Nauset Public Schools

Strategic Plan: FY2021-FY2025

21st Century Skills

Global Citizenship

Community Schools

Improved Learning Outcomes

Social-Emotional Learning

Professional Development
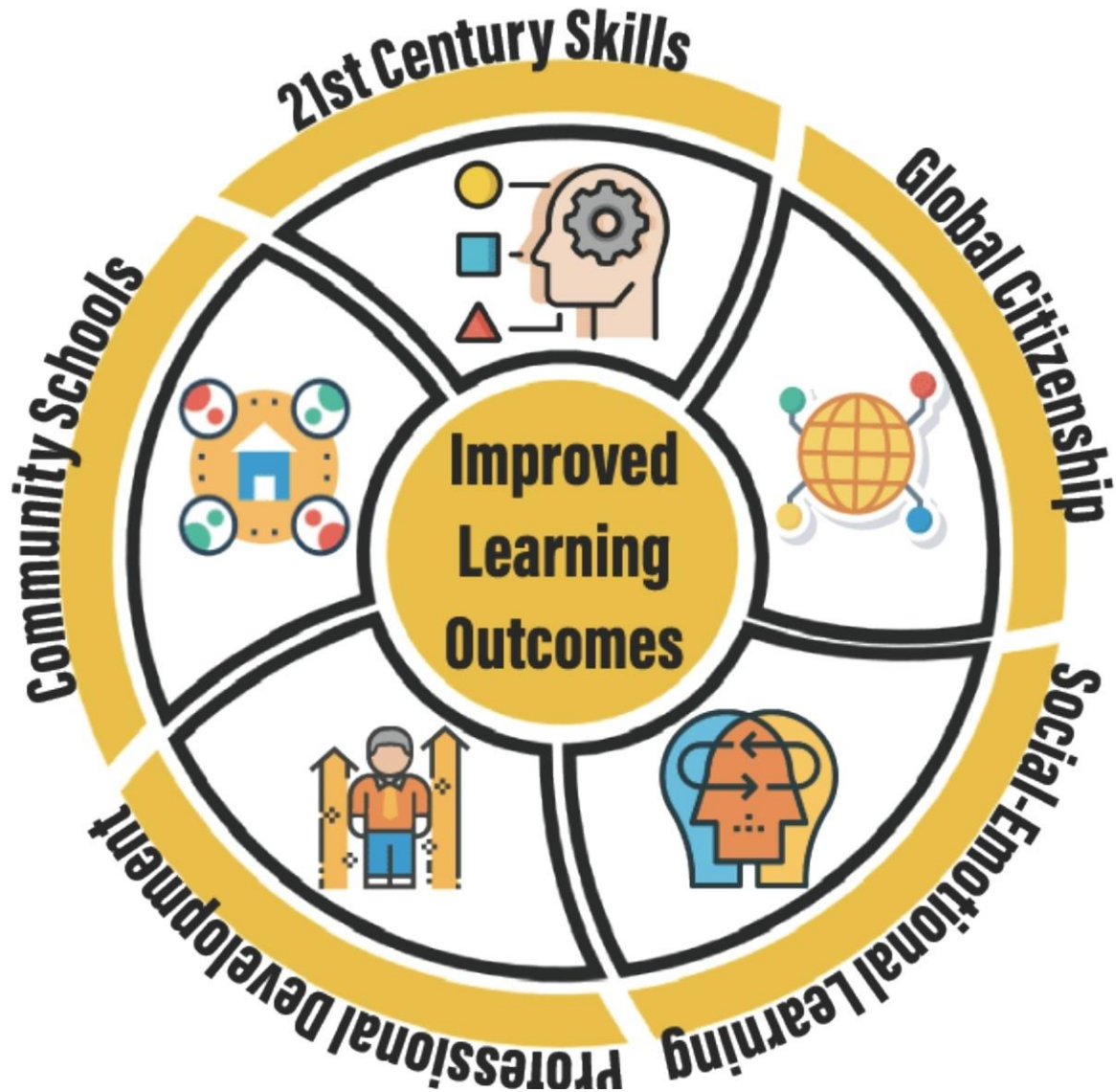
Nauset believes...every child matters

Strategic Plan Participants

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Letter from the Superintendent

Dear Nauset Community,

I am very pleased to share the new five-year Strategic Plan for Nauset Public Schools. Over a year of research, dialogue, and planning have gone into the development of this Plan. It will now guide us as we endeavor to build and improve upon the excellent programs that have been the hallmark of Nauset schools.

