



LINWOOD SCHOOL DISTRICT STRATEGIC PLAN

2016 - 2018

STRATEGIC PLANNING GOALS ACTION PLAN

Strategic Planning Goal #1: To meet the needs of diverse learners so they can be intrinsically motivated, successful citizens in the 21st century.

Objective: Full-day Kindergarten, heterogeneous grouping, use of cutting edge, cross-curricular methodologies, use of community resources, continued implementation of related arts/STEAM.

Major Activities	Participants	Resources	Constraints	Timelines	Indicators of Success
1. Complete curricula in all core content areas to be consistent with New Jersey Student Learning Standards (NJSLS)	District Administration Teachers	NJDOE resources, Best Practices, other on-line resources	Time	By September 2017 and on-going	Completed curricula in all subject areas grades K-8 Next Gen Standards
2. Explore cost and space for possible implementation of full-day kindergarten	District Administration Teachers	2017-18 budget, floor plan for available space	Cost Space	Ongoing beginning with 2017-18 budget	Documented efforts
3. Examine current groupings beginning in grade one.	District Administration Teachers	Investigation of best practices & research data Benchmark assessments, administrative & teacher meetings	Time	Ongoing from January 2017	Gain in student achievement
4. Provide professional development opportunities for teachers that focus on interpreting and using data to drive instruction.	District Administration Board	Professional development workshops	Time Funding	Ongoing	Successful use of MAP which focuses on individual strengths/weaknesses
5. Provide training for teachers to address the learning styles of diverse learners	District Administration Board	Professional development workshops, seminars, conferences	Time Funding	Ongoing	Teachers abilities to make individualized instructional decisions based on the needs of diverse learners

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Major Activities	Participants	Resources	Constraints	Timelines	Indicators of Success
6. Examine current gifted & talented programs/opportunities across the district, establish set criteria for entrance into the program, set curriculum	District administration	Investigation of other programs, best practices & research data, identification of key staff with G&T expertise, professional development	Staffing	2016-2019	Implementation of G&T program by set criteria
7. Reach out to community to tap resources in skills, supplies, funding, etc., in an effort to expand school programs at minimal cost	District administration, staff, community	Community outreach via email or other social media, flyers	Willingness of community to participate	Ongoing	Added programs, supplies, equipment or services without added expense

See Creating a PBL Project with a Focus on Service Learning

Service learning is a great way to not only take meaningful action but also teach important content and curriculum objectives. It is also a chance to build empathy and compassion and have students learn from others outside of school. Project-based learning (PBL) matches well with service learning as both focus on authenticity and meaningful work. When we use service learning as a focus for PBL, we can ensure that the experience is highly effective and impacts learners and also the larger community.

Here are some tips for how to create a PBL project with a focus on service learning:

Assess Community Needs

Teachers and students can find local partnerships to help focus the service learning and project work. It's useful to provide students with a question to answer, as a way of providing focus for the work. With a partnership, students can find ways to assess community needs. Students can decide what they want to learn and how they will use that information. This is similar to a "Need to Know" list often found in a PBL experience. They should also investigate what data or information already exists to help them and figure out how they will go about collecting more information. There are many opportunities here to address real needs, but students and local partnerships need to work together to find a focus.

Align Content and Skills

Of course, it is always important to align the project to overall outcomes. Teachers can look for appropriate learning targets and standards to address, or solicit these from students. What do they want to learn? As a teacher, you can help them navigate how their project outcomes will meet course outcomes. PBL and service learning also provide an opportunity to teach and assess success skills related to civic responsibility, collaboration, problem solving, empathy, and critical thinking.

Learn From Each Other

Service learning should be a reciprocal relationship where students are learning from their audience and the audience is learning from the students. PBL often does focus on a public audience and product, but here you might consider how students will learn from that audience as well. How will students listen? How will you scaffold listening strategies for students to build empathy and respect? How will students share learning that is reflective of deeply listening to the audience they are serving?

Reflect Often

Reflection is a key component of PBL, and can also help students create more effective service learning products. Have students reflect often—before, during, and after the project—on what they are learning in terms of content and also in terms of empathy, respect, service, civic duty, and more. Reflecting on these topics and skills can help students internalize their learning and allow students and teachers to slow down to ensure meaningful action and learning.

