

Strategic Plan 2015 – 2020 – Updated July 2017

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*

	CURRICULUM (Development)	
Goal	Action	Evidence (Completion Date)
<p>1. Convene a curriculum committee to assess the current status of the curriculum & assessments</p>	<p>1. Implement 5 year curriculum renewal cycle, aligned to the New Jersey Student Learning Standards.</p> <p style="padding-left: 40px;">How: Paid summer curriculum work by in-district teachers.</p> <p style="padding-left: 40px;">Who: District Committee under supervision of Board Office.</p> <p style="padding-left: 40px;">When: 16-17 - A calendar has been established that outlines when curriculum is due for revision.</p> <p>2. Within the renewal cycle, insure that cross-curricular units are fully developed at each grade level.</p> <p style="padding-left: 40px;">How: Opportunities to meet as cross-curricular teaching teams prior to curriculum development to share integrated units to be incorporated in documents</p> <p style="padding-left: 40px;">Who: Teachers, supervisor and coaches</p> <p style="padding-left: 40px;">When: Ongoing, during grade level meetings so that in 17-18 teachers create/introduce an integrated lesson</p>	<p>1. Curriculum Renewal Calendar September 2016</p> <p>2. Professional Development Logs</p> <p style="padding-left: 20px;">16-17: one unit</p> <p style="padding-left: 20px;">17-18: two units</p> <p style="padding-left: 20px;">18-19: three units</p> <p style="padding-left: 20px;">19-20: unique unit</p>

	<p>3. Within the renewal cycle, insure that each curriculum includes opportunities for students to apply their learning in real world applications and/or problem based units.</p> <p>How: Updating curricula documents to incorporate real world applications and/or problem based units (potentially incorporating as a PDP for each school or include in your doc log as evidence)</p> <p>Who: Teachers, supervisor and coaches</p> <p>When: Goal for 17-18, every student experience 1 integrated lesson</p> <p>4. Insure that all Middle School content area curricula include resources for Independent Study Extensions.</p> <p>How: create assessments to identify independent study students, create plans where whole classes have the opportunity for IS, give students an opportunity on their own-outside of class (without testing out)</p> <p>Who: Teachers, Media Specialist and coaches</p> <p>When: Teachers offer 1 opportunity over the course of a year for a student to complete an independent study</p> <p>5. Incorporate Depth of Knowledge vocabulary and SAMR guidelines in curriculum documents</p> <p>How: Curriculum renewal Cycle</p> <p>Who: Curriculum writers, coaches, supervisors</p> <p>When: on-going</p>	<p>3. Curriculum Revisions Rolling Implementation Completed 9-2020</p> <p>4. Lesson Plans, Team Agendas Beginning 17-18 Completed 19-20</p> <p>5. Curriculum Documents Rolling Process Completed 2020</p>
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	<p>6. Include assessments aligned with curricular goals How: Create common assessments Who: Supervisors, teachers When: Starting 17/18 school year</p> <p>7. Ensure differentiation of content, responses to learning, and assessment within curriculum documents. How: Curriculum Development Process Who: Curriculum Writers, Supervisors, Coaches When: Starting 17/18 school year</p> <p>8. Visit “model” schools to help establish goals/targets. How: Identify schools who are successfully using integrated units of study, problem/project based learning, and Responsive Classroom Who: Representative stakeholders When: Starting 17/18 school year</p>	<p>6. Curriculum Documents Rolling Process Completed 2020</p> <p>7. Curriculum Documents Rolling Process Completed 2020</p> <p>8. Reports/Presentations from Visits Completed 6/2018</p>
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	CURRICULUM (Instruction)	
Goal	Action	Evidence (Completion Date)
<p>2. Implement teaching strategies aligned to the Depth Of Knowledge Wheel and Checklist (AchieveNJ) and the SAMR Model of technology integration</p>	<ol style="list-style-type: none"> 1. Provide Professional Development for administrators, coaches and staff that is useful, efficient, personal and relevant. How: PLC's, Turnkey training, Teacher Academy, Faculty Meetings (Academies), Who: Administration, technology committee, core group, coaches, supervisors, staff and outside instructors When: Annually & ongoing 2. Create rubric for teachers to use showing expectations of work at each of the 4 levels of the checklist. How: Curriculum development and renewal process (share with parents) Include Exemplars - use Bloom's Taxonomy, Differentiation, and Webb's Depth of Knowledge Wheel. Who: Curriculum writers, supervisors, and coaches When: annual and ongoing 3. Provide targeted professional development for GATE teachers, Media specialists, and technology teachers to support independent study projects for students How: Participation in PD related to the development of Project Based/Problem Based Learning Who: GATE, Media Specialists, Technology teachers and coaches When: starting end of 2016-17 school year 	<ol style="list-style-type: none"> 1. Curriculum Documents Lesson Plans Rolling Process Completed 2020 2. Curriculum Documents Lesson Plans Rolling Process Completed 2020 3. Rolling Process PD Documents Specific Plan completed by 12/17 Training completed by June 2020

