



Strategic Plan Update

July 26, 2023

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OBJECTIVES

By the end of this presentation audience members will have...

- An understanding of strategic intents in all areas and a rationale for their inclusion
- Access to data you may reference to better understand the identified priorities
- An understanding of district needs as expressed by various stakeholders and represented in other local data
- An understanding of next steps and closure of the planning process



DATA TRIANGLE ANALYSIS (ALL RESPONSES)

SOURCE	STRENGTHS	WONDERS
Family Engagement Survey	<ul style="list-style-type: none"> -Safe & Comfortable Environment -Positive Experiences with School -Trust 	<ul style="list-style-type: none"> -Parent Support Needed @ home for a variety of topics -Clarity on professional language regarding initiatives is needed -Clarity/ Increased Communication is needed; -Disconnect with curriculum implementation and understanding.
Student Voice (6-12)	<ul style="list-style-type: none"> -Safe & Comfortable Environment -Positive Experiences with School -Students to Parents Communication - 	<ul style="list-style-type: none"> -Instructional Practice: Students seeking clarity on learning objectives, feedback, tracking learning and assessments -School to Family Communication not as strong as Students to Parents.
School Performance Scan (Certificated Staff)	<ul style="list-style-type: none"> -Academic Strengths: -Effective Instruction & Strategies -Assessments and Feedback in Place -Goal Setting -Challenging Students -Effective Communication and Teamwork 	<ul style="list-style-type: none"> -Vertical Articulation -Programs to Support Families -Use of Data / Set Protocols; data informed practices -System(s) to monitor learning -Student Reflection on Learning
Support Staff (Clerical, buildings and grounds)	<ul style="list-style-type: none"> -Safe, secure environment 	<ul style="list-style-type: none"> -Ineffective, insufficient PD -Not consistently using best practices -Comparison to others is low -Concept/Strength of Team is low; Team Building Needed -Need celebration of success, appreciation, reinforce value
Community Survey	<ul style="list-style-type: none"> -There is communication to larger community. -Safe environment 	<ul style="list-style-type: none"> -What are opportunities to expand communication and partnerships?



AREA 1: TEACHING AND LEARNING

AREA: TEACHING AND LEARNING

Charge: We will examine and enhance our instructional competencies and structural capacities in order to maximize the potential of all learners.

	Strategic Intent	Rationale	Data Sources
1	By June 2024, we will design systems and structures that promote consistent classroom practices and ensure that 90% of students report having common learning experiences across all grade levels.	<ul style="list-style-type: none"> -Families state there is a disconnect with curriculum implementation and understanding; variance between classrooms; need for understanding of initiatives. -Staff stated need for vertical articulation, systems to monitoring learning, and protocols for using data. -School Performance Scan: C35. We work together across grade levels and content areas in order to provide an integrated approach to student learning." (46%) -Student Voice: "C09. We use student learning targets/goals ("I can...") in our classes. (39%) 	<ul style="list-style-type: none"> NJSLA-5 year Winter Achievement Update/SAT Local assessments PLC scans: staff, parents, students
2	By June 2025, we will implement equitable and research informed grading practices and provide timely and constructive feedback to students that promotes reflection, goal-setting, and continuous improvement.	<ul style="list-style-type: none"> -Students seeking clarity on learning objectives, feedback, tracking learning and assessments -Family Survey: F41: "Or school actively engaged our family in conversations about needs and progress - 46% -Family Survey: T23 "My child(ren) talks about the student learning targets/goals ("I can...") given to them by their teachers." - 35% -School Performance Scan: C38. As a school, we have created structures so that students are able to reflect on their learning and keep track of their own progress. 51% -School Performance Scan: T45: "T45. Students in this school have strategies to track their own learning." 52% -Student Voice: C14. "We receive specific feedback from our teachers on the tests/assessments we take." 49% -Student Voice: T29. "My teachers help me keep track of my learning and assess my progress." 48% -Grading Scales not aligned with competitive high schools. 	<ul style="list-style-type: none"> Local Districts Grading Regulations Proposed Grading Scale Proposed Number of Assignments per Category Final HHS and Satz Category Weight Comparisons Sample Action plan focused on grading

AREA: TEACHING AND LEARNING CONTINUED

Charge: We will examine and enhance our instructional competencies and structural capacities in order to maximize the potential of all learners.

