

# Highlands Elementary School Five-Year Strategic Plan 2014-2019

Approved: December 15, 2014

Updated: November 14, 2014

## ACTION PLAN

**Year 1: 2014-2015**

### GOAL AREA:

#### **Planning for Student Achievement**

**Objective #1: By the year 2019, increase academic achievement in English Language Arts for all students by 20%, as measured by annual state assessments and baseline student performance data identified in school-based benchmarks beginning in the 2014-15 SY.**

**Strategy #1:** Measure student growth and implement interventions based upon tri-annual MAP (Measures of Academic Progress) benchmark assessment data, Fountas and Pinnell running records, PARCC assessment data, and additional formative assessment/benchmarking tools.

**Strategy #2:** Increase the quantity and quality of student writing by implementing Schoolwide Writing Fundamentals, a writing workshop model based on the tenets of the Teachers College Reading and Writing Project.

**Strategy #3:** Provide professional development for all staff members regarding the learning process at all ability levels for all students.

Action Steps	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Measure student growth using MAP, Fountas and Pinnell running records, PARCC assessment data, and additional formative assessment / benchmarking tools, such as Reading Eggs, Study Island, and Plato.	Principal, Supervisor of Curriculum and Instruction, Supervisor of Special Services, Child Study Team, and Teachers.	Begin in 2014-15 with a goal of routine use of these measures in three-five years.	MAP Assessments, Running Records, PARCC Data, and additional internal Benchmark Data.	Student growth as measured in benchmarks throughout the year, and on PARCC from year to year.	<u>Ongoing:</u> NWEA MAP Assessments are nearly complete, with training coming on October 10 <sup>th</sup> ; Running Records are underway; Teachers are preparing for PARCC in lesson plans and implementation; Teachers are utilizing Reading Eggs, Study Island, and Plato.
Implement intervention strategies based on various measures of student progress.	Principal, Supervisor of Curriculum and Instruction, Supervisor of Special Services, Child Study Team, and	Begin in 2014-15 with a goal of routine use of these intervention strategies in three-five years.	Training on goal setting for MAP assessments, as well as continual reinforcement of best	Positive trends in formative assessment data in individual teachers' classrooms, as well as evidence	<u>Ongoing:</u> Running Records are already being implemented, and these suggest strategies and areas of

	Teachers.		practices for student achievement.	from PARCC showing growth in ELA from year to year.	focus for teachers; similarly, NWEA training on October 10 <sup>th</sup> will help teachers show students how to set their own goals for improvement.
Implement Schoolwide Writing Fundamentals across all grade levels, K-6.	Principal, Supervisor of Curriculum and Instruction, and Teachers.	Initial implementation in 2014-15 with tangible enhancements on the model that come as a byproduct of routine and consistent use in subsequent years.	Access to Schoolwide Writing Fundamentals for all teachers of writing, as well as training that supports its implementation.	Positive trends in formative assessment data in individual teachers' classrooms, as well as evidence from PARCC showing growth in writing from year to year.	<u>Ongoing</u> : Teachers have acquired Schoolwide Writing Fundamentals, and the second training session will be offered on October 10 <sup>th</sup> .
Provide professional development for all staff members regarding the learning process at all ability levels for all students.	Superintendent, Principal, Supervisor of Curriculum and Instruction, Supervisor of Special Services and Teachers.	Ongoing throughout the five-year plan.	Time and high-quality PD. This can happen in staff meetings; via the Professional Development Network (PDN); during in-service days; and in out-of-district trainings.	Implementation of best practices and fresh approaches will be evident among all staff members. One example of this would be increased small-group instruction, as opposed to whole-class instruction.	<u>Ongoing</u> : PD is offered throughout the year and in a variety of venues. Training in <i>Sheltered Instruction</i> and <i>Data-Driven Instruction</i> were prominent sessions in the Tri-District 2014-15 opening day in-service training.

