



The School District of

**SOUTH ORANGE
& MAPLEWOOD**

525 Academy Street • Maplewood, NJ 07040

SOMSD Strategic Plan

**Overview for Board of Education
November 21, 2016**

Strategic Planning Process

12 steps of Strategic Planning



SOUTH ORANGE MAPLEWOOD SCHOOL DISTRICT

525 Academy Street • Maplewood, NJ 07040

www.southorangemaplewood.org

The Context

- The Strategic Plan will serve as the blueprint to guide the District's work for the next 3-5 years.
- Multi-phase process, with a wide variety of perspectives included in every step along the way.
- Collaborative effort so that the plan ultimately represents the values of our community and the needs of our students.

The Charge

We have been engaging the community in thinking about education differently:

- Think about what we need to do as a school system to prepare students for a future that we have yet to imagine.
- How do we move away from trying to recreate an old system to creating a new system?
- How do we move away from a system created for needs of the industrial era to a system that leads our society into and through the information era?
- How do we deliver 21st Century learning in a fiscally hemorrhaging environment?

Synthesis of Data from Education Summit

An overarching theme emerged from the Education Summit and other community engagement activities in Fall 2015. Consistently, we heard that parents, students and staff want to see:

A paradigm shift from fitting students and families into currently established structures and systems to structuring programs, services, outreach and communications to meet the needs of students and families.

Strategic Direction

- Members from across the community – teachers, administrators, students, parents, and outside educational experts – came together to co-create this document, which sets the vision and direction for the district's new Strategic Plan.
- This document was accepted by the Board of Education in February 2016.
- It included 9 Strategies – broad statements which represent ideas in which SOMSD is willing to invest energy, expertise, time and resources to advance towards our mission.

SOMSD's Mission

The mission of the South Orange Maplewood School District is to empower and inspire each student to explore and imagine, to pursue personal passions, and to collectively create a better future by creating a learner-centered environment through multiple pathways; reimagined structures, systems and supports; innovative teaching; partnering with families; and maximizing community expertise and resources.

Action Planning

- Action Planning teams were formed for each of the 9 strategies developed by the Strategic Direction Committee.
- Community members were invited to apply, and key partner organizations were invited to nominate members.
- Team members were selected by administrators based on qualifications, how they best aligned with specific strategies, and to balance perspectives and experience.
- The teams included educators, parents, students, and other community members who volunteered to share their passion for innovative education and commitment to the very best for SOMSD.
- The teams met for 9 months to develop **Action Plans** – implementation steps for each strategy consisting of reasonable pieces of work that move us towards the mission.

Student Involvement

“We value students as our primary stakeholders and at the heart of every decision”

- Education Summit 1 – Students were involved as organizers, promoters, and participants.
- Student Forums – Special opportunities for students to share their hopes and concerns.
- Strategic Direction Committee - 4 student members helped co-create the vision and mission for the District.
- Students served on the Action Planning teams for:
 - Curriculum, Instruction and Assessment
 - Multiple Student Supports
 - Student Engagement
 - Note – This Action Planning Team held focus groups with students

What are Action Plans?

Action Plans describe the work to be done to accomplish each of the strategies of the Strategic Direction.

The complete set of Action Plans addresses each of the Strategic Direction components, taken collectively.

The work described in the action plans will be accomplished over the next three to five years.

What is a Deliverable?

A deliverable is something that must be done to accomplish a strategy.

A deliverable is a product or service that must be done to accomplish a strategy.

It represents one of many smaller, more focused pieces of work, that once achieved will help to accomplish each strategy.

It represents smaller, more focused pieces of work that generally can be accomplished within a year and sometimes within a period shorter than a year.

It is measurable or can be demonstrated or observed.

A deliverable represents a “to do.”

Deliverables Created by SOMSD Action Planning Teams

Strategy 1: Curriculum, Instruction and Assessment

We will redesign curriculum, instruction and assessment to support learner-centered environments (e.g. reimagining seat time, multiple pathways, competency standards).

Strategy 1 Action Planning Team Members

Member	Affiliation
Susan Grierson, Co-Chair	Assistant Superintendent for Curriculum & Instruction, SOMSD; Member of Strategic Direction Committee
Jennifer Serravallo, Co-Chair	Parent; Author; Literacy Consultant
Melissa Comerchero	Parent; Math Educator
Angela Forero	Parent; Teacher, South Orange Middle School
Margaret Freedson	Parent; Professor, Department of Early Childhood, Elementary and Literacy Education at Montclair State University
Andrew Lee	Parent; Editor and Writer for Understood.org
Rachel Potts	Teacher, South Mountain Elementary School
Filip Saulean	CHS Student, Student Representative to the Board of Education, Member of Strategic Direction Committee
Marisa Stoessel	Teacher, Jefferson; Member of Strategic Direction Committee
Scott Stornetta, Ph.D.	Teacher, CHS; Member of Strategic Direction Committee
Nicola Vitale	Parent; Instructional Specialist Supporting STEM Education in NYC Schools

