RIVER VALE SCHOOL DISTRICT STRATEGIC VISION PLAN: 2017 - 2020

		Step 1 Adapt Your Vision	Step 2 Create Consensus	Step 3 Align Your System	Step 4 Build Professional Capacity	Step 5 Focus Your Curriculum & Assessment	Step 6 Support Your Teachers and Students	Step 7 Improve and Innovate
Year 1	**Outcomes & Deliverables**	A clear vision for 21st century student outcomes has been established in the form of the 4C's Finalization of a Vision/PoG aligned to value statements is visible to and available to stakeholders A multi-year strategic action plan has been developed and is guiding implementation	All key stakeholders have taken part in a consensus building process to determine shared values The district's goals approved by the BOE and found in the strategic action plan reflect feedback from key stakeholder groups	System-wide processes are developing around critical and creative thinking, communication, collaboration, and design-thinking in the form of rubrics and innovative teacher practices The BOE approved two district goals specifically to focus on 4C's development: (1) *Students will improve their ability to communicate*; (2) *Students will improve their ability to collaborate.* The BOE approves one district goal specifically focused on fulfilling the	Professional Learning (PL) opportunities will focus on the further development of an understanding of how student collaboration and communication skills can best be taught and assessed in the classroom Deep PL on rubrics (for students and staff) on student collaboration and communication skills, as well as Design Thinking as a mechanism to achieve that	Teachers will use rubrics to guide instruction and measure student learning in collaboration and communication skills Design Thinking will be observed more frequently as an instructional strategy to access the 4C's	Principals will support though continued opportunities for PL through school/grade/subject experiences PL days will maintain a focus on teacher collaborative work-time	Set the right tone: continuous improvement attitudes are modelled to ensure that "the perfect doesn't become the enemy of the good" A culture of continuous dialogue and engagement is developed and maintained Involvement by diverse community stakeholder groups in exploring drivers of change and possible responses to a shifting future

			application process to become a *New Jersey Future Ready School District*				
Primary Actors	District Leadership Team	District Leadership Team, BOE, CIA Committee, Teaching Staff, Parents, Students	District Leadership Team, BOE, CIA Committee, Teaching Staff	District Leadership Team, BOE, CIA Committee, Teaching Staff	District Leadership Team, BOE, CIA Committee, Teaching Staff	District Leadership Team, BOE, CIA Committee, Teaching Staff	District Leadership Team, BOE, CIA Committee, Teaching Staff, Parents, Students
Actions	Vision/PoG was presented to and approved by BOE and communicated to stakeholders Multi-year strategic vision plan was presented to and approved by BOE and communicated to stakeholders	Leadership Team develops communication strategies and messages for consensus building processes Stakeholder input has been incorporated into strategic action plan draft	As part of a system-wide alignment to the Vision/PoG: -District and school-level goals and plans are revised and updated to promote implementation of the Vision/PoG -Operational structures and processes are reviewed to support organizational implementation the Vision/PoG -Self-assessment conducted to determine baseline of each area of the system through the Future Ready Schools framework and to track	Continued focus on district goals are evident in faculty meetings, PL days, and the district's Summer Ed. Tech Camp Continued focus on district goals are evident in district Community Forums, e-newsletters, the district's website, and Twitter feed(s), and BOE Superintendent Reports	Learning outcomes of the Vision/PoG are integrated into curriculum: -Grade-level/subject area teams collaborate to articulate Vision/PoG and district goals and merge these with lesson planning -Vision/PoG and district goals/ outcomes articulated and mapped as an addendum to RCO curriculum Student performance of learning outcomes preparation: Leadership team	Focus on teacher support for support of Vision/PoG and district goals: -Grade-level teams undertake self-assessment or review of current instructional practices -Grade-level teams research and inquire into the types of instructional practices and frameworks that support Vision/PoG and district goals -Instructional development needs (resources and capacities) are articulated and a plan is developed with leadership	Leadership groups collaborate on ways to develop a culture of continuous improvement with an emphasis on transparency Organizational capacity is increased through purposeful hiring, development and retention strategies Stakeholders collaboratively begin identifying measures of success toward the realization of the Vision/PoG and district goals

