

STRATEGIC PLAN 2021-2024



Community Charter
School of Paterson



COMMUNITY

EXCELLENCE

EMPOWERMENT

Every scholar is challenged and empowered to unlock his/her/their potential!

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CEO Message

Over the last two years, all CCSP stakeholders have been thoroughly involved in a strategic planning process. Over 300 students provided feedback on the strengths and growth areas for our school. All of our teachers and support staff provided feedback via surveys and many provided detailed feedback in focus groups. In addition, numerous CCSP parents and family members gave directional feedback for CCSP. It is with this important information that CCSP's leadership and Board of Trustees have adopted this strategic plan to lead the further development of CCSP for the next three years.

Our plan is designed to leverage CCSP's current strengths and build upon our growth areas with a focus on ensuring that all CCSP students are provided a high quality education and social and emotional support. This plan also lays out three-year strategic priorities for academics, scholars, talent development, and our school-wide systems. Within the plans, you will find that CCSP will be taking steps to become accredited in the International Baccalaureate program for Primary and Middle years, respectively for our elementary and middle schools. I have great confidence that the International Baccalaureate educational framework will provide the right support for all CCSP scholars to receive a high-quality education.

In this strategic plan an overview of the planned steps for our school-wide work and efforts for the next three-years is detailed. While this strategic plan will be our roadmap, I welcome CCSP stakeholders to continue to provide their input and guidance as we embark on these efforts over the next three years.

Gratefully,

Curtis Palmore, CEO

Community Charter School of Paterson

Executive Summary



The strategic plan outlines the goals of an organization and the plan to achieve them. Leaders at the Community Charter School of Paterson participated in a strategic planning process from January 2020 to August 2021. The result is an ambitious and transformational strategic plan that consists of six organizational goals and a three-year action plan for implementation. This report provides an outline of the six goals, background and context for development, community feedback, insights, a hyperlink to the 3-year roadmap, and recommendations for immediate implementation.

The strategic plan was developed through three distinct phases of work over the past year that included: *Planning and Organizational Assessment (Phase I)*, *Community Engagement and Exploration of Goals (Phase II)*, and *Design and Development of Plans (Phase III)*. Community participation in the project included the following activities:

- ❑ **39** staff including leadership, teachers, partners, and the Board of Trustees engaged in focus group sessions and 1:1 interviews
- ❑ **92** teachers (including after-school staff members) provided feedback through surveys
- ❑ **281** scholars across grades 5-8 provided feedback through surveys
- ❑ **256** parents provided feedback through surveys
- ❑ Weekly meetings with CEO (over 30 hrs.) to develop plans, discuss community feedback, review materials and co-construct action plans

Six focus areas were identified for leveraging change at CCSP. The six goals encompass the organizational shifts that align to community feedback and aspirations. The six areas are: Teaching and Learning, Scholars, People, Culture, Community and Systems. A set of multi-year objectives were established and outlined for each focus area. The multi-year objectives have been aligned to quarterly action steps, deliverables, and progress indicators that can be implemented and monitored with minimal change to CCSP's current resources (human capital, financial capital, community capital, etc.).

Student learning and youth development is the central focus of the strategic plan. School leaders spent numerous hours discussing student performance and development needs, analyzing community feedback, and aligning on their vision for the future of CCSP. As a result, the mission and vision of CCSP were revised to reflect the current state of educational programs and the desired results for the decade ahead. In addition, a set of core values were established by identifying the conditions necessary to accomplish the school's mission/vision.

