

## Norwood Public Schools District Plan Overview 2019-2024

<i>Mission</i>				
The Norwood Public Schools is committed to providing each student with a comprehensive and innovative education in an inclusive, safe, and supportive environment.				
<i>Vision</i>				
All Norwood Public School students will				
<ul style="list-style-type: none"> <li>• be respectful, responsible, resilient, caring, and confident individuals,</li> <li>• be able to communicate effectively, think critically, and work both independently, collaboratively, and creatively,</li> <li>• be culturally competent global citizens who are civically active and embrace diversity in an increasingly interconnected world,</li> <li>• be successful lifelong learners who are future (college and career) ready.</li> </ul>				
<i>Strategic Objectives</i>				
<p><b><u>1. Investment and Resource Allocation</u></b> To create a purposeful and sustainable budget to provide sufficient funds to operate and improve the Norwood Public Schools</p>	<p><b><u>2. Facilities and Operations</u></b> Create facilities that are centers for innovation and comprehensive educational experiences, that will foster and promote problem solving and creativity for both staff and students within a safe environment.</p>	<p><b><u>3. Innovative Instruction and Personalized Learning</u></b> Implement Core curriculum through instructional practices that will inspire lifelong curiosity through collaborative problem solving and authentic learning.</p>	<p><b><u>4. Programs and Pathways</u></b> To create pathways that enable students to explore and pursue their interests and passions, while contributing to the overall good of the community.</p>	<p><b><u>5. Safe and Supportive Schools</u></b> Through the implementation of Social Emotional Learning, create a culture of care, inclusion, and safety for every student and their family in the Norwood Public Schools.</p>
<i>Strategic Initiatives</i>				
1.1 Commit to an open and transparent budget process that includes all stakeholders.	2.1 Revisit previous facilities study and develop a long-term strategic facilities plan. Secure funding for MSBA partial funding for a new CMS. Investigate the reconfiguration of the elementary neighborhood schools model. Elicit staff input and involvement in the development and planning of the renovation projects.	3.1 Establish standardized instructional practices for the district, based on best practices, and build understanding among the teaching staff.	4.1 Develop pathways and programs that capitalize on student interest and teacher expertise.	5.1 Develop a preK-12 systematic approach to building student and teacher capacity for social-emotional learning

<p>1.2 Develop community outreach and parent partnerships which will serve to educate and inform the stakeholders regarding district initiatives (e.g., central registration).</p>	<p>2.2 Extend the access to technology at the elementary schools</p>	<p>3.2 Provide common planning/professional learning time at the elementary and high school levels for all staff (2 times a week for 30 minutes) through the provision of adequate specialist staffing.</p>	<p>4.2 Review and align existing programs and courses to fit a K-12 career pathway model including dual enrollment opportunities for college credit.</p>	<p>5.2 Increase district capacity for culturally responsive practices that encompass all aspects of school life (community, PTO, engagement, etc.)</p>
<p>1.3 Align School-Town resources (financial systems, facilities, human resources, etc) wherever possible to achieve strategic objectives and initiatives.</p>	<p>2.3 Continue to update the infrastructure in all schools that support the technology-enhanced curriculum.</p>	<p>3.3 Implement a professional learning system by using professional learning time for instructional improvement that includes high-quality professional development, PLCs, tiered supports, data teams, and project-based learning.</p>	<p>4.3 Develop alternative opportunities and partnerships for students to learn and earn credit at their own pace and at different times and places (before &amp; after school, over the summer, and online).</p>	<p>5.3 Engage parents through culturally competent communication and outreach to support social-emotional learning.</p>
<p>1.4 Recruit, develop, and retain highly qualified candidates while creating leadership opportunities and building capacity within our staff. Develop relationships with local colleges to create a pipeline for new teachers/staff. Develop internal opportunities for staff to grow. Send representatives</p>	<p>2.4 Sustain and improve the necessary safety measures and procedures that promote safe learning environments (improve communications infrastructure).</p>	<p>3.4 Identify core instructional programming for each level and content area to ensure equity and horizontal and vertical alignment.</p>	<p>4.4 Identify and develop community partnerships for various pathways (i.e.; health care, computer science, service industry, global studies, fine and performing arts, etc.).</p>	<p>5.4 Create and maintain a highly effective crisis and safety assessment teams in every school</p>

out to college and job fairs to expand the reach for new hires				
1.5 Provide staffing to maximize teaching and learning for students and faculty.	2.5 Develop a standard for resources for all elementary schools (i.e. playgrounds, maker spaces, outdoor classrooms) to assure equity across the district. [Clarify role of PTOs]	3.5 Leverage technology to optimize teaching and personalized learning and increase student engagement.	4.5 Explore ways to expose students to career pathways at all levels in an equitable way.	
1.6 Review and evaluate the efficacy of all district contracts and schedules toward meeting strategic objectives.		3.6 Analyze and synthesize data to inform instruction for all students and create personalized learning and targeted instruction.	4.6 Expand and fund age-appropriate career education and counseling at all levels.	
		3.7 Develop and implement inclusive practices that consistently meet diverse learning needs in grades PK-12.		
		3.8 Provide therapeutic components to our sub-separate programs with high social-emotional needs across the district with trained staff (SAC, Social Workers, Paras, etc.) with the goal of meaningful inclusion for all students.		
<b>Outcomes</b>				