



PHILADELPHIA
ACADEMY
OF **SCHOOL**
LEADERS

2024-2027 STRATEGIC PLAN

the
future
of the
WORLD
is in this
classroom



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MESSAGE FROM THE EXECUTIVE DIRECTOR

For the past 25 years the Neubauer Family Foundation has invested in people and data-driven, evidence-based initiatives intended to achieve transformational impact through strategic investments in Philadelphia's school system, community safety, innovative leadership of arts and cultural organizations, institutions of higher learning, and advancing new opportunities for Israeli-Arabs to participate in Israel's high prestige scientific revolution.

A decade ago, the Foundation imagined Philadelphia Academy of Schools Leaders (PASL). Over the years, PASL's strategic objective, Our Why, has not wavered: Every Philadelphia student deserves an educational experience that centers their well-being, expands their ideas of what is possible, and helps them define as well as achieve success and thrive as community and global citizens.

Research then and now identifies, "Principals are a critical school-level factor influencing student outcomes, including student achievement, graduation rates, and attendance rates." To quickly improve and sustain results requires research-based ongoing professional development to enhance requisite leadership skills for quality educational leaders. *"It is difficult to envision an investment in K-12 education with a higher ceiling on its potential return than a successful effort to improve principal leadership."*¹

From the onset, research-based national best practices in K-12 urban educational leadership has anchored PASL's programming. In 2020, the world was changed by the onset of COVID-19. This was further exacerbated by the impact of gun violence and the civil unrest of the past several years. School leaders were instantaneously challenged with how to provide continuous quality education. During that period the role of school principals has significantly changed and continues to evolve. Educational leaders learned valuable lessons around equity and improving student outcomes for all children. Today, principals are attentive not only to the academic but also the social-emotional challenges facing our students, families, and staff. The professional development needs of Philadelphia educational leaders subsequently increased as well.

PASL embraces its responsibility to research, develop, and rigorously evaluate new and innovative ways to serve the leaders who serve our children and community. To support Philadelphia educational leaders' skills to meet the complex and shifting challenges they face, our Board identified 2024 as the year to drive the organization's positive data-proven momentum with a Strategic Plan that maximizes opportunities to embrace our mission.

With this charge, PASL's staff engaged the entire stakeholder community to develop the **2024-2027 Strategic Plan**. Guided by a strong Mission, Vision, and Core Beliefs, this plan will drive our work over the next three years. The Strategic Plan is grounded in the following four dynamic Strategic Priority Goals.

■ HIGH-QUALITY PROGRAMMING

Provide consistent high-quality programs and supports to develop school leaders who are powerful positive forces for change to improve students' academic and social-emotional outcomes, whether it be in a charter, faith-based or School District of Philadelphia schools, utilizing research-based national best practices in urban education.

■ SUSTAINABILITY & GROWTH

Ensure current and future financial sustainability and growth for programming and operational expenses.

■ HUMAN CAPITAL

Build and sustain a highly motivated workforce to support PASL's Why, Vision, Mission, and Core Beliefs.

■ COMMUNICATIONS

Increase PASL's comprehensive timely communications capacity to build audiences and community engagement to replicate and expand data-proven programs and best practices to improve instruction and school climate.

Contributions to this plan came from the knowledge and experiences of national subject matter experts; alumni from all cohorts of our flagship program, the Neubauer Fellowship in Educational Leadership; and the PASL Board.

Our programs evolve through a continuous loop of planning, implementation, evaluation, and improvement. To ensure accountability and maximize impact, we partner with Education Analytics to evaluate our performance. In addition, our work will be studied by the University of Pennsylvania Consortium for Policy Research in Education, a community of researchers from renowned institutions and organizations committed to advancing educational policy and practice through evidence-based research.

¹Grissom, Jason A., Anna J. Egalite, and Constance A. Lindsay. 2021. "How Principals Affect Students and Schools: A Systematic Synthesis of Two Decades of Research." New York: The Wallace Foundation. Available at <http://www.wallacefoundation.org/principalsynthesis>.

We are proud to say that, according to Education Analytics, PASL has met most of its indicators and is on its way to exceeding expectations.

As stated in a recent evaluation by Education Analytics, *“The results of this study provide evidence that, on average, schools led by Neubauer Fellows are the better performing schools in Philadelphia on most of the outcomes considered.”*

Also in 2024, PASL was immersed in the review and redesign of the Leadership Competencies that anchor our professional development (PD) programming. Aligned to our mission to engage, develop, and support transformational educational leaders who authentically embrace equity, inclusion, and educational excellence, we have a responsibility to provide current and appropriate PD that is research-based and impactful.

To date, more than 200 Philadelphia educators have participated in PASL programs. Many of them have formed a learning community of change agents, equity warriors, and true servant leaders. Nearly 150 school principals who represent all sectors of K–12 education in Philadelphia have participated in the Neubauer Fellowship. These professionals lead authentically, advance equity, develop their staff, and become dynamic instructional leaders. Ninety-five principals continue to lead Philadelphia schools and an additional thirty-six have been promoted to system leadership positions. These educators are effecting positive change for more than 92,000 children and the communities they serve.