Create an Action Plan

In terms of management, PBL leverages student-centered tools so that students learn to manage themselves. Team working agreements, task lists, and more all help students own the process. Once needs, and ideas for addressing those needs, have been determined for the project, students and local partners can create an action plan, in which they determine small, manageable steps to take to ensure great learning and great service. This is also an opportunity to co-create benchmarks and formative assessments that matter.

Evaluate the Impact

Once action is taken, make sure you take time with students to evaluate the impact. While PBL often has a public product and audience, we don't always take the time to see or measure the impact. With all the great work students are doing, they and their audience deserve to know the extent of the impact of that work. How much of a difference did they make? Even realizing that there wasn't much of an impact will still be good learning for students and teachers. This step also provides another opportunity to listen and reflect.

Celebrate Success

Don't forget to celebrate. Students will have had some impact on their community and on themselves. Carve out time to celebrate where they were before the project and how far they have come. Celebrations can be traditional, like a gathering or party, but they can also involve discussions, letter writing, and even screening photos and videos of work from the project.

Service learning and PBL are nothing new. Teachers and students have long done amazing projects that serve others. We should continue to push ourselves to make our projects more authentic and more impactful. How are you implementing projects that serve?

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Strategic Planning Goal #2: To maintain/enhance current standards while continuing to do "more with less" and investigating alternative funding opportunities.

Objectives: Benchmarking similar districts, maximizing shared services, down-sizing through attrition to reduce staff as necessary, generate additional revenue through summer programs, preschool, etc., lobby to change the Education Funding Formula, use of solar energy, conversion of classrooms to align with technological needs and program offerings.

Major Activities	Board/staff	Resources	Constraints	Timelines	Indicators of Success
1. Linwood Schools will align instruction to state standards	Board of Education Administration Teachers	NJSLS NJDOE	Time and budget for staff development opportunities	Ongoing from January 2017	Curriculum review and alignment with state standards
2. Linwood Schools will ensure intervention, accelerated/enrichment and technological programs are implemented effectively to address diverse student needs	Board of Education Administration Teachers	G&T online resources N.J.A.C. 6A:8 G&T Best Practices	Budget for intervention and enrichment programs Additional staff to implement	Ongoing from September 2017-2018	MAPS scores PARCC and ASK scores Increased and enhanced technological resources Linwood benchmark results
3. Linwood Schools will ensure professional development is implemented to strengthen teaching effectiveness in all grade levels and programs	Board of Education Administration Teachers	Implement research and evidence-based programs Linwood Professional Development Plan	Budget and time for professional development opportunities	Ongoing from January 2017	Implementation effectiveness Implementation fidelity Professional Learning Communities Staff Professional Development surveys
4. Linwood Schools will seek and continue partnerships with businesses and community organizations to promote securing financial resources for the purpose of addressing school needs and programs	Board of Education Administration Teachers	Online grant opportunities Local partnership opportunities	Lack of grants for needs and demographics	Ongoing from January 2017	Number of partnerships Diversity of partnerships Financial value of partnerships

<p>5. Linwood Schools will seek and continue partnerships with parent organizations to promote securing financial and volunteer resources for the purpose of addressing school needs and programs</p>	<p>Board of Education Administration Teachers</p>	<p>Local parent groups such as LEF, PTO, SSPAC</p>	<p>Limits to parent resources</p>	<p>Ongoing from January 2017</p>	<p>Parent group volunteer rates Parent group monetary contributions Parent group resource donations Rate of parent participation in school partnerships</p>
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Strategic Planning Goal #3: To value opportunities for all stakeholders to come together in a respectful and welcoming environment to learn and grow together.

Objectives: Promote student programs to encourage safety, respect, citizenship, etc., create opportunities for community in learning, sharing, etc., showcase our students/teachers at board meetings and throughout the community.

