

# **NEWARK PUBLIC SCHOOLS STRATEGIC PLAN 2008-2010**

## **Three Year Priorities Report**

Revised 1/30/08

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***(Please refer to separate document for Strategic Plan: Appendices)***

**NEWARK PUBLIC SCHOOLS THREE YEAR STRATEGIC PLAN**  
**SY 2007 - 2008 – SY 2009 – 2010**  
**THREE YEAR PRIORITIES PLAN**

The Newark Public Schools has developed a Strategic Plan based on its four district goals:

- **Improve student achievement;**
- **Develop student moral and social responsibility;**
- **Enfranchise community and empower parents;**
- **Structure the organization to be efficient, effective, and aligned with the district's mission.**

Since the 2000 - 2001 school year, these goals have informed the work of the all district educational and support operations with measured success. Student achievement levels in literacy and mathematics at all levels have increased. At the elementary level, the increases are significant. In seven years, fourth grade mathematics student achievement (achievement has been measured at fourth grade only since 2000) has doubled from thirty-three percent (33%) of students proficient in 2000 to seventy-six percent (76%) proficient in 2007. In six years, fourth grade literacy student achievement has risen from fifty-one percent (51%) in 2001 to seventy percent (70%) in 2007.

At the eighth grade level, student achievement in literacy was forty-seven percent (47%) in 2000 and sixty-one percent (61%) in 2007. Mathematics achievement in 2000 was twenty-one percent (21%) in 2000 and has now risen to forty-four percent (44%), an area where, although growth has occurred, achievement has not reached the half way mark of 50%. Grade Eight Performance in Science has doubled from twenty-eight percent (28%) proficient in 2000 to fifty-seven percent (57%) proficient in 2007.

This is the second year that the newly developed English Language Learner assessment – ACCESS – has been administered. It is also significant to note that the English Language Learner subgroup exceeded Abbott districts in grades three, four, and eight; and exceeded state averages in literacy at all grade levels: 3 – 11. They matched or exceeded other Abbott district and the state in mathematics at all grade levels except grade 8. We attribute the levels of performance to the use of Sheltered Instructional Observation Practices (SIOP) throughout all ESL classes.

High school achievement levels also have shown significant increases over the past five years: sixty percent (60%) were proficient in literacy in 2002 and seventy-percent (70%) were proficient by 2007. Thirty-two percent were proficient in mathematics in 2002 and forty-six percent (46%) were proficient in 2007. More remarkable for high schools though is the graduation rate, calculated by comparing the number of entering freshmen to the number of graduating seniors. Ten years ago in 1997, less than half of the entering freshmen, only forty-six percent (46%), graduated four years later. In 2007, seventy-nine percent (79.8%) of entering freshmen graduated four years later, well exceeding the national average for urban school districts.

As a result of these significant student achievement trends, the district is closing the achievement gap between other Abbott districts and the state average. It is in this culture of achievement that its goal of increasing student achievement by six percent (6%) at all grade levels, and all content areas, is set for all grade levels. Additionally, the goal for 2008 is to reach a high school graduation rate of 82% with a reduction of at least 10% in the number of students who graduate through the SRA process.

During the 2006-07 school year, three comprehensive educational audits were conducted by three different external teams. The New Jersey Single Quality Assessment Continuum examined district operations in five areas: Assessment, Curriculum and Instruction, Governance, Operations, Human Resources, and Fiscal Operations. The Council of the Great City Schools conducted an education audit with a Strategic Support Team that examined Curriculum, Instruction, Assessment, using tools that assess urban school systems. The final audit was conducted by the Collaborative Assessment and Planning for Achievement (CAPA) team which visited twenty-eight (28) schools which failed to reach NCLB Adequate Yearly Progress (AYP) Goals. The CAPA report provided explicit recommendations for the district to support these schools. After careful study and analysis of these audits, the executive staff developed the Strategic Plan as a response to the key significant findings revealed in the documents.

The Strategic Plan is based on a logic model (see page 4) that describes the conditions under which schools operate. Yet, it is expected that these conditions will present challenges and opportunities for unique solutions rather than obstacles to reaching our goal of six percent (6%) growth. It also incorporates the recommendations from three key audits conducted during the 2006-07 school year. Utilizing these converging conditions and recommendations, the plan identifies conditions, resources, activities, outputs, and short and long term outcomes that commitment to implementation of the Strategic Plan will produce within the next three years. At the school level, the conditions include 1) teacher vacancies in the critical content areas of mathematics and science; 2) the need to increase use and analysis of data to transform classroom practices and meet the individualized needs of all student subgroups; 3) varying of teacher content knowledge and pedagogy; 4) the need to raise teacher expectations and the level of rigor in all classrooms

so that students are challenged to work hard and put forth their best effort. There is also the challenge to the district to ensure that its model curriculum, as judged by external auditors, is implemented with fidelity and that it monitors alignment of classroom instruction to the NJCCCS. The district must also respond with a sense of urgency to gain a competitive edge recruiting teachers, and direct more resources to its low performing schools so that they meet NCLB progress goals.

This Strategic Plan provides specific action steps the district intends to direct its work over the next three years – 2007-08 through the 2009- 2010 school year. Each action step is research-based and proven to produce results when use with fidelity, depth of understanding, and consistent adherence to the strategy. Primarily, the use of data analysis to inform instructional practice demands high level of access to student databases, tracking of results of periodic benchmarking assessments, aggressive and frequent monitoring of results, vertical and horizontal articulation and collaboration of teachers to ensure curriculum alignment at the classroom level, classroom embedded professional development that gives immediate feedback, coaching, and assurance that curriculum delivery is differentiated and engaging. It requires teacher study groups to design exemplary lessons, use of student work protocols, prepare differentiated learning environments that support the needs of all learners, and to develop interdisciplinary units of study that allow students to connect and apply learning to real world problems. Principal leadership practices that focuses on instructional coherence and the use of technological management tools to manage and monitor instruction with timely access.

This Strategic Plan sets the direction for the Newark Public Schools for 2007-08 through 2010. These are the priorities that have provided the focus for the past and will guide the district for its continued future progress:

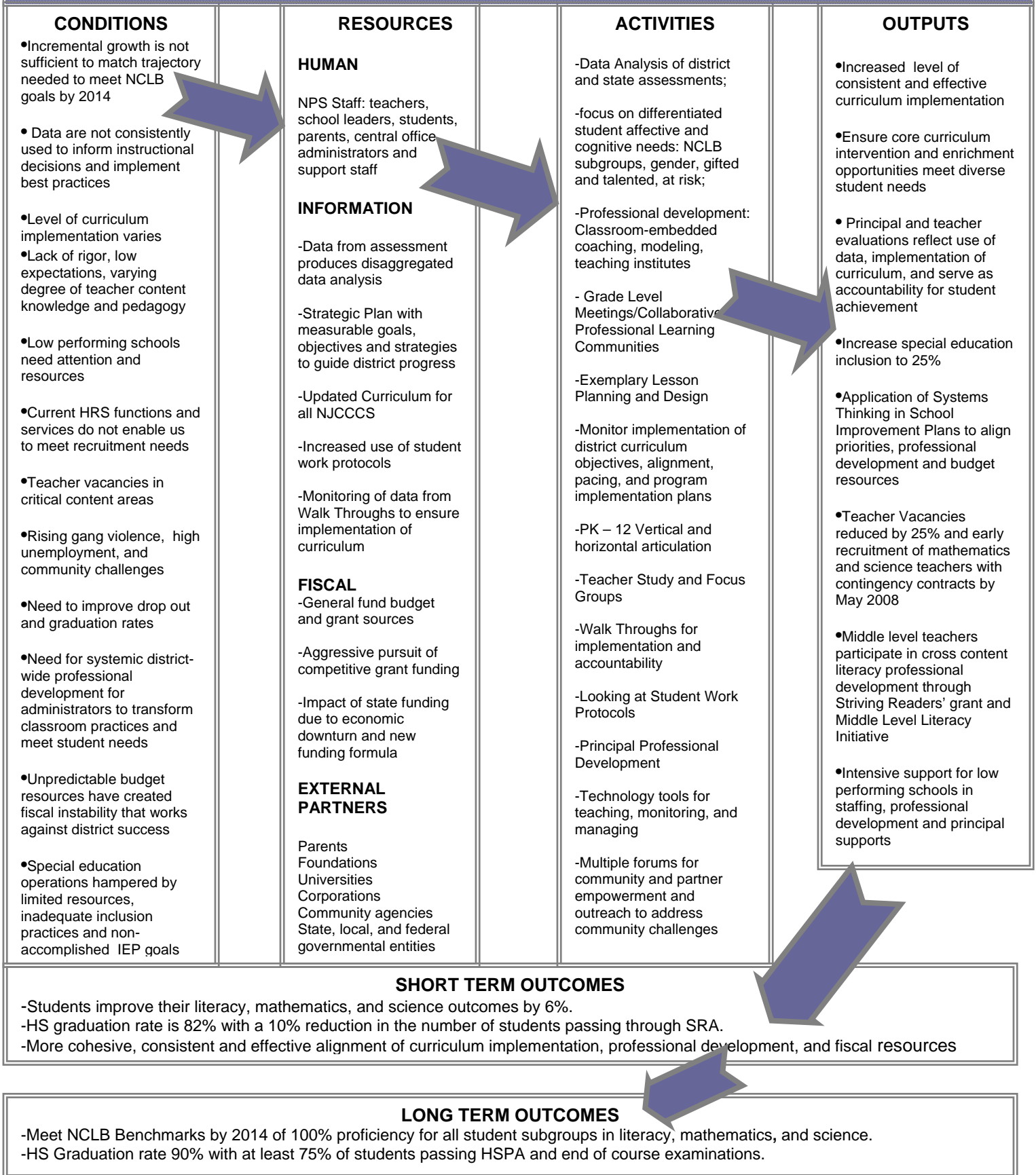
- **Improve student achievement;**
- **Develop student moral and social responsibility;**
- **Enfranchise community and empower parents;**
- **Structure the organization to be efficient, effective, and aligned with the district's mission.**

These are ambitious goals but they are not impossible goals. Given sufficient and adequate resources – human, information, fiscal and partnerships – the district has aligned its work, mobilized its constituencies. It has stretched its fiscal sources, and looked to the expertise of partners to aggressively tackle and overcome each condition that it can control with creativity and purpose. It is our intent to exceed our reach, and raise student achievement with the attached cohesive and strategic plan of action. The intent is that less is more, thus, there are only four goals with limited prioritized objectives identified by every central office and school.

# Newark Public Schools Strategic Plan

## Logic Model

**Objective:** To improve student achievement on state assessments in Literacy, Mathematics and Science



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**GOAL 1:** Improve student achievement (increase district performance on state assessments by an average of 6%)

**OBJECTIVE 1:** Ensure that all district curriculum is research based, aligned with the NJCCCS, addresses instructional rigor, and is consistently and effectively implemented.

**STRATEGY 1:** Provide a process for the ongoing review and revision of district curriculum and assessments that utilizes data analysis, reflecting current research and findings/recommendations from audits (NJQSAC, CAPA, CGCS, etc.)

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
<b>1.1 Analyze data generated/provided by the Office of Planning, Testing, and Evaluation, district diagnostic and interim assessments and performance assessments for grades 3 through 11, and state-mandated exams to identify student/teacher/curricula areas needing improvement and ensure alignment with NJCCC. CAPA CGCS #33, 37, 38, and 41 NJQSAC I/P A7, I/P A8a, and I/P A12b</b>	Office of Planning, Testing, and Evaluation  Offices in Teaching and Learning  LAL/Math Coaches  Lead Science Teachers  Teachers	District performance data for state-mandated exams, midyear and final exams, and district-generated diagnostic interim assessments OPET Content discipline standards	Agendas and minutes from grade level meetings Small Learning Community meetings District state assessment results PDAs District Curriculum	On- going
<b>1.2 Conduct an alignment analysis/curricula map, including test data, to identify existing gaps between elementary and high school science, literacy, math and social studies curriculum materials and NJCCCS. Revise curricula documents if necessary. CAPA CGCS # 11, 12, 13, 28 and 63 NJQSAC I/P A10b</b>	Department of Teaching and Learning	Directors and Supervisors in Teaching and Learning Department Chairs SLTs RTCs OPET	Gap Analysis Revised Curriculum Guides	September 2007 to June 2008

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Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
<b>1.3 Assist and provide support to administrators and school staff in the preparation, interpretation and distribution of data as it relates to instruction and intervention, including the quarterly reports, long term school by school data, as well as trends and implications for practice.</b> <b>CAPA CGCS # 4, 40 and 41</b> <b>NJQSAC I/P A12a</b>	OPET SLTs Offices of Teaching & Learning Special Programs	Office of Teaching and Learning OPET	Customized School Evaluations Quarterly Reports	September 2007 to June 2008
1.4 Examine how the decision making process is informed by multiple sources of student data from the administrators' and teachers' perspective.	Assistant Supts. SLT's Staff Principals	Teaching & Learning and its various offices OPET	Reduction in student interventions Student graduating via the SRA process	On-going
<b>1.5 Revise curricula documents to include sample lessons illustrating how instructional components are integrated within units and meet the needs of all learners (Special Ed, ELL, Gifted and Talented).</b> <b>CGCS #15, and 19</b>	Offices of Teaching and Learning Office of Gifted & Talented Special Education Special Programs	Offices of Teaching and Learning Office of Special Education Gifted & Talented	Revised Curricula Documents	September 2007 to June 2008
1.6 Facilitate curriculum guide overviews/ workshops for teachers and administrators on newly revised and adopted guides.	Office of Teaching and Learning SLTs	SLTs Directors Supervisors RTCs Department Chairs	Agendas Minutes Attendance RTC logs	On- going
<b>1.7 Improve teachers' ability to critically select, analyze, and implement a variety of primary documents and resources embedded in NPS's district curricular documents; design inquiry - based lessons that enhance students' abilities to analyze issues and draw conclusions based on their inquiry.</b> <b>CAPA NJQSAC I/P A12A</b>	Office of Teaching and Learning SLTs	Directors Supervisors RTCs Department Chairs SLTs	Lesson Plans Assessment Data	On - going

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%)

**Objective #1:** Ensure that all district curriculum is research based, aligned with the NJCCCS, addresses instructional rigor, and is consistently and effectively implemented.

