



PORTSMOUTH
PUBLIC SCHOOLS
SHINING BRIGHTER TOGETHER



EXPEDITION 2025:

PURPOSE • PROMISE • SUCCESS





Dear PPS Students, Staff, Parents, Families and Community Members –

It has famously been said that tomorrow belongs to the people who prepare for it today. The document you are holding right now is the culmination of the division's dedicated efforts to be as strategic and purposeful as possible to prepare for our collective tomorrow.

Expedition to 2025: Purpose. Promise. Success. is the division's five-year strategic plan, and it outlines five specific goals in the areas of: Curriculum, Instruction and Assessment; Social-Emotional Development; High-Quality Personnel; Family and Community Engagement; and Finance and Operations. This plan details objectives and the related action steps that are required to meet each goal, which will help to guide all of our future efforts as we work to ensure our students reach their full potential.

This plan is the product of hours of conversation, reflection and evaluation from our staff as well as input from you, our PPS community. As such, I want to thank you for your partnership in this vital work. Additionally, I would like to extend a special thanks to our School Board for their continued leadership and support with this process. Of course, I must also thank our Strategic Planning Teams - the first of which met in 2016 to originally develop a strategic plan and who have met continuously since that time to update it as needed.

We look forward to seeing the work *Expedition to 2025: Purpose. Promise. Success.* will inspire and the path forward for the future of Portsmouth Public Schools.

Sincerely,
Elie Bracy, III, Ed. D.
Superintendent
Portsmouth Public Schools

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Purpose — *Promise* — *Success*

School Division Mission

The mission of the Portsmouth Public School Division is to engage all students in learning that will foster academic excellence and responsible citizenship.

About Portsmouth Public Schools

Portsmouth is passionate about education, its rich maritime history, and the success of all students. Our schools have active learning, engaged students, and dedicated teachers.

With nearly 15,000 students, Portsmouth Public Schools offers small class sizes with specific programs to prepare students for technical careers and college. We have thirteen elementary schools, three middle schools, three high schools, four Pre-K centers, one alternative school, and an adult learning center. Our First College program offers high school students the opportunity to take college courses at Tidewater Community College.

Portsmouth At-A-Glance

ENROLLMENT

Student Body

- 13,517 students*
- Male students, 6,896 (51%)*
- Female 6,621 (49%)*

Special Education Services

- 1,685 students (12.3%)*

Dual-Enrollment Courses (one or more)

- 283 students**

Advanced Placement Courses (one or more)

- 117 students**

Career and Technical Education Courses (one or more)

- 2,746 students**

First College Enrollment:

- 150 students**

* Data from the 2021-22 school year

** Data from the 2020-21 school year

Data from the Office of Research and Evaluation

CURRICULUM CONTENT AREAS

- Business Education
- English
- Language Arts
- ESOL
- Gifted and Talented Education
- Music Education
- Mathematics
- Health and Physical Education
- Virtual Learning
- Career and Technical Education
- Science
- Social Studies
- Library Media
- Journalism and Communications
- World Languages
- Fine Arts

OUR SCHOOLS

- ✓ 2 Nationally recognized High Schools
- ✓ 13 Elementary Schools
- ✓ 3 Middle Schools
- ✓ 3 High Schools
- ✓ 4 Pre-K centers
- ✓ 1 adult learning center
- ✓ 1 alternative high school

OUR STUDENT BODY

- ✓ African-American 72.4 %
- ✓ Caucasian 22.3%
- ✓ Multi-racial 3.5%
- ✓ Asian 1%
- ✓ American Indian 0.4%
- ✓ Native Hawaiian 0.4%

OUR HIGHLY QUALIFIED STAFF

- ✓ Number of employees: 2,064
- ✓ Number of certified classroom teachers: 1,086
- ✓ Average years of experience: 12 completed years of professional experience
- ✓ Average teacher salary: \$52,029.67
- ✓ Percentage of certified staff with master's degrees or above: 56.4%

