



Strategic Plan 2017-2022

KEY INITIATIVES	Teaching and Learning	Instructional Technology	Climate and Culture	Communication w/Parents & Community	School-Community Partnerships
Program	<p>Enrichment program in Math and ELA for those not eligible for Gifted & Talented.</p> <p>Problem-solving & critical thinking.</p> <p>District-wide STEAM initiative.</p> <p>“Comet Time” for enrichment.</p> <p>Student-led, project based learning.</p>	<p>Expand student use of technology.</p>	<p>Character education/guidance thematic units.</p> <p>Code of Conduct.</p> <p>“On Course” module.</p>	<p>Expand Internet Safety to early grades.</p> <p>Internet Safety Parent Night with Prosecutor.</p> <p>Alternate ways to attract parents to school meetings.</p> <p>Parent information sessions.</p> <p>Comprehensive community calendar.</p>	<p>Internet Safety Parent Night with Prosecutor.</p> <p>Instructional volunteer program.</p> <p>Partnerships with local & regional businesses.</p> <p>Partnerships with local & regional service clubs.</p> <p>Engage 55+ in volunteering.</p>
Technology		<p>More devices in every classroom.</p>			
Staff		<p>Communication channel of technology resources.</p> <p>Targeted PD.</p> <p>Coaching & co-teaching to integrate technology.</p> <p>Identify & list peer experts as teacher resources.</p> <p>Focus on 5th & 6th grade.</p>	<p>New ideas for staff recognition.</p> <p>Staff-driven Comet Breakfast.</p> <p>Staff and Faculty Member of the Month.</p> <p>Celebrate staff & faculty through “Music Mondays”</p>		

VISION STATEMENT:

“A community dedicated to inspiring life-long learners.”

SWEDESBORO-WOOLWICH SCHOOL DISTRICT STRATEGIC PLAN 2017-2022



INTRODUCTION TO THE STRATEGIC PLAN

The Swedesboro-Woolwich Schools enjoy an excellent reputation in the State of New Jersey. To maintain that high regard, build even greater public confidence, and plan for the future, the Board of Education, in the 2016-2017 school year, initiated a process of continuous improvement to insure that programs, services, and facilities not only meet the needs of diverse students and community, but do so at the highest level. Toward that end, the Board engaged stakeholders to define strategic directions that will shape and guide the development of programs and services for the next five years. Initial meetings in the planning process included representatives of various stakeholder groups drawn from the school District and from the larger community.

The following pages summarize results of work sessions that included the Board of Education, District administrators, community residents, and stakeholders.

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BOARD OF EDUCATION-SCHOOL ADMINISTRATION PLANNING SESSION

The following summarizes results of a March 15, 2017 meeting with the Board of Education and school administrators whereby participants worked in small groups to complete three tasks:

First, to conduct a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis;

Second, to pose questions that might be asked of the larger Swedesboro-Woolwich community; and

Third, to select words that might be included in a new Vision Statement.

SWOT ANALYSIS

Strengths:

A theme that consistently emerged in analyzing items listed as strengths, was that of effective, strong relationships and regular communication between the Board of Education, administration, faculty, staff, and community.

Specific strengths most frequently cited included the following:

An engaged & supportive community

A dedicated, creative, and experienced faculty and staff

An experienced, consistent, and dedicated leadership team

A supportive Board of Education that makes informed decisions

Also cited were the following:

An active PTO

Professional development provided by staff and leadership

The ability to do more with less

A focus on student learning and best practices

Transportation Coordinator

Condition of buildings

Special Education Department

The teacher evaluation program

The maintenance staff

The diverse learners that make up our student population

Technology

Special education services

Data collection to inform effective teaching

SWOT Analysis (continued)

Weaknesses:

Most frequently-cited weaknesses included-

- Specific curriculum areas – handwriting, instrumental music, writing, programming
- Taxes, fees, and unfunded or underfunded mandates
- Services for gifted and talented students
- Meeting the needs of at-risk children and families
- Condition of grounds and cleaning

Also cited as weaknesses were the following:

- New administration (stability concern)
- Community engagement
- Part-time guidance
- Transportation services (sub-contacted services)
- Cleaning company
- Communication overload
- Vertical articulation and implementation
- Limited menu choices in school lunches

Opportunities:

Consensus also emerged regarding opportunities. Those cited by more than one group included -

- More community engagement, especially capitalizing on parent support, but also targeting the 55 and older community and development of an Education Foundation
- Build upon partnerships with businesses, e.g. Sorbello Farms, and Rowan University
- Become a high performing District through staff and administration engagement and collaboration
- Increase capacity and alignment through a focus on instructional practice, including professional development through Professional Learning Communities
- Grow our services for homework help, for the gifted and talented, and for children with disabilities
- Expand and integrate technology for student use

Also cited as providing opportunities for improvement were the expansion of development along Rte 322, the new administration (need for stability), further data analysis, and safety.

