

Princeton Strategic Plan

Goals and Objectives
Strategic Planning Steering Committee, May 28-29, 2015

Create a culture in our schools of wellness and balance for students and staff

- Redefining Success
- Reducing Stress (Parents/Staff/Students)
- More time for lunch & outdoor play
- Promote nutrition, fitness, drugs/alcohol awareness
- Increasing student involvement/input
- Cultivate empathy and cultural awareness & Diversity
- Look at each student as a whole person
- Reduce stress, pressure, competitiveness
- Use of time/evaluate schedule
- Redefine success & communicate to all stakeholders
- Ensure the ability to be a lifelong learner
- “Invert” the definition of success
- Food programs to include a diverse array of food groups
 - o Infuse gardens in in food sources/cooking
 - o The cafeteria as a place of eating and learning
- Increase length of breaks
 - o From 30-minute breaks to 40-45 minute breaks
- School year changes
- Education for sustainability
 - o Infusing sustainability into curriculum and facilities (food, water, air, waste, land, energy).
 - o Field trips to represent future struggles and ideas
- Morale and trust
- Adopt a wellness-centered approach to the use of time in school
- Adopt whole-child approach to measuring success
- Integration of wellness into:
 - o Curriculum (self-care, balance, lifelong wellness, mental health)
 - o School environment (fresh air, good food)
- Collaborate with wellness-oriented community organizations and individual experts (YMCA/YWCA, HiTops, yoga centers, Cornerhouse, good organizations)
- Communicate wellness priorities clearly
- School wellness-focused student-run clubs (e.g., stress management therapy; non-competitive movement)

- Social skills program

- Expectations of respect and civility among entire school community
- Creating opportunities for “Brain Breaks”
- Explore ways to institutionalize wellness (healthy eating, time management, stress reduction, joy, fitness, nature, reflection)
- Provide multiple pathways for success

Ensure that every child is known by promoting relationships and instruction that recognize the potential, the passions, the readiness levels and the learning styles of every student

- Teachers respect & value individual students
- Differentiated learning
- Every child’s unique potential recognized & nurtured
- “Hopes & Dreams”
- Focus on hopes & dreams of every individual

Promote equity and access in ways that effectively eliminate the "achievement" or opportunity gap

- Individualized goals: know each child
- Equal access & exposure to technology
- A radical approach to level the playing field
 - Address imbalances resulting from different home resources
 - Change systematic practices of exclusion (e.g., in sports)
- Ensure technical access for everyone at home – all homes
- Full and free access to literacy for all emergent readers
- Address school-readiness among preschoolers
- Educate staff, students and parents to understand barriers created by poverty
- Simple solutions (e.g., snacks for Title 1)
 - Communicate in a way that reaches all families consistently – Implement a consistent online system for communicating curriculum and homework. Check reliably at 2pm each day
- Assessing progress on academic goals and achievement gap

Inspire innovation and experimentation in both teaching and learning

- Be prepared to re-evaluate existing programs and change to new ones aligned with vision
- Reward risk taking/creativity/decision making
- Disrupt – Innovate - Improve
- Pre-K through 12 curriculum in partnership with community (non-profits, local expertise, religious institutions, civic groups, municipal resources, etc.)
- Teacher/admin confront notion of “one size fits all”

Promote a culture of care, connectedness, and communication across the district, between home and school, and throughout our broader community

- District to families
- Teacher to students/families
- Schools to community
- Intra-district
- Student to Student (PHS)
- PPS Provides Templates to Teachers/Schools
- Increase interactions between parents and teachers
- Develop website improvement team (teacher, student and parent)
- Intra-School communication (foster, integrate, more systematic)
- Use communication as a CALL TO ACTION when necessary
- Website/email
- Commit to civility policy
- Foster/be a leader in coordinating/maximizing community services
- Get out of our silos.
- Encourage teachers to collaborate with each other and community resources on interdisciplinary projects
- Promoting collaboration skills (e.g., in peer groups)
- Improving support for parents
- Grade-level FAQs for students and parents about practical information
- Encourage support groups for parents with children who have different needs
- Provide home internet access to families in need
- Provide structure and support for teacher collaboration and learning
- Consistency in communications (e.g., conferences, phone calls, report cards, emails)
- Teacher to share effective communication practices with each other
- Utilize new tools for effective communication (e.g., Google docs, Piazza) between students, teachers and parent
- Improve website and email systems