

Nutley Public Schools

Strategic Plan Action Team Update

July 24, 2017



Strategic Plan: Values

- Challenges that foster curiosity, growth, and confidence
- Integrity in person, action, and process
- Safe, inspirational communities
- Respectful, supportive, resourceful, and independent citizens
- Persistent, collaborative, open communicators



Strategic Plan: Mission Statement

The mission of the Nutley Public Schools is to challenge, inspire, and empower students to become creative, confident, passionate, self-directed citizens who actively and purposefully contribute in our global society.



Strategic Plan: Vision Statement

The Nutley Public School system is a sustainable, integrated, efficient, and innovative school district that serves as the unifying and driving force in the community's effort to affect measurable growth as students develop into confident, responsible, productive, self-directed citizens who pursue excellence through personal, research-based, rigorous learning toward district established standards that fosters an on-going pursuit of excellence.



Action Teams

- Character
- Communication
- Community
- Competency
- Configuration
- Curriculum



Purpose of Character Action Team

By June 2017, students in Nutley Public Schools will assume responsibility for the integrity of the Nutley student population, demonstrating character by their actions in school and the community and through their own participation, monitoring of, and presentation on codes of honor.



CHARACTER: Years 1 to 4

- Year One – Research and create draft of framework.
 - Defined intermediate goals for committee work.
 - Adopted approach of infusion rather than separate curriculum.
- Year Two – Finalize draft and research implementation.
 - Created Character Benchmarks at each level.
 - Infused elements of social /emotional learning into the Character Benchmarks.
 - Identified specific stages of character development.
- Year Three – Staff development and targeted pilot implementation.
 - Professional development course offering.
 - Introduction of Framework to select grade levels
- Year Four – Extended training to additional staff
 - Counselor and HIB specialists training
 - Coaches training at Coaches Academy



CHARACTER: Year 5

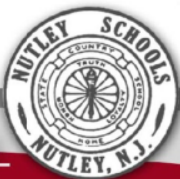
Year Five – Implementation of framework in selected areas

- Request for pilot programs
- Implementation by athletic coaches
- Implementation by school counselors
- Selected staff feedback
- HIB monitoring



Purpose of Communication Action Team

By June 2017, the district will have in place a detailed, efficient, and technology-based system of communication that allows for multiple avenues of information and the involvement of all stakeholders in ensuring and measuring student success.



COMMUNICATION: Years 1 to 4

- Robo Call for Attendance at NHS
- Survey creation, analysis, and dissemination
- Realtime System for Student Information
- Integration of Parent Portal/Open GradeBook
- Nutley Parent Academy
- School Messenger K-12
- Initiative to Encourage Parents to Update Contact Info
- Creation of How To Guides and Tutorials - TRC
- Development of of Social Media Strategy
 - Departmental/Principals Twitter Handles
- Creation and distribution of Parent Surveys
- Website Notification System
- Creation of District Calendar
- Increased Email Communication to Parents/Staff/Community
- Smores Newsletters at Elementary Schools
- Student Representative at BOE Meeting, Reporting to Community



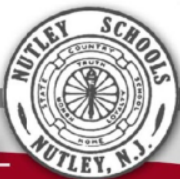
COMMUNICATION: Year 5

- Continuation of Consistent Information to Various Constituents
- Consistency in Delivery of Information via Central Office
- Hiring of Director of Communications
- Increased Usage of Social Media
 - District Facebook
 - District Twitter
- Increased Content Development for Website
- Week in Review to: Staff, BOE Members, Commissioners, and Key Nutley Communicators
- Town Hall Meetings, Focus Groups, Surveys to Gather Community Feedback
- Year-Five Parent Academies: Rotating Drop Parent Academies at NHS



Purpose of Community Action Team

By September 2017, all students will participate in and present the learning derived from curriculum-based, service-oriented community projects that instill confidence, responsibility, and produce measurable contributions to the community.



