Normandy Schools Collaborative
Strategic/Comprehensive School Improvement Plan
2020-2025

1. Mission, Values and Portrait of a Graduate in Normandy
2. 2025 Scorecard - Goals and Outcome Indicators
3. Five (5) Priorities and Initiatives to meet the priorities
4. Action Steps to meet each Initiative

2020-2021 Phase

Implement - These priorities and initiatives are being fully implemented.
Research and design - These priorities and initiatives are being further researched and designed to implement in the subsequent year(s).
N/A - Not yet being implemented.
Pilot - Testing to determine effectiveness for implementation in the subsequent year(s).

Mission

Normandy Schools Collaborative prepares global leaders for college, career and productive citizenship by empowering a community of confident learners and valuing the unique contributions of every student.

Diversity, Equity, Inclusion, Anti Racism Commitment

We are committed to interrupting cycles of oppression by investing in strategies that ensure all students achieve at high levels.

Values Statements

Excellence	We strive relentlessly for excellence and take personal accountability for our actions and their impact. We maintain high expectations for all students to achieve at high levels.
Dignity	We walk our talk, acting with integrity and honesty.
Collaboration	We build respectful and restorative relationships that enable us to partner effectively across lines of difference.
Tenacity	We reflect deeply and with curiosity, learn continuously, and persist to meet our goals and conquer our challenges.
Care	We attend to the needs of the whole person, celebrating and loving ourselves and one another as healthy and happy members of the community.

Portrait of a Graduate (POG)

DOMAIN We cultivate learners who are...	INDICATOR through...	DESCRIPTOR which means they...
College and Career Ready	Mastery of core academic disciplines	Actively engage in rigorous curriculum and possess skills and deep interdisciplinary content knowledge needed for college access and persistence
	Information, Technological, and Financial Literacy	Utilize technology and information to enhance learning and manage finances to ensure long term economic stability
	Critical Thinking	Exercise sound reasoning and analytical thinking to develop questions, ideas, arguments, and solutions that can be applied to real world contexts
	Effective Communication	Articulate and present ideas and information clearly, confidently, and effectively both verbally and in writing. Build understanding by listening actively and asking questions to seek understanding
	Career and entrepreneurial readiness	Are informed about, interested in, and prepared for a career pathway and possess the problem solving and innovation skills needed to be entrepreneurial
Self- Aware	Self-awareness	Reflect on, understand, and value their own identity, emotions, strengths, and areas of needed growth

	Resilience	Willing to use growth mindset to make multiple attempts to accomplish goals, remain open-minded, and persistently and courageously thrive in today's rapidly changing world
	A passion for lifelong learning	Are highly motivated learners who joyfully pursue new experiences, ideas, and perspectives
Socially Responsible	Empathy	Understand and embrace other's emotions, ideas, and diverse perspectives. Act responsibly and in consideration of others
	Collaboration	Work cooperatively with diverse teams to achieve a common or complementary goal. Values and encourages the contributions of others, and shares accountability
	Community Leadership	Can confidently lead others to drive community and social change in the 21st century

2025 TRANSFORMATION GOALS	2019	2025
By 2025, we will be successful if...	**Baseline**	**Target**
100% of students feel safe at school	39%	100%
90% of students are attending at least 90% of school days	70%	90%
100% of students are exposed to rigorous, standards-aligned texts and tasks in their classrooms	TBD	100%
We triple the percentage of students reading and doing math on grade level	5%	15%
We increase the percentage of graduates who enroll in college by 50%	38%	57%

NORMANDY ORGANIZATIONAL SCORECARD
OUTCOME INDICATORS

K-12 Success		Baseline	Target	Target Rationale
Social-Emotional Competency	% of students with favorable responses to core Social and Emotional competencies	56%	61%	Corresponds to the national average for all schools
English Language Arts Proficiency	English Language Arts proficiency rate	16%	43%	Corresponds to a 2.7x increase in proficiency, raising Normandy's average above the average of similarly high-poverty schools, assumes 60% of students scoring basic cross the proficiency threshold, brings result to state average.
Mathematics Proficiency	Math proficiency rate	7%	21%	Corresponds to a 3x increase in proficiency, assumes half of students scoring basic cross the proficiency threshold, raises Normandy's average to that of similarly high-poverty schools and cuts the gap to state by half
Racial Achievement Gap Closure	English Language Arts proficiency rate gap compared to White students statewide	39%	12%	Corresponds to proficiency rate goals above
	Math proficiency rate gap compared to White students statewide	41%	27%	Corresponds to proficiency rate goals above
Rigorous High School Preparation	% of graduates earning qualifying score on AP, IB, IRC assessment and/or receive college credit through early college, dual enrollment, etc.	27%	44%	Corresponds to floor for "on track" range in APR. Thresholds in Appendices here: https://dese.mo.gov/sites/default/files/MSIP5_2019_Comprehensive_Guide%2011-15-2019_2.pdf
College Readiness	% of graduates at/above standards on ACT, SAT, COMPASS, ASVAB	30%	54%	Corresponds to middle of "Approaching" range in APR. Thresholds in Appendices here: https://dese.mo.gov/sites/default/files/MSIP5_2019_Comprehensive_Guide%2011-15-2019_2.pdf
On-Time Graduation	Adjusted 4-year cohort graduation rate	78%	85%	Corresponds to cutting the gap to the state by half.
Postsecondary Success		**Baseline**	**Target**	**Target Rationale**
College Enrollment	% of graduates enrolling in college within the year following High School graduation	38%	55%	Corresponds to the NSC average since data were first collected and would close the gap to the state from 22% points to 5% points.
College Persistence	% of college enrollees not requiring remediation freshman year	57%	67%	Corresponds to the NSC average since data were first collected and cuts the gap to the state by half.

