

Branchburg School District Goals and Strategic Plan

1. Create a learning environment that **challenges all students** and incorporates **individual learning styles**.¹ This includes:
 - o **eliminating achievement gaps** using a **rigorous**² **curriculum and student assessment** system
 - o **incorporating real world and student directed**³ **learning experiences**⁴⁵
 - o **implementing state of the art digital, visual & informational technology**
2. Foster **collaboration** ⁶**and communication** between schools and the broader community to promote shared expectations and the continued improvement of relationships, learning and culture.⁷

¹ Tailoring instruction to meet the individual skills, needs and interests of each student has been shown to accelerate and deepen students' learning. Creating a personalized learning environment that challenges all students and incorporates individual learning styles is one of our goals.

² Schools that foster deeper learning and produce positive results focus on interdisciplinary learning and real world connections. Both goals are supported by this research.

³ A student centered model removes traditional barriers and allow for student input both of which have been proven effective. This ties to the goal of addressing individual learning styles for all students, including those that are disadvantage

⁴ A focus on student centered learning and differentiation utilizing project-based learning to deepen understanding and transfer of knowledge is necessary to maximize student learning. This requires that we make sure we have additional PLC and other resources for staff learning/work.

⁵ Engaging students through real world learning experiences is supported by empirical research.

⁶ The important skills in applying for a job include leadership and the ability to work in a team and the use of these skills will improve the chance of being hired for a job.

⁷ School culture directly impacts student success. It should include a focus on respecting individual differences and appreciating them as an asset. The collaboration aspect of culture supports academic improvement.

Year 1 Goals, Actions, Indicators, Evidence, and Informants

Goal 1. Create a learning environment that challenges all students and incorporates **individual learning styles**. This includes:

- **eliminating achievement gaps** using a **rigorous curriculum and student assessment** system
- **incorporating real world and student directed learning experiences**
- **implementing state of the art digital, visual & informational technology**

Actions	Interim Indicators of Success	Date to be assessed	Evidence of success	Data Informant
1. Convene a curriculum committee which will assess the current state of the curriculum & assessments as it relates to creating a learning environment that challenges all students and incorporating individual learning styles/needs.	Solicitation to participate in committee, clearly defining expectations for committee's work. Technology integration needs to be carefully considered with evaluation of the current state.	September 2015	Records of committee and school meetings to gather shared definition of rigor	School & Community stakeholders
2. Define rigor ⁸ as it pertains to curriculum	Shared definition of rigor	June 2016	Tool to measure rigor selected and disseminated to staff, parents, and students	Teachers, students and parents
3. Develop or select a tool with which to measure rigor to use as guide for	Acceptable tool to measure rigor	June 2016	Measure of rigor in curriculum or assessment	Teachers Students Parents

⁸ Academic rigor relates to the extent to which the learning supports deep thinking, is grounded in real-life applications, relates to the most important components of each subject and supports career and work related goals.

Actions	Interim Indicators of Success	Date to be assessed	Evidence of success	Data Informant
curriculum and assessment development and refinement				
4. Assess current reality of the curriculum & assessments as it relates to creating a learning environment that challenges all students and incorporating individual learning styles/needs. This assessment should include what is happening in individual classrooms, how technology is actually being used in each classroom.	Accurate data on current state in terms of students' engagement with rigorous and well "scaffolded" learning experiences.	June 2016	Survey or focus group data from classified as well as mainstream students Technology subcommittee will develop and carry out assessment of technology annually	Students' experiences
5. Review of the quality of assessments used with student growth objectives for alignment to an authenticity and thinking demands rubric	Alignment scores	June 2015	Report submitted to the district; meeting agenda to review report	Administrators Teachers
6. Evaluate best practices in technology integration, program use, implementation, by visiting/consulting with other school districts (administrators, teachers, Technology subcommittee discuss and analyze information gathered to	List of appropriate targets in terms of technology integration Classrooms and teachers that illustrate best practices	June 2016	Anecdotal records from site visits to exemplary districts Surveys of staff Technology subcommittee agendas and meeting notes	Teachers Administrators School districts we consult with

Actions	Interim Indicators of Success	Date to be assessed	Evidence of success	Data Informant
determine internal and external best practice and exemplary implementation and applications)				
7. Assess students' perceptions of rigor and support	Accurate data on current state of curriculum & assessments in terms of students' engagement with rigorous learning experiences which are designed to meet the individual learning styles/needs of students	Beginning Year 1 of plan (June 2016), and then annually with curriculum renewal process	Survey or focus group data from classified as well as mainstream students	Students
8. Assess teachers' perceptions of the extent to which their curriculum is rigorous and incorporates resources to meet the individual learning styles/needs of students	Ascertain current state in terms of overall ratings of rigor of teachers' units	Beginning Year 1 and then annually with curriculum renewal process	Survey data	Teachers
9. Assess current level of rigor of curriculum units	10% of the district units are assessed	June 2017	Summary data on the units assessed (scored units based on rubric)	Curriculum Evaluation Committee