Major Activities	Participants	Resources	Constraints	Timelines	Indicators of Success
1. Create an extended community resource map- <i>(See Community Resource Map Explanation)</i>	Art teacher in both buildings, students, staff, parents, community members	Community members, parents, Art teachers, students, local library art supplies to complete the task	Privacy concerns would need to be addressed.	By the end of 2017: Survey conducted to learn about community resources. Students create map in Art class. Map is shared publically.	Community map is created and shared at BOE meeting-presented by students
2. Create a PBL Project with a focus on Service Learning <i>(See Creating a PBL Project with a Focus on Service Learning)</i>	Administration Staff Students Community	Project Plan All involved participants	Associated cost for materials Time	Implementation of all grades from 2016-2019	Culminating projects by each grade level
3. Reach out to local community members to see if we can participate in experimental learning opportunities.	Building principals, content-area staff or grade-level staff depending on the opportunity.	Community members, parents, staff	Creating experimental learning opportunities for students Funding for transportation, staffing to facilitate, and time	By the end of 2017: Conduct a community survey, reach out to community members to discuss other opportunities, engage students in experimental learning	Participation from both community members and students.

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4. Create a family resource center in each school <i>(See Family Resource Center Explanation)</i>	Building Principals	Amenities for comfort and function, space	Space Possibly budgeting for the amenities	By the end of 2017: Families will have a space in each school to meet and access local materials and resources.	Family resource centers are established and utilized in each school
5. To build a Community Garden	Garden Club Advisor and a stipend position for a facilitator	Community members, parents, students, staff, plants/gardening supplies Grants	Stipend for staff to facilitate a community garden and to write grants.	By the end of 2017 area is determined for garden, plants, and the attainment of other needed materials.	Students create a community garden for the public to enjoy Garden is open for public use.
6. Provide multiple opportunities for parents and community members to be involved in school-related functions during Back to School Nights, American Education Week, workshops, Awards Assemblies, Veterans Day, Band & Choir Concerts, etc.	Administration Staff Parents Community	School facilities	Time	August – June	School calendar of events, sign-in sheets, newsletters, news coverage,

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Major Activities	Participants	Resources	Constraints	Timelines	Indicators of Success
7. Extend social media to enhance communication between the community, parents, and schools	Technology Specialist Administration	Social media via electronic and home devices	Technology specialist to manage social media Availability of technology for all stakeholders	On-going	Establishment of new district web page Active presence on social media where parents, community members, students, and staff can easily see all school activities and information

Community Resource Map Explanation

A community resource map is defined as:

A visual representation of your community and the various skills people have to offer is a super way to understand what community resources are available. If you build one, also point out the materials people can supply at cost or for free, the time they can invest in projects, and how they can connect to curriculum, and classroom activities. Include the networks they can utilize to raise awareness of the needs of local children and families, and always promote and foster resource-sharing and collaboration.

Use libraries to advocate for school-community partnerships and student learning. Libraries are important hubs and can provide meaningful connection points outside the school gates.

A community resource map can come in the form of a hand-drawn map (use a graphic facilitator), Google Map, Mind Map or even a spreadsheet with some visual outputs. (<https://www.edutopia.org/blog/school-community-collaboration-brendan-okeefe>)

Family Resource Center Explanation

Family resource centers should be centrally located in the school, conveying the message that families are valued partners in education. Ideally, centers should be equipped with kitchens and bathrooms, soft furniture, resource information in many languages, telephone and computer access, and toys for small children. When the center welcomes the whole family — including children of all ages — parents or grandparents can access the resources available to them more easily. Even more important, making the whole family welcome displays the school's respect for the family as a unit. (*Trumbull et al., 2001, pp. 43*).
<http://www.adlit.org/article/21522/>

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Strategic Planning Goal #4: To create a system of two-way communication and engagement between students, parents, businesses and organizations to foster a wider spectrum of learning, growth and positive relationships.

Objectives: Have parent/teacher committee to look for opportunities within the community, summer enrichment, STEAM Day, Career Day, Science Fair, rely more on support from businesses, let students brainstorm, select, contact, and fundraise.

