

End Result:

A culture exists within our community where our core values are recognized and used to inform decision making in order to support student achievement.

Activity	Date of Completion	Responsible Individuals
Articulate core values to HJS and St Vincent incoming students, and all new staff and new teacher orientation.	Ongoing	Administrators
Add core values to school/district web site	September 2015	Technology Team
Faculty meeting time will be devoted to unpacking and embracing a common understanding of MS and CV. Articulation and/or grade group meetings address climate and core value considerations.	December 2015	Administrators
Use a faculty meeting to address the core values and how they directly relate to domain 4.	December 2015	Administrators
Create and hang banners that display the core values when you enter the schools. Banners will display single core values	January 2016	Dr. Rossi, Kathleen Koop
Data from climate survey is discussed amongst/across schools and departments. Data will be used to initiate change where necessary	May 2016	Administrators
Include core values in the interview process. (embed core value questions into the applitrack questions)	June 2016	Dr. Rossi, John Connolly, Kathleen Koop, Brett Levine, Gregory Robertson
IEP Process survey is administered to all parents who participate in the IEP Process.	Developed by June 2016	New Director of Special Services
Create and administer an annual climate and core values survey and utilize the results.	Survey created year 2 (Summer retreat), administered year 2, analyzed year 3	Administrators
Peer mentoring is used to infuse core values throughout our character development programs.	June 2016 for MHS/MJS June 2017 for Elementary School	Principals for MJS, MHS and Guidance Counselors at Elementary Schools

End Result:

Madison Public Schools systematically utilizes assessment data to inform instructional decisions.

Activity	Date of Completion	Responsible Individuals
Create a committee to analyze assessments, assessment practices, and research best practices and other districts and how they utilize assessments <ul style="list-style-type: none"> ● Determine mode and frequency of meetings ● Roles 	October 2015	Administrators
Assessment Committee Meetings: <ul style="list-style-type: none"> ● Assessment Philosophy? ● Determine/Identify common student assessments K-12 ● Student Information System research ● What will be researched? <ul style="list-style-type: none"> ○ Current practices ○ Core competencies ○ End of year assessments to inform practices ○ How to incorporate student voice to measure social and emotional well being ● What districts will be researched? ● Explore best practices for utilizing technology to obtain data through informal assessments 	November 2015-May 2016	Administrators
NJSmart Training for Administrators	January 2016	Administrators
Determine professional development for 16-17	May 2016	Administrators
Assessment Committee Meeting: <ul style="list-style-type: none"> ● Review research ● Determine PD for Assessment ● Utilizing assessment for instructional purposes ● Determine and identify Student Information System 	May 2016	Administrators
Professional Development Plan	June 2016	Administrators
Roll Over to new Student Information System	May-August 2016	Administrators
Professional Development on the implementation of assessments that inform instructional practices and incorporate student voice <ul style="list-style-type: none"> ● PD should be research-based and based on recommendations from the committee. ● Should incorporate the New Student Information System ● Should incorporate PD on social and emotional well-being 	September 2016-May 2017	Administrators

End Result:

Instructional practices are in place to teach and measure student achievement of essential 21st century skills, and engage students in learning experiences aligned to an updated curriculum map.

Goal 1 -- Develop a set of Madison-specific core competencies based on college and career practices, 21st century skills, core values, etc.

Activity	Date of Completion	Responsible Individuals
Form working group to investigate current literature on 21 century skills implementation and assessment.	September 2015	Matthew Mingle
Working group meeting #1: <ul style="list-style-type: none"> Review existing research noted in action planning Study West Windsor-Plainsboro process for developing core competencies Develop a process for bringing in stakeholders to define the 21st century skills in student-friendly language that meets the needs of Madison 	October 2015	Working Group
Execute the process established by the working group <ul style="list-style-type: none"> The working group will establish the details and add them here after the meeting 	November 2015 - January 2016	Matthew Mingle
Communicate agreed-upon skills to Madison learning community through various means such as professional development, back to school nights, faculty meetings, newsletters, and social media.	January 2016 Professional Development Day (Martin Luther King, Jr. Day)	Administrators

Goal 2 -- Develop a scope and sequence that states how students achieve the Madison core competencies.