*Data from July 2015 School Profile Report, Office of Research and Evaluation



Strategic Planning Process

The strategic planning process was facilitated by Ann Cunningham-Morris M.Ed., a nationally-recognized consultant with expertise in strategic planning, curriculum, instruction, assessment, and leadership. The process included working with the Division to identify strategic planning team members representing the community and the staff and team development of the community and organizational performance surveys. The community survey was released in April 2016, marking the first time that the community was widely included in determining strategic plan goals that would inform the future direction of the school division. The organizational performance survey was also released to over 50 district leaders in April 2016 to get their feedback and input on five general strategic planning focus areas.

The community survey distribution outreach included media coverage, division website posting, and social media postings and advertisements on Facebook and Twitter. In addition, website and email distribution collaboration were successful with Portsmouth libraries, Portsmouth Schools Foundation, Old Towne Business Association, City of Portsmouth, Friends of the Juvenile Courts, Parks and Recreation Adult League, and the YMCA. Internal outreach was also included, with survey link distribution via the employee newsletter and a staff email from the superintendent,

The feedback was very good for a first-time survey of this type. More than 840 community and staff members responded. Their answers helped the strategic planning team prioritize the district's most significant challenges, specify skills and abilities students need to have for a successful future and define the evidence that will evaluate the quality of education in Portsmouth Public Schools.

Specific actions were taken by the team and the district leadership in the development of the strategic plan, including:

- Investigate trends that will impact the future of education in the school division.
- Examine present school division data & practices.
- Deploy surveys in April 2016.
- Review survey feedback from over 840 community/staff members and over 50 district leaders.
- Determine educational and financial priorities based on answers to survey questions.
- Review the Mission statement to ensure alignment with community feedback.
- Categorize top priorities into five goals.
- Outline objectives to help meet the five goals.
- Defined action steps to achieve the objectives.
- Establish measures to gauge progress toward meeting objectives and goals.
- Determine who will be responsible for recording measurements and documenting success throughout Portsmouth Public Schools.
- Convene a sub-committee to review and update the plan in June 2019, the three-year mark.
- Collaborate with the 2020 Strategic Planning Team and consultant, Christie Dugan to update the strategic plan to align to the current needs of the community.

*The facilitator and strategic planning team used information from Robert W. Ewy's book, *Stakeholder-Driven Strategic Planning in Education: A Practical Guide for Developing and Deploying Successful Long-Range Plans*, to guide the process.



EXPEDITION 2025: PURPOSE • PROMISE • SUCCESS

Our Goals

The strategic plan was designed around themes cultivated into the five goals for all students, staff, and the community.

1

Curriculum, Instruction, and Assessment

Our goal is to provide educational opportunities to ensure all students achieve high academic growth.

- ✓ PPS will provide all students with opportunities to graduate with skills to be College and Career Ready.
- ✓ PPS will prepare all instructional personnel with the knowledge and skills to implement highly effective, research-based curriculum, instructional and assessment practices.
- ✓ PPS will provide equitable opportunities using the curriculum and related programs to challenge and meet the needs of all students.

2

Social-Emotional Development

Our goal is to strengthen practices and policies focused on the social-emotional development and wellness of all students.

- ✓ PPS will provide equitable opportunities using the social-emotional curriculum, lessons and programs to promote learning environments that foster inclusivity, wellness, and connectedness to meet the needs of all students and staff.
- ✓ PPS will implement research-based positive behavior programs at all schools to promote learning and positive behavior for all students.

3 High-Quality Personnel

Our goal is to recruit, develop, and retain highly-qualified personnel to support student learning and employee engagement.

- ✓ PPS will provide a competitive compensation package comparable to other school districts in the state of similar size and resources.
- ✓ PPS will strengthen the teacher and leader pipeline to recruit, develop, and retain talent for the Division.
- ✓ PPS will provide practical, research-based, and differentiated professional learning opportunities aligned to the strategic plan and school improvement plans.
- ✓ PPS will provide on-going support for new teachers and administrators through a comprehensive induction plan.