	Strategic Intent	Rationale	Data Sources
3	By June 2026, we will increase accessibility to authentic learning experiences where students can gain skills, earn credentials, and build upon their passions that will support their success in Holmdel and beyond.	<ul style="list-style-type: none"> -Parent focus groups - lack of extracurricular activities in K-6. -Dual Enrollment is 0.6% compared to state average of 20% -Internship program in its infancy -Partnerships and resources in the community. -Only 57% of students take AP in high school. -CTE Pathways/career concentrations in place, but in name only. 	Guidance Survey NJDOE School Performance Report Sample Action Plan
4	By June, 2027, we will implement evidence-based, high quality instructional practices focused on differentiated instruction, as well as rigor and relevance.	<p>School Performance Scan: "T59: We have an effective MTSS program which provides targeted assistance for students in need. 59%</p> <p>Student Voice Survey: "T34. My teachers explain things in different ways so that all students learn." 43%</p>	ESEA Stakeholder Response NJDOE School Performance Report MTSS Flow Chart
5	By June 2028, we will raise our state performance ranking by ensuring 100% of students will meet mastery targets in ELA and math and/or demonstrate adequate growth on state-mandated standardized assessments.	<ul style="list-style-type: none"> -Ranking is #68 in NJ. -Community is vested in this goal. -Decline in performance at middle school level (grades 7-9). -Standardized scores influence school profile which is used in college admissions. 	NJSLA DFG I COMPARISON NJDOE Ranking Metrics NJSLA DISTRICT RANKING AP Score Report Ranking Metrics NJSLA-5 year; Building Thinking Classrooms



AREA 2: CULTURE AND CLIMATE

AREA: CULTURE AND CLIMATE

Charge: We are committed to creating a safe and positive culture by intentionally embracing our differences, providing equal opportunity for all, and inviting widespread participation for all educational stakeholders regardless of each person's unique characteristics, thoughts and/or opinions.

	Strategic Intent	Rationale	Data Sources
1	To develop and implement a PBIS program district-wide PRE K-12.	A district-wide PBIS program PreK - 12 establishes a common language and set of behavioral expectations that are understood and consistently reinforced by all stakeholders, including students, staff, administrators, and families. This shared understanding fosters a positive and cohesive school climate.	<ul style="list-style-type: none"> • Guidance Survey BOE Presentation • Guidance Survey Raw Data • Climate & Environment Section of Holmdel School Performance Report • Holmdel HIB Self-Assessment • PBSIS 101 BOE Presentation
2	To support a climate and culture where professional practices are consistent and equitable to promote successful teaching and learning.	Consistency in climate and culture allows all stakeholders (parents, teachers and students) to work together effectively, share ideas, and collaborate on instructional strategies. When stakeholders have a shared vision and a positive working environment, they are more likely to engage in collaboration leading to improved teaching methods and enhanced student learning outcomes.	<ul style="list-style-type: none"> • The Importance of Positive School Climate and Classroom Culture • Fundamentals of SEL - CASEL • Social & Emotional Learning (SEL) Edutopia
3	To develop a universal understanding of prosocial behavior, social-emotional support practices, and character education among students.	Implementing PBIS district-wide ensures a consistent approach to behavior management and support across all schools within the district. This consistency promotes a unified understanding and application of behavioral expectations, strategies, and interventions, reducing confusion and enhancing effectiveness.	<ul style="list-style-type: none"> • Holmdel HIB Self-Assessment • Character.org

AREA: CULTURE AND CLIMATE CONTINUED

Charge: We are committed to creating a safe and positive culture by intentionally embracing our differences, providing equal opportunity for all, and inviting widespread participation for all educational stakeholders regardless of each person's unique characteristics, thoughts and/or opinions.

	Strategic Intent	Rationale	Data Sources
4	To support positive and consistent communication between faculty & staff, parents, students and community members	Promoting effective collaboration and communication among educators, support staff, administrators, and families ensures a cohesive and coordinated approach to behavioral expectations, as well as positive behavioral supports.	<ul style="list-style-type: none">• CharacterStrong• Why School Climate Matters For Teachers And Students
5	To continue to provide supports and resources for mental health awareness to all stakeholders and to educate and reinforce options available district and state wide.	Continuing to provide supports and resources for mental health awareness and educating stakeholders about available options district and state-wide is crucial to promote mental well-being, reduce stigma, facilitate early intervention, build a supportive network, encourage collaboration, and empower individuals and families. These efforts contribute to creating a healthier and more supportive educational environment for all.	<ul style="list-style-type: none">• Mental Health in Schools• Why is Mental Health is Important for Students?• Comprehensive School-Based Mental and Behavioral Health Services and School Psychologists



**AREA 3:
FAMILY AND COMMUNITY
ENGAGEMENT AND PARTNERSHIPS**

AREA: FAMILY AND COMMUNITY ENGAGEMENT & PARTNERSHIPS

- **Charge:** To create a collaborative and inclusive environment that strengthens the relationships between families, schools/organizations, and the community.

