



LESTER C. NOECKER SCHOOL

ROSELAND SCHOOL DISTRICT

Acknowledgements

The Roseland School District 3D Strategic Planning process, completed during the 2016-7 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

Roseland Board of Education

Anna Gordon, President

Neal Goldstein, Vice-President

Julie DiGiacomo

Scott Gorman

Jean Perrotti

Deanne Somers, Superintendent of Schools

Jason Bohm, Business Administrator/Board Secretary

Staff, Parents, and Community Members

Too many to list individually. Thank you for your support.

New Jersey School Boards Association

Charlene Peterson, Kathy Helewa, and Matt Lee
Field Services Representatives



3D Strategic Planning Process

Executive Summary

A. Educating the Board to make an informed decision

New Jersey School Boards Association provided information to the district on the 3D Strategic Planning Services available through the Association.

The information included a review of the following considerations and requirements:

- commitment of time and resources
- school and community level involvement
- strategic planning to meet the needs of the district
- the Board's role in the process
- potential participants to be included in the process

In December 2016, the Board contracted with NJSBA for these services.

B. 3 D Strategic Plan Meetings

On February 13, March 27, and April 19, 2017, Charlene Peterson, Kathy Helewa, and Matt Lee, Field Service Representatives, facilitated three Strategic Planning meetings. Outcomes of these meetings include:

1. Strengths/Accomplishments and Challenges/Opportunities,
2. The Vision of the Future for your District,
3. Goals and Objectives

Outcomes in this Strategic Planning Report are from all 3 of the Strategic Planning Meetings.

C. Developing the Action Plans

The Superintendent and Administrative Team will oversee the development of action plans to implement the 3D Strategic Plan. The action plans will include:

1. The actions needed to accomplish the goals and objectives
2. Select measures for accountability
3. Resources required
4. A timeline for implementation



Current *MISSION STATEMENT*

“We Care About What We Do”

In an atmosphere reflecting a spirit of cooperation and mutual respect, we celebrate the uniqueness and diversity of the members of our school community. Our goal is to cultivate a learning environment in which our children will develop productive mind habits and successful skills of learning which culminate in academic achievement and positive self-esteem. We invite and encourage the children to explore new horizons and support them in such endeavors. We provide the necessary guidance which encourages each child to develop critical thinking skills for personal goal setting, problem solving and decision making. To these ends, the Lester C. Noecker School community remains dedicated.



GOALS

The four goal areas that emerged from the group work are:

- 1. Service and Community**
- 2. Authentically STEAMed and Engaged**
- 3. Future Ready Curriculum and Instruction**
- 4. Character Development**



GOAL AREA # 1

Service and Community

Proposed Goal Statement:

Foster positive school and community relationships through volunteer and community outreach in order to promote service-driven education for our students that will result in a mutually beneficial environment for all stakeholders.

Working Objectives:

1. Expand open communication – bilateral – with community dignitaries, businesses, and organizations (*eg: surveys, websites*).
2. Continue Noecker community connections with alumni, family, friends, and staff (*eg: Media, Extension of Owl's Eye Newspaper with "Noecker Notables," Senior Service (high school), Municipal youth guidance, Consortium events*).
3. Identify and target community needs and respond to them through student-based initiatives. (*eg: advisories*)
4. Engage with all segments/ demographics of the community to build awareness, nurture respect, and cultivate relationships (*eg: Senior citizens, Families of Alumni, New community members, Future Roseland/Noecker families*).



GOAL AREA # 2

Authentically STEAMed and Engaged

Proposed Goal Statement:

To create an innovative learning environment that fosters critical thinking, risk-taking, and ownership and responsibility in the outcome.

Working Objectives:

1. Increase student-driven initiatives as well as student-centered projects and activities.
2. Develop planning skills that incorporate critical thinking, problem-solving, and risk-taking.
3. Increase participation in project-based learning with real-world application.
4. Foster collaboration between school, parents, and community.
5. Utilize current technology to its fullest potential.