Philadelphia is a microcosm of our country where K–12 education is teetering at a precipice facing a severe shortage of educational leaders and educators. PASL’s **2024–2027 Strategic Plan** is a living document and within its pages, we invite you to seize opportunities to partner with us in this important mission — **to develop school leaders who create the conditions for all children to achieve.** This is foundational to the success of PASL and, most important, the success of the Philadelphia community.

“Life’s most persistent and urgent question is, *What are you doing for others?*”

— DR. MARTIN LUTHER KING, JR. | MONTGOMERY, ALABAMA 1957

“If not you, then who? If not now, when?”

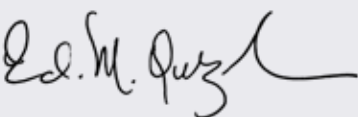
— HILLEL THE ELDER | TALMUD 1ST CENTURY BCE

These quotes, while centuries apart, speak volumes about Philadelphia Academy of School Leaders work, relentless commitment to children, quality education, and the future of our community.

Because you are reading this document, you understand the urgency facing K–12 education. This **2024–2027 Strategic Plan** anchors and enhances PASL’s impact in Philadelphia, ensures that educational equity resonates in our work, assures the development of sustainable solutions, and cultivates long-term financial stability.

Now is the moment for Philadelphia Academy of School Leaders to transcend our valuable work with educational leaders from good to great. Our history demonstrates our capacity. With relentless commitment and sustainable resources, we will reach the next pinnacle of our mission.

Each of us plays an important role in this mission, join us!



EDWIN M. QUEZADA, EdD
EXECUTIVE DIRECTOR
PHILADELPHIA ACADEMY
OF SCHOOL LEADERS





▲ OUR WHY

Every Philadelphia student deserves an educational experience that centers their well-being, expands their ideas of what is possible, and helps them define as well as achieve success to thrive as community and global citizens.

▲ OUR VISION

Philadelphia students receive a high-quality educational experience, advanced through innovative, effective leadership, that supports their achievement and social-emotional growth to realize success in and beyond the K-12 experience.

▲ OUR MISSION

To provide quality programming that engages, develops, and supports transformative K-12 educational leaders who authentically embrace equity, inclusion, and educational excellence for every child in Philadelphia.

▲ OUR CORE BELIEFS

At Philadelphia Academy of School Leaders, we recognize that deep-rooted systemic inequities have created barriers to student achievement. To directly address this inequity in support of children and their educational experience, our organization and its work are based on the following Core Beliefs:

- Student success is the number one priority.
- Every child is capable of extraordinary things and has the ability to achieve and succeed.
- Excellent education is rooted in equity.
- Learning occurs in a safe, nurturing, equitable, and culturally responsive environment.
- Adults are accountable for student success.
- Educational leaders are the most critical factor for the success of a school community.



MESSAGE FROM THE BOARD OF DIRECTORS CHAIR

We believe that access to quality education for every child, no matter what circumstances they come from, is the foundation for Philadelphia Academy of School Leaders — Our Why. Children understand that there are endless possibilities available to them as they grow into community and global citizens when they are in schools with caring positive educators who believe that every student is entitled to an excellent education that supports their academic achievement and personal growth. We embrace opportunities to improve academic, artistically creative, and social-emotional outcomes for children. Over the years, many outstanding individuals and organizations collaboratively joined our efforts.

PASL serves to positively impact the trajectory of K-12 education for every child in our community. **Research is clear that students excel in schools led by transformative equity-minded principals who develop school environments that promote each student's academic success and well-being.** This research has and continues to drive PASL's programming.



Since 2015, 150 school and system educational leaders from Philadelphia district, charter, and faith-based schools have participated in the Neubauer Fellowship in Educational Leadership. These educators deepen their leadership and instructional knowledge, expand their networks, and enhance their resources to build the requisite skills to improve student achievement as well as increase school and community engagement.

Today, we impact almost 50% of Philadelphia's K-12 students in 95 schools. In schools led by Neubauer Fellows, student attendance is better and students meeting proficiency or advanced on the Pennsylvania System of School Assessment standardized tests is higher (by 3.9 percentage points on the English Language Arts and 4.6 percentage points on the Math assessments). **Clearly success is apparent, but there is significantly more work to be done.**

As we approach PASL's 10-year milestone, the Board of Directors seized the opportunity to reset PASL's work and growth plan with a dynamic 2024-2027 Strategic Plan. We clarified Our Why, Vision, Mission, and Core Beliefs, reaffirming our commitment to improve students' educational experience and their academic and social-emotional outcomes. To accomplish this requires significant consistent high-quality professional development and collegial programming for school and system educational leaders.