Activity	Date of Completion	Responsible Individuals
Working group meetings <ul style="list-style-type: none"> Identify current practices that address Madison's core competencies Review scope and sequence approaches used elsewhere to infuse 21st century skills Develop implementation plan <ul style="list-style-type: none"> Scope and sequence for each Madison core competency Interdisciplinary approach to competencies Curriculum revision process Oversight on infusion Explore capstone projects (multifaceted culminating experiences) once in each grade band (K-5, 6-8, 9-12) 	February - May 2016	Working Group
Professional development activities related to	May 2016	Administrators

development of scope and sequence	Professional Development Day	
Write scope and sequence for Madison core competencies	August 2016	Supervisors, Teachers

Goal 3 -- Design and infuse instructional practices and learning experiences in classrooms that achieve the Madison core competencies

Activity	Date of Completion	Responsible Individuals
Working group meetings: <ul style="list-style-type: none"> Identify current instructional practices and learning experiences that address Madison's core competencies Review scope and sequences that infuse 21st century skills Develop implementation plan Determine capstone project experiences to pilot 	September - October 2016	Working Group
Communicate agreed-upon instructional practices and learning experiences through various means such as professional development, grade group/department meetings, faculty meetings, etc.	Fall 2016	Administrators
Review K-5 capstone and develop experiences for MJS and MHS	Spring 2017	Working Group, Principals, Supervisors
Examine observation model for evaluation of teachers to reflect integration of Madison core competencies	Summer 2017	Administrators

Goal 4 -- Design and infuse ways to measure student achievement of the Madison core competencies

This goal will become part of the action plan for reviewing and updating grading and reporting practices.

Activity	Date of Completion	Responsible Individuals
Working group meetings <ul style="list-style-type: none"> Create or utilize an existing survey, measurement tool, and/or rubrics that measures Madison's core competencies 	Fall 2017	Working Group
Communicate agreed-upon measurement tools through various means such as professional development, grade group/department meetings, faculty meetings, etc.	Spring 2018	Administrators

End Result:

All students have opportunities to participate in learning experiences that go beyond the walls of the traditional classroom that are aligned to academic standards and 21st century skills, which allow students to explore, identify and pursue their passions.

Activity	Date of Completion	Responsible Individuals
Articulate vision and philosophy to all staff and stakeholders as to what “blended learning” means...what the goals are for blended learning in Madison; PD for teachers on how to best utilize blended learning in the classroom (i.e. learning value, utility, retain human interaction)	Ongoing 2015-2016 school year	Dr. Rossi, Matthew Mingle, Kristina Nicosia, Principals, Supervisors
Models of blended/extended learning; give teachers opportunities to use it, understand the options out there	October 2015 and ongoing throughout the year	Kristina Nicosia
Needs based analysis based on subject and/or grade level (i.e. through PLC)	November 2015	Teachers, principals, supervisors
GAFE Teacher Leaders pilot various learning experiences and share with colleagues.	Ongoing 2015-2016 school year; Summer 2016 Madison Teacher Academy courses	GAFE Teacher Leaders, Kristina Nicosia
<p>Working group conducts research about best practices related to learning experiences that go beyond the walls of the traditional classroom based on research and practice.</p> <ul style="list-style-type: none"> ● Coordinate with other strategic planning strategy teams ● Develop a list of promising practices for further investigation ● Pay specific attention to costs and staffing requirements including coordination of partnerships; inform budget development for 17-18 ● Identify existing efforts and explore reorganization of these programs under one umbrella ● Meet with leaders of community organizations 	September - December 2016	<p>Committee</p> <p>Possible make-up:</p> <ul style="list-style-type: none"> ● Reps from A-team ● Teachers ● Students ● Alumni ● BOE ● Business ● Higher Education
Study Board of Education policies related to credit accrual, internships, state graduation requirements, insurance requirements, etc. Work with the Policy Committee to amend pertinent policies to facilitate the expansion of learning experiences that go beyond the traditional classroom model.	September - December 2016	Policy Committee of BOE
Conduct site visits in schools where these practices are well established and evaluate what is seen on these visits relative to goals established by the working group.	November 2016 - February 2017	Committee
Create a proposal for learning opportunities for	February 2017	Committee