**Strategy #2:** Provide training for both curriculum writers and instructional staff in the alignment of curriculum to standards.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
2.1 Conduct summer orientation for curriculum writers to ensure consistency, fidelity and clarity.  <b>CGCS # 28</b>	Staff Development T & L SLTs	Curriculum RTCs Supervisors	Completed Curriculum Documents Agendas	Summers
<b>2.2. Provide training and on-going support to administrators, resource teacher coordinators, coaches, and teachers in the use of curriculum guides and pacing guides to monitor instructional practices.</b> <b>CAPA</b> <b>CGCS 31, 34 and 35</b> <b>NJQSAC I/P B2, I/P A9a, I/PA10a</b>	SLTs Offices of Teaching and Learning Educ. Services Special Programs	NJCCCS Curriculum Guides ABACUS Research	Guides Teacher Evaluation Student Performance Agendas Meeting Minutes	On - going

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%)

**Objective #1:** Ensure that all district curriculum is research based, aligned with the NJCCCS, addresses instructional rigor, and is consistently and effectively implemented.

**Strategy #3:** Ensure high quality instruction by establishing high standards for effective lesson design, observation of lessons, and adherence to the written curriculum utilizing a uniform district lesson format.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
3.1 Initiate uniform lesson plan format that includes feedback and incorporates elements of effective lesson planning and aligns to teacher observation instrument. CAPA	SLTs Principals Teachers	Department of Teaching and Learning District Website	Lessons Plan Feedback Forms	On - going
3.2 Provide professional development for teachers and administration to ensure high quality lessons use of intervention models and adherence to the curriculum. CAPA CGCS #27	SLTs Department of Teaching and Learning	RTCs Department Chairpersons Curriculum Guides Teaching and Learning	Agendas of grade level meetings –SLC meeting Attendance Professional Days	On - going
3.3 Develop sample lesson plans incorporating adaptations for ELL, Special Ed and Gifted learners, which demonstrate the integration of instructional components and differentiation of instruction. CAPA CGCS #19 NJQSAC I/P A12a, I/P A12d, I/P A12e, and I/P C4	Director Supervisors RTCs Spec. Education Literacy RTCs, Coaches, Department Chairs	Curriculum Guides and District Lesson Plan Format Principals	Visitation Logs Teachers’ Lesson Plans Staff Schedules	On – going
3.4 Provide opportunities for teachers to examine lesson plan exemplars designed by colleagues in grade level or department meetings to attain levels of rigor and close the achievement gap. CGCS #15 NJQSAC OPER DID	Directors Supervisors RTCs SELRTCs Coaches Department Chairs	Directors Supervisors RTCs SELRTCs Coaches Department Chairs	Teacher-made lesson plans Walk-Throughs Student work	Fall 2007- Spring2008
3.5 Continue to provide professional development for Principals, Vice Principals & Department Chairpersons on instructional observations. CAPA	SLTs Office of Staff Development	Offices of Teaching and Learning Office of Staff Development	Teacher Observation Instrument Walk Throughs	Monthly Principals/ Vice Principals’ Meetings

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**Goal #1:** Improve Student Achievement (Increase district standardized test scores by an average of 6%)

**Objective #1:** Ensure that all district curriculum is research based, aligned with the NJCCCS, addresses instructional rigor, and is consistently and effectively implemented.

**Strategy #4:** Ensure high quality delivery of instruction, implementation and fidelity to the district curriculum by utilizing district designed walk-through protocols.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
4.1 Conduct periodic walk - throughs based on school performance with an established protocol. <b>CAPA</b>	SLTs Staff RTCs Teaching and Learning	NPS Walkthrough Protocol Math, Literacy, Science CAPA Team	Checklist and Feedback Reports	On - going
4.2 Schedule/Facilitate teacher workshops related to differentiated instruction, content process, and product as it relates to Special Learners: (ELL, Special Ed., Gifted and Talented). <b>CAPA</b>	Superintendent Department Chairpersons Office of Teaching and Learning Special Education Staff Development Director, Gifted and Talented Special Programs	Previously developed training materials designed to expedite classroom usage of differentiated strategies.  Web-based resources on differentiated lessons.  Assisted Technology NJCCCS Search Engine  RTCs  Office of Special Education	Meeting notes Agendas Attendance sheets Lessons plans Teacher Observation Instrument	On - going
<b>4.3. Provide principals and administrators with clearly articulated indicators of quality instruction that should be observed when following walk-through protocols.</b> <b>CAPA</b> <b>CGCS #32</b>	SLTs Principals Office of Teaching and Learning Special Programs	Department Chairperson RTC Coaches Walk Through Protocols Implementation Guides Agenda	Visitation Logs Schedules Classroom Walkthroughs	Fall 2007- Spring 2008

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
<p>4.4 Implement walk-through protocol so that principals and SLTs conduct instructional observations, monitor curriculum implementation, and determine evidence of student work at the required levels of rigor.</p> <p><b>CAPA</b></p>	<p>Offices of Teaching and Learning SLTs Principals Office of Instructional Staff Development</p>	<p>Teacher Observation Instrument Implementation Guidelines Framework for Accountability (Daniels) Student Work Protocols NJCCCS</p>	<p>District Walk-through Protocol Student Work Protocols Teacher Observation Instrument</p>	<p>On - going</p>
<p><b>4.5. Define clearly for teachers what to teach, in what sequence, and at what levels of rigor, ensuring the NJCCS Cumulative Progress Indicators are the objectives of lessons.</b></p> <p><b>CAPA</b> <b>CGCS #16</b></p>	<p>SLT's Principals Office of Teaching and Learning Special Programs</p>	<p>Curriculum Guides – K-5, 6-8, 9-12; District Walk-through Protocol; Implementation Guidelines Agendas</p>	<p>Classroom observations Lesson plans Student work Teacher evaluations Student achievement data</p>	<p>Fall 2007- Spring 2008</p>

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**Objective #1:** Ensure that all district curriculum is research based, aligned with the NJCCCS, addresses instructional rigor, and is consistently and effectively implemented.

**Strategy #5:** Provide mentoring, coaching, modeling, and sustained support for administrators and instructional staff in developing and implementing effective instructional practices that reflect higher order thinking skills.

Action Steps	Person/Office Responsible	Resources	Documentation/Evaluation	Time Line
<p>5.1 Provide professional development, grade level meetings, common planning time, department meetings, mentoring, coaching and classroom support for teachers in order to deepen their content knowledge and pedagogical skills.</p> <p><b>CAPA</b></p>	SLT's Principals Teaching & Learning Offices Department Chairs Resource Teachers Coordinators Coaches Teachers Office of Extended School Day Programs Office of Instructional Staff Development Educational Services Office of Special Prog.	National Professional Standards for all content disciplines OPET Audit Reports Lesson Plans RTCs Department Chairs District/State Assessment Data	District/State Assessment Results Teacher Evaluations Walk Through Summaries Agendas Attendance Student Work analyses PSAT/SAT/AP Enrollment & Results	On-going
<p><b>5.2 Conduct training sessions and professional development for principals, Department Chairs, RTCs, Content Area Supervisors, Vice Principals to deepen content knowledge pedagogy, and best practices so that their observations, conferences, feedback to teachers reflects attention to critical thinking, higher order questioning and performance - based outcomes for students. CAPA</b></p> <p><b>NJQSAC I/P C1C, I/P A10A, I/P A10B</b></p>	SLT's Offices Teaching & Learning Office Special Programs Educational Services Office of Instructional Staff Development Educational Services	OPET Department Chairs RTCs Offices of Teaching & Learning Office of Special Education Office of Gifted & Talented Curriculum Implementation Guidelines Prof Standards for Admin.	Lesson Plans/Feedback Grade Level Meetings/Small Learning Community Meetings/ Department Chair Meetings Teacher Evaluations Adm. & Teachers PIPs PGPs	On-going

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
<p>5.3 Utilize motivational resources to extend information, knowledge, exposure, background, and engagement for the application of content knowledge through extended classroom experiences, school-to-career experiences, internships, after school programs for all students. <b>CAPA</b></p>	<p>Department of Teaching &amp; Learning SLTs Educational Services Transportation Ext Schl. Day Prog. STCCI Safe &amp; Drug Free Schools</p>	<p>Fiscal Offices Community/Cultural/Civic Institutions</p>	<p>Student/Teacher feedback District/State Assessment Data Activity Assessment Forms Students Presentations Attendance Student Work Analysis</p>	<p>On-going</p>

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**Goal #1:** Improve Student Achievement (Increase district standardized test scores by an average of 6%).

**Objective #1:** Ensure that all district curriculum is research based, aligned with the NJCCCS, addresses instructional rigor, and is consistently and effectively implemented.

**Strategy #6:** Review all evaluation procedures and instruments to ensure that they reflect use of data and current district goals and curriculum.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
6.1 Review and analyze results of quarterly Progressive Data Analyses with principals and school instructional teams, focusing on factors impacting upon improving instruction and fidelity to curriculum implementation.  <b>CAPA</b>	SLTs Principals School level Instructional Team	Progressive Data Analysis District Assessment, Data Feedback Reports OPET Department of Teaching & Learning CAPA Reports Lesson Lab Reports	Progressive Data Analysis SLT Assessments Lesson Plans Coaches Logs Grade Level Meetings Agendas & Minutes Common Planning Time Agendas & Minutes Department Chairs Agendas & Minutes	On-going
<b>6.2 Revise current personnel evaluation instruments to reflect district goals-implementation of curriculum and pacing; include recommendations from audits, and ensure PIPs and PGP incorporate recommendations for improvement, monitoring of personnel, maintenance, and growth. CAPA CGCS #7, 8, and 10 NJQSAC I/P C4</b>	Executive Assistant Educational Services SLTs Assistant Superintendents	Recommendation from NJQSAC, CAPA, GGCS ISLIC Standards Office Instructional Staff Development	Evaluations PIP Plans PGP Plans	2007-2008
6. 3 Meet with ETS/Observation Committee to revise existing procedures & Instruments related to the teachers' evaluation processes and explicitly assess teachers on the implementation of curriculum. <b>CGCS #9</b>	Director Staff Development Observation Committee	Curriculum Statements, District Goals and Data Sources	Agenda, Attendance, Minutes	October 2007

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**Goal #1:** Improve Student Achievement (Increase district standardized test scores by an average of 6%).

**Objective #2:** Prioritize district-wide professional development focusing on areas critical to student achievement.

**Strategy #1:** Develop a district wide strategic professional development plan that includes district priorities, curriculum, accountability requirements, and evaluation tools and procedures

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
1.1 Convene ELPDC to incorporate recommended areas from audits into district wide Professional Development Plan; e.g., district priorities, pacing guides and accountability requirements. Adhere to DOE guidance for the development of the Professional Development Plan ensuring stakeholder representation and input. <b>CGCS #23</b>	Office of Instructional Staff Development Educational Services SLTs Principals ELPDC	Department of Teaching & Learning Principals SLC Professional Development Chairperson NTU Building Representative	Meeting Agendas Attendance Sheets	On-going
1.2 Develop the district Professional Development Plan as a Collaboration among content directors, principals, professional development staff, Planning Evaluation and Testing Office, teachers, and bargaining unit. <b>CGCS #23 &amp; 24</b>	Office of Instructional Staff Development Educational Services	OPET Department of Teaching & Learning Special Programs SLTs Principals Teachers NTU	Professional Dev. Plan District Professional Development Calendar Prof. Dev. Agendas Prof. Dev. Eval. Reports Walk Through Teacher Evaluations	Fall 2007- Spring 2008
<b>1.3 Continue using district identified staff development days and professional development calendars to train teachers in effective instructional strategies with planning &amp; evaluation input from all stakeholders. CAPA CGCS #25 NJQSAC Oper6B, OperD4b</b>	SLTs Directors Supervisors RTCs Coaches Department Chairs Principals Offices of Teaching & Learning Special Programs	Curriculum Guides Consultants University Professors OPET Professional texts	Workshop Materials Agendas Student work Classroom visitations Logs Attendance Evaluations	On-going



