





**Washington Township School District**

**Strategic Plan 2018-2020**



*. . .EDUCATION. EVERY CHILD.*

*EVERY DAY. EVERYWHERE . . .*



**Background**

The Washington Township School District is Gloucester County New Jersey's largest school district and consists of approximately 7,400 students. In the last three years the Board, school district leadership and staff took on and completed three major initiatives. These initiatives included:

* Development and implementation of a full day kindergarten program for all eligible students
* Planning and implementation of a one-to-one computer program for all students
* Redistricting

In addition to these initiatives, the district over the past 10 years experienced declining enrollment and changing demographics that were exasperated by the most recent financial recession and resulting impact on home sales and construction. Day-to-day instructional and facilities initiatives increasingly have added to the challenges. These initiatives included efforts to maintain educational excellence and what is commonly referred to in the community as “Township Pride.” Further, the district experienced an unanticipated significant reduction in state school funding for the 2017-18 school year that will, in all likelihood, also affect future school year funding.

The leadership team, despite the numerous initiatives and challenges, including the changing demographics, the enrollment decline, funding issues and a desire to pursue excellence for all students identified the need for a district strategic vision and plan to achieve the vision. In the summer of 2017 the leadership team recommended to the Board of Education and the Board approved pursuing a district vision and strategic plan.

The initial phase of the strategic planning process was designed to authentically engage stakeholders - including students, parents, teachers, administrators, staff and community leaders for the purpose of articulating district success, values, challenges and priorities for the future. Focus groups were engaged, interviews conducted, a community meeting scheduled, and a researched-based community survey was provided for community input. Further, a 28-person advisory group representative of the staff and community was formed to work with the HYA/ECRA group consultants.

The perceptions identified through interviews, the focus groups, community meetings, and the online survey were analyzed. In addition, district data was collected and analyzed. Together this information was presented and discussed with the advisory steering committee. The advisory steering committee used this information to review the district mission and to develop a vision and portrait of graduate to prepare students academically, emotionally and socially to be successful adults globally.

The engage phase findings were used to identify key aspirations for the district against the backdrop of best practice research.

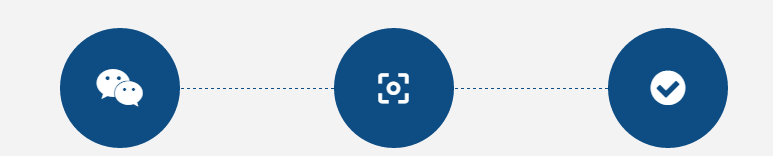
The following chart synthesizes the process.

**Strategic Planning Process**

**PHASE III:**

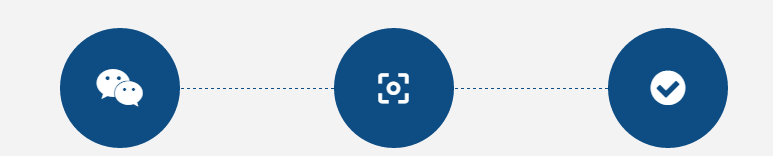
**Execute**

**PHASE II:**

**Focus**

**PHASE I:**

**Engage**



* Conducted 8 Board of Education and 8 Administrator structured, individual interviews.
* Conducted 9 focus groups with key stakeholder populations

(145+ participants).

* Reviewed mission and vision of the District.
* Reviewed archival data and reports provided by the District.
* Administered surveys of key stakeholder populations (648 respondents).
* Discussed research and best practice around emerging themes from the Engage phase.
* Facilitated administrator planning meetings to guide implementation.
* Identified metrics for monitoring progress
* Reviewed Stakeholder feedback and themes from Engagement sessions.
* Documented mission and vision, guiding principles, and the future direction desired by stakeholders.
* Developed a draft strategic plan document to serve as a broad outline to guide the future direction of the District. The strategic plan contains:
  + Mission and Vision
  + Global Findings
  + Portrait of a Graduate
  + Strategic Goals & Objectives Identified & Prioritized
  + Two-year Action Plans

*Document the current state of realty and the desired future position of the District.*

*Document specific steps that will be taken in order to accomplish the goals and objectives identified in the strategic plan.*

*Create a framework for broad direction and priorities for the future in a formal strategic plan document.*

**Global Findings**

The survey responses, along with the participation in the interviews and the focus groups, are strong indicators of the support that the community, parents and staff demonstrate for the school district.