SWOT ANALYSIS (continued)

Threats:

Those cited most frequently include the following –

The political climate at the federal and state level, which may result in more mandates, flat or reduced state and federal funding, and the need to increase property taxes.

Continued development of new houses, which contributes to unpredictability and fluctuation in student enrollment.

Also cited were the following –

New administration (stability concerns)

PARCC refusals

Healthcare costs

Safety and security

Parent apathy

Disenfranchisement of staff

Questions for Stakeholders and Community Members to Consider in Strategic Planning

- How do we fund our “big ideas”?
- How do we prioritize our “big ideas”?
- How do we evaluate the implementation of our “big ideas” for success or failure?
- How do we maintain our current level of quality instruction and instructors in spite of unknowns and flat funding?
- 5 years from now, will the community believe that they are getting educational value for their tax dollars?
- 5 years from now, will our Strategic Plan (developed in 2017) work?
- 5 years from now, what happens if there is another housing boom?
- What are the top 3-5 non-negotiable focus areas?
- What qualities and characteristics does a successful 21st century Swedesboro-Woolwich student embody?
- How can we better use learning analytics to inform teaching and learning?
- How can we better engage students to facilitate higher levels of achievement?

Words That Might Be Included in a Vision Statement

In addition, it was noted that the strategic plan must start with a Vision Statement, a concise affirmation of what we intend that the school District will become as a result of creating and implementing a strategic plan. Toward that end, Board Members and school administrators were asked to each come up with a few key words that they suggest might be included in such a Vision Statement. Here are the words listed by each group:

Students	Viable	Citizenship
Stakeholders	Sustainable	Strength
Achievement	Leaders	Well rounded
Preparing	Committed	Consistent
Global	Engaged	Dynamic
College	Comets	Collaborative
Career	Pride	Motivated
Emotional	Faculty	Tolerance
Readiness	High performing	Integrity
Opportunities	Fiscally responsible	Stability
Technology	Excellence	Achievement
Life-long learners	Growth	Swedesboro-Woolwich
Diversity	Steward	Cross-curricular integration
Community	Creative	Vertical articulation
Curriculum	Exceptional dedicated	Empower
		Partnership

The following page contains a Wordle that includes the results of their thinking and discussions. A Wordle is a tag cloud that is used to quickly depict the words that appeared most frequently in a given context.



Community/Stakeholder Forums

All residents of the Swedesboro-Woolwich School District and all District stakeholders were invited to actively participate in collaborative teams to craft the strategic plan. The response to this invitation was overwhelming. Thirty-five persons came forth and participated in four forums held over a two month time period.

Dates of Community/Stakeholder Forums were as follows:

April 4, 2017

April 25, 2017

March 15, 2017

June 1, 2017

Community/stakeholder forums reflected diversity of opinions and positions regarding the current status and future of the school District and articulated their best thinking regarding the current and future direction of the District.

To ensure that every voice was heard and every participant contributed, participants were divided into six teams or work groups in each session.

Community/Stakeholder Work Groups

Group 1

Michelle VanDiehl – Board of Education Member

Scott Hogan – SWSD District Level Administrator

Jennifer Cavallaro – Swedesboro Community Member

Michele Garcia – SWSD Certified Staff Member/Woolwich Community Member

Mia Frisby - Parent

Leigh Donato – SWSD Building Level Administrator

Group 2

Natalie Matthias – Board of Education Member

Dan Fuchion - Parent

Jamie Flick – SWSD Building Level Administrator

Eileen Mission – SWEA Certified Staff Member / Woolwich Community Member

Maria Sohn – SWSD Certified Staff Member/Woolwich Community Member

Craig Frederick - Board of Education Member

Group 3

Alan Schwager – Woolwich Township Mayor

Matthew Blake—Woolwich Township Director of Community Development

Carolynne Sandy – SWSD Building Level Administrator

Molly Clerecuzio – SWSD Certified Staff Member/PTO Member/Woolwich Community Member