Like most schools, the Nauset school community faces a changing landscape comprised of cultural, educational and economic factors. As we strive to continue to provide Nauset students with an exceptional education, we need to recognize that our world is rapidly and ever changing. We are living in a hyper-connected, global society that few could have envisioned a short time ago and one that is continuing to change at a breathtaking pace. Our strength and future opportunities only come when we recognize the critical need to learn and evolve, both as individuals and as institutions.

Our challenge then is to ensure that we, as an educational community, are equipped to address this changing landscape and that we provide all Nauset students with an education that remains innovative and relevant to graduates in the 21st century. This Strategic Plan is designed to help us meet that challenge. It is both ambitious and aspirational. At its heart are the welfare and best interests of all of our students, each of whom we see as a unique individual with endless potential. We understand that it is our responsibility to help them unlock that potential and to adequately prepare them to open the doors to the world awaiting them.

We are thus committed to providing a learner-centered environment, one in which students are actively engaged in their learning - learning that meets the unique needs of each student, that is relevant, collaborative, and even contagious. This Strategic Plan will help us ensure that we have a solid framework on which to build our learner-centered programs and a road map that will guide our efforts over the coming years.

The success of these efforts requires the commitment and contribution of teachers, administrators and staff, and also the commitment of Nauset's internal and external stakeholders - parents, students, and members of the community. We all have a stake in the success of our students and their future. Working together strengthens our ability to provide each student with the knowledge and skills that will prepare them for a lifetime of success.

Sincerely,

Thomas Conrad
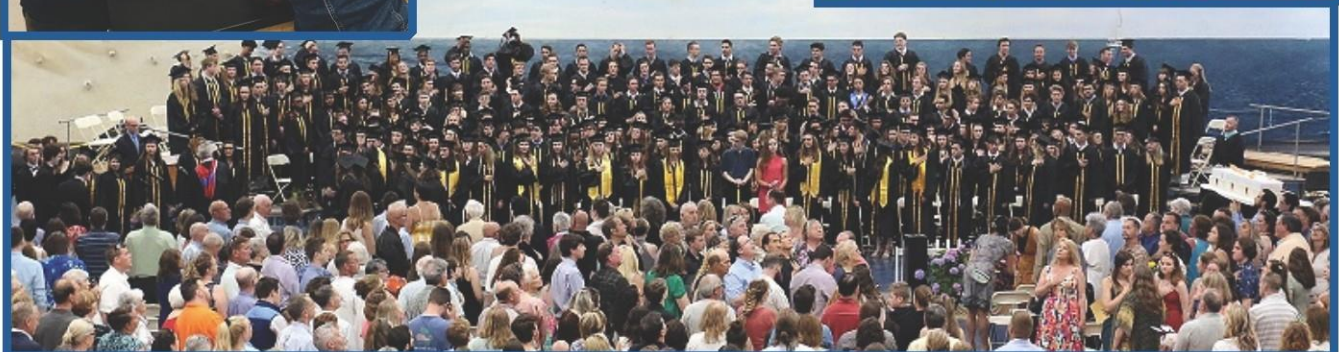
Introduction

Profile of Nauset Schools

SCHOOL	Grades	# Students	% Special Ed	% Economically Disadvantaged	1st Language Not English	Student-Teacher Ratio
Stony Brook Elementary	PK-2	224	20.5	36.6	3.6	11.1:1
Eddy Elementary	3-5	246	18.7	24.8	4.5	11.1:1
Eastham Elementary	PK-5	194	17.5	34.5	9.3	8.2:1
Orleans Elementary	K-5	197	16.2	31.5	12.7	8.9:1
Wellfleet Elementary	K-5	106	17.9	29.2	2.8	8.1:1
Nauset Regional Middle	6-8	580	22.9	22.4	6.4	10.1:1
Nauset Regional High	9-12	900	12.0	20.1	4.7	11.5:1
State-wide			18.4	32.8	23.0	12.9:1

Source: Massachusetts Department of Elementary and Secondary Education, October 1, 2019
PK = Nauset Integrated Preschool

The Nauset Public School system is comprised of seven schools located in the four towns of Brewster, Eastham, Orleans, and Wellfleet. The schools are divided into five school districts - one for each of the four towns' elementary schools and a regional district for the middle and high schools. Each district is governed by its own school committee. Together these five districts are under the supervision of the Central Administration headed up by the Superintendent of Schools. The Central Administration provides support to all five districts for shared services including transportation, human resources, technology, food services, curriculum and instruction, and student services.