The numbers of participants, by stakeholder group, in the two methods of data gathering are listed below:

|  |  |
| --- | --- |
| **DATA** | **PERCEPTIONS** |
| District Demographics Overview | BOE & Administration Interviews (8 + 8 = 16) |
| Finance (Personnel/Organizational) Overview | Focus Group Interviews (8) |
| Assessment Scores Overview | Online Survey Results (648) |
| Facilities & Technology Overview | 31 Pages of Comments |
|  |  |

|  |  |  |
| --- | --- | --- |
|  | **Online Survey Demographics** |  |
|  | Frequency | Percent |
| Administrator/Supervisor | 37 | 5.7 |
| Certified Staff | 244 | 37.7 |
| Non-certified Staff | 44 | 6.8 |
| Community Member | 17 | 2.6 |
| Parent | 238 | 36.7 |
| Student | 68 | 10.5 |
| TOTAL | 648 | 100.0 |



The HYA/ECRA consultant team based its findings upon themes that emerged from stakeholder and focus group meetings and on input gathered from the surveys. The team also reviewed enrollment trends, school performance data, finance and facilities, personnel including job descriptions and the school and community culture. A major theme from all groups was strong commitment to the students who are served through the school district and a sense of community/school district pride. The superintendent is well known and is considered an integral part of the community. Overall, there is a positive respectful climate tempered with the understanding that there are changing demographics, declining enrollments and financial challenges ahead. This has to some extent created mistrust and a concern for equity in some segments of the community.

Although Washington Township is Gloucester County's largest community there is no town center. The Washington Township High School is often referred to as the town center. Gloucester County and New Jersey is comprised of numerous small towns and townships. Both Washington Township and the Washington Township Public Schools are often referred to as ‘Township.” In a large portion of southern New Jersey numerous residents would understand that when one speaks about “Township” they are referring to Washington Township. As defined by standardized tests, Washington Township students are performing well. The district provides a significant amount of professional development and district educators are generally perceived in a positive fashion.

A majority of staff lives in the community and many of the teaching staff were educated in the Township schools. While the district is faced with declining enrollment, this trend is expected to level off around 2022. One of the most significant educational challenge, are the students in the middle. This challenge seems to be recognized and/or perceived at all levels. There is also a significant concern for the social and emotional needs of students. Facilities are aging, and revenue resources are declining.

Expenditures, student performance and operating practices were also examined and compared with other New Jersey K-12 school districts with 3,500 or more students. This data, along with the perception data and examination of district resources - which included enrollment trends, was shared with the 28-person advisory steering committee. This information was used by the committee for the review of the district mission, development of the district vision and Portrait of the WTPS graduate. It was also used to review and prioritize goals and objectives.

HYA based its findings upon themes that emerged from stakeholder meetings and input surveys. A major theme from every group is the strong feeling of caring for children and a sense of community that is a focal characteristic of XYZ Elementary School. Teachers are supportive, caring, and engaged in the life of the school - even after school hours. The principal is well known and respected by the community and parents. Overall, there is a positive, respectful climate between teachers and teachers and administrators.

Academic programs, social-emotional expectations, and the learning environment are age appropriate and allow children to grow and learn. All students have access to technology through the District’s one-to-one laptop program. The majority of respondents on the online survey agree or strongly agree that teachers personalize learning to address the individual needs of students. Strengths of the curriculum include the Early Childhood Program, full-day Kindergarten, an inclusive special education program, the mathematics curriculum, the Fine Arts Program particularly music and art, the Enrichment Program, STEAM Program, and physical education. Overall, academic standards and expectations are high for all students.

Parents and community leaders and organizations actively support the school and its extra-curricular programs. The extra-curricular program is important to the community. All students are encouraged to become involved in extracurricular programs.

