



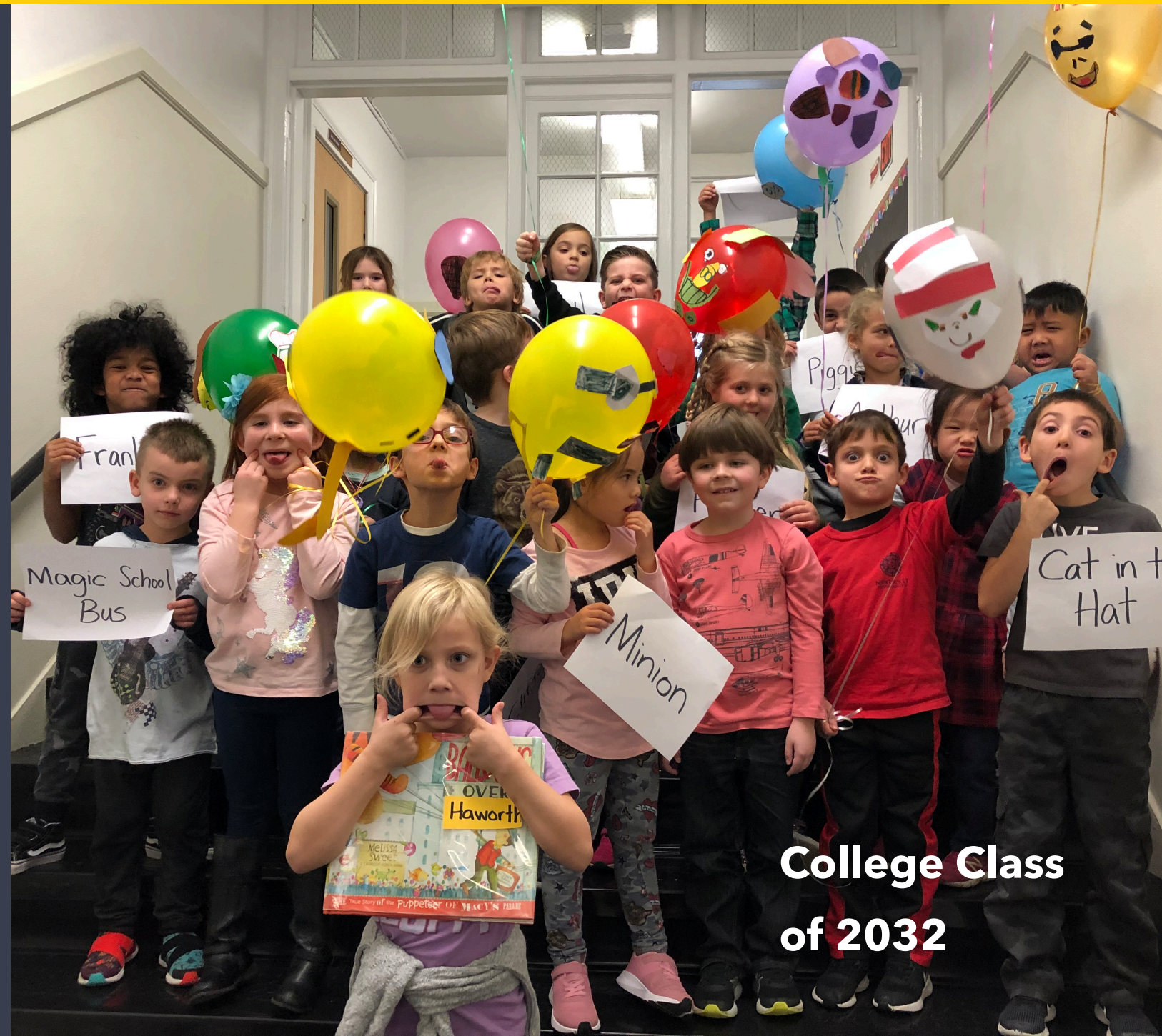
Haworth Public School

Achieving Excellence

EMBRACING TOMORROW

Strategic Plan

Fall 2019 -
Spring 2024



College Class
of 2032

THE PURPOSE IN STRATEGIC PLANNING

“The Haworth Public School District, a safe and nurturing small school environment, in partnership with our community, is dedicated to providing every student with educational excellence through a comprehensive, innovative and rigorous curriculum that fosters productive and responsible lifelong learners in a global society.”

~ Haworth School District Mission Statement

As demonstrated in our mission statement, we envision great things for our students. We want them to be successful in life and for each of them to achieve his or her greatest potential.

Although the future is unknown, we realize that the skills of the future will require students to adapt to a very different work world than exists today; one that requires persistence, life-long learning, creative problem solving, and the ability to be both innovative and future-thinking. We go bravely towards this purpose by asking the most essential question: how do we best prepare to match our philosophy of education and our school environment to the world our students will be entering into and not for a world that no longer exists? This question was at the core of this strategic planning process and used to guide both the process and plan design.