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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
<p><b>1.4 Continue partnerships with universities, agencies, and institutions that support professional development initiatives designed to address specialized needs and low performing schools funded through grants and other external/internal resources; e.g. Striving Readers for middle level grades</b>  <b>Safe Schools/ Healthy Students</b>  <b>National Writing Project</b>  <b>NUA</b>  <b>NSF- Math and Science Initiatives</b>  <b>Teaching American History</b>  <b>Perkins Grant</b>  <b>Character Education</b>  <b>21<sup>st</sup> Century Schools</b>  <b>Pharma Research</b>  <b>Curr. Mapping for Interdisc. Projects</b>  <b>New Teacher Induction Programs</b>  <b>CAPA- CGCS #60</b></p>	<p>Office Of Grants  Offices of Teaching &amp; Learning  Special Programs</p>	<p>Universities  Foundations  OPET  External Evaluators  Principals  Teachers  Students</p>	<p>Grant Evaluations  Teacher Evaluations  Student Proficiencies</p>	<p>On-going</p>
<p><b>1.5 Review and Revise curriculum/pacing guides to ensure inclusion of differentiated instructional strategies and particularly intervention strategies related to needs of special learners to move low performing schools and students toward higher levels of achievement:</b></p> <ul style="list-style-type: none"> <li>• <b>Low Performing Students</b></li> <li>• <b>ELL</b></li> <li>• <b>Special Education</b></li> <li>• <b>Gifted &amp; Talented</b></li> <li>• <b>At Risk Students</b></li> </ul> <p><b>CAPA - CGCS #5, 20, 21, 22, and 56</b></p>	<p>Department of Teacher &amp; Learning  Special Programs  Office of Safe &amp; Drug Free Schools  SLTs</p>	<p>Curriculum Guides  RTCs  Department Chair  Gifted &amp; Talented Director  Office of Bilingual Ed.  Office of Spec Ed.  Guidance</p>	<p>Revised Guides  Meeting agendas  minutes &amp; attendance  State Assessment  Results for these subgroups</p>	<p>On-going</p>

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
1.6 Support and expand gifted and talented program K-12 through commitment to NJAC.6A:8, including multiple measures for identification, and high standards of rigor. <b>NJQSAC I/P D3a, b, c, and 3d</b>				
<b>1.7 Conduct a district evaluation of professional development programs, initiatives and activities and their productive use by examining the correlation between types of activities and student achievement. CAPA CGCS #43, and 45</b>	SLTs Office of Planning, Eval. & Testing	Department of Teaching & Learning Special Programs Principals Teachers NTU	Evaluation Reports Feedback from Stakeholders	On-going
1.8 Compile a comprehensive list of all intervention programs offered in the district and develop a process that allows the list to be updated regularly.	Office of Planning, Eval. & Testing Office of Spec. Educ. Offices of Teaching & Learning SLTs	Grading & Promotion Guidelines Department of Teaching & Learning Special Programs	Comprehensive list of Intervention programs	On-going

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**NEWARK PUBLIC SCHOOLS  
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**Goal #1:** Improve Student Achievement (Increase district standardized test scores by an average of 6%).

**Objective #2:** Prioritize district-wide professional development focusing on areas critical to student achievement.

**Strategy #2:** Provide high quality systemic professional development at the district and school levels on differentiated instruction, designing model lessons, analyzing student work, technology integration, research-based assessments, and best practices.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/Evaluation</b>	<b>Time Line</b>
2.1 Collaborate with Content area directors instructional leaders, professional development staff, Planning, and monitoring of the district-wide professional development plan.	Gifted & Talented Special Programs Offices of Teaching and Learning SLTs	District-wide Professional Development Plan Tech Coordinators	Meetings RTCs Coach Logs	On-going
2.2 Provide professional development and support for classroom teachers at the district, SLT, school, and classroom levels for designing lessons, differentiated instruction analyzing student work, integrating technology, conducting research-based assessments, and best practices for all Pre-K-12 staff.  <b>CAPA</b>	Office of Instructional Staff Development SLTs Principals Departments of Teaching & Learning Special Programs Department Chairs Resource Teachers Coaches Lead Science Teachers Teachers	FOSS & STC Module Programs NJCCCS National Standards NJ Test Specifications District Curricula WestEd Annenberg Inst.	Teacher Evaluations RTCs and Coaches logs	Sept 2007- June 2008
2.3 Integration of all technology that supports differentiated instruction by identifying/strengthening teacher knowledge of how to use those resources which support identified student needs for reinforcement or enrichment. <b>CAPA</b>	Gifted & Talented Special Programs Offices of Teaching and Learning SLTs	District-wide Professional Development Plan Tech Coordinators	Meetings RTCs Coach Logs	On-going

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
<p>2.4 Provide follow-up support at the classroom level ensuring the implementation of professional development activities and the exhibition of exemplars of performance to ensure a more positive performance.</p> <p><b>NJQSAC I/P D4e</b></p>	<p>SLTs Principals Department Chairs Resource Teachers Coaches &amp; Lead Science Teachers</p>	<p>Departments of Teaching &amp; Learning &amp; Special Programs Implementation Guidelines Office of Inst. Staff Dev. Principals</p>	<p>Teacher Evaluations RTCs Logs District State Assessment Results</p>	<p>On-going</p>
<p><b>2.5 Develop new lesson plan format, to ensure understanding and implementation so that model lesson plans can be shared across the district.</b></p> <p><b>CAPA</b> <b>CGCS #19</b> <b>NJQSAC I/P CIA; I/P CID</b></p>	<p>Office of Teaching &amp; Learning</p>	<p>SLTs Offices of Teaching &amp; Learning Lesson Plan Committee Principals Teachers NTU Office of Inst. Technology</p>	<p>Lesson Plans Model Lessons</p>	<p>On-going</p>
<p>2.6 Conduct case studies of consistently high performing schools (or schools showing consistent improvement), selecting one school from each SLT. Examine its PD activity, the way PD assignments are made and tracked and the way interventions are planned for duplication of model.</p>	<p>Office of Planning, Eval. &amp; Testing SLTs</p>	<p>Departments of Teaching &amp; Learning CAPA State Assessment Data</p>	<p>Customized Evaluations PD Data Teacher Survey Intervention Tracking Reports</p>	<p>On-going</p>
<p>2.7 Include training “Datawise” cohort gap analysis using classroom assessments to support the alignment between closing the gaps in student achievement and closing gaps in teacher content knowledge.</p>	<p>Office of Planning, Eval. &amp; Testing</p>	<p>Planning, Eval. &amp; Training Staff</p>	<p>Modules in PD Calendar</p>	<p>On-going</p>
<p><b>2.8 Identify individuals qualified to provide professional development. Reinstate Teaching &amp; Learning Institutes for teachers. Publish district wide calendar of professional development offerings in identified areas of teacher needs, inclusive of the after school professional development needs of new teachers. CGCS #63</b></p>	<p>Office of Instructional Staff Development Assistant Superintendent Teaching &amp; Learning Directors</p>	<p>Department of Teaching &amp; Learning Teachers Supervisors</p>	<p>Teaching and Learning Institute Proposals Course Content Evaluations Catalog of Institute Courses</p>	<p>On-going</p>

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
<p>2.9 Prepare high school staff for American Diploma Project- end of course examination by providing professional development to Science chairs and teachers on the content and context of the End of Course Biology test, inclusive of creating multiple choice and open-ended questions and sample prompts. <b>CGCS #63</b></p>	<p>Office of Science Science Department Chairs Science Classroom Teachers</p>	<p>Office of Science Education Instructional Staff Science Chairs DOE Biology Specifications OPET Identified Biology Teachers as Trainers and Lead Biology Teachers at each High School</p>	<p>Revised Biology Curriculum assessments and Attendance Workshop Agendas Creation of EOC type questions and prompts</p>	<p>On-going</p>
<p>2.10 Train 6-12 teachers in the content/pedagogy of the Teaching American History grant by providing professional development opportunities.</p>	<p>Social Studies Supervisor American History Grant Manager National Council for Social Studies education Gilder Lehrman Institute</p>	<p>Material and resources provided by Social Studies Professional development organizations (i.e. Rutgers University, National Council for social Studies educations, Gilder Lehrman) Grant for American History</p>	<p>P.D. agendas/sign in sheets</p>	<p>August 2008- August 2011</p>
<p><b>2.11 Provide examples of student writing at each grade level, with commentary, analysis, and suggestions on rubric assessment for writing improvement.</b> <b>CAPA</b> <b>CGCS #18</b></p>	<p>Office of Language Arts Literacy Director Supervisors RTC's Special Ed Literacy RTCs English Dept. Chairs</p>	<p>Scientifically Based Reading Research, professional texts (provided by OLAL), NJDOE Literacy Guidelines and Best Practices, NJCU, CLI, NUA, NWP</p>	<p>Lesson Plans Classroom Observations Student Work Walk-throughs</p>	<p>Fall 2007- Spring 2008</p>

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
2.12 Continue and expand partnerships with arts and cultural organizations; The Newark Museum; the New Jersey Performing Arts Center (NJPAC); the Morris Museum; Lincoln Center Institute at Lincoln Center for the Performing Arts; the Manhattan Theater Company; and the Kennedy Center that promote arts integrated instruction.	Visual & Perf. Arts Offices of Teaching & Learning	Teaching & Learning Grants	Professional development opportunities provided by the institutions	Ongoing
2.13 Provide school library media specialists with effective staff development focusing on the integration of technology in school library media programs including Spectrum Automation, Software Training, district-wide online databases, and assistive/adaptive practices.	Office of Educational Media Services	Teaching & Learning	Agendas Minutes	2007-2008

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #2:** Prioritize district wide professional development, focusing on areas critical to student achievement.

**Strategy #3:** Provide on-going professional development for district administrators that includes the district goals and objectives and the New Jersey Professional Standards for School Leaders.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
3.1 Provide monthly leadership workshops for new administrators incorporating professional development specific to the needs of the SLTs. <b>CAPA</b>	SLTs	NJDOE Prof. Standards for School Leaders Educational Services Professional Development Workshops Pipeline Grow Your Own Lesson Lab	Professional Growth Plan PIPS Requests for Professional Development Monthly Meeting Agendas Attendance Principal feedback Evaluation reports	On-going
3.2 Incorporate identified needs into training sessions for novice teacher mentors to support new teacher growth; conduct training sessions for novice teacher mentors; and include identified areas into the district wide Mentoring and Induction Plan. <b>CAPA</b>	Directors/Supervisors Staff Development Staff Development RTCs ELPDC	Audit summaries from CGCS, NJQSAC and CAPA District Professional Development Calendar	Training materials for mentors Attendance sheets Agendas Revised Mentoring & Induction Plan	On-going
<b>3.3 Provide “Leading the Learning Institutes” for administrators that are similar in format to Professional Growth Institutes for teachers. CAPA CGCS #29</b>	Directors/Supervisors Staff Development Staff Development RTCs ELPDC Administrators	NJDOE Prof. Standards for School Leaders Educational Services Professional Development Workshops Pipeline Grow Your Own Lesson Lab	Institutes Agendas	On-going

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #3:** Provide instructional support and programs that meet the educational needs of a diverse student population

**Strategy #1:** Analyze longitudinal aggregated and disaggregated data to identify trends, determine standard needs and develop targeted plans for all student subgroups.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
1.1 Provide leadership for analyzing data at SLT level via all state assessments and attention given to various subgroups by: <b>CAPA</b>	SLTs Office of Planning, Evaluation & Testing	Assessment Data from District SLTs	Analysis of district data Profiled school needs Three Year Report Title I Report PDAS CAPA recommendations	On-going
A. Identifying population of students into targeted cohorts: <ul style="list-style-type: none"> <li>• Partially proficient students on NJASK 5,6,7 and 8 assessments</li> <li>• Report Card grades of (D or F) in Literacy, Math, and Science.</li> <li>• SRA Seniors</li> <li>• <b>CAPA</b></li> </ul> <b>NJQSAC I/P F2A</b>	Principals Coaches RTCs Tutors Lead Science Teachers Guidance Office of Special Ed Bilingual Ed	Office of Planning, Evaluation and Testing, Offices of Teaching & Learning	Student test scores and report card verification	On-going
B. Providing academic interventions through extended time or supplemental service. Summer Intervention Programs for Rising (6,7,& 8) Graders (Rising Stars Program) <ul style="list-style-type: none"> <li>• Approved block scheduling for all curriculum periods (Lang. Arts, Math, Science)</li> <li>• Bridge Program- summer enrichment for rising 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> graders.</li> </ul>	Assistant Supt. Principals/Vice Principals Directors Special Education Bilingual Ed Literacy Coaches	Educational Services Student Info. Services (Identification of Subgroups) Office of Bilingual Education Special Education	Program Attendance Final project evaluations	On-going