LEADING INDICATORS BY STRATEGIC PRIORITY

Engaging Environments		Baseline	Target	Target Rationale
Student Attendance	% of students attending 90% of school days or more	70%	90%	
Student Safety	% of students feeling safe at school	39%	100%	
School Climate (students)	% of students with favorable responses to school climate questions	44%	70%	Corresponds to the national average for all schools
School Climate (teachers)	% of teachers with favorable responses to school climate questions	36%	62%	Corresponds to the national average for all schools

Out of School Suspension Rate	% of students suspended out of school	6%	3%	Corresponds to cutting out of school suspensions in half and closes gap to state by half.
College-Ready Teaching & Learning		**Baseline**	**Target**	**Target Rationale**
English Language Arts Progress Toward Proficiency	% of students on-track to gain > 1 grade level of learning in 1 year on STAR English Language Arts	28%	55%	Corresponds to proficiency growth targets
Math Progress Toward Proficiency	% of students on-track to gain > 1 grade level of learning in 1 year on STAR Math	34%	55%	Corresponds to proficiency growth targets
Access to Rigorous Content	% of students exposed to rigorous, standards-aligned texts and tasks in their classrooms	TBD	100%	
Access to Rigorous High School Coursework	% of 11th and 12th graders enrolled in Advanced Placement, IB or dual enrollment coursework	TBD	TBD	
Rigor of Expectations (gr. 3-5)	% of favorable student responses to questions about teachers' expectations	75%	77%	Corresponds to the national average for all schools
Rigor of Expectations (gr. 6-12)	% of favorable student responses to questions about teachers' expectations	70%	77%	Corresponds to the national average for all schools
Top Talent		**Baseline**	**Target**	**Target Rationale**
Teacher Effectiveness	% of teachers with median classroom SGP >=60	5%	22%	Corresponds to moving half of all average effectiveness teachers to high effectiveness
Effective Teacher Retention	% of effective teachers retained from fall to fall	75%	84%	Corresponds to the national average teacher attrition rate
Educating All Students	% of teachers responding favorably to equity-related instruction questions	79%	82%	Corresponds to 80th percentile of national distribution
Impactful Partnerships		**Baseline**	**Target**	**Target Rationale**
Family Engagement	% of families responding favorably to questions about family engagement	24%	32%	Corresponds to 80th percentile of national distribution
Partnership Effectiveness	% of students served by a mission-aligned partnership	TBD	TBD	TBD
21st Century Learning Organization		**Baseline**	**Target**	**Target Rationale**
Resources for Student Support	% of staff indicating adquate resources are available for student support	31%	52%	Corresponds to 80th percentile of national distribtuion
Fund Reserve Balance	Total amount of reserves as a proportion of annual expenditures	TBD	TBD	
Budget Variance	% above/below budgeted revenue and expenses	TBD	TBD	
APPENDIX: OTHER MEASURES FOR USE IN DEPARTMENTAL SCORECARDS				
Workforce Entry	% of graduates employed, as evidenced in graduate follow-up survey	57%	40%	Benchmarked to corresponding increases in college enrollment measure.
English Language Arts Growth	English Language Arts growth NCE score	48.6	53	Statistically significant positive growth corresponding to outperforming ~55% of similarly prepared students statewide
Math Growth	Math growth NCE score	46.6	53	Statistically significant positive growth corresponding to outperforming ~55% of similarly prepared students statewide
Staff Safety	Percent of staff feeling safe at school	TBD	TBD	
School Fit	% of families responding favorably to questions about school fit	45%	73%	Corresponds to the national average for all schools
Student Retention Rate	% of students re-enrolling in the district from fall-to-fall	TBD	TBD	TBD
ACT/SAT Participation Rate	% of secondary students taking the ACT and/or SAT	TBD	TBD	TBD
College Entry Quality	Percent of students enrolling in colleges with low-income graduation rates >=75%	TBD	TBD	

Average ACT Score	Average ACT score of tested students	14.7	20	Corresponds to the state average and closing the gap to college readiness from 7 points to 2 points
Teacher-Student Relationships (gr-3-5)	% of students with favorable responses to student-teacher relationship questions	66%	73%	Corresponds to national average for elementary schools
Teacher-Student Relationships (gr. 6-12)	% of students with favorable responses to student-teacher relationship questions	55%	64%	Corresponds to the national average for all schools