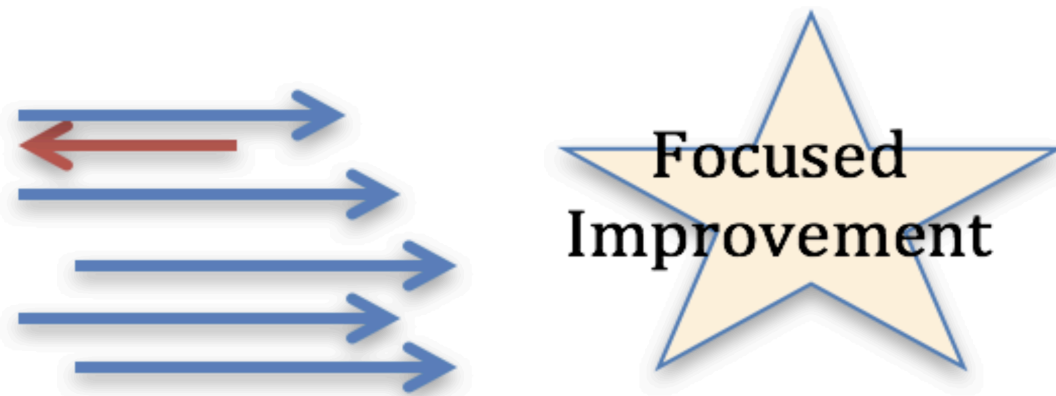
Inspirational Videos

AltSchool: <https://youtu.be/JZlgYiXzu58>

XQ Superschools: https://youtu.be/_GLEFuTTOz0

Re-imagining HPS

Yogi Berra once stated, “If you don’t know where you are going, you will probably end up somewhere else!” As we look at the purpose behind strategic planning, it becomes abundantly clear that the plan is intended to help our school grow and develop into the best version of itself through a unified vision, one that is in-line with our mission and engages our students in a curriculum that elicits deep thinking and the skills to constantly seek out and find their own answers. Strategic planning is about taking the helm of the school and guiding it with research and input from various stakeholders into the future that Haworth chooses as a community. While no plan is completely unifying, the goal is to ensure that the vast majority of our community members understand and work towards the same common goal.



“A plan isn’t worth the paper it is written on unless it gets us doing something”

~ Michael Fullan

The Process

This plan was created with over thirty stakeholders that came together under one mission: to move our district towards continuous improvement. Teachers, administrators, parents, and our own students participated in the strategic process, ensuring that this plan incorporated a variety of perspectives to meet a variety of needs in its implementation. This process included:

- A needs assessment from stakeholders
- The development of the plan around core themes
- Individual focus committees led by administrators that focused on each core theme
- Development of the written plan to be shared with the community
- Suggested activities to ensure alignment to the strategic plan
- Possible assessment strategies to measure its impact on the school and community

CYCLE OF CONTINUOUS IMPROVEMENT



Oregon Department of Education

The planning process needs to be seen as a cycle instead of a linear process through time. As we implement the plan and take steps towards its achievement, we will learn and discover what works and what does not for Haworth School. Due to the nature and complexity of change, this requires a circular process of assessing, creating a plan, implementing the plan, and then adjusting and starting the

process again. Rather than a defined set of tasks to accomplish, a five year strategic plan is intended to be a viable and living document that will adapt and change with the needs of the district. However, the core values and goals outlined in this document are the core tenets that will guide each iteration of the cycle, continuously moving us forward with marked improvement.

“Be stubborn about your goals and flexible about your methods” ~ Unknown

OUR 4 COMMITTEES

Design of Learning....

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Because the learner is at the center of this plan, it was important to define what learning should look and feel like in Haworth Public School. This committee helped to guide our pedagogical focus and philosophy around learning and teaching.

Design of Building-Based Programming...

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What is taught extends beyond just the academic classroom setting. It is in the culture and messages we give our entire student body and how we embody the values we hold as a community. This committee examined the importance and consistency of the messaging we give and reinforce as a school.

Preparing the Leaders of Tomorrow....

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Test scores do not capture the entirety of what our students need to be successful in life. The social and emotional intelligences also require students that are resilient, good communicators, and prepared to work collaboratively to solve the challenges of the future.

Design of Learning Spaces...

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As teaching and learning adapts and changes, so too must the spaces to accommodate such learning. This committee examined ways to ensure that the learning spaces can accommodate student-centered, hands-on, and innovative instructional practices.