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Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
<b>C. Expanding the Gifted and Talented Program in all schools and providing training in gifted strategies for all teachers. CGCS #52</b>				
1.2 Establish an Alternative Newcomer program for newly enrolled immigrant ELL students who enter with limited/ interrupted formal education; promote equitable access of ELLs to on-site tutoring and all supplemental and intervention services available to general students.	Director & Supervisors Office of Bilingual Ed. ESL World Language Ed School Administrators Service Providers Title I	District Newcomer Center Title III funds for acquisition of supplemental supplies and translation/ support services	Center attendance and referral documentation  Participant listing in SASI and on-site student attendance records	On-going
1.3 Perform longitudinal trend analysis of sub-group populations test results to evaluate instructional effectiveness and provide recommendations for appropriate interventions. CAPA	Office of Planning, Eval. & Testing	Office of Planning, Eval. & Testing	Report on alternative options	On-going
1.4 Establish growth model at persistently low performing schools to track progress among cohorts of student subgroups identified as at risk. CAPA	Office of Planning, Eval. & Testing	Office of Planning, Eval. & Testing	Growth models, which will also included demographics SPA performance Attendance Graduation data	Select pilot schools in Fall 2007
1.5 Assist the Office of Planning Evaluation and Testing to conduct surveys, etc regarding Interdisciplinary Projects to determine teacher/student attitudes and analyze impact for teaming of teachers.	Executive Assistant Educational Services	Office of Planning, Eval. & Testing	Agendas Minutes Attendance of Leadership Meetings At all SLTs Surveys/Documentation.	2007-2008
<b>1.6 Explore the possibility of creating a district data warehouse that includes benchmark and state test results and user-friendly access to student performance data. CAPA CGCS #39</b>	Office of Planning, Eval. & Testing	Office of Planning, Eval. & Testing SASI Management Information	Report on Alternative Options	December 2007

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #3:** Provide instructional support and programs that meet the educational needs of a diverse student population

**Strategy #2:** Review all curriculum materials and pacing guides to ensure that they address the differentiated instructional needs of: Low Performing Students, English Language Learners, Special Needs Students, Gifted and Talented Students, At Risk Students.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
2.1 Coordinate collaborative workshops with the Offices of Bilingual Ed., Special Ed., Gifted & Talented, and Safe and Drug Free Schools, on strategies that address differentiated instruction, inclusion practices, curriculum modification and developmentally appropriate practices. <b>CAPA</b>	Office of Early Childhood Office of Bilingual Education Office of Special Education Dept of Teaching & Learning	Department of Education Office of Bilingual Education Resource Teacher/Coordinators	Detailed Agendas Evaluations ELAS Dev. Continuum Intentional Planning Calendar of professional development activities Sign-in sheets	September 2007 – June 2008
2.2 Provide accommodations for students based on identified needs, talents, abilities, and mutli-cultural interests. <b>CAPA</b>	Offices of Teaching & Learning Office of Special Programs	Offices of Teaching & Learning Office of Educational Services Resource Teacher Coordinators Coaches	Identified need of students Review of IEPs	On-going
2.3 Provide elementary/middle/secondary media centers with adequate collections and resources/materials (print and non-print) that satisfy the educational needs, diversity, and interests of students.	Office of Educational Media Services	Teaching & Learning	District School Media Centers	2007-2008

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**Goal #1:** Improve Student achievement (increase district standardized test scores by an average of 6%).

**Objective #3:** Provide instructional support and programs that meet the educational needs of diverse student population

**Strategy #3:** Increase the number of special education students in inclusion settings by ensuring that 25% of all special education students are enrolled in the general education program for greater than 80% of their school day.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/Evaluation</b>	<b>Time Line</b>
3.1 Complete Least Restrictive Environment Survey, indicating inclusion data and including principals' and CST's signatures.	SLT's Office of Special Ed. Administrators Coaches RTC's Teachers PARAS	Inclusion Plans Special Education Guidelines Co Teaching Model Subgroups Data	IEP's, Inclusion Models Co-Teaching models, Schedules, RTC's Logs	October 16
3.2 Present monthly analysis and report at monthly Superintendent's conferences.	SLTs Asst. Supts. Directors Special Ed.	Principals Offices of Teaching & Learning	Analysis Agendas	Monthly
3.3 Principal, identified teams of administrators, special and general education teachers will attend NJ Department of Education Professional Development Workshops relative to inclusive settings.	Special Ed. NJ Dept of Educ. CSTs Teachers Aides	Offices of Teaching & Learning Trainers Materials	Sign-in Sheets Agendas	As offered
3.4 Implement a uniform lesson plan that requires all teachers to integrate IEP mandated accommodations for students with disabilities assigned to the class. <b>CAPA</b>	Office of Special Ed. SLTs	Offices of Teaching & Learning Office of Educ. Services	Lesson Plans	On-going
<b>3.5 Office of Special Education, in conjunction with SLT Assistant Superintendents and principals, will identify at least one school in each SLT to pilot inclusive programs that emphasizes consultative services and/or supplementary services. <b>CAPA</b> <b>NJQSAC I/P E5B</b></b>	Office of Special Ed. SLTs Principals	Offices of Teaching & Learning Office of Educ. Services Coaches RTCs	Student Data	On-going

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
3.6 CSTs and principals will distribute and provide staff development on NPS Program Profiles.	Office of Special Ed. SLTs Principals	Offices of Teaching & Learning Special Programs	Agendas Evaluations	On-going
3.7 Case managers will follow OSE procedures and ensure that all staff with specific responsibilities in implementing IEPs are given copies of the IEPs, or that section of the IEP related to his/her responsibilities, and these staff members sign off on OSEs form #35. <b>NJQSAC I/P C5C</b>	Office of Special Ed. Case Manager	Office of Special Ed. Supervisors Offices of Teaching & Learning	IEPs Sign-Offs	On-going

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #3:** Provide instructional supports and programs that meet the educational needs of a diverse student population.

**Strategy #4:** Increase the number of ELL students who are proficient on state assessments and/or exit the program.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
4.1 Proceed with a district adoption and acquire a K-5 ESL sequence that matches the new NJ DOE ACCESS TEST English Proficiency Standards to equip ELL students to meet annual growth targets on the NCLB AMAO evaluations [QSAC and NJ Administrative Code 6A:15-1.4 ]	Director Supervisors RTCs District ESL teachers	Pilot program implementation in selected sites, Teacher input District funding	Committee proceedings and recommendations to the Superintendent Advisory Board Assessment data	9/07-6/08
4.2 Provide teacher support to explain and expand implementation of SIOP sheltered/ adaptation strategies and district policies promoting accommodations for ELLs.	Supervisors RTCs Office of Bilingual Education	Adapting Literacy Instruction for ELLs Curriculum Addendum Draft SIOP guides and handouts PD resources for general teachers working with ELLs	RTC Visitation-Support Logs Agendas Attendance at grade level Departmental and faculty meetings	On-going
4.3 Assist school administrators in monitoring implementation of uniform lesson planning in the area of differentiation of planning, pacing, presentation and assessment. [CGCS findings] CAPA	Director Supervisors RTCs Principals Vice-principals	RTC input/conference & visitation logs Supervisors Teachers	NJ QSAC Program Monitoring forms Instructional schedules and internal compliance review Lesson plans	On-going
4.4 Provide supplemental instructional resources, supplies and technology to support learning of NJCCCS; provide after school and summer school enrichment instruction to enhance time available to support student acquisition of languages.	Director Supervisors RTCs District ESL Bilingual Teachers	Title III resources as available	Inventories Classroom visitations Student attendance	On-going

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #4:** Develop small learning communities that are organized around academic/career themes and personalization, and prepare students for post secondary or career opportunities.

**Strategy #1:** Utilize data to review and revise school goals and benchmarks to establish challenge goals.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
1.1 Adhere to OPET guidelines for challenge goals and plan short term objectives and activities for each school; establish annual minimum and stretch benchmarks based on achieving 100% proficiency by 2014. <b>CGCS #6</b>	SLTs Office of Planning, Evaluation and Testing Educational Services	NPS Data Comparative SLT Data State Assessment data NJQSAC Data and CAPA Data	PDA CAPA NJ Smart	On-going
1.2 Train a cohort of school professionals to assist with school level data analysis (interpretation and assessment results) to inform changes in instructional practice. <b>CAPA</b>	Office of Planning, Eval. & Testing SLTs	Office of Planning, Eval. & Testing Office of Professional Development	Cohort training included in District PD calendar	Beginning in Summer 2008
1.3 Provide a literature review and resource bank of proven “turn around” strategies currently used in the field at previously low performing schools	Office of Planning, Eval. & Testing	Office of Planning, Eval. & Testing	Addition of lit review and resource bank to a web-based resource (NPS website or e- Board) accessible to NPS Central Office, SLT and School staff	On-going
1.4 Meet with T&L, SLT II and other stakeholders to decide goals to be included at the secondary level (AP participation; AP scores of 3 or better; fewer SRAs ; College attendance; Voc. Ed. Graduation/ Dropouts; PSAT; SAT/ACT; etc.	Office of Planning, Eval. & Testing	T&L/SLT II Principals Department Chairpersons	Goals Report	TBD from T&L & SLT availability. Two to three weeks to produce Goals Report after decisions are made.

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #4:** Develop small learning communities that are organized around academic/career themes and personalization, and prepare students for post secondary or career opportunities.

**Strategy #2:** Strengthen opportunities for all stakeholders to collaborate and contribute to student success.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
2.1 Collaborate with student services (e.g. guidance counselors, SACS, social workers, CSTS) to provide personalized resources to students.	Executive Assistant Office of Educ. Serv. Special Programs	Student Services Office of Guidance	District Turnkey Advisory Committee	On-going
2.2 Continue implementation of advisory program in all middle schools and pilot in Pk-8 schools and high schools.	Executive Assistant Office of Educ. Serv. SLTs	Safe School Grant Middle Level Initiative Consultants	Program Schedules	On-going
2.3 Provide training for school-based staff implementation of advisory program.	Executive Assistant Office of Educ. Serv. SLTs	Safe School Grant Middle Level Initiative	Staff Development Calendar	On-going
2.4. School and central offices develop relationships with operational and educational divisions to provide support for the educational mission.	ASBA SBA SLTs Office of Educ. Serv. Offices of Teaching & Learning Special Programs	Educational Divisions Operation Unit Heads SBA SLTs	Meeting Agendas Policies and Procedures	2007-2008

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #4:** Develop small learning communities that are organized around academic/career themes and personalization, and prepare students for post-secondary or career opportunities.

**Strategy #3:** Ensure that all necessary resources for program success (scheduling, guidance, interventions, external partnerships and programs, and materials) are provided.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
3.1. Provide needed interventions to students and their families through guidance counselors, SACs and Social Workers including information relative to graduation requirements and preparation for college admissions.	Office of Student Services Office of Guidance Office of Safe and Drug Free Schools Special Programs	SACs Social Workers ➤ PRC/504 School Counselors SLTs	Monthly Reports Logs Transcripts Referrals PRC data	On-going
3.2. Schedule opportunities for students to participate in activities with community collaborative organizations; continue to implement and monitor the guidance curriculum based on the ASCA model that addresses the affective needs of all students.	Office of Student Services Office of Guidance Office of Special Programs	Community Collaborative: (1) Essex County Prosecutor's Office-Community Justice Program (2) Pre-College Consortium of Greater Newark (NJIT, Rutgers, UMDNJ, ECC) (3) Learning for Life (4) UMDNJ-DAYAM (5) College Fairs ➤ District ➤ Local (6) Teen Life (7) Traumatic Loss Coalition (8) Aviation Career Expo (9) Entering College Zone NMSA SAC Office of Safe and Drug Free Schools	Field Trip Permission Forms Transportation forms Student Evaluations Record of Evaluation Curriculum Lessons Agendas Attendance Counselor logs	On-going



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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
3.3. Revamp the secondary school counseling programs and use PSAT results to encourage more rigorous patterns of courses. <b>CGCS #60, 61 and 62</b>	Office of Guidance SLT II Teaching & Learning	School Test Coordinators School Staff	Follow up of test results by School Counselors , Teachers & Parents	October 2007
3.4 Prepare and manage the district's budget to insure that adequate resources are available to address instructional and support services for each year. <b>CAPA</b>	SBA Finance Departments Educational Services	Executive Staff Principals Department Heads SLTs	Timely Submission of Budgets	January 2008
3.5 Participate in the committee established to evaluate and assess the reallocation of funds to low performing schools. <b>CAPA</b>	SBA Support Services Directors Educational Services	SLTs Executive Staff Principals Department Heads	Meeting Sign-in Sheets Meeting Minutes Reallocation of Funds	On-going

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #4:** Develop small learning communities that are organized around academic/career themes and personalization and prepare students for post-secondary career opportunities.

**Strategy #4:** Establish quality, research-based programs addressing both the affective and academic domains for all student groups.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
<b>4.1 Continue to implement the Creative Curriculum, a research-based curriculum, incorporating research by Piaget, Maslow, Vygotsky, etc.</b> <b>CGCS #17, 53</b> <b>NJQSAC I/P B7</b>	Teaching & Learning Office of Early Childhood	Creative Curriculum Manual Training/In-service opportunities Pertinent literature journals, books, reports on research/ studies	Detailed agendas Evaluations Visitation Logs	September 2007 – September 2008
4.2 Continue to incorporate Second Step, (a violence prevention social/emotional skills program); train security staff to identify gang activity to ensure students' safety.	Office of Early Childhood Director of Security Special Programs	Guidance Office of Safe and Drug Free Schools SAC Social Workers Newark Police Dept	PIRT Schedules Observations Staff evaluations by supervisors	September 2007 – September 2008
4.3 Continue installation and enhancement of technology, i.e. CCTV surveillance system to protect all students.	Security Office of Grants	Safe Schools, Healthy Students Initiative Grant	Installation Documents	Fall 2007 Spring 2008
4.4 Support character education materials, student activities and clubs.	SLTs Administrators Social Workers Guidance Counselors Security Officer Peer Adm. Panel The League	Character Education Curriculum Violence Prevention Institute CAP Program	P2R Leadership Action League Agendas Award Ceremonies Student Council NJ Society Induction COPS and DOC's Program	On-going

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
4.5 Provide interventions to children identified as <i>at-risk</i>	PIRT teams RTC	Professional Development Office of Staff Development Manuals with interventions Literature Research on issues	PIRT case files PIRT/RTC logs Brigance scores Health screen results	On-going
4.6 Collaborate with Safe Schools/Drug Prevention Review Committee	Office of Early Childhood Safe Schools Staff	Trainings to PIRT staff on: Children of Alcoholics/ Addicts and Children Witnessing Violence Periodic meetings with both groups.	Agendas Evaluations Calendar of professional development activities	On-going

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #4:** Develop small learning communities that are organized around academic/career themes and personalization, and prepares students for post-secondary or career opportunities.