#	SP / Initiative	2020-21 Phase	2020-21 culminating milestones
1	**Engaging Environments: Provide safe and engaging learning environments with robust social-emotional wellbeing and trauma-informed supports.**		
	Why is this important? Unclear expectations, a lack of shared routines, ineffective implementation, and not enough attention to the holistic needs of students are undermining the learning environment, resulting in high rates of suspension and student absenteeism and unsustainable conditions for effective instruction.		
1.1	Establish a shared vision of excellence for student culture and codify a consistent behavior management system.	Implement	-Refine/re-affirm vision of excellence for school culture and behavior management guidance ("non-negotiables") -Publish resources for consistent progress monitoring across classroooms and schools -Assess and monitor implementation of year 1 goals
1.2	Adopt and implement evidence-based trauma-informed and restorative practices and social and emotional learning (SEL) curriculum and practices, including Multi Tiered Systems of Support (MTSS) across all schools.	Research and design	-Develop a committee to spearhead SEL work, trauma-informed and restorative practices, and MTSS -Research existing trauma informed practices & SEL Curriculum & MTSS in other districts -Identify trauma-informed practices and SEL curriculum to pilot in SY21-22
1.3	Design and launch attendance incentive and intervention programming.	Implement	-Create and launch attendance council -Design attendance incentive and intervention plan including goals and marketing -Develop & implement monitoring systems for the attendance plan -Assess implementation of the plan and make revisions for SY 21-22
2	**College-Ready Teaching & Learning: Reimagine academic programming, in part by adopting rigorous, relevant, and culturally-responsive curriculum and assessments for consistent use across the district.**		
	Why is this important? Across the district, instruction largely does not expose students to grade-level content or high-quality curriculum.		
2.1	Adopt and implement standards-aligned and culturally-responsive early literacy (PK-8) curriculum and assessments with a strong focus on foundational literacy skills.	Implement, K-8	-Publish English Language Arts-specific vision of excellence -Adopt and implement EL K-8 English Language Arts curriculum with a focus on Unit Plan Internalization (UPI) and Lesson Plan Internalization (LPI) -Create Y2 implementation support plan
2.2	Adopt and implement standards-aligned and culturally-responsive English Language Arts curriculum (9-12) and assessments.	N/A	N/A (not in focus during SY20-21)
2.3	Adopt and implement standards-aligned and culturally-responsive math curriculum and assessments (PK-12).	Pilot AF Navigator in select schools and grade bands	-Publish math-specific vision of excellence -Pilot AF Navigator in two schools in grades 1-4

#	SP / Initiative	2020-21 Phase	2020-21 culminating milestones
2.4	Design an academic model that ensures instructional continuity between remote and brick and mortar learning environments by adopting consistent technology-enabled platforms, software, and content.	Implement	-Adjust instructional materials to reflect priority academic content for SY20-21 -Create and implement distance learning plan
2.5	Redesign high school (HS) programming to include concurrent enrollment and career pathways, and to reflect the diverse and rigorous offerings required to fulfill the district's Portrait of a Graduate	Research and design	-Identify highest-priority HS course offerings for SY21-22 based on POG - Prepare to implement 21-22 rigorous course offerings
2.6	Adopt tier 2 and 3 intervention curriculum and programming to align with adoption cycle of tier 1 resources.	Research and design	-Select a limited number of Tier 2 and 3 interventions to pilot in K-8 English Language Arts and Achievement First (AF) math pilot schools during SY21-22. -Curate a short list of intervention resources/supports for contents/grade bands that are not implementing new curriculum in SY20-21.
2.7	Pilot innovative program designs in select classrooms and schools.	N/A	N/A (not in focus during SY20-21)
3	**Top Talent: Recruit, develop, hold accountable, and retain top talent by supporting social-emotional wellbeing, deepening content knowledge and instructional skill, and launching a value-based culture.**		
	Why is this important?		
3.1	Design and launch a comprehensive recruitment strategy to attract diverse candidates, with a particular focus on filling hard to serve roles and leveraging partnership with local and national universities.	Research and design	-For key hard to fill roles, research and deploy recruitment strategies and best practices among comparable school districts
3.2	Develop competency frameworks and aligned coaching and evaluation systems for teachers, school leaders, and central office leaders.	Research and design	-Convene a representative committee to begin researching comparable school districts with successful teacher evaluation practices. -Develop recommendations for improvements to current evaluation system. -Develop draft evaluation system, including processes and timeline for approval by school board.
3.3	Implement the collaborative plan time and common resources needed to support high-quality and consistent unit and lessons plan internalization, student work analysis and data driven instructional practices.	Pilot in context of English Language Arts curriculum roll out	-Develop a K-12 master schedule with identified collaborative planning time. - Pilot UPI/LPI protocols in K-8 English Language Arts and AF math pilot schools/grades.