THE COMMUNITY CHARTER SCHOOL OF PATERSON

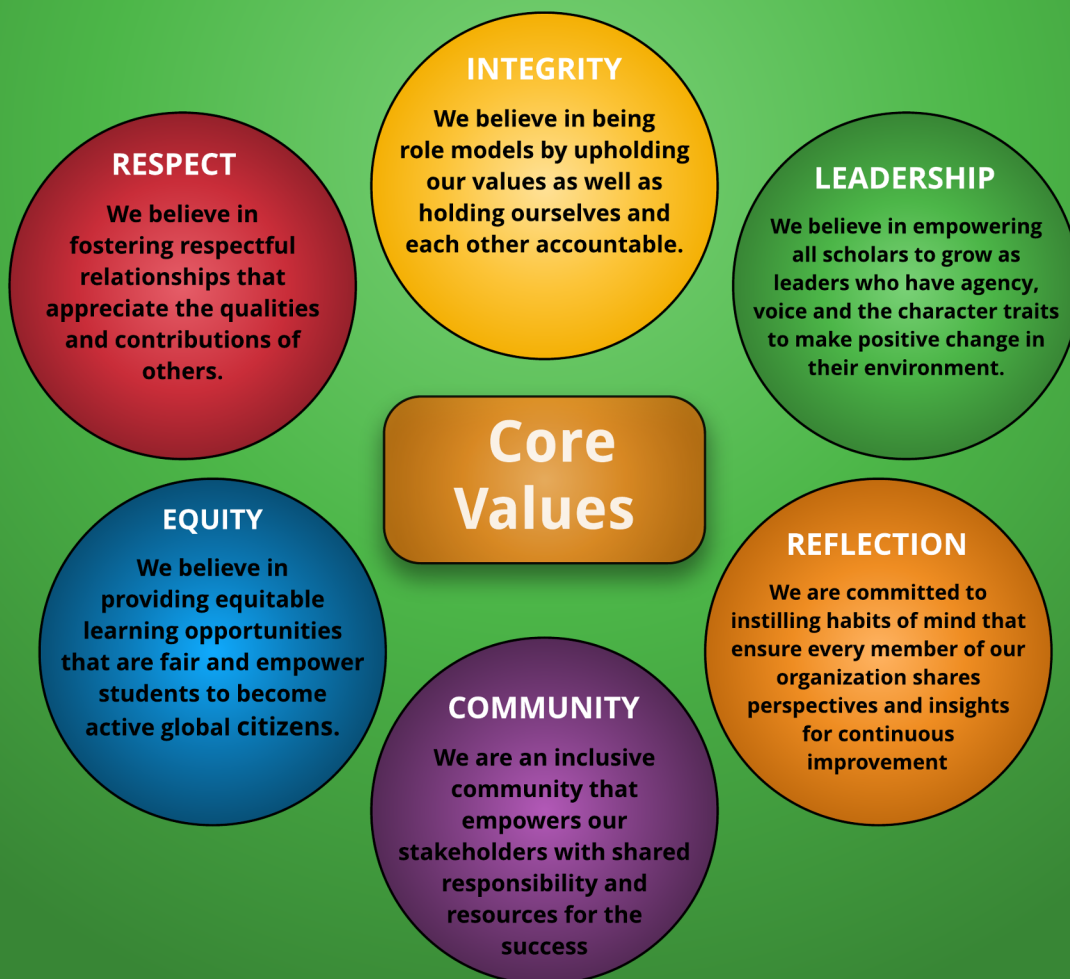
OUR MISSION

Together with families and community partners, we cultivate inclusive, high performing schools that prepare scholars to succeed in college, career and beyond.



OUR VISION

Every scholar is challenged and empowered to unlock his/her/their potential!



The new mission and vision build on the rich community-based history of CCSP. At the same time the mission/vision look towards an aspirational future that will prepare all students for success in HS and beyond. Interestingly, during interviews, many of the staff members could not cite the mission, vision, or core values. They often described CCSP as a community school with high expectations yet fell short of knowing the core beliefs of the mission statement. The newly revised mission/vision and core values should prove to be more relatable and resonant in the community.

The most impactful component of the strategic plan is the decision to implement the International Baccalaureate Primary and Middle Years Programs. The International Baccalaureate is a global standard of educational excellence. In fact, IB schools have been found to have better outcomes on standardized assessments and most notably the internationally recognized PISA exam. Oftentimes IB programs are found in independent schools, wealthy districts, and highly resourced communities. Providing an IB model at CCSP would offer access to world class teaching and learning that students and families deserve.

