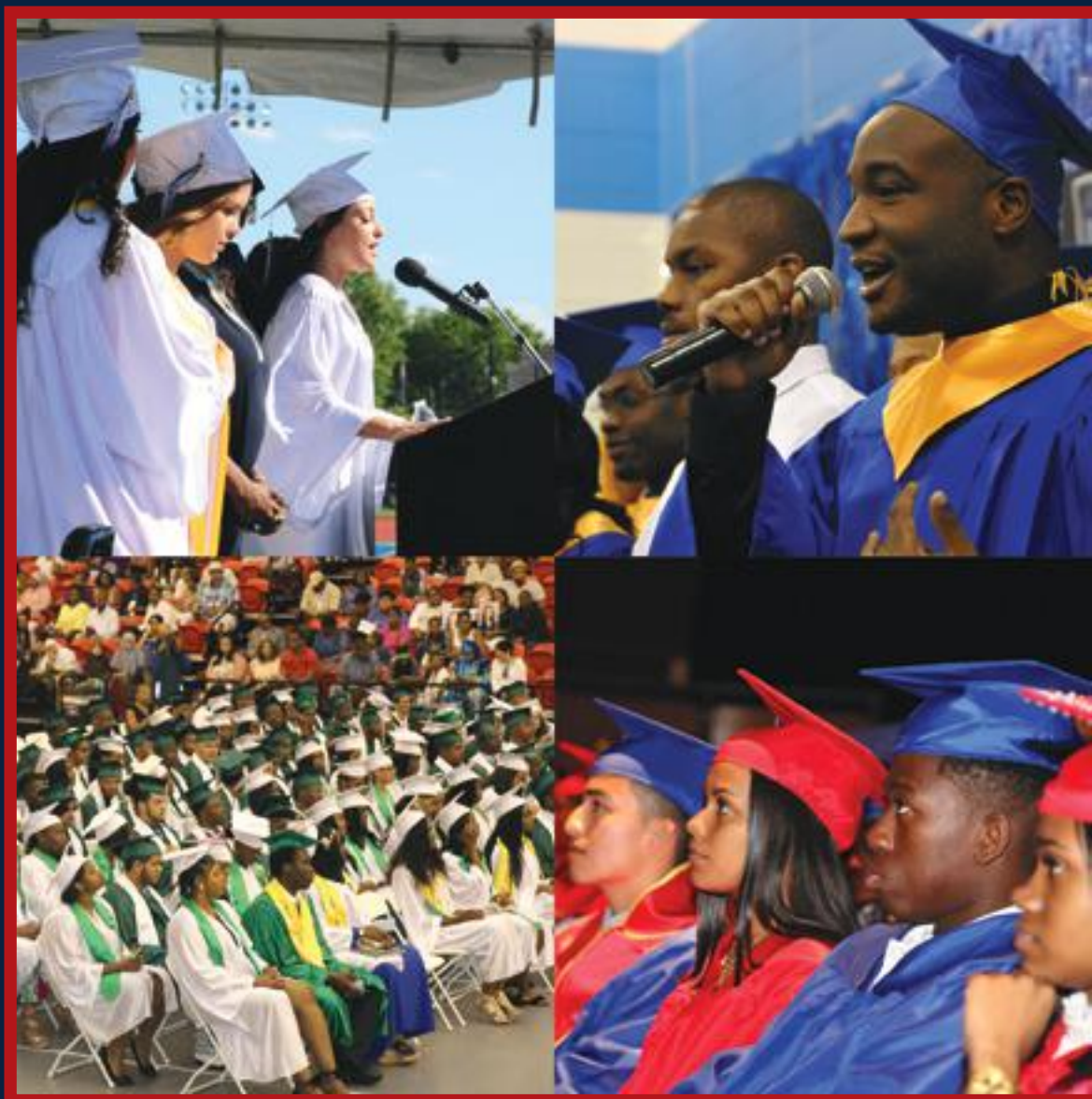


Newark
Board of Education
Roger León, Superintendent

Where Passion Meets Progress

NPS CLARITY 2020



2019-2020



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A Letter from Superintendent León

NPS Clarity 2020 is a one-year strategic plan which resulted from the ideas, time, and planning of many members of our community. You are all a valuable part of a process and a plan designed to change the course of history in Newark. I thank you, and sincerely appreciate your contributions.

Newark was once a leading school district in this nation. Our comprehensive high schools ranked among the top schools in this country, and notable figures have walked their halls. The City of Newark and Newark's schools have an esteemed history in education of which we can all be proud. NPS Clarity 2020 will set us on a path to reclaim this history for all of our children today. While we are far from the ultimate goal of returning this school system to its rightful place in the history books, we are ready to begin the first chapters. This strategic plan is designed to set the foundation for everyone and set the ball rolling. From work defined in NPS Clarity 2020, we will build and launch a ten-year strategic plan that will reform education in Newark beyond the next decade and for generations to come.

Many reading this plan will reflect on the countless meetings, hours, surveys, audits, policies, and committees we have served on, or even lead, over the years. We have completed lots of work and should be proud of all we have done and learned. However, our schools have experienced decades of change, which has left us with fragments of success. NPS Clarity 2020 is about being clear on what we have to do to become whole and successful everywhere in our District and getting to the work.

The keys to NPS Clarity 2020 are to unlock the doors to a new ecosystem. Though these keys have been here all along, we have not fully tapped into the resources they can provide for our schools and students. We will rebuild a stronger, wiser, and more efficient organization. For our students to do well in school now, we must enrich and broaden their experiences and opportunities. The game changers will provide new opportunities to our students earlier than some might think they are ready. College readiness for many children begins in the womb. Our students deserve to be immersed in high expectations for their futures from the beginning as well. If not now, when? If not by us, by whom?

We know that educational programming and wrap around services for children ages three and four have been critical to our progress, as well as, mentors, dual enrollment, and internships while students are in high school. NPS Clarity 2020 affirms these levers and suggests further that the District and our schools start this work too late and we end our role too early. Conception to Cradle through College and Careers are the 4 C's of this strategic plan. We will begin with services to the family while the baby is in the womb, we will prepare every child to be successful in college from elementary through high school, and we will remain by their side until they have landed a career.

The 6 R's of NPS Clarity 2020 (reinvest, reinvigorate, return, research, reflect, and respond) will help create the path during the next ten years so that we achieve our ultimate goal. We will become an organization that will research, reflect, and respond as we develop and implement this plan. We will help our students learn and grow because our words, actions, and deeds will value them socially, emotionally, and culturally. Our collective work, in and out of the classroom, will teach our students that for this City to become better and reach its true potential we will need our students to reinvigorate, reinvest, and return to the great City of Newark. Through courses like civics and Amistad, we will deepen our students' connections to their histories as well as our City. I understand how mental health and trauma have impacted our community, and we must be responsive to our children's needs and the needs of their families and our staff. To best serve our students with care and help us prepare stronger adults, we must all be healthier and part of a system that is working to improve all of our lives.

The District's greatest strengths are that we have incredible people with brilliant ideas. This District's greatest weakness is that we do not implement these ideas well or even at all. This strategic plan begins the purposeful implementation of great ideas by great people ready to rebuild a great District.

In the end and throughout this entire experience, we will restore faith in public education and each other. This will be our story. We are the authors.

Thank you.