**Strategy #5:** Ensure the use of exemplary practices, such as interdisciplinary/project-based learning, applied academics, curriculum mapping, and team teaching.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
<b>5.1 Support and monitor exemplary practices such as interdisciplinary projects, mapping, teaming of teachers.</b> CAPA NJQSAC I/P B4 and I/P C4	SLTs Administrators Educational Services Office of Teaching & Learning	Consultant Curriculum Mapper District level trained staff	Cross Curriculum Projects Exhibits Middle School Conference, Fairs, Colloquium	On-going
5.2 Increase the number of schools using Curriculum Mapper to identify gaps in the curriculum, to assist in the planning of interdisciplinary units and to anchor district objectives to state standards recording concepts and skills at each grade level.	Educational Services	Office of Instructional Technology, Teaching & Learning Curriculum Mapper	Logs of software use	On-going
<b>5.3 Diagnose the various subgroups to determine placement in prescribed</b> <ul style="list-style-type: none"> <li>• <b>Before and After School Academies</b></li> <li>• <b>Saturday Academies</b></li> <li>• <b>SES Programs</b></li> <li>• <b>Daily Classroom Tutoring Sessions</b></li> <li>• <b>Focused Intervention services from school and specific departments to assist them in post-secondary opportunities.</b></li> </ul> CAPA CGCS #14	SLTs Principals Vice Principals RTCs Literacy & Math Coaches Lead Science Teachers Technology Coordinators Media Specialists Classroom Teachers Tutors Parent Coordinators and Parent Liaisons Office of Extended School Day Programs	Dept of Teaching & Learning Office of Student Information Services Office of Planning, Evaluation and Testing, Office of Special Education Office of Bilingual Education	Agendas Minutes Attendance submitted by all responsible persons providing services and facilitating professional development sessions.	On-going

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
5.4 Provide systemic professional development and support for classroom teachers at the district, SLT, school, and classroom levels, especially for low performing schools, on differentiating instruction, rubrics, designing lessons, analyzing student work, integrating technology, conducting research-based assessments, applied academics, curriculum mapping, team teaching, and best practices. <b>CAPA</b>	SLTs Offices of Teaching & Learning Special Programs RTCs Coaches	District Curriculum NJCCCS NCTM Standards 2000	Grade-Level Meeting Agendas Reflection Documentation From Professional Development Sessions for Classroom Teachers and In-Class Support	On-going

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #5:** Provide a safe, clean, healthy and positive learning environment conducive to student achievement.

**Strategy #1:** Ensure school buildings are safe, clean, operational and equipped to meet the schools' educational mission and student needs.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
1.1 Implement facility checklist and facility walk-through and supervision of SLT	SLT's Facility Department	Managers' Logs Operation Division	E-mails All Sign-off Sheets	2007-2008
1.2. Ensure school buildings are equipped with resources necessary to maintain facilities and assist in school educational mission:				
-Continued maintenance and repair of school facilities and equipment	Facility Support Staff Project control staff	SBA Design & Construction Purchasing Budget Onsite staff SLT Facil. Mgmt. Teams School custodians	Completed work orders Diminished w/o back log School Dude software Reduce backlog of repairs by 50%	On-going
-On-going project upgrades, additions and repairs to the district's computer network and related systems	Facility Support Staff	Instructional Tech. Information Serv. Purchasing SLT Facil. Mgmt. Team	Completed work orders Expansion of comp. and admin. programs	On-going
-Effectively maintain the district's trades-related emergency response system; improve response to all emergency situations and major equipment breakdowns.	SLTs' facilities Facility Support Staff Project control staff	SLT Staff Security Contractors NPD/ NFD Custodians	Completed work orders No school closings resulting from off hour facility emergencies	On-going

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
1.3 Administer all required contracts pertaining to all state-mandated facilities' directives and codes.	Project Control Staff	SLT Staff Contractors School/custodial staff Funding Purchasing School Business Admin.	Inspection/service reports indicating compliance Awareness training AHERA Amount of fines Boiler certificates	On-going
1.4 Maintain the Johnson Control Energy Management System to reduce excessive operating costs, which will result in rebate monies.	Project Control Staff	SLT/custodial staff JCI contractor	Report indicating real savings.  Rebate check(s) to the general funds.	On-going
1.5 Continue to update and provide school library facilities that have a positive effect on usage, student behavior, and student learning	Office of Educational Media Services	Department of Teaching Learning Office of Facilities Management (SLT1-SLT5) Office of Instructional Technology District School Administrators	Meeting Agendas	On-going

**Action Plans will reflect the roles and responsibilities for the various offices within the department.**

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #5:** Provide a safe, clean, healthy and positive learning environment conducive to student achievement.

**Strategy #2:** Address student well being through programs such as student nutrition, health, guidance and student interventions.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
2.1 Support and monitor health education curriculum, guidance, social workers and nurses and develop partnerships with community agencies to address student needs.	SLTs Special Programs Health Office Nurses Guidance Social Workers UMDNJ Partnership SLT I	All Department Mandates SAC Principals	P2R, Community Partnership First Day Celebration Clinics/Health Agencies Cops & Docs UMDNJ SLT s records/notes	On-going
2.2 Continue to provide health related staff workshops and in-services based on needs in the areas of wellness, nutrition and obesity (prevention and intervention) to educate our students on developing and maintaining a healthier lifestyle.	Offices Early Childhood School Nurses Supervisor Dept Chairpersons Office of Health/Physical Education	Programs for Parents Organization, Newark Beth Israel Hospital, NPS – Office of Health Services, American Heart Association and other Community Health Organizations Health teachers Coaches Athletic trainers	In-service and workshop Agenda Participant evaluations CEU certificates CPR/First-Aid certification cards Attendance list	On-going
2.3 Continue to promote a healthy, safe and nutritionally sound school environment offering meals that are nutritious, culturally diverse, and healthy (reduced sodium, fat and obesity)	Office of Early Childhood: School Nurses Supervisors NPS: Office of Special Needs Office of Health Services Collaborative center Directors Staff Parents Guardians Students Food and Nutrition	Programs for Parents Organization Newark Beth Israel Hospital Health Videos NPS - Office of Health Services Department of Education N.J. Board of Nursing.	In-service and workshop Agenda Participant evaluations CEU certificates, CPR/First-Aid certification cards Menu Lunch count Lesson plans	On-going



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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/Evaluation</b>	<b>Time Line</b>
2.4 Ensure school facilities for Health & Phys. Ed. Classes and Athletic events are safe, clean, and maintained to meet the needs of our schools' missions.	Office of Health, Physical Education & Athletics, Athletic Directors Department Chairpersons Teachers Coaches	Offices of Teaching & Learning SLTs Facilities	Department Monitoring Log	On-going
2.5 Provide support to operational divisions in the areas of Food and Nutrition, Pupil Transportation, Project Management and Facilities; ensure that lunch applications are returned and that every school has a system for collection.	ASBA Food services SLTs	SBA Operation Unit Heads SLTs Principals Food Services Transportation	Incentives Monthly Staff Meetings Customer Interactions Signatures Lunch applications Rate of 90% elementary, 75% of high schools	On-going
2.6 Reduce deficit by 10% by increasing participation in the classroom breakfast program and gradually eliminating humanitarian meals.	Food & Nutrition SLTs	Principals SBA ASBA	Increase in meal count. Student Acceptability.	2007- 2008
2.7 Increase lunch participation in the High Schools by 40% and 20% in the Elementary Schools.	Food & Nutrition	Principals SBA ASBA Parents Teachers Students	Increase in federal and state reimbursement. Increase in a la carte revenue. Increase in participation.	2007- 2008

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
2.8 Review DOE mandate to decrease over-referral and over identification of African-American students in the Emotionally Disturbed & OHI (ADD/ADHD) categories.	Office of Special Education	NJ Dept. of Education	Self Assessment Document	June 2007
2.9 Develop plan for Behavioral Interventions (5 RTCs, 5 part-time Clinicians) who will be assigned to 2 high referral schools in each SLT. Train 504/PRC/Crisis Teacher Coordinator. Training will be provided by outside expert agency	Office of Special Education	Office of Special Education NJ Dept. of Education OLS AFT	Plan approved by NJ Dept. of Education	June – August 2007
2.10 Investigate successful models of Behavior Intervention and Management Programs and arrange visits to those sites.	Office of Special Education	Consultants	Report from Consultants	October-December 2007

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #6:** Promote articulation/collaboration between/among instructional and support offices to support student achievement with a focus on schools in need of improvement.

**Strategy #1:** Implement restructuring by changing the norms, culture, and processes in district schools designated as being “in need of improvement.”

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
<p>1.1 Implement the school restructuring plans under NCLB and CAPA to ensure that recommendations are implemented through.</p> <ul style="list-style-type: none"> <li>➤ Staffing</li> <li>➤ Analyzing data</li> <li>➤ Focusing on curriculum implementation</li> <li>➤ Facilitating Collaborative grade level meetings, common planning time, dept chair meetings</li> <li>➤ Scheduling</li> <li>➤ Lesson design, planning and delivery</li> <li>➤ Assessments</li> <li>➤ Analyzing student work</li> <li>➤ Teaching study focus groups</li> <li>➤ Technology Integration</li> <li>➤ Applied Academies</li> <li>➤ Curriculum mapping</li> </ul> <p><b>CAPA</b></p>	<p>SLTs Special Programs Assistant Supts. Planning, Eval. &amp; Training Staff Office of Instructional Staff Development</p>	<p>CAPA Guidelines Offices of Teaching &amp; Learning Special Programs</p>	<p>Walk-throughs District &amp; State Assessments Personnel Placement</p>	<p>On-going</p>

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #6:** Promote articulation/collaboration between/among instructional and support offices to support student achievement with a focus on schools in need of improvement.

**Strategy #2:** Strengthen and focus district oversight and support for low performing schools. (School-based and district professional development, major instructional purchases, scheduling, providing highly skilled area consultant).

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
2.1 Provide additional support and professional development at the school and classroom level to low-performing schools for curriculum, pedagogy, assessment, scheduling, and instructional decisions; provide professional development for literacy and math coaches, lead science teachers, Department Chairs; utilize NUA/NJCU consultants to work with teachers and administrators. <b>CAPA</b>	SLTs Principals Dept of Teaching & Learning Dept Chairs RTCs Coaches Teachers OLAL: Director, Supervisors, RTCs, SELRTCs, English Department Chairs NUA/NJC Consultants	Dept of Teaching & Learning and Special Programs District performance data for state-mandated exams Midyear and final exams District-generated practice Tests OLAL curriculum guides Data Professional texts Scientifically-based research articles	Walk through data Teacher evaluation Evaluation studies Agendas Attendance	On-going
2.2 Provide on going, on-site training and support for READ 180 teachers to enhance fidelity to the program and ensure appropriate program implementation.	OLAL: Directors, Supervisors RTCs English Department Chairs Scholastic consultants	OLAL curriculum guides, READ 180 software Guided Reading and Independent Reading materials r-books	Classroom observations, Walk-throughs READ 180 Reports	On-going
2.3 Provide Differentiated Instruction workshops for all year 3 and above CAPA Schools, including Systems Thinking, and differentiate based on teacher and student needs. <b>CAPA</b>	Instructional Staff Development RTCs Offices of Teaching & Learning	NJDOE CAPA Team	Agendas and attendance sheets for Differentiated Instruction workshops	On-going

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
2.4 Provide support and training to school principals on Title I Unified Plans at SLT meetings. <b>CAPA</b>	Director - Title I SLT Special Assistants Title I Principals	Title I State Staff	Sign-In Sheet Rubric for plan evaluation	On-going
2.5 Disseminate SIA Plans and SIA Budgets with SLT Assistant Superintendent.	Director – Title I SLTs	Dept of Teaching & Learning Title I Office	Sign-Off Sheet Audit reports	On-going

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #6:** Promote articulation/collaboration between/among instructional and support offices to support student achievement with a focus on schools in need of improvement.

**Strategy #3:** Ensure pre-K-12 articulation of curriculum and instruction to include transitions, back-mapping, cross grade teacher activities, and maintaining appropriate level of rigor.