Many of the programs and characteristics that are viewed as strengths of the school district may present future challenges to the school district in terms of providing resources to maintain or grow those areas. The district has healthy fund balances and no debt. Class sizes are small by state and local standards. Parents and students would like students to have greater choices regarding academic subjects, foreign languages, electives, and after school programs. Maintaining small class sizes and growing programs may force the school district to consider difficult budget decisions and the use of space in the future.

**Overarching Strengths of the District**

* **Community Pride**
* Pride in Schools – Especially High School
* Pride in History/Tradition
* Pride in Program Offerings
* Pride in Students Returning/Staying
* Student focus on Community Service ~ tie to community
* **Program Offerings**
* Numerous Courses
* AP, SPED, Performing and Fine Arts
* **Academic Proficiency – as defined by Standardized Tests**
* **Teaching Staff**
* Majority of parents and students have confidence in quality of teaching staff
* Lots of professional development

**Overarching Weaknesses**

* **Majority of staff from community/live in community/homogeneous staff**
* **Time of Transition**
* Changes in Education
* Changes in Economics ~ no longer industrial or information age
* Changes in Society
* Changes in Leadership ~ catching up and positioning for future
* New initiatives rather than new systems & processes (getting caught in the fallout)
* **Aging Facilities**
* **Decrease in Enrollment hitting home.**
* **Concern for Social/Emotional Needs of Students**
* **Students in the “middle” not perceived as having equitable support.**
* Perception of inequity

**Overarching Threats**

* **Ability to reinvent to meet needs of preparing for new economy**
* **Ability/desire to do heavy lifting to catch-up**
* **LOTS OF HARD WORK AHEAD**
* **Simmering Undercurrents**
* Apathy
* Distrust
* Inequity
* **Maintaining status quo**
* Hiring/recruitment
* Business processes
* “Kick can” on facilities maintenance and updates

**Overarching Opportunities**

* **Time is RIGHT for stepping back, taking a deep breath and planning the future!**
* Learned from initiatives (one2one, redistricting, full-day K)
* **Foundation is stable ~ (even if keep the status quo)**
* **Reinventing and planning is exciting/inspiring**
* Creative Partnerships | Creating new Systems
* Learning to do More with Less
* Utilizing technology as tool to reach beyond the norm/average
* **Education is in a dynamic space.**
* Engagement – Creating dynamic ways to engage
* Project based/Makerspace/Credentials
* Smaller schools (schools within schools)



**Portrait of a Graduate**

Stakeholders were asked to describe the knowledge, skills, and characteristics they hope students develop throughout their time in the District. The following portrait of a graduate emerged.

**District Mission and Vision**

**MISSION STATEMENT**

**A mission statement is a statement of the overall purpose of an organization.** The mission should say what you do, for whom you do it, and the benefit.

**Mission Statement**

**The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Core Curriculum Content Standards and the New Jersey State Learning Standards at all grade levels, as to ensure their full participation in ever-changing world as responsible, self-directed, and civic-minded citizens.**

**VISION STATEMENT**

**A vision statement is a statement reflects the district’s preferred future.** Vision statements describe how the future will look if the organization achieves its ultimate aims.

**Vision Statement**

 The Washington Township school district will promote a safe, inclusive environment that embraces differences and provides varied experiences to help *all* students build an academic foundation that will develop critical thinking skills, interpersonal skills, social and emotional intelligence, and the confidence to be ethical, responsible, and productive citizens in a global society.

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**Strategic Goals**

The strategic goals are organized in five broad categories: Teaching and Learning, Community Engagement, Management, Personnel and Student Life/Life Skills. Categories and goals are based on the themes that emerged from the focus groups and are in alignment with the District’s mission and vision. All of the goals identified through the strategic planning process are listed below by category. Afterwards, the top priority goals as decided upon by the Steering Committee are listed.

Teaching & Learning

* Research and review perceptions of literacy inequity across grade levels.
* Research and review perceptions of student inequity across grade levels.
* Review scaffolding or curriculum across grade levels and content areas.
* Review adequacy and appropriateness of classroom resources (are classroom resources current and up-to-date).
* Review and address technology integration throughout curriculum in all grade levels and content areas.
* Review and monitor professional development for staff technology literacy.
* Research and consider options to restructure the high school to work toward exposing all students to possible career and college paths: options may include smaller learning communities (cluster/theme schools). Develop plan for integration based on review and research.
* Review and adjust content testing schedule across grade and content areas as needed to balance student workload.
* Review and adjust homework schedule across grade and content areas as needed to balance student workload.
* Create plan to ensure that the WTPS Portrait of a Graduate is a district deliverable.
* Review Special Education classifications and associated perceptions.
* Research and review Special Education transition program.
* Review English Language Learners (ELL) programs to ensure high-quality and exceptional results.