Elisa Bitterman – SWSD Certified Staff Member

Shannon Kauffman - Parent

Group 4

Alice O’Blennis – Swedesboro Borough Council Member

Kelly Bonapfel - Parent

John J. McCarrie – Swedesboro Community Member

Rob Titus – SWSD Building Level Administrator

Ashley Sermabeikian – SWSD Certified Staff Member

Thomas Fromm—Swedesboro Mayor

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Community/Stakeholder Work Groups (continued)

Group 5

Kristin P. O'Neil - Superintendent

Cheryl Mervine – SWSD Certified Staff Member

Heather Worrell – SWSD District Level Administrator

Lauren Ibbotson - Parent

Catherine Pekula - Parent

Group 6

Gina Azzari – SWEA President / SWSD Certified Staff Member

Joseph Kauffman - Parent

Christine Fuchs - Parent

Silvia Cancila – SWSD Certified Staff Member / Woolwich Community Member

Jackie Traini – SWSD Building Level Administrator

Meg Westburg—Parent

First Community/Stakeholder Forum

April 4, 2017

All participants were provided with a binder that included extensive information about the community and the schools. It included detailed data, including student assessment results, and parent survey results. The purpose of this session was to inform participants so they are in a better position to produce quality work through their discussions and collaboration.

Presentation: Alan Schwager, Woolwich Township Mayor and Matthew Blake, Woolwich Director of Community Development

Mayor Alan Schwager spoke briefly about the history of the schools in the township. Matthew Blake then walked the group through some of the newer developments in the town and discussed projected/anticipated building projects. The group discussed Eagle View Trail which will provide approximately 80 apartment units. The group was informed that every municipality has an obligation to meet affordable housing. Mr. Blake also discussed the 20 acres that is now promised for passive/active open space. When asked if new housing projects could be refused, it was stated that the Township doesn't have the legal authority to stop it; however, the best we can do is plan for it.

Presentation: Alice O'Blennis, Swedesboro Councilwoman

Ms. O'Blennis discussed how Swedesboro's focus is different because the Borough is land locked. Their focus now is to support, maintain, and preserve. Swedesboro's main focus is through the economic development committee which is very active. Recently, they have been discussing establishing better communication throughout Swedesboro, and there is a plan to begin to develop their own newsletter. Swedesboro is also entertaining the thought of developing internship opportunities at the college level. Ms. O'Blennis discussed how Swedesboro is going to be one of the sites of the future Fossil Park. Swedesboro is also looking to add new events in June/July/August with food trucks, and there will be a Harry Potter event in the fall. Currently, Swedesboro is putting their efforts into Fair Funding.

Presentation: Dr. Kristin P. O'Neil, Swedesboro-Woolwich Superintendent

Each member of the committee was presented with a binder with extensive District information: enrollment trends, assessment trends, communication examples from both in-house and to the community, and Board of Education Goals. Dr. O'Neil also presented a PowerPoint overview of the work that had taken place over the past year and a half. Dr. O'Neil explained the contents of the binder and reviewed the District's progress in the following areas: safety and security, District accomplishments, District improvements, and new additions in programming and student clubs. Dr. O'Neil discussed the evidence tables that are provided to Districts after the PARCC results were received and discussed how that data can be used to improve curriculum and instruction.

Group Work: Dr. Raymond Bandlow, Facilitator

Dr. Bandlow presented several critical questions that were created in a previous session by members of the Board of Education and administration. He asked members of the Community/Stakeholder groups to review these questions and either select questions that they believed were most important or create their own.

Members of each group worked together to select the 2-5 questions they saw as most critical. They then recorded the results of their work and shared it out to the whole group.

Four of the six groups selected the following as most critical -

How do we fund our big ideas? How do we maintain our current level of quality instruction and instructors in spite of flat funding?

Two of the six groups selected the following as most critical -

What are our 3-5 non-negotiables?

How do we prioritize our “big ideas?”

What do we want all of our students to be at the end of their SWSD experience?

How do we meet and maintain community educational expectations?

Does the community believe that they are getting educational value for their tax dollars?

What are the qualities and characteristics of a successful SW 21st century learner?

