



THINK ~ LEAD ~ SERVE

2019-2024
Strategic Plan
“Soaring to Success”



Goal # 1: (Social Emotional Learning) To provide a safe environment where professionals recognize the uniqueness of each child and help students develop social and emotional awareness.

Objective	Responsible	Timeline	Resources	Challenges	Outcomes
<p>To provide a spectrum of services for students while empowering teachers with resources and training</p>	<p>Teachers, specialists, CST, interventionist, guidance counselors, administration and support staff</p>	<p>Year 1</p> <ul style="list-style-type: none"> - Introduce Advisory Period/continue with Responsive Classroom and mindfulness room and monitor effectiveness - Establish weekly student update meetings with guidance counselor and administrator to monitor student needs and progress - Employ 2nd Guidance Counselor - Provide monthly consultation and collaboration services for teachers with CST <p>Year 2-3</p> <ul style="list-style-type: none"> - Restructure special education and general education programs within district, based on current needs - Expand RTI to grades 3-5 - Continue weekly student update meetings with guidance counselor and administrator to monitor student needs and progress - Increase monthly consultation and collaboration services for teachers 	<p>Provide appropriate classification, comprehensive 504's for modifications</p> <p>Implement Tiered Response to Intervention</p> <p>Curricular Materials for Advisory period and Responsive Classroom</p> <p>Mindfulness Room</p> <p>Professional Development on global accommodations prior to referral of a student</p> <p>Professional Development on Advisory period and curriculum</p>	<p>Financial and staff limitations</p> <p>Time for teachers to meet with guidance counselors and child study team</p>	<p>Teachers are provided necessary resources and training to empower students to be mindful, empathetic, and be able to successfully manage life's stresses</p>



		<p>Year 4-5</p> <ul style="list-style-type: none"> -Expand RTI for grades 6-8 - Monitor, review and revise programs and initiatives 			
<p>To provide students, parents, and the community with access/tools for strengthening communication and social skills</p>	<p>BOE, administration, staff, students, parents and PTO</p>	<p>Year 1 (Students)</p> <ul style="list-style-type: none"> - Provide an online teacher-student collaboration medium for work submission - Continue to enhance the advisory period offered to the student body - Effectively utilize second guidance counselor through a variety of social skill initiatives and in-class guidance lessons from K-8 <p>Year 1 (Parents)</p> <ul style="list-style-type: none"> - Offer a variety of avenues to communicate district initiatives - Continue the principal's community weekly blast addressing awareness of all upcoming events and district initiatives - Rely on the discernment of the PTO weekly newsletter to inform parents of projects and extracurricular activities - Foster communication between parents and teachers <p>Year 2-3</p> <ul style="list-style-type: none"> - Assess, monitor and modify current programs that address social skills for students K-8 	<p>School Guidance Counselors</p> <p>PTO</p> <p>Google Classroom</p> <p>Communication Platforms</p>	<p>Lack of interest and student/parent participation</p> <p>Measuring and assessing program effectiveness and outcomes</p> <p>Parent reinforcement and support of initiatives</p> <p>Identifying the social and emotional needs of the students</p>	<p>Parents and students are provided with access to resources that improve communication and social skills</p>



		<ul style="list-style-type: none"> - Develop and implement additional programs to address the variety of social and emotional needs of the student body <p>Year 4-5</p> <ul style="list-style-type: none"> - Monitor, review and revise programs and initiatives 			
<p>To celebrate uniqueness and individuality by cultivating an environment where all students feel accepted and safe</p>	<p>School counselors, administration, and staff</p>	<p>Year 1</p> <ul style="list-style-type: none"> - Introduce Advisory Period/continue with Responsive Classroom and mindfulness room and monitor effectiveness - Implement and enforce a code of conduct to reinforce student expectations and create a safe learning environment <p>Year 2 and 3</p> <ul style="list-style-type: none"> - Continue to expand programs that empower students to be aware and accepting of individuality - Ensure that curriculum incorporates various viewpoints and multicultural/inclusive materials - Enhance units, programs and lessons that focus on social and emotional well-being <p>Year 4 and 5</p> <ul style="list-style-type: none"> - Monitor, review and revise programs and initiatives 	<p>Administration, staff, and school guidance counselors</p> <p>Researched based programs that promote inclusive environment (Responsive Classroom, Advisory, Guest Speakers and programming, etc.)</p> <p>Professional development on teaching social and emotional skills in the classroom</p>	<p>Common planning time</p> <p>Teacher/student buy in</p> <p>Financial resources</p> <p>Time in the schedule</p>	<p>The school environment will meet the social and emotional needs of the students, allowing students to feel safe and supported</p>



Goal #2: (Student achievement) To promote student-centered authentic learning experiences that develop student success for an ever-changing world.