Major Activities	Participants	Resources	Constraints	Timelines	Indicators of Success
<p>1. Business/Career Day The intent is to help students grow and develop within their academic, personal-social, and career domains as age appropriate and to open lines of communication with local businesses and professionals. Note: Grades K-5 Explore the world of work Grades 5-8 Investigate the world of work</p>	<p>Principals Staff Local Professionals & Business People</p>	<p>PTO Local business donations</p>	<p>Planning Time Attendees</p>	<p>Annually in the spring</p>	<p>Student interest Participation Greater communication with local professionals & businesses</p>
<p>2. Veteran's Day Assemblies & Activities: <i>Suggested Activities:</i> Prelude & Posting of Colors, Pledge of Allegiance & National Anthem, Remarks, Musical Selection, Intro of Guests, Student Essay, Poster Contest, Local Newspaper Feature, Classroom Activities (See Activities for Veterans Day attached)</p>	<p>Principals Staff Students Veteran Participants Invited Guests</p>	<p>School Facilities PTO Local Business donations</p>	<p>Planning time and manpower</p>	<p>On-going through November</p>	<p>Student participation Veteran/Community turn out</p>
<p>3. Atlanticare Wellness</p>	<p>Principals Health/PE Teachers</p>	<p>AtlantiCare Healthy Schools Grant</p>	<p>Student participation</p>	<p>On-going activities throughout the year</p>	<p>Demonstrated through student and staff logs</p>

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Major Activities	Participants	Resources	Constraints	Timelines	Indicators of Success
4. Seaview Garden	Principal Staff Students Community	AtlantiCare Local Nurseries/businesses	Weather Volunteers	On-going	Yield Student participation in sales to community Student learning opportunities
5. Added STEAM Component	Principal Related Arts Staff Parents Community	Technology STEAM Club Web Research Discovery Ed Workshop School Facility	Technology Budget Time	To coincide with Related Arts Showcase	Hands-on activities for parents and community members Student interest and involvement
6. Science Fair	Staff Parents Local Business Sponsors Students	Judges (admin/staff)	Time Student Participation	Annually in Spring	Level of independent student work Increased participation

Activities for Veterans Day

Veterans Day is an excellent occasion for schools and local communities to produce a variety of meaningful cooperative programs. Participation by veterans organizations and other patriotic groups can enhance many of the activities suggested in this guide.

1. Veterans Day Ceremony

Depending on the facilities available, an indoor assembly program can provide a most meaningful tribute to Veterans Day. The scope of such a program may be large enough to permit invitations to the community at large. This ceremony outline represents a typical one-hour program:

Prelude and Posting of Colors — As the audience enters to be seated, a school or community musical organization may offer several appropriate selections. A procession and posting of the Nation's colors (the American Flag) is always a stirring event. Local veterans' service organizations often participate in such programs with their impressive array of military banners and American flags.

Pledge of Allegiance to the Flag and Singing of the National Anthem — The program chairperson, school principal or student body president should invite the audience to stand and join in the Pledge of Allegiance and singing of the National Anthem.

Introductory Remarks — Brief introductory remarks set the tone for the program. The following remarks may be used or, if desired, the President's Veterans Day Proclamation, which the White House posts on the Internet shortly before Veterans Day at <http://www.whitehouse.gov>, may be read.

When Francis Scott Key wrote the "Star Spangled Banner" almost 200 years ago, he called America, "the land of the free and the home of the brave." Those words are as true today as they were then.

Throughout this Nation's history, America's soldiers, sailors, airmen, Marines and coastguardsmen have bravely answered the call to defend our freedom, to aid our friends and allies, and to turn back aggressors.

We can never fully repay our debt of gratitude to the more than 650,000 American service members who died in battle or the 1.4 million who were wounded. We can, however, recognize and thank the 25 million veterans still living today.

These words are inscribed on the Korean War Memorial in Washington, D.C.:

"Our nation honors her sons and daughters who answered the call to defend a country they never knew and a people they never met."

Those words apply equally to many of our World War I, World War II, Vietnam War and Gulf War veterans as well. They apply to today's active duty service members — tomorrow's veterans — who are helping to maintain peace throughout the world.