Community Engagement

* Increase partnership with community to improve the school system and student learning opportunities.
* Increase district transparency through enhanced communication and a comprehensive communication plan.
* Increase engagement with diverse racial, cultural and socio-economic groups.

Management

* Develop a fully integrated building maintenance plan for each school and district building including but not limited to: HVAC, roofing, paint, bathroom updates, and pest issues.
* Development of a financial plan to address anticipated shortfall in budget due to decrease and leveling of student enrollment for the next 3-5 years.
* Creation of plan to increase the district-wide technology infrastructure to support the use of technology in the classroom.
* Develop a fully integrated technology plan to address computer hardware maintenance, replacement and upgrades.
* Research, review and develop business systems plan to create district-wide efficiency in order to save time, reduce costs and expedite access to resources.
* Develop plan to maximize use of high school facility to reduce costs and to reflect career pathway integration.
* Review, research and create plan to increase revenue generation through alternative and entrepreneurial endeavors: i.e. alternative uses of Performing Arts Center, partnerships with Rowan University, partnerships with large corporations outside of Twp.

Personnel

* Develop plan to actively and aggressively recruit talent with diverse backgrounds and expertise.
* Develop plan to address perceptions of inequity in compensation.
* Research and review perceptions of low morale in the administration building and create plan to address, as may be appropriate.
* Develop succession plan to replace anticipated retiring administrators.
* Review perception of “top heavy” administrative team and create plan to adjust accordingly, as may be appropriate.
* Review teacher absenteeism percentages and costs to district. Develop plan to address based on the results of review.
* Review professional development program for staff to reduce costs and maximize investment to date. If necessary, adjust program to ensure equity, follow-up and a reduction of teacher absenteeism/need for substitutes.
* Research and review perception of inequity in the teacher evaluation program and develop a plan to address results, as may be appropriate.

Student Life/Life Skills

* Create plan to ensure that the social and emotional needs of students are addressed.
* Develop and implement plan to address perception of student inequity.
* Create plan to ensure that the Portrait of a Graduate is a district deliverable.
* Curriculum and cultural review to ensure integration of character development including – but not limited to – resilience, perseverance and grit.
* Develop plan to ensure financial literacy and responsibility across grade levels.
* Develop plan to ensure time management and organizational skills are offered across district experience and curriculum.

Top Priority Goals

The following goals are the top priority goals by category identified by the Strategic Planning Steering Committee.

Teaching & Learning

* Research and consider options to restructure the high school to work toward exposing all students to possible career and college paths: options may include smaller learning communities (cluster/theme schools). Develop plan for integration based on review and research.
* Review and address technology integration throughout curriculum in all grade levels and content areas.
* Create plan to ensure that the WTPS Portrait of a Graduate is a district deliverable.

Community Engagement

* Increase partnership with community to improve the school system and student learning opportunities. The word “community” reflective of global community.
* Increase engagement with diverse racial, cultural and socio-economic groups.

Management

* Development of a financial plan to address anticipated shortfall in budget due to decrease and leveling of student enrollment for the next 3-5- years.
* Develop a fully integrated building maintenance plan for each school and district building including but not limited to: HVAC, roofing, painting, bathroom updates, and pest issues.

Personnel

* Review professional development program for staff to reduce costs and maximize investment to date. If necessary, adjust program to insure equity, follow-up and a reduction of teacher absenteeism/need for substitutes.
* Develop plan to actively and aggressively recruit talent with diverse backgrounds and expertise.

Student Life/Life Skills

* Curriculum and cultural review to ensure integration of character development including – but not limited to- resilience, perseverance and grit.
* Create plan to ensure that the social & emotional needs of students are addressed.

