treaties submitted to Congress by Oregon and Washington Inil

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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 Lef

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Developing a multi-year **strategic plan** that guides our decisions and investments to realize the Vision for our graduates and the larger learning ecosystem;
Promoting a **culture of continuous improvement and professional learning** for educators and leaders;
Leading with a deep commitment to **racial equity** and social justice, centering students most in need in our resourcing and strategic decisions.

Since the Board of Education unanimously adopted *the Vision* as the district's *guiding principle*, departments across the system are actively integrating the tenets of the Vision into their planning and progrf

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

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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 intentionally engaged to be part of co-creating solutions, we are able to surface assumptions and better inform our decision making. Using our [RESJ Lens](#), we consistently ask and reflect on the question of who is burdened and who benefits. We grapple with the implications of opportunities and barriers for student groups while also making sure we attend to intentionally addressing how we are providing opportunities for students. We are data informed and question our data sources, data use and future tracking so we can monitor our improvement. The use of this decision support tool helps us cultivate a growth mindset where we reflect and adapt in service to our students of color, which in turn can strengthen the system for every student.

Our Investment Plan: 2020-21 School Year

Our investments will continue to reflect the importance of the people who are the foundation of this district. Over the next year, our investment plan reflects both the material resources and time we will dedicate to implementing our Vision. In service to our students, we are proposing key investments to increase, support and develop staff in alignment with our plan. We believe in the power and potential of our human capital and endeavor to stoke the creative fires we need in our classrooms, our school campuses, the central office and in the community. We believe these investmentnlw

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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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