As part of the plan, CCSP now has a Portrait of a Graduate (POG) framework that clarifies the outcomes and developmental benchmarks expected of every CCSP graduate. The POG for CCSP was designed with four distinct areas of student performance and youth development that include: Academic Achievement, Community Impact, Skills and Competencies and Character/Learner Profile. School leaders will need to design and implement curricular programs that will foster the outcomes desired in the POG. The POG aligns with expectations of the IB model and will be easily integrated into the IB approach to learning.

As you review the plan, you will notice that the POG and IB program are essential organizing frameworks for the six goals of the strategic plan. The goals focused on people, culture and systems are the foundational elements and necessary pre-requisites to meeting the expectations of the IB and POG aspirations. In other words, a culture of high expectations for all students that is supported by a highly skilled faculty and effective systems will be able to realize and “unlock the potential” of each scholar as stated in the vision.

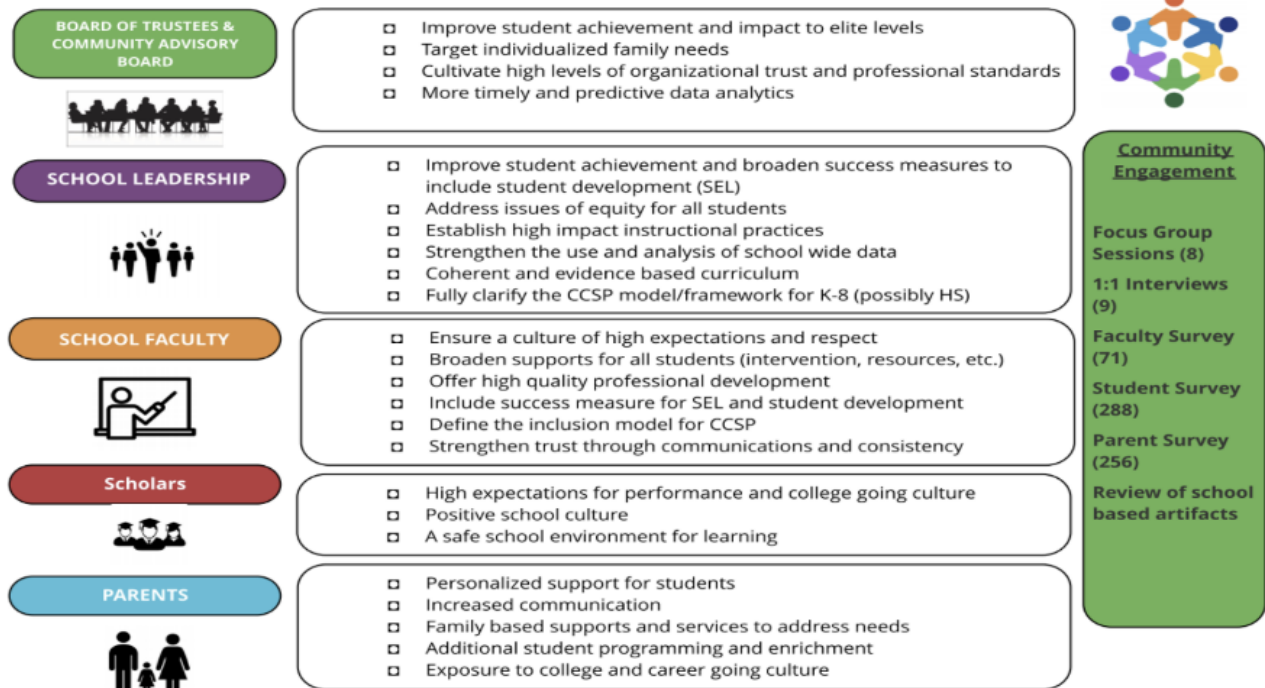


COMMUNITY ENGAGEMENT



All of our community stakeholders had opportunities to engage in feedback through surveys, focus groups and interviews. Our vision/mission/values and strategic priorities were developed in alignment to the CCSP community feedback provided.