Executive Summary

The strategic planning process took place over an eight-month period commencing in September 2017 and finishing April 2018. The process included a review of stakeholder perceptions of the district and a review of district services including the quality of services provided. The process also included a five-year review of district budgets, revenue sources, enrollment, student performance, facilities and personnel. The Board of Education's mission was reviewed and a strategic vision for the future identified. Both short and long-term strengths, challenges, opportunities and threats were considered. For purpose of long-term planning, the discussion centered on the type of skill sets students who entered kindergarten in September 2017 would need when they graduate from high school in 2030. The long-term vision focused on what would be required across grade levels to move toward the achievement of the vision. In the short term, immediate steps were discussed to begin implementation of the vision for the class of 2018 and beyond.

The mission, which describes the district's reason for being and district responsibilities, was reviewed and discussed. No recommendations were made for change. This mission is stated as follows:

“*The mission of the Washington Township Public Schools is to provide a safe, positive, progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Core Curriculum Content Standards and the New Jersey State Learning Standards at all grade levels, as to ensure their full participation in ever-changing world as responsible, self-directed, and civic minded citizens.”*

The vision statement agreed to and recommended by the advisory committee for Board of Education consideration is as follows:

“*The Washington Township School District will promote a safe, inclusive environment that embraces differences and provides varied experiences to help all students build an academic foundation that will develop critical thinking skills, interpersonal skills, social and emotional intelligence, and confidence to be ethical, responsible and productive citizens in a global society*.”

The advisory committee also recommended a Portrait of a Graduate for which development would begin from preschool through grade 12. The Portrait of the Graduate was centered on four major premises:

* Career and College Ready
* Ethical and Responsible Citizens,
* Life Ready
* Socially Aware Individuals.

The College and Career Ready component consist of five major skill sets as follows:

* Critical Thinking and Problem-Solving Skills
* Exposure to Career Path
* Good communication skills
* Technology skills

The Ethical and Responsible Citizen component consisted of two major skill sets as follows:

* Community Service and Civic Engagement
* Ability to Work Collaboratively and Respect Different Viewpoints

The Life Ready Component consists of six skill sets as follows:

* Organizational skills
* Time Management
* Dependable
* Adaptable
* Money Management
* Grit, Resilience and Perseverance

The social aware individual component consist of four skills sets as follows:

* Strong Social and Emotional Skills
* Self-Awareness
* Confidence and Compassion
* Respect and Understanding for the Purpose of an Inclusive Society that Recognizes the Diversity and Individuality of All People

From the review of perceptions and the data, 37 goals were identified to achieve the vision. The goals were divided into five categories as follows:

* Teaching and learning
* Community Engagement
* Personnel
* Management
* Student Life/Skills

The advisory steering committee was asked to prioritize the goals for development of initial action plans. Eleven of the 37 goals were selected for development of action plans to be pursued during the first two years of the strategic plan. For “Teaching and Learning,” three of the 13 goals were identified for development of action plans to be achieved in the next two years. For “Community Engagement,” two goals were identified as a priority to be achieved in the next two years. These two goals were later merged into a single goal with a secondary objective. For “Personnel,” two of the eight goals were identified for pursuit during the next two years. For “Management,” two of the seven goals were prioritized for achievement over the next two years. Finally, for “Student Life/Life Skills,” there were six goals identified and two were initially selected for pursuit over the next two years. In the development of the action plans for the latter, it was determined that these two goals would be combined into a singular goal.

To develop the action plans teams were identified. These teams primarily consisted of the district leadership team, those steering committee members who asked to be part of the action teams, and other staff with specific expertise. The action teams developed draft plans that were reviewed and finalized utilizing a template and guidance provided by the ECRA/HYA consultants. Each action plan consists of a primary goal secondary, objectives and strategies/action steps to achieve the primary goal. The person or position responsible is listed as is the resources needed for achievement and a timeline. Also, implications for professional development, stakeholders and assessment/accountability are included. Particular attention was paid to the metrics that would be required for accountability.

The three primary goals for which action plans were developed for “Teaching and Learning” are as follows:

* Research and consider options to restructure the high school and to work toward exposing all students to possible career in college paths: options that may include smaller learning communities (cluster/theme schools). Develop plan for implementation based on review and research.
* Review and address technology integration throughout curriculum in all grade levels and content areas.
* Create plan to ensure that WTPS portrait of a graduate is a district deliverable.