#	SP / Initiative	2020-21 Phase	2020-21 culminating milestones
3.4	Launch a vertically-aligned professional development program that develops the content knowledge, instructional leadership skills of teachers, school leaders, and central office leaders and that aligns to new academic and SEL curriculum.	Implement	-Create and implement training plan for K-8 English Language Arts curriculum implementation. -Create and implement training plan for AF math pilot. -Create and implement training for leaders on UPI/LPI, to be piloted with new curriculum rollout. -Create and implement a training plan to support implementation of NSC's student culture vision. -Create and implement training plan for key drivers of the attendance initiative. -Create and implement training plan for distance learning.
3.5	Improve adult culture by implementing adult SEL/wellness practices and by launching values-based programming and training the team in living the Normandy values.	Implement valued-based culture	-Publish "look fors" related to values -Pilot 3 school based and districtwide structures to incentivize, celebrate, and reinforce values
4	**Impactful Partnerships: Strengthen family and community partnerships through tighter coordination and alignment to strategic priorities.**		
	Why is this important?		
4.1	Develop and launch a systematic approach to effectively (re)align volunteers and partnerships to support students' attendance, academic and SEL needs.	Implement	-Identify & solidify key partners to support implementation of the attendance plan -Identify key SEL-focused partners in committee referenced in 1.2
4.2	Improve and expand district systems to ensure clear, consistent, and transparent two-way communications and to elevate family, community and alumni voice.	Implement	- Establish standard operating procedures, communication channels, and a routine cadence to ensure clear and consistent communications between and among central office, schools, families, and the community - Finalize and communicate plan district and community-wide to all families - Gather feedback from families, community partners, and other constituents to determine improvements to plan for the following school year
4.3	Recruit new families and retain existing families at key transition points through targeted campaigns.	Research and design	- Conduct a comprehensive exit survey and interview of departing families to identify key drivers for departure - Design family recruitment and retainment campaigns including goals and marketing
5	**21st Century Learning Organization: Build a world-class central office that is responsive, nimble, and sustainable.**		
	Why is this important?		

#	SP / Initiative	2020-21 Phase	2020-21 culminating milestones
5.1	Design and launch a school performance framework and utilize data to make decisions about school supports, interventions, and actions.	Research and design	-Draft vision of school excellence in collaboration with stakeholders -Inventory available measures and data -Create data development roadmap -Publish vision of school excellence to NSC community -Draft supports and actions framework in collaboration with stakeholders -Develop functional prototype of School Performance Framework (SPF) and share results with schools -Make limited decisions about supports and actions based on results
5.2	Prioritize people, time, and money to support the improvement of NSC' schools in an equitable manner.	Research and design	-Publish a comprehensive equity-based analysis of how NSC utilizes people, time and money -Research and produce recommendations on strategic staffing models, including new central office and school-based staffing structure aligned to plan -Research and produce recommendations on equity-based funding formula
5.3	Improve the transparency of budget and financial reporting processes to ensure investments produce the greatest outcomes for students.	Research and design	-Prioritize a limited number of opportunities for program evaluation -Launch programming and produce resources to develop greater budget awareness among community members
5.4	Publish guidance on school autonomy that clarifies decision-making rights, promotes best practice, and incentivizes innovation.	Research and design	-Set initial 'tight' and 'loose' parameters for each initiative in the strategic plan through initiative owners and socialize with school leaders -Convene school leaders for an autonomy workshop focused on benefits, risks and desires of school leaders for long-term autonomy -Complete research on best practices in key areas of operations and instruction to determine 'hold tight' areas

#	Initiatives/milestones/actions
1.1	**Establish a shared vision of excellence for student culture and codify a consistent behavior management system.**
	-Refine/re-affirm vision of excellence for school culture and behavior management guidance ("non-negotiables")
	Revisit vision of excellence and align to core values and Portrait of a Graduate
	Review Positive Behavior Intervention and Supports (PBIS) goals for School Year (SY) 19-20 and identify Behavior Management (BM) non-negotiables for SY 20-21
	Develop consensus for PBIS plan across all school sites
	Develop & publish school guidance aligned to non-negotiables for BM and vision of excellence
	Train appropriate school teams on implementation of BM priorities
	Reframe goals and expectations for Central Office (CO) PBIS team
	Revise school code of conduct aligned to Student Culture Vision (SCV) and BM expectations
	-Publish resources for consistent progress monitoring across classroooms and schools
	Create monitoring expectations for school leaders aligned to BM, Code of Conduct and school culture vision
	Train school teams on monitoring guidance & tools
	Create monitoring expectations for CO staff aligned to BM and school culture vision
	Train CO staff members on monitoring guidance & tools
	Design and distribute marketing materials aligned to expectations
	Develop & publish guidance for family and community members
	-Assess and monitor implementation of year 1 goals
	Develop benchmarks for BM and School Climate (SC) expectations
	Develop CO monitoring calendar aligned to established benchmarks
	Develop quarterly feedback cycle from school teams to improve and refine implementation process
	Assess implementation and develop Professional Development (PD) for school teams aligned to gaps in implementation
	Assess implementation and develop PD for CO aligned to gaps in implementation
	Host family and community feedback sessions aligned to SCV & BM expectations
1.2	**Adopt and implement evidence-based trauma-informed and restorative practices and social and emotional learning (SEL) curriculum and practices, including Multi Tiered Systems of Support (MTSS) across all schools.**

#	Initiatives/milestones/actions
	-Develop a committee to spearhead SEL work, trauma-informed and restorative practices, and MTSS
	Determine SEL actions for schools in SY 20-21 managed by school counselors /social workers
	Draft committee scope and determine appropriate CO and School based representation for the committee
	Identify expectations & commitments for committee members
	Develop selection process for committee members & market available positions
	Select committee members
	Draft calendar, topics and objectives for meetings
	Assign leads for specific bodies of work (SEL, MTSS, TIP)
	-Research existing trauma informed practices (TIP) & SEL Curriculum & MTSS in other districts
	Identify priorities for effective TIP, SEL and MTSS implementation
	Generate a list of districts to research for TIP practices
	Generate a list of districts to research for SEL curriculum
	Generate a list of districts to research for MTSS implementation
	Develop research models & guidance
	Build research and reporting system for information acquired
	-Identify trauma-informed practices and SEL curriculum to pilot in SY21-22
	Build rubrics to compare TIP findings
	Build rubrics to compare SEL findings
	Develop selection criteria to finalize selection of TIP
	Develop selection criteria to finalize selection of SEL curriculum
	Select schools to pilot SEL curriculum
	Select schools to pilot TIP
	Train school teams on TIP and SEL curriculum
1.3	**Design and launch attendance incentive and intervention programming.**
	-Create and launch attendance council
	Draft committee scope of work and determine appropriate CO and School based representation for the council
	Identify expectations & commitments for council members
	Develop selection process for committee members & market available positions
	Select council members