4 Family & Community Engagement

Our goal is to build and strengthen school, family, and community perceptions, relationships, and involvement for student success.

- ✓ PPS will partner with families to strengthen their understanding of academic standards, student progress, social-emotional development support, and the importance of teachers and families working together.
- ✓ PPS will identify and implement practices to increase positive perceptions of schools among families and community members.

5 Finance and Operations

Our goal is to align financial practices and decision-making to provide financial stability aligned with fiscally responsible decision-making to provide high-quality school facilities for all students and communities.

- ✓ PPS will align financial management with best practices as identified by industry standards, PPS regulations, and the strategic plan.
- ✓ PPS will provide technology systems and services supporting educational, operational, and financial initiatives.
- ✓ PPS School facilities will be safe and inviting places for students, families, staff, and the community.

Goal 1: Curriculum, Instruction and Assessment

Our goal is to provide educational opportunities to ensure all students achieve high academic growth.

SUCCESS MEASURES

1. Proficiency Gap Groups (as identified by the Virginia Department of Education) achievement will improve by 10% annually in meeting or exceeding the Virginia Standards of Learning (SOL) targets in reading and mathematics.
2. 100% of schools in the Division will attain state accreditation.
3. 95% of students will complete internships or cooperative work experiences, enroll in two- or four-year colleges, or be accepted into the military or service academies.
4. 90% of high school graduates surveyed will experience success in at least one post-high school, career-technical, or college-level curricular or work experience.
5. At least 20% of students in grades 7-12 will be enrolled in one or more advanced-level courses by graduation.
6. 90% or more of students who have been in the school division for one or more years will pass the Virginia SOL tests in Reading/English, Writing, Mathematics, Social Studies, and Science.
7. 100% of students in grades 6 and 7 will demonstrate the ability to apply critical thinking and problem-solving skills through performance-based science and social studies assessments.

Goal 1: Curriculum, Instruction, and Assessment

Objective 1.1

Our goal is to provide educational opportunities to ensure all students achieve high academic growth.

Objective 1.1

PPS will provide all students with opportunities to graduate with skills to be College and Career Ready.

Theory of Action

If all schools implement career awareness/exploration in grades 4-12 by utilizing Naviance to expose students to college and career plans, then we will increase student opportunities that will lead to students completing internships, cooperative work experiences, enrolling in two or four-year colleges, or be accepted into the military or service academies.

ACTION STEPS

1. Incorporate career awareness across the curriculum to include guest speakers, field trips, and real-world career writing experiences.
2. Naviance and supplemental resources to promote career awareness beginning at grade 4 (Elementary).
3. Continue to promote and expand access and offerings to technical and career awareness programs.
4. Increase student opportunities connected to higher education institutions in the region and the number of students earning college credit by graduation (Advanced Placement and Dual Enrollment).
5. Increase the number of students who exceed state expectations on the Virginia Standards of Learning (SOL) assessments and decrease the number of students who do not meet state standards.
6. Address and monitor student achievement levels and gaps to ensure all schools are recognized as fully accredited.
7. Increase the percentage of students graduating from high school to be equal to or greater than the state average in all gap groups.
8. Continue to promote and expand access to technical and career awareness programs.

Goal 1: Curriculum, Instruction, and Assessment

Objective 1.2

Our goal is to provide educational opportunities to ensure all students achieve high academic growth.

Objective 1.2

PPS will prepare all instructional personnel with the knowledge and skills to implement highly effective research-based curriculum, instruction, and assessment practices.

Theory of Action

If instructional personnel have the knowledge and skills to implement highly effective research-based instruction and assessment practices, then students will be engaged in using critical thinking skills and technology, which will lead to 100% of schools attaining state accreditation.