In addition to students residing in the four member towns, the Regional District has an agreement with the neighboring towns of Truro and Provincetown whose local school systems end with 6th grade and 8th grade respectively. At that point Truro and Provincetown students may attend Nauset Regional Middle and High Schools on a tuition basis. In addition, the Nauset Regional Middle School and High School, as well as Wellfleet Elementary School, participate in the Commonwealth's School Choice program through which out-of-district students can choose to attend Nauset schools when space is available.

Like other towns on Cape Cod, Nauset towns face significant demographic challenges. Our geographic location is rich in history, culture, and environmental diversity. We are also comprised of rural communities that together stretch 30 miles from end to end and cover over 100 square miles. Our size and location present challenges in terms of assuring that our students partake in diverse and rich experiences outside of school walls, be they academic, athletic, or cultural. In addition to our remoteness, a current lack of affordable year-round housing makes it challenging to attract and retain

a talented, diverse, and motivated staff. Student data trends show a declining school-age population, a high percentage of economically disadvantaged students, a small but growing number of students whose first language is not English, and a significant number of students requiring special education resources.

Through continual and careful attention to both our opportunities and challenges, and with strong support from our communities, Nauset has been able to maintain its high standards and continue to offer a broad range of courses and programs that addresses the needs and interests of its students. As a result of these efforts, all Nauset schools are highly regarded throughout Cape Cod.   Nauset Regional High School is an award-winning school that is recognized as one of the best high schools in the Commonwealth, consistently ranking in the top 8% of Massachusetts high schools and in the top 4% of high schools nationwide.

Strategic Planning

Strategic planning is the process of setting goals, deciding on actions to achieve these goals, and mobilizing the resources needed to take these actions. In the face of a rapidly changing world, strategic planning for schools has taken on a new urgency. Schools and educators must assure that students are receiving the kind of education that will equip them to meet the opportunities and challenges of their changing world and identify and negotiate their chosen pathway to a successful and rewarding future.

Education is the passport to the future, for tomorrow belongs to those who prepare for it today.

Malcolm X

For a school system such as Nauset, with its five distinct school districts and its demographic challenges, strategic planning is imperative. A strategic plan will help us ensure that we are providing the kind of forward-thinking education that is demanded in today's world, and that we have a horizontally and vertically aligned curriculum across our schools and through our grades. The Strategic Plan will help to identify both our strengths and our gaps, to become a more efficient and effective organization, to increase transparency and accountability, and to continue to provide an exceptional education that benefits both our students and the communities we serve.

Our Strategic Planning Process

In February 2019 the Superintendent of Schools formed a Strategic Planning Steering Committee comprised of representatives from all five School Committees, the Superintendent, school administrators, teachers, and community members. This group was charged with developing a strategic plan that would move Nauset schools to an even higher level of excellence.

The Steering Committee analyzed district and town data to learn about current demographics. The Committee also researched current educational and societal trends to determine what skills and knowledge were in demand by employers and how educators were responding. Using these analyses, the Steering Committee drafted core values, a mission statement, and a district vision that would form

the foundation of the Plan. They also identified five strategic goal areas that would build on Nauset's strengths, address its challenges, and focus on providing students with the necessary skills and knowledge to identify and navigate a successful future. The five goal areas are: *21st Century Skills, Global Citizenship, Social-Emotional Learning, Professional Development,* and *Community Schools.*

Recognizing the importance of getting feedback from a much broader constituency, the Steering Committee "went on the road" and met with the Nauset Administrative Team, the five school committees, and the faculties of the seven schools, sharing their findings and work to date, soliciting feedback, and recruiting additional individuals to take part in the next stages in the development of the Plan. A website was developed as a vehicle to provide the public with information about the planning process, as well as resources and research that were guiding the decisions being made. The website also served as a vehicle for getting feedback on the draft and soliciting more parent and community participation.

Following this effort, five working groups were formed.   They included representatives from the five School Committees, the Administration, faculty from the seven schools, and parents, community members, and students. A total of 75 people participated, each on one of the five working groups. Each group was charged with focusing on one strategic goal and developing strategic objectives and initiatives that would provide direction for all schools.

Guiding Principles

What we do:

Mission Statement

Nauset Public Schools prepares each student to succeed in an ever-changing world by providing a rigorous academic program that integrates social-emotional learning and global awareness.