#	Initiatives/milestones/actions
	Draft calendar, topics and objectives for meetings
	-Design attendance incentive and intervention plan including goals and marketing
	Develop vision for attendance initiative including motto/theme
	Develop attendance targets by school level
	Create districtwide attendance incentives aligned to goals
	Create districtwide attendance interventions and supports
	Market attendance initiatives to families and community members
	-Develop & implement monitoring systems for the attendance plan
	Develop guidance and expectations for school based attendance monitoring
	Design monthly cadence/calendar of attendance check points with CO and school teams
	Create a weekly attendance update tracker/reporting system for school teams
	-Assess implementation of the plan and make revisions for SY 21-22
	Assess efficacy of interventions and prioritize implementation of successful interventions
	Assess efficacy of interventions and prioritize implementation of successful incentives
2.1	**Adopt and implement standards-aligned and culturally-responsive early literacy (PK-8) curriculum and assessments with a strong focus on foundational literacy skills.**
	Publish English Language Arts-specific vision of excellence (VOE)
	Convene a curriculum planning team to lead EL implementation
	Publish meeting calendar for the group's work
	Study relevant local and national research, evidence, and data
	Identify key elements from study to include in VOE
	Draft VOE
	Adopt and implement EL curriculum, with a focus on UPI/LPI
	Procure necessary curriculum materials
	Distribute materials to schools
	Identify key implementation supports needed
	Create implementation goals, roles, and monitoring plan and put dates on calendars
	Publish communication with Board, staff, families, students announcing new curriculum

#	Initiatives/milestones/actions
	Identify instructional systems in need of alignment (e.g. assessment, grading expectations, LP template) and create timeline with owners for next steps
	Publish pacing calendar, including assessment dates
	Communicate expectations for use to staff (e.g. tight/loose)
	Execute Quarter 1 monitoring touchpoints (observe instruction & planning; analyze student work & planning artifacts; constituent feedback)
	Execute Quarter 2 monitoring touchpoints (observe instruction & planning; analyze student work & planning artifacts; constituent feedback)
	Execute Quarter 3 monitoring touchpoints (observe instruction & planning; analyze student work & planning artifacts; constituent feedback)
	Execute Quarter 4 monitoring touchpoints (observe instruction & planning; analyze student work & planning artifacts; constituent feedback)
	Create Year 2 implementation support plan based on Year 1 learning
	Conduct End of Year (EOY) stepback to identify successes, challenges, and highest priority needs for Y2 implementation
	Publish implementation support plan for Y2
	Identify & procure any needed materials for Y2 implementation
2.2	**Adopt and implement standards-aligned and culturally-responsive English Language Arts curriculum (9-12) and assessments.**
	N/A (not in focus in SY20-21)
2.3	**Adopt and implement standards-aligned and culturally-responsive math curriculum and assessments (PK-12).**
	Publish math-specific vision of excellence (VOE)
	Convene a curriculum planning team for math
	Publish meeting calendar for the group's work
	Study relevant local and national research, evidence, and data
	Identify key elements from study to include in VOE
	Draft VOE
	Pilot AF Math Navigator in two schools in grades 1-4
	Create pilot goals, roles, and monitoring plan
	Procure necessary materials for pilot schools
	Monitor AF-provided training and implementation supports for pilot schools

#	Initiatives/milestones/actions
	Conduct EOY stepback to assess pilot data
	Determine readiness to scale AF math to additional schools/grades in SY21-22
2.4	**Design an academic model that ensures instructional continuity between remote and brick and mortar learning environments by adopting consistent technology-enabled platforms, software, and content.**
	Adjust instructional materials to reflect priority academic content for SY20-21
	Assess existing curriculum materials and scope and sequence documents in each content and grade band and determine a) their alignment with priority content for SY20-21 (see SAP Priority Content guide) and b) their capacity to flex across remote and brick and mortar contexts
	Create and sequence a plan to fill gaps in instructional materials, with an initial focus on English Language Arts and math, on the assumption that instructional materials will need to be deployed in hybrid, fully brick and mortar, and fully remote environments at different moments in the school year
	Determine which assessments are essential for a) system-wide progress monitoring and b) instructional decision-making and then determine feasiblity of remote administration for each
	Publish scope & sequence for SY20-21
	Publish assessment calendar for SY20-21
	Create and implement distance learning plan
	Determine hybrid learning model (e.g. A/B days, etc) for each grade band and create schedules
	Set instructional expectations for how curriculum will be delivered via this model
	Set expectations for collaborative planning (e.g. UPI/LPI) across environments
	Set expectations for grading across environments
	Set expectations for how specially designed instruction will be provided across environments
	Set expectations for professional development across environments
	Set expectations for teacher coaching and evaluation across environments
	Determine any shifts in brick and mortar facilities use (e..g. cleaning practices, clasroom assignments) and assign owners/timelines for next steps
	Determine any additional technology infrastructure needs (e.g. additional devices, hotspots, loan agreements) needed to execute model and procure as needed
	Set expectations for SEL support and student behavior management across remote and brick and mortar environments
	Set expectations for family communication across remote and brick and mortar environments
	Select and implement a single learning management system (e.g., Schoology) that can serve as a "one stop shop" for educator access to curriculum materials as well as student and family access to assignments, teacher feedback, etc