The primary goal and objective for which an action plan was developed for “Community Engagement” is as follows:

* Increase partnerships with community to improve the school system and student learning opportunities. The secondary objective follows:
* Increase engagement with diverse racial, cultural and socio-economic groups. (This was originally to be a stand-alone goal.)

The next highest priority goal for Community Engagement is as follows:

* Increase district transparency through enhanced communication and a comprehensive communication plan.

The two primary goals for which action plans were developed for “Personnel” are as follows:

* Refine professional development program for all staff to reduce cost and maximize investment to date. If necessary adjust program to ensure equity, follow-up and a reduction of teacher absenteeism and need for substitutes.
* Actively and aggressively recruit talent with diverse backgrounds and expertise.

The next highest priority goal to be pursued and to possibly be considered as part of the overall review of job descriptions is as follows:

* Review perception of “top-heavy” administrative team and create plan to adjust accordingly, as may be appropriate.

The two primary goals for which action plans were developed for “Management” are as follows:

* Development of a financial plan to address anticipated shortfall in budget due to decrease and leveling of student enrollment for the next 3 to 5 years.
* Develop a fully integrated building maintenance plan for each school and district building including but not limited to: HVAC, roofing, paint, bathroom updates and pest issues.

The next two highest priority goals are as follows:

* Research, review and develop business systems plan to create district wide efficiency in order to save time, reduce cost and expedite access to resources.
* Review, research and create plan to increase revenue generation through alternative and entrepreneurial endeavors: i.e. alternative use of Performing Arts Center, partnerships with Rowan University, partnerships with large corporations outside of Township.

The two primary goals for which action plans were to be developed for “Student life/Life Skills” were combined into a single primary goal as follows:

* Curriculum and culture review to ensure integration of character development including-but not limited to resilience, perseverance and grit.

The secondary component of the above goal is to create a plan to ensure that the social and emotional needs of students are addressed.

Each of the action plans for achieving the vision are well thought out and combine a number of ongoing initiatives. This is particularly important for resource allocation and to achieve the vision through a step-by-step process.

The ECRA/HYA consultants found the Board of Education is committed to excellence for all students served through the district and is keenly aware of limited resources. The Board understood the need for a strategic vision and how the plan would assist in the allocation of limited resources. The consultants also found a dedicated leadership team who, over the last three years, have pursued multiple challenges which they turned into opportunities for improvement. The consultants also found that most staff have pride in the school district. The overall belief in “Township pride” seems to radiate throughout the community.

Throughout the process the ECRA/HYA consultants tried not to interject any personal observations that were not directly supported by stakeholder input or from the data that was reviewed. Staff were extremely cooperative in providing the voluminous amount of information that was requested for review. Many of the recommendations that are presented for possible consideration are contained in the action plans, some are not, but are supported by the data.

These recommendations are as follows:

1. To address students who may be considered in the “middle” with equal intensity as high performing students and special need students, it is strongly recommended that consideration be given to reconfiguring the high school toward smaller learning communities that are centered on college and career pathways. There are multiple options as to how this could be accomplished, including career technical clusters and/or themed educational clusters or academies such as STEM or STEAM, Humanities, Fine Arts, Allied Health and/or an International Baccalaureate Program.
2. If recommendation #1 is pursued, it is also suggested that preparation for the high school process begin in the district's middle schools. This may require some reconfiguration of the middle school curriculum.
3. Consider the cost and potential cost savings of moving the Eileen Abbott administration building into vacant space in the high school.
4. Review of job descriptions should be a priority. As technology continues to influence the work world, it will be important to determine the relevance of some of the district’s current positions. Additionally, skill sets required to perform associated responsibilities in the context of the district’s current and future job descriptions should be reviewed.
5. Review all support services for both efficiency and quality of delivery given declining revenue sources. This could include but is not limited to food service delivery, which was shown to be in the top tier of cost for New Jersey K - 12 districts of 3,500 or more students. This review could also include other certificated and non-certificated support services. One option to consider is outsourcing. While this is certainly not the only option, it is an alternative that should at least be reviewed as part of any cost analysis verses an assessment of quality and service.
6. Although there is a perception of a “top-heavy” administration, this was not validated in the data. The district was compared to other New Jersey K-12 districts of 3,500 or more students. It is recommended that as part of the review of job descriptions, administrator titles, allocation and assignments be reviewed in light of district programs and schools.
7. The district should take full advantage of the dashboard that is available to monitor the progress toward achievement of each of the goals and the metrics that have been identified as progress indicators.
8. The district should consider operationalizing the Portrait of a Graduate at the individual level through the creation of personal learner profiles, which could begin for each student upon entry into the ‘Township” school district.
9. The process of reviewing and delivering professional development through the district’s vast technology infrastructure should be pursued. In particular, the incentives suggested in the action plan could accelerate the implementation process. This also presents an entrepreneurial opportunity to package and market WTPS professional development programs in Gloucester County and in other surrounding county school districts.