			progress toward achieving the district's 2017-18 goals		and staff collaborate to ensure the horizontal alignment of assessment measures District goals assessment plan developed and communicated to guide system-wide assessment work by grade-level	team to address gaps and needs Focus on student support for Vision/PoG and district goals integration through representation, feedback loops, etc.: -Representative student and parent groups join in visioning and planning tasks and processes -Student workshops and forums are held to inquire into drivers of change and possible responses to a shifting future	
Key Resources	*The Leader's Guide to 21st Century Education* (EdLeader21) - Step 1 exercises Member examples of PoGs *Resource Guide for 21st Century Education* (EdLeader21) - to build the case for new vision	Stakeholders Outreach Toolkits (EdLeader21) *The Leader's Guide to 21st Century Education* (EdLeader21) - Step 2 exercises Videos on 21st Century Education: -Making 21st	Videos on systems thinking: -Developing the 4Cs with Systems Thinking *The Leader's Guide to 21st Century Education* (EdLeader21) - Step 3 overview MILE Guide (P21) Member overviews	Videos on building capacity: -The Role of Leaders in 21st Century Education *The Leader's Guide to 21st Century Education* (EdLeader21) - Step 4 overview EdLeader21 Professional Learning Days &	Videos on curriculum & assessment: -Assessing the Four C's: The Power of Rubrics -Big Thinkers: Linda Darling-Hammond on Becoming Internationally Competitive *The Leader's*	Project-based learning - Buck Institute for Education *The Leader's Guide to 21st Century Education* (EdLeader21) - Step 6 overview Literacy Design Collaborative Mathematics Design Collaborative	STEP21 (EdLeader21) self-assessment *The Leader's Guide to 21st Century Education* (EdLeader21) - Step 7 overview Coherence: The Right Drivers in Action (Michael Fullan) Most Likely to Succeed (Tony Wagner) *Learning to Improve:*

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		Higher Ed example: Stanford 2025	Century Education Happen -Above and Beyond -Most Likely to Succeed Books: *21st Century Skills: Rethinking How Students Learn* *The Global Achievement Gap*	- Ignite Presentations STEP21 (EdLeader21) - self-assessment	Annual Event World cafe method	*Guide to 21st Century Education* (EdLeader21) - Step 5 overview Understanding by Design Assessing What Matters (Educational Leadership)	For shifting mindsets: Habits of Mind Growth Mindset	*How America's Schools Can Get Better at Getting Better,* Carnegie Foundation
Year 2	**Outcomes/ Deliverables**	Communication and branding tools for Vision/PoG and district goals are utilized by leadership at all levels Vision/PoG is prominent in electronic and printed communications (e.g., website, classroom posters, video, newsletters)	PL opportunities, and district community forums will continue to be used to communicate the district's vision and gather feedback from stakeholders	System-wide processes continue developing around critical and creative thinking, communication, collaboration, and design-thinking in the form of rubrics and innovative teacher practices The Board of Education approves two district goals specifically to focus	PL opportunities will focus on the further development of an understanding of how student critical thinking and creative thinking skills can best be taught and assessed in the classroom Deep PL on rubrics (for students and staff) on student critical thinking and creative thinking	Teachers will use rubrics to guide instruction and measure improvement in critical and creative thinking System-wide infusion of the Vision/PoG into core academic curriculum and units at all levels is in place	System-wide coherence in understanding the characteristics of desired instructional strategies to achieve Vision/PoG and district goals Educator observation/evaluation processes and focus are understood and seen as aligned with	Strategic system evaluation processes to gauge progress are developed, communicated and enacted Internal and external stakeholders view reports of progress toward Vision/PoG and district goals as relevant and accurate