Action Steps	Person/Office Responsible	Resources	Documentation/Evaluation	Time Line
3.1 Monitor dissemination of information between PK sites and schools to increase communication and expedite transfer of records for students.	Office of Early Childhood SLTs Parent Coord/Liaisons Family Workers School Administrators Directors	RTCs Copy of Transition Plan	Agendas Sign-in sheets Hand-outs Evaluation sheets	September 2007-2008
3.2 Assist teachers in techniques of effective instruction, and advise schools to train all teachers in the use of strategies used in AP and gifted and talented programs; use correlation analysis of PSAT, SAT data vs. HSPA and end-of-course data; perform co-relational analysis of SAT v. HSPA.	Offices of Teaching & Learning Special Programs Directors Supervisors RTCs SELRTCs Vice Principals English Department Chairs, NWP consultants	OLAL curriculum guides Data Professional texts Scientifically-based research articles Office of Planning, Evaluation & Testing	LAL Curriculum Guides K-5, 6-8, 9-12, curriculum maps, College Board Co-relational Analysis	On-going
<b>3.3 Ensure curriculum articulation is horizontal and vertical especially at the transition grades of PK-K, 5-6, 8-9. Utilize appropriate RTCs at the SLT level to facilitate articulation. CAPA CGCS #53, 54, 58 and 59</b>	SLTs RTCs	Dept of Teaching & Learning Special Programs	Agendas Attendance Progress reports	On-going
3.4 Ensure participation of ESL, Bilingual, and Special Education teachers in faculty and grade level meetings to familiarize staff with NCLB ACCESS English Proficiency Standards, best practices in ESL, Bilingual, and Special Education. CAPA	Site administrators' oversight of meetings. OBE staff development to provide ESL/Bilingual teachers with knowledge base to share with colleagues Office of Special Education	ESL & Bilingual Teachers Office of Special Education Office of Special Programs Offices of Teaching & Learning	Faculty & Grade Level meetings Agendas Minutes	On-going

**Action Plans will reflect the roles and responsibilities for the various offices within the department.**

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**Goal #1:** Improve student achievement (increase district standardized test scores by an average of 6%).

**Objective #6:** Promote articulation/collaboration between/among instructional and support offices to support student achievement with a focus on schools in need of improvement.

**Strategy #4:** Provide for on-going interaction and collaboration between and among preschool, elementary, middle and secondary schools, higher education, and business and career opportunities to ensure that education is a well developed continuum.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
4.1 Increase number of student concentrators, completer and students obtaining industry certification in STTCI programs; integrate rigorous academic instruction into career and technical education program courses.	Office of School-to-Career and College Initiatives School to Career Coordinators Principals Scheduling VPs Department Chairs Guidance Teachers	Offices of Teaching & Learning Special Programs SLT II STC Coordinators Dept Chairs Teachers	Completion Exams State assessment results	On-going
4.2 Increase collaborations with the high school scheduling Vice Principals and Guidance counselors to ensure that students complete the required sequence of courses for their academy of choice; collaborate with alternative education for credit recovery program.	Office of School-to-Career and College Initiatives Principals Vice-Principals Guidance SLT II Alternative Education	Offices of Teaching & Learning Special Programs Student Services SLT II NOVANET	VEDS: Listing of program concentrators and completers NOVANET completion	On-going
4.3 Continue to work with the Mayor's Office to increase the number of jobs for youth through a program called "Newark Works."	Office of School-to-Career and College Initiatives Mayor's Office of Employment and Training Advisory Boards Guidance	School Leadership Team II Office of Pupil Services and Programs STC Coordinators	List of job opportunities	2007-2008

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
4.4 Expand and implement internship programs through the Mayor's Office of Training and the Workforce Investment Board for students.	Office of School-to-Career and College Initiatives Advisory Boards Guidance	SLT II STC Coordinators	Internship Documentation	2007-2008
4.5 Continue to refer students to various job support programs such as the "Pre-Apprenticeship Program," Strauss Auto, ACE Mentoring and the All Stars Program.	Office of School-to-Career and College Initiatives STC Coordinators Principals Guidance	SLT II STC Coordinators	List of Participants	On-going
4.6 Increase collaboration with colleges and universities to provide opportunities for students to enroll in college courses.	Office of School-to-Career and College Initiatives Essex County College Rutgers University Seton Hall NJIT Guidance	SLT II Offices of Teaching and Learning NJIT Rutgers University ECC UMDNJ Seton Hall University Montclair University	College Credits	On-going
4.7 Continue to support the Abbott Regulations for high school reform.	Office of School-to-Career and College Initiatives Department of Teaching and Learning - all offices Principals	SLT II STC Coordinators	Design for Smaller Learning Communities and Professional Learning Communities	On-going
4.8 Plan for the development of a program approval application for a Horticultural Academy to be implemented at AVC	Office of School-to-Career and College Initiatives Department of Teaching and Learning Principals	SLT II	Notes, committee members Completed program application	On-going

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**Goal #2:** Develop student moral and social responsibility

**Objective #1:** Enable each student to become a productive citizen by enhancing intellect, developing character, and instilling pride, responsibility and hope.

**Strategy #1:** Ensure the development of school climates that practice the tenets of good citizenship for full participation in an increasingly technological and complex democratic society.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
1.1. Provide positive behavior support modules to develop lifelong learners and productive citizens in the global economy. <b>CGCS #55</b>	Guidance Counselor SAC SLTs Administrators Office of Special Ed	LAL/Character Ed Curriculum Social Studies Curriculum “We The People” Guidance handbook Beta Club Best Friends League Safe Schools/Healthy Students Grant	PRC Student Council The League Public Communications “We the People” Competition Guidance logs	On-going
1.2 Continue to provide forums for student recognition and participation at local, regional and national levels.	Guidance Dept Social Worker Administrators SLTs Teachers	Offices of Teaching & Learning	Assemblies Student Council Newsletters Letters of invitation Recognitions	On-going
1.3 Support student social, civic and moral development through the integration of Character Education and community service in the educational program.	Guidance League Coaches	Character Ed Curriculum Language Arts Literacy Curriculum The League	Lesson Plans	On-going
1.4 Ensure implementation of personal development programs and initiatives through activities such as The League at PK-12 and fulfillment of community service requirements for graduation.	Guidance office Administrators League Coaches Teachers Students Safety patrol Student Council	LAL/Character Ed Curriculum The League Curriculum Personal Development Curriculum	Logs for League activities Community Service log Recognition of Awards Programs PRC	On-going

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**Goal #2:** Develop student moral and social responsibility

**Objective #1:** Enable each student to become a productive citizen by enhancing intellect, developing character, and instilling pride, responsibility and hope.

**Strategy #2:** Standardize the enforcement of the Student Code of Conduct and Discipline Policy.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
2.1 Enforce/Monitor incident reports and suspensions through SASI reporting system at the SLTs.	SLTs SASI Clerks Administrators Discipline Committee	Disc Atom in SASI Policy Code of Conduct Discipline Policy School Discipline Committees	Review of All Submitted Reports Incident Reports	On-going
2.2 Work with SASI to propose control mechanisms for the transfer of students in SASI.	Planning, Eval., & Testing Staff SASI Staff	Student Information Systems	Implementation of new procedures and forms	2007-2008
2.3 Ensure that the Student Discipline policy and policies on Bullying, Harassment and Cell Phone are disseminated to staff and enforced with consistency. <b>CGCS #36</b>	Educational Services SLTs Administrators	SLTs	Documentation of dissemination and workshops Statements of assurance that confirm distribution to staff	On-going

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**Goal #2:** Develop student moral and social responsibility

**Objective #1:** Enable each student to become a productive citizen by enhancing intellect, developing character, and instilling pride, responsibility and hope.

**Strategy #3:** Provide students with programs and supports that facilitate acquiring social and emotional development, leadership and school and community pride.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
3.1. Continue to provide opportunities such as poster contests, visual arts exhibitions, recitals, concerts, festivals internal and external to the district.	Visual & Perf. Arts		Letters of invitation Press clippings Public announcements	On-going
3.2. Continue to provide forums for student recognition and participation at local, regional, and national levels.	Visual & Perf. Arts		Letters of invitation Press clippings Public announcements	On-going
3.3 Continue to review the Federal Register and federal forecasts for grant opportunities; review New Jersey state websites for grant opportunities; establish relationships with private funding sources; establish and maintain relationships with collaborating organizations for grant submission	Director, Office of Grants Development	Notices from other sources, such as professional associations	Grants Office work plan; forecast notices	On-going
3.4 Continue to prepare grants for submission directly, or in collaboration with other offices and organizations, ensuring that grants are submitted consistent with grant deadlines	Grants Development Staff and Identified Consultants	Brainstorming sessions Relevant needs assessment information District offices Community Partners	Submitted grants	On-going
3.5 Support the implementation of grants that have been awarded – work with the various offices within the District in support of all aspects of grant implementation, consistent with the funded grant proposal.	Grants Development Staff	Assigned staff from offices and schools to serve as project managers	Loaded grant budgets Full-time and part-time people charged to grants; Quarterly and annual performance reports; Evaluation reports	On-going

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**Goal #2:** Develop student moral and social responsibility

**Objective #2:** Provide supportive services to establish an optimum safe and healthy learning environment.

**Strategy #1:** Strengthen partnerships with city and community to ensure safe schools, and safe passage to and from schools.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
1.1 Establish an Alternative Newcomer Center for newly enrolled immigrant ELL students who enter with limited/interrupted formal educations.	Director and Supervisors/ Office of Bilingual, ESL and World Language Education	District Newcomer Center Title III funds for acquisition of supplemental supplies and translation/support services Special Ed/Child Guidance counseling services as appropriate	Center Attendance and Referral Documentation	9/07-6/08
1.2 Promote equitable access of ELLs to on-site tutoring and all supplemental and intervention services available to general students. <b>CAPA</b>	School Administrators Service providers, Title I	Tutors Teachers Aides providing supplemental Instruction Providers	Participant listing in SASI On-site student attendance records	9/07-6/08

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**Goal #2:** Develop student moral and social responsibility

**Objective #2:** Provide supportive services to establish an optimum safe and healthy learning environment.

**Strategy #2:** Support student social, civic and moral development through the integration of personal development and community service in the educational program.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
2.1 Monitor infusion of personal development into curriculum.	Principals Supervisors Dept. Chairs Vice principals	Character Education Curriculum Language Arts Literacy Curriculum The League	Assembly Program PRC Notes Walk-throughs Student Council Safety Patrol Assembly Awards Newsletters	2007-2008
2.2 Provide interventions for attendance and alternative programs such as PRC, Twilight, Renaissance, SOS, Newcomers and various other alternative services to students and their families.  <b>NJQSAC Oper B5a</b>	Alternative Ed staff Guidance Dept. Health Dept. Social Workers ESL/Bilingual	SACs CAPs Crisis Teacher Special Ed Twilight program staff ESL/Bilingual staff Safe Schools/Healthy Students Grant Offices of Teaching & Learning	Alternative Ed applications and referrals Social Workers & Guidance Logs Workshops Parent Agendas Attendance PRC meeting/notes/logs	On-going
2.3 Ensure guidance personnel have clear roles and responsibilities to work with students to increase knowledge and performance. <b>NJQSAC Oper D3a</b>	SLT's Guidance Office	Student Services	Schedules Programs	On-going

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
2.4 Provide literary resources to designated Homeless Shelters/Group Homes for displaced students and families of the Newark Public Schools	Office of Educational Media Services Office of Attendance	Department of Teaching and Learning Mc Kinney Vento Grant Dept of Special Programs	Inventory of resources Grant evaluation Progress report from program staff	On-going
2.5 Monitor and establish protocols for implementation in regard to the PRC/504 process.  NJQSAC Oper D4a	Student Support Serv. PRC/504 Coordinator	Federal Guidelines	Written protocols Workshop Attendance Workshop Agendas	2007-2008

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**Goal #3:** Enfranchise community and empower parents

**Objective #1:** Strengthen the communications and relationships with parents, school and community to promote a well informed and involved public and to establish an understanding of the district and its programs.

**Strategy #1:** Provide meaningful roles in the decision making process to students, parents and staff to promote an atmosphere of active participation, responsibility and ownership.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
<p>1.1 Continue development and support of School Leadership Councils (SLCs) to ensure that subcommittees function well.</p> <p><b>CAPA</b></p>	<p>Administrators SLC Chair SLC Committee Dept. of Teaching &amp; Learning</p>	<p>District SLC Training Parent Workshops Parent Liaison</p>	<p>SLC Documentation (agenda minutes, attendance)</p>	<p>On-going</p>
<p><b>1.2 Involve parents via workshops, open forums and community outreach meetings, considering the possibility of an ombudsman to receive and resolve parental complaints.</b></p> <p><b>CAPA</b> <b>CGCS #2</b></p>	<p>Assistant Superintendents Principals/Vice Principals Office of Community Development Parent liaisons Academic support staff Student Services support staff Teachers</p>	<p>Student Information Services Office of Planning, Eval and Testing Parent/teacher conferences and report cards Depts. of T&amp;L and Special Programs District Parent Eboards School messenger Cable channel</p>	<p>Agendas, minutes and attendance of all outreach meetings, workshops, open forums, Parent Liaison meetings and PTA/PTO meetings</p>	<p>On-going</p>

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
1.3 Promote literacy, ESL and secondary education completion for parents of K-12 population and out-of school youth by providing day and evening courses	Office of Adult Education Newark Evening School SLT II	Facilities Security Custodial Technology Grants	Number of enrollments in various courses Number obtaining state-issued high school diplomas Number improving literacy skills Number obtaining Citizenship	On-going
<b>1.4 Provide community resource information to parents so they can support the district reforms and improvements.</b>  <b>CGCS #1</b>	Office of Adult Education SLTs Office of Community Development	District website Health Services Guidance Attendance Local community resource agencies	Sign-In Sheets Surveys Event Announcements Job opportunity announcements	On-going
1.5 Create a Special Education Resource Parent (SERP), a voluntary position, to serve as Liaison between NPS/Office of Special Education and parents at school.	Community Officers Office of Special Ed. SPAN SLTs Principals	Channel 77 Newspaper	Notices Agendas	August 2007 On-going
1.6 Train parents in collaboration with SPAN on Special Education Laws and Procedures.	Office of Special Ed. OLS	SPAN Contract	Training Materials Attendance Sheets	Sept. 2007 On-going
1.7 Encourage staff participation on committees formed by City and County Workforce Investment Agencies. Promote staff membership on various committees.	Office of Adult Ed. Office of Alternative Ed. Office of STCCI	Workforce Investment Board City and County One Stop Agencies Office of Community Development	Announcements Schedules Minutes Agendas	On-going
1.8 Ensure active PTO/PTA or other parent/school/student organizations that support school activities, such as Booster Clubs.	SLTs Administrators Parent liaisons Club sponsors Community Relations Teachers Parents	Parents with specialized expertise Parent Eboards School messenger PTO/PTA SLC	Agendas Attendance Minutes	On-going

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**Goal #3:** Enfranchise community and empower parents

**Objective #1:** Strengthen the communications and relationships with parents, school and community to promote a well informed and involved public and to establish an understanding of the district and its programs.