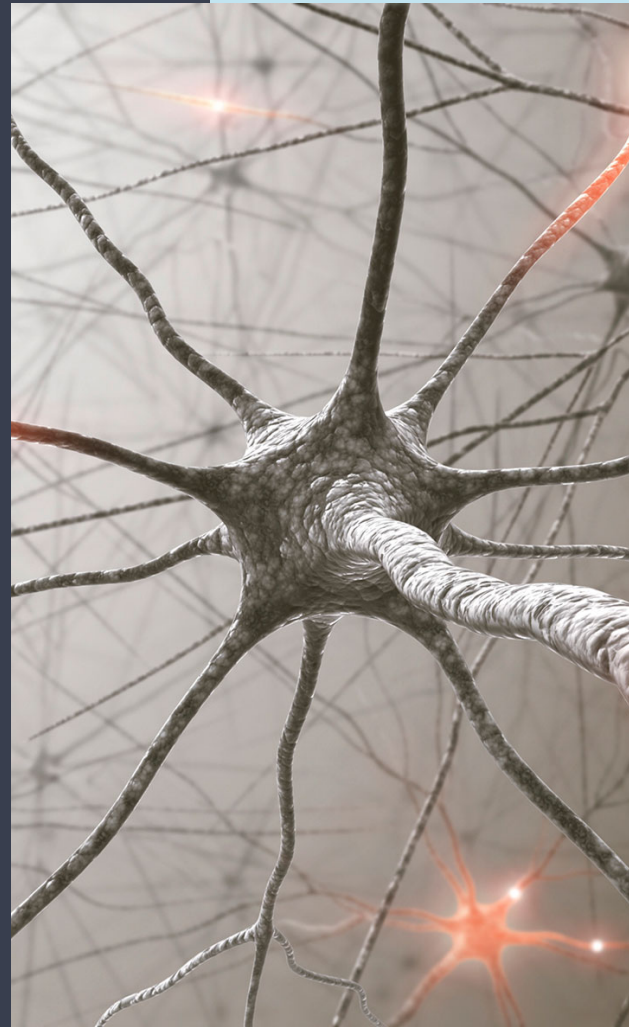


Focusing on Pedagogy

DESIGN OF LEARNING

- 1.1 Embrace teaching strategies that empower students to be active in their own learning and impactful in the real world
- 1.2 Ensure that every student understands **WHY** they are learning and its relevance.
- 1.3 Ensure that the activities that are assigned by our teachers are worthy of our students' time and further the learning in a way that is productive and valuable
- 1.4 Continue to refine research-based best practices in teaching and assessment
- 1.5 Enhance supports for the full cognitive diversity of our students, maximizing the strengths of each child
- 1.6 Expose students to cutting edge tools and technology

SEM Image of a Neuron



Our primary focus as a school is to ensure our students are well prepared for their future, and that they can take ownership of their own destiny. Therefore, **student empowerment** is the cornerstone of our design in learning. Additionally, students that can identify relevance in what they are learning, will create a deeper connection with the material through hands-on and minds-on explorations. Instead of passively learning, we seek to get students actively engaged in their learning.

Going forward, there is a need to reinforce research-based best practices that have shown to be effective in teaching. Teachers will learn to use meta-research and brain-based research to further develop their craft. As a faculty, we will study these techniques and seek out the most current research to understand how our students learn best in order to best meet their needs. We will also share metacognitive strategies and research with our students so that they know how best to foster their own learning. To this end, we created a simple acronym to help our teachers **Teach with CARE** and our students **Learn with CARE**.

“Go for the WOW in your teaching!”
~ Peter Hughes

TEACHING AND LEARNING

Teaching with **CARE**

Creativity, **C**ollaboration, **C**ritical Thinking, **C**ommunication, **C**hoice for Students

AUTHENTIC: Assign Real World Tasks that Allow Students to Pursue Meaningful Work

RESEARCH BASED: Use Research-based best practices in teaching and assessment

EMPOWERMENT: Teach students to become empowered and to empower one another

Learning with **CARE**

Creatively Solve Problems, Think Critically, **C**are About Your Own Learning

AUTHENTIC: Learn for Real, Not Just for the Test!

RESEARCH BASED: Have a Growth Mindset and Set High Personal Goals

EMPOWERMENT: Take Charge of Your Own Learning and Future!