Superintendent León

Executive Summary

The Newark School system is 163 years old, and Newark is the third oldest city in the nation. We are the largest and oldest school district in the state of New Jersey and educate over 55,000 students across various types of schools (public, private, and parochial). On February 1, 2018, the District began the transition from state operation to a locally controlled board of education. Full local control restores the power of the locally elected school board to select the Superintendent and reestablishes the Newark Board of Education as the body that governs the District. Now led by Superintendent Roger León, the first locally appointed superintendent in twenty-three years and the first Latino Superintendent in the City's history, this is a watershed moment for the District as we embark on a new vision for education in Newark.

As we unveil NPS Clarity 2020, enrollment in the District has already increased this school year. Our students' performance on standardized tests as well as their academic growth has improved relative to similar students. Graduation rates have increased as well (Margolis, 2017). Last year 76 percent of seniors graduated, an increase of seven percent in four years. A 2015 study of schools that "beat the odds" or schools where academic achievement outpaced demographically similar schools statewide, found that Newark Public Schools enrolled a higher percentage of students in schools that beat the odds (DeArmand, et al., 2015). These outcomes are the result of the consistent and committed work of our educators and students. We celebrate them.

Newark has been at the epicenter of school reform nationally for over two decades. Some of the reforms implemented were intended to achieve funding parity between high poverty districts like Newark and wealthy suburban districts. Others have focused on creating efficiencies, increasing choice, and boosting student performance on standardized state tests.

There are many narratives and views about the reforms that have taken place over the last twenty-three years. Support and opposition for all of the reforms brought to the District are prevalent across the city. However, as



Something different is happening here and we're beginning to get the kNACK of it.

a district moving forward with a mindset focused on continuous improvement and systemic learning, it is our view that learning from the past will help us become better.

We draw several lessons from the major reforms of the last two decades that are central to how we will approach the work NPS Clarity 2020 establishes for us. From state operation of the District, we understand that the absence of knowledgeable and skilled voices from the schools, District, or community does not result in the deep understanding we need to create solutions that solve complex problems. The impact of the *Abbott* reforms on the District makes it very clear that resources and their allocation must be joined with a unified and systemic strategy for addressing the root causes of our problems. Unchecked competition between types of schools destabilizes the infrastructure and resources of the District while promoting division and discord in our communities. This one-year strategic plan and the ten-year strategic plan which is underway and will soon follow, will serve as evidence and testimony we have learned from the past and are poised for a brighter future.

We have experienced bumps in the road, pitted neighbors and families against one another, and have not fully benefited from any of the experiments or their unintended consequences over the years. NPS Clarity 2020 seeks to heal those wounds and will demonstrate that we are stronger when we are all together working in the same direction. By focusing on systems change, this plan creates a new ecosystem that will work with a single focal point: the success of each and every one of our students. NPS Clarity 2020 is driven by a vision of student success that encompasses academic performance as well as the social, emotional, and cultural development that will empower our students to thrive in whatever path they choose for their lives. When our students graduate from high school, they will be prepared to set goals, create plans, continuously learn, and change direction when necessary; live meaningful, productive, and self-sufficient lives in an ever-changing world; navigate the familiar and the new to attain personal and career goals; communicate, develop ideas, learn, and work with others; and, engage in their community and the world as responsible citizens and leaders.

Six priorities for NPS Clarity 2020 emerged out of the deep engagement of our community stakeholders in root cause data analysis and the development of strategies to guide our progress. The six priorities are:

1. Unified and Aligned Systems
2. A Rigorous and Relevant Framework for Curriculum & Instruction
3. Strength-Based and Responsive Culture
4. Continuous Learning for All
5. Integrated System of Supports
6. Strong Reciprocal Partnerships

Each of the six priorities has a set of strategies designed to clear a new path for the District. The priorities and strategies included in NPS Clarity 2020 for next school year will mobilize an entirely new ecosystem.

NPS Clarity 2020 is a one-year strategic plan that guides the systemic shifts we need to make to become a district that produces thriving and capable students who are well-prepared for continued success in college and careers.

This plan defines the work we must begin over the next year to prepare our ecosystem for this change and is a call to action to make it happen.

Newark On the Move

The city of Newark and the children we serve are a microcosm of the rapidly shifting demographics of the nation. The majority of the city's 285,157 residents are either Black (49 percent) or Latino (36 percent), and 46.3 percent of Newark residents speak a first language other than English. Black, Latino, and immigrant residents living in Newark far outpace the statewide percentages. The same is true for students attending Newark Public Schools. During this school year, 43 percent were Black, 47 percent were Latino, 8 percent were white, and 1.5 percent of the students were Asian, First Nations, or Pacific Islander.

Throughout this school year, our students were immersed in programmatic experiences that not only extended their learning but also provided another version of personal and school success. Students at the elementary, middle, and high school levels participated in academic and performance-based simulating programming that allowed their genius to shine. Competing in robotics and debate tournaments, our students placed well amongst their peers at state and national levels, and in many instances leading at both levels. Over 67 percent of our graduating seniors were accepted to colleges and universities. High school students participated in



“I Am the Solution.”

an international learning exchange that took them to Belfast, Ireland and brought their peers from Ireland to Newark Public Schools to discuss issues of civil rights and social justice.

Our students are on the move. Now is the time for us to increase this greatness and build a district that guarantees each and every one of our students—no matter what school they attend—an education that taps into their genius and unlimited potential.

By focusing on systems change, this plan creates a new ecosystem that will work with a single focal point: the success of each and every one of our students. The work defined in NPS Clarity 2020 is driven by a vision of student success that encompasses student academic performance as well as social, emotional, and cultural development that will empower our students to thrive in whatever path they choose for their lives. It is the foundation for a ten-year strategic plan called, “The Next Decade,” which will chart our work from 2020 through 2030.

With bold transparency, this plan is built from our collective analysis about the current state of the District to envision a new direction for our future and to hold each of us accountable for playing our part to realize this vision for our students. NPS Clarity 2020 also draws on lessons from the reforms of the last twenty-three years to utilize the best practices that have helped us make progress while learning from the challenges and missed opportunities that occurred along the way. The priorities and strategies included in this plan for next school-year are designed to mobilize our entire ecosystem to prepare our students for college and careers from the moment of their conception and by the time they reach the cradle.

Understanding the Past to Catalyze Our Future

Newark has been at the epicenter of school reform nationally for over two decades. Some of the reforms implemented were intended to achieve funding parity between high poverty districts like Newark and wealthy suburban districts. Others have focused on creating efficiencies, increasing choice, and boosting student performance on state tests.

The landmark decisions in *Abbott v. Burke* sought to establish parity in funding and to provide supplemental education programs that ensured a high-quality education for students in New Jersey’s high poverty school districts. Evidence-based whole school reform, full-day preschool for three and four-year-olds, and the replacement or renovation of dilapidated school buildings were to be implemented in Newark and all Abbott Districts. The state was also required to provide additional supplemental aid to those poor school districts that could document “particularized needs” to ensure that the basic human needs of their underserved children were met (Cooper-Basch, 2014).

FOOTNOTE

¹See <https://datausa.io/profile/geo/newark-nj/>

²See <https://www.nps.k12.nj.us/news/14-newark-students-are-selected-to-participate-in-the-global-peace-ambassador-program/>

In 1995, the New Jersey Department of Education assumed control of the District primarily because too many students were failing state tests and citing disengaged board members, corruption, and lack of community engagement as contributing factors (NESB, 2016). As a state-operated school district, the school board functioned in an advisory capacity, and the State Education Commissioner appointed the Superintendent who held veto power over all votes made by the Advisory Board.

As state operation got underway in the District, the New Jersey State Legislature passed the Charter School Program Act in 1997. The first two charter schools opened in Newark by 1999.