This plan serves as our roadmap to both inspire and instruct our paths to the next pinnacle in PASL's journey to deliver a sustainable, high-quality support to educational leaders ready to hold themselves accountable for students' success. As we forge ahead, the phenomenal best practices accomplished in many Neubauer Fellows' schools will be replicated in our programming.

Thank you to PASL funders, personnel, program participants, friends, and community for your participation in developing this plan and your support for this critical work expanding the educational possibilities for students.

Consider joining us if you are not already involved as a funder, partner, or participant as we continue to champion the children of Philadelphia.

JOSEPH NEUBAUER

CHAIR, BOARD OF DIRECTORS
PHILADELPHIA ACADEMY OF SCHOOL LEADERS



EXECUTIVE SUMMARY

STRATEGIC PRIORITIES AND GOALS OVERVIEW

PASL's four interdependent Strategic Priorities were developed through input from all stakeholders — PASL's Board, the entire PASL staff, and Practitioner Advisory Committee — as well as current research from the Council of Chief State School Officers (CCSSO), The National Policy Board for Educational Administration (NPBEA) and the Wallace Foundation.

Integral to the development of these priorities is the ongoing data analysis of the current programs by PASL and external evaluators Educational Analytics. This included surveying participants after programmatic offerings, qualitative interviews with current and Senior Neubauer Fellows, monitoring students' academic and social-emotional outcomes progress through site visits and student and staff data analysis at current and Senior Neubauer Fellows K–12 schools, and ongoing communications with the PASL Board.

Annually, each Strategic Priority's accountable measures will be evaluated through a continuous learning cycle of planning, implementation, review, and improvement structures. This process will include rigorous data collection and analysis by PASL's Data and Evaluation staff and the University of Pennsylvania's Consortium for Policy Research in Education (CPRE).

STRATEGIC PRIORITY 1: **HIGH-QUALITY PROGRAMMING**

PASL's programming serves to empower Philadelphia's educational leaders to be transformational change agents who improve academic and social-emotional outcomes for each student. Through consistent high-quality programs and strong partnerships, this priority addresses the need to equip school leaders with the skills and behaviors to advance equity, lead authentically, develop people, and drive instruction to improve school and student outcomes.

GOAL 1

Provide consistent high-quality programs and supports to develop school leaders who are powerful positive forces for change and whose work is aligned to the needs of their school's community, the educational accountability and strategic objectives of their educational system to improve students' academic and social-emotional outcomes, whether it be charter, faith-based or the School District of Philadelphia's Accelerate Philly 2023–2028 Strategic Plan and Leadership Pathways, as well as research-based national best practices in urban education.

STRATEGIC PRIORITY 2: **SUSTAINABILITY & GROWTH**

PASL invests in programming that develops highly skilled and effective school and system leaders who have the capacity to improve the trajectory of Philadelphia's K–12 education and the school experiences for children, staff, families, and the community.

This priority ensures an emphasis on financial sustainability from current and long-term revenue generation, the need to increase and diversify revenue sources, and to maximize donor and host institution engagement.

In addition, it explores growth opportunities to broaden the PASL's impact on education and its capacity for comprehensive professional development supports with like-minded organization partnerships and donors.

GOAL 2

Ensure current and future financial sustainability and growth for programming and operational expenses.

STRATEGIC PRIORITY 3: **HUMAN CAPITAL**

PASL has a healthy staff culture, clear organizational structure, defined roles, transparent performance management system, development opportunities, and equitable pathways for advancement. To promote maximum efficiency and productivity for management oversight and program implementation, this priority addresses staff structures and responsibilities as well as the importance of continued professional development.

GOAL 3

Cultivate and sustain a highly motivated workforce to support PASL's Why, Vision, Mission, and Core Beliefs.

STRATEGIC PRIORITY 4: **COMMUNICATIONS**

PASL communications assists in gaining diverse participation, funding sources and partnerships to sustain high-quality, research-based programming that improves Philadelphia K–12 students' academic and social-emotional outcomes by supporting school and system educational leaders' depth and breadth of knowledge, skills, and competencies.

GOAL 4

Increase PASL's comprehensive timely communications capacity to build audiences and community engagement to replicate and expand data-proven programs and best practices to improve instruction and school climate.



OUR PROGRAMMING

2024 & PROJECTED THROUGH 2027

Great schools require transformational school and system educational leaders who authentically embrace equity, diversity, and educational excellence for every member of the school community. These leaders collaboratively shift a school's trajectory toward greater student outcomes. This occurs when leaders use research-based knowledge interwoven with proven practiced skills that are encouraged through collegial support to create the conditions in which every child thrives. Research validates the key lever to quickly improve student outcomes is quality sustainable professional development (PD) to enhance leadership skills in principals.

This is precisely the objective of Philadelphia Academy of School Leaders: to improve student achievement outcomes for Philadelphia students by developing and supporting the leaders who create the educational environments in which all children learn and grow.