HELPING ALL STUDENTS ON THE COGNITIVE SPECTRUM

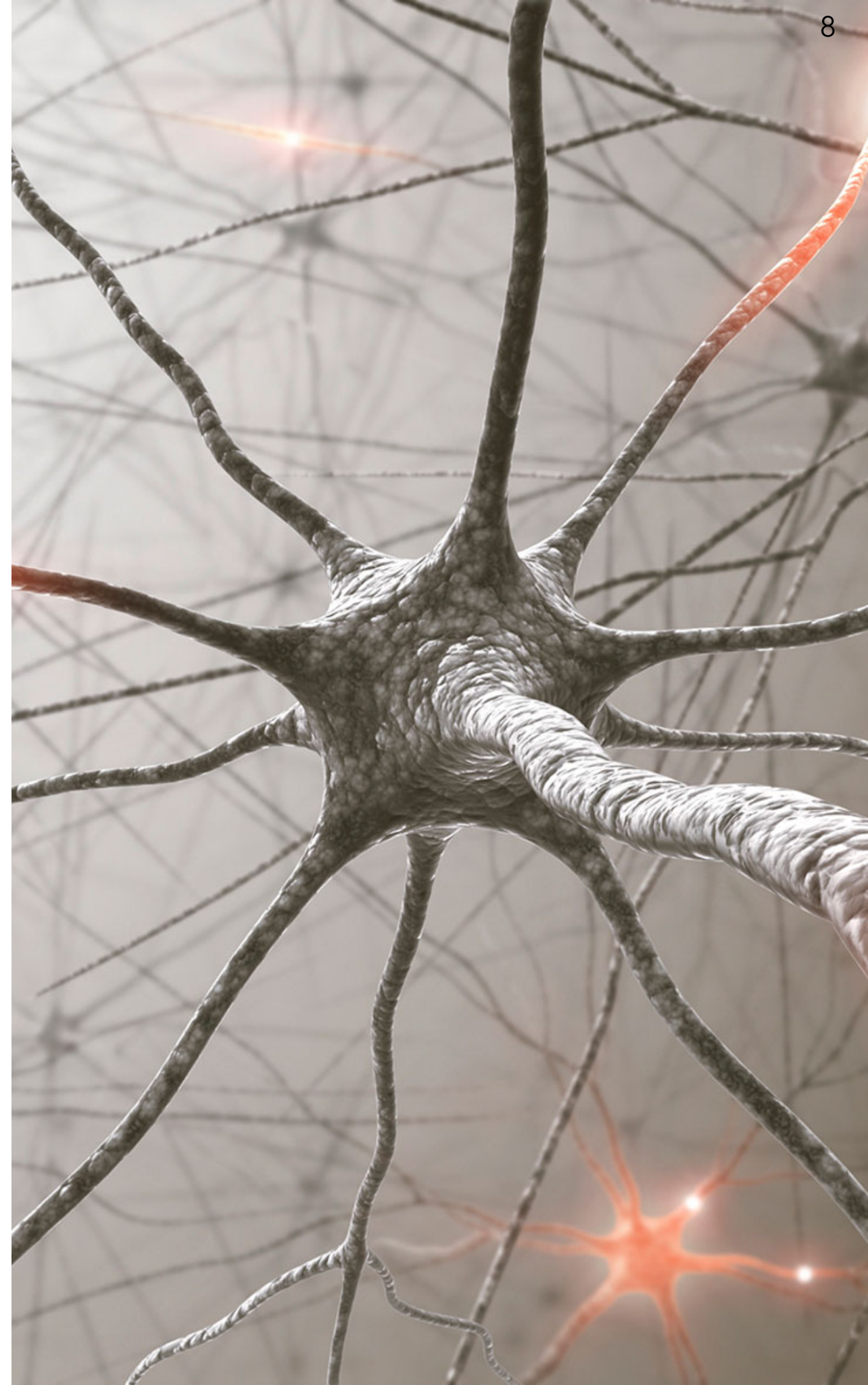
All learners are part of the normal cognitive spectrum....

Every student in our district comes with a variety of both learning strengths and challenges. We seek to take a strength-based approach in helping students to excel, regardless of ability while also providing supports for students that need help reaching grade level expectations.

Haworth Public School has consistently provided programs and a learning environment for our students working towards grade level expectations. However, we will be expanding specialized programs intended to meet the needs of struggling learners through the use of assistive technologies,

We will also explore opportunities and align more supports for our academically gifted students. Teachers and students would benefit from the implementation of a school-wide enrichment model, project-based learning, gifted and talented collaboration in the general education setting and professional development in differentiation for our learners who are achieving above and beyond our grade level curriculum.

Finally, every student deserves to have a fun and engaging curriculum.



BUILDING ON OUR STRENGTHS

Synergy with Teachers College....

We have a strong collaboration with Teachers College and have seen marked improvement over time in our literacy scores. Our teachers and professional development will begin to focus on authentic products that our students publish as well as explore topics of personal empowerment and choice. In this way, the work of TC will be complimentary and synergistic to our learning objectives.

Expanding STEAM...

We have begun to make strides in terms of STEAM with the integration of a new lab and activities that support the K-8 grade levels. However, we will work to integrate more of the subjects going forward as they reinforce the authentic and hands-on learning we desire in our students.

Using Data to Inform Decisions...

We will continue to use tools such as LinkIt to analyze and identify areas of weakness that need to be addressed. Our goal is to use data as a diagnostic tool to help address underlying weaknesses in student understanding and remediate them.