Each of these state reforms has had a separate and lasting impact on the District. The *Abbott* reforms resulted in the development of free high-quality pre-school for all three and four-year-old children in the District. It also opened the doors for a system-wide focus on whole-school reform and research-based programs. State operation of the District has been credited with improving the finances of the District and bringing educational reform to the students (NESB, 2016). Charter schools have grown significantly in the last twenty years, now enrolling forty percent of Newark's children. The expansion of charters schools in Newark and the alignment and coherence which organize the systems in the large charter school networks have become a local proof point for the role of a robust central system in supporting and improving schools.

The combined effect of these state reforms has restructured the size of the District, determined the resources available to our students, and established the instructional programs we provide to our students. Early reforms under state control strengthened the connection between school and career and balanced academics with extra-curricular programs. A period of innovation and importing best-practices and evidenced-based strategies from districts across the country followed. During this time the Newark Global Village School Zone (NGVSZ) was developed and implemented in the Central Ward with Central High School as the anchor, resulting in 32.5 percent growth in English Language Arts and a 25.9 percent growth in mathematics from 2010 to 2011. During the final years of state operation, there was a wave of reforms that increased principal autonomy, decreased the size of the District, and expanded school choice through a universal enrollment system.

There are many narratives and views about the reforms that have taken place over the last twenty-three years. Both support and opposition for all of the reforms brought to the District exists across the City. However, as a district moving forward with a mindset focused on continuous improvement and systemic learning, it is our view that learning from the past will help us to become better.

We draw several lessons from the major reforms of the last two decades that are central to how we will approach the work NPS Clarity 2020 establishes for us. From state operation, we understand that the absence of knowledgeable and skilled voices from the schools, District, or community does not result in the deep understanding we need to create solutions that solve complex problems. Rapid charter school expansion has demonstrated that unchecked competition between charter schools and District schools destabilizes the infrastructure and resources of the District while promoting division and discord in our communities. The impact of the *Abbott* reforms on the District makes it very clear that resources and their allocation must be joined with a unified and systemic strategy for addressing the root causes of our problems.

These lessons have prepared us to be focused and unambiguously clear about the steps needed to transform the District and to undergird each step with confidence that our vision is attainable.

Over the last several months, we have looked carefully at student data, assessed our facilities, and conducted programmatic and curricula audits. While in 2017-2018, school-year only 34 percent of our students met or exceeded expectations in English language arts on the PARCC assessment and 23 percent in mathematics, our collective assessment of our problems provides the analysis we need to move the District toward greater outcomes for all of our students.

Engaging Our Community to Build the New Ecosystem

NPS Clarity 2020 emerges from the ideas, collaboration, and commitment of hundreds of members of this great community. Teachers, principals, students, parents, community leaders, local organizations, elected officials, and valued partners contributed their time, expertise, and ideas to the development of this plan. NPS Clarity 2020 launched with a community meeting held on January 16, 2019, at Central High School and was followed with a series of forums designed to integrate the knowledge and voice of our stakeholders into planning for the success of all of our students. Twenty-seven Roundtable Meetings lead by two co-conveners



We are focused and ready with a purpose.

(a district expert and an external expert), six *Community Meetings* held at each of the comprehensive high schools, a *Student Conference* for 250 students in grades six through twelve, and two meetings with the NPS Clarity 2020 *Advisory Committee* occurred. During these meetings, every facet of our city engaged in root causes analysis of District data as well as the development and review of priorities and strategies to propel the District toward the new educational ecosystem represented in the NPS Clarity 2020 Logic Model.

“Communities are wise to the extent they use diversity well in a cooperative, creative interplay of viewpoints that allows the wisest, most comprehensive and powerful truths to emerge.” Tom Atlee, *The Tao of Democracy: Using co-intelligence to create a world that works for all* (2002)

By engaging our community simultaneously from the top-down and from the ground up, we have been able to craft a strategic plan that harnesses the technical expertise of the professionals who work daily to ensure the health, safety, development, and learning of our students as well as the funds of knowledge mined in our community. Engagement is not an afterthought in NPS Clarity 2020. Rather, engagement is a central organizing feature of our plan to make the District the model for educational transformation across the nation.

NPS Clarity 2020 is a vital step in catalyzing the system-wide transformation that is needed to establish a culture of equity, continuous improvement, unity, and excellence for all. No longer can we afford to operate our schools, classrooms, or departments in isolation from each other, or our city and neighborhoods. Nor can we move forward without a shared understanding of excellence and our collective responsibility for achieving it.

“The Newark Public School District is a model from which the nation and the world can learn. We have committed teachers, administrators, senior leaders, board members, and staff members who focus on learning and engagement rather than economic status, accent, or skin color. We have a lot of work to do, but the foundation is solid and, most importantly, the community supports every single student.” Douglas Reeves, (2019)

NPS Clarity 2020

After twenty-three years as a state-operated school district, we have returned to local control. We are poised to learn from and use the rich, complex history of school reform in the District and schools to achieve a vision for education that excites us all about our students’ learning each and every day. A vision that while recognizing the enormous challenges facing our schools as well as those navigated by our children and their families daily, more importantly, knows that the solutions begin with us. A vision that amplifies our strengths and forges critical partnerships to unify us from the schools to the neighborhoods, from Central Office to City Hall, and from conception to cradle and from college to careers. NPS Clarity 2020 is a new educational ecosystem that organizes the resources, stakeholders, and institutions in our city to support the success of our students.

The great social justices changes in our country have happened when people came together, organized, and took direct action. It is this right that sustains and nurtures our democracy today. The civil rights movement, the labor movement, the women's movement, and the equality movement for our LGBT brothers and sisters are all manifestations of these rights. Dolores Huerta

Our city is leading the way in urban development and transformation across the nation. Economic and infrastructure development, inclusive housing ordinances, and growth in tourism, small businesses, and conventions in the City show that Newark is rising. In Mayor Ras J. Baraka's most recent State of the City address, the mayor cited several signs of progress including new jobs, housing units, numerous collective impact initiatives, and meaningful partnerships with industry and business (Baraka, 2019).

There is consensus among us that our children play a key role in moving Newark forward, and changes in our schools are paramount. Despite this clear need, lack of alignment and constant turnover in the District has made the educational excellence our children deserve challenging to achieve.

NPS Clarity 2020 is designed to change this. It adopts an ecological framework (Bronfenbrenner, 1975), one that explicitly recognizes that creating classrooms and schools, where children of all ages and backgrounds thrive, requires a focus on the academic **and** the social factors that influence schools and children. NPS Clarity 2020 brings lessons learned from research related to the social and emotional needs of children together with the best practices of educational reform. This research suggests comprehensive approaches are needed to improve urban schools like ours and increase academic outcomes for students we serve (Blau & Currie, 2006; Comer, 1988; Dryfoos, 1993; Rothstein, 2004; Waldfogel & Lahaie, 2007).

In our city, the social conditions that arise from poverty, including poor health, mobility, incarceration, and substance abuse, present formidable challenges to school reform. In spite of it all, our children have been successful and over the years have accomplished great achievements. NPS Clarity 2020 aligns the resources, institutions, and stakeholders in our ecosystem to build the collaborations with health, higher education, business, and community partners that weave together a tapestry of experiences and opportunities that enrich and support our students' learning needs. NPS Clarity 2020 rests on the understanding that to elevate the learning outcomes of our students we must deploy strategies that make it possible to respond to the wide range of challenges that affect child development, learning, and the performance of schools and classrooms. Building on the Broader Bolder Approach to Education and the Newark Global Village School Zone, we are embracing a strategy that "should make it possible to address what we have known for years: children's lives are situated within ecological systems that are made up of complex histories, processes, relationships, and institutions which shape their development" (Noguera and Wells, 2011).