ACTION STEPS

1. Define and operationalize student engagement to support the development of a common language in the Division.
2. Adopt and implement Division-wide instructional practices that support rigor and student engagement across the curriculum.
3. Continue to identify and implement instructional and assessment practices that increase student mastery of the four core content areas: English/language arts/reading, mathematics, science, and social studies.
4. Integrate literacy across all curriculum practices and policies.
5. Continue developing and implementing instructional accountability practices for administrators and teachers to benefit student learning.
6. Implement a balanced assessment system focusing on research-based formative and summative assessment strategies, including performance tasks.
7. Identify and implement inquiry-based teaching and learning practices to increase the critical thinking and problem-solving abilities of students.
8. Continue to leverage technology integration as a teaching, learning, and assessment tool across the curriculum.
9. Continue to expand teacher and administrator use of technology tools for data-based instructional decision-making.

Goal 1: Curriculum, Instruction, and Assessment

Objective 1.3

Our goal is to provide educational opportunities to ensure all students achieve high academic growth.

Objective 1.3

PPS will provide equitable opportunities using the curriculum and related programs to challenge and meet the needs of all students.

Theory of Action

If we differentiate the curriculum in related services/programs to challenge and meet the needs of all students, then students will be exposed to individualized instructional opportunities, which will lead to the Proficiency Gap Group achievement decreasing annually in meeting or exceeding the Virginia SOL targets in reading and mathematics.

ACTION STEPS

1. Continue to implement and monitor practices that guarantee the curriculum is accessible to all teachers, administrators, and students.
2. Implement division-wide practices that ensure teacher unit and lesson plans align with the district curriculum, identify standards, and align to research-based instruction and assessment practices.
3. Increase instructional programs and related student services that will meet the needs of the diverse student population.
4. Increase the opportunity for advanced content pathways and courses offered in elementary, middle, and high schools.
5. Continue to leverage technology and identify other research-based solutions to integrate personalized learning practices across the curriculum.

Goal 2: Social-Emotional Development

Our goal is to strengthen practices and policies focused on the social-emotional development and wellness of all students.

SUCCESS MEASURES

- 1.75% of students surveyed will report positive relationships with peers and adults in their school and community (Universal Screener - Relationship Building Social-Emotional Learning, (SEL) Component).
- 2.75% of students will report a sense of belonging to their school community. (Self Awareness, SEL Component).
- 3.75% of staff surveyed will report that students demonstrate the ability to become respectful, responsible, contributing citizens in the community (Self Management, SEL Component).
- 4.75 % of parents and families surveyed will report that the school has positively contributed to the student's social-emotional development (Parent and Family Engagement, SEL Component).
- 5.75% of students in each school will demonstrate the ability to work cooperatively with diverse groups of students on assigned class work, resolve conflicts, and respect other cultures and beliefs, as indicated by the percentage of students with no more than 3 to 5 office referrals for aligned rule violations (Relationship Building, Social Awareness, Decision Making Skills, and SEL Component).

Goal 2: Social-Emotional Development

Objective 2.1

Our goal is to strengthen practices and policies focused on the social-emotional development and wellness of all students.

Objective 2.1

PPS will provide equitable opportunities using the social-emotional curriculum lessons and programs to promote learning environments that foster inclusivity, wellness, and connectedness to meet the needs of all students and staff.

Theory of Action

If we integrate social-emotional learning into curriculum and instruction, provide mental health support for staff and students, collaborate with school counselors, social workers, and school psychologists, and evaluate programs and practices designed to support social-emotional development, then the social-emotional development and wellness of teachers, staff, and students will increase yearly.

ACTION STEPS

1. Integrate and Evaluate social-emotional learning into curriculum and instruction by implementing Naviance, 4Kids, Panorama, and Collaborative for Academic, Social, and Emotional Learning (CASEL).
2. Communicate and promote the mental health supports available for teachers, staff, and students.
3. Evaluate programs and practices designed to support the social-emotional development of at-risk students.

Goal 2: Social-Emotional Development

Objective 2.2

Our goal is to strengthen practices and policies focused on the social-emotional development and wellness of all students.

Objective 2.2

PPS will implement research-based positive behavior programs at all schools to promote learning and positive behavior for all students.