PASL's programs offer competency-based professional development opportunities for dedicated principals and system leaders from across Philadelphia's district, charter, and faith-based schools. The programs are designed to advance PASL's Leadership Competencies with national and Philadelphia proven best practices to drive each student's success. Participants build their leadership skills to improve teaching and learning, drive student outcomes, and engage the entire school community. These committed professionals have access to our network, expertise, and resources, empowering them to transform for the better the educational landscape in Philadelphia.



PASL DELIVERS UNPARALLELED PROGRAMMING THAT SERVES AND SUPPORTS PHILADELPHIA'S EDUCATIONAL LEADERS ACROSS ROLES AND THROUGHOUT THEIR CAREERS.

INSTRUCTIONAL LEADERSHIP ACADEMY

Instructional Leadership Academy (ILA) is a one-year program that supports Philadelphia principals with a focus on foundational teaching and learning best practices that drive results for students. Many ILA participants matriculate into the Neubauer Fellowship in Educational Leadership.

ILA leverages teacher coaching, professional learning time, and data-driven instruction to raise the bar for student learning. In addition, participants are paired with an Instructional Leadership Coach who provides individualized coaching each month (in addition to the monthly sessions) to maximize principal growth.

THE NEUBAUER FELLOWSHIP IN EDUCATIONAL LEADERSHIP

The Neubauer Fellowship in Educational Leadership (Neubauer Fellowship), PASL's flagship program, is a transformative two-year program that develops the critical leadership skills needed to create school conditions where all students and staff feel valued, respected, and cared for, which, data has shown, translates to growth in student achievement. In 2024, the Neubauer Fellowship undertook a rigorous review and redesign process with contributions from national educational leadership pundits, local educators, and Fellowship alumni. The new Leadership Competencies will serve as the foundation of our programming.

The Neubauer Fellowship's programming is tailored for established principals who are committed to their school communities and who recognize improving outcomes for all students requires comprehensive professional development for oneself as well as all stakeholders.





PASL SENIOR FELLOW PROGRAMMING

PASL Senior Fellow Programming, for principals who have completed the Neubauer Fellowship, is foundational because, through continuous learning, school leaders increase their capacity to sustain ongoing student and school growth. This program is essential to PASL's mission — to provide quality programming that engages, develops, and supports transformational K–12 leaders. School leaders must be lifelong learners who are laser-focused on what is best for students and who are willing to relentlessly search for best practices to improve their schools and address changing challenges.

Current Senior Fellows programmatic offerings include:

- **Black Educator Pipeline** focuses on strategies to engage and retain Black educators in Philadelphia schools. In 2024, PASL incorporated a White affinity group to strengthen the impact of this work.
- **Restorative Practices in Action** is for schools committed to creating environments where everyone uses the restorative practice model to support the academic and social-emotional needs of all students.
- **Communities of Practice (CoP)** are intimate and focused spaces where leaders can engage with the sharing and replication of effective practices.
- **Senior Fellow Institutes**, a series of day-long, multiple session opportunities, address topics identified by Senior Fellows as relevant, timely, and needed to support their practice.

Annually, these programs will be evaluated for their efficacy in building school leaders' skills.

SYSTEM LEADERS PROGRAMMING

System Leaders programming offers professional development for aspiring and current system leaders, roles beyond the principalship, whose responsibilities involve setting and leading Philadelphia's district, charter, and faith-based educational agenda.

System Leaders programmatic offering includes:

- **Leaders of Leaders** provides quality research-proven professional development to Senior Fellows aspiring to or serving in system leadership positions. The programming has a comprehensive focus on national and Philadelphia proven best practices to support principals' work to improve teaching and learning that drives results for all student outcomes.



STRATEGIC PRIORITIES, GOALS & ACCOUNTABLE MEASURES

STRATEGIC PRIORITY 1: HIGH-QUALITY PROGRAMMING

PASL's programming serves to empower Philadelphia's educational leaders to be transformational, equity-minded change agents to improve academic and social-emotional outcomes for each student.

Through consistent high-quality programming and strong partnerships, this priority addresses the need to equip school leaders with the skills and behaviors to advance equity, lead authentically, develop people, and drive instruction to improve school and student outcomes.

GOAL 1

Provide consistent high-quality programs and supports to develop school leaders who are powerful positive forces for change and whose work is aligned to the needs of their school's community, the educational accountability and strategic objectives of their educational system to improve students' academic and social-emotional outcomes, whether it be charter, faith-based or the School District of Philadelphia, as well as research-based national best practices in urban education.

STRATEGY 1A

Evaluate current and future programmatic offerings in consultation with the Board of Directors, system partners (charter, faith-based and district), Senior Fellows, subject matter experts and the University of Pennsylvania's Consortium for Policy Research in Education (CPRE).

ACCOUNTABLE MEASURES

- August 2025, 2026 and 2027, conduct a thorough SWOT (Strengths, Weaknesses, Opportunities and Threats) Analysis review and evaluations of all PASL programs to identify trends, best practices and areas of growth.

STRATEGY 1B

Implement the newly designed Leadership Competencies scope and sequence.