NPS Clarity 2020 Logic Model

The NPS Clarity 2020 logic model represents the educational ecosystem we will create to ensure that our children have access to all of the opportunities and resources they need to live meaningful, productive, and self-sufficient lives.

The twelve keys on the left side of the logic model are the resources, opportunities, experiences, and stakeholders that we will organize to create a new ecosystem for our students.

The game changers on the right side of the logic model represent the strategies and avenues we will use to accelerate our students' access, exposure, and experiences that will propel them forward by always looking two stages ahead.

The center of the logic model represents the academic progression of our children within the new education ecosystem and defines critical transitions in our children's education.

Our students are at the center of the NPS Clarity 2020 ecosystem. In our new educational ecosystem, we will work across sectors, collaborate with stakeholders, and support families to ensure our students' lives are nested in an environment that fosters their healthy development from conception to cradle through college and careers.

From conception to age three, the ecosystem will focus on healthy physical, cognitive, and emotional development to prepare each child to enter pre-K ready to learn.

From age three to grade three, the ecosystem will focus on building a strong academic foundation that includes a rich literacy experience and exposure to engaging and enriching learning experiences.

From grade six to grade eight, the ecosystem will support students' readiness for high school through accelerated learning opportunities at our high schools as well as on-campus opportunities at local colleges and universities.

From grade nine to grade twelve, the ecosystem will prepare our students for college and career through relevant and engaging courses that engage students in problem solving and internships, apprenticeships, and dual-enrollment programs.

While everyone in the organization plays a critical role and the involvement of every stakeholder in the development of this plan was essential, the Principals will leverage everything in the reorganization of the district. The anchor to this strategic plan are our high schools. The feeder patterns of the elementary and high schools now and in the future will redefine and set a new course of options and choices for children and their families.

When our students graduate from high school, we will stay connected to them by tracking their progress and providing post-secondary resources and networks through college graduation and employment.

In building this new educational ecosystem, we will **reinvigorate** the environment in which our students live and the conditions in which they learn by **reinvesting** in the resources and strategies that matter most to our children's development with the ultimate goal of having our students **return** to our city as citizens, employees, and leaders.

As we transform the District into this new educational ecosystem, we will implement a continuous improvement approach in which we **research** and assess our work, **respond** and take actions to address our findings, and **reflect** to learn from and improve our work.

The NPS Clarity 2020 strategic planning process engaged our community to analyze data and develop strategies to create this new educational ecosystem.

Six Priority Areas to Ensure Student Success

Six priorities for NPS Clarity 2020 emerged out of the deep engagement of our community stakeholders in root cause data analysis and the development of strategies to guide our progress:

1. Unified and Aligned Systems
2. A Rigorous and Relevant Framework for Curriculum & Instruction
3. Strength-Based and Responsive Culture
4. Continuous Learning for All
5. Integrated System of Supports
6. Strong Reciprocal Partnerships

Although independent areas of focus, each of these priorities interact with each other to establish the framework the District needs for systemic transformation. The strategies included for each priority area articulate the roles and responsibilities for the schools as well as the School Leadership Teams, the newly configured feeder patterns, and District. The recommended strategies do not prescribe specific programs. They are intended to afford the District and our schools the opportunity to work more collaboratively with each other, central office as well as with our partners to create the ecosystem that will best serve our students. The strategies are designed to support the systemic application of each priority area and to ensure that our entire system is working as one unit.

The goal is to share best practices occurring in our schools, incent innovation, reallocate resources, and systematically maximize the greatness already in the District.



Our dreams will become real.

Acknowledgements

We would like to thank the Newark Board of Education for their leadership and participation throughout the development of this plan.

NPS Clarity 2020 was made possible through the effort, ideas, and input of those who committed their time and supported the process. It is the synthesis of hundreds of voices in our diverse and dynamic community, including parents and community members; NPS district staff, principals, and teachers; students; clergy; elected officials; and leaders of community organizations, universities, and businesses. We thank you for having a vision of greatness for our students and the courage to speak it out loud.

CREED Strategies oversaw the development of this strategic plan and we are extremely grateful to Lauren and Sharon Wells for their guidance and support. The Joseph C. Cornwall Center for Metropolitan Studies at Rutgers University-Newark and Creative Leadership Solutions reviewed and provided feedback as it evolved. We appreciate the technical assistance resulting in a living document their respective organizations can be proud of.

The roundtables and the co-conveners who assisted in leading and facilitating are to be commended. Internal and external experts combined efforts that resulted in every idea and recommendation carefully analyzed.

Together, we are creating the future our children deserve.

Thank you!

Priority 1: Unified and Aligned Systems

Across the roundtable and community meetings, it was clear that the District needs clear, unified, and aligned systems for assessment, data collection, transportation, facilities support, communication, and family and community engagement within an equity culture that values people, diversity, inclusion, and collaboration. Our infrastructure must support the education ecosystem defined by NPS Clarity 2020. The systems we build must support the needs of children and their families, laying the foundation for equal opportunities, breaking generational poverty, and eliminating the school to prison pipeline.

From our students and families, teachers and principals, social workers and attendance counselors, to cooks and security guards, every individual contributes to the overall vitality of our system. Everything that occurs in the District has a ripple effect somewhere in the system. We will design and organize the District with this understanding in mind.

There are pockets of excellence in the District. Superior teaching and leadership, where rigor and high expectations are visible, can be found in our schools. Exemplary models of parent and family engagement exist as do schools where student voice matters. Practices for supporting students and building strong partnerships also exist in the District. However, silos, isolation, and competition have relegated our knowledge of best practices in the District to the corner. Our focus on systems will change this.

District infrastructure needs to be in place to provide every student with equitable access to rigorous and relevant learning as well as the supports and enrichments they need to accelerate their growth.

“The evidence from over a half-century of effort across numerous sectors and industries is clear: improving productivity in complex systems is not principally about incentivizing more individual effort, preaching about better intentions, or even enhancing individual competence. Rather, it is about designing better processes for carrying out common work problems and creating more agile mechanisms for sensing and reacting to novel situations.” Bryk et al., Learning to Improve: How America’s Schools Can Get Better at Getting Better (2017)

Strategy 1.1

Create centralized infrastructure to support the new configuration of comprehensive high schools, magnet schools, and Prekindergarten to eighth-grade feeder patterns.

Establish common expectations, policies, and procedures for the alignment and coordination of learning, resources, supports, and partnerships in and across the schools.

Evaluate the organization of the District, including departments, personnel, and policies for alignment with the NPS Clarity 2020 vision.

Establish time and structures for data analysis, strategy development, and action planning between the principals.

Integrate central office personnel with the schools to analyze data and align support.

Implement the expectations, policies, and procedures established to align and coordinate learning, resources, supports, and partnerships.

Institutionalize Principal-led School Reviews with teams of principals in and across each School Leadership Team permeating throughout the schools.

Strategy 1.2

Identify, assess, and address the disparity in resource distribution and student outcomes across schools.

Research, review, and adopt a budgeting tool that projects forecasting of expenditures and provides real-time reporting to principals.

Create a floor plan to assist schools in budgeting based on needs assessments.

Adopt an automated platform for developing weighted student funding formula allocations.

Establish an equity framework and policy to guide the District.

Create and assign high level and knowledgeable teams to assist and support the schools.

Strategy 1.3

Conduct a review of all District policies and manuals for alignment with NPS Clarity 2020 and accessibility to particular audiences.

Revise and develop policies to provide clear expectations and procedures in all aspects of school operations.