Theory of Action

If we implement research-based practices and positive behavior programs with fidelity, then we will increase all students' ability to learn, work cooperatively, resolve conflict, respect other cultures and beliefs and implement practices that will increase the percentage of students demonstrating accountability for following rules and laws, then we will establish a favorable climate for student and staff engagement, and reduce classroom disruptions, increase student accountability which will result in a positive school climate and student achievement.

ACTION STEPS

1. Implement and monitor practices that will increase students' ability to work cooperatively, resolve conflicts, and respect other cultures and beliefs. (SEL Social Awareness and Decision Making Skills).
2. Implement practices that will increase the percentage of students demonstrating accountability for following rules and laws. (Positive Behavior Interventions/ Schoolwide Acknowledgement System/ Student Behavior and Administrative Results).
3. Implement practices that will increase students' skills to filter and use information.
4. Implement practices that will increase students' ability to use technology appropriately.
5. Utilize Tiered Fidelity Rubrics and Inventory to measure the implementation and effectiveness of Positive Behavior Interventions and Supports (PBIS) at all schools.
6. Provide professional development for school teams and leaders of Virginia Tiered Systems and Supports Professional (VTSS).
7. Monitor and assess Student Behaviors and Administrative Responses (SBAR) to measure school equity, outcomes, and exclusionary practices.

Goal 3: High-Quality Personnel

Our goal is to recruit, develop, and retain highly -qualified personnel to support student learning and employee engagement.

SUCCESS MEASURES

- 1.The school division's compensation package will rank in the top five among Hampton Roads school divisions as measured at year 1, year 5, and year 15.
- 2.There will be a 50% increase in the number of school division collaborative partnerships with higher education institutions and alternative teacher education organizations.
- 3.95% of surveyed employees will receive relevant, timely, and actionable feedback on job performance, regardless of title or assignment.
- 4.95% of all employees surveyed will report that professional learning experiences offered by the Division and school met their learning needs, positively impacted their job performance, and contributed to their job satisfaction.
- 5.95% of teacher-leaders and teachers surveyed will report satisfaction with their role, responsibilities, and support at the district and school levels.
6. 90% of newly hired teachers will remain with the school division for a minimum of five years.

Goal 3: High-Quality Personnel

Objective 3.1

Our goal is to recruit, develop, and retain highly-qualified personnel to support student learning and employee engagement.

Objective 3.1

PPS will provide a competitive compensation package with other school districts in the state of similar size and resources.

Theory of Action

If we implement a competitive compensation package communicated with a long-term plan that elicits feedback from our stakeholders, then we will increase our recruitment and retention of staff.

ACTION STEPS

1. Annually assess our budget capacity to offer salary schedule adjustments for all employees.
2. Align priorities and budget to communicate the compensation package and plan through internal and external sources.
3. Develop a long-term compensation package plan and model.
4. Establish a recruitment and retention committee.

Goal 3: High-Quality Personnel

Objective 3.2

Our goal is to recruit, develop, and retain highly-qualified personnel to support student learning and employee engagement.

Objective 3.2

PPS will strengthen the teacher and leader pipeline to recruit, develop, and retain talent for the Division.

Theory of Action

If we strengthen the teacher and leader pipeline with early identification of talent and support development through university partnership and research-based professional learning, then we will create a pipeline that attracts and retains talent in the Division.

ACTION STEPS

1. Continue strengthening outreach and connections with regional university teacher education programs to engage with talented future teachers early in their university experience.
2. Define and provide the definition of a teacher leader and provide examples to develop a common vocabulary.
3. Continue to explore and implement partnerships with alternative certification programs and pathways.
4. Identify and implement leadership development opportunities for principals, assistant principals, and aspiring principals to build their capacity as instructional leaders, visionaries, community engagement practitioners, learners, and collaborators.
5. Develop and implement a teacher leadership program for teachers who want to remain in the classroom and exceed expectations in the Division; the program should include research-based teacher leadership practices, incentives, and recognition.
6. Implement ongoing leadership development opportunities for operations and support personnel to develop a pipeline and succession plan.
7. Develop an implementation plan to survey staff who stay and are potential leaders.