	throughout the organization A digitally interactive version of Vision/PoG is developed to more fully communicate the practical implementation of the district's vision for education		on 4C's development: (1) *Students will improve their ability to think critically*; (2) *Students will improve their ability to think creatively.* Any major misalignments between current practices and those that support the district's Vision/PoG have been identified across the system and corrected A culture of continuous dialogue and engagement with all stakeholders is evident	skills, as well as Design Thinking as a method to support that	Student learning is monitored through a balanced system of multiple measures that are embedded with learning outcomes aligned to the Vision/PoG and district goals Key stakeholders (students, parents and educators) support the inclusion of the Vision/PoG in the reporting of student success and progress	Vision/PoG Student perception regarding the role and relevance of the Vision/PoG and district goals as they relate to teaching/learning success is positive Barriers to student engagement and learning have been identified and a plan for addressing them has been deployed	
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Actions	Communication and branding tools for Vision/PoG and related actions are developed	Networking mechanism is developed for internal early adopters of Vision/PoG	School board, district, school policies are developed/revised to support organizational	Continue using PL days, faculty meetings, etc. wisely to maintain a focus on curriculum, instruction, and	Learning outcomes critical to achieving Vision/PoG and district goals prioritized:	Focus on teacher support for Vision/PoG and district goals through PL structures:	Formative analysis tools and measures of success are devised and a plan for collecting data/evidence across entire system is developed

		Continue developing presentations about the district's vision to communicate and promote throughout the organization and community District best practices are shared on a local, county, and state level with other school districts	aligned instruction to connect and share An outreach strategy is developed to connect the district with partner organizations and agencies	implementation of Vision/PoG and district goals Operational structures and processes are revised and updated to align with Vision/PoG and district goals Governance structure is revised and updated to align to Vision/PoG and district goals	assessment practices aligned to Vision/PoG Conduct learning walks to identify teaching and learning strategies that the Vision/PoG and district goals align to Classroom examples of instructional practices, learning environments, etc. that support Vision/PoG and district goals are collected and shared Teacher-led labs, and collaborative learning environments to promote 21st century practice and 4Cs development for educators are developed	-Curriculum design framework (UbD) that supports vision and core content is audited and developed and implemented if needed -Performance assessments that articulate desired performance traits and attributes is developed and communicated Multiple measures aligned to Vision/PoG and district goals developed: -Assessment instruments focused on key learning outcomes and core content are designed and implemented -Grade-level teams collaborate on the vertical alignment of	-Teams meet to align work in areas of accountability measures and ongoing professional support -Desired instructional strategies are identified and their characteristics are clearly articulated -Identified instructional strategies are clearly aligned with NJDOE required teacher evaluation systems Focus on student support for Vision/PoG integration through engagement, feedback loops, etc.: -Students provide input into appropriate levels of equity and student support needed to successfully achieve the learning outcomes -Students collaborate with leaders to design	Mechanisms for sharing successes and areas for attention with key stakeholders (central office, educators, students, community members, parents, etc.) are developed

						assessment measures -Key stakeholder groups are involved in the grading and reporting alignment process -Data and reporting systems are updated and aligned if necessary	communication and collaboration pathways between students and the school system -Students have the opportunity to appropriately direct their own learning through meaningful opportunities within and outside the school setting	
	Key Resources	Member examples of Ignite Presentations Branding resources (e.g., *How Great Leaders Inspire Action*, Simon Sinek; *The Power of Branding*, Corwin Connected Educator Series)	Stakeholders Outreach Toolkits (EdLeader21)	MILE Guide (P21) STEP21 (-EdLeader21) - self-assessment Case studies	Videos on Professional Learning: -Professional Learning Communities: The Key to Effective 21st Century Education Project-based learning: Buck Institute for Education Learning Forward resources PLCs - Peer Coaching: Unlocking the Power of Collaboration	Assessment: A 21st Century Implementation Guide (P21) Beyond the Bubble (Stanford) For example, use of student portfolios to collect longitudinal data.	EdLeader21 4Cs Rubrics Authentic Intellectual Work Accountable Talk Design Thinking Looking at student work protocols Growth-producing Feedback: Austin's Butterfly (Expeditionary Learning)	International comparisons with PISA: EdLeader21 Webinar