THE TOOLS OF TOMORROW

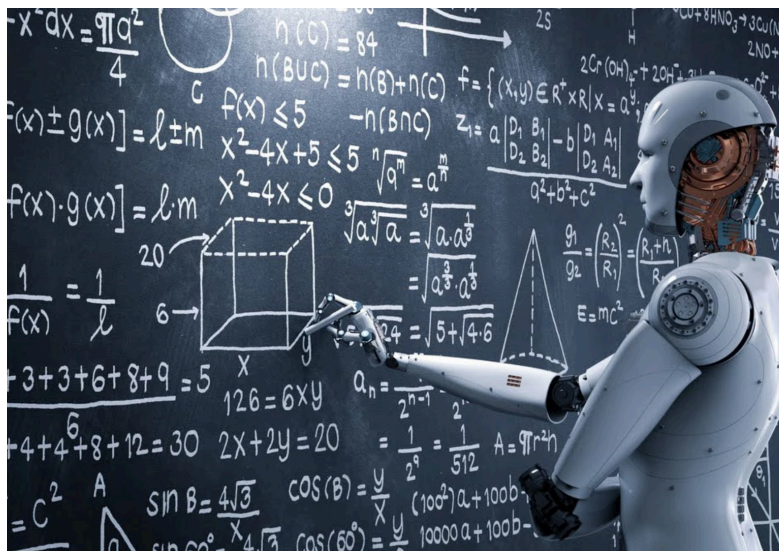


Virtual and Augmented Reality....

Virtual and Augmented Realities are becoming multi-billion dollar industries (<https://tinyurl.com/jgnqd8c>). As a result, our students need to be exposed to this emerging technology to understand its use as well as use it to support learning. Similar to the virtual tools on the web, there will be a new intersect between the virtual world and the real world. By continuing to offer professional development and resources in this area, we will be at the cutting edge of this technology and expose our students to a trend that is in the near future for our students.

Robotic Explorations ...

Machine learning and robotics is a burgeoning field that will likely be a part of our students' future. As such, we will work to increase and expand the exposure of our students to this field. Robotics competitions, self-driving cars, and exposure to coding logic will be areas of inquiry and learning.



The Maker Movement ...

Creativity and problem solving are key components in the design process. Through the use of H.A.W.K.S. Lab, we will expand the materials and opportunities for our kids to innovate, design, and create. Each year, we will prioritize new tools and materials to continuously enhance the learning opportunities for our students.



Beyond the Classroom

DESIGN OF BUILDING-BASED PROGRAMMING

- 2.1 Ensure that we are a welcoming, equitable, and supportive community for the complete diversity of our community members
- 2.2 Increase cultural awareness and global citizenship by exposing students to diverse cultures and experiences
- 2.3 Continue to develop a more defined character education program at our middle school level that will enable students to understand and care about core ethical values
- 2.4 Partner with parents to ensure a continuation of student supports and training that extends to the family and beyond the school

This component of the strategic plan targets the formal and informal curriculum of the school. It focuses on cultural awareness, character education, and inter-grade learning opportunities that help to connect our students, our staff and our community to one another. These connections will be reinforced throughout and beyond the traditional curriculum.

Haworth Public School will work to eliminate disparities in academic achievement and ensure that all students have equitable access to opportunities regardless of race, gender, language proficiency, learning style, and ability. Providing students with culturally sensitive curriculum and programming will foster an environment where students, teachers, and parents embrace and promote inclusion and understand the value of equity and diversity. In addition, we will fully implement our **anti-bullying curriculum** that builds cultural understanding and inclusive behavior through acceptance of different perspectives.



Character Education is the shared responsibility of the entire Haworth School community. In our school, this program will enable students and adults to understand and care about core ethical values such as respect, justice, citizenship, and responsibility for self and others. Haworth Public School will continue with the current “Kids With Character” assemblies celebrating students who display character traits that our school community values. However, a more defined character education program for our middle school is needed. Middle school meetings/assemblies and the continuation of our OLWEUS character education program will equip staff members with more tools to help in this area.

FAMILY / SCHOOL PARTNERSHIP

Parents are powerful allies when they work with the school to support children. We will enlist parents as partners in not only their child's education but also in supporting the overall emotional and social well-being of the whole child.

Children spend more time in school than in any other formal institution. Schools play a key part in a child's development, the formation of their peer relationships, social and emotional development, behavioral expectations and physical and moral development. All these areas affect their mental health. However, there is no definitive handbook on how to help children as they develop. To assist with this task, we will plan parent workshops to support not only the academic well-being of our students, but also to partner with them in meeting the unique developmental, social, emotional needs of our children.

Parent assistance on instilling qualities of resilience and perseverance was seen as an important aspect in this regard. Teachers and parents must work together to help our students/children "fail forward" and learn from mistakes, and we will work together in helping students to be self-advocates and learn how to overcome their own challenges.