Clearly define the roles and responsibilities of all personnel at each level and articulate non-negotiable expectations for all schools.

Utilize building level assessments of roles and responsibilities from Central Office and school based staff to identify opportunities for shared training and professional development across the organization.

Align school practices and procedures with District policies and regulations to ensure implementation.

Strategy 1.4

Develop a comprehensive data and performance management system that is aligned with the strategic plan.

Support continuous improvement in all aspects of the District and to provide timely and verified data on the needs and progress of all students.

Identify data needs and develop indicators in each of the following areas: Student Demographics, Early Warning, Early Childhood, On Track to Graduation, Special Education, Bilingual/ELL, Alternative Education, Culture and Climate, Physical and Mental Health, Mobility, Homelessness, Court-Involved Youth, and Social Emotional Learning.

Create a plan to integrate multiple databases and data sources.

Continue to develop the system's capacity to provide reports at multiple levels—student, classroom, school, and district.

Build the capacity of users at all levels, including parents and guardians, through professional development, technical assistance trainings, and workshops.

Dedicate sufficient time to regular and collaborative data analysis and reflection.

Notes:



We are the future and ready to FLY.

Strategy 1.5

Strengthen the recruitment, induction, and retention of educators in high need areas, including bilingual education, special education, science and mathematics, and Black and Latino male educators.

Implement a strategy to recruit, develop, and retain robust pipelines of educators from the classroom to central office leadership.

Collaborate with universities, local and national advocacy organizations to research and identify best practices for increasing Black and Latino male educators at all levels in the District.

Provide opportunities to prepare per-diem staff to be certified to assume permanent or other certified roles.

Strategy 1.6

Assess, prioritize, and plan for facilities improvement, modernization, and building projects to ensure that all students have access to state of the art buildings and classrooms with the light, heat, space, air, and technology needed to learn and compete globally.

Develop a long-range facilities plan that looks at facility needs over time, including capital improvements and assessments of building and site conditions for five, ten, and twenty years.

Review existing work order system and assess variables that impede the quick response to school needs.

Explore creative ways to fund critical projects to aid in facilities upgrades to enhance student learning.

Strategy 1.7

Establish parent organizations in every school with bylaws, elected officers, membership, and monthly meetings.

Create Superintendent's Council of Parents.

Develop a District infrastructure that ensures engaged and empowered families and community.

Review all policies and make recommendations related to family and community engagement.

Ensure that all communications are made available in the primary languages spoken by students and families in a timely and appropriate manner at all District and school appointments and meetings.

Strategy 1.8

Design a comprehensive transportation plan that coordinates the schools, the City, NJ Transit, partners, students and parents/guardians to ensure students have access to safe, reliable transportation to and from school and school-related activities before and after school.

Engage the City of Newark, NJ Transit, and providers in discussions about coordination, collaboration, and alignment of services including student access cards, bus schedules, routes, and bus lanes for NJ Transit during peak school hours.

Assess providers' accountability, reliability, and safety.

Develop shared strategies to address issues and needs. Engage neighborhood partners and organizations.

Coordinate with the Public Safety Department and the City of Newark to build from the South Ward Community Schools Initiative and create Safe Passages and Safe Haven plans in every Ward.

Strategy 1.9

Establish internal and external communication policies, protocols, and procedures that understand how stakeholders are getting and using information to support strategic goals, foster relationships, and guide messaging.

Develop a comprehensive and coordinated communication strategy to ensure parents and external partners receive District information, emergency alerts, special events, resources, and reminders in timely and appropriate formats, and there are open and systemic channels for communication to the District.

Create a district-wide app to increase easy access to District information and resources.

Partner with the City of Newark to develop shared strategies for communicating important issues and major events, including the use of electronic billboards to convey essential messages strategically and broadly.

Notes:

Priority 2: A Rigorous and Relevant Framework for Curriculum & Instruction

Preparing our students to be the innovators of the future, to collaborate and solve problems across cultural and geographic borders, to live meaningful, productive, and self-sufficient lives require that the District build a framework for teaching and learning that puts student learning at the center. This includes inquiry-based, culturally responsive, and student-centered prekindergarten to grade twelve curricula in all content areas, instructional personnel and positions, integration of special education and English Language Learners, and opportunities to learn from best practices across the District. Teaching and learning across the District must be fueled by strategies that engage **all** of our students as active participants in their learning and give them opportunities to learn that reflect the diversity of our City and the world.

*“The catalyst for motivation is engagement, and engagement results in focused attention. Like understanding, our engagement is affected by our brain’s recognition of relevance and meaningfulness. Developing interests and connecting to personal experiences stimulates motivation.” Yvette Jackson, *Pedagogy of Confidence: Inspiring High Intellectual Performance in Urban Schools*, (2010)*

We must also develop a unified and aligned system for assessing student learning. Across the District, teachers are using a range of data in the classroom. However, data needs to be used more consistently to inform instruction and impact student learning. We must be more intentional and strategic about assessment and using the data to drive learning.

“Our strengths are activated when we are comfortable in our area and feel safe that our knowledge is important. It gives us a place to flow and build on our understanding. When we don’t get complete explanations and understanding, we can’t activate our strengths. All we have is half of what we need.” Students from the Malcolm X Shabazz High School Feeder Pattern (Avon, Belmont Runyon, Peshine, Spencer, Shabazz 2019).

Preschool is also vital to our students’ academic achievement and long-term success and will be fully integrated into the District’s curriculum and instruction framework. We will refine systems for the identification, monitoring, and reporting of special education students and English language learners.

All students will have access to curricula, instruction, and assessment that work together to provide deeper learning experiences from Prekindergarten through grade twelve in classrooms and schools that are respectful, safe, inclusive, and focused on learning.

Strategy 2.1

Redefine the instructional vision from age three to grade three with a focus on a seamless transition that supports the whole-child and ensures all children are reading by grade three.

Develop a vertically aligned strategy for supporting language acquisition, reading development, and fluency from Prekindergarten to grade three (Age 3 to Grade 3).

Create spotlights by grade to assist teachers and parents in establishing high expectations grade level by grade level and alignment between school and home.

Strategy 2.2

Develop structures and systems that ensure student placement in the least restrictive environment and improve the equitable distribution of special education programs across the District.

Build universal understanding and support for the District vision of an inclusive education system that supports students with disabilities educated alongside their general education peers.

Analyze District data and identify patterns in the referrals and special education placement of Black and Latino students and identify successful practices that reduce referrals and placements in more restrictive environments.

Train child study teams on making appropriate recommendations for students with individualized education plans to be educated in general education programs.

Train general educational staff to utilize strategies to support inclusive learning, including differentiation, universal design for learning, and specially designed instruction.

Analyze data about referral patterns and practices, identify successful practices, and develop strategies across the schools.

Create successful strategies that provide opportunities for students with an IEP to be declassified when ready.

Support the Special Education Parent Advisory Council.

Strategy 2.3

Align services provided for bilingual education and English as a second language to best practices and provide the supports needed for implementation.

Hold regular meetings for all needs assessment coordinators.

Ensure district-wide English language learner support and professional development in Sheltered English Instruction/SIOP in all schools to increase language acquisition.

Support quarterly Bilingual Parent Advisory Meetings.

Customize and streamline Power School Bilingual Data Window to vertically articulate data from Prekindergarten to grade twelve to ensure proper placement and services needed for the students' academic development, including special needs services.

Improve the coordination of programs and services for students with limited formal education to prevent high school dropout and re-engage student learning for immigrant students.

Expand college partnerships to provide higher education experiences to English Language Learners.

Continue and expand pathways for Certification of Bilingual and ESL teachers.