The following are additional considerations:

1. Setting budget priorities in challenging budgetary times are difficult even under the best of circumstances. If the Board accepts the vision and the Portrait of a Graduate and believes that the 37 goals and the 11 that have been prioritized and combined into nine goals for the first two years are of the highest priority, then these goals should be used whenever decisions are made for the allocation of resources.
2. The district’s vision, Portrait of a Graduate, and action plan goals, when adopted, should be widely publicized on the district website as a part of the expanded transparency and communication plan suggested in the action plan for Community Engagement.
3. At each Board meeting time should be set aside for an update on at least one of the objectives that is being pursued. This will provide the Board and public with an update as to the priorities for the district and its students.
4. During and at the end of the first year there should be a review as to the status of achievement of the metrics that have been developed for each of the objectives.
5. At the end of the first year, a determination should be made as to any modifications that need to be made in the action plans and as to whether it is time to pursue additional goals - from the original 37- to achieve the vision.
6. As noted above with regard to professional development, there are numerous revenue-generating opportunities that include alternative uses of facilities, the promotion and selling of professional development content and of technology resources. This could include but is not limited to potential partnerships with Rowan College at Gloucester County and Rowan University. It is believed that the WT Performing Arts Center has greater capacity than either the college or university. Proximity, access, state of the facility and parking are all positive selling points.
7. Given the size and diversity of resources in the Township the district is poised to develop partnerships with higher education institutions in the region and with corporations that operate not only locally, but nationally and globally. These potential partnerships could enhance revenue sources and reduce costs (i.e. student projects with noted University professors, corporate leadership and researchers). They could also greatly enhance any smaller learning communities that are developed should the high school be reconfigured.
8. It is suggested that for recruiting minority teaching and leadership candidates that consideration be given to focusing limited resources on higher education institutions such as Cheney University and Howard University. Many other regional universities also have specific teaching and leadership programs targeted toward assisting school districts who are seeking a more diverse field of potential qualified candidates.
9. Lastly, given the current climate around the power of student voice, an examination of all current and potential options for student voice and input may be considered.

Successful achievement of the strategic plan requires commitment and support from all district stakeholders: governance, leadership, staff, parents, students, and the community.

Next Steps

It is in the execution phase that the district will need to take complete ownership of the process and to carry out the steps necessary to execute the goals and objectives that have been identified to achieve the strategic vision. The administration has developed implementation plans for the first two years. These plans contain metrics, action steps, timelines, the person or position responsible and reference to the resources that will be required. Should the Board and administration believe it needs additional support to develop and execute the implementation plans ECRA/HYA can continue to partner with the district.

The following are optional next steps the board and administration may want to consider regarding the implementation plans, measurement and professional development services:

* Utilize the latest version of the ECRA dashboard that is part of ongoing existing services to monitor progress toward achievement of each of the nine goals in the initial action plans.
* Fully utilize the technological infrastructure, analytics and delivery system that is available through the current ECRA School Improvement Application used in the district for progress monitoring and to measure the impact on student achievement.
* Operationalize the Portrait of a Graduate at the individual level through Personalized Learner Profiles.
* Provide ongoing professional development and facilitation for the leadership team and staff responsible for implementation.