implementation.		
Articulate proposal with appropriate groups: <ul style="list-style-type: none"> ● Business office ● Facilities ● Board attorney ● Transportation ● Insurance ● Community groups 	March - June 2017	Committee
Develop guidelines for new and reimagined learning opportunities.	Summer 2017	Principals, Supervisors
Implement new and reimagined learning opportunities	2017 - 2018	Appropriate staff

End Result:

Grading and reporting practices reflect the academic standards and 21st century skills.

Activity	Date of Completion	Responsible Individuals
1. Talk with personnel from districts that use a model incorporating 21st century skills in the grading and reporting process (see End Result 1). Reach out to colleges/universities via Guidance as to how this will impact students heading to college.	January 1, 2017	Matthew Mingle, Brett Levine
2. Convene a group of stakeholders that includes administrators, teachers, parents, and students asked with recommending a new report card for all levels. Work toward developing same format and flavor for reporting between schools, specifically for the inclusion of 21st century skills across all grade levels.	March 15, 2017	Committee Possible make-up: <ul style="list-style-type: none"> ● Reps from A-team ● Teachers ● Students ● Alumni ● Parents
3. Examine other forms of assessment and reporting that involve students such as student-led conferences, portfolios, and self-evaluation. Coordinate efforts to examine online tools/software that may be useful in reporting/assessing student progress with Technology committee.	March 15, 2017	Committee
4. Communicate to teachers via professional development as to how the new philosophy may affect their day-to-day assessment and teaching. Provide professional development on any new grading practices and any new software that will be utilized. Provide samples of what new report cards or conferences will look like.	May 2017 & September 2017	Matthew Mingle, Supervisors
5. Communicate to parent community (workshops, sample report cards, newsletters, informational pamphlets, etc.).	September - December 2017	Principals
6. Manage implementation of new grading and reporting procedures to ensure they are being done consistently across classrooms.	September 2017 - June 2018	Principals, Supervisors

End Result:

A learner profile solution is in place that captures student learning through an individual learning progression and provides real-time feedback for teachers, helping to customize students' educational experiences to appropriately meet their academic needs and interests.

Activity	Date of Completion	Responsible Individuals
Form working group <ul style="list-style-type: none"> ● Include representatives various roles in the district (John, elem. principal, JS and HS guidance, secretary, elem. teacher, JS teacher, HS teacher, special ed teacher, HS principal, JS vice principal, HS student) 	July 2016	John LaPierre, Matthew Mingle
<ul style="list-style-type: none"> ● Conduct research about best practices related to learning experiences that customize students' educational experiences appropriately to meet their academic needs and interests based on research and practice. This group should include district and building administrators as well as teaching staff members. Pay attention to issues of scheduling and staffing in addition to what the research indicates. This research should be coordinated with information available through other strategic planning strategy teams. Develop a master list of promising practices for further investigation, such as mastery learning. An important focus of this step should be defining overlapping concepts such as personalization, individualization, customization, and differentiation. 	July - December 2016	John LaPierre, Matthew Mingle
<ul style="list-style-type: none"> ● Conduct site visits in schools where these practices are well established and evaluate what is seen on these visits in regards to the practices. For example, Middletown (NY) has a student-led approach to achieving established objectives using various technology tools. Pay attention to issues of scheduling and staffing in addition to observable classroom practices. 	July - December 2016	John LaPierre, New Director of Special Services
Working Group Final Product <ul style="list-style-type: none"> ● Determine what individual learning looks like at each grade level or in each setting and needs/wants for a learner profile (i.e. enhance human interaction, include demonstration, conferral, and/or portfolios) ● Determine needs/wants for a student-information system (i.e. user-friendly, standards-based) 	January 2017	Working group members