Notes:

Strategy 2.4

Articulate a vision and develop a plan to intervene early with struggling students to increase on-time graduation, boost course completion and academic achievement, and improve attendance.

Develop an evidence-based plan for middle and high school early interventions and align with interventions for special populations and struggling learners.

Create responsive early interventions to meet the needs of high-risk middle and high school students.

Establish early intervention triggers (high-risk indicators) using student performance and statistical data.

Establish short and long-term early intervention implementation strategies, including District and school leadership professional development.

Develop training around data input, monitoring, and implementation strategies.

Strategy 2.5

Build capacity from the central office to classrooms to design, plan, implement, and assess culturally responsive education.

Provide professional development that supports the articulation of a district-wide vision for culturally responsive teaching.

Develop and implement aligned system-wide professional development and a community education program addressing the following topics: Understanding Culture, Unpacking Beliefs, Culture and Cognition, and Designing Learning through a Culturally Responsive Framework.

Establish an open and inclusive district-wide culturally responsive education design process to create a locally developed and shared definition of culturally responsive education, design a District policy for culturally responsive education, and develop an overall vision for culturally responsive education in the District.

Create a plan to integrate civics and the Amistad Curriculum at all grade levels across the District.

Strategy 2.6

Teachers, coaches, curricula and professional development partners, the data team and Teaching & Learning Department, will design a meaningful and unified system of assessment that provides useful data to support learning in the classroom.

Allocate resources and time to the development of a district-wide assessment strategy.

Establish assessments that identify the purpose, documents the uses of assessments, and evaluates their alignment to standards.

Strategy 2.7

Adopt teacher and school leader evaluation tools and develop a Teacher and Principal Leadership program to grow our leadership pipeline.

Research and identify evidence-based teacher and school leader evaluation tools for review and adoption by the District.

Partner to develop a teacher and Principal leadership program that develops leadership capacity in teachers and school leaders across the District.

Strategy 2.8

Produce a baseline arts landscape report to identify resources, trends, gaps, and opportunities in arts education to use in cultivating a district-wide arts plan and establish a baseline for tracking progress and outcomes.

Inventory the current state of arts education by school, the number of students, frequency, art spaces, and arts disciplines offered.

Chart current resources and practices for standards-based arts teaching, learning, and assessment across all art disciplines (dance, music, theatre, visual arts) to develop a framework for arts curricula and assessment district-wide.

Document current partnership practice, including professional development, residencies, workshops, performances, classroom, and programmatic supports, both in schools and district-wide, to identify best practices for arts partner engagement consistent with district arts education goals.

Notes:



We will SOAR to new heights.

Priority 3: Strength-Based and Responsive Culture

Deep student learning requires that we build a sense of community and connection at every level of the District that supports the social, emotional, and intellectual safety of every student. The courage, reflection, and risk this work requires make this environment critical to our employees as well. Our community has indicated that high expectations, equity, mutual respect, and inclusion matter deeply to them.

“Every person needs a place that is furnished with hope.” Maya Angelou

Evidence from a vast body of research is clear that student engagement and learning are “fostered by caring and supportive relationships; respect, fairness, and trust; teachers’ sense of responsibility and efficacy related to student learning” (NRC, 2004). Of equal importance is a commitment to high intellectual performance for all, a focus on learning that holds students to high expectations while providing the feedback and support needed to reach them (Jackson, 2010).

*“Educators in a healthy school culture believe that all students can excel, and they willingly challenge and change their own practices to meet that end.” Anthony Muhammad, *Overcoming the Achievement Gap Trap: Liberating Mindsets to Effect Change* (2015)*

Building strength-based learning and working environments that foster shared beliefs, build relationships, promote partnerships, establish accountability, and value transparency is vital to ensuring that we immerse all of our students in learning that pushes them to the heights of their potential.

Culture and climate benchmarks are to be in place to support and celebrate accomplishments, recognize growth, build relationships, respond to needs, learn continuously, and value our differences.

Strategy 3.1

Identify the strengths in the system and collaborate with departments, schools, stakeholders, and partners to create a plan that utilizes and shares these strengths to catalyze systemic change.

Identify, design, and assess ways to leverage strengths to support District, school, and student goals.

Develop a School Leadership Council to strategize how to utilize school strengths to improve school climate and culture as well as student learning.

Strategy 3.2

Establish culture and climate benchmarks that set expectations district-wide.

Research, vet, and design a district-wide rubric to measure culture and climate.

Establish and implement a tool to support and guide the development of positive culture across the District.

Consider policy and curriculum changes to guide the schools and train staff.

Develop implementation strategies.

Strategy 3.3

Develop a process and train employees in cultural competence and sensitivity to the various cultures and learning modalities of students.

Research reliable and valid instruments for measuring bias in employee hiring practices.

Strategy 3.4

Design and implement a campaign that builds on existing programs and practices to promote positive beliefs and messages through various activities at the District and school levels to create an environment where everyone feels valued and has a sense of belonging.

Strategy 3.5

Build bridges and relationships across the ecosystem.

Institutionalize a variety of activities, events, and opportunities for stakeholders across the ecosystem to come together and prioritize relationship building to achieve the District vision.

Create an electronic newsletter for external partners that highlights their contributions to the District and schools.

Notes:



We are being prepared to become future scientists in Newark, NOW.

Priority 4: Continuous Learning for All

A clarion call for system-wide learning was heard in every roundtable and community meeting. Continuous development and learning were identified as essential for teachers, school leadership and administrators, support staff such as security guards and cafeteria workers, and central office leadership, including the Superintendent. The capacity of our ecosystem hinges on how individuals in the ecosystem use their personal knowledge and skills to achieve a shared purpose. The importance of providing resources and learning opportunities to parents and families was also prominently discussed as was leadership development for students.

“When the PLC process drives an entire system, participants come to have a sense of identity that goes beyond just their own piece of the system. They identify in palpable ways with the overall organization, which unleashes the energy of mutual allegiance and competition for the common good.” Richard Dufour and Michael Fullan, *Cultures Built to Last* (2013)

To manifest sustainable change at all levels of an educational system leadership must be activated as the “primary engine” at every level (Fullan, 2005). Such leaders see the bigger picture and act in ways that affect systems change. Professional learning, coaching, and mentoring will support leadership across the District and build continuity and unity of direction.

We will develop a unified and well-designed professional learning framework for teachers and school leaders that differentiates learning to their particular needs while providing universal support around shared learning objectives.

Continuous learning will be a key driver of our approach to empowering and engaging parents and guardians. We will employ a multi-prong strategy that supports parents and guardians to increase parental involvement and student voice inputs into District policies and school practices. It will also build their knowledge and competencies to support the physical, emotional, and academic success of their children and themselves.

Student leadership will be supported by integrating students into professional learning with teachers, administrators, and parents and providing them with leadership development.

A comprehensive professional development plan for the continuous learning and development of students, staff, and parents and guardians in support of student success will need to be developed and rolled out.

Strategy 4.1

Plan and provide professional development in the areas of Culturally Responsive Education, Trauma, Continuous Improvement Research, Social Emotional Learning, and Culture and Climate.

Develop a vertically and horizontally articulated professional development plan that prioritizes and organizes learning strands to create shared knowledge across the ecosystem.

Develop shared strategies for integrating big ideas and essential understandings from professional development across the schools.

Integrate big ideas and essential understandings from the professional development into departmental, grade level, staff meetings, parental involvement, and student life.



Together we RISE.

Strategy 4.2

Support Assistant Superintendents, School Leadership Teams, department heads, and school leaders with professional development, external learning experiences, and executive coaching to build leadership capacity for strategy, organizational management, and transformational change.