GOAL AREA # 3

Future Ready Curriculum and Instruction

Proposed Goal Statement:

Create a meaningful, collaborative learning environment for students to become:

- o critical thinkers
- o problem solvers
- o global citizens.

Working Objectives:

1. Collaborate/articulate with other sending districts aligned to the curriculum standards (all content areas).
2. Support teachers and parents in helping children to attain/exceed literacy goals.
3. Create an educational environment that promotes critical thinking and problem solving across all areas.
4. Create an interdisciplinary approach to promote global citizenship.
5. Create connections between curriculum and individual personal interest.
6. Promote meaningful real-life learning at home.
7. Create more opportunities for student-centered collaborative learning.



GOAL AREA # 4

Character Development

Proposed Goal Statement:

Create an environment that nourishes a whole awareness and respect of self and others.

Working Objectives:

1. Create expectations of character and pathways to fulfilling those expectations.
2. Developing resiliency / perseverance skills through risk taking and acceptance.
3. Creating opportunities for global awareness and acceptance.
4. Learning to take care of self (mind, body, spirit).



Appendix “A”

State of the District Report



Appendix “B”

Outcomes of Meetings 1 and 2

**Strengths/Accomplishments
Challenges/Opportunities
and
Visions**



Session 1 of 3 - What are the Strengths/Accomplishments and Challenges/Opportunities of the Roseland School District?

On February 13, 2017 Roseland School District administrators, staff, Board members, parents, and community members came together to initiate strategic planning. The first evening's topic focused on the strengths/accomplishments, and challenges/opportunities of the Roseland School District. The meeting began with welcoming remarks by Anna Gordon, President of the Board of Education. Deanne Somers, Superintendent, provided an informative overview of the district. Facilitators Charlene Peterson and Matt Lee, from New Jersey School Boards Association, introduced the strategic planning process and assisted throughout the process.

Just under 50 participants gathered in seven randomly assigned groups to identify the strengths/accomplishments and challenges/opportunities of the Roseland School District through brainstorming and the sharing of ideas. After discussion, each group came to a consensus on its top 10 strengths/accomplishments and top 10 challenges/opportunities and presented those to the full group of meeting participants.

Group Consensus: Strengths/Accomplishments & Challenges/Opportunities

Red Dot Group:

Strengths/Accomplishments	Challenges/Opportunities
Students	Budget
Parent support	Expanded Development (housing)
Staff	Administrative Turnover
Reputation	Trust – Administration/Community/Staff (linked to administrative turnover)
Facility	Communication – work in progress
Programs (BSI, Art/Music, Counselor	Technology – continue growth
Class size	Sending Districts – consortium, need growth
School culture/Family/Collaborative	Discipline/Structure/Expectations (balance)
Special Education – meeting individual needs	Engagement – Grade 6 (leadership opportunities?). Investment in their school
Professional Development opportunities	Time to fit everything in
Technology - resources	



Blue Dot Group:

Strengths/Accomplishments	Challenges/Opportunities
Dedicated faculty	Communication <ul style="list-style-type: none"> • What are we doing in the C.R.? • What literacy program are we doing? • How are teachers being trained? • What is the follow-up with faculty?
Whole School programming – i.e. Veterans' Day	Are we doing Guided Reading? Where/how are literacy skills being introduced? Practiced? Implemented? Assessed?
Safety	Are our children writing? <ul style="list-style-type: none"> • Reflecting on literature, character development • Generating writing on their own
Very friendly office staff	Grammar?
Super clean, neat, nice, up-to-date building	Transition to West Essex – not educationally prepared – “curriculum deprived.” What’s the curriculum for the other schools?
Amazing HSA and connection to school	Differentiated curriculum
Allergy aware/food sensitivity awareness	How are we allowing our students to flex their brain thinking/preference/own ways to solve?
Good lunch food – choices, etc.	
School website	
Updated level library	

Purple Dot Group:

Strengths/Accomplishments	Challenges/Opportunities
Strong community	Developing independence
Commitment from families/faculty	Differentiation (effective)
Safe	Common Assessment prep
Resources	Consistency
Departmental sections	Makerspace utilization/problem solving

Orange Dot Group:

Strengths/Accomplishments	Challenges/Opportunities
Staff	Phonics program
Private school culture	Affordable housing
Well-maintained infrastructure	Student population limit
Improved communication	Coordinate curriculum with sending districts
Parent involvement	Corporate assistance
Community cooperation	Life skills
Courtesy busing	



Yellow Dot Group:

Strengths/Accomplishments	Challenges/Opportunities
Small, community atmosphere	Maintaining small classroom sizes with projected growth in Roseland
6 th grade still housed at elementary school	Maintaining H.S.A. contributions
Facility - ≠ need to spend too much \$ to replace, fix	Bolster opportunities to meet and greet with staff
H.S.A. – relationship – open, involved	PARCC – balance with good teaching
Bus transportation/organization	Professional Development – continuity/quality
Departmentalization for 5 th and 6 th grade	Consistency with parent/teacher communication
Common time for collaboration/articulation from grade to grade	Connecting curricular and extra-curricular activities
Strong differentiation	
Classes for social interaction within grade level – many opportunities	
Extra-curricular activities	

Pink Dot Group

Strengths/Accomplishments	Challenges/Opportunities
Positive, welcoming atmosphere	Students not prepared for 7 th grade
Parent involvement	Turnover with administration
Great enrichment programs	Clearer expectation for students so parents know progress
Technology - Chromebooks	Programs frequently changing
Not a lot of teacher turnover	Students – more self-sufficient
Very clean building	

Black Dot Group

Strengths/Accomplishments	Challenges/Opportunities
Safe and respectful learning environment	Universal teacher-to-parent communication (consistency)
Community support	Inadequate Science curriculum in K-3.
School-to-parent communication	Exclusion of low-income students from afterschool enrichment activities
H.S.A. and school events	Partnering with local companies/businesses to ask for donations (i.e. library, ADP., etc) and business expertise (STEAM)
Math and Reading programs	Lost momentum of STEAM initiative – bring back partnership with parents, etc. (i.e. Robotics, Makerspace, etc.)
Afterschool enrichment opportunities (sponsored by H.S.A.)	Prepare for future town development/student population growth
Outstanding technology in the school	More civic involvement (with the kids)
Physical classroom size (student ratio)	Racial/cultural awareness
Beautiful school facilities	



Session 2 of 3

Developing a Vision for the Roseland School District in the Next Five Years

On March 27, 2017 Roseland administration, staff, Board members, parents, and community members came together to continue the strategic planning process. The second meeting's topic focused on creating a shared vision for the Roseland School District in the next five years. The meeting, facilitated by Charlene Peterson from New Jersey School Boards Association, began with an overview of the Strategic Planning process and the steps taken at the February 13, 2017 meeting.

To begin the visioning process, participants were asked to picture themselves away from the district for five years, and returning to find the Roseland School District on the cover of TIME magazine, with the caption "21st Century Success." The participants were asked to envision what was written in the magazine article that warranted such high recognition – what programs / services / curriculum / student outcomes / best practices / facilities would you expect to see in your district that are succeeding? 21st century skills were highlighted in a video clip.

Participants then gathered in six randomly assigned groups to brainstorm their visions of how the district achieved this remarkable success. Each group's outcomes were shared with all meeting participants. The session concluded with the identification of common threads throughout the groups' work and four broad goal areas for the next meeting.

Green Dot Group:

Title of Article: "Roseland Rediscovered Roots: Students Create a Sustainable Farm"

Vision - Initiatives	Vision - Initiatives
Self sustainable farm utilizing interdisciplinary skills	Problem solving
Collaborative process – interdisciplinary projects	Mentoring
Critical thinking	Life skills - adaptability
Nature/Wellness Health	

Pink Dot Group:

Title of Article: "All 'STEAMed' Up"

Vision - Initiatives	Vision - Initiatives
Thinkers (independent)	STEAM – Regional leader philosophy
Problem solving	Collaborative – hands on
Foreign language?	Team building - projects
District collaboration/interactive	Inclusive/supportive

Blue Dot Group:

Title of Article: "Open Classrooms Open Minds" "Breaking Traditional Boundaries"

Vision - Initiatives	Vision - Initiatives
Communication	Equanimity
Appropriate use of technology	Pay it forward - service



Student Centered Flexible Learning <ul style="list-style-type: none"> • Collaboration • Solving problems (more opportunities) • Lab 	Consistency of curriculum <ul style="list-style-type: none"> • Take risks • Okay to fail
Courtyard – use/plant garden (city green)	Love of learning
Independence	Broaden instruction <ul style="list-style-type: none"> • Outside professionals in or students out →Field trip
Collaborate with other schools	

Red Dot Group:

Title of Article: “Creating Solutions in a Problem-Based World”

Vision - Initiatives	Vision - Initiatives
“A Well rounded student is a student who succeeds.”	Internet – too big/email too small – need a way to connect – feel comfortable
“Let kids be kids” – ease up on the pressure	Interactive playground
Unstructured play	Exposure to more diversity – global citizens
Bringing in life skills	Social skills
Respect and appreciation of others	

Black Dot Group:

Title of Article: “Noecker Supports the Development of Well-Rounded Families and Community”

Vision - Initiatives	Vision - Initiatives
Teaching students how to become problem solvers, cultivate their curiosity and to begin to think critically. Develop greater communication skills	Parent education – connecting the tie between home and school. Empowering families to connect to children – community building Student – school – family Homework/activities/tools for communication
Communication <ul style="list-style-type: none"> • Kids write articles • Quotes from students 	Use Back-to-School Night to have parents experience “learning now” as a stepping stone for a discussion on educational philosophy.

Orange Dot Group:

Title of Article: “Breaking Boundaries”

Vision - Initiatives	Vision - Initiatives
Facilities – open concept, outdoor classroom, hands-on learning, portable furniture	Life Skills →Self-sufficient/independence, critical thinking
Instruction/Curriculum – exploratory collaborative, individualized (versus group learning), student centered.	Community Partnerships – working closely with the community; providing opportunities for student learn and give back.
STEAM/Engineering/Independent problem solving. Makerspace, robotics, technology.	Special Education – what program? Inclusive education for all students.
Funding/Money – Independent Resources/Budget – Private funding and fundraising.	Health and Wellness – Mindfulness; active learning environment; physical and mental wellness.
Balancing testing with Curriculum	Vision for the Library/Media Center – transformation of the library/media center



Common Threads Identified by the Group:

Community collaboration
Life skills
Preparation for future
Critical thinking and problem solving
Character Development – social skills
Mindfulness
Flexible learning
Student centered

Broad Goal Areas:

Five goal areas emerged and were agreed upon by the group at large:

- o Service and Community
- o Authentically STEAMed*
- o Engaged in Learning and Each Other*
- o Future Ready Curriculum and Instruction
- o Character Development

*At meeting 3 these two goal areas were combined into one.



Session 3 of 3

Developing a Broad Goal Statement and Supporting Objectives for Each Goal Area for the Roseland School District for the Next Five Years

On April 19, 2017 Roseland School District's administration, staff, parents, board members and community members came together to continue the strategic planning process. The third and final meeting's topic focused on developing a broad goal statement and 4-5 supporting objectives for each of the goal areas identified at the conclusion of the March 27, 2017 meeting. These goals will represent a shared vision for the Roseland School District over the next five years.

Kathy Helewa and Charlene Peterson from New Jersey School Boards Association facilitated the strategic planning process. The group was provided with an overview of the February 13th and March 27th meetings and then the goal writing process was introduced that included definitions, the connection to the work from the first two meetings, and the components of a goal statement.

Participants were able to self-select a goal area of interest to them:

- Service and Community
- Authentically STEAMed/Engaged in Learning
- Future Ready Curriculum and Instruction
- Character Development

Each goal area group was tasked with writing a broad goal statement and developing around four to five accompanying objectives that reflected the strengths, challenges, and visions relative to their goal area as determined in Meetings 1 and 2.

The outcomes of that work are the proposed goal statements and working objectives in this report.



Appendix “C”

Action Plans