Actions	Interim Indicators of Success	Date to be assessed	Evidence of success	Data Informant
10. Identify best practices (alignment to standards) around rigor and student centered learning and identify where they are taking place	Identification of anchors and exemplars from district SGO's that demonstrate strong alignment to a thinking demands and authenticity rubric.	Beginning Year 1 and then annually with curriculum renewal process	Testimonials from supervisors and principals based on classroom observations (or nominations from peers) Anchors submitted with written report	Supervisors Principals Teachers
11. Determine explicit alignment of curriculum and assessment with Common Core State Standards	Determine current state in terms of standards alignment Review of district SGO's for alignment to a standards alignment rubric	Beginning Year 1 and then annually with curriculum renewal process	Standards alignment data (using alignment rubric) Standards alignment data (using alignment rubric)	Curriculum committee
12. Assess levels of alignment to standards, thinking and rigor in teachers' classroom assessments	Determine current state in the level of rigor and opportunities for choice in assessment questions Review of district SGO's for alignment to an authenticity and thinking demands rubric	Beginning Year 1 and then annually with curriculum renewal process	Scored units 100% of submitted SGO's are reviewed	Curriculum committee
13. Review and revise current policy and operational procedures to support needed curriculum and assessment revisions	Procedures reviewed	June 2016	Revisions to policy	HR and building administrators

Actions	Interim Indicators of Success	Date to be assessed	Evidence of success	Data Informant
including student reporting				
14. Visit “model” schools to help establish goals/targets.				
15. Assess current practices regarding ‘real world’ and ‘student directed’ learning experiences in the classroom (frequency of use, access within classrooms, schools, grade levels)	Determine current state in terms of real world applications Review of district SGO’s for alignment to an authenticity and thinking demands rubric	June 2016 December 2015	Survey for students and teachers Authenticity scores Report submitted with authenticity scores.	Teachers Students And Assessment Committee
16. Make curriculum and assessment revisions based on gaps identified, and develop a plan or a process to share the work with parents or partner with parents in its implementation	X number of units are revised	Beginning Year 1 and then annually with curriculum renewal process	Unit revisions	State assessment scores/ Curriculum evaluation committee
17. Revise curriculum units to include real-world, student-directed learning experiences	The number of real-world/ student-directed experiences in curriculum and classroom practices will increase Expand at least one SGO per school so that it attends to real world/student-directed experiences.	Sept. 2017-2020 January 2015	Actual Curriculum revisions Actual assessment revision	Curriculum documents Teachers, students, observations

Actions	Interim Indicators of Success	Date to be assessed	Evidence of success	Data Informant
18. Provide professional development to staff on best practices that are not available internally			<p># of Turn key of trainings from external sources to internal staff.</p> <p>PLC notes</p> <p>Faculty meeting agendas</p> <p>Half-day PD opportunities for turn-keying (sharing strategies)</p>	
19. Create an internal support system to make all staff comfortable with technology integration (plc or pair staff)	List of teachers and coaches that can support teachers with specific technology needs		<p># of Teacher Academy courses offered and attendance. PLC notes.</p> <p>Input of technology point people in each building and their assessment of staff usage of technology.</p>	
20. Determine appropriate amount of funding to allow for curriculum and assessment revision and technology-based work including devices, reliability of infrastructure,	<p>Set up an incremental budget</p> <p>Review and assessed quarterly by the tech department and the BOE financial committee.</p>	Annually	Budget	Board of Education and Technology department

Actions	Interim Indicators of Success	Date to be assessed	Evidence of success	Data Informant
replacement/upkeep, and training				

Goal 2. Foster **collaboration and communication** between schools and the broader community to promote shared expectations and the continued improvement of relationships, learning and culture.