Community Feedback



SWOT ANALYSIS



STRENGTHS

LEADERSHIP

- The school community (leaders, faculty, scholars, families, partners) have identified shared desire to make programmatic improvements focused on performance, curriculum and broadening the model of student success.
- Board investments and partnerships in community development initiatives
- School leaders are highly motivated to make strategic improvements that best serve student outcome goals

EDUCATIONAL PROGRAM

- Recent focus on equity-based strategies, cultural responsiveness, and adaptive response to COVID through a 1:1 virtual learning ecosystem
- CBA currently supports present state of programmatic efforts and needs
- Curricular resources, training and approaches to Balance Literacy that have been promoted and systematized over the past few years
- Alignment on teaching practices and “look fors” across campus classrooms
- School leaders who are intentional about program design and seek standards based, high quality resources to implement in their schools

FACULTY

- Teachers report mutual trust and buy-in to the school mission/vision
- Teachers expressed a high level of buy in and support to improve outcomes for students
- Teachers support collaborative planning and improvement processes

SWOT ANALYSIS

WEAKNESSES



- Incomplete programmatic model for K-8 and community school program alignment/vision
- Coherent systems across all schools for communication, culture building and branding around student achievement
- Data based systems for decision making goal setting, performance management, and program monitoring
- SPED program vision and resources aligned K-8
- Data analysis and informed decision making is not consistent across programs and departments
- CBA uncertainties and tensions regarding new initiatives
- Documented/updated standard operating procedures for communication, budgeting/spending, program monitoring and performance management

SWOT ANALYSIS

OPPORTUNITIES



- Capitalize on opportunities to re-frame scholar success, development, and family support during and after the COVID-19 pandemic
- Provide a coherent narrative of CCSP's growth and future plans during the upcoming renewal visit
- Establish a program vision that defines performance targets, measurable impact, and a theory of action/change to anchor the organization
- Integrate equity-based strategies across all educational programs
- Consider a Pre-K and high school model to complement full youth development and learning vision
- Strengthen school culture through clearly articulated values, desired behaviors, and processes
- Strengthen school-wide use of data to inform decision making
- Establish standard operating procedures in key areas of operations and communications