Goal 3: High-Quality Personnel

Objective 3.3

Our goal is to recruit, develop, and retain highly-qualified personnel to support student learning and employee engagement.

Objective 3.3

PPS will provide practical research-based and differentiated professional learning opportunities aligned to the strategic plan and school improvement plans.

Theory of Action

If we offer professional learning that is research-based, differentiated, and aligned to the strategic plan and school improvement plans that include cycles of professional learning that are job-embedded, then we will increase opportunities for employee growth and leadership.

ACTION STEPS

1. Collaborate across all school division departments to develop a five-year professional learning plan aligned to the strategic plan focus areas.
2. Develop differentiated professional learning plans at all schools that include cycles of professional learning to include coaching, modeling, and feedback that are job-embedded.
3. Implementation follow-up support, job-embedded strategies, and best practices for effective professional learning communities.
4. Assure that district and school professional learning plans include research-based evaluation practices to determine if the professional learning is making a difference in employee performance and student achievement.
5. Expand the professional learning for VTSS and PBIS to have a tiered support system for all personnel.

Goal 3: High-Quality Personnel

Objective 3.4

Our goal is to recruit, develop, and retain highly-qualified personnel to support student learning and employee engagement.

Objective 3.4

PPS will provide ongoing support for new teachers and administrators through a comprehensive induction plan.

Theory of Action

If we offer an induction program for all new teachers and administrators that is comprehensive and aligned with best practices, then we will increase opportunities to develop and maintain employees in the Division.

ACTION STEPS

1. Collaborate with new teachers and administrators regularly using face-to-face communities of practice, ongoing coaching, and various virtual strategies to provide support.
2. Continue developing and implementing an effective mentoring program for new teachers and administrators aligned with mentoring best practices.
3. Develop a committee to consider enhancing the induction program to include a coaching component in Year 1.
4. Develop a committee to look at the opportunities to include second and third-year components to the Induction Program.

Goal 4: Family & Community Engagement

.Our goal is to build and strengthen relationships and communication between schools, families, and communities to increase collaboration to support student success.

SUCCESS MEASURES

- 1.The number of innovative parent and family outreach practices and programs (i.e., non-traditional venues, flexible timing, or other inventive ways to engage families directly) will increase by 10%.
- 2.The percentage of parents and families attending/participating in school events will increase by 10%.
- 3.The number of partnerships (business, military, faith-based, recreational, civic, and or city organizations) benefiting students and families will increase by 10%.
- 4.The number of parents, families, and community members reporting that schools and staff members convey a welcoming, respectful, collaborative environment and practices will increase by 25%.
- 5.The number of parents and families reporting that the Division or school provided them with resources and information that supported their child's academic needs will increase by 25%.
- 6.The number of parents and families reporting that the Division or school provided resources and information that supported their child's social-emotional needs will increase by 25%.

Goal 4: Family & Community Engagement

Objective 4.1

.Our goal is to build and strengthen relationships and communication between schools, families, and communities to increase collaboration to support student success.

Objective 4.1

PPS will partner with families to strengthen their understanding of academic standards, student progress, social-emotional development support, and the importance of teachers and families working together.

Theory of Action

If we create a comprehensive and engaging partnership program, and if we are consistent in seeking partnerships that address current demands, then students and families will have access to needed resources to support their K-12 school experience, which will then not only lead to greater academic outcomes, but also positive social-emotional and behavioral development of students.

ACTION STEPS

1. Continue to develop and strengthen the resources and information provided to families to support their child's education.
2. Introduce families to resources that assist with student and family social-emotional needs.
3. Continue to use the Internet, social media, and other tools to enhance parent and community partnerships and communication.

Goal 4: Family & Community Engagement

Objective 4.2

Our goal is to build and strengthen school, family, and community perceptions, relationships, and involvement for student success.