Man's mind stretched to a new idea never goes back to its original dimensions.

Oliver Wendall Holmes

Where we want to go:

Vision

Nauset Public Schools will provide enriching, diverse, and innovative opportunities to prepare students to be lifelong, self-directed learners and contributing members of society.

By learning how to think critically, problem-solve, and collaborate with others, students will be able to reflect on their learning, set goals for themselves, and persevere when facing obstacles in a complex world.

We will foster a global perspective through authentic learning experiences, expansion of the traditional classroom beyond the walls of the schools, and development of education partnerships and opportunities across the community, the United States, and countries world-wide.

What we believe:

Core Values

Nauset believes that education should inspire a passion for learning and that:

- Every child matters
- Every child is unique
- Every child deserves to feel safe

Strategic Goals

GOAL 1 - 21st Century Skills

Enable students to practice and apply 21st Century Skills throughout the PK-12 curriculum to acquire deeper learning and be prepared for our ever-changing world.

GOAL 2 - Global Citizenship

Develop the cognitive, interpersonal, and intrapersonal competencies fundamental to global citizenship and cultural proficiency as well as the ecological understanding and skills needed to sustain our environment.

GOAL 3 - Social-Emotional Learning

Facilitate students' and adults' development of the skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

GOAL 4 - Professional Development

Provide ongoing professional development that supports the Strategic Plan by expanding teachers' application of interdisciplinary, authentic, research-based, and innovative teaching strategies.

GOAL 5 - Community Schools

Create partnerships between the school and the community at large where all members of the community can come together to learn, to teach, and to share ideas.

These five goal areas are interdependent and form a cohesive whole: a map for the direction of the District. Initiatives undertaken in one of the goal areas will both build on and reinforce initiatives in other goal areas. For example, Goals 1, 2, and 3 all include a focus on project-based learning, empowering students, and active engagement. Goals 3 and 5 both stress the importance of working with families. Goal 4 supports and is critical to all other goals as it provides the professional development needed to ensure that Nauset faculty has the updated skills, knowledge, and techniques to successfully implement the Plan's objectives and continue to provide excellent teaching to every student every day.

A goal without a plan is just a wish.

Antoine de Saint-Exupéry

Goal 1: 21st Century Skills

Our educational system was originally designed to meet the demands of an agricultural society with hours that permitted students to go to school and return home early to work on the farm. With the Industrial Revolution the school hours did not change, but the focus of school did. Emphasis was now placed on the need for workers on the assembly line. Students needed to be able to adapt to "… regimentation, a lack of individualism, the rigid system of seating, grouping, grading and marketing, the authoritarian role of the teacher".[1] Expectations of schools changed dramatically with the advent of the technology revolution. Information is now immediately available, communication with anyone in the world instantaneous, and the need to solve complex problems both locally and globally necessitates that learning be interactive and collaborative. Students now need to be able to dive into subject matter to gain a deep understanding of underlying principles and root causes of problems. Furthermore, students must learn by doing and be able to apply what they learn to real life situations. This requires schools to provide students with a new set of skills that have been identified as 21st Century Skills.

More than twenty skills and competencies have been identified as critical for students' future success. They have been grouped into four areas of competence known as the 4C's: *communication*, *collaboration*, *critical thinking*, and *creativity*.   According to David Ross, global education consultant, "These competencies remain relevant as we get further into the current century because they seem to be the one constant in a rapidly changing social and economic environment."[2]   These 21st Century Skills need to be explicitly taught and practiced throughout the PK-12 curriculum. As students progress through the years they need to be challenged with more and more complex situations, requiring them to use these skills more frequently, independently, and effectively.

Education is not the learning of facts, but the training of the mind to think.

Albert Einstein

Complementing the 4C's, and fundamental to creating an effective learner-centered environment, is the need for students to develop metacognitive skills. That is, they need to develop an understanding of how they learn. Metacognition helps students analyze how they think, become more self-aware, and choose appropriate strategies for the task at hand. They become better equipped to handle their own learning and make personal choices. This empowerment also enables students to be more self-directed and more confident in their abilities.

Goal 1: 21st Century Skills

Enable students to practice and apply 21st century skills throughout the PK-12 curriculum to acquire deeper learning and be prepared for our ever-changing world.

Objective 1: Explicitly teach metacognitive skills so students can apply them frequently, independently, and effectively.