<ul style="list-style-type: none"> grading capability, etc.) ● Create rubric against which tools will be evaluated ● Share survey results with working group ● Share what tools are available, along with relevant information about each to capture student learning and progress based on research done ● Determine which vendors will present 		
<p>Research available tools to capture student learning and progress (student information systems and learner profile systems); create survey comparable school districts as to learner profile systems and/or student information systems</p>	<p>January - February 2017</p>	<p>Working group members</p>
<p>System Selection Process</p> <ul style="list-style-type: none"> ● Vendor presentations ● Conduct gap analysis with the current technology ● Determine if there is a student information system that also incorporates a learner profile component (if not, examine them separately) ● Evaluate each system against the rubric ● Select top two or three systems to further explore for either purpose (student information and/or learner profile) ● Determine districts that use the top two or three systems and plan site visits ● Select system(s) for implementation ● Develop an implementation plan ● Develop PD plan 	<p>March 2017</p>	<p>Working group members</p>
<p>Implement new information systems/learner profile tool</p> <ul style="list-style-type: none"> ● Provide PD for all stakeholders 	<p>September 2017 - June 2018</p>	<p>Working group members</p>
<p>Evaluate the tools and the implementation</p>	<p>June 2018</p>	<p>Working group members</p>

End Result:

A technology decision-making process is in place that meets curricular needs, promotes student achievement, creates and maintains a ubiquitous computing environment, and reflects a culture of collaboration while maintaining the human element of student and teacher interaction.

Activity	Date of Completion	Responsible Individuals
Articulate vision and philosophy to all staff and stakeholders as to what "blended learning" means...what the goals are for blended learning in Madison; PD for teachers on how to best utilize blended learning in the classroom (i.e. learning value, utility, retain human interaction)	Ongoing 2015-2016 school year	Dr. Rossi, Matthew Mingle, Kristina Nicosia, Principals, Supervisors
Develop mission statement of what "blended learning" means to us in Madison	August 2015	Administrative team
Models of blended/extended learning; give teachers opportunities to use it, understand the options out there	October 2015 and ongoing throughout the year	Kristina Nicosia
Needs based analysis based on subject and/or grade level (i.e. through PLC)	November 2015	Teachers, Principals, Supervisors
Form teacher task force for blended/extended learning	November 2015; meetings occur throughout the school year	Teacher volunteers, Dr. Rossi, Matthew Mingle, Kristina Nicosia, John LaPierre
Teachers from task force pilot activities; make presentation to faculty	Spring 2016	Administration Faculty, Kristina Nicosia
Evaluate and approve forms; establish reporting structure; establish tiered rubrics; create shared database for teachers	Summer 2016	Dr. Rossi, Kristina Nicosia, Administrators

End Result:

A system of continuing collaboration is in place to foster communications between facilities and all other district stakeholders.

Activity	Date of Completion	Responsible Individuals
Identify the participants for a comprehensive collaborative committee: <ul style="list-style-type: none">• Decide on mode and frequency of communication• How will concerns and ideas be vetted through this committee?	November 2015	Representative from each Strategic Planning Committee
Develop an ongoing, consistent calendar of regular meetings to support the various recommendations and project updates from year to year. <ul style="list-style-type: none">• During the first meeting each year. goals/projects should be reviewed• Last meeting of each year shall review prior year's projects and work on schedule for next year's goals/projects	December 2015	Wayne Desjadon
Implement an online system of technology to allow sharing of information, updates, ideas, etc. <ul style="list-style-type: none">• This may include, online web posting, newsletters, etc.	June 2016	Group

End Result:

Recommendations from a security audit are utilized throughout the district.