Also chosen by one of the groups were the following -

How can we use learning analytics?

How do we communicate our District’s story to community members who are not parents of current students?

How do we get community members and families more involved in our schools?

Did (does) our plan work?

How do we gain higher levels of achievement through vertical and horizontal alignment?

How do we increase student engagement with opportunities both during and after school hours?

The session closed with a review of a Vision Statement. The group was asked to think about words that should be included in our Vision Statement and come prepared to share at the next meeting.

Second Community/Stakeholder Session

April 25, 2017

Community and stakeholder representatives engaged in a session where they created two deliverables: a list of “Points of Pride” and a first draft of a Vision Statement.

Points of Pride

“Points of Pride” are programs, services, facilities, events, and traditions that are deep-rooted, long-standing sources of pride for the schools and/or community. When we create a strategic plan, we must be aware of and honor these items that are vitally important to a constituency in our community. That does not mean that they are “sacred cows” but if our plan affects them, attention is required.

Here are the items identified by one or more of our six work groups. A number listed parenthetically next to an item indicates frequency with which an item was mentioned by the groups.

Community

- An active community with organizations for youth, scouting, sports, arts, PTO, recreation, high participation (4)
- Community events: Seasonal events, Fun Day, Swedesboro Day, Dragon Run, Rabies Clinic, Movie Nights, Dancing in the Streets, Tree Lighting & Parade, Daddy-Daughter Dance, Mother-Son Meatball Dinner, Kayaking, Fireworks, Clifford Day (3)
- Supportive, friendly, family-oriented community with small town atmosphere (3)
- A unique community: historic Swedesboro combined with rural Woolwich (2)
- A strong sense of community, support for local initiatives, compassion, close-knit neighborhoods (2)
- Great location close to I-295, Turnpike, bridges, and Philadelphia (close but not too close) (2)
- Preservation of open space and commitment to keep rural character
- Voted #1 Place to live in Gloucester County

Second Community/Stakeholder Session (continued)

April 25, 2017

Points of Pride (continued)

Schools

- High degree of parental involvement (4)
- Dedicated, friendly, focused, driven teachers and staff, committed to continuous improvement (3)
- Ranked highly effective, great reputation (2)
- School facilities are mix of new and historic construction (2)
- Parent fundraising provides thousands of dollars for school enrichment
- Special education programs (e.g. Autism) that attract parents of children with special needs.
- Each school is structured to meet the needs of a specific age group
- Technology is up to date
- Good stewardship maximizes our tax dollars

Students

- Responsible, respectful, and caring students (2)
- Age appropriate experiences and behaviors

Connections between community and schools

- Active parents who collectively advocate on behalf of children
- Walter Hill connects multiple generations
- Historically significant places and artifacts
- Municipal governments that value and support our schools

Second Community/Stakeholder Session (continued)

April 25, 2017

Vision Statement

Vision Statement

A Vision Statement is a brief statement (usually 12 words or fewer) that describes what we want our schools to become in the future. The facilitator explained that the terms “Mission Statement” and “Vision Statement” are often used interchangeably, but they are not the same. They are alike in that both can give an organization, like a school District, direction. But they differ in meaning. A Mission Statement is a definition of an organization’s purpose, ethics, and culture. It is often inspirational, celebrating the best of what an organization is all about.

A Vision Statement is a description of what an organization wants to become in the future. It tends to be aspirational, celebrating the best of what an organization aspires to be.

The facilitator asked the groups to review the *Wordle* put together by Board and administrators, and the discussion of key words that resulted from community/stakeholder forum discussions. Each work group then came up with a Vision Statement using the most prominent words in the *Wordle* and words they found most compelling.

Here are the Vision Statements drafted by each work group:

“A dedicated community empowering and inspiring young minds.”

“Preparing today’s students to build tomorrow.”

“Creating our future one student at a time.”

“A community committed to nurturing global-oriented learners through academic excellence.”

“A community of diverse global learners reaching our greatest potential.”

“Empowering all children to become dedicated and dynamic life-long learners committed to tolerance and global citizenship.”

Follow-Up

A subcommittee consisting of one member from each work group was assigned the task of meeting to draft a consensus Vision Statement and bring it back to the full group for consideration at the next Community/Stakeholders session.