Initiatives:
1.1 Embed metacognitive skills into the curriculum.
1.2 Teach critical thinking skills by modeling thinking aloud, making student thinking visible, and processing the experiences.
1.3 Provide dedicated, consistent time for teachers to plan, monitor, evaluate, and reflect on students' ability to use metacognition.
1.4 Foster creativity in students by encouraging them to think along new parameters and find alternative ways to solve problems and develop new paradigms.

Objective 2: Explicitly teach critical thinking, communication, and collaboration skills to students, and encourage them to be creative in their thinking and in the application of their learning.

Initiatives:
2.1 Prioritize classroom time for student-to-student discussions and debates to help students learn to effectively talk and actively listen, leaving ample time for feedback and reflection.
2.2 Provide classroom opportunities for students to collaborate and build upon one another's knowledge and skills through cooperative learning experiences and group tasks.

Objective 3: Develop student autonomy by providing students with choice in their learning through inquiry-based instruction, project-based instruction, and authentic learning experiences.

Initiatives:
3.1 Actively engage students in making decisions through inquiry-driven and project-based instruction and authentic and interdisciplinary learning experiences, e.g., utilizing strategies such as student-focused learning, open-ended questions, creative solutions, flexible thinking, and navigating difficult situations.
3.2 Provide opportunities for teachers to collaborate and develop curriculum and assessments to support initiative 3.1.
3.3 Create a culture where students and teachers are recognized for taking risks and engaging in exploration and discovery.

Objective 4: Engage parents, students, and teachers in collaborative conversations about the purpose of the student's education.

Initiatives:
4.1 Develop avenues for students, parents, and teachers to meet together to discuss the relationship between purpose and learning, i.e., what, why, and how.

Today's students, born in the 21st century, are growing up in a global world and their education must prepare them to live and work in a diverse and ever-changing environment. This globalized world presents young people both tremendous opportunities and increasingly complex challenges. As noted earlier, students need to develop the knowledge, skills and values that will prepare them to navigate in this increasingly interconnected and interdependent world. Today's learner must become a global citizen - someone who is aware of the wider world and has a sense of their own role in it, respects and values diversity, has an understanding of how the world works, and takes responsibility for their actions.[3]

Education for global citizenship deals with issues of global interdependence, sustainability, diversity of identities and cultures, peace and conflict, and inequities of power, resources and respect. Global citizenship requires individuals and organizations to develop, practice, and model cultural proficiency – the values, practices, and behaviors that "enable the person or institution to engage effectively with people and groups who are different from them." [4]

Before you finish eating breakfast in the morning, you've depended on more than half the world. This is the way our universe is structured; this is its interrelated quality.

Martin Luther King, Jr.

Global citizenship is not an additional subject – it's a framework for learning, reaching beyond school to the wider community. It can be promoted in class through the existing curriculum or through new initiatives and activities. And it is a theme relevant to all students, PK-12 – from kindergarteners looking at what and why people celebrate around the world, to a middle school class creating a classroom constitution, to a high school semester on the environment.[5]

The role of the teacher in teaching global citizenship is to enable pupils to find out about their world for themselves and to support them as they learn to assess evidence, negotiate and work with others, solve problems, and make informed decisions. The benefits are felt across the school and beyond, as it helps young people to:
- build an understanding of world events;
- think about their values and what is important to them;
- see that they have power to act and influence the world around them;
- take learning into the real world;
- challenge ignorance and intolerance;
- get involved in local, national and global communities; and,
- develop an argument and voice their opinions.

Goal 2: Global Citizenship

Develop the cognitive, interpersonal, and intrapersonal competencies fundamental to global citizenship and cultural proficiency as well as the ecological understanding and skills needed to sustain our environment,

Objective 1: Enhance student exposure, understanding, and appreciation of cultural diversity and global issues to prepare students to be informed global citizens.

> **Initiatives:**
> 1.1   Develop a curriculum map of current PK-12 practices related to cultural diversity and global issues and use it to identify and develop additional resources, practices, and programs.
> 1.2   Provide a variety of opportunities for students to communicate with students in other parts of the world.
> 1.3   Provide relevant instruction and experiences that connect to and celebrate the cultures, lives, and experiences of our global population.

Objective 2: Empower students to become active global citizens through the development of their self-knowledge and their responsibility as world citizens.

> **Initiatives:**
> 2.1   Teach students to investigate the world, weigh perspectives, interact with diverse audiences, and take action.
> 2.2   Teach the importance of respect, tolerance, humility, and empathy for all people.
> 2.3   Design authentic project-based learning, service-learning, and work-study experiences that positively impact the community, country, and world.
> 2.4   Develop students' awareness of the interconnectedness of the world and the influence of their actions.