Develop a leadership coaching structure that supports and builds leadership capacity to address district and building level priorities.

Develop a district-wide system for leadership mentoring.

Create budgets that support on-going leadership development.

Establish time and structures for principals to conduct cross-school reviews and peer to peer reflection and feedback about practices related to school priorities.

Provide coaching and learning opportunities for teachers, school leaders, and central office staff.

Strategy 4.3

Provide job-embedded professional development and coaching for all instructional personnel on the science of learning, and strategies to accelerate learning.

Design professional development focus for all instructional personnel that builds systemic capacity to develop and deliver instruction that accelerates learning.

Establish time and structures for instructional staff to collaborate in and across schools.

Identify lead instructional staff. Establish time and structures for instructional staff to collaborate.

Notes: _____

When we are prepared to compete academically with anyone,



we not only participate,

we WIN!

Strategy 4.4

Provide support and professional development for teachers and school leaders to be able to include and educate students with disabilities successfully.

Develop instructional resources for principals and general and special education teachers that provide differentiated and flexible opportunities for professional development.

Provide professional development in behavioral strategies for general education as well as special education teachers.

Develop the structures and the time for on-going professional development for special education teachers that addresses instructional strategies and practices by program.

Focus on teacher retention and leadership development for special education teachers.

Strategy 4.5

Develop a Parent University and design a system-wide learning program that provides resources, learning opportunities, and linkages for on-going parent and family involvement and community engagement that supports student learning.

Develop policies, procedures, and curricula to support a system-wide learning program for parents, families, and community.

Collaborate to develop shared strategies and coordinate resources to address shared needs.

Establish school-level committees to connect schools to the District planning process and identify interests and needs at the school level.

Prepare a learning-at-home curriculum for teachers and parents to assist their students and children.

Strategy 4.6

Support schools to engage in professional learning communities that effectively build and disseminate best practices for increasing student learning.

Effectively implement high functioning professional learning communities.

Train all instructional leaders on how to effectively implement and support professional learning communities to produce an environment of positive collaboration with a focus on instruction and student learning.

Provide support and coaching to develop high functioning professional learning communities.

Develop professional learning communities comprised of staff from all schools to engage in shared problems of practice in and across schools.

Establish time and structures for professional learning communities to meet, identify membership with specific roles and responsibilities, and develop protocols, so the system grows as it learns.

Strategy 4.7

Develop a plan for job-embedded professional development and mentoring for non-instructional and administrative staff that offers on-going learning and growth opportunities.

Engage non-instructional and administrative staff to design and plan the learning and growth opportunities that will be provided.

Provide training opportunities for non-instructional and administrative staff in all technical areas to increase overall organizational capacity.

Strategy 4.8

Establish a peer network between high school principals, School to College & Career Coordinators, and Principals from vocational schools in and outside of the County to build capacity in Career Technical Education.

Partner and implement a peer network that provides principals the opportunity to conduct cross-school learning visits and share best practices for and with students.

Notes:

Priority 5: Integrated System of Supports

A consistent theme encountered in the data from roundtables and community meetings was the need for a comprehensive, district-wide approach to address the social, emotional, and behavioral challenges occurring at all levels. The physical health and emotional well-being of students influence their performance in school every day. In this District, we understand that we educate the whole child. While all of our students come to us with vast potential, many arrive with significant challenges and obstacles that can interfere with their learning.

The impacts of poverty and racism on students' physical and mental health cannot be ignored. Nor can we permit the language and immigration needs of our students and families to become barriers to student success. Students who are under-credited, have opted out of school, are court involved, or chronically absent, need resources and supports that respond to the root cause of their challenges, whether they are academic, social, emotional, or medical. Students receiving school-based supports often show significant improvements in attendance, behavior, social well-being, and academic achievement (Oakes, 2018). We cannot fulfill our promise to these students without a systemic, integrated, and responsive focus on the long-term development and success of our students.

*“Integrated student support programs address the reality that children whose families are struggling with poverty—and the housing, health, and safety concerns that often go with it—can not focus on learning unless their non-academic needs are also met. The goal is to remove barriers to school success by connecting students and families to service providers in the community, or bringing those services into the school.” Jeannie Oakes et al., *Community Schools: An Evidence-Based Strategy for Equitable School Improvement* (2018).*

NPS will establish a strong foundation for all of our students' physical, mental, and social well-being. However, we cannot do this alone. Through partnerships with school health clinics, hospitals, city agencies, and programs our students and families will be connected to the supports they need. Our partnerships and supports will be family-centered, results-driven, and responsive to student and family needs. Through a meaningful process for engaging students and families in identifying needs and assets and connecting with potential service-providing partners, our supports will be designed to enable students to be engaged and successful in school.

We will become a trauma-informed and engaged district that takes a proactive approach to help our students manage the impact of stressful or traumatic events. Key community partners will collaborate with the District to identify, respond to, and de-escalate the traumatic events that mask our students' potential and interferes with their learning. We will also become proactive about structuring support and wellness opportunities for our employees and educators.

We need an integrated support system that coordinates resources, supports, programs, partnerships, and provides training to address the academic and non-academic barriers to student learning.

Strategy 5.1

Develop and implement a trauma-informed and engaged pilot.

Design, implement, and evaluate a relevant and responsive trauma-informed and engaged program that builds knowledge and capacity to understand and address trauma for students, parents, teachers, school personnel, and key central office staff.

Strategy 5.2

Establish an integrated support system, including policies, procedures, programs, and partnerships that protect and promote the physical and mental health of students, families, and staff.

Develop an integrated support system that is fully incorporated into school improvement efforts to establish and maintain effective learning supports infrastructure at every school and a mechanism for connecting across schools.

Create policy and guidance for the District, schools, and partners to implement an integrated support system.

Provide principals and school staff with the opportunity to share best practices.

Map existing resources and supports internally and externally across the city and in the communities.

Define the work of central office personnel responsible for student learning supports, establish new collaborative arrangements, and redistribute authority.

Plan for Health and Social Services Coordinator positions who are responsible for the coordination of supports, services, and partnerships at every school.

Provide professional development to principals, school, and central office personnel to support the development of integrated supports system at the school level and across the schools.

Establish cross school mechanisms for integrated support systems.

Establish an I&RS school-based team for developing school-wide integrated support systems.

Strategy 5.3

Ensure children enter school healthy and ready to learn (i.e., proper prenatal care, up-to-date, immunization, medical/dental clinics, health insurance, and nutrition plan).

Convene the Early Childhood Community with healthcare organizations, partners, and service providers to develop a Healthy and Ready to Learn plan for all preschool age children.

Map the neonatal and early childhood universe, including numbers of all children and parents as well as needs and resources to identify assets, resources, needs, and gaps.

Identify best practices in providing support for teen parents.

Strategy 5.4

Develop a district-wide plan for one-to-one student mentoring and tracking.

Notes:

Priority 6: Strong Reciprocal Partnerships

The success of our students is a collective endeavor. Our students need every component of the ecosystem to work collaboratively and synergistically with each other and the District so they are surrounded by the resources, opportunities, and experiences they deserve. Our partnerships with parents and families, community organizations, universities, educational service providers, philanthropy, city agencies, and health care have always been imperative to the education we provide our students. In the NPS Clarity 2020 ecosystem, these partnerships become increasingly vital to enveloping every child we serve in a well-designed continuum of support and enrichment that propels them into any future they envision for themselves. At the same time, we recognize our responsibility to support our partners in ways that contribute to the health of the ecosystem we inhabit together.