	Strategic Intent	Rationale	Data Sources
1	We will develop a two-way, reciprocal communication system that allows all stakeholders to have an equal partnership to support student education at home and school.	This intent promotes the following: <ul style="list-style-type: none"> -equal partnerships among all stakeholders, -aims to enhance collaboration, -provide holistic support, -empower and engage stakeholders, -create a comprehensive support network, -foster transparency and trust, -enable continuous improvement in student education 	PLC scans: staff, parents, students Guidance Survey ESEA Stakeholder Response Health Curriculum Survey
2	We will provide families opportunities to acquire information, knowledge, and skills to support their child's education at home and at school.	This intent is grounded in the belief that a collaborative and supportive partnership between families and educational institutions is vital for the holistic development and success of every child. More specifically: <ul style="list-style-type: none"> -empowering families -enhancing learning outcomes -bridging the home/school gap -holistic approach to education -promoting equity and inclusion 	NJDOE School Performance Report Demographics/Enrollment Trends Student Attendance Census Report Attend private/parochial/vocational high schools
3	We will leverage community partnerships to enhance student learning in the classroom and beyond in order for students to gain real world application.	We acknowledges the value of real-world application, diverse perspectives, relevant content, increased engagement, and access to additional resources. By collaborating with the community, educational institutions can provide students with comprehensive and impactful learning experiences, preparing them for success in their academic pursuits and future endeavors.	HHS Internship Program <ul style="list-style-type: none"> - Video CBI/WBL sites Career Day @ IH Hero Day @ Village



AREA 4: ORGANIZATIONAL SYSTEMS

AREA: ORGANIZATIONAL SYSTEMS

Charge: To implement cohesive, consistent, and current human resources, performance evaluation, and professional learning practices to support high quality teaching and learning.

	Strategic Intent	Rationale	Data Sources
1	<p>We will research, evaluate, select, and implement a staff evaluation system, which is best aligned with district philosophy.</p>	<p>Weaknesses:</p> <ul style="list-style-type: none"> - Lack of visibility - Inconsistency between staff and same evaluator - Inconsistencies in observations - Teachers “Play the game” - Both parties can and should be able to offer feedback/rebuttal <p>School Performance Scan:</p> <p>L11. Our school leaders frequently visit our classrooms, conducting informal walkthroughs. 48.4%</p> <p>L12. I receive helpful instructional feedback and guidance from our school leaders. 62.8%</p> <p>L17. Our school leaders share information from school-wide walkthroughs (presence of instructional strategies) with faculty and grade level/content area teams for discussion. 55.2%</p>	<p>Danielson Framework Strong Evaluation Model Marzano Evaluation Model NJDOE Teacher Evaluation NJDOE Approved Teacher Eval Instruments</p>

AREA: ORGANIZATIONAL SYSTEMS

Charge: To implement cohesive, consistent, and current human resources, performance evaluation, and professional learning practices to support high quality teaching and learning.

	Strategic Intent	Rationale	Data Sources
2	We will research, design, and implement a full four year new certificated and non-certificated staff member induction program	<p>Weaknesses:</p> <ul style="list-style-type: none"> - Drops off after 2nd year - Lack of communication/consistency w/dates of Mtgs, etc. - Meeting after school-can it be built into the school day? -Inconsistency in the mentor program and the communication and procedures. - Clear expectations/high expectations for the mentor “job description” - More focus on mentors -How are we supporting the mentors? - Outdated applitrack questions. Inconsistencies during the interview/hiring process - Inconsistency between buildings 	<p>Orange Pubic Sch Induction Protocol NJDOE SciP Guidance</p> <p>NJASA – Educator Recruitment and Retention Committee Report -- January 26, 2023</p> <p>New Staff Induction Plan v2.</p>

AREA: ORGANIZATIONAL SYSTEMS

Charge: To implement cohesive, consistent, and current human resources, performance evaluation, and professional learning practices to support high quality teaching and learning.