**Strategy #2:** Enhance communication and outreach to the community regarding progress and reform efforts.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
2.1 Support the activities of SLT parent coordinator, school based parent liaison and community and parent involvement specialists.  <b>CAPA</b>	SLT Parent Coord. Parent Liaisons SLC Parents Office of Community Relations Community and Parent Involvement Specialist	Parent E-board School Messenger Community Outreach Superintendent Forums	Newsletter Agendas & Attendance Feedback Reports Progressive Data Analysis report	On-going
2.2. Familiarize Parents and Community with Emergency Protocols as it relates to District response.	Director of Security Services Office of Community Dev.	Safe Schools/Healthy Students Grant Cable channel District website Parent E-board	Agenda, Training, Attendance Sheets Notices	On-going
2.3. Provide translators for community meetings and forums to assist parents.	Community Relations Office of World Languages	TALK System Translators	Agendas Attendance Sheets Satisfaction survey	On-going
2.4. Produce and distribute public service announcements, newsletters, Annual Report and School Calendar to parents, community organizations, business partners, faith-based organizations, elected officials and local universities and colleges; include information about school events, programs, achievements and accomplishments.	Community Relations Mail & Reproduction	Mail Room Services District website	Annual Report District Calendar District website	On-going
2.5 Marshall influential community advocates to collaborate and aggressively support the district's progress and reform efforts. <b>CGCS #3</b>	Superintendent Community Relations	Community Partners	Agendas/Minutes Public Forums	On-going

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**Goal #3:** Enfranchise community and empower parents

**Objective #1:** Strengthen the communications and relationships with parents, school and community to promote a well informed and involved public and to establish an understanding of the district and its programs.

**Strategy #3:** Increase and enhance the home school connection by involving parents via workshops, open forums, community outreach meetings, etc.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
3.1 Continue to schedule and conduct Early Childhood Advisory Committee (ECAC) meetings, as well as recruitment efforts.	Community & Parent Involvement Specialist Office of Early Childhood	Quarterly meetings Recruitment materials Parent outreach	Minutes Agendas Attendance Recruitment flyers, brochures and ads	On-going
<b>3.2 Provide workshops and training to assist families with parenting and child rearing skills, understanding child and adolescent development and setting home conditions that support student achievement.</b> <b>CAPA</b> <span style="float: right;"><b>CGCS #57</b></span>	Community Relations SLTs	EPIC Megaskills	Agendas Attendance sheets	On-going
3.3 Improve recruitment and training to increase the participation of families as volunteers in the schools to support students and school programs. <b>CAPA</b>	Community Relations SLT	Parent Volunteer Program	List of School Volunteers School volunteers hours log	On-going
3.4 Work with school communities to establish policies and practices that support parent involvement and promote diversity and on-going professional development. <b>CAPA</b>	Community Relations SLTs	PTA/PTO District Parent Advisory Councils School Leadership Councils	Agendas Attendance sheets Minutes	On-going
3.5 Utilize feedback and evaluation data from parent/ community programs to improve effectiveness of programs and services.	Community Relations SLT	OPET OCR Parent Eboards Parent/Community Surveys Forums School and District Activities	Recommendations Training sessions Agendas Survey results SLT parent coordinator logs Evaluation data Parent liaison reports Attendance	On-going

**Action Plans will reflect the roles and responsibilities for the various offices within the department.**

**NEWARK PUBLIC SCHOOLS  
STRATEGIC PLAN  
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**Goal #4:** Structure the organization to be efficient, effective, and aligned with the district mission.

**Objective #1:** Ensure that all staff is properly qualified and highly competent.

**Strategy #1:** Establish and maintain hiring practices that are consistent with state guidelines and regulations and expedite the process from the identification of qualified candidates to the signing of contracts.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
<p><b>1.1 Develop protocols that intensify efforts to interview and hire highly qualified teaching candidates for HARD-TO-FILL positions possibly creating incentives to attract teachers to the lowest performing schools.</b> CAPA CGCS #47 NJQSAC I/P A9a</p>	<p>HRS SLT Staff Administrators</p>	<p>District Hiring Policy PeopleSoft Human Resources Certification Standards NJDOE Job Fairs Referrals Educational Services</p>	<p>PRFs Resumes PeopleSoft Reduction in vacancies</p>	<p>On-going</p>
<p>1.2 Target college partners to recruit prospective candidates to the district earlier in the calendar year. CGCS #48</p>	<p>HRS College placement officers Office of Teaching &amp; Learning Special Ed.</p>	<p>HRS Local college partners Job fairs</p>	<p>Increased number of qualified hirees Reduction in vacancies</p>	<p>On-going</p>
<p>1.3 Interview student teachers at schools during student teaching terms and offer contingency contracts.</p>	<p>HRS</p>	<p>College Partners or Partnerships District schools/Administrators Rutgers Bloomfield Montclair Seton Hall NJIT Kean</p>	<p>Interviews Increased number of hirees</p>	<p>On-going</p>

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
1.4 Examine and implement EEO guidelines to ensure diversity throughout the District.	HRS Employment Services Office of Affirmative Action	Superintendent's Office Office of Staff Development Offices of Teaching & Learning SASI		2007-2008
1.5 Implement more creative recruiting techniques: Metrics (Cherry Road)-track and measure: <ul style="list-style-type: none"> <li>• Anticipated vacancies</li> <li>• Time to fill positions</li> <li>• Recruitment forecasting</li> </ul>	HRS Employment Services Office of Teaching & Learning Special Programs	Superintendent's Office Offices of Teaching & Learning Special Education Financial Services	PeopleSoft NPS Web	2007-2008

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**Goal #4:** Structure the organization to be efficient, effective, and aligned with the district mission.

**Objective #1:** Ensure that all staff is properly qualified and highly competent.

**Strategy #2:** Provide for the recruitment, hiring and retention of highly qualified and competent teachers in every classroom.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
2.1 Collaborate with the Office of Instructional Staff Development to provide intensive support for new teachers; assign a cohort of at least three new teachers to schools; and establish study groups for lesson design. <b>CAPA</b>	SLT Office of Staff Dev. Administrators HRS	SLT Office of Staff Dev. HRS Administrators	Training Agendas Recommendations from site visits Professional Improvement Plans School roster Study group meetings Agendas and minutes	On-going
2.2 Provide focused and sustained professional development for teachers with three or fewer years of experience through mentoring and study groups. <b>CAPA</b>	SLT Office of Staff Dev. HRS Administrators	SLT Office of Staff Dev. Administrators HRS	Forms/Summaries Training Agendas Recommendations from site visits Professional Improvement Plans	On-going
2.3 Collaborate with NJIT to assimilate Noyce Scholarship candidates (math & science) who are funded through NSF to student teaching positions; ensure Noyce Program recruitment and hiring of highly skilled math & science teachers.	NJIT Coordinator HRS Coordinator Office of Instructional Staff Development	Mentors NJIT Rutgers Administrators Teachers	Grant Requirements Hiring Data	On-going

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
2.4 Implement of “highly qualified teacher” <i>on boarding process</i> that ensures that any and all teachers teaching core content subjects meet the “highly qualified teacher” standard.	HRS Employment Services HRS Certification Staff Development Office of Teaching & Learning Special Education SLTs Principals	NJ Dept. of Education Office of Teaching & Learning Office of Special Education Office of Staff Development	Highly Qualified Teachers	On-going
2.5 Upgrade skill sets through training in an effort to increase the District’s rate of retention of highly qualified and competent teachers. The training will include but not be limited to: <ul style="list-style-type: none"> <li>• “Seven Habits of Highly Effective People” Seminar – District wide</li> <li>• Supervisor training</li> <li>• Got Two Hours</li> <li>• Supervisor’s Institute</li> <li>• Combined Union Orientations</li> <li>• HRS Visioning Project</li> <li>• Teacher Aides and School Clerks Curriculum</li> </ul>	HRS-Training and Development	NJ Dept. of Education Office of Teaching & Learning Office of Special Education Office of Staff Development	Training Agendas Recommendations from site visits Professional Improvement Plans School roster Study group meetings Agendas and minutes	On-going

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**Goal #4:** Structure the organization to be efficient, effective, and aligned with the district mission.

**Objective #1:** Ensure that all staff is properly qualified and highly competent.

**Strategy #3:** Establish/Support mentoring and professional development programs that promote job performance excellence at all levels.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
3.1 Continue to provide sustained and focused professional development to teacher assistants. CAPA	HRS Offices of Teaching & Learning Supervisors and RTCs	Training modules Office of Special Education Offices of Teaching & Learning	Agendas Evaluations Surveys SAVS ELIC ELAS	On-going
3.2 Provide professional development opportunities for practicing administrators via Professional Development Institutes	Instructional Staff Development SLTs	Offices of Teaching & Learning Office of the Superintendent Educational Services	Institute Agendas, Attendance & Evaluations	On-going
3.3 Provide support for new principals via a series of roundtable meeting sessions	Educational Services Instructional Staff Development	Office of Federal Programs NJDOE Collaborative Professional Learning Toolkits Dept. of Teaching & Learning Office of the Superintendent PGP Materials	Roundtable Agendas Attendance Evaluations	On-going
3.4 Provide training for automated and computerized office operations for principals and vice principals.	Operations SASI Office ISD	Operations Manuals SBA ASBA	Meeting Schedule Staff Workshop documents Attendance	On-going

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
3.5 Provide seminars/training based on needs assessments, for business, fiscal, operations and Design and Construction staff on appropriate content	SBA Facilities HRS Operations ISD SASI Purchasing Accounts Payable Fixed Assets Design and Construction	HRS Facilities Management SBA ISD SASI	Needs Assessment Increased Efficiency Cost Savings	On-going
3.6 Ensure all school staff, central office and SLT staff are proficient in SASI basic applications	SASI staff	Pearson Department Directors School-based Administrators	Agendas Attendance Training Documents	On-going

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**Goal #4:** Structure the organization to be efficient, effective, and aligned with the district mission.

**Objective #1:** Ensure that all staff is properly qualified and highly competent.

**Strategy #4:** Establish “pipeline” programs and procedures in both support and instructional areas that identify and develop individuals for future advancement and leadership roles.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
4.1 Continue and expand Leadership Pipeline Program for prospective administrators	Educational Services Instructional Staff Development Executive Staff Principals University Partners	NJ Professional Standards for School Leaders District personnel to address standard related areas	Calendar of Pipeline sessions Agendas, attendance sheets and session evaluations	On-going
4.2 Collaborate with support and operational services directors to develop a leadership pipeline; cross train individuals to reduce reliance on consultants, particularly in the area of technology	SBA ASBA Operations ASBA Finance Support Services Directors	Superintendent Staff	Agendas Attendance Hiring of teachers	On-going
4.3 Monitor services of substitutes who render exceptional services to the District. The monitoring will include the establishment of evaluations with supporting recommendation of full time employment.	HRS Employment Services HRS DOP Sub finder	NJ Dept. of Education Office of Teaching & Learning Office of Staff Development NJ Dept. of Personnel	Evaluations Recommendations	2007-2008

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**NEWARK PUBLIC SCHOOLS  
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**Goal #4:** Structure the organization to be efficient, effective, and aligned with the district mission.