Research shows that partnerships have significant benefits across the board. They can directly support student learning as well as provide additional benefits to students and their families and the partners involved. For example, partnerships support school and grade-level transitions and promote improved attendance in school and after-school programs. Partnerships can also facilitate information sharing about students in ways that enhance individual learning and provide families with different pathways to support learning at home. Through partnerships, partners can align programming and resources better to support a shared vision for learning (Little, 2011).

The benefits of strong coherent partnerships to our schools and District are too great and essential for them not to be systematically cultivated, organized, and sustained within our ecosystem.

“The development of comprehensive school-wide approaches requires shifts in prevailing policy and new models for practice. In addition, for significant systemic change to occur, policy and program commitments must be backed up with resources. Given sparse resources, this means that finances, personnel, time, space, equipment, and other necessary resources must be redeployed.”

Howard Adelman and Linda Taylor, *The Implementation Guide to Student Learning Supports In the Classroom and Schoolwide: New Directions for Addressing Barriers to Learning* (2006)

Creating stronger partnerships requires that we analyze the alignment of existing partnerships with the needs of our students, families, schools, and District. We will also need to create policies and establish an internal system for developing, supporting, and evaluating partnerships on an on-going basis. Working in a clearly articulated partnership framework we can improve program quality, use resources more efficiently, and better align partnerships with the developmental, learning, and health goals of our students and families (Harvard Family Research Project, 2010).

A framework that ensures value-added and reciprocal partnerships to promote the developmental, learning, and career outcomes of our students is in place is needed to define impact and return on investment.

Strategy 6.1

Develop a district-wide extended learning and internship program for students.

Engage the City of Newark, the Newark business community, universities and colleges, health care and legal organizations to develop a continuum of extended learning, apprenticeship, and internship opportunities for students in grades six through twelve.

Strategy 6.2

Create a partnership framework that strengthens relational ties, develops a framework for clear expectations and shared accountability, systematizes communication, and integrates partnership evaluation.

Design shared guidelines, procedures, and evaluation metrics for strategic partnerships.

Undertake a system-wide Partnership Inventory and Assessment within and across schools.

Implement an annual Partnership Survey of external partners that provides a self-evaluation of their partnership experience and program quality.

Ensure that partners are aligned to District and school needs, goals, and standards and establish plans for sustainability.

Examine shared patterns in the partnership inventory and assessment to identify opportunities for alignment, resource sharing, and collaborations across schools.

Strategy 6.3

Create a public compact that identifies common goals and establishes a shared commitment for collectively working toward meeting the identified goals.

Engage the NPS Clarity 2020 Advisory Committee and diverse stakeholder groups to develop and champion the public compact.

Strategy 6.4

Transition the Philanthropy Roundtable into the NPS Philanthropic Working Group. Establish time, structures, protocols, and procedures for ongoing collaboration.

Integrate the District Grants Department into all external philanthropic committees related to education.

Strategy 6.5

Identify possible funding gaps and financial, or human capital shortages around key levers of the Strategic Plan to match needs to partner resources or areas of expertise.

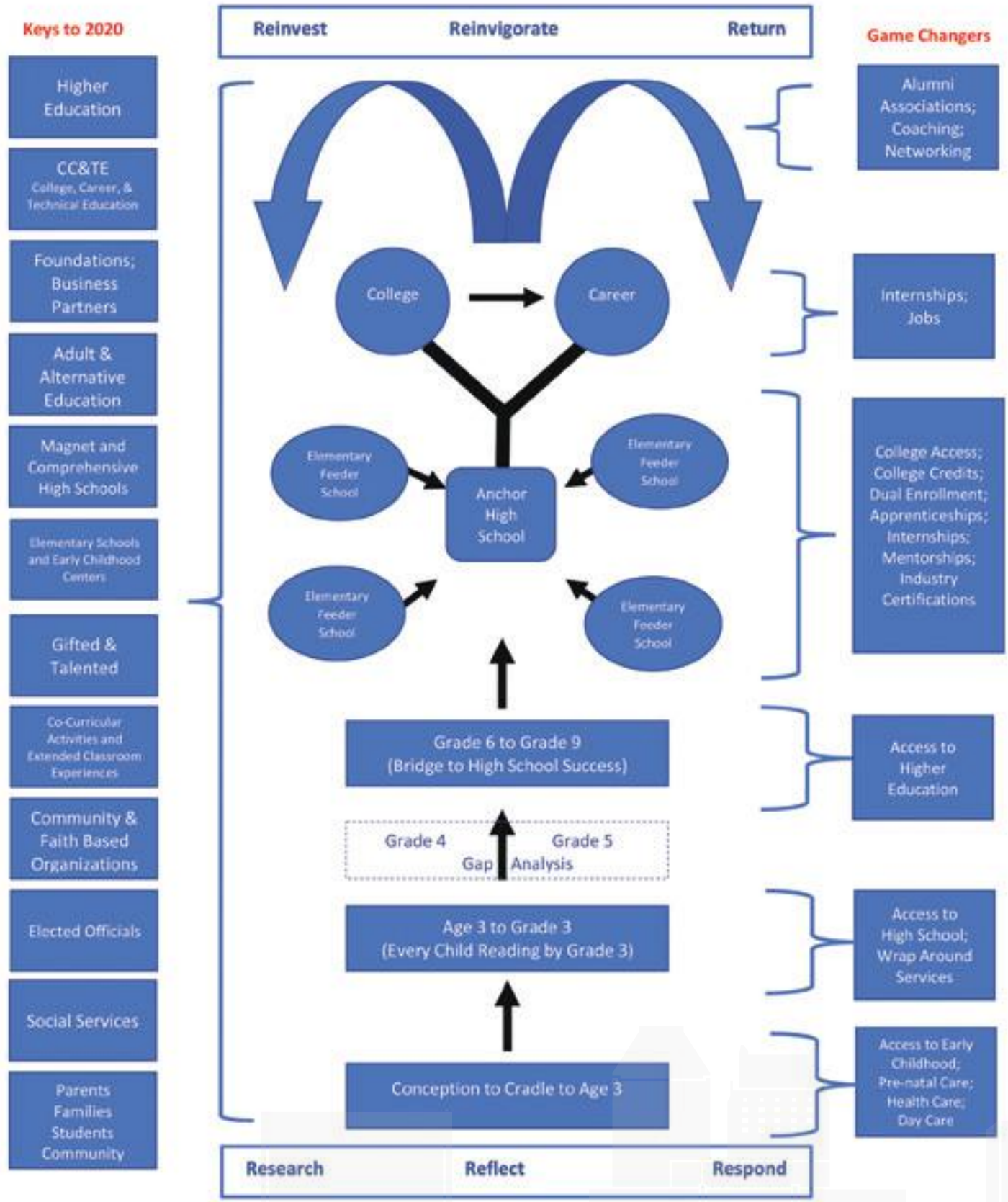
Create a blueprint of all philanthropic and federal and state funding commitments.

Strategy 6.6

Formalize collaboration with parochial, private, and charter schools to develop clear expectations and protocols for collaboration across institutions.

Notes:

NPS CLARITY 2020



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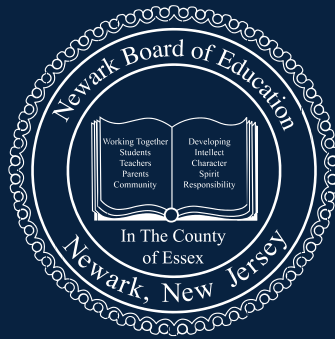
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Working alongside educators and communities to ignite learning conditions where genius is ablaze.