SWOT ANALYSIS

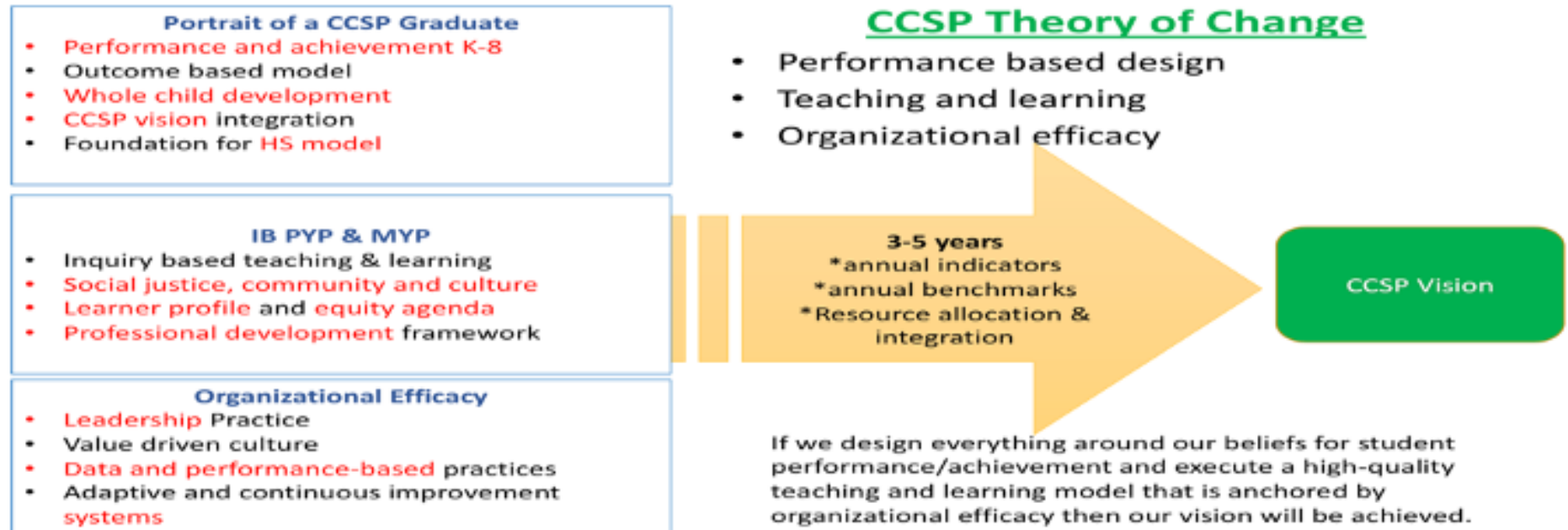
THREATS



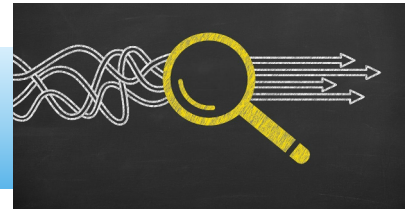
- Leadership turnover
- Emergent implications of the COVID-19 pandemic such as learning loss and community insecurities (food, health, financial, etc.)
- Lack of transparency in decision making
- CBA tensions over new initiatives
- Teacher retention
- Partnerships during and after COVID-19 pandemic impact
- State policy changes around accountability and charter regulation
- Lack of follow through and shared commitment across organization

THEORY OF CHANGE

If we design everything around our beliefs for student performance/achievement and execute a high-quality teaching and learning model that is anchored by organizational efficacy then our vision will be achieved.



STRATEGIC PRIORITIES



TEACHING & LEARNING

To offer all scholars a world-class educational program based on critical thinking, social and emotional learning (SEL), transdisciplinary learning and writing through becoming an accredited International Baccalaureate Primary and Middle Years

OUR SCHOLARS

Cultivate a school environment of high expectations, great instruction, and joy where scholars can achieve or exceed the aspirations of the CCSP Portrait of a Graduate (POG).

OUR PEOPLE

Establish and implement a mission-driven and values aligned performance management framework for school leaders and teachers based on: scholar outcomes, standards of practice, growth goals, professional development, and

OUR CULTURE

We will cultivate a high-quality educational environment through a mission-driven and values-based culture focused on addressing inequities, empowering scholars, and capitalizing on our community assets.

OUR COMMUNITY

To enhance our current scholar experience through extended learning based on our Portrait of a Graduate, strategic partnerships with families, regional resources and a focus on community-based equity issues.

OUR SYSTEMS

CCSP will enhance operational performance by focusing on standards of practice, data driven insights, and systems for sustainability

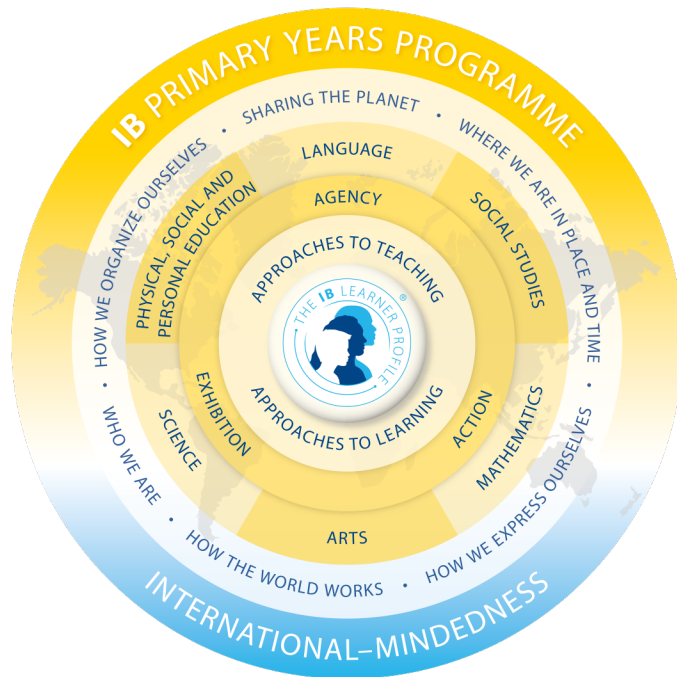
TEACHING & LEARNING

To offer all scholars a world-class educational program based on critical thinking, social and emotional learning (SEL), transdisciplinary learning and writing through becoming an accredited International Baccalaureate Primary and Middle Years Program School.