COMMUNITY: Years 1 to 4

- **Year One – Research and create draft of framework**
- **Year Two – Finalize draft and research implementation**
- **Year Three – Staff development and targeted pilot implementation**
- **Year Four – Infuse into academic and non-academic curricula**



COMMUNITY: Year 5

Greater participation in cross curricular service learning projects/programs

Examples K -6:

- 1st grade (YS) Boot Campaign through the Patriot Project
- 3rd grade (RS) Book Exchange
- 4th grade (RS) Zomo, the Rabbit
- 5th grade (RS) Capstone Project
- 6th grade (YS) “Be Awesome to Somebody” charitable movement
- 6th grade (LS) & 5th grade (SGS) Joint Service Project benefitting Nutley Family Service Bureau & St. John’s Soup Kitchen



COMMUNITY: Year 5

Examples 7-12 :

- JHWMS S.T.A.N.D. Digital Citizenship Project
- NHS Radio/TV PSAs: *Distracted Driving, Animal Adoption, Teen Alcohol Use, Predators Online, and Peer Pressure*
- NHS Women's Activism Club: *Women's Work Career Panel*
- NHS US II Honors Final Exam PBSL topics: *Mental Health, Animal Rights, Environmental Protection, Cancer Research Awareness, Special Olympics*
- *NHS Blood Drive*
- *NHS Social Studies Department- Race in America*



Purpose of Competency Action Team

By June 2017, students at all grade levels will demonstrate mastery of core competencies and content through performance on common assessments, development of personal learning experiences, and presentations of their personal growth and learning to a variety of suitable audiences.

Competencies are 21st century skills that make successful people successful.



COMPETENCY: Years 1 to 4

Years One and Two

Utilizing our common language and the Danielson Framework model, we developed descriptions, components, and identifiers for five competencies: *Collaboration, Communication, Research, Problem Solving, Self Awareness and Direction*

Year Three

- Pilot: Physical Education and Health Department
- Cross-Curricular Implementation



Year Four

- Continued implementation of Competency Framework in Physical Education and Health (Goal: to reach every student.)
- Competency Framework Implemented in Elementary School Standard Based Report Cards
- Competency Framework implemented within the assessment of the Internship Program at NHS.



COMPETENCY: Year 5

Year Five

- Full implementation of the Competency Framework with an emphasis on student use of the language
- Refined Social/Development rubrics and standards on all elementary school report cards
 - K-3 Social/Emotional Development
 - 4-6 Social/Emotional Development
- Used Competency Framework to assess student progress within a number of district programs K-12

Examples:

- Project Adventure in Physical Education
- Nutley High School Internship Program
- Leadership Interviews and Presentations (NHS Health)
- Middle School Advisory Program



Purpose of Configuration Action Team

By September 2017, the school district will investigate and evaluate best practices by instructional grade span and transform the district's structure as necessary based on these findings and the district's physical, financial, and instructional realities.



CONFIGURATION: Years 1 to 4

Year One

- Identify areas to improve, research districts that serve as model examples of scheduling configuration alternatives

Year Two

- Made recommendations to superintendent on scheduling, program offerings, curriculum and staffing needs

Year Three

- Full implementation of middle school learning model at JHWMS

Year Four

- Continued research on handbook, high school scheduling and middle school learning model exemplars



CONFIGURATION: Year 5

- Elementary School Handbook
- Full implementation of advisory at JHWMS
- Planning measures for Fall 2017 NHS Rotating Drop Schedule Implementation
 - Site visits
 - Provide professional development for staff
 - Piloted full rotating drop sample schedule during PARCC Testing
 - Stakeholder collaboration opportunities



Purpose of Curriculum Action Team

By June 2017, the district will develop and implement a thorough, data-based process for analyzing curriculum, instruction, assessment, student performance, professional development, and resources in all curricular areas ensuring that professional practice is always current, relevant, and aligned to the most updated standards. Each curricular area will be reviewed on a, at most, five-year timeline. The results of each process will be presented publicly.



CURRICULUM: Years 1 to 4

Year One

- Creation of Program Review Process and Manual

Year Two

- Supported K-12 departments in Program Review
- Created Resource Piloting Process Manual

Year Three

- Supported K-12 departments in Program Review and Piloting Processes
- Created Curriculum Mapping Process
- Incorporated Competency Framework in the curriculum writing process

Year Four

- Supported K-12 departments in Program Review, Piloting and Mapping.
- Created Parent Curriculum Overview Template
- Created Draft for Cycle 2 Program Review
 - Increased Focus



CURRICULUM: Year 5

- K-12 ELA department conducted Cycle 2 Program Review
 - Fidelity
 - Including Internal and External Program Reviews
 - What have we done well?
 - What still needs work?
 - What other areas require attention?
- Increased Focus and Support Curriculum K-12
 - Reorganized Central Office Structure to Support Curriculum and Instruction
 - PK-5 Director and 6-12 Director
 - Screencasts and training for curriculum writing
 - Increased access to training for curriculum writing
 - Increased focus on backwards design
 - Increased funding for curriculum writing



Strategic Plan: The Next Five Years

Assess the current needs of the district including: best practices, technological advances, and physical building limitations.

Realign Action Teams to address these needs.



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