



# **Strategic Plan Action Plan Deliverables**

**November 21, 2016**

## Introduction

South Orange Maplewood School District is in the process of creating a new Strategic Plan to serve as a blueprint for our future.

This work is being done in a context of thinking more broadly about the purpose and process of education, and by engaging the full community in a dialogue about the future of our schools. Rather than trying to adapt an old educational system designed for the needs of the industrial era to be more relevant to the needs of today, the goal of the Strategic Plan is to create a new system which prepares students for a future that we have yet to imagine. This process is a collaborative effort so that the plan ultimately represents the values of our community and the needs of our students.

The Strategic Planning process has multiple phases, with a wide variety of perspectives included in every step along the way.

This began with the Superintendent inviting the full community to share their ideas, recommendations, and concerns on the issues most important to them in a series of events and communications in Fall 2015, including an Education Summit in which more than 1,500 community members came together.

The next phase of the process was the development of a Strategic Direction document using community input as the foundation. A committee of 27 people from across the community engaged in a 3-day facilitated process in January 2016, to co-create this document, which sets the vision and direction for the district's new Strategic Plan. This document was accepted by the Board of Education in February 2016.

Action Planning teams were then formed for each of the 9 strategies developed by the Strategic Direction Committee. The teams included educators, parents, students, and other community members who volunteered to share their passion for innovative education and commitment to the very best for SOMSD. The teams met for 9 months to develop **Action Plans** – implementation steps for each strategy consisting of reasonable pieces of work that move us towards the mission.

The teams created a total of 46 different action plans. This document contains the "Deliverables" or results statements for each of the plans.

# Strategic Plan Definitions

## What is a Strategy?

- A strategy is a robust statement that describes one of many directions that the district will take to accomplish the ideas of the Strategic Direction
- It describes in what ways the district will invest its resources including talent, time, and money and outside supports to accomplish action that will address the components of the Strategic Direction
- It is sufficiently encompassing to support a variety of more focused pieces of work that may be a different approach, protocol, program or service
- Each strategy supports multiple action plans
- Collectively, they define action to accomplish the Strategic Direction

## What is a Deliverable?

- A deliverable is something that must be done to accomplish a strategy.
- A deliverable is a product or service that must be done to accomplish a strategy.
- It represents one of many smaller, more focused pieces of work, that once achieved will help to accomplish each strategy.
- It represents smaller, more focused pieces of work that generally can be accomplished within a year and sometimes within a period shorter than a year.
- It is measurable or can be demonstrated or observed
- A deliverable represents a “to do”.

## Action Plan:

- Action Plans describe the work to be done to accomplish each of the strategies of the Strategic Direction.
- The complete set of Action Plans addresses each of the Strategic Direction components, taken collectively. The work described in the action plans will be accomplished over the next three to five years.

# **ACTION PLANNING TEAM DELIVERABLES**

## **Strategy #1 – CURRICULUM, INSTRUCTION AND ASSESSMENT**

*We will redesign curriculum, instruction and assessment to support learner-centered environments (e.g. reimagining seat-time, multiple pathways, competency standards).*

### **DELIVERABLES**

- 1.1 Establish and implement formative assessment methods that involve students in the assessment process including: goal-setting conferences, portfolio-based assessments, and student-led conferences.
- 1.2 Develop one integrated content unit per grade level, organized around national subject area standards, to be piloted in each of grades K 5.
- 1.3 Implement Lab Classrooms in the middle schools to identify, model and develop instructional practices and materials that create learner-centered environments with a focus on cooperative learning and inquiry-based instruction.
- 1.4 Implement math courses to support learner-centered (mastery-based) learning of relevant curriculum.
- 1.5 Establish consistent goals, shared curriculum units and assessment procedures for secondary writing instruction that enhance opportunities for personalized learning and the development of high-level writing skills for all students.