OBJECTIVES	CORE STRATEGIES
Obtain International Baccalaureate (IB) Primary Years and Middle Years Program accreditation by 2024-25 SY	Apply to the IB PYP and MYP programs and meet three-year timeline of program deliverables for accreditation such as: establishing a program of inquiry, cultivating the attributes of the Learner Profile and meeting the programmatic expectations of the International Baccalaureate
ELA, Math and Science proficiency at or above state avg. proficiency for all scholars with growth targets met for all defined cohorts	Implement an framework for performance management that is based on student level targets and growth goals
80% or more of scholars performing at or above mastery on 4th and 8th grade community exhibition projects	Implement annual community exhibition projects in collaboration with teachers and community partners. Projects will be performance based and provide students with opportunities to present their knowledge through a variety of modalities.
90% or more of scholars performing at or above mastery on 8th grade community exhibition project	
Expand CCSP model to include PreK and High school	Design a CCSP Pre-K and High School program model and apply for amendment to charter.



The PYP marks the start of a lifelong journey. It develops caring and culturally aware children aged 3 – 12 to become active participants in their own learning.



Building a solid academic foundation, the MYP develops students' confidence in managing their own learning and making connections between their learning in the classroom and the real world.



OUR SCHOLARS

Cultivate a school environment of high expectations, great instruction, and joy; where scholars can achieve or exceed the aspirations of the CCSP Portrait of a Graduate (POG).

OBJECTIVES	CORE STRATEGIES
85% or more of scholars "on track" to meet the expectations and milestones of the CCSP Portrait of a Graduate	Implement the CCSP Portrait of a Graduate (POG) framework across all grades through aligning curriculum, programs, culture, and teacher collaboration. Focus all programs on developing skills, competencies and performance opportunities for all scholars.
Scholar satisfaction rates at or above 85% on annual satisfaction surveys	Implement annual student satisfaction surveys and use feedback to drive improvement planning for programs, culture and CCSP model.

**See our Portrait of a CCSP Graduate
on the next page**

THE PORTRAIT OF A CCSP GRADUATE



ACADEMIC ACHIEVEMENT

- Read at or above grade level
- Perform at or above grade level on standards based assessments
- Writing mastery
- Course performance above B or better
- Attendance above 95%

SKILLS & COMPETENCIES

- Research
- Public Speaking
- Financial Literacy
- Problem Solving
- Scientific Inquiry
- Social/Emotional Skills
- Foreign Language
- Design Thinking
- Active Participation
- Technology/Media

CCSP LEARNER PROFILE TRAITS

- Prepared
- Engaged
- Resilient
- Inquirer
- Knowledgeable
- Critical Thinker
- Communicator
- Principled
- Open Minded
- Caring
- Balanced
- Reflective
- Creative
- Confident
- Problem Solver
- Entrepreneurial

COMMUNITY IMPACT

- Completed 5-7 community exhibition projects
- Accepted into a high performing or vocational high school program of choice
- 5+ Years of community volunteerism activities
- Engaged in community school programming for 3+ years

What is a Portrait of a Graduate

A Portrait of a Graduate (POG) is the expectations and aspirations that a school has for its graduates.

CCSP will design its programs from K-12 in alignment with the POG so that all scholars have opportunities to meet the expectations.