Objective 3: Increase students' exposure to world languages and provide opportunities for them to develop fluency.

> **Initiatives:**
> 3.1   Create and promote more opportunities for student and teacher exchange and for student travel and study abroad.
> 3.2   Expand and strengthen language experiences PK-12.

Objective 4: Deepen students' ecological awareness by making connections between local and global solutions and fostering sustainability and biodiversity.

> **Initiatives:**
> 4.1   Provide students with hands-on opportunities to explore complex ecological relationships and to rigorously research areas of strong interest regarding environmental issues.
> 4.2   Include Civics Education to teach students how to propose and propel environmental initiatives.

Providing academic instruction to children is only one part of a complex equation. A person's ability to learn and to teach is also highly dependent on their social-emotional health and an array of associated skills. These social and emotional skills are more critical than ever given how rapidly the world is changing and becoming increasingly diverse, requiring people to develop new ways of thinking, working, and engaging with people.[6] These skills are fundamental to an individual's well-being and play an important role in the development of cognitive skills, as well as impacting a student's ability to adapt to school, positively deal with peer relationships, and maximize academic achievement.[7]

Our emotions need to be as educated as our intellect. It is important to know how to feel, how to respond, and how to let life in so that it can touch you.

Jim Rohn

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines Social-Emotional Learning as: *"…the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."*[8]

Five core SEL competencies form the foundation for healthy social relationships and positive academic achievement: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Numerous studies have shown that social-emotional learning leads to fewer conduct problems, improved grades and test scores, and lower emotional stress and anxiety. As our social-emotional selves mature so does our ability to relate to and show concern for others, make good choices, and take responsibility for our actions.

Best practices for schools include integrating social-emotional learning across the curriculum in order for it to be accessible to all students, while also serving as a vehicle for individual students who need to be in a trauma-sensitive learning environment and for students having difficulty coping with academic and social pressures. The social-emotional health of all students is heightened when students are actively engaged in the learning process and are empowered with leadership, problem-solving, and decision-making opportunities.

Goal 3: Social-Emotional Learning

Facilitate students' and adults' development of the skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Objective 1: Implement a cohesive PK-12 SEL plan that includes rigorous, data-driven, evidence-based curricula and practices that are integrated across subject areas.

Initiatives:
1.1   Develop a PK-12 SEL curriculum map and use it to create horizontal and vertical alignment that includes a common vocabulary that progresses through the grades.
1.2   Establish and implement a PK-12 plan that ensures access to resources and programs for all students, including the use of Nauset's Tiered System of Support.
1.3   Ensure diverse representation of race, ethnicity, gender identity and sexual orientation, disabilities, social class, and immigration status across the curriculum.

Objective 2: Build and strengthen programs to provide social-emotional support to all students.

Initiatives:
2.1   Diversify instruction through differentiation, cooperative learning, active student engagement, and project-based learning.
2.2   Include mindfulness, and similar SEL practices, in the curriculum when appropriate.
2.3   Increase the use of Restorative Practices across all grade levels.
2.4   Develop and implement a transition plan for each student returning to school after an out-of-district placement, prolonged illness, hospitalization, or other social, emotional, or academic crisis.

Objective 3: Ensure that every student in the Nauset District has an authentic relationship with a staff member.

Initiatives:
3.1   Ensure that all PK-12 teaching staff are integrating SEL into their academic programming and all adults in the building are trained to recognize social-emotional cues.
3.2   Re-envison and implement a revised high school and middle school advisory program.
3.3   Implement a process for elementary school students to identify a go-to adult in the building.

Recent trends in modern professional development are revolutionizing the process of learning for teachers and shifting practice in classrooms around the world. Trauma-informed practices, cultural proficiency, and multi-delivery methods/technology are a few examples of significant topics worth exploring to ensure quality experiences for students of all ages. In addition, teachers must have professional development to enable them to help students develop the complex 21st century skills they need to succeed.

According to research conducted by Linda Darling-Hammond,[9] President of the California Board of Education and former professor at Stanford University, the seven widely shared features of effective professional development include:
- being content focused
- incorporating active learning utilizing adult learning theory
- supporting collaboration, typically in job-embedded contexts
- using models and modeling of effective practice
- providing coaching and expert support
- offering opportunities for feedback and reflection
- being of sustained duration

A teacher affects eternity; he can never tell where his influence stops.