Third Community/Stakeholder Session

May 15, 2017

Vision Statement

Community and stakeholder representatives engaged in a session where they created two deliverables: We adopted a Vision Statement, and we began the process of writing goals and action plans. The following is the Vision Statement recommended by our committee and modified through discussion with the group as a whole:

"A community dedicated to inspiring life-long learners."

Goals and Action Plans

The last two meetings were largely devoted to setting goals, the implementation of which would realize the Vision Statement, and to creating action plans, the implementation of which would realize those goals.

In the first meeting, work groups were free to write goals and action plans for any facet of school District operation, school operation, or student experience. Following that meeting, the facilitator organized the results generated by each work group and produced what might be described as goal areas that captured participant work into six goal areas or "buckets."

Those buckets were as follows:

- Ensure that all students are challenged to learn and achieve at higher levels

- Expand the use of technology for teaching and learning

- Reinforce a healthy, positive climate and culture

- Communicate effectively with parents and community members

- Expand participation in co-curricular programs

- Connect community to the classroom

Third Community/Stakeholder Session (continued)

May 15, 2017

Goals and Action Plans (continued)

Ensure that all students are challenged to learn and achieve at higher levels

Within the next 12 months, the school District will begin to implement an enrichment program in Math and ELA for students who may benefit from academic challenges but are not eligible for Gifted and Talented programs.

Expand the teaching of problem-solving/critical thinking skills.

By the 2018-2019 school year, 100% of our Professional Learning Communities (PLC's) will regularly and routinely analyze specific outcomes in the learning processes to make informed instructional decisions.

Expand the use of technology for teaching and learning

By the 2019-2020 school year, the District will provide all students daily access to instructional technology.

By September, 2018, 5th and 6th grade teachers will integrate impactful technology daily that engages students in the learning process

Reinforce a healthy, positive climate and culture

By 2018, schools will show more consistency in discipline and character education programming for all students.

Provide internet safety programs for kids and parents

By the end of the 2017-2018 school year, the school District will reduce paper consumption by 25%.

Communicate effectively with parents and community members

We will decrease the number of parents refusing to allow their students to participate in PARCC to less than 1% of the tested population by 2018 through -

Parent education

1:1 initiative

Positive campaign through newspapers, posters, CHS news

Tested career speakers

Third Community/Stakeholder Session (continued)

May 15, 2017

Goals and Action Plans (continued)

Expand participation in co-curricular programs

By September 2018, the District will create an all-schools events calendar, including sports, technology, cleaning/maintenance, PTO, SEPAC, Board of Education, faculty & staff meetings, etc.

Continue commitment to expand co-curricular opportunities and streamline programs

- Post calendars for co-curriculars at the beginning of the year

- Provide communications to parents about expectations

- Provide explanation of fees if any

Connect community to the classroom

Incorporate 10-20 trained community volunteers to support literacy and math instruction

- Appoint leadership to coordinate volunteer program

- Survey teachers to identify needs for instructional volunteers

- Develop budget and secure funding to implement volunteer training, program needs

- Ensure thorough recruitment, screening, and background checks

- Target parents and over 55 community

By the beginning of the 2019-2020 school year, leadership will provide more extended learning opportunities for the community showcasing our teaching and learning practices.

Follow-Up

At the next meeting, to be held June 1, 2017, the fourth and final community/stakeholder session was to be held. A table was to be set up for each of several goal areas, as compiled by the facilitator. Each participant was to choose a topic to work on and the evening was to be dedicated to writing and refining goals and action plans.

Fourth Community/Stakeholder Session

June 1, 2017

Goals and Action Plans Finalized

At the second goal-setting meeting, a table was dedicated to each of the buckets or goal areas.

Participants were free to sit at the table of the topic they found to be of greatest interest.

The result of this second session was a more detailed and more extensive list of goals and action plans. The facilitator organized these results into a separate document that accompanies this summary of how Swedesboro-Woolwich's strategic plan was developed. This separate document, entitled "Accountabilities," provides a framework for the management of the plan. It lists:

1. Major goals areas
2. Goals within those areas
3. Action Plans to deliver those goals
4. A description of deliverables that might evidence the successful completion of an action plan,
5. A Timeline for completion, and
6. A person or position who will be accountable for achieving each action plan

This is the primary management tool that the Board of Education and the Superintendent of Schools may work from to move forward with the strategic plan. It is of course incomplete because:

- Some goal areas will require more goals for strategic implementation. What was listed in our sessions will likely be seen as a good beginning, but not sufficient to realize the goal area.
- More action plans are needed for some goals.
- Deliverables must be determined in the context of what is already in place and what needs to be accomplished.
- The timeline is variable. The Superintendent, either directly or through administrative teams that may be assigned to follow up, will determine timelines, indicating which action plans might be accomplished in the first year and which in successive years.
- Determining the person(s) or position(s) accountable for achieving each goal or action plan is a decision of the Superintendent as well.