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Year 3	**Outcomes & Deliverables**	Performance indicators for degree of understanding and how widespread the support of Vision/PoG and district goals are developed, shared, and celebrated	Consensus building with all stakeholders for performance indicators of progress on Vision/PoG and district goals	Tracking of progress towards the vision is a system-wide endeavor Models of success across the system are identified and provided as resources to expand implementation of Vision/PoG and district goals	Pathways for 21st century learning are articulated and integrated into PL structures Evidence of impact is shared to celebrate successes and inform ongoing PL structures and practices aligned to Vision/PoG Leader and educator satisfaction with support provided by PL frameworks and processes is high	System-wide program coherence and alignment across all levels (vertical and horizontal articulation) ensures the integration of the Vision/PoG for every student in every classroom Student performance on learning outcomes of Vision/PoG monitored and shared Progress on Vision/PoG learning outcomes included in district accountability measures Scaling out the best practices regarding	A high degree of fidelity to the desired teaching and learning strategies aligned to the Vision/PoG is evident across the system Students and families feel that they are working in partnership with the educational organization and collaborating on issues of mutual importance Equitable access to all learning is seen as strong across the system	System-wide coherence in continuous improvement mindset and practice is evident Evaluation of progress towards the Vision/PoG is a system-wide endeavor Processes and metrics for monitoring and improving Vision/PoG implementation over time are in place

		Col1	Col2	Col3	Col4	Col5	Col6	Col7
						formative assessment, student's self-assessment, and using information to have conversations about instruction and learning and plans to improve		
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Actions		Develop and deploy surveys and other measures to identify stakeholders' level of understanding and support of Vision/PoG	Leadership develops communication strategies and messages for consensus building processes	Formative analysis tool used to measure progress compared to previous two-years district goals as a baseline to take an implementation "snapshot" System-wide professional learning community developed to expand degree of implementation in every classroom	Implementation of identified strategies and instructional practices to promote Vision/PoG is expanded and expected in all areas of the system Positive culture and processes are sustained to support on-going efforts and system-wide improvement aligned with the Vision/PoG Educator innovation is explicitly included as part of the professional	Curriculum review informed by progress comparison to baseline: -Measures to gauge progress in curriculum and assessment are developed and deployed -Deep learning of both core academic curriculum and 21st century learning outcomes using backward-design process is	Measures to gauge progress in classroom practices and school support structures are developed and deployed Accountability structures are in place to ensure equitable access for all students to engage in learning that supports the development of Vision/PoG attributes	Improvement plan for addressing potential areas in need of support as identified through evaluation process is developed and in place Implementation progress is shared with key stakeholders. Stakeholder groups are involved in formative assessments of progress toward achieving the Vision/PoG

					learning plan Measures to gauge progress in the impact of professional learning are developed and deployed	updated Performance based measures aligned to Vision/PoG expanded: -Performance tasks are linked vertically to track student progress across the years -Student results on performance based measures highlighted in public communication -Rich performance tasks that focus on blending core academic and 21st century learning are central to Vision/PoG integration		
	Key Resources	Free/low cost survey tools (i.e., Google Forms, Survey Monkey, Typeform, Survey Planet)	Members examples of 21st Century skills performance reporting & accountability Tacoma Whole	STEP21 (EdLeader21) - peer review	*Learning to Improve: How America's Schools Can Get Better at Getting Better*, Carnegie Foundation	Deep Learning (Hewlett Foundation) Deeper Learning Student Assessment Initiative	Getting Teacher Evaluation Right (Linda Darling-Hammond)	*Learning to Improve: How America's Schools Can Get Better at Getting Better*, Carnegie Foundation

			Child Initiative as example of whole child accountability			Performance Assessment (Jay McTighe)		