Henry B Adams

In addition, professional development should:
- integrate technology in authentic and meaningful ways
- be researched based
- promote innovative teaching

There are many innovative ways of designing professional development to meet the needs of instructional learning objectives. As noted in *Trends in Professional Development for Globally Minded Educators*, "Sophisticated, self-directed models allow teachers to truly view the world as their learning space and harness the transformational power of both collaboration and new technologies."[10]

Goal 4: Professional Development

Provide ongoing professional development that supports the Strategic Plan by expanding teachers' application of interdisciplinary, authentic, research-based, and innovative teaching

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strategies.

Objective 1: Make data-driven and/or research-based decisions to determine professional development content that is explicitly tied to student needs, teacher needs, and aligned with the Strategic Plan.

Initiatives:
1.1   Create criteria to determine professional development offerings through the collaborative efforts of teachers, support staff, and administrators.
1.2   Use results of data analysis to determine district-wide and school-based initiatives within the framework of Strategic Plan goals, allowing for flexibility to meet individual teacher needs.

Objective 2: Provide a variety of research-based professional development models to meet the diverse needs of staff so they are able to meet the needs of all students.

Initiatives:
2.1   Identify research-based professional development models and recommend those models that have demonstrated the most impact on teaching and learning.
2.2   Survey school personnel for feedback on recommended research-based models to determine best delivery models for district, schools, and individuals.
2.3   Review and assess the impact of selected models on student and teacher learning.

Objective 3: Prioritize/re-allocate time and resources to meet the professional development needs mandated by the Strategic Plan.

Initiatives:
3.1   Consider recommendations from professional development and calendar committees and identify ways to shift and/or commit time, staffing, finances, and other resources for professional development.
3.2   Review and assess the impact of these changes regarding time and resources to professional development on teaching and learning as well as school culture.

Objective 4: Generate and implement a professional development plan that promotes systemic and sustainable initiatives that allow for continuous growth while aligning with the Strategic Plan.

Initiatives:
4.1   Support Strategic Plan implementation through professional development including: cultural competency, SEL, Restorative Practices, 21st Century Skills.
4.2   Ensure new teachers receive training in existing practices.
4.3   Create opportunities and systems to enable educators to share their professional learning experiences from training, e.g., through staff meetings, professional learning communities, websites, and other face-to-face or on-line vehicles.
4.4   Create a process that incorporates a cycle for learning, collaborating with others, applying what has been learned, reflecting on and assessing the impact, and making adjustments.

Research has shown that strong community-school engagement not only results in improved learning outcomes for students, but also brings significant benefits to all parties - students and their families, the schools, and community partners.

When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula.[11]

Community engagement is a set of partnerships where the school, families, and the community actively work together creating networks of shared responsibility for student success and learning opportunities for the whole community. Community engagement is the hallmark of a "community school." A community school can take many forms and follow different paths, but each is designed as a center of a community - a place (or places) where partnerships between school, family, and community can occur. Schools are used as hubs, where all members of the community can come together to learn, to teach, to share ideas, to support young learners academically, socially, and emotionally. Creating a community school is a way to increase resources and to use the school as a center for lifelong learning.

If you want to go quickly, go alone. If you want to go far, go together.

African Proverb

Community schools are also a way to extend learning beyond the walls of the school and out into the community. According to recent research, when families (even and especially extended families), individual community members, and community groups, businesses, and schools work together to support learning, young people stay in school longer, achieve more, and enjoy learning.

A community school with meaningful collaboration among students, staff, families and the community at large will create opportunities for the community to continue education as lifelong learners, to help build a strong school for young learners, and to allow young learners a way to experience learning beyond the classroom. A strong community school will help all learners develop curiosity, discover interests and pursue passions in a safe and supportive environment.

Goal 5: Community Schools

Create partnerships between the school and the community at large where all members of the community can come together to learn, to teach, and to share ideas.

Objective 1: Expand the vision of the school to include active involvement of students into the community.

Initiatives:
1.1   Create learning experiences beyond school walls such as service learning, apprenticeships, work study, and mentorships.
1.2   Promote student involvement in the community through a variety of partnerships and ensure that students and community members have a voice.
1.3   Provide opportunities for students and community members to collaborate and share ideas regarding local issues..

Objective 2: Use the school as a hub to bring students, staff, families, and community members together.