Activity	Date of Completion	Responsible Individuals
<p>District Security Committee will meet with representatives from the Facilities Strategic Planning Committee to establish communication protocols between the two groups and discuss priority list for 2015-2016 school year.</p> <ul style="list-style-type: none">• The proposed projects for the 2015-2016 school year will be communicated to district leadership for BOE approval/bidding process.	August 2015	District Security Committee, Facilities Strategic Planning Committee Representatives
<p>A list of yearly goals/projects will be created for years 2 through 5 at the second bi-annual meeting of the District Security Committee meeting (annually)</p> <ul style="list-style-type: none">• The district security priority list will include the recommendations of the committee, via a shared document with all stakeholders.• A recommended list of projects requiring BOE approval/bid process will be communicated to district leadership.	February/Annually	District Security Committee
<p>Bi-annual District Security Committee meetings will address changes in district security priorities, new trends to school security, and updates to year 2 - 5 project list.</p>	Ongoing	District Security Committee

End Result:

Implement district wide improvement plan utilizing information gathered from local government energy audit (LGEA) to support the 21st century classroom

Activity	Date of Completion	Responsible Individuals
Identify the people necessary to complete and submit audit application: <ul style="list-style-type: none">● Seek board approval to complete and submit application for district assessment.	January 2016	Wayne Desjadon, Gary Lane
Review findings from audit and meet with committee to outline recommendations. <ul style="list-style-type: none">● Fit recommendations on calendar for years 2-5 with consideration for budget.	September 2016	Group
Implement projects set forth in plan: <ul style="list-style-type: none">● Implementation should include reviewing projects with facilities committee for approval (board approval where necessary)● Putting projects out to bid and seeing through to completion.● Providing updates through chosen portal of communication as created in action plan 1.	Ongoing	Group

End Result:

The Madison School District utilizes a comprehensive budget making model based upon an annual needs assessment to include current and proposed programs which aligns with the strategic plan and drives human resource allocation.

Activity	Date of Completion	Responsible Individuals
Develop budget time-line	November 2015	Gary Lane, Dr. Rossi, Finance Committee, State Department of Education Budget Requirements
<ul style="list-style-type: none"> ● Develop budget process model/flowchart ● Review forms; modify as necessary ● Identify pertinent players to be included in the process ● Develop proposal process and forms for new spending initiatives, including a cost analysis component 	December 2015	Gary Lane, Dr. Rossi, Finance Committee
Develop budget “primer” for participants	December 2015	Gary Lane, Dr. Rossi, Finance Committee
Establish capital project development and approval mechanism which includes financing component	April 2016	Gary Lane, Dr. Rossi, Finance Committee, Building and Grounds Committee

End Result:

The Madison School education learning community embraces and understands the new financial culture and decision making process and the fiscal constraints facing the district.

Activity	Date of Completion	Responsible Individuals
Identify critical members/groups of the Madison Educational Learning Community	September 2016	Gary Lane, Dr. Rossi, Board of Education
<ul style="list-style-type: none"> ● Develop strategies to outreach to the Madison Educational Learning Community ● Develop/identify methods to implement strategies 	December 2016	Gary Lane, Dr. Rossi, Finance Committee, Board of Education,
<ul style="list-style-type: none"> ● Determine opportunities and develop methods to imbibe the concept of financial impact as integral to all decisions district-wide ● Create understanding that all administrators will be accountable for financial integration within their areas of responsibility 	Budget Season 2017	Gary Lane, Dr. Rossi, Administrators

End Result:

Innovative tactics to drive/establish sustainable alternative revenue streams have been determined and implemented.

Activity	Date of Completion	Responsible Individuals
Review: <ul style="list-style-type: none">• What is working in our district (district programs)• What is working in other districts• What programs are being run in our district by outside groups	Fall 2017	Gary Lane, Business Office Staff
Investigate: <ul style="list-style-type: none">• What needs/programs can we potentially meet/develop, at a profit, considering our facilities• What programs are being run, in our buildings by outside groups-determine potential profitability if run in-house	Spring 2018	Gary Lane, Dr. Rossi, Finance Committee, Board of Education, Administrators
Develop plan for implementation for potential revenue generating programs/activities	June 2018	Gary Lane, Dr. Rossi, Administrators
Implement plan for potential revenue generating programs/activities	2018-2019 school year	Gary Lane