Fourth Community/Stakeholder Session (continued)

June 1, 2017

Goals and Action Plans Finalized (continued)

The meeting began with an affirmation of our Vision Statement:

“A community dedicated to inspiring life-long learners.”

As we finalized the work of our Community/Stakeholder sessions in goals and action plans, we tested their relevance by asking “will fulfilling this goal bring us closer to realizing the school District we wish to become, as defined in our Vision Statement?” If the answer was “yes,” the goal or action plan was seen to be appropriate and timely. If the answer is “no,” the goal or action plan might be of great value but not be a priority. If the answer is “maybe,” more thought might be given to it to see if it can be developed further to qualify for a “yes” response.

The following is a composite of the work of each table on goals and action plans:

Ensure that all students are challenged to learn and achieve at higher levels

Within the next 12 months, the school District will begin to implement an enrichment program in Math and ELA for students who may benefit from academic challenges but are not eligible for Gifted and Talented programs.

We will expand the teaching of problem-solving/critical thinking skills.

By the 2018-2019 school year, 100% of our Professional Learning Communities (PLC's) will regularly and routinely analyze specific outcomes in the learning processes to make informed instructional decisions.

We will develop a system for student-led, project based learning, evaluated/assessed with teacher-built rubrics based on common core state standards.

We will launch a broader focus on District-wide STEAM initiatives across all curricular areas through before, during, and after school programs, including family programs.

In each school, we will utilize “Comet Time” to enrich curricular areas by student ability and interest.

Fourth Community/Stakeholder Session (continued)

June 1, 2017

Goals and Action Plans Finalized (continued)

Expand the use of technology for teaching and learning

By the 2019-2020 school year, the District will provide equitable access to instructional technology and support the use of these technology resources through peers, enhanced communication tools and specific District initiatives.

Action plans:

1. Provide the hardware through budget to increase the number of devices present in each class room.
2. Develop a communication channel of technology resources that are District approved for staff to access. It can be tiered further to include recommended tools.
3. Provide targeted PD of District-approved resources to overcome technology apprehension or phobia teaching staff.
4. Provide opportunities for coaching and co-teaching to integrate technology further in a one on one.
5. Identify and list peer experts who have expertise in a given software so faculty and staff may reach out to them for assistance.
6. Provide students with a means of reporting about the technology they are utilizing such as survey data or evaluation after a completed project.

By September, 2018, 5th and 6th grade teachers will integrate impactful technology daily that engages students in the learning process

Fourth Community/Stakeholder Session (continued)

June 1, 2017

Goals and Action Plans Finalized (continued)

Reinforce a healthy, positive climate and culture

By 2018, schools will show more consistency in discipline and character education programming for all students.

Developing character education/guidance thematic units for once per month delivery.

Continuing to use the Disney Theme #1 Rule at the Clifford School.

Revising Code of Conduct (grade 3-5 is in progress, and K-2 needs to be done)

Revising the Code of Bus Conduct for all students.

Using module in On Course regularly.

We will provide internet safety programs for kids and parents.

Hosting a Parent Night with the Prosecutor's Office.

Considering alternate ways to attract parents to this event.

Expanding Internet Safety program to earlier grades.

By the end of the 2017-2018 school year, we will reduce paper consumption District-wide by 25%.

Develop and implement a staff and faculty recognition program.

Surveying staff and faculty to seek ideas about recognition.

Holding a staff-driven Comet Breakfast for recognition.

Developing a Staff and Faculty Member of the Month program.

Providing a special parking space for the Staff and Faculty Member of the Month.

Celebrating staff and faculty through "Music Mondays."

Fourth Community/Stakeholder Session (continued)

June 1, 2017

Goals and Action Plans Finalized (continued)

Communicate effectively with parents and community members

During the 2017-2018 school year, there will be three educational sessions for parents to provide information about Testing/Assessment, Learning Strategies, and Continuing Learning Beyond the Classroom.