Initiatives:
2.1   Collaborate with partners to expand learning opportunities that motivate and engage learners during the school day, after school, evenings, weekends, and vacation periods.
2.2   Engage families and community in the lives of children and youth.
2.3   Develop cross-generational learning and social and recreational experiences.
2.4   Expand opportunities for life-long learning through adult evening and weekend courses in collaboration with local organizations, agencies, and professionals.

Objective 3: Provide physical and behavioral health services and social services for students, family, and the community.

Initiatives:
3.1   Identify and offer on-site behavioral and physical health services through partnerships with community agencies.
3.2   Create and implement programs targeting, but not limited to, at-risk youth and young adults.
3.3   Create a comprehensive listing of school and community SEL programs and resources and disseminate to school personnel, parents, and families.

Strategic Plan Implementation

Moving from strategic planning to implementation is neither straightforward nor risk free. Successful implementation of the strategic plan will require a dedicated and continuing commitment, open communication, and honest reflection on the part of all stakeholders. It will also require financial and human capital resources.

Vision without execution is hallucination.

Thomas Edison

Resources and Timeline

Tentative resources and timelines for implementation of the Strategic Plan are set forth for each objective and initiative in the detailed Implementation Tables. Many of the initiatives build on work already underway and are thus well positioned to begin/continue implementation in Year 1. For other new initiatives, much of Year 1 will be a foundational year for research, data gathering, and more detailed planning. It will also be the time to get all resources in place for successful implementation.

Many of the initiatives can be done with existing resources, although a shift in responsibility and/or focus may be required. Some areas will require additional human and financial assistance. Most prominently, additional human resource time needs to be committed to leading and coordinating efforts in the areas of curriculum and instruction and professional development. Additional staff will be required to successfully implement community schools, strengthen the foreign language offerings, and build the networks and partnerships envisioned in this plan.

In addition to human resources, the largest new financial commitment needed is in the area of professional development for all staff - for trainers, programs, teachers' time and/or teachers' stipends. Some additional funding is likely needed to ensure that students from economically disadvantaged families can participate in out-of-school activities as appropriate. More detailed identification of required resources are identified by objective in the Implementation Tables.

Review and Assessment

Implementation of the Strategic Plan is cyclical in nature - from planning to implementing to reviewing to evaluating. While the Strategic Plan lays out a road map to achieve our vision, it is also intended to be a living document with the flexibility to make adjustments and course corrections as necessary.

EVALUATE
Assess Progress & Process
Make Course Adjustments

IMPLEMENT
District Implementation Plan
School Improvement Plan

5-Year Strategic Plan

REVIEW
Mid-year Check-in
End-of-year Progress Report

At the beginning of each fiscal year planning will be completed for the forthcoming year and implementation will begin. A mid-year review will allow for updates and a sharing of progress and issues. The year-end annual review is a time for reflection and evaluation. The evaluation will be based, in part, on progress made on the measurable outcome indicators associated with each initiative. Data collection for all indicators will begin in Year 1 and will establish a baseline from which annual progress can be assessed. The evaluation phase of the cycle also allows for the identification of adjustments and improvements to the Strategic Plan that can be incorporated for the following year. The annual review will include a written report by the Superintendent to the School Committees. This type of annual cycle keeps implementation both focused and relevant and helps maximize the effectiveness of the initiatives. The one constant in the process is the overarching goal of improved learning outcomes for all students.

Endnotes

[1] Alvin Toffler, *Future Shock*, (Random House, 1970), ch 18 "Education in the Future Tense".

[2] Suzie Boss, *It's 2019. So Why Do 21st-Century Skills Still Matter?,* (https://www.edsurge.com/news/, Jan. 22, 2019); quoting David Ross, global education consultant and former CEO of P21.

[3] Oxfam International

[4] Randall Lindsey, Kikanza Nuri-Robins, and Raymond Terrell*, Cultural Proficiency: A Manual for School Leaders, (*Corwin Publishing, 2009).

[5] Fernando Reimers, et al*, Empowering Global Citizens: A World Course, (*CreateSpace Independent Publishing, 2016).

[6] Organization for Economic Cooperation and Development

[7] Collaborative for Academic, Social, and Emotional Learning (CASEL)

[8] Ibid.

[9] *Effective Teacher Professional Development, (*Learning Policy Institute, June 2017).

[10] Jennifer Williams, Trends in Professional Development for *Globally Minded Educators*, (Education Week, June 16, 2016).

[11] Harvard Family Research Project, 2010.