

(DRAFT) Montvale Strategic Goals Action Plan (DRAFT)

Goal #1 - Student Success: *Create learning environments that provide students with authentic learning opportunities that prepare them for secondary school and the future.*

Action Steps	Responsible	Timeline	Resources	Potential Barriers	Result
<p>Incorporate technology as a tool for learning and instruction.</p> <ul style="list-style-type: none"> Update technology plan to coincide with all Montvale Public Schools educational initiatives and to support our district's mission and strategies Audit technology usage at the PK-4 and 5-8 levels Assess and improve infrastructure to support new technology Utilize latest research on how to enhance the learning environment and improve teaching and learning through technology Collect student and teacher feedback regarding technology integration in all subject areas Research the use of district-supplied technology to expand student offerings that go beyond the traditional school day or in-school open time 	<ul style="list-style-type: none"> Director of 21st Century Education, Curriculum & Instruction Technology Department Administrative Team Teachers BOE Parents Students 	<p>February 1, 2017 Report to Board of Education on progress</p> <p>Complete Technology Plan by June 30, 2017</p>	<ul style="list-style-type: none"> Needs assessment and infrastructure analysis Ongoing data analysis of current usage of technology Feedback opportunities for students and teachers about technology integration now and into the future Resources and information on effective technology implementation 	<ul style="list-style-type: none"> Unknown or unanticipated technology changes in the future Keeping parents on par with students in regards to the usage of technology and social media 	<ul style="list-style-type: none"> Long-term plan All technology issues are rapidly addressed, supporting teachers in continuing instruction The district will have a firm handle on the impact of increased technology usage on the school community Parents will be offered opportunities to develop their understanding of technology
<p>Expand professional development on curriculum diversification with more exploratory and open-ended thinking.</p> <ul style="list-style-type: none"> Partner with local school districts for the purpose of sharing educational technology and effective teaching strategies Continue to update the community via emails, twitter, newsletters and community meetings on Google Apps for Education (GAPE) developments and to deepen the academic connection to classroom Per successful piloting and partnerships, increase non-traditional offerings and authentic learning opportunities 	<ul style="list-style-type: none"> Director of 21st Century Education, Curriculum & Instruction Technology Department Administrative Team Teachers 	<p>February 1, 2017 Progress report to the Board of Education</p>	<ul style="list-style-type: none"> Chromebook devices for staff and students District Professional Development (PD) Days & Job Embedded PD District staff with high levels of Google Apps for Education proficiency to support professional learning of colleagues Collaborative meetings with colleague districts Visits to districts that have effectively integrated online learning opportunities Maker spaces 	<ul style="list-style-type: none"> Disparate staff proficiency levels Moving too quickly in instituting change can interfere with thoughtful implementation 	<ul style="list-style-type: none"> Increased usage of Google Apps for Education regarding both academics and communication Teachers meet the expectation to use technology effectively as part of their instruction, while realizing that technology complements, but doesn't replace, good instruction Innovation, critical thinking, collaboration and communication are part of school (everyday)