ACCOUNTABLE MEASURES

- June 2024, subject matter experts, Senior Fellows, and PASL staff will complete the new Leadership Competencies, a research-based scope and sequence and accompanying rubric that will inform all PASL programming moving forward.
- July 2024, begin implementation of the new Leadership Competencies into PASL programs.
 - Identify subject matter experts that have the knowledge, skills, and expertise in each of the Leadership Competencies.
 - Develop in consultation with subject matter experts, quality content to build and enhance the knowledge, skills, and expertise of all Neubauer Fellows in the new Leadership Competencies.
- Summer 2024, all programming for Cohort 8 of the Neubauer Fellowship will be informed by the new Leadership Competencies, scope and sequence, and rubric.
- Annually, evaluate the impact of the new Leadership Competencies on PASL's programming using participants' data, qualitative interviews, and student achievement outcomes.
 - Program Director and Leader Coaches will perform regular school visits to schools and determine how the work informed by the new Leadership Competencies is informing practices.
 - PASL Data and Evaluation staff and CPRE will review all programs, school-based surveys and collected student data to assess the Leadership Competencies' impact on leaders' skills and behaviors as well as evidence that they are improving the quality of classroom instruction.
 - PASL Data and Evaluation staff will conduct qualitative interviews to assess how Leadership Competencies are impacting the work of Fellows.

STRATEGY 1C

Review and revise all Senior Fellow programming and align it to new Leadership Competencies.

ACCOUNTABLE MEASURES

- Summer 2024, align all Senior Fellow offerings to the new Leadership Competencies, scope and sequence, and rubric.
 - In consultation with the Practitioner Advisory Committee, identify the suggested offerings for PASL yearly professional development for Senior Fellows that build on the Leadership Competencies and the work completed during the Fellowship.
 - Determine the best format to follow for supporting the needs of Senior Fellows.
 - Identify Senior Fellows and subject matter experts who can provide professional development that is aligned to the new Leadership Competencies.
 - Engage systems leaders and seek input, feedback, and recommendations for all Senior Fellow professional development.
- Summer 2025, 2026 and 2027, evaluate and make changes as needed to the programmatic offerings for Senior Fellows.

STRATEGY 1D

Implement the Instructional Leadership Academy (ILA) programming and align it to new Leadership Competencies.

ACCOUNTABLE MEASURES

- Fall 2024, work collaboratively to develop ILA programming that meets the needs of our various system partners and prepare participants to apply and effectively matriculate into the rigor of the Neubauer Fellowship program.
 - Define, in consultation with the PASL staff, Board of Directors and system partners, the most appropriate programming for school principals who have the potential to become Neubauer Fellows.
 - Align ILA programming to the Leadership Competencies and the needs of system partners.
 - Identify subject matter experts who have the knowledge, skills, and dispositions to facilitate training for this program.
- Annually evaluate and make changes as needed to the programmatic offerings for ILA.

STRATEGIC PRIORITY 2: SUSTAINABILITY & GROWTH

PASL invests in programming that develops highly skilled and effective school and system leaders who have the capacity to improve the trajectory of Philadelphia's K-12 education and the school experiences for children, staff, families, and the community.

This priority ensures an emphasis on financial sustainability for current and long-term revenue generation by addressing the need to increase and diversify revenue sources and to maximize donor as well as corporate and institutional engagement.

In addition, it explores growth opportunities to broaden PASL's impact on Philadelphia education and its capacity for comprehensive professional development supports for school and system leaders with like-minded organization partnerships.

GOAL 2

Ensure current and future financial sustainability as well as internal and external growth opportunities for programming and operational expenses.



STRATEGY 2A

Explore, develop, and maintain a three-year financial plan for organization-wide operations (existing programming, existing operations, and future initiatives).

ACCOUNTABLE MEASURES

- Annually, in partnership with existing accounting support staff and auditors, conduct an audit of all PASL expenditures including operations and programs.
- Foster collaboration between finance, operations, and key stakeholders to ensure comprehensive understanding of existing programming, operations, and future initiatives.
- 2024–2025 fiscal year, establish a structured and regular review process for the three-year financial plan, monitoring performance against targets.
- Adapt to changes in the business environment and update PASL financial plan accordingly, ensuring that it remains aligned with PASL's strategic priorities
- Annually, provide comprehensive fiscal reports to the Board of Directors.

STRATEGY 2B

Determine a realistic cost model that reflects the optimal activity level needed to deliver high-quality programming for the Instructional Leadership Academy, Neubauer Fellowship, Senior Fellow, and Systems Leader programming.

ACCOUNTABLE MEASURES

- Utilize activity-based costing to identify and allocate funds based on specific programs and to understand cost drivers and their relationship to program quality.
- Research and benchmark K–12 education expenditures against industry standards and best practices.
- Identify organizations with similar program structures or objectives and analyze their cost models.
- Collaborate with K–12 education peers, network, and attend conferences to stay informed of emerging trends.
- Regularly assess the efficiency and effectiveness of activities within the programs, seeking opportunities for cost optimization without compromising quality.
- Adjust the cost model based on data gained from monitoring and evaluation processes.