## **Strategy #2 – MULTIPLE STUDENT SUPPORTS**

*We will develop multiple supports for students to thrive in a learner-centered environment (e.g. mentoring program, peer leadership, individualized academic/emotional support, transitional services, restorative practices and guidance in pursuit of their passions).*

### **DELIVERABLES**

- 2.1 Develop and link a school-wide peer mentorship and advisory program (MAP) for secondary students to strengthen students' sense of belonging to the school community and improve their academic achievement, creating a cultural shift from tolerance to open acceptance of our differences.
- 2.2 Develop a standardized, district-wide restorative practice, including Restorative Justice, that helps students and staff resolve conflicts peacefully and respectfully, reduces punitive discipline and helps to decrease racial discipline disparities.
- 2.3 Create high-quality extended-day programming that is highly integrated with school-day learning and includes enrichment, academic support, and before- and after-school care.
- 2.4 Create a counseling internship program at Columbia High School to support students' social/emotional growth and academic success.
- 2.5 Create a seamless system of support within schools and across the district for students and teachers by standardizing and strengthening the Intervention & Referral Services process.
- 2.6 Incorporate play/innovation period into elementary class time to diminish school-related stress and promote the joy of learning, support free-play and encourage exploration, imagination, and student connections.
- 2.7. Develop a one stop hub of services connecting district families to legal, health and community social service supports, including food stamp providers, legal support, food programs, health care providers, public benefits providers, etc. who will provide their services pro bono.

## **Strategy #3 – STUDENT ENGAGEMENT**

*We will work with students to redefine their role as active and engaged contributors to the learning experience of their schools and community.*

### **DELIVERABLES**

- 3.1 Implement a pilot program of CommUNITY system within Seth Boyden Elementary School to serve as a model for a future district-wide program.
- 3.2 Create and implement a Middle School Intramural Sports program at Maplewood and South Orange Middle Schools.
- 3.3 Create a three week Extra-session pilot program at Columbia High School, in collaboration with students, staff, and community members.
- 3.4 Implement a district-wide sustainable Social and Emotional Learning Initiative.
- 3.5 Create, distribute, and analyze Engagement Surveys of all staff, students, and parents within the community, and implement changes to increase engagement for all.

## **Strategy #4 - PROFESSIONAL DEVELOPMENT**

*We will provide ongoing, differentiated and relevant professional development to grow teachers and administrators to theorize, critique, examine, and explore in order to engage every student in a learner-centered environment.*

### **DELIVERABLES**

- 4.1 Provide PD that promotes growth in the area of developing learner-centered classrooms that incorporates a district wide statement of beliefs.
- 4.2 Create and utilize a continuum of exemplary learner-centered teaching for SOMA along which all educational professionals can identify their current status and determine next steps toward better learner-centered instruction.
- 4.3 Develop vertical curriculum alignment to leverage learner centered environments.
- 4.4 Secure resources to provide experiential workshops that model and involve teachers directly in learner centered instruction.
- 4.5 Provide ongoing professional learning opportunities for teachers and administrators that is differentiated, job embedded, and responsive, facilitated by coaches, school/district leaders and teacher leaders to promote individual professional growth, informed by the performance evaluation process as well as district-wide priorities and objectives.
- 4.6 Establish a performance review process that incorporates feedback from multiple constituents in order to identify individualized, ongoing, and responsive tailored professional development growth.

## **Strategy #5 – CULTURAL COMPETENCY**

*We will infuse cultural competency in every aspect of our learning community.*

### **DELIVERABLES**

- 5.1 Provide mandatory and ongoing professional development for all staff in issues relevant to cultural competency.
- 5.2 Develop protocol for hiring and retention that supports cultural competency objectives.
- 5.3 Provide students with ongoing, formal and informal opportunities for discussion to raise cultural awareness
- 5.4 Expand learning opportunities outside of the classroom
- 5.5 Provide students with access to curriculum that is culturally responsive.
- 5.6 Develop mechanisms to review district policies and procedures through the lens of cultural competency.
- 5.7 Identify, establish relationships and collaborate with community and regional organizations to develop and strengthen cultural competency.

