



# MPS DISTRICT STRATEGIC PLAN 2013-14 PROGRESS REPORT

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**Goal 4: Effective Internal and External  
Communications and Parent  
Engagement**

*Penny MacCormack, Superintendent  
August 25, 2014*



# Montclair Public Schools: Core Beliefs

## ***We believe:***

- Challenging all students by providing academic rigor is essential to student success.
- All children, regardless of circumstances, can achieve at high levels.
- Academic achievement gaps can and will be eliminated.
- Effective principals and teachers are key to improving growth in student achievement. In addition, the Board of Education and Central Services must promote an environment of continuous improvement and innovation that results in a high performing district that is 100% focused on student achievement and success.
- Supportive and engaged parents, guardians and members of our diverse community must be welcomed as active participants in the education of our students.



## Goal 4: Effective Internal and External Communications and Parent Engagement

### Objectives

Measure progress toward goals

### Strategies

Actions to meet objectives

# Strategies 1 - 3: External Communications

1. PTA, SATp, focus groups & surveys determine the communication needs (*what and how*) for families, students, community
2. Develop/implement a communication plan
3. Develop a system to evaluate the communication plan

*Responsibility: Communication Lead & Superintendent*

## *Progress*

### **2013-14:**

- MHS Website

### **2014-15:**

- Communication Lead (1, 2)

# Strategies 4 - 6: Internal Communications

4. Focus groups & surveys determine staff communication needs

5. Develop and implement a communication plan

6. Develop a system to evaluate the communication plan

*Responsibility: Communication Lead & Superintendent*

## *Progress*

### **2013-14:**

- Principals (Marshall Rubric)
- SML/Curriculum Coaches/Content leads (MHS)
- PD Surveys

### **2014-15:**

- Communication Lead (1, 2)

# Strategy 7: Innovative Communication

Pilot new/innovative communication channels

*Responsibility:  
Communication Lead*

## *Progress*

### **2013-14:**

- SIP required one new/innovative family engagement strategy

### **2014-15:**

- Implement one additional strategy and evaluate for effectiveness
- Communication Lead

# Strategy 8: Communication Expectations

- Develop policy/procedures outlining communication expectations between staff and families
- Include: response times, training, expectations for electronic communication, social media standards and safeguards

*Responsibility:  
Communication Lead*

## *Progress*

### **2013-14 :**

- Required principals respond to families in 24-48 hours

### **2014-15:**

- Communication Lead

# Strategies 9 -13 & 16: SATp

9. Review and revise the BOE SATp policy

10. Share effective SATp practices

11. Ensure SATp expectations meet: diversity, organizational structure, goals, training, protocols, & meeting schedule

12. Give principals feedback on the strengths and focus areas for their SATp and SATp action plan

*Responsibility: Parent Coordinator*

## *Progress*

### **2013-14:**

- Approved SATp policy

### **2014-15:**

- Approval of regulations (10, 11)



# Strategies 9 -13 & 16: SATp

13. Train SATp members

16. Ensure SATp includes a person focused on parent engagement

*Responsibility: Parent  
Coordinator*

## *Recommendations*

**2014-2015:**

- SATp regulations

# Strategy 14: Support for Engaging Families

## *Progress*

District supports for school-level family engagement:

1. Clear academic goals for each student
2. Timely monitoring of learning to identify problems
3. Extra supports for struggling students
4. Programs to prevent summer learning loss
5. Enrichment – before, during and after school

*Responsibility: CAO/ CTO/Pupil Services*

### **2013-14:**

- Curriculum Documents
- Extra time in math & ELA (Read 180)
- Extended School Year (Special Education)
- Summer School (MS)
- Credit Recovery (MHS)
- LEAP (Literacy Education Assistance Program)
- Saturday Skills Academy (grade 8)
- IMANI, Middle IMANI, Mini-IMANI

### **2014-15:**

- Response to Intervention (RTI): System for informing all interventions including all programs, tutoring & summer interventions
- Enrichment focus
- School-level support

# Strategy 15: Communication & Cultural Competence

Offer training on effective communication & cultural competence.

## Examples:

- Training to promote parent advocacy
- Helping families support learning
- Strengthen outreach to families

*Responsibility: Parent Coordinator  
& School Principals*

## *Progress*

### **2013-14:**

- Parent Leadership Academy
- Community Partnership meetings

### **2014-15:**

- SATp Training (advocacy focus)
- Parent friendly grade-level learning goals & how to help at home
- Staff training on Equity/Diversity
- Superintendent Parent Meetings

## Strategy 17: Student Information System (SIS)

Utilize the SIS to communicate with specific groups of parents

*Responsibility: COO*

### *Progress*

#### **2013-14:**

- By school
- By grade
- Special Education
- Criteria in Skyward

#### **2014-15:**

- Add transportation



## Goal 4: Effective Internal and External Communications and Parent Engagement

### Objectives

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### Strategies

Actions to meet objectives

## Goal 4: Objectives 1-3

### *By June 2015:*

- Families, students and community members rate communication as effective or highly effective
- Staff rate communication as effective or highly effective
- Increase district and school website use by 20%

### *To be considered:*

- Obtain information on school climate surveys (staff & parents) or a separate district survey?
- There is currently no system to track website use

## Goal 4: Objectives 4 - 5

### *By June 2015:*

- Effective SATp in every school
- Each school will have implemented two **effective** outcome-based strategies for engaging families

### *To be considered:*

- SATp regulations are not yet approved; therefore, we cannot hold principals accountable for meeting policy and regulation expectations
- Each school will have implemented 2-3 new engagement strategies and will be working to determine effectiveness