STRATEGY 2C

Work collaboratively with the Board of Directors and PASL staff to diversify funding.

ACCOUNTABLE MEASURES

- Fall 2024, create a PASL Development Committee made up of Board members, staff and key stakeholders to review current revenue sources and assess their stability and reliability.
- Build relationships with individual donors.
- Identify potential corporate partnerships that align with PASL's mission.
- By July 2026, research and increase grant applications from foundations, government agencies and other grant-making organizations.

STRATEGY 2D

Develop new programming for future implementation within the city of Philadelphia.

ACCOUNTABLE MEASURES

- Research, identify and pursue sustainable internal and external programming growth opportunities with K-12 educational institutions and organizations.
- Identify local and national organizations that can partner with PASL to increase our impact in Philadelphia.



STRATEGIC PRIORITY 3: HUMAN CAPITAL

PASL has an exceptional Board of Directors and a healthy staff culture with a clear organizational structure, defined roles, transparent performance management system, development opportunities, and equitable pathways for advancement.

This priority addresses the Board of Directors and staff structures essential to expand PASL reach and capacity to support school and system leaders, as well as to promote maximum efficiency, productivity and accountability for programming development and management oversight.

GOAL 3

Cultivate and sustain a highly motivated Board of Directors and PASL staff to support the organization's mission and programs.

STRATEGY 3A

Work collaboratively with the Board of Directors and the Neubauer Family Foundation to develop the Board's capacity and to enlist their knowledge, expertise, and connections to sustain the work of the organization.

ACCOUNTABLE MEASURES

- Annually, organize Board retreats to review organizational objectives, accomplishments, challenges, and future initiatives.
- Review and identify Board structures and strategies to strengthen and align the work of the Board to that of the organization.
- Identify potential new Directors.
- Review and identify approaches the Board of Directors and PASL staff can utilize to accomplish PASL's mission.

STRATEGY 3B

The PASL staff will assess the workforce development plan to identify organizational needs required to provide the highest, most efficient added value to the organization's work.

ACCOUNTABLE MEASURES

- Annually, organize leadership staff retreats to identify organizational needs, to design strategies for improving organizational dynamics and accountability, and to assess and structure the initiatives needed to sustain and/or expand programmatic offerings.
- Fall 2025, draft a Workforce Development Plan based on the data collected from the annual retreat, staff surveys, needs assessments and the comprehensive data analysis undertaken to evaluate all PASL programs offered.

STRATEGY 3C

Develop systems to identify outstanding national and local subject matter experts with the capacity to provide the highest quality professional development aligned to the 2024 redesigned Leadership Competencies.

ACCOUNTABLE MEASURES

- 2024–2025, create a rubric to engage, evaluate and vet national and local educational experts to support the work of the organization.
- 2024–2025, draft a list of experts and use the PASL consultant engagement form to determine experts' interest.
- Consultants will be evaluated using participants evaluations and relevant site-based data collection to examine professional development impact.

STRATEGY 3D

Increase the level of professional development afforded PASL staff to enhance their capacity to lead program offerings, thereby reducing the organization's consultant expenses.

ACCOUNTABLE MEASURES

- Fall 2024, engage all PASL staff in activities focused on having a full understanding of the Leadership Competencies and their scope and sequence.
- Fall 2024, identify PASL staff and Leader Coach members' expertise and strengths to provide professional development aligned to programmatic needs that are focused on Leadership Competencies.
- Annually, create opportunities for PASL staff to facilitate professional development.
- Annually, appropriate funding for PASL staff to attend professional conferences that are directly related to the programmatic offerings and their work.

STRATEGIC PRIORITY 4: COMMUNICATIONS

PASL communications assists in gaining diverse participation, funding sources and partnerships to sustain high-quality, research-based programming to improve Philadelphia K–12 students' academic and social-emotional outcomes by supporting school and system educational leaders' depth and breadth of knowledge, skills, and competencies.

GOAL 4:

Increase PASL's comprehensive timely communications capacity to build audiences and community engagement to replicate and expand data-proven programs and best practices to improve instruction and school climate.

STRATEGY 4A

Align communications to the new PASL Why, Vision, Mission and Core Beliefs as well as the 2024–2027 Strategic Plan.

ACCOUNTABLE MEASURES

- Speak to audiences about the work, best practices, and successes through the voices of our end-users: Neubauer Fellows and Philadelphia K–12 students, families, and staff.
- Ground messaging in student outcomes and data-driven quality programming for school and system leaders.

STRATEGY 4B

Increase digital information access to build engagement through an integrated approach via website, mobile applications and social media.

ACCOUNTABLE MEASURES

- Fall 2024, align branding and content across platforms.
- Fall 2024, explore the use of new technologies and develop innovative social media and podcasts.
- Annually in the Spring, evaluate the engagement effectiveness of PASL digital resources, and if necessary, develop a corrective action plan.