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<p>Shift physical learning environment (less traditional) to a collaborative learning model.</p> <ul style="list-style-type: none"> • Modernize facilities including traditional classroom spaces, special subject areas, school media centers, gymnasiums, science laboratories, staff areas to enhance collaboration and communication • Provide appropriate settings for small-group instruction and related services • Increase computer science opportunities, including coding for students • As part of the district’s regular curricular review process with the Regional Curriculum Office, find opportunities to bring STEM activities into regular classroom activities • Explore more interdisciplinary units and collaborative teaching opportunities for staff 	<ul style="list-style-type: none"> • Director of 21st Century Education, Curriculum & Instruction • Technology Department • Administrative Team • Teachers • BOE member • Parents • Students 	<p>Continue to work with Regional Curriculum Office to evaluate the implementation of new science curriculum on a quarterly basis</p>	<ul style="list-style-type: none"> • Working with outside experts to help facilitate the evaluation process and exploration of new furniture to enhance learning • Instruction materials to support curriculum and learn environment changes • PD 	<ul style="list-style-type: none"> • Fiscal issues • Unexpected delays • Creating solid collaborative pairs for teaching 	<ul style="list-style-type: none"> • Creation of new learning environments that improve communication and collaboration at Memorial and Fieldstone • Public report on the state of the district facilities, and recommendations to address any issues • Expanding opportunities in all disciplines
<p>Develop age appropriate soft skills to support social and emotional development.</p> <ul style="list-style-type: none"> • Increase opportunities for students to problem-solve, think inventively, negotiate, persuade, mentor, teach, communicate, network and engage in public speaking in all classes • Support yoga and mindfulness training for staff and students 	<ul style="list-style-type: none"> • Director of 21st Century Education, Curriculum & Instruction • Guidance Counselors • Administrative Team • Teachers • BOE 	<p>Ongoing Annual</p>	<ul style="list-style-type: none"> • Horizontal and vertical team meetings to ensure soft skills are being addressed and practiced • Visits to districts that have effectively integrated soft skill programs that support social emotional development changes • PD 	<ul style="list-style-type: none"> • Making it a priority among many other competing priorities 	<ul style="list-style-type: none"> • Citizens of character • Students and staff who are better able to cope with stress and anxiety
<p>Support K-5 ELA curriculum and instructional program with sustained job-embedded professional development to further enhance balanced literacy efforts to increase student interest and proficiency in reading and writing.</p> <ul style="list-style-type: none"> • Increase opportunities for students to read and write inside and outside of school • Provide PD to support teachers in the classroom (use data to drive instruction) 	<ul style="list-style-type: none"> • Director of 21st Century Education, Curriculum & Instruction • Administrative Team • Teachers 	<p>Progress update June 2017</p>	<ul style="list-style-type: none"> • Units of study • PD 	<ul style="list-style-type: none"> • Making sure time and resources are dedicated to balanced literacy efforts 	<ul style="list-style-type: none"> • Students demonstrating significant growth in reading and writing • Higher scores on district and state assessments

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Goal #2 – Climate and Culture: *Enhance school culture and climate that fosters collaboration and acceptance of differences to maximize student potential.*

Action Steps	Responsible	Timeline	Resources	Potential Barriers	Result
<p>Enhance and expand participation in real life experiences beyond the school buildings (i.e. Washington DC, NYC, Quebec City, Canada, etc.).</p> <ul style="list-style-type: none"> ● Increase opportunities for students to communicate and collaborate inside and outside of school ● Invite assemblies into our schools that expose children to life beyond Montvale, i.e. 3 R's Day, Career Day, or those involved in local, national and international initiatives/programs 	<ul style="list-style-type: none"> ● Director of 21st Century Education, Curriculum & Instruction ● Technology Department ● Building Principals ● Administrative Team ● Teachers ● BOE 	<p>Annual review of class trips and authentic learning opportunities</p>	<ul style="list-style-type: none"> ● Meetings with administrative team, staff, parents and students who have organized and participated in various programs 	<ul style="list-style-type: none"> ● Financial impact on district to coordinate and offer various programs ● Financial impact on families to contribute to student travel expenses 	<ul style="list-style-type: none"> ● Offerings are as cost-effective for students and open their eyes to an ever-changing world and global market
<p>Employ opportunities for progressive and flexible learning environments.</p> <ul style="list-style-type: none"> ● Evaluate the effectiveness of current practices by collecting anecdotal teacher data, classroom observation notes, and quantitative survey data ● Provide ongoing professional development closely linked to teacher classroom practice with flexible learning environments. This includes, but is not limited to, visits to peer classrooms inside and outside the district, teacher-led courses in the district, increased instructional coaching by teacher leaders and outside consultants ● PD effectiveness measured by analysis of student test data & engagement, teacher satisfaction, and classroom grade performance 	<ul style="list-style-type: none"> ● Director of 21st Century Education, Curriculum & Instruction ● Technology Department ● Administrative Team ● Teachers ● DEAC 	<p>February 1, 2017 Report to Board of Education on effectiveness of flexible learning environments and PD</p>	<ul style="list-style-type: none"> ● Ongoing communication about current practices ● Needs assessment regarding areas in need of improvement ● Research on flexible learning environments ● Utilize in-district staff to offer PD to colleagues 	<ul style="list-style-type: none"> ● Keeping focus on professional development as a priority for resources ● Time needed for the necessary research for additional professional development providers ● Finances to support flexible learning environments, teacher scheduling, staff limitations and/or other factors that suppress growth 	<ul style="list-style-type: none"> ● Classroom embedded PD work commences for teachers with minimal missed classroom time ● Student-centered learning (more engaged students)