Increased parent understanding of selected topics will be measured by pre and post survey results.

Summer 2017: Prepare and plan for mid-October session and set dates for all three sessions. This preparation and planning shall include-

- Determine topics and grade clusters of parents to be served
- Secure appropriate venues
- Staff for presentations and for child care for participants
- Development of pre-event and post-event surveys

September 2017: Promote first event at Back-to-School nights and on District website.

October 2017: Prepare for October event, including-

- Compile pre-event survey results
- Finalize and hold first event
- Compile post-event survey
- Post slides and hand-outs from event on District website

November/December 2017: Prepare for second event -

- Select topic and presenters
- Promote event electronically and through school events
- Promote event at parent-teacher conferences

January/February 2018: Conduct second event, including -

- Compile pre-event survey results
- Compile post-event survey
- Post slides and hand-outs from event on District website

March/April 2018: Prepare and promote third event , including –

- Select topic and presenters
- Promote at Book Fair, Read Across America, and support conference

May 2018: Conduct third event, including -

- Compiling pre-event survey results
- Compile post-event survey
- Post slides and hand-outs from event on District website

June 2018: Publish results of events and assemble resources for summer

Fourth Community/Stakeholder Session (continued)

June 1, 2017

Goals and Action Plans Finalized (continued)

Expand participation in co-curricular programs

By September 2018, the District will create a comprehensive community calendar that will be available on the school website. The District website will include communications to parents about expectations and fees, if any, with an explanation of the fee structure and why it is needed.

May 2018: Stakeholders, including each school, the Board of Education, SEPAC, & Comet Care, will compile a list of anticipated events for the 2018-2019 school year.

June 2018: A representative from each group will meet to create a unified calendar for coming year.

July 2018: A Google calendar will be created with links to related information and websites.

August 2018: The comprehensive community calendar will be available to parents, faculty, staff, students, and residents through the District website.

Quarterly 2018: Representatives from each organization listed above will meet throughout the year to refine and update the calendar.

May 2019: Stakeholders will repeat the process and expand their footprint to include community organizations and events as well to make it a true community (not just school) calendar.

Fourth Community/Stakeholder Session (continued)

June 1, 2017

Goals and Action Plans Finalized (continued)

Community and School District Partnerships

We will develop a core of trained community volunteers to support instruction.

Surveying teachers and community to identify needs and opportunities for instructional volunteers.

Develop a budget.

Secure funding.

Ensure thorough recruitment, screening, background checking process.

Develop a monitoring and evaluating system.

Target and expand specific community partnership opportunities such as –

Aged to Perfection

Furever as Friends

Local and regional businesses

Local and regional service organizations, including Greater Swedesboro Business Association and
Kiwanis Club

Sorbello Farms

We will increase community support for and involvement in the schools incrementally from 2017-2020.

By 2017-2018, engage 55 & over in volunteering and activities such as career days.

By the beginning of the 2019-2020 school year, we will provide more extended learning opportunities for the community showcasing our teaching and learning practices.

Next Steps and Conclusions

Some of what is contained in the buckets identified below may require deeper study and planning to provide the Board of Education with enough information to make well--informed decisions as to what and how to pursue the ideas percolated in the stakeholder meetings.

The process of developing a strategic plan for the Swedesboro-Woolwich School District worked as advertised. It began with the perspectives and knowledge of those who know it best, School Board Members and school administrators. The real work of building a plan came from representatives of those with deep knowledge of aspects of school operations, those likely to be affected by it, those likely to gain from it, and those responsible for implementing it –

- Parents
- Community Members
- School Administrators
- Teachers
- Staff

The strategic plan includes big ideas with broad appeal, detailed suggestions to improve services, and programs for students. While these are detailed in the accompanying document, big ideas to be noted include, but are not limited to –

- Teaching and Learning in the Classroom
- Instructional Technology and the Tools of Learning
- Climate and Culture in the Schools
- Communication with Parents and Community
- School-Community Partnerships

In Closing

The strength of this plan is that it is owned by community members and stakeholders. It reflects the best thinking of community and school leaders. It builds upon a foundation of what has made the Swedesboro - Woolwich Schools and community strong in the past, with the intent of creating an environment and set of experiences whereby Swedesboro-Woolwich students will continue to be well prepared to create their own future.