**Objective #2: By the year 2019, increase academic achievement in math and science for all students by 20%, as measured by annual state assessments and baseline student performance data identified in school-based benchmarks beginning in the 2014-15 SY.**

**Strategy #1:** Measure student growth and implement interventions based upon tri-annual MAP (Measures of Academic Progress) benchmark assessment data, digital math textbook assessments, PARCC assessment data, and additional formative assessment/benchmarking tools.

**Strategy #2:** Increase the number of learning opportunities available for students during school and after school that support learning in math and science, including development of the Tri-District STEM Academy; promotion and support of the Rutgers “Design-It” after-school STEM program; infusion of STEM problem-based learning units in the Gifted and Talented program; and development of high-quality, lab-based learning opportunities for all students.

**Strategy #3:** Design, fund, and incorporate into science curriculum the use of a science lab at Highlands Elementary School.

**Strategy #4:** Provide professional development for all staff members in math and science, to ensure that students at all ability levels improve their performance in these content areas.

Action Steps	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
Increase cross-curriculum connections between math and science.	Science, Technology, and Math Teachers; Supervisor of Curriculum and Instruction; Principal	Fall 2014, Ongoing	STEM PBL units; math and science textbooks; time for Articulation among teachers.	Planning and assessment in these content areas are routine and achievement is increasing.	Ongoing: Our current STEM/G&T/Technology teacher has been infusing STEM lessons into science classes and continues to build a high-caliber curriculum for G&T students.
Increase number of minutes spent on task in various mathematics programs.	Math Teachers	Fall 2014	Envision grade 1-5, Digits 6, sumdog. Com, Study Island		
Review and research of various models to support our students with special needs, such as co-teaching and consultation.	Math Teachers, Special Ed Teachers, Administrators and trained aides.		Published text to support the strategy. Stop co-teaching, CIA teams, co-planning periods, sharing of lesson plans and workshops		

Implement project based learning which integrates math, science and LA.	Math Teachers, Science Teachers, Stem Teachers, Technology teachers and Administration.	Fall 2014 – started, ongoing.	Experiments, problem solving, research, utilizing technology, co-op learning, outside school projects.		
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**Updated: October 6, 2014**

<b>ACTION PLAN</b>					
<b>Year 1: 2014-2015</b>					
<b>GOAL AREA:</b>					
<b>Planning for Student Achievement</b>					
<b>Objective #2:</b> By the year 2019, increase academic achievement in math and science for all students by 20%, as measured by annual state assessments and baseline student performance data identified in school-based benchmarks beginning in the 2014-15 SY.					
<b>Strategy #1:</b> Measure student growth and implement interventions based upon tri-annual MAP (Measures of Academic Progress) benchmark assessment data, digital math textbook assessments, PARCC assessment data, and additional formative assessment/benchmarking tools.					
<b>Strategy #2:</b> Increase the number of learning opportunities available for students during school and after school that support learning in math and science, including development of the Tri-District STEM Academy; promotion and support of the Rutgers “Design-It” after-school STEM program; infusion of STEM problem-based learning units in the Gifted and Talented program; and development of high-quality, lab-based learning opportunities for all students.					
<b>Strategy #3:</b> Design, fund, and incorporate into science curriculum the use of a science lab at Highlands Elementary School.					
<b>Strategy #4:</b> Provide professional development for all staff members in math and science, to ensure that students at all ability levels improve their performance in these content areas.					
<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>

1. To increase the cross curriculum connection of math and science.	Science, Math Teachers and Teachers of Technology.		Stem, Digits, Scott Foreman, placement, com grades 1-5, IKE		
2. Increase amount of minutes spent on task in various mathematics programs.	Math Teachers	Fall 2014	Envision grade 1-5, Digits 6, sumdog. Com, Study Island		
3. Review and research of various models to support our students with special needs, such as co-teaching and consultation.	Math Teachers, Special Ed Teachers, Administrators and trained aides.		Published text to support the strategy. Stop co-teaching, CIA teams, co-planning periods, sharing of lesson plans and workshops		
4. Implement project based learning which interprets math, science and LA.	Math Teachers, Science Teachers, Stem Teachers, Technology teachers and Administration.	Fall 2014 – started, ongoing.	