(DRAFT) Montvale Strategic Goals Action Plan (DRAFT)

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<p>Support efforts to promote acceptance and celebrations of diversity.</p> <ul style="list-style-type: none"> • Each school offers a character education program focused on strong effort in the classroom and persevering when necessary • Perseverance and academic effort will be specifically highlighted in each program • Use district communication platforms to share exemplar stories regarding the mixture of personal character and academic success • Schools will offer and/or increase student service-learning opportunities • District will explore a possible Service Fair to show students the options available to them to be of assistance in and around Montvale 	<ul style="list-style-type: none"> • Director of 21st Century Education, Curriculum & Instruction • Technology Department • Administrative Team • Teachers • Guidance Counselors 	<p>Continue for 2016 - 2017 school year Expansion of offerings for the following years</p>	<ul style="list-style-type: none"> • Knowledge base of the in-district staff • PD • Character education resources 	<ul style="list-style-type: none"> • Ensure character education is weaved into everything taking place 	<ul style="list-style-type: none"> • Character education programs that specifically focus on academic effort, perseverance, and social-emotional support • Students have the opportunity to easily learn about various community service and volunteer activities
<p>Foster the use of technology to enhance the culture and climate.</p> <ul style="list-style-type: none"> • Post articles/videos/content that reinforce positive culture and climate • Act as a clearinghouse for resources/ parent groups that support raising healthy children • Use the district twitter feed to pass along positive/important district information • Continue to unify district communication platforms to offer a seamless home-school connection. Eliminate duplicate services where possible • Use district communication opportunities to engage the community in developing their support of district initiatives and mission 	<ul style="list-style-type: none"> • Administrative Team • Guidance Counselors • Technology Department • District staff • Parents 	<p>February 1, 2017</p>	<ul style="list-style-type: none"> • Community survey on home/school communication • Time to analyze and discuss results • Both district-created and outside literature/links that support the district's academic and social-emotional mission 	<ul style="list-style-type: none"> • Inertia due to satisfaction with current website & current state of the district • Lack of parent and community engagement and responsiveness 	<ul style="list-style-type: none"> • Community emails to notify/generate interest in the postings • Engaging the community in a variety of traditional and unique strategies

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Goal #3 – Global and Community Partnerships: Prepare students to be lifelong learners and productive citizens through the establishment of global and community partnerships.