Objective 4.2

PPS will identify and implement practices to increase positive perceptions of schools among families and community members.

Theory of Action

If we prioritize the perception of our schools and we maintain high expectations for all PPS staff members in the service of our community, then all stakeholders will feel respected and welcomed to our facilities, which will then lead to the development of more collaborative relationships that can result in all-encompassing academic supports and greater college/career preparation opportunities for students.

ACTION STEPS

1. Develop, implement and monitor consistent effective customer service practices across all schools in the Division.
2. Strengthen and monitor consistent positive school culture and climate practices across all schools in the Division.
3. Expand ongoing collaboration opportunities with businesses, military, faith-based, recreational, civic, and city organizations to benefit students and families.

Goal 5: Finance & Operations

Our goal is to align financial practices and decision-making to provide financial stability aligned with fiscally responsible decision-making to provide high-quality school facilities for all students and communities.

SUCCESS MEASURES

1. All PPS financial reviews will consist of internal and external reviews, including the beginning-of-year and end-of-year budgets aligned with the strategic plan.
2. 95% of Administrators with budget authority will report effective processes that ensure the availability of the resources needed to support student and staff success.
3. 95% of parents, families, students, and staff surveyed will report high satisfaction with school facilities' safety, cleanliness, and welcoming appearance.
4. 95% of parents, families, students, and staff surveyed will report satisfaction with technology quality, access, and instructional support factors that benefit student learning.

Goal 5: Finance & Operations

Objective 5.1

Our goal is to align financial practices and decision-making to provide financial stability aligned with fiscally responsible decision-making to provide high-quality school facilities for all students and communities.

Objective 5.1

PPS will align financial management with best practices as identified by industry standards, PPS regulations, and the strategic plan.

Theory of Action

If we align financial management with best practices identified by industry standards, PPS regulations, and the strategic plan implemented, monitored, and evaluated to update and enhance processes and evaluated to update and enhance processes then we will retain highly-qualified personnel to support student learning and employee engagement.

ACTION STEPS

1. Provide professional learning to ensure all budget holders know and implement best practices aligned with industry standards, PPS regulations, and the strategic plan.
2. Monitor, evaluate, and update processes to ensure optimum resource availability to support student and staff success factors.
3. Apply to professional organizations for recognition and certification.
4. PPS financial processes will consist of internal and external reviews that include budgets aligned to the industry standards and the strategic plan.

Goal 5: Finance & Operations

Objective 5.2

Our goal is to align financial practices and decision-making to provide financial stability aligned with fiscally responsible decision-making to provide high-quality school facilities for all students and communities.

Objective 5.2

PPS will provide technology systems and services supporting educational, operational, and financial initiatives.

Theory of Action

If we align financial management with best practices identified by industry standards and PPS regulations that are monitored and evaluated to update and enhance processes, then we will retain highly qualified personnel to support student learning and employee engagement.

ACTION STEPS

1. Update and monitor virtual servers, switches, bandwidth, wireless capacity, and storage to meet the demands of all schools.
2. Align the budget to meet the need for purchases and updating equipment for technology integration.
3. Explore new methods to provide customer service support to our community.

Goal 5: Finance & Operations

Objective 5.3

Our goal is to align financial practices and decision-making to provide financial stability aligned with fiscally responsible decision-making to provide high-quality school facilities for all students and communities.

Objective 5.3

PPS School facilities will be safe and inviting places for students, families, staff, and the community.

Theory of Action

If we are a safe and inviting place for students, families, staff, and the community, then we will develop and retain highly-qualified personnel to support student learning, employee engagement, and community involvement.

ACTION STEPS

1. Monitor and increase safety, cleanliness, and overall appearance of all facilities.
2. Provide feedback and training to ensure staff members have the knowledge and skills to meet the expectations.
3. Monitor feedback from administrators, teachers, students and the community.

Acknowledgments

2022 Strategic Planning Committee

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