Today, it is our privilege to say "thank you" to all of America's veterans, to let them know that we appreciate them for their service and honor them for their sacrifices.

The price of freedom is high. We cannot afford to forget those willing to pay it.

Today, we celebrate America's veterans for keeping this Nation "the land of the free and the home of the brave."

Special Musical Selection — A band or choral group should offer one of the more impressive patriotic selections available.

Introduction of Guests — Dignitaries selected as special guests may include local government officials, school alumni with distinguished military service, veterans from the community who represent different periods of service, and faculty members who are veterans.

Principal Speaker — Your principal speaker should be invited far enough in advance to allow adequate preparation for your program.

Student Essay or Reading — In school programs, student body participation may be increased by including in the program various presentations by individual pupils. Selected essays from school-wide competition may be offered by the student author. A reading of a well-known patriotic address by an American president or famous military hero by a talented student can be effective. There are a number of published musicals/narratives which could add greatly to your program.

Moment of Silence, Taps — While Veterans Day is primarily a tribute to America's living veterans, and should be observed more as a celebration than as a somber remembrance, it is always appropriate to include a moment of respect for those who gave their lives for their country. The signing of the World War I Armistice took place in a railway coach near the battle zone in France. The bugles sounded "cease firing" and the hostilities ended, marking a most significant moment in world history. Although 11 a.m. remains a traditional hour for this type of tribute, a moment of silence is appropriate at any point in the program. This may be followed by a rendition of "Taps."

Closing — The Master of Ceremonies announces "Retire the Colors." Accompanied by appropriate music, such as a John Philip Sousa march, the colors are paraded out of the assembly area, concluding the ceremony.

2. Flag-Raising Ceremony Weather permitting, outdoor flag-raising ceremonies permit group participation in an event that is often performed without notice. Such a ceremony, although brief, should include the Pledge of Allegiance and the singing of the National Anthem. A special guest may be invited to participate.

3. Musical Programs Veterans Day offers an excellent opportunity for school or community musical organizations to display their talents. A midday concert at the school or at a central location in the community may be especially dedicated to Veterans Day. An innovative program might include selections known to have been popular during America's wars.

4. Poster Contest The creative talents of students can be encouraged through participation in a school-wide Veterans Day poster contest. Winners should be appropriately recognized and awarded certificates. Local newspapers should be invited to photograph the winning entries.

5. School Newspaper Activities Veterans Day stories can be featured in school publications. Publish a roster of faculty members who are veterans. Describe Veterans Day activities being held in classrooms throughout the school.

6. Library Activities School or community libraries can prepare lists of recommended reading material suitable for Veterans Day. An appropriate display of book jackets or a special shelf of selected publications can be used to call attention to the project.

7. Patriotic Groups Local veterans, historical or other patriotic organizations may enliven Veterans Day programs by providing period-uniformed flag bearers, fife and drum corps, and other marching and musical units. These organizations may also provide speakers with unique military experiences to share.

8. The Department of Veterans Affairs Local VA facilities — medical centers, regional benefits offices and national cemeteries — can serve as sources of information and speakers for Veterans Day programs. They can also provide contact with local veterans service organizations and arrange visits, tours and other special programs for students. To contact your local VA facilities, look under Department of Veterans Affairs in the Federal Government listings in the local telephone directory.

9. Classroom Activities Veterans Day themes can be included in writing assignments. First-person accounts of military service of a relative or friend can help develop narrative skills. Assign students to investigate the various benefits offered to veterans by government agencies. Write about veterans who are receiving educational benefits from the Department of Veterans Affairs. Describe various veterans memorials which may be located nearby.

The colorful and varied uniforms worn by members of the armed forces throughout our history offer students of all ages ideal subjects to draw and paint. Elementary-school children enjoy opportunities to create and exhibit costume items. Making colored construction paper hats representing various military eras is a modest and effective way of interesting pupils in Veterans Day subjects. Ask students to research and list all their known relatives who served in the Armed Forces. Since nearly 30 percent of the United States population are veterans, their dependents and survivors, most students should be able to contribute something.

Visit <http://www.va.gov/vetsday/> on the Internet for additional Veterans Day information for teachers and students