	<p>4. Develop coaching cycles aligned to Level 3/Level 4 instruction and Transfer Goals.</p> <p>How: Specifically designated coaching cycle throughout the year</p> <p>Who: Coaches and staff</p> <p>When: annual and ongoing</p> <p>5. Insure professional development time to meet, collaborate and discuss unit plans aligned to curricular goals</p> <p>How: Maximize the professional development time to collaborate (PLC time, GLM, department meeting time, district PD days)</p> <p>Who: Administration, staff</p> <p>When: annual and ongoing</p>	<p>4. Rolling Process PD Documents Specific Plan completed by 12/17 Training completed by June 2020</p> <p>5. Rolling Process PD Documents Agendas</p>
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	CURRICULUM (Learning Environment)	
Goal	Action	Evidence (Completion Date)
1. Strengthen current learning environment to present students opportunities to show learning in multiple ways	<p>1. Provide student choice for demonstrating learning when developmentally and academically appropriate. How: Identify areas that lend themselves to student strengths Who: Teachers When: School Year 17/18 implementation</p> <p>2. Develop the capacity of Instructional Coaches through training in Project/Problem Based Learning processes. How: Coaches will attend PD opportunities to enhance PBL learning Who: Coaches, Administration, District Supervisors When: Ongoing</p> <p>3. Continue working with district instructional leaders to increase staff knowledge and application of the workshop model, including differentiation of content, responses to learning, and assessment. How: Continue Lab sites, PD opportunities that support the models listed Who: Board funding, Administration, Staff When: Ongoing</p>	<p>1. Lesson Plans Professional Development Agenda Record of Student Work Rolling Implementation Completion 2020</p> <p>2. PD Logs My Learning Plan Teacher Academy Classes</p> <p>3. Master Schedule PD Course Catalogs Coaching Logs Rolling Implementation</p>

	<p>4. Maximize opportunities for students to present learning through technology, utilizing the SAMR Model of Technology Instruction. How: Add to teachers' goals and curriculum, continue PD opportunities Who: Administration, Staff When: ongoing</p> <p>5. Reduce content isolation through integrated units of study. How: Continue to imbed in curriculum Who: Supervisors, Curriculum Teams When: ongoing</p> <p>6. Incorporate opportunities for flexible seating and work stations How: Funding provided for differentiated options in the learning environments Who: Board funding, Supervisory, Teacher and student voice When: 2017/18</p> <p>7. Share best practices (for curricula aligned to standards) for student centered learning and identify where they are taking place How: collaboration of staff Who: teachers When: ongoing</p>	<p>4. Rolling Implementation Completion June 2020</p> <p>5. Curriculum renewal process Rolling Implementation Completion June 2020</p> <p>6. Budget expenditures Classroom set up Capital expenditures Completion 2020</p> <p>7. Faculty Meeting Agendas Rolling Implementation Completion 2020</p>
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	<p>8. Increase current practices regarding 'real world' and 'student directed' learning experiences in the classroom (frequency of use, access within classrooms, schools, grade levels.)</p> <p>How: Develop projects based on curriculum and grade level Who: Supervisors, coaches, and teachers When: during curriculum writing and unit unpacking</p> <p>9. Provide professional development to staff on best practices that are not available internally, including the opportunity to visit model schools/programs.</p> <p>How: Through workshops and research identify schools that are practicing on a more advanced level. Reach out and plan to visit. Who: possibly coaches, team leaders and administration When: annually and ongoing when opportunities present themselves</p> <p>10. Create an internal support system to make all staff comfortable with technology integration.</p> <p>How: Opportunities for staff to highlight their successes with technology integration. Who: Administration provide opportunities for staff to share When: 2017-18 school year</p>	<p>8. See #7</p> <p>9. See curriculum development #9</p> <p>10. Coaching logs PD Sessions Faculty Meeting Agendas Rolling Implementation Completion June 2020</p>
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	CURRICULUM (Assessment)	
Goal	Actions	Evidence (Completion Date)
<p>1. Implement student assessments that require students to show learning at appropriate levels of knowledge and application.</p>	<p>1. Review current assessments and revise to identify achievement gaps and/or realign levels of knowledge. How: Review and realign during PLC meetings, Department meetings, grade level meetings Who: Supervisors, Coaches, Teacher Leaders When: Start date 17/18 school year</p> <p>2. Incorporate opportunities for students to respond to learning in individualized ways. How: Who: When:</p> <p>3. Create systems that provide a clear feedback loop for instruction and assessment. How: Who: When:</p> <p>4. Assure standardization of assessed concepts and criteria for determining learning to insure reliability between grade level sections (horizontal alignment), grade-to-grade progressions (vertical alignment) and the New Jersey Student Learning Standards. How: (common assessments used for SGO/SGPs?)</p>	