"It is not what you do for your children, but what you have taught them to do for themselves that will make them successful human beings."
~Ann Landers



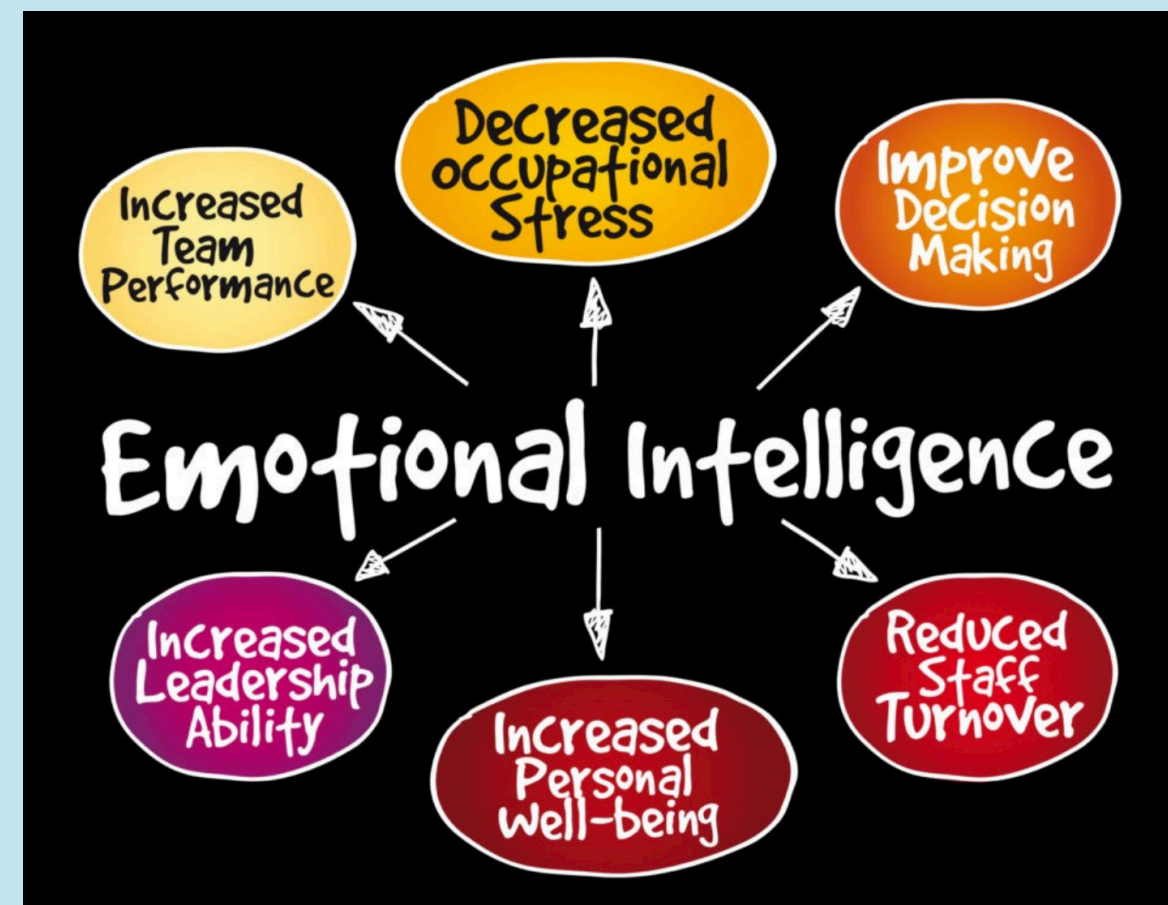
Social and Emotional Learning

SUPPORTING THE LEADERS OF TOMORROW

- 3.1 Develop activities and curriculum that helps to develop social and emotional learning
- 3.2 Embed 21st Century workplace readiness skills throughout the curriculum
- 3.3 Embrace a culture that teaches students to “fail forward” through perseverance and grit
- 3.4 Establish inter-grade learning partnerships and opportunities

Haworth Public School District’s community has spoken: they want an explicit focus on the development of social and emotional intelligences and 21st Century workplace readiness skills that are addressed more consistent. We need to commit to offering opportunities for students to develop the critical soft skills often overshadowed by traditional (i.e., academic) intelligence. This section of the Strategic Plan will focus on how Haworth plans to facilitate the development of interpersonal and self-awareness, peer-to-peer positive interactions, career-to-personality matching, and coping skills. These are essential to the emerging leader.