#	Initiatives/milestones/actions
	Identify and communicate any needed adjustments to staff policies to promote wellness (e.g., leave policies)
	Create monitoring plan,
	Execute Q1 monitoring & stepback
	Execute Q2 monitoring & stepback
	Execute Q3 monitoring & stepback
	Exceute Q4 monitoring & stepback
	Adjust plan for SY21-22 based on monitoring data
2.5	**Redesign high school (HS) programming to include concurrent enrollment and career pathways, and to reflect the diverse and rigorous offerings required to fulfill the district's Portrait of a Graduate**
	Identify highest-priority rigorous course offerings for SY21-22
	Complete POG, including how it will be measured
	Research concurrent enrollment and career pathway opportunities aligned with POG
	Research benchmark assessments aligned with POG
	Determine highest-priority HS course offerings for SY21-22 and rEnglish Language Artsted staffing needs
	Prepare to implement 21-22 rigorous course offerings
	Create MOUs with needed partners (e.g., local universities) for SY21-22
	Hire needed staff
	Create goals, roles and monitoring plan for Y1 implementation
2.6	**Adopt tier 2 and 3 intervention curriculum and programming to align with adoption cycle of tier 1 resources.**
	Select a limited number of Tier 2 and 3 interventions to pilot in 21-22 aligned with EL K-8 English Language Arts curriculum and AF math pilot
	Collect data and stakeholder feedback on needs for intervention aligned to EL curriculum, K-8
	Collect data and stakeholder feedback on needs for intervention aligned to AF math curriculum, 6-8
	Select 1-2 interventions to pilot with EL in SY21-22
	Select 1-2 interventions to pilot with AF in SY21-22
	Create intervention pilot goals, roles, and monitoring plan
	Curate a short list of interventions for contents/grade bands not implementing new curriculum in 20-21
	Inventory interventions currently in use
	Conduct a brief quality review and determine what to continue and stop in the short term

#	Initiatives/milestones/actions
	Publish a short list as an interim measure, communicating that this will change as more contents/grade bands adopt new curricula
2.7	**Pilot innovative program designs in select classrooms and schools.**
	N/A (not in focus in SY20-21)
3.1	**Design and launch a comprehensive recruitment strategy to attract diverse candidates, with a particular focus on filling hard to serve roles and leveraging partnership with local and national universities.**
	For key hard to fill roles, research and deploy recruitment strategies and best practices among comparable school districts
	Identify current vacancies in "hard to fill roles" and clarify job descriptions.
	Examine current recruitment strategies and hiring processes and select most effective ones to continue
	Review hiring process with principals, and ensure that all elements are completed with fidelity across the district
	Review effectiveness of recruitment timeline for 20-21 and make adjustments for 21-22
	Identify and connect with comparable districts with strong HR strategies to identify additional recruitment strategies
3.2	**Develop competency frameworks and aligned coaching and evaluation systems for teachers, school leaders, and central office leaders.**
3.21	Convene a representative committee to begin researching comparable school districts with successful teacher evaluation practices.
	Identify and convene key stakeholders to participate on an evaluation committee.
	Establish clear goals and deliverables for the committee.
	Review current teacher evaluation system and identify strengths and weaknesses.
	Identify 2-3 comparable districts with a strong and aligned evaluation system for all employees and review artifacts.
	Engage contacts from 1-2 districts to discuss evaluation components, roll out and implementation plans and reflections on their evaluation system.
3.22	Develop recommendations for improvements to current teacher evaluation system.
	Draft recommendations on improvements to current evaluation system.
	Invite feedback from broader group of constituents.
	Revise recommendations based on feedback.
3.23	Develop draft evaluation system, including processes and timeline for approval by school board.
	Finalize recommendations for teacher evaluation system for board review and approval.
	Finalize recommendations for implementation plan including processes and timelines.