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.

	COLLABORATION (Staff)	
Goal	Actions	Evidence (Completion Date)
<p>1. Provide regular opportunities for collaboration among staff.</p>	<p>1. Provide clear and ready access to curriculum documents for all staff. Develop and/or finalize pacing charts for each content area at each grade level.</p> <p style="padding-left: 40px;">How: Curriculum documents available online and unpacking curriculum first year with coaches prior to teaching (during PLC/GLM time)</p> <p style="padding-left: 40px;">Who: curriculum writers, supervisors and coaches</p> <p style="padding-left: 40px;">When: Annually and ongoing</p> <p>2. Develop and/or finalize course level documents for unit and cumulative assessments in each content area.</p> <p style="padding-left: 40px;">How: During the curriculum writing process and during unit unpacking</p> <p style="padding-left: 40px;">Who: supervisors, coaches, and faculty</p> <p style="padding-left: 40px;">When: annually and ongoing</p>	<p>1. Rolling completion aligned to curriculum revision</p> <p>2. Rolling completion aligned to curriculum revision</p>

	<p>3. Insure that each building's Master Schedule includes time for collaboration through Team/Grade level meeting time, PLC's and personalized professional development.</p> <p>How: Coordinate Schedule Who: Administration When: Annually</p> <p>4. Set an annual schedule of quarterly dates for articulation between grade levels and schools.</p> <p>How: Coordinate between schools and grade levels Who: Administration & supervisors When: Annually</p> <p>5. Support staff as they implement cross-curricular units of study designed to increase levels of real-world application of knowledge.</p> <p>How: collaboration within PLCs, grade level meetings Who: staff, coaches, supervisors & administration When: ongoing</p>	<p>3. Complete 2016-2017</p> <p>4. Schedule Beginning 2017-2018 Annually</p> <p>5. Schedule Curriculum Units Beginning 2017-2018 Annually</p>
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COLLABORATION (Students)		
Goal	Actions	Evidence (Completion Date)
<p>1. Provide regular opportunities for collaboration among students.</p>	<p>1. Provide multiple opportunities of student choice for demonstrating learning based on personal learning style. How: Open ended projects to show their learning in addition to/in lieu of paper and pencil assignments Who: Teachers and coaches When: starting 17-18, in every subject area</p> <p>2. Maximize opportunities for students to present learning through technology, utilizing the SAMR Model of Technology Instruction. How: PD for staff members to familiarize them with technology and apps, update curriculum documents to add resources that model the components of SAMR Who: Teachers/coaches mentoring each other When: 17-18 advance yourself "1 level" of SAMR</p> <p>3. Reduce content isolation through integrated units of study. How: (Refer to curriculum) Who: When:</p> <p>4. Incorporate opportunities for flexible seating and student work stations How: start discussions at each school level to research different types of seating for the classroom Who: teachers, administration When: 18/19 budget planning</p>	<p>*all items addressed with evidence and completion dates in earlier portions of the document</p>