Curriculum, Instruction and Assessment Deliverables

- 1.1:** *Involve students in the assessment process*
- 1.2:** *Integrate elementary curriculum across science/social studies*
- 1.3:** *Create inquiry-based middle school math classrooms*
- 1.4:** *Pilot mastery-based learning in a coding-infused math curriculum*
- 1.5:** *Establish consistency in secondary writing instruction*

1.1 Involve Students in the Assessment Process

Establish and implement formative assessment methods that involve students in the assessment process including: goal-setting conferences, portfolio-based assessments, and student-led conferences.

1.2 Integrate elementary curriculum across science/social studies

Develop one integrated content unit per grade level, organized around national subject area standards, to be piloted in each of grades K-5.



1.3 Create Inquiry-Based Middle School Math Classes

Implement lab classrooms in the middle school to identify, model, and develop instructional practices, and materials that create learner-centered environments with a focus on inquiry-based instruction and cooperative learning.

1.4 Pilot mastery-based learning in a coding-infused Math curriculum

Implement math courses to support learner-centered (mastery-based) learning of relevant curriculum.

1.5 Establish Consistency in Secondary Writing Instruction

Establish consistent goals, shared curriculum units and assessment procedures for secondary writing instruction that enhance opportunities for personalized learning and the development of high-level writing skills for all students.



Strategy 2: Multiple Student Supports

We will develop multiple supports for students to thrive in a learner-centered environment (e.g. mentoring program, peer leadership, individualized academic/emotional support, transitional services, restorative practices and guidance in pursuit of their passions).

Strategy 2 Action Planning Team Members

Member	Affiliation
Karen Weiland, Co-Chair	Director of SOMSD Parenting Center; Elementary School Social Worker and Field Supervisor, SOMSD
Tamara Steckler, Co-Chair	Parent; Attorney-in-Charge of The Legal Aid Society's Juvenile Rights Division in NYC
Marc Gold, Co-Chair	Assistant Principal, Maplewood Middle School; Member of Strategic Direction Committee
Ann Bodnar	Principal, Clinton Elementary School
Brenda Ehlers	Parent; Children/Youth Pastor; Developer of After School Programming
Nikolin Eyrich	Parent; Educator
Kate Facto	Parent; Teacher, Special Education; Certified School Counselor
Valerie Frost	Parent; School Social Worker
Sabine Hack, M.D.	Parent; Child and Adolescent Psychiatrist
Marcia Hicks	CHS Guidance Counselor & Advisor to MAC Scholars
Jenny Lindstrom	Parent; SEPAC President; Nonprofit Consultant
Xavier Parks	CHS Student, MAC Scholar
Angel Medrano	CHS Student, MAC Scholar

Multiple Student Supports Deliverables

- 2.1: Develop and link a *school-wide peer mentorship and advisory program (MAP) for secondary students*
- 2.2: *Develop standardized, district-wide restorative practices*
- 2.3: *Create high-quality extended-day programming.*
- 2.4: *Create a counseling internship program* at CHS.
- 2.5: *Standardize and strengthen the Information &Referral System process.*
- 2.6: *Incorporate play/innovation period into elementary and middle school class time*
- 2.7: *Develop a one-stop hub of services for families.*

DELIVERABLE 2.1

Develop and link a school-wide peer mentorship and advisory program (MAP) for secondary students to strengthen students' sense of belonging to the school community and improve their academic achievement, creating a cultural shift from tolerance to open acceptance of our differences.



DELIVERABLE 2.2

Develop **standardized, district-wide restorative practices, including Restorative Justice (RJ)**, that help students and staff resolve conflicts peacefully and respectfully, reduces punitive discipline and helps decrease racial discipline disparities.



DELIVERABLE 2.3

Create **high-quality**
extended-day
programming that is
highly integrated with
school-day learning
and includes
enrichment, academic
support, and before-
and after-school care.



DELIVERABLE 2.5

Create a seamless system of support within schools and across the district for students and teachers by **standardizing and strengthening the Intervention & Referral Services (I & RS) process.**



DELIVERABLE 2.6

**Incorporate
play/innovation period
into elementary class
time** to diminish school-
related stress and
promote the joy of
learning, support free-
play and encourage
exploration,
imagination, and
student connections.