OUR PEOPLE

Establish and implement a mission-driven and values aligned performance management framework for school leaders and teachers based on: scholar outcomes, standards of practice, growth goals, professional development, and reflective

OBJECTIVES	CORE STRATEGIES
90% of self-evaluations/reflections aligned to mission/vision/values	Implement annual staff self evaluation process aligned to mission/vision/values as well as core competencies/skills
90% or above of all teachers rated as 3.0 or above on annual teacher evaluation rubric by 2023	Strengthen the teacher and leader performance management process by examining new rubrics for adoption, processes and feedback systems
To have all CCSP school leaders rated as effective or above on annual performance reviews	
All teachers and school leaders trained in International Baccalaureate Categories 1 & 2	Implement a three year plan to train, prepare and develop IB model for primary and middle years programs
100% of teachers trained and implementing inquiry cycles	Implement inquiry team model and processes across all grade levels. Inquiry cycles will focus on issues of equity and achievement.
85% of inquiry teams meeting performance goals for target scholars	
Publish an annual professional development plan that is based on performance, priorities, and personalized learning by spring of 2022 and thereafter.	Publish an annual CCSP professional development plan that outlines priorities, activities, personalization opportunities and deliverables for the academic year. The plan will also align with staff feedback, multi-year initiatives and partnerships.

OUR CULTURE

We will cultivate a high-quality educational environment through a mission-driven and values-based culture focused on addressing inequities, empowering scholars, and capitalizing on our community assets.

OBJECTIVES	CORE STRATEGIES
100% of scholars exposed and engaged with school-based rituals, activities, and cultural events aligned to mission/vision/values.	Produce annual cultural calendars that outline community events, school activities, themes and opportunities for all scholars.
Faculty survey satisfaction rates at or above 85%	Implement annual faculty satisfaction surveys, analyze feedback and make program improvements aligned to growth targets.
Scholar supports implemented for 100% of Tier 2 & 3	Organize program model to have resources/supports in place for all Tier 2 & 3 strategies. Implement annual process improvement cycles.
85% of school culture walks rated satisfactory	Implement multiple school cultural walks quarterly to observe, assess and identify improvement areas for school culture K-8.
Implementation of monthly wellness programming for scholars	Produce a monthly calendar that outlines wellness activities for all scholars as well as internal and external activities for scholars and families.
100% of staff trained in positive youth development practices	Train all academic and support staff in positive youth development practices. Produce a multi-year plan for youth development program expansion to include systems, policies, and family partnership
Implementation of positive youth development programming K-8 (SEL, PBIS, etc.) for 100% of scholar	

OUR COMMUNITY

To enhance our current scholar experience through extended learning based on our Portrait of a Graduate, strategic partnerships with families and regional resources and a focus on community-based equity issues.

OBJECTIVES	CORE STRATEGIES
Establish an annual equity agenda and action plan based on community research, regional data, and feedback from the Community Advisory Board	Engage faculty and external partners in addressing issues of inequity facing scholars, families and the greater community through focused action.
Set target population and participation goals for all annual community school events with goal of achieving 80% or more of participation targets by the 2023-24 school year	Implement an annual community engagement agenda that outlines goals, target populations, issues/themes and the activities, events, resources and opportunities that will be offered to CCSP families. Use feedback from families to drive planning efforts.
Engagement targets set and met for community activities	
Access goals set and met for community resources	
Family survey satisfaction rates above 75	

OUR SYSTEMS

CCSP will enhance operational performance by focusing on standards of practice, data driven insights and systems for sustainability.

OBJECTIVES	CORE STRATEGIES
Establish/update standard operating procedures for all operational departments by June 2022 using cloud-based curation.	All CCSP standard operating procedures and policies will be updated, accessible and transparent through a faculty wide portal.
Curate all organizational forms, compliance documents and system/process documents on a cloud-based platform by July 2023.	
Establish and implement a "CCSP Data Playbook" that delineates all data cycles and process methods for: collection, analysis, engagement, insight and curation by June 2022.	CCSP will become a learning organization where the consistent practices of analyzing data and evidence will drive improvement planning and performance monitoring for scholars and faculty.



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School *of* Paterson

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his/her/their potential!***