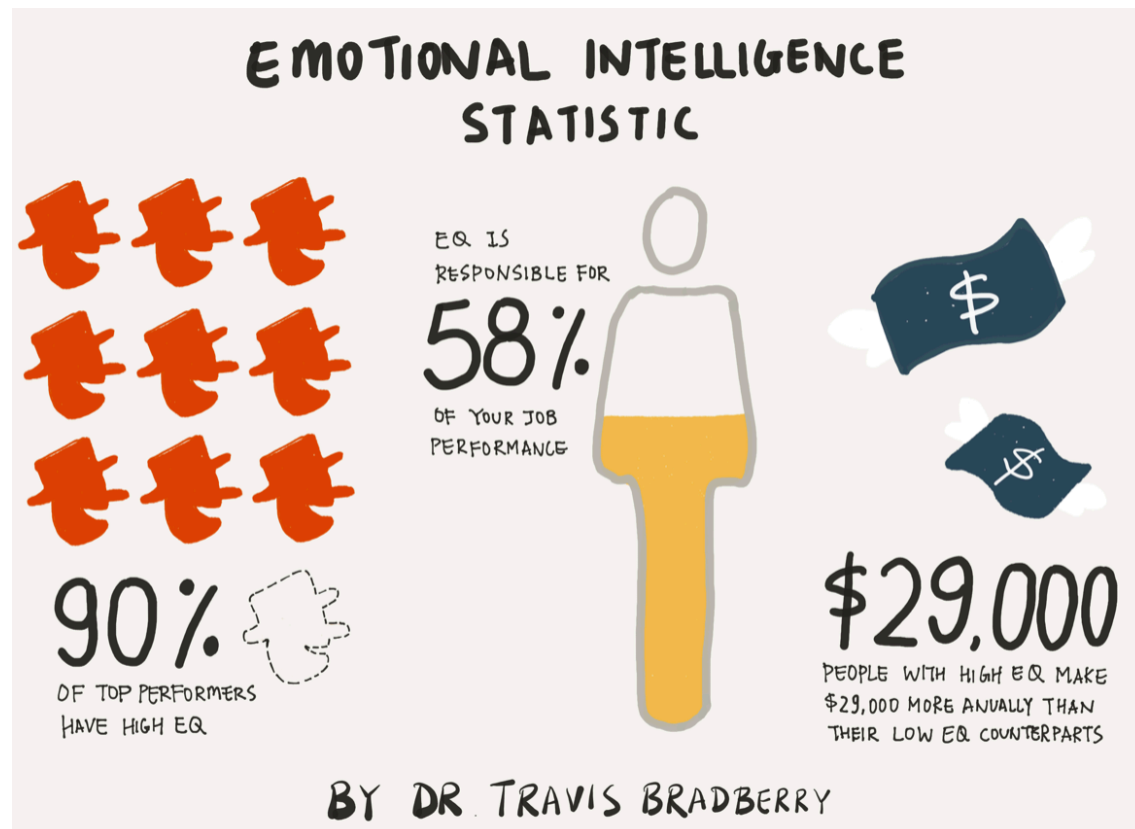
Haworth Public School will create more robust opportunities for our elementary and middle school students to develop social-emotional and leadership skills. These programs are intended to foster all students’ development in the areas of independent thinking and individualization.





Programs such as “Pair 2K” - (where middle schoolers can pair up with and “adopt” Kindergartners during orientation day) and “Double Debate” (where students in grades 5-8 will spend time working with those in K-4 to develop fun, vocabulary-rich debates on age-appropriate topics) will serve to help our youngest students “find their voices” as our seasoned Hawks grow as leaders and role models. We will also help our students create short and long-term academic and career goals. Further, we will create in-house opportunities for them to explore what those careers might look like in action.

Tools such as strength inventories will be used school-wide to demonstrate that our culture is strengths-based. Fear of failure will be counterbalanced by rolling out “gradeless” projects in the middle school. Accountability will be encouraged by offering “roadmaps” in the form of project menus so that students can choose how they demonstrate content mastery (and own the outcome).



Learning Facilities That Match the Needs

DESIGN OF LEARNING SPACES

- 4.1 Redesign existing instructional spaces around student-centered and active learning
- 4.2 Identify and use key design elements when purchasing and renovating classroom spaces to best match innovative learning and teaching
- 4.3 Improve the individual classroom layouts to enhance student engagement and 21st century skills
- 4.4 Focus on improving and innovating in the area of Physical Education

The committee researched and discussed the importance of redesigning learning spaces for the 21st century learner, both at the classroom level and the facility level. In our discussions, we identified that the new design of classrooms needs to accommodate a variety of learning activities, facilitate creativity and inspiration, host problem-based learning, and support both collaborative and independent thinking. Additionally, each classroom should contain student-centered resources, have an open and flexible environment for differentiated instruction, and should embrace movement during learning.