Objective	Responsible	Timeline	Resources	Challenges	Outcomes
To empower independent thinking	Classroom teachers, specialists, related arts, administration, ELL, TAG, and counselors	<p>Year 1</p> <ul style="list-style-type: none"> - Increase student choice in learning/classroom activities, exploring and developing a greater sense of self awareness - Implement projects and activities aligned with student interest - Incorporate community members to share interests <p>Years 2 and 3</p> <ul style="list-style-type: none"> - Continue to create learning activities for independence and growth - Offer greater variety in elective choices/related arts activities <p>Years 4 and 5</p> <ul style="list-style-type: none"> - Monitor, review and revise programs and initiatives 	<p>Professional development opportunities</p> <p>Community member participation</p> <p>Infused technology</p> <p>Professional development on creating student centered environments</p> <p>Resources to differentiate for all learners</p>	<p>Financial limitations</p> <p>Teacher/student buy in with number of initiatives being introduced at once</p> <p>Scheduling</p>	Students will choose learning experiences that based on their interests, passion and learning styles
To create opportunities that foster real world applications	Classroom teachers, specialists, related arts, administration, ELL, TAG and school guidance counselors	<p>Year 1</p> <ul style="list-style-type: none"> - Implement authentic learning units, teachers provide opportunities for students to lead and facilitate <p>Years 2 and 3</p>	<p>Professional Development opportunities</p> <p>Northern Valley Curriculum Center</p>	<p>Teacher collaboration time</p> <p>Fostering higher level thinking</p> <p>Differentiated instruction</p>	Students will be motivated to apply their knowledge to real world experiences that are of interest to them



		<ul style="list-style-type: none"> - Design interdisciplinary units and assessments that promote individual thinking and real world experiences and address student needs - Collaborate with neighboring districts to create a pacing guide for each subject/grade - Establish an Innovation team to focus on new and progressive educational strategies <p>Years 4 and 5</p> <ul style="list-style-type: none"> - Monitor, review and revise programs and initiatives 	<p>Common planning time</p>		
<p>To provide a rigorous curriculum that emphasizes a culture of achievement while addressing the needs of all learners</p>	<p>Classroom teachers, specialists, related arts, administration, ELL, TAG, and school guidance counselors</p>	<p>Year 1</p> <ul style="list-style-type: none"> - Provide professional development on problem based learning - Implement new MAPS assessments to collect baseline data to inform instruction - Analyze performance data from state assessments - Screen all new students for proper placement <p>Years 2 and 3</p> <ul style="list-style-type: none"> - Utilize PLC time to analyze student work and create benchmark assessments - Provide opportunities for staff development to provide academic rigor <p>Year 4 and 5</p>	<p>Guidance counselors, child study team, staff, PTO, Behaviorist, Administration, Health teachers, care plus</p>	<p>Lack of student interest/participation</p> <p>Parent support and enforcement</p> <p>Time to implement</p> <p>Financial and staff limitations</p>	<p>Students will respect and celebrate classmates, staff, and community members</p>



		- Monitor, review and revise programs and initiatives			
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Goal #3: (Citizenship) To establish adaptive and progressive learning environments for the “impassion-ment” of students by promoting global awareness

Objective	Responsible	Timeline	Resources	Challenges	Outcomes
To incorporate global concepts and global awareness within specific content areas and the entire school community	Teachers, specialists, administration, and staff	<p>Year 1</p> <ul style="list-style-type: none"> - Review existing programs and initiatives - Identify key global concepts to teach global awareness - Analyze current content curriculum to identify areas that could incorporate global concepts and global awareness <p>Year 2-3</p> <ul style="list-style-type: none"> - Provide professional development to teachers to enhance their knowledge of global concepts and strategies to incorporate global concepts into curriculum areas - Utilize technology to create a bank of resources for teachers to access - Review a variety of curriculums that focus on global awareness and assess the need for a specific curriculum - Invite guest speakers and 	<p>Budgeting for professional development and various programs</p> <p>Develop curricular materials that address key global concepts</p> <p>Research-based programs to incorporate within the school</p>	<p>Big picture thinking</p> <p>Teacher training</p> <p>Time to appropriately plan and execute new key concepts into current curriculum.</p> <p>Finances</p>	Student awareness will increase tolerance of individuality and acceptance of cultural differences, as well as give insight to different perspectives and cultures from around the world



		<p>programs to enhance the experience of global awareness</p> <ul style="list-style-type: none"> - Incorporate cultural celebrations within the school <p>Years 4 and 5</p> <ul style="list-style-type: none"> - Monitor, review and revise programs and initiatives 			
<p>To impassion students to take action to make a positive change in the world around them</p>	<p>Teachers, specialists, administration, and staff</p>	<p>Year 1</p> <ul style="list-style-type: none"> - Review current programs and options available for Norwood students to participate in - Research various organizations that collaborate with schools to promote citizenship and volunteerism - Create school outreach section on school website to promote available opportunities - Create a survey to identify experts within the community to speak <p>Year 2-3</p> <ul style="list-style-type: none"> - Highlight students from around the world that have made a positive impact to the world around them - Conduct a student survey to get insight into what inspires the student body - Plan opportunities where students can participate in activities that create a positive change - Create interdisciplinary groups 	<p>Time to plan</p> <p>Counselors</p> <p>Community advisors</p> <p>World Language, ELL, ELA and Social Studies</p> <p>Student Council</p> <p>Girl Up Club</p> <p>Norwood Kids Care</p>	<p>Time to research, plan, collaborate</p> <p>Budget</p> <p>Lack of diverse opportunities for students</p> <p>Parent Reinforcement</p>	<p>Students are inspired, empowered and provided with a platform to perform meaningful actions that make an impact in areas of societal need</p> <p>Students will enter high school with a diverse skill set that better prepares them for the challenges of adapting to educational and workforce changes</p>