## **Strategy #6 – PARTNERING WITH FAMILIES**

*We will partner with families in support of student growth.*

### **DELIVERABLES**

- 6.1 Utilize PowerSchool as the primary means of reporting information about student performance and growth for grades K-12 in the 2017-2018 school year.
- 6.2 Augment formal communication tools related to student growth with multiple informal channels of outreach and engagement with the help of part time Parent Liaisons by answering questions in real time, providing parent to parent support opportunities, Community Advisory Committee and Parent/Family Academies
- 6.3 Develop and implement a centralized welcome and support system that is accessible to all families and fully promoted by the district as a resource for information and assistance.
- 6.4 Standardize outgoing communication within schools across the district both in terms of platforms used and content, as well as accessibility to ELL families.

## **Strategy #7 – FACILITIES, ADMINISTRATIVE STRUCTURES, SCHEDULING**

*We will reimagine and redesign all aspects of student scheduling, use of facilities and administrative structures to guarantee alignment with mission.*

### **DELIVERABLES**

- 7.1 Create a daily and weekly schedule and an annual calendar to allow for intense academic study, experiential learning, and community-based activities.
- 7.2 Configure learning areas with furniture, tools, equipment and technology to accommodate fluid, learner-centered exploration and cross disciplinary instruction.
- 7.3 Create a plan for district/school facilities to allow for greater capacity, STEAM and modern working environments.
- 7.4 Create and communicate structures and processes that allow for multiple pathways for all learners to access a rigorous and relevant education

## **Strategy #8 – COMMUNITY EXPERTISE AND EXTERNAL RESOURCES**

*We will maximize community expertise and external resources to provide multiple pathways for student and professional growth and learning.*

### **DELIVERABLES**

- 8.1. Design and implement a brick and mortar student-managed **Community Storehouse** that will channel surplus classroom supplies from local businesses and other donors to be accessed by teachers and staff for use by students and teachers throughout the district to enhance teaching and support classroom innovation.
- 8.2. Develop **SOMSD Experts in Action**, a community resource for students (K-12) and staff. These highly engaged adult volunteers will serve the district in a variety of capacities: as classroom “experts” who provide an invaluable asset that enhances curricula; as cross-disciplinary teams who provide a 360-degree view of topics; as providers of career guidance; and, as a connection to “real-world” perspective by ensuring that the district has insight into current trends shaping markets and industries.
- 8.3. Design and implement a district-wide K – 11 Community Service Learning requirement as an intentional instructional strategy to meet learning goals and content standards, to promote diversity, to narrow the “achievement gap”, to deepen critical thinking, sharpen analytical skills and meet community needs resulting in increased academic as well as civic engagement.
- 8.4. Create the Senior Internship Project, a semester-long, one credit course for Columbia High School Seniors culminating in a four-week internship at a local organization or business to provide diversified learning experiences that “bridge the gap” between school and employment/higher educational/training.

## **Strategy #9 – COMMUNICATIONS**

*We will engage in robust, open, ongoing and transparent communications with all students, families, staff and community members to generate understanding, excitement, trust and support of our school community and its transformation.*

### **DELIVERABLES**

- 9.1 Create communications plan that interacts with and engages every stakeholder in a community-wide dialogue about and stimulates support for the strategic planning process.
- 9.2 Devise a process that engages every/parent guardian of a secondary school family in an interactive communication with SOMSD at least once per marking period as a starting point for processes that reach all other stakeholder groups.
- 9.3 Pilot an aggressive outreach program to engage specific underrepresented populations in effective, two-way communications: non-native-English speaking and Seth Boyden neighborhood families
- 9.4 Develop a plan to identify communication needs of the SOMSD Community, determine how a portal can help create solutions, and begin the development process.