We recognize that 21st century learning environments must:

- Be student-centric in design
- Foster communication, collaboration, creativity, critical thinking, and leadership
- Facilitate genuine learning experiences
- Support student directed learning
- Contain flexible and comfortable learning spaces
- Accommodate a variety of learning activities
- Embrace movement throughout the classroom
- Incorporate Technology

***“We shape our buildings, and afterwards our buildings shape us.”
~Winston Churchill***

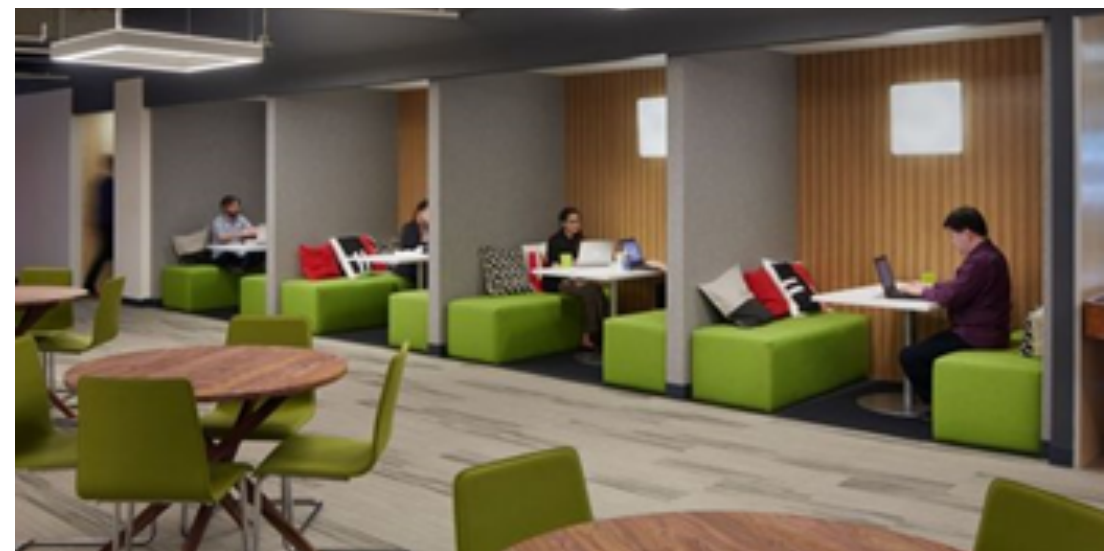
We Believe All Classrooms Should Contain the Following Elements:

- Flexible furniture and space/layout
- The cultivation of inspiration and creativity
- Spaces for both collaborative learning AND independent study
- Technology that is appropriate, accessible to students, and used in daily instruction
- Light and bright colors to promote positive feelings
- A design that allows for movement during learning
- Emphasize the learning Process
- Be able to customize learning for specific learning needs



We Believe the HPS facility should support the academic and social-emotional goals of the district.

- Good environmental conditions
- Compliance certification
- Adaptable spaces
- Extended learning areas
- The ability to integrate the constant flow of new technologies
- STEAM education locations
- Accommodating community spaces
- A clear commitment to one's social and academic success





Rock Climbing Wall

- ☐ Climbing Wall
- ☐ Gym Bleachers/Seating
- ☐ Higher ceiling
- ☐ Bigger Gym
- ☐ (More outside gym classes/activities)

Gym wish list



Facility Upgrades

- ☐ Teacher Storage Room
- ☐ Teacher Lounge
- ☐ Creative Doors
- ☐ Community space (to relax, eat, hang out)
- ☐ Lighting, Lighting, Lighting
- ☐ Charging Station for Devices (MPR)
- ☐ Colorful tiles on floor
- ☐ Stylish tile (wood floor)
- ☐ Hydroponic/Living walls
- ☐ carpets/yoga mats
- ☐ Fish tanks with plants
- ☐ Common space (Atrium)
- ☐ Cubbies on walls in hallway by door #8
- ☐ Greenhouse
- ☐ Adding a Theatre/Auditorium
- ☐ Adding a "Real" Library
- ☐ Quiet space in library just to read/lounge
- ☐ Low bookshelves to be used in library as tables
- ☐ Outdoor Classroom Space
- ☐ Bigger more permanent Trophy case
- ☐ Enclose the pond
- ☐ Awnings on building (rain cover)
- ☐ Updated Teacher Lounges
- ☐ STEAM Lab

Instructional Spaces

- ☐ Comfortable Furniture
- ☐ Soft, Low Chairs
- ☐ Stylish Bookshelves/organization
- ☐ Portable Furniture
- ☐ Standing desks
- ☐ Whiteboard table tops in Science lab
- ☐ High-back booths in corner
- ☐ Student access to supplies
- ☐ More storage for teacher supplies
- ☐ Fidget bands on desk
- ☐ 1 round table in every classroom
- ☐ Student Artwork on walls (Social Studies classroom)

Moving the Plan Forward

NEXT STEPS

- Yearly Alignment of Board, District, and Administrative Goals
- Resource Deployment to Support the Initiatives
- Development of Measurement and Evaluation Tools for the Strategic Plan
- Plan for the 2019 - 2020 School Year

The creation of this document was only the first formal step towards solidifying plans for the next five years and outlines what is important to our community. It also sets a vision of what we value for our school. Now, the work truly begins in fleshing out the specific yearly goals, determining the resource allocation for those goals, and formalizing methods for measuring and assessing the goals.



“What gets measured gets managed!” ~ Peter Drucker