Action Steps	Responsible	Timeline	Resources	Potential Barriers	Result
<p>Increase communication about school information and academic expectations.</p> <ul style="list-style-type: none"> • Post articles/videos/content that showcase student work • Use the district twitter feed to pass along information highlighting global and community partnerships • Continue to unify district communication platforms to offer a seamless home-school connection. Eliminate duplicate services where possible • Use district communication opportunities to engage the community in developing their support of district initiatives and mission 	<ul style="list-style-type: none"> • Technology Department • District staff • Parents 	<p>February 1, 2017</p>	<ul style="list-style-type: none"> • Community survey on home/school communication • Time to analyze and discuss results • Both district-created and outside literature/links that support the district's academic and social-emotional mission 	<ul style="list-style-type: none"> • Lack of parent and community engagement and responsiveness • Too busy 	<ul style="list-style-type: none"> • Engaging the community in a variety of traditional and nontraditional methods to encourage collaboration and open communication to support the needs of students
<p>Enhance and encourage the integration of authentic learning for all students.</p> <ul style="list-style-type: none"> • Create maker spaces for students to engage in authentic learning opportunities • Increase PD for the integration of authentic learning opportunities in all disciplines • Use district communication channels to highlight authentic learning opportunities for students 	<ul style="list-style-type: none"> • Director of 21st Century Education, Curriculum & Instruction • Administrative Team • Teachers • DEAC 	<p>June 1, 2016</p>	<ul style="list-style-type: none"> • Invest in materials for maker spaces • PD 	<ul style="list-style-type: none"> • Logistical issues that create conflicts in scheduling 	<ul style="list-style-type: none"> • Increase opportunities for critical thinking and creative problem-solving
<p>Utilize technology to foster communication and exchange of information throughout the world.</p> <ul style="list-style-type: none"> • Encourage parent groups to internally “audit” their membership and communication practices to encourage more involvement • Use GAFE, newsletters, twitter/social media to get out message 	<ul style="list-style-type: none"> • District Administration • Parent and community groups 	<p>June 1, 2017</p>	<ul style="list-style-type: none"> • Regular meetings with parent and community groups • Social media 	<ul style="list-style-type: none"> • Challenge of competing schedules 	<ul style="list-style-type: none"> • All school groups are informed. The district relationship with all groups is strengthened by more volunteers and by sharing information

(DRAFT) Montvale Strategic Goals Action Plan (DRAFT)

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<p>Continue to facilitate and expand upon programs that build character, develop individual strengths, and promote family and community involvement.</p> <ul style="list-style-type: none"> • Continue to use informal community meetings, social media, email blasts, and the district website to communicate with district members • Maintain current communication practices, evaluate for effectiveness, and modify as necessary to increase positive communication • Use these feedback opportunities to highlight academic and character achievement activities to the community 	<ul style="list-style-type: none"> • Administrative Team • Teachers • Guidance Counselors • BOE 	<p>June 1, 2017</p>	<ul style="list-style-type: none"> • Current communication providers 	<ul style="list-style-type: none"> • Lack of awareness about new practices 	<ul style="list-style-type: none"> • Communication practices are modified to best reflect technology options and the needs of the community

Long Range Plans and Goals

To be considered for completion over a five-year timespan:

1. Curriculum

- a. Over the five-year cycle, continue to work with Regional Curriculum Office to make sure all curriculum documents are:
 - revised and restructured to be usable, workable, living documents that are connected to the classroom.
 - used to drive classroom instruction and not only be read and filed away.
 - easily available, shared with the public, and used as exemplars of the district's high standards.
 - comprehensive and include all new course offerings.

2. Instruction & Student Achievement

- a. Current and accepted teaching practices are evaluated for effectiveness.
- b. Student-centered instruction, based on developmental level and needs, becomes the consistent expectation of the district.
- c. Report card and student information forms assessed for effectiveness and clarity.
- d. Out-of-school work (homework, summer assignments, projects, etc.) are evaluated for their effectiveness and impact on student home life.
- e. Course offerings, both on-line and in-district, are expanded to offer greater student choice and opportunity.
- f. Standardized test performance (PARCC) and district assessments are considered when assessing instructional practices.

3. Facility Upgrades

- a. Comprehensive facility review is conducted to identify strengths and weaknesses.
- b. Classrooms, student common areas, and all learning spaces (libraries, labs, etc.) are reviewed and modified as necessary to support 21st century learning environments.
- c. Necessary changes to district facilities are considered, planned, and completed.
- d. Study school timeframes including, but not limited to, start/finish times, lunch periods, classroom periods and student after-school needs, financial impact.
- e. Technology needs are considered when upgrading facilities, including, but not limited to, wireless options, 1:1 capacity, 3-D environments, and other innovative practices.