STRATEGY 4C

Increase access to timely comprehensive written and digital information, including issue briefs and media advisories.

ACCOUNTABLE MEASURES

- Annually in the Spring, evaluate the compliance and engagement of written and digital information.
- Annually by December, produce the Annual Report for the prior fiscal year.
- Annually by December, produce the 2024–2027 Strategic Plan Status Report for the prior fiscal year.

STRATEGIC PLANNING COMMITTEE

PASL gratefully acknowledges the many stakeholders who champion this work and whose invaluable insight and guidance shaped this vision for the future of the organization.

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Matt Kelley, Program Director

Sam Koshy, Director of Data and Evaluation

Jovan Moore, Leader Coach

Latanya Simmons, Program Director

Star Taylor, Program Manager

Hannah Tran, Program Manager

PRACTITIONER ADVISORY COMMITTEE

Christine Borelli, 2015 Neubauer Fellow
Principal Coach, School District of Philadelphia

Aliya Catanch-Bradley, 2019 Neubauer Fellow
Principal, Mary McLeod Bethune Elementary School,
School District of Philadelphia

Natalie Catin St. Louis, 2018 Neubauer Fellow
Principal Coach, School District of Philadelphia

Amelia Coleman Brown, 2016 Neubauer Fellow
Associate Superintendent, Prince George’s County Public Schools

Siouda Douglas, 2015 Neubauer Fellow
Principal, A.S. Jenks School, School District of Philadelphia

Shakae Dupre, 2017 Neubauer Fellow
Executive Director, Leadership Development,
School District of Philadelphia

Raymond Fields, 2018 Neubauer Fellow
Chief Talent Officer, Pennsylvania Department of Education

Jodan Floyd, 2016 Neubauer Fellow
Principal, AMY Northwest Middle School,
School District of Philadelphia

Charlotte Gillum, 2020 Neubauer Fellow
Principal, Lewis Elkin Elementary School,
School District of Philadelphia

Stephen Janczewski, 2018 Neubauer Fellow
Director of School Leadership, Independence Mission Schools

Anna Jenkins, 2018 Neubauer Fellow
Principal, Alexander Adaire School,
School District of Philadelphia

Margaux Munnely, 2019 Neubauer Fellow
Principal, Mastery Charter School – Pickett Campus

Nicole Unegbu, 2020 Neubauer Fellow
Partnership and Implementation Manager,
Children’s Literacy Initiative

Shakeera Warthen, 2017 Neubauer Fellow
Assistant Superintendent,
School District of Philadelphia

APPENDIX B: ORGANIZATIONAL HISTORY



Ten years ago, we set out to improve outcomes for students by providing high-quality, results-driven professional development for school leaders.

Driven by compelling research indicating effective school leadership is a critical component to improving student outcomes, the Neubauer Family Foundation partnered with the University of Chicago's Urban Education Institute (UEI) in fall 2014 to design a results-driven development program for school leaders. Incorporating the voices of key educators from across Philadelphia's schools, the working group identified key factors that would enhance the development of educational leaders: the integration of theory and practice; networking opportunities with peers working across Philadelphia's educational sectors (district, charter, and faith-based); and ongoing coaching and support from local experts.

With these clearly defined essential elements in place, a steering committee comprised of senior leadership from the School District of Philadelphia, several charter organizations, and Archdiocesan schools further shaped the organizational foundation.

Grounded in the knowledge that every child is capable of extraordinary things and that great schools require great leaders, the organization's flagship program, the Neubauer Fellowship in Educational Leadership, welcomed its inaugural cohort in summer 2015.

Since the inaugural cohort of Neubauer Fellows, Philadelphia Academy of School Leaders has evolved to serve the city's educational leaders in all stages of their careers, providing ongoing professional development designed to sharpen their vision and entrepreneurial spirit as they work to create educational environments in which all students thrive. We've refined our programming approach, focusing on developing the skill sets proven to improve school communities and drive student outcomes, and constantly adapt our programmatic offerings to best meet the changing needs of educational leaders and the challenges they face.

At PASL, we invest in the educational leaders who dedicate their lives to their students' success.

*We invest in students
and the future.*





NEUBAUER FELLOWSHIP COMMUNITY

OUR MISSION

To provide quality programming that engages, develops, and supports transformative K-12 educational leaders who authentically embrace equity, inclusion, and educational excellence for every child in Philadelphia.