**Objective #1:** Ensure that all staff is properly qualified and highly competent.

**Strategy #5:** Review all job descriptions and statements of roles and responsibilities to ensure a clear understanding and consistent functioning of all district staff.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
5.1 Assist schools in the development of their budget and program expenditures that support student achievement.	SLT Staff Administration Budget Office	Dept. Collaboration Budget Training Reconciliation Meetings SLC Meetings	Reconciliation Meetings SLC Meetings Community Budget Meetings Goals and Budget Expenditures	On-going
5.2. Provide an organizational chart which clearly communicates the job title of all staff	Superintendent HRS	State Approved list of Job Titles & Functions	Organizational chart	On-going
5.3 Partner with the New Jersey Department of Education in an effort to update job descriptions to meet current industry standards and requirements.	HRS Employment Services HRS Dept. of Personnel	Superintendent's Office NJ Dept of Personnel Office of Staff Development Unions Legal Services	Revised job descriptions	2007-2008
5.4 Ensure budget planning and preparation process is comprehensive, integrated with instructional priorities of the district, efficiently expedite and follows Dept. of Education budgetary guidelines. <b>NJQSAC FIS e1b; FIS A2e, g; FIS B1a; FIS B2, FIS B3d, FIS B3e, FIS B4K, FIS B41, FISD1C, D3F, E1f, E1e, E26, E2C.</b>	SLT Staff Adm. Budget Office	Dept Collaboration Budget Training Reconciliation Meeting SLC meetings	Agendas Attendance Budget Expenditures	On-going

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**Goal #4:** Structure the organization to be efficient, effective, and aligned with the district mission.

**Objective #1:** Ensure that all staff is properly qualified and highly competent.

**Strategy #6:** Review all evaluation procedures and instruments to ensure that they reflect the use of data and current district goals and curricula.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
6.1 Review, revise all instructional and supervisory personnel evaluation instruments to reflect current district goals/objectives, including student achievement and implementation of the curriculum at all levels of performance. <b>CAPA</b>	Office of Educational Services	Assistant Superintendents ETS/Observation Committee	Revised evaluation instruments	2007-2008
6.2 Review, revise non-instructional personnel evaluation form(s) for form, content and alignment with district goals and objectives.	HRS - Employment Services NJ Dept. of Personnel Office of Labor & Employee Relations	NJ Dept of Education NJ Dept of Personnel Office of Teaching & Learning Office of Staff Development Unions	Revised evaluation instruments	2007-2008
6.3 Conduct workshops relative to all new personnel evaluation instruments for all employees to ensure seamless implementation.	Office of Educational Services SLTs All Departments HRS	NJ Dept. of Education NJ Dept. of Personnel Office of Staff Development Unions	Meeting agendas Signature sheets	May-June 2008

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**Goal #4:** Structure the organization to be efficient, effective, and aligned with the district mission.

**Objective #2:** Improve teamwork and collaboration, focusing on achieving shared district goals.

**Strategy #1:** Ensure that adequate resources are available to address instructional and support programs.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
1.1 Using historical funding data, reallocate funds to support low performing schools. <b>CAPA</b>	School Buss. Adm. Asst. School Buss. Adm. Assistant Superintendent Superintendent	Current Budget Title Funds Grant Funds Achievement Data OPET	Grant & Program Funds	On-going
1.2 Initiate and monitor cost containment, cost reduction, and cost saving strategies. <b>CAPA</b>	School Buss. Adm. Asst. School Buss. Adm. Department Directors	SBA Deputy Superintendent	Statistical data comparing one fiscal year to another (to be submitted at the end of the fiscal year)	On-going
1.3 Improve payroll functions through Kronos and efficient operations.	Director Assistant Supervisor Payroll Staff	All units of Human Resource Services Accounting Health Office Asst. School Buss. Adm. School Buss. Adm.	Meeting schedules Agendas	On-going
1.4 Analyze district expenditures and cash flow to ensure efficient fiscal operations.	Accounting Department	Payroll schedules from Dept. of Payroll Weekly vendor payment schedule from Accounts Payable	Bi-weekly cash flow analysis report	On-going
1.5 Operate federal programs and analyze fiscal operations to ensure efficient and proper use of federal Titles I-V funding allocations. <b>NJQSAC FISD3f</b>	Title I Directors Fiscal Specialist Budget	PeopleSoft NJ Dept of Education School Buss. Adm. Office of Educational Services	Budget Detail Expenditure Reports EWEG Application	On-going

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**Goal #4:** Structure the organization to be efficient, effective, and aligned with the district mission.

**Objective #2:** Improve teamwork and collaboration, focusing on achieving shared district goals.

**Strategy #2:** Establish and/or improve relationships with outside organizations (public and private) in efforts to obtain additional resources.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
2.1 Continue community partnerships to improve daily student attendance.	Supervisor- Office of Attendance	Memoranda of Understanding w/ Newark Now and other Community Agencies	Letters of Agreement between agency and Office of Attendance	On-going
2.2 Implement McKinney Vento After School Tutorial Grant.	Supervisor Office of Attendance	2 <sup>nd</sup> Year Grant	Mid-year and Final Report	On-going
2.3 Meet regularly with all departments and agencies responsible for economic development projects to implement, monitor, and market our Economic Development Strategy for local, small, minority, private, women business enterprises to maintain a consistent network base of business community outreach initiatives.	Office of Economic Development	Economic Development Task Force Committee/Purchasing, Design and Construction, Information Services, Instructional Resources, and Business Community Network MGT Disparity Study Recommendations	Periodic Reports/Surveys	On-going
2.4 Establish and/or improve relationships with outside organizations, such as state and local government officials, corporations and foundations, in an effort to obtain additional district revenues.	School Buss. Adm.	Superintendent Foundations	Schedule of Meetings Telephone Log Additional funds obtained by district	On-Going
2.5 Work collaboratively with school board to ensure that policies regarding student achievement are complied with and decisions are disseminated to the public. <b>NJQSAC VI2, GOV A1.</b>				

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**Goal #4:** Structure the organization to be efficient, effective, and aligned with the district mission.

**Objective #2:** Improve teamwork and collaboration, focusing on achieving shared district goals.

**Strategy #3:** Identify strategies that support interdepartmental cooperation and coordination.

Action Steps	Person/Office Responsible	Resources	Documentation/ Evaluation	Time Line
3.1 Collaborate with the Offices of Teaching and Learning, Information Services, Special Programs and Instructional Technology to plan the on-going implementation of the Classroom Technology Initiative. <b>NJQSAC Oper D2</b>	SASI Staff	Offices of Teaching & Learning Office of Information Services Office of Inst. Technology SLTs	Agendas Sign-in sheets Notes Schedule of training dates	On-going
3.2 Work collaboratively with T&L and other departments to provide assistance and support to school administrators, staff and the SLTs to analyze data to inform instructional practices. <b>CAPA</b>	Office of Planning, Evaluation & Training	Offices of Teaching & Learning SLTs Office of Planning, Evaluation & Training	School visits Agendas Attendance Grade level/small learning community meetings	On-going
3.3. Streamline goals and action steps for a consolidated district strategic plan across departments and central offices meetings and general staff meetings. <b>CGCS #4</b>				
3.4 Collaborate with Purchasing, Accounts Payable and Budget to assist schools in the efficient use of protocols for budget planning and ordering processes.	Budget Accounts Payable Principals Purchasing	School Clerks Principals Dept. Heads Account Techs. Purchasing Buyers Handbooks	Priority vendors Requisitions Receiving Reports Schedules Agendas PeopleSoft	On-going
3.5 Create a facilities network that supports all facilities departments and duplicates pertinent information in case of emergencies.	Command Center	ISD Verizon Technology	System Tapes	On-going

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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
3.6 Streamline the design review process and apply integrated design approach with coordinated input from all stakeholders by: <ul style="list-style-type: none"> <li>▪ Obtaining comments and concurrences on design submissions at various stages of designs</li> <li>▪ Developing design standards for new schools construction program to suit district needs</li> </ul>	Design & Construction technical/project management and procurement staff	Superintendent office SLT Staff Principals Office of Teaching & Learning Facility Mgt./Support/HVAC	Design submission check list and sign off	On-going
3.7 Act as a liaison for the organization between operation units and educational services through intra -and inter-office meetings with department directors to coordinate initiatives.	School Buss. Adm. Asst. School Buss. Adm. Dept. Directors	School Buss. Adm. Operational Unit Heads Educational Unit Heads	Established Policies and Procedures Schedule of Meetings Agendas Minutes	On-Going
3.8 Recognize, respond, and correct dysfunctional behavior in the work place.	HRS Employee Relations Legal Dept.	District Policy Manual Unions EAP/AIP	Resolution of Issues	On-going
3.9 Implement field trip protocols to ensure timely submission of requests.	Pupil Transportation Educational Services	SLTs Schools Essex County Services Commission Dept. of Teaching & Learning Principals	District approved field trips	On-going
3.10 Establish interfaces with variety of information and database systems.	Office of Special Education	ENCORE SASI SERS	IEP Reports	On-going
3.11 Train new OSE staff, general and special education teachers. Institute a Help desk for Encore end users.	Office of Special Education	Principals Training Labs Computers Encore Group IT Personnel	Training Agendas Notices Attendance Sheets List of Emergency Calls	On-going

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**Goal #4:** Structure the organization to be efficient, effective, and aligned with the district mission.

**Objective #2:** Improve teamwork and collaboration, focusing on achieving shared district goals.

**Strategy #4:** Conduct on-going review of practices and procedures to promote effectiveness and efficiency.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
4.1. Reduce energy consumption 5% by: <ol style="list-style-type: none"> <li>1. Conducting energy audits</li> <li>2. Installing pulse meters to monitor energy use</li> <li>3. Controlling usage by upgrading to more efficient equipment</li> </ol>	Facilities Command Center	District-wide staff PSE & G Students	Reduced energy bills	On-going
4.2. Initiate new technologies to: <ul style="list-style-type: none"> <li>▪ Monitor building maintenance systems</li> <li>▪ Improve business practices and customer services</li> <li>▪ Recognize staff for increased productivity and performance</li> </ul> <b>NJQSAC Oper A3b, 3c</b>	All District Offices	ISD Facilities Design and Construction Educational Services School-wide Staff	Recognition Programs	On-going
4.3 Manage construction contracts and completion dates to reduce change orders to less than 10%.	Director Chief Engineer Supervising Engineer Procurement Staff	SBA Office Principals Purchasing Accounts Payable Facility Mgt./Support/HVAC	Project completion Change order cost Comparison reports	On-going
4.4 Create a Facilities Command Center using technology to monitor building repairs/maintenance needs and make data accessible to all stakeholders.	Facilities ISD Custodians SLT Staff	ISD Facilities Operations Asst. School Buss. Adm. District-wide Staff	Command Center records Work orders	On-going



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<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
<p>4.5 Establish partnerships with police, fire and EMS to reduce vulnerability and increase safety in all school buildings. Providing staff development to building sites in regard to safety and security plan, prevention and intervention, recovery from emergency and crisis situation.</p> <p><b>NJQSAC Oper B1a, B1b, B1c, B1d</b></p>	<p>Directory of Security Security Supervisors Special Police Security Guards</p>	<p>Assistant Superintendents Legal Security Office District and Staff</p>	<p>Reduction in safety violations Agendas/Minutes Attendance Partnership letters Memoranda</p>	<p>On-going</p>
<p>4.6. Analyze payroll processes to determine how functions can be streamlined and improved to increase productivity.</p>	<p>Office of Payroll</p>	<p>Human Resource Services Information Services Health Services Accounting Motor Pool School Buss. Adm. Asst. School Buss. Adm.</p>	<p>Reduction in erroneous leave balance allocations, supplemental pay issues and the need for off-cycle checks</p>	<p>On-going</p>
<p>4.7. Decrease transportation costs by analyzing routes, scheduling efficiencies and stakeholder feedback as well as implement procedures to review and resolve transportation incidents using data from incidents.</p> <p><b>NJQSAC Oper B9, B10</b></p>	<p>Office of Pupil Transportation</p>	<p>Essex County Educ. Ser. Commission Schools Office of Special Education Parents SLTs</p>	<p>Receiving placement letter 5 days prior to the start date of transportation with accurate instructions.</p>	<p>On-going</p>
<p>4.8. Establish and identify cost saving benchmarks, alternative and suitable standardized products for classroom use and all business and support departments.</p>	<p>Purchasing</p>	<p>Dept. of Teaching and Learning Principals SLT Staff</p>	<p>Comparison of Product Cost and Savings</p>	<p>On-going</p>

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**Goal #4:** Structure the organization to be efficient, effective, and aligned with the district mission.

**Objective #2:** Improve teamwork and collaboration, focusing on achieving shared district goals

**Strategy #5:** Conduct on-going evaluation of district programs and initiatives.

<b>Action Steps</b>	<b>Person/Office Responsible</b>	<b>Resources</b>	<b>Documentation/ Evaluation</b>	<b>Time Line</b>
5.1 Collaborate with departments to develop project evaluations for all program initiatives, thereby analyzing resources, prioritizing initiatives, and determining efficiency and effectiveness of outcomes.	Office of Planning, Eval. & Training	Offices of Teaching & Learning SLTs Office of Grants	Project calendar developed from data collected via a survey that project directors will complete	On-going
5.2. Determine existing resources and additional staff needs by developing a budget with itemized costs per project evaluation.	Office of Planning, Eval. & Testing	Office of Planning, Eval. & Testing	Staff Needs document	On-going
5.3 Assist in developing project evaluation plans when grant proposal applications are in the writing phase.	Office of Planning, Eval. & Testing Office of Grants	Organization overseeing the project funding source	Evaluation design (in grant proposal or similar)	On-going
5.4. Collaborate with appropriate NPS offices to determine and recommend the type of evaluation to be conducted for various projects.	Office of Planning, Eval. & Testing	Organization/Department overseeing the project	A range of possible research and evaluation activities (surveys, program implementation strategies, data analysis, evaluation reports)	On-going

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