Actions related to staff	Interim Indicators of Success	Date to be assessed	Evidence of success	Data Informant
1. Identify current reality and gaps in terms of collaboration.	List of gaps	June 2016	Survey Consider the teamwork value rubric from AACU	Building administrators, Staff
2. Determine changes needed	<u>current status</u> – people working in silos with little awareness of district goals	June 2016	Written document or presentation outlining changes needed,	Building administrators and staff
3. Plan implementation of changes related to improving collaboration among staff	Smoother operations (Personnel, school to school, Facilities, administration) among different parts of the district	June 2016	Project planner to monitor progress	Building administrators and staff
4. Prior to the student start, have 2 professional development days at the beginning of the school year	Scheduled dates	September 2016	Agendas	All staff
5. Provide K-5 teachers one additional Professional learning communities (PLC) meeting time during each 6-day cycle; (1 day for	An increase in time for teachers to meet in PLC teams for collaboration; an increase in time for cross grade level and common	June 2016	K-5 master schedule, teacher schedules	Administrators and staff

<p>PLC/grade level)</p>	<p>subject team meetings</p> <p><u>Current status</u> - at the middle school, there is a set time for Professional learning communities (PLC), grade level or Guidance meetings (40 minutes daily); at the elementary school, there is 1 40 minute PLC time per 6-day cycle; there is never a time for the grade level teams to meet at K-5 level during the school day; each Tuesday 1 hour is set aside for Faculty/Building meetings (2014-2015 school year, we are setting aside 1x/month for grade level meeting; December & January single session days for grade level meeting time)</p>			
<p>6. Provide resources/tools and training to PLC teams so teachers engage/share with each other (related to creating project based learning opportunities for students or other forms of group interaction)</p>	<p>An increase in the ways in which teachers share and get information from each other on the collaboration of project based learning (or other forms of group interaction) lesson plans or ideas</p>	<p>June 2016</p>	<p>PLC agendas, Shared documents and completed protocols (electronic folders) and other artifacts</p>	<p>Administrators, Staff</p>

7. Identify gaps in terms teachers' awareness and tolerance of students' differences	Identify an existing survey of this kind of outcome Ascertain current reality in terms of awareness and tolerance	June 2015 June 2016	Recommended survey tool http://www.tolerance.org/Hidden-bias Tolerance and bias survey measures	Teachers and building administrators
8. Plan implementation of changes	An increase in the ways students react positively in terms of acceptance of each other	June 2016	Teacher survey results	Building administrators and staff

Actions related to students	Interim Indicators of Success	Date to be assessed	Evidence of success	Data Informant
1. Convene a cross-role team of teachers, administrators, parents, and students to oversee the work around improving collaboration among students	Working committee	Fall 2015	Team assembles and begins to create an action plan	Wellness Committee
2. Administer a survey to identify gaps in terms of student collaboration and determine needed changes.	Ascertain current reality in terms of student collaboration	Fall 2015	Survey or focus group data on student collaboration And/or rubric for student self-assessment of collaborative work; refer to Buck institute rubrics for collaboration	Students
3. Plan implementation of changes to support student access to information and collaboration	An increase in the ways in which students get information and collaborate (e.g. google docs)	June 2015	Student survey results (baseline versus end of year)	Wellness committee
4. Identify gaps in terms awareness and tolerance of others' differences	Identify an existing survey of this kind of outcome Ascertain current reality in terms of awareness and tolerance	June 2015	Recommended survey tool. See http://www.tolerance.org/Hidden-bias Tolerance and bias survey measures	Students
5. Plan implementation of	An increase in the ways	June 2016	Student survey results	Students, school

changes	students react positively in terms of acceptance of each other		(baseline versus end of year)	administrators and staff
6. Identify current reality and gaps related to student voice	List of gaps	Fall 2015	Student survey results (baseline versus end of year)	Students, school administrators and staff, Technology Department
7. Determine changes needed	List of changes needed	(Fall 2015	Planned changes	Wellness committee
8. Plan implementation of changes	An increase in the types of vehicles (or modifications) available for students to share their voice with staff (about classwork, about issues they are having)	June 2016	Action plan	Students

Actions related to parents	Interim Indicators of Success	Date to be assessed	Evidence of success	Data Informant
1. Assess changes needed in terms of the degree to which effective communication flows to and from parents and the degree to which parents feel they have a voice in the district	Survey selection and list of changes needed based on data	June 2015	Survey data	Parents
2. Identify gaps in terms of parental role in the schools	List of gaps	June 2015	Survey data and attendance data	Parents
Actions related to community/Board	Interim Indicators of Success	Date to be assessed	Evidence of success	Data Informant
1. Implement explicit communications about the work of the Board and needed changes to increase participation and develop shared expectations for students	An increase in the number of different types of people who come to Board meetings (in person, via streaming)	June 2016	List of changes needed based on survey and other data	BOE, Community
2. Assess progress towards goal attainment and identify/revise new actions as needed	Revisions proposed	January and June yearly	Revised and updated plan	BOE