#	Initiatives/milestones/actions
3.3	**Implement the collaborative plan time and common resources needed to support high-quality and consistent unit and lessons plan internalization, student work analysis and data driven instructional practices.**
3.31	Develop a K-12 master schedule with identified collaborative planning time.
	Develop building level master schedules the include clearly identified blocks of time for collaborative planning.
	Develop a scope and sequence for planning meetings across the school year.
	Establish meeting norms and expectations.
	Identify and train lead facilitators (teacher leaders, coaches or dept. heads) for meetings to ensure alignment and accountability.
3.32	Pilot UPI/LPI protocols in K-8 English Language Arts and AF math pilot schools/grades.
	Identify best practices in UPI/LPI aligned to new English Language Arts and Math curricula. select and train administrators and coaches on a common protocol that will be used across the district.
	Monitor and norm across the year to begin to align to observation/feedback cycle
3.4	**Launch a vertically-aligned professional development program that develops the content knowledge, instructional leadership skills of teachers, school leaders, and central office leaders and that aligns to new academic and SEL curriculum.**
3.41	Create and implement training plan for K-8 English Language Arts curriculum implementation.
	Secure a vendor to develop and execute an aligned PD scope and sequence focused on content internalization to be delivered across the school year to central office leaders, school leaders, and teachers.
	Implement a continuous feedback loop to monitor the effectiveness of the PD.
	Create and implement training plan for AF math pilot.
	Identify pilot schools and staff to participate in training
	Coordinate training dates with AF trainer
	Codify expectations for implementation
	Develop a survey to solicit feedback from pilot schools on implementation.
	Determine observation frequency and tools to monitor implementation.
	Create and implement training for leaders on UPI/LPI, to be piloted with new curriculum rollout.
	Identify a UPI/LPI protocol that will support implementation of new curriculum
	Train school leaders and coaches to use the protocol (with exemplar)
	Rollout UPI/LPI meetings aligned to collaborative planning scope and sequence
	Continue to refine UPI/LPI training and tools in response to feedback

#	Initiatives/milestones/actions
	Create and implement a training plan to support implementation of NSC's student culture vision.
	Develop and deliver training on identified student culture system and rEnglish Language Artsted practices, aligned to district values
	Establish student culture look-fors and align school leaders by conducting joint admin walkthroughs
	Use walkthrough data to determine additional PD needs
	Create and implement training plan for key drivers of the attendance initiative.
	Identify key staff to be trained on new attendance initiatives
	Establish implementation goals for attendance strategies
	Establish attendance dashboard and train staff on entering metrics
	Create and implement training plan for distance learning.
	Train staff, students, and families on how to access and use identified platform(s) for distance learning
	Train teachers on instructional, SEL, and communication expectations aligned with distance learning plan
	Train leaders on staff support, coaching/evaluation, and communication expectations aligned with distance learning plan
3.5	**Improve adult culture by implementing adult SEL/wellness practices and by launching values-based programming and training the team in living the Normandy values.**
	Publish "look fors" related to values
	Articulate 1-2 clear examples of district-level and school level actions that align with values.
	Publish values and examples on website and in communications to stakeholders.
	Pilot 3 school based and districtwide structures to incentivize, celebrate, and reinforce values
	Identify structures to pilot (e.g. 360 feedback, School or District-wide Shout-Outs)
	Set implementation goals for each
	Monitor implementation and outcomes data
	Analyze data to determine readiness to expand pilot in 21-22
4.1	**Develop and launch a systematic approach to effectively (re)align volunteers and partnerships to support students' attendance, academic and SEL needs.**
	Identify & solidify key partners to support implementation of the attendance plan
	Determine who from the attendance council who will support identification and selection of partners to support attendance plan implementation

#	Initiatives/milestones/actions
	Research local and national organizations focused on supporting student attendance by reducing early warning indicators that place students at increased risk for dropping out of school (e.g. low attendance, poor behavior, and/or course failure in English Language Arts/Math)
	Identify budget or grants available to fund partnerships
	Develop criteria and process for selecting partners
	Select key partner(s)
	Identify key SEL-focused partners in committee referenced in 1.2
	Determine who from the SEL committee will support identification and selection of partners to support SEL, trauma-informed, and restorative practices.
	Research local and national organizations focused on SEL, trauma-informed, and restorative practices.
	Identify budget or grants available to fund partnerships
	Develop criteria and process for selecting partners
	Select key partner(s)
4.2	**Improve and expand district systems to ensure clear, consistent, and transparent two-way communications and to elevate family, community and alumni voice.**
	Establish standard operating procedures, communication channels, and a routine cadence to ensure clear and consistent communications between and among central office, schools, families, and the community
	Identify expectations for committee members
	Develop selection process for committee members and select members
	Review existing survey family data on communication preferences and procedures.
	Review existing communication tools and research how other tools interface with existing SIS
	Review existing processes for families to communicate concerns to school and district staff and how concerns are responded to
	Establish a committee of parent/guardians, central office staff, school staff (representing diverse constituent groups) who will serve on the communication team
	Collect data on how families learn of school and district events and general communication preferences (e.g. survey, virtual/in-person focus group, etc.)
	Identify committee recommendations for updates and changes to communication plan
	Codify new policies, procedures, and protocols.

#	Initiatives/milestones/actions
	Finalize and communicate plan district and community-wide
	Gather input from stakeholders on best practices for communicating the communication plan
	Create a 1-pager guide to district communication and an exemplar rollout plan for schools to adapt
	Create a parent/guardian orientation video articulating district communication norms and protocols
	Design and implement a summer PD/training for district- and school-based staff on communication plan and procedures
	Gather feedback from families, community partners, and other constituents to determine improvements to plan for the following school year
	Develop and implement a monitoring plan cadence of check points to ensure fidelity of established communication procedures and adjustments needed
	Draft questions to ask of families, community partners, and other constituents on effectiveness of communication
	Create a plan to administer the survey/focus group
	Review data against the plan developed
4.3	**Recruit new families and retain existing families at key transition points through targeted campaigns.**
	Conduct a comprehensive exit survey and interview of departing families to identify key drivers for departure
	Design departing family exit survey and questions to ask
	Design focus group protocol and questions to ask
	Create a plan to administer survey to all departing families as part of withdrawal process
	Identify and invite departing families to focus group
	Communicate plan to key individuals responsible (e.g. Student Support Services, school operations staff, admin, etc.)
	Execute plan to administer exit survey
	Design family recruitment and retainment campaigns including goals and marketing
	Conduct bright spots research (e.g. surveys, focus groups, Panorama data, etc.) into satisfied families in order to identify district and school practices to highlight
	Synthesize findings into summary of bright spots