	Strategic Intent	Rationale	Data Sources
3	We will align professional learning, board, district, school, and teacher goals and student learning	<p>School Performance Scan: L07. Our school leaders make certain we have relevant, targeted professional development. 41.0% L14. Our school leaders encourage professional development and application of the content. 65.9% T45. Students in this school have strategies to track their own learning. 51.8%</p> <p>Support Services Scan: 07. Our department/area has opportunities for learning and improving. 55.6% 31. Professional development and training is offered and relevant for my needs to do my job well. 12.5% 43. We are asked for input regarding the training we need. 39.4%</p> <p>Student Voice: C09. We use student learning targets/goals ("I can...") in our classes. 39.2% C14. We receive specific feedback from our teachers on the tests/assessments we take. 49.7%</p>	<p>CAR Model Overview AchieveNJ</p>
4	We will review, evaluation, modification, and/or development of cohesive, consistent, and current Human Resources procedures, practices, and programs.	<p>Weaknesses:</p> <ul style="list-style-type: none"> - Communication to staff - inconsistent and unclear - Consistency in procedures and protocols for HR [SOP] - Central "hub" to house go-to HR resources - Inconsistencies during the interview/hiring process - Update employee handbook, employee info & location and organizational chart, job descriptions, policies & regulations. 	<p>HR Processes Why you need an HR Process Checklist</p>

Process and Next Steps

June 29th: Task forces met to draft detailed action plans for each strategic intent

Task Force Final Report: Section B Strategies and Action Plans

Task Force:	Date:	Facilitator(s):
Family & Community Engagement and Partnerships	June 29, 2023	Amanda Lamoglia

Strategy and Action Plans # (1.1, 1.2...)
<p>Strategy #1 - By June 2026, we will leverage community partnerships to enhance student learning in the classroom and beyond in order for students to gain real world application.</p> <ul style="list-style-type: none"> Explore opportunities for community partnership to support student learning and experiences
<p>1.1 Establish community relationships with local businesses that offer potential for cooperative student internship and marketing opportunities.</p> <p>1.1a Generate a comprehensive list of current community and academic partnerships that allows for a system to evaluate fit of partnerships (Year 1).</p> <p>1.1b Analyze existing CBI/WBL community relationships for expansion into General Education opportunities (Year 1)</p> <p>1.1c Expand and market student internship opportunities to allow for real world application of classroom content by using local businesses as partners in our educational processes (Year 1 & Ongoing).</p> <p>1.1d Collaborate with parent groups to create a database of community members willing to serve as mentors or internship hosts in a wide range of career fields (Year 1).</p> <p>1.1e Institute recognition programs for community partnerships to acknowledge support and involvement to encourage future partnerships (Year 1).</p> <p>1.1f Establish student match programs with seniors citizens in the community and other student based learning opportunities (Year 1 & Ongoing).</p> <p>1.1g Create opportunities to leverage summer months for credit-gaining internship opportunities for students unable to fulfill during the traditional academic year (Year 2).</p> <p>1.1h Develop a system for ongoing outreach to identify potential community partnerships for educational purposes (Year 1 & Ongoing).</p>
<p>1.2 Create a repository of established annual school-based community events</p>

Process and Next Steps

July 19: Core Team convened to review draft action plans, mission, vision, and core values

Core Values	Draft Mission	Draft Vision
<p>Growth Excellence is achieved through effort and a growth mindset.</p> <p>Relationships Excellence is achieved through effort and a growth mindset.</p> <p>Innovation Embracing innovation, we remain agile and adaptable, recognizing that change is constant and opportunities often lie in unexpected places</p> <p>Inclusion We treat all with respect, honor all voices, and value all contributions.</p> <p>Teamwork Teamwork and communication are essential to achieving our goals.</p>	<p>The mission of the Holmdel Township School District is to provide a well-rounded and inclusive education that empowers all students to reach their full potential and thrive. We believe that excellence comes from building strong relationships, embracing a positive attitude towards growth, overcoming challenges with determination, and celebrating our unique differences. Through teamwork and cooperation, we aim to create an environment where students can succeed academically as lifelong learners and responsible global citizens.</p>	<p>We envision a future where excellence is attained through diligent effort and a steadfast commitment to a growth mindset. We recognize the fundamental importance of positive relationships, built upon trust, as the cornerstone of our collective success. We embrace the challenge to continuously innovate, fostering an environment that nurtures creativity and cultivates the skills required for future readiness. We hold in high regard the principles of respect, honoring all voices, and valuing every individual's contributions. Recognizing the significance of teamwork and effective communication, we strive to unite our efforts in pursuit of our shared goals. Together, we are driven to realize our aspirations and become the visionary thinkers we aspire to be.</p>



Process and Next Steps

July 26th

Draft Documents will be forwarded to PLC Associates to incorporate into a publish-quality document.

August 26th

Final Draft will be received by the district for final review by the Core Team and Board

September

Finalized Strategic Plan will be shared with the community.



QUESTIONS?