STRATEGY 3: Student Engagement

*We will work with **students**
to redefine their roles
as **active and engaged contributors** to
the learning experience in their
schools and communities.*

Strategy 3 Action Planning Team Members

Member	Affiliation
Kerith Lewis, Co-Chair	Parent; Professional Educator
Nina Kambili, Co-Chair	CHS Student, Student Representative to the Board of Education, Member of Strategic Direction Committee
Rhea Beck	Community Member
Erendira Casella	Parent
Nini Heriveaux	CHS Student, MAC Scholar, Member of Strategic Direction Committee
Julia Leider	Teacher, Columbia High School
Vanessa Proietto	Teacher, Marshall School
Erica Schwartz-Hall	Parent; Homeschool Parent Leadership Coach
Sonya Selig	Parent, Special Education PTO Executive Committee
Philip Stern	In-House Counsel, SOMSD

STUDENT ENGAGEMENT DELIVERABLES

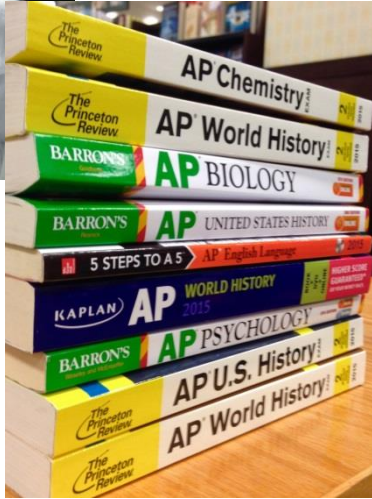
- 3.1. Implement a pilot CommUNITY system within Seth Boyden Elementary School to serve as a model for a future district-wide program.
- 3.2. Create and implement a Middle School Intramural Sports program at Maplewood and South Orange Middle Schools.
- 3.3. Create a three week Extra-session pilot program at Columbia High School, in collaboration with students, staff, and community members.
- 3.4. Implement a district-wide sustainable Social and Emotional Learning Initiative.
- 3.5. Create, distribute, and analyze Engagement Surveys of all staff, students, and parents within the community, and implement changes to increase engagement for all.

3.2 Intramural Sports

Support overall student growth with an intramural sports program that ensures increased participation across race, income-level and gender, and promotes a healthy life-school balance.



3.3 Extra-session



Implement an opportunity for students to collaborate in the development of their own curriculum, which will lead to a sense of empowerment and responsibility for their own education.

3.4 Social Emotional Learning Initiative

Advance social and emotional skills for students and staff within the context of safe, caring, well-managed and engaging learning environments.



3.5 Engagement Survey

Work in partnership with students, teachers, & parents to understand the current climate of engagement.

Then create and innovate at a grass roots level to institute specific solutions.

STRATEGY 4: Professional Development

We will provide ongoing, differentiated and relevant professional development to grow teachers and administrators to theorize, critique, examine, and explore in order to engage every student in a learner-centered environment.

Strategy 4 Action Planning Team Members

Member	Affiliation
Donna Grohman, Co-Chair	Community Member; Instructional Specialist Language Arts K-5, SOMSD; Trustee, South Orange Public Library
Julia Sommer, Co-Chair	Parent; Teacher Trainer and Instructional Coach
Mara Rubin, Co-Chair <i>(through May 2016)</i>	Supervisor of Fine and Performing Arts, Member of Strategic Direction Committee
Jane Bleasdale, Ph.D., Co-Chair <i>(through May 2016)</i>	Parent; SEPAC Executive Committee Member; Educational Administrator/Consultant
Barry Bullis	Parent; Education Administrator, NYC Department of Education; Adjunct Assistant Professor, Pace University.
Sean Butkus	Parent
Thandi Center	Parent, NYC Director, New Teacher Center
Berit Gordon	Parent; Literacy Consultant
Joyce Leslie	Teacher, Columbia High School
Maureen O'Sullivan	Teacher, Maplewood Middle School
Scott Stornetta, Ph.D.	Teacher, CHS, Member of Strategic Direction Committee
Kirsten Widmer-Brash	Parent; Literacy Consultant

Professional Development Deliverables

- 4.1: Provide PD that promotes growth in the area of learner-centered classrooms
- 4.2: Create and utilize a continuum of exemplary learner-centered teaching.
- 4.3: Develop vertical curriculum alignment.
- 4.4: Provide experiential workshops.
- 4.5: Provide ongoing PD that is differentiated, job-embedded and responsive.
- 4.6: Establish a performance review process that incorporates feedback from multiple constituents.

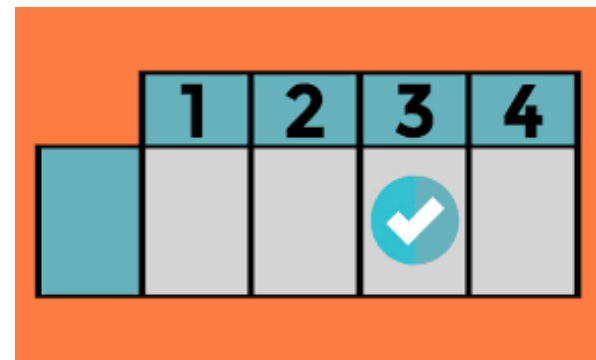
Deliverable 4.1

Provide Professional Development that **promotes growth in the area of learner-centered classrooms**, that incorporates a district-wide statement of beliefs.



Deliverable 4.2

Create and utilize a continuum of exemplary learner-centered teaching for SOMSD along which all educational professionals can identify their current status and determine next steps toward better learner-centered instruction.



Deliverable 4.3

Develop vertical curriculum alignment to leverage learner centered environments.

Deliverable 4.4

Secure resources to provide experiential workshops that model and involve teachers directly in learner centered instruction.

Deliverable 4.5

Provide ongoing professional learning opportunities for teachers and administrators that are:

- differentiated
- job embedded
- & responsive

Facilitated by:

- instructional coaches
- School/district leaders
- & teacher leaders

To promote individual professional growth, informed by:

- Performance evaluation process
- & district-wide priorities and objectives



Deliverable 4.6

Establish a performance review process that incorporates feedback from multiple constituents in order to identify individualized, ongoing, and responsive tailored professional development growth

Strategy 5: Cultural Competency



We will infuse cultural competency in every aspect of our learning community.

Strategy 5 Action Planning Team Members

Member	Affiliation
Ramon Robles-Fernandez, Ph.D., Co-Chair	Supervisor of World Languages and ELL, SOMSD
Katerina Karis, Co-Chair	Teacher, South Orange Middle School
Walter Fields, Co-Chair	Parent; Journalist; SoMa Black Parents Workshop
Nancy Gagnier	Parent; Executive Director, Community Coalition on Race
Bibi Hayakawa	Parent; Member, Schools Committee, South Orange/Maplewood Community Coalition on Race
Thora Lee	Parent; Attorney, Mediator and Arbitrator
Laura Prato	Social Worker, Columbia High School
Amelia Nickles Riekenberg	Parent; Collaborative Attorney/Practitioner and Mediator; PTA Co-President of Seth Boyden
John Sarantakis	Parent of Marshall Students
Erin Siders	Parent; Member of SEPAC Executive Committee
Eric Stoudemire	Social Worker, Tuscan Elementary School

Cultural Competency Deliverables

- 5.1 Provide mandatory and ongoing professional development for all staff in issues relevant to cultural competency.
- 5.2 Develop protocol for hiring and retention that supports cultural competency objectives.
- 5.3 Provide students with ongoing, formal and informal opportunities for discussion to raise cultural awareness
- 5.4 Expand learning opportunities outside of the classroom
- 5.5 Provide students with access to curriculum that is culturally responsive.
- 5.6 Develop mechanisms to review district policies and procedures through the lens of cultural competency.
- 5.7 Identify, establish relationships and collaborate with community and regional organizations to develop and strengthen cultural competency.

Deliverable 5.1:
Professional
Development

Provide mandatory and ongoing professional development for all staff in issues relevant to cultural competency.



Deliverable 5.2: Hiring and Retention

Develop protocol for hiring and retention that supports cultural competency objectives.





Deliverable 5.3:

Provide students with ongoing, formal and informal opportunities for discussion to raise cultural awareness

Deliverable 5.4

Expand learning opportunities outside of the classroom

Deliverable 5.5

Provide students with access to curriculum that is culturally responsive.

Deliverable 5.6: Enforcement/ Accountability

Develop mechanisms to review district policies and procedures through the lens of cultural competency.



Deliverable 5.7: Partnerships

Identify, establish relationships and collaborate with community and regional organizations to develop and strengthen cultural competency.

POWER ACCESS
BUILDING LOCAL
URBAN
LABORATE
PARTNER
TEAMWORK
STRONG
COMMUNITY ENGAGE
RISK
SOCIAL
NETWORK
ASSETS RELEVANCE

STRATEGY 6: Partnering with Families

We will partner with families in support of student growth

Strategy 6 Action Planning Team Members

Member	Affiliation
Devyani Guha, Co-Chair	Parent; Urban Planner, Collective for Community Culture and Environment; Member of Strategic Direction Committee
Kimberly Hutchinson, Co-Chair	Principal, Jefferson Elementary School
Mike Barnett, Ph.D.	Parent; Professor of Strategic Management at Rutgers Business School
Courtney DeVomecourt	Parent; Teacher, South Mountain Elementary School
Amy Forman	Parent; Achieve Volunteer Tutor Program Coordinator
Irene Langlois	Parent; Head of Teen Services for Maplewood Memorial Library; Co-Chair of Achieve Foundation's STEAM Committee
Lara Pennington	Parent; Adjunct Writing Professor at Seton Hall Law School and University of Pennsylvania Law School
Alison Steiner	Parent; Social Worker, South Orange Middle School
Lorraine Sudol, M.A. & M.Ed.	Parent; Family/Child Therapist; Teacher, Jefferson Elementary School