#	Initiatives/milestones/actions
	Design a quarterly pulse survey for newly enrolled families to surface questions and concerns from families at risk of exiting
	Research and identify potential partners to support with campaign and materials design (including high school classes/clubs e.g. DECA)
	Research and articulate methods for deploying campaign over multiple methods (e.g. in-person events, flyering, virtual, social media, etc.)
	Design a monitoring plan and cadence of check points to measure effectiveness of strategies and determine adjustments needed
5.1	**Design and launch a school performance framework and utilize data to make decisions about school supports, interventions, and actions.**
	Draft vision of school excellence in collaboration with stakeholders
	Conduct community survey to gather data on graduate aspirations and school excellence
	Analyze results and create draft vision
	Gather feedback on draft from ELT and other leadership groups
	Gather feedback on draft from principals
	Gather feedback on draft from parent/community group
	Revise vision in response to feedback
	Inventory available measures and data
	Catalogue data sources and brainstorm initial measures for each component of the vision
	Filter data sources based on timeliness, quality and relationship to constructs in the vision
	Brainstorm additional measures to be created in the future
	Create data development roadmap
	For each new measure, identify a collection methodology, timeframe and budget
	Prioritize measures to create based on leadership input
	Secure budget for prioritized data collections
	Initiate new data collections
	Publish vision of school excellence to NSC community
	Select designer to develop fully formatted vision
	Create one-page user guide to introduce the vision to families

#	Initiatives/milestones/actions
	Create one-page user guide to introduce the vision to staff
	Publish vision on district website
	Draft supports and actions framework in collaboration with stakeholders
	Review artifacts from districts nationally
	Identify how many categories of school performance the School Performance Framework (SPF) will identify
	Engage principals and the Executive Leadership Team (ELT) in determining which supports and actions are most appropriate for each category of performance
	Draft supports and actions framework and list of implications for central office support structure
	Finalize framework with ELT, board
	Develop functional prototype of SPF and share results with schools
	Gather ELT feedback on floors, targets and weights for measures
	Simulate results for ELT and make adjustments to floors, targets and weights
	Draft one-pager for leaders on how to interpret SPF results
	Finalize individual school SPF copies and share with leaders
	Make limited decisions about supports and actions based on results
	Segment schools based on SPF results and prepare shortlist of possible supports, actions
	Deliberate supports and actions with ELT and make decisions in limited cases
5.2	**Prioritize people, time, and money to support the improvement of NSC' schools in an equitable manner.**
	-Publish a comprehensive equity-based analysis of how NSC utilizes people, time and money
	Curate and study analyses conducted by other districts or partner orgs
	Inventory available data (personnell by building)
	Determine additional data sets needed
	-Research and produce recommendations on strategic staffing models, including new central office and school-based staffing structure aligned to plan
	Curate and study recommendations of other districts or partner orgs
	Draft framework for recommendations for school-based staffing structures
	Draft framework for recommendations for central offfice structures
	Run an exercise to do a zero-based staffing model
	Determine next steps based on analyses
	-Research and produce recommendations on equity-based funding formula

#	Initiatives/milestones/actions
	Research and produce recommendations on strategic staffing models, including new central office and school-based staffing structure aligned to plan
	Draft framework for recommendations
5.3	**Improve the transparency of budget and financial reporting processes to ensure investments produce the greatest outcomes for students.**
	-Prioritize a limited number of opportunities for program evaluation
	Curate and study program evaluation models
	Determine approach to program evaluation
	Inventory programs to potentially be evaluated
	Determine Return on Investment (ROI) framework
	Determine limited number of high prioroity programs to evaluate using ROI framework
	-Launch programming and produce resources to develop greater budget awareness among community members
	Research peer district budget transparency initiatives
	Develop plan for SY21-22
	Seek and integrate family and community feedback on the plan
5.4	**Publish guidance on school autonomy that clarifies decision-making rights, promotes best practice, and incentivizes innovation.**
	Set initial 'tight' and 'loose' parameters for each initiative in the strategic plan through initiative owners and socialize with school leaders
	Convene initiative owners to share national artifacts related to autonomy frameworks
	Initiative owners draft "tight" and "loose" parameters individually
	Convene initiative owners for gallery walk activity to identify interdependencies and themes
	Convene school leaders for an autonomy workshop focused on benefits, risks and desires of school leaders for long-term autonomy
	Convene school leaders to share national artifacts related to autonomy frameworks and react to initiatives
	Follow-up with school leaders with a list of 'design principles' NSC will use to move forward with drafting an autonomy framework
	Complete research on best practices in key areas of operations and instruction to determine 'hold tight' areas
	Investigate open questions raised during initiative owner and school leader meetings

#	Initiatives/milestones/actions
	Update design principles document for use next year