		<p>that will establish common initiatives among students</p> <ul style="list-style-type: none"> - Partner with various organizations to have students participate in various community services - Establish a tool to evaluate the effectiveness of the initiatives implemented <p>Years 4 and 5</p> <ul style="list-style-type: none"> - Monitor, review and revise programs and initiatives 			
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Goal # 4: (Facilities) To revolutionize 21st Century learning through interactive classrooms, future-ready technology, and an innovative curriculum

Objective	Responsible	Timeline	Resources	Challenges	Outcomes
To incorporate technology to create a rigorous personalized and balanced education	Teachers, students, board of education, administration	<p>Year 1</p> <ul style="list-style-type: none"> - Implement 1:1 chromebooks in grades 5-8 - Introduce LATI Classroom design model - Utilize online programs and resources. STEM Makerspaces, Trep\$, implement MAPS assessment to compile data <p>Years 2 and 3</p> <ul style="list-style-type: none"> - Increase LATIC training - Expand lower grade iPad usage - Expand use of Google Classroom - Use MAPS data and other formative assessments to 	<p>Staff</p> <p>LATIC professional development</p> <p>Funding for technology and PD</p> <p>MAPS assessment</p> <p>Develop curricula</p> <p>Ongoing Google Doc log of resources and materials</p>	<p>Funding</p> <p>Keeping up with technology and changes</p> <p>LATIC buy-in and support from students and parents</p> <p>Executive functioning and self pacing</p> <p>Time management</p>	<p>Students will be able to utilize technology to work both collaboratively and independently to personalize instruction and achieve learning outcomes</p> <p>Students will have access to technology and school based work/information from any setting by using their device</p>



		<p>personalize learning</p> <ul style="list-style-type: none"> - Inventory existing classroom and SGI rooms to create a priority list of renovations to create a collaborative environment - Establishing a shared Google Doc with available resources and materials <p>Years 4 and 5</p> <ul style="list-style-type: none"> - Monitor, review and revise programs and initiatives - Expand coursework and provide opportunities for student to choose electives and clubs providing student choice in their learning - Evaluate the effectiveness of the LATI Classroom - Update and repair technology as appropriate 			
<p>To communicate and provide educational opportunities to students, parent and staff aligned to the district mission statement</p>	<p>Teachers, students, board of education, administration, PTO/KPTO</p>	<p>Year 1</p> <ul style="list-style-type: none"> - Board of Education Meetings, Newsletters, school website, Roundtable discussion, Parent Advisory, Strategic Planning Meetings, establish a social media presence <p>Years 2 and 3</p> <ul style="list-style-type: none"> - Develop Profile of Graduate with all stakeholders <p>Years 4 and 5</p> <ul style="list-style-type: none"> - Monitor, review and revise programs and initiatives 	<p>Time</p> <p>Schedules</p> <p>Public relations</p> <p>Knowledge of social media platforms</p>	<p>Buy-in</p> <p>Community participation</p> <p>Emerging social media platforms</p> <p>Timely communication of information</p>	<p>Community understands the importance of 21st century skills and use of technology to foster independent and creative thinking to prepare students for 21st century college and career readiness. Increase communication between school and community through the utilization of various media platforms</p>



		- Continue to brand Norwood Public School and increase community awareness and involvement			
To continue to upgrade the facility to be conducive to both upper and lower grades	Teachers, students, board of education, administration, technology specialist	<p>Year 1</p> <ul style="list-style-type: none"> - Purchase flexible seating, purchase chromebooks for grades 5 and 6 - Replace outdated projector system, investigating and bid for a new air conditioning zone for grades 3 and 4 - Install new emergency alert system (LENS) - Investigate wireless infrastructure issues - Explore options for a new lower grade playground and upgrading the blacktop and walkways in rear of building <p>Years 2 and 3</p> <ul style="list-style-type: none"> - Continue to develop and differentiate upper and lower Makerspace classes - Upgrade wireless hardware and infrastructure - Purchase new staff computers, install last two zones for air conditioning system - Continue to monitor and improve school security - Continue to create learner centered classroom environments - Make improvements to playground and hardscape - Re-examine space issues in the building, ensure existing equipment 	<p>Finances</p> <p>Scheduling</p> <p>Physical space</p>	<p>Finances</p> <p>Space</p> <p>Technological updates/changes</p>	Upgrade school facilities to allow students and staff to seamlessly use technology and collaborate with one another in a safe and comfortable environment



		<p>is operating as it should and create backup for new servers</p> <p>Years 4 and 5</p> <p>- Re-examine space issues in the building, ensure existing equipment is operating as it should and create backup for new servers</p>			
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