ABOUT THE NEUBAUER FELLOWS

150 SCHOOL AND SYSTEM EDUCATIONAL LEADERS FROM DISTRICT, CHARTER, AND FAITH-BASED SCHOOLS

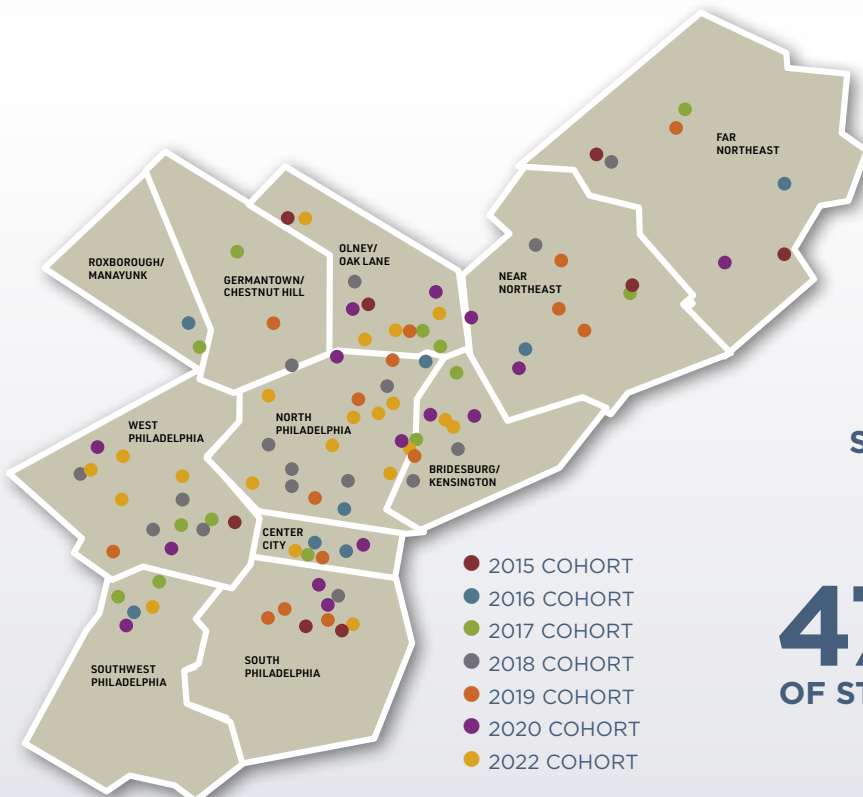
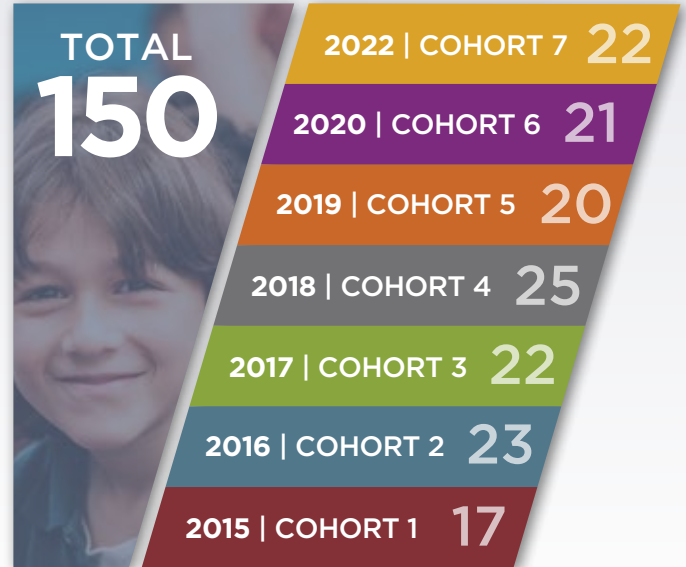
■ IN 2023, 131 CONTINUE TO LEAD PHILADELPHIA EDUCATION

- 95 principals serve 80 district, 11 charter and 4 faith-based schools
- 36 system leaders in the capacity of 2 Chief Executive Officers, 8 Assistant Superintendents, 2 Regional Schools Officers, 1 Head of Schools, 3 Chief/Deputy Chief Roles, 1 Deputy Superintendent, 3 Director/Executive Director Roles, 2 Educational Consultants and 5 Principal Coaches

■ IN 2023, 112 FROM COHORTS 1 THROUGH 6 REMAIN AS PHILADELPHIA EDUCATIONAL LEADERS — 93 ARE PRINCIPALS

■ LED 9 OF PHILADELPHIA'S 14 BLUE RIBBON SCHOOLS IN THE PAST 7 YEARS

■ 40 RECEIVED THE PHILADELPHIA LINDBACK AWARD FOR DISTINGUISHED PRINCIPAL



NEUBAUER FELLOW-LED SCHOOLS 2022-2023

95 TOTAL SCHOOLS

BY GRADE LEVEL

- 21 KINDERGARTEN - 5TH GRADE
- 45 KINDERGARTEN - 8TH GRADE
- 8 MIDDLE SCHOOL (6-8TH GRADE)
- 5 MIDDLE/HIGH SCHOOL (6-12TH GRADE)
- 16 HIGH SCHOOL (9-12TH GRADE)

47% OF STUDENTS

Approximately 47% (92,037) of Philadelphia's K-12 students (197,288 total Philadelphia public students in district, charter, alternative and cyber charter school) were served directly and indirectly by current and Senior Neubauer Fellows.



PHILADELPHIA
ACADEMY
OF SCHOOL
LEADERS

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