Families Deliverables

- 6.1 EXPAND POWERSCHOOL FROM K-12 (UP TO DATE DATA)
- 6.2 AUGMENT FORMAL CHANNELS OF COMMUNICATION RELATED TO STUDENT GROWTH WITH MULTIPLE INFORMAL CHANNELS (REAL TIME SUPPORT)
- 6.3 CENTRAL WELCOME AND SUPPORT CENTER
- 6.4 STANDARDIZE COMMUNICATION WITHIN SCHOOLS

6.1 UP TO DATE DATA

Utilize PowerSchool as the primary means of reporting information about student performance and growth for grades K-12 in the 2017-2018 school year.

6.2 REAL TIME SUPPORT

Augment formal communication tools related to student growth with multiple informal channels of outreach and engagement with the help of part time Parent Liaisons by answering questions in real time, providing parent to parent support opportunities, Community Advisory Committee and Parent/Family Academies

6.3 CENTRAL WELCOME AND SUPPORT CENTER

Develop and implement a centralized welcome and support system that is accessible to all families and fully promoted by the district as a resource for information and assistance.

6.4 STANDARDIZE COMMUNICATIONS WITHIN SCHOOLS ACROSS DISTRICT

Standardize outgoing communication within schools across the district both in terms of platforms used and content, as well as accessibility to ELL families.

Strategy 7: Scheduling, Facilities, Administrative Structures

We will reimagine and redesign all aspects of student scheduling, use of facilities and administrative structures to guarantee alignment with mission.

Strategy 7 Action Planning Team Members

Member	Affiliation
Kevin Walston, Co-Chair	Assistant Superintendent for Administration, Member of Strategic Direction Committee
Allan Tumolillo, Co-Chair	Community Member; Teacher, Columbia High School; Member, Board of Trustees of Achieve Foundation, CHS Cougar Boosters, CHS Scholarship Fund
Howard Fineman	Parent; Professional Educator
Jamie Gulotta	Teacher, Maplewood Middle School
Melanie Hochberg Giger	Parent; Former NYU professor, Professional Educator and Instructional Designer
Jennifer Latimer	Parent; Teacher and Media Specialist, Clinton Elementary School
Michelle Lederman	Parent; Professional Educator
Aileen Nicoletti, Ph.D.	Parent; Co-Chair of Achieve Foundation's STEAM Committee
Bonita Samuels	Parent; Principal, Marshall Elementary School

Scheduling, Facilities and Admin Structures Deliverables

- 7.1:** *Create a daily and weekly schedule and an annual calendar to allow for intense academic study, experiential learning, and community-based activities.*
- 7.2:** *Configure learning areas with furniture, tools, equipment and technology to accommodate fluid, learner-centered exploration and cross disciplinary instruction.*
- 7.3:** *Create a plan for district / school facilities to allow for greater capacity and modern working environments.*
- 7.4:** *Create and communicate structures and processes that allow for multiple pathways for all learners to access a rigorous and relevant education.*

Deliverable 7.1

Create a daily and weekly schedule and an annual calendar to allow for intense academic study, experiential learning, and community-based activities.

Deliverable 7.2

Configure learning areas with furniture, tools, equipment and technology to accommodate fluid, learner-centered exploration and cross disciplinary instruction



Deliverable 7.3

Create a plan for district/school facilities to allow for greater capacity and modern working environments



Deliverable 7.4

Create and communicate structures and processes that allow for multiple pathways for all learners to access a rigorous and relevant education



Strategy 8: Community

We will maximize community expertise and external resources to provide multiple pathways for student and professional growth and learning.



Strategy 8 Action Planning Team Members

Member	Affiliation
Peri Smilow, Ed.M., Co-Chair	Parent, Singer/Songwriter, Community Educator, Member of Strategic Direction Committee
Terry Woolard, Co-Chair	Assistant Principal, Columbia High School
Yolande Fleming, Co-Chair	Teacher, Clinton Elementary School, Member of Strategic Direction Committee
Barbara Cokorinos	Parent; Administrator/Adjunct Teacher, NYU, Tisch School of the Arts; Co-President, CHS Music Parents' Association
Renee Joyce	Director of Montrose Early Childhood Center
Kris Knutsen, M.A.	Parent
Maggie Marotta	Parent; Professional Educator
Robin Burns Saunders	Parent; Co-Founder and Chief Operating Officer for the Innovation Studio of Manhattanville, Inc.
Mauri Solages	Parent; Corporate Giving Professional; Board Member of AmeriCorps Organization
Marcy Thompson	Parent; Chair, Maplewood Arts Council; Director of Studio B

Community Deliverables

- 8.1:** *Create a brick and mortar, student-managed **Community Storehouse** to provide free, innovative learning materials to teachers and students*
- 8.2:** *Develop **SOMSD Experts in Action**, a collective of local adult volunteers who interface with the school community in innovative and meaningful ways that enhance teaching and learning*
- 8.3:** *Design and implement a district-wide, K-11, **Community Service Learning** requirement*
- 8.4:** *Design an accredited **Internship program with mentorship** for high school seniors*

Deliverable 8.1

*Create a student-managed **Community Storehouse** that channels a wide range of creative materials from local donors and businesses to students, teachers and staff throughout the district. Teachers will visit the Storehouse to procure supplies that will enhance their teaching and support classroom innovation.*



Deliverable 8.2

*Develop **SOMSD Experts in Action**, a resource for students (K-12) and staff. These highly engaged adult volunteers will serve the district in a variety of capacities: as content “experts” who provide an invaluable asset that enhances curricula; as cross-disciplinary teams who provide a 360-degree view of topics; as providers of career guidance; and as connection to “real-world” perspective by ensuring that the district has insight into current trends shaping markets and industries.*



Deliverable 8.3

*Design and implement a district-wide **Community Service Learning** requirement as an intentional instructional strategy to meet learning goals and content standards, to promote diversity, to deepen critical thinking, to sharpen analytical skills and to meet community needs resulting in increased civic engagement in grades K-11.*



Deliverable 8.4

Create the **Senior (High School) Internship Project**: a semester-long, one-credit course culminating in a four week internship at a local organization or business to provide diversified learning experiences that “bridge the gap” between school and employment/higher education/training and build on previous service learning experience.



Strategy 9: Communications

We will engage in robust, open, ongoing and transparent communications with all students, families, staff and community members to generate understanding, excitement, trust and support of our school community and its transformation.

Strategy 9 Action Planning Team Members

Member	Affiliation
Audrey Rowe, Co-Chair	Program Director, South Orange/Maplewood Community Coalition on Race, Member of Strategic Direction Committee
Suzanne Turner, Co-Chair	Parent; Director of Strategic Communications
Susie Adamson	Parent; Presidents' Council Co-President; Real Estate Agent
Paul Bartick	Parent; Communication Consultant
Amanda Eigen	Parent; Librarian at Maplewood Memorial Library
Sara Goetz	Parent; Attorney
Shayna Sackett-Gable	Parent; Teacher, Seth Boyden Elementary School

Communications Deliverables

- 9.1: *Interactive communications plan about the strategic planning process and implementation.*
- 9.2: *Pilot interactive outreach to secondary school parents/guardians*
- 9.3: *Pilot an aggressive outreach to underrepresented populations.*
- 9.4: *Begin development of an information portal.*

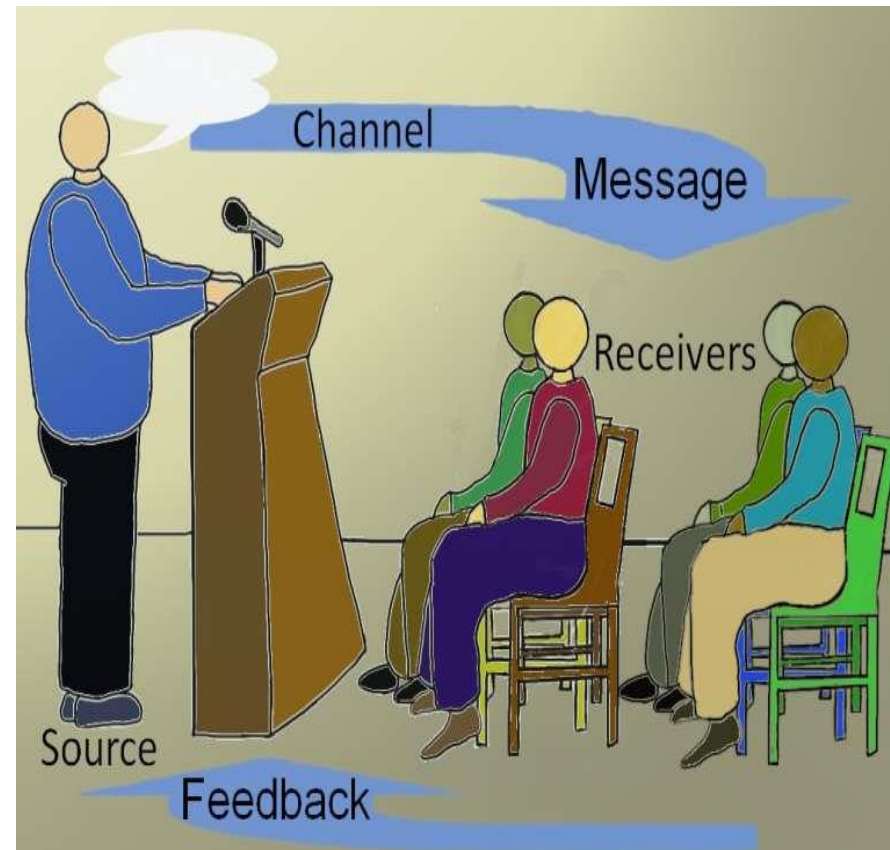
Deliverable 9.1

Create communications plan that interacts with and engages every stakeholder in a community-wide dialogue about and stimulates support for the strategic planning process.



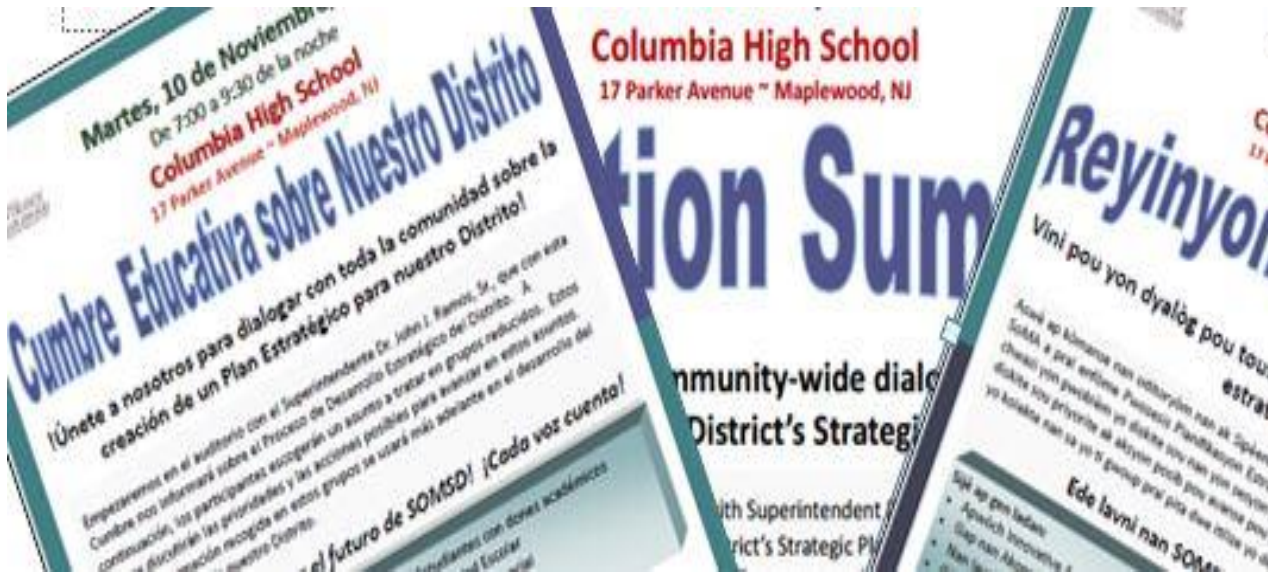
Deliverable 9.2

Devise a process that engages every secondary school parent/guardian in an interactive communication with the South Orange-Maplewood School District at least once per marking period.



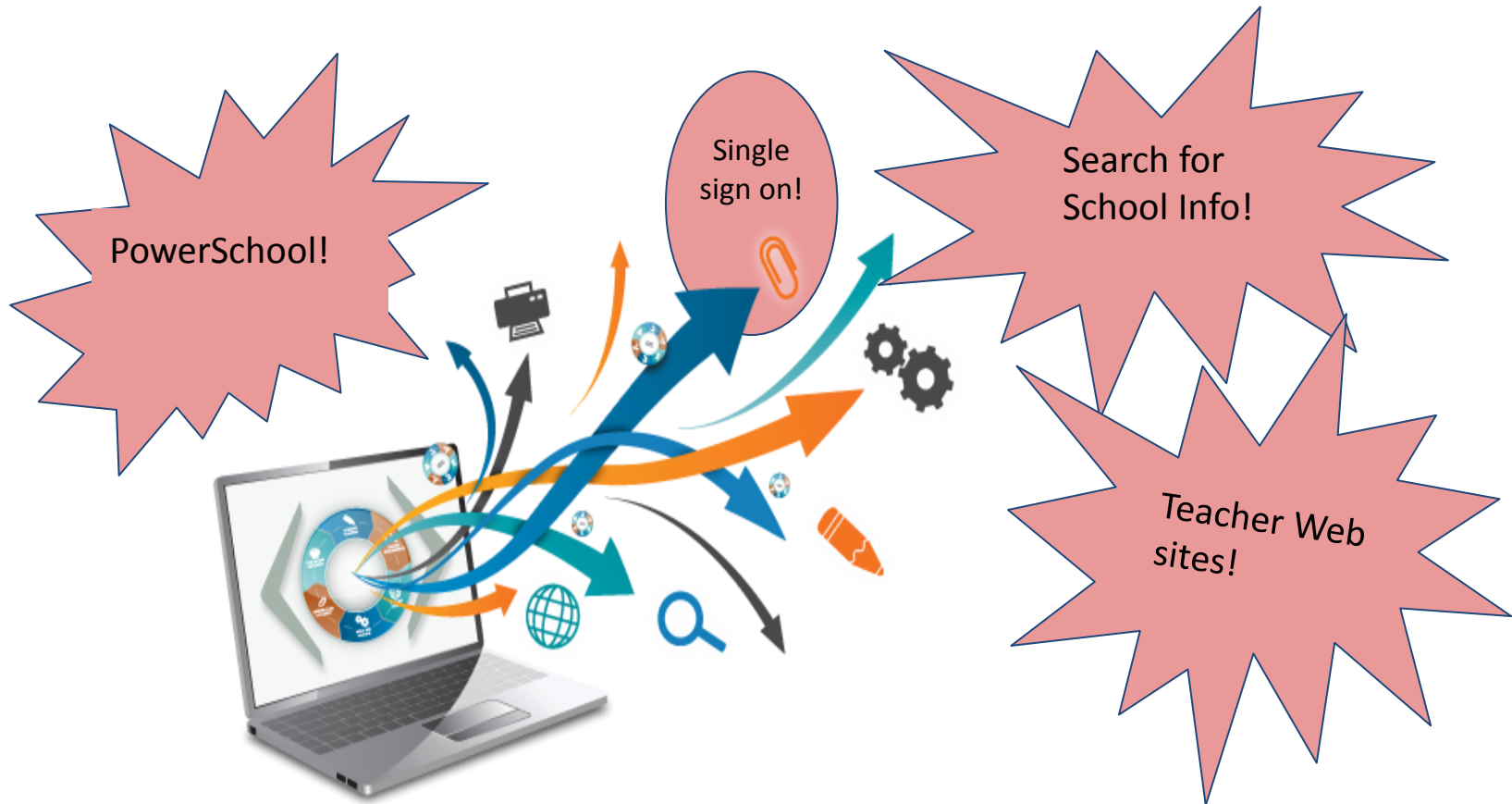
Deliverable 9.3

Pilot an aggressive two-way program to identify and communicate to underrepresented populations as a starting point for achieving 100% stakeholder engagement.



Deliverable 9.4

Develop a plan to identify communication needs of the SOMSD Community, determine how a portal can help create solutions, and begin the development process.



What the Board Is Being Asked to Do

- **Adopt** the Strategic Direction, including the Mission Statement
- **Accept** the Action Plans, and acknowledge the tremendous work of the volunteer action planning team members.
- **Authorize** Administration to carry out the next steps of the Strategic Planning Process:
 - **Prioritize Plans**, incorporating input from Board and community
 - **Create an Implementation Schedule for Year 1**, and align to the 2017-2018 budget. This budget will incorporate these first year initiatives. Both the 2017-2018 budget and the Year 1 Implementation Plan will be adopted by the Board of Education in March 2017.
 - **Create a 3 Year Implementation Schedule**, which will be incorporated into annual district goals, along with other priorities, and adopted by the Board of Education as part of the district goal setting process.

Opportunities to Learn More

Date	Event	Location
Tues., Dec, 6, 2016 7:00pm – 9:30pm	Education Summit 2	Columbia High School
Mon., Dec. 12, 2016 3:30pm – 4:30pm	Staff Forum	Montrose
Wed., Dec. 14, 2016 9:00am – 10:00am	Community Forum	Montrose
Mon., Dec. 19, 2016 7:30pm – 11:00pm	Board of Education Meeting – Vote to: <ul style="list-style-type: none"><li data-bbox="691 1063 1304 1110">• Adopt Strategic Direction<li data-bbox="691 1125 1188 1172">• Accept Action Plans<li data-bbox="691 1186 1362 1358">• Authorize Administration to Create Implementation Schedule	Columbia High School

Let's Talk!Let's Talk!

Community Feedback

We invite community input into which deliverables you believe are the most urgent, or have the greatest potential for change, and would like to see implemented early in the process.

<http://tinyurl.com/SOMSDStrategic>

Let's Talk!Let's Talk!