	<p>5. Support student inquiry through the full implementation of the Next Generation Science Standards.</p>	
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How: PD opportunities

Who: Science teachers, Coaches, supervisor

When: ongoing

COLLABORATION (School Culture)		
Goal	Actions	Evidence (Completion Date)
<p>1. Implement a District-wide program that supports the development of social-emotional competencies in support of academic learning.</p>	<p>1. Provide intensive training in the Responsive Classroom model to teacher leaders in each building (teacher leaders will turn-key to full staff in each of the buildings). How: PD Who: Administration, Teacher Leaders When: Summer and Ongoing</p> <p>2. Review student code of conduct to align to social-emotional competencies and the development of natural consequences. How: Committee work Who: District Behavioral Specialist, Administration, Staff When: Ongoing</p> <p>3. Implement a Peer Leadership and Advisory Program at the Middle School and Upper Elementary levels. How: Middle school committee will write lessons, create schedule and provide PD for staff. Who: Guidance, Teachers, Administration, Advisory Committee When: 17-18</p> <p>4. Create opportunities for service learning in each of the schools. How: identify topics or ideas for service learning Who: a committee in each building to identify opportunities When: 16-17 and beyond</p>	<p>1. Staff/admin training summer of 2017 Advanced training for District Behavior specialist and guidance counselors Rolling Implementation</p> <p>2. Code of Conduct Documents June 2020</p> <p>3. Implementation of Programs BCMS 2017-2018 SBS 2018-2019</p> <p>4. All Schools 2016-2017</p>

5. Increase opportunities for classified students to be included in general education classrooms.

How:

Who:

When:

6. Provide professional development for staff with respect to growth mindset and the impact on student achievement.

How:

Who:

When:

5. Student Schedules
Beginning 2017-2018
Rolling implementation as appropriate to student needs

6. PD Schedules
Teacher Academies
Faculty Meeting Agendas
Beginning 2017-2018

	COLLABORATION (Parents and Community)	
Goal	Actions	Evidence (Completion Date)
1. Increase the clarity of, and opportunities for dialog between our schools, our parents, and our community.	<ol style="list-style-type: none"> 1. Identify topics of importance to communicate school to home. How: identify with staff (video library) Who: When: 2. Identify topics of interest, home to school. How: ask/survey parents Who: When: 3. Create a system to publicize our school successes and events for community involvement. How: Who: When: 4. Set a District standard for communicating student progress to parents (beyond the progress reporting systems) How: Who: When: 	<ol style="list-style-type: none"> 1. Staff Survey 2017-2018 2. Parent Survey 2017-2018 3. Process begun 2016-2017 Continued evolution through 2020 4. Gather input 2017-2018 Implement 2018-2019

Notes:

Set timelines, responsible parties for action items (can be dependent on other action items)

Develop specific versions of SP goals to communicate to staff, parents, students; focus on one or two a year

Share process of developing and delivering curriculum

Simplify terminology

Condense repetitive nature

How are we broadening our scope of 'deeper learning'

Appropriate vocabulary for the given context - clarity of purpose

Develop Teacher PD with concrete application to the classroom in reference to Bloom's Taxonomy, differentiation, Webb's Depth of Knowledge/ creating common goals, assessments, real-world experiences.

Ensure there is an alignment to the upper levels of SAMR ed to add a goal with relation to being a responsible consumer of information.....

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.

Communication (student needs, procedures, expectations) between BCMS and SHS, BCMS and SBS, BCMS and WES, and SBS and WES.

Vertical articulation meetings between WES, SBS, BCMS, and SHS.

Collaboration between K-8 schools in Somerville & Branchburg based on expectations at SHS (academics, arts, etc.)

Communication of student learning/social-emotional/I&RS information as they move from school to school or grade to grade (revise student placement cards? use Genesis?)

How do we grow and expand parent involvement? How can we use parents as resources?

Use of different types of social media - Facebook, Twitter, eblasts

Use Genesis to communicate I&RS information, report card comments, past teachers

Give teachers a class distribution list on day 1 of parent emails

more communications about absences to parents (beginning of the year - teacher learning/sub coverage)

Making Genesis protocols common in all schools.

Consider conversations that can happen during the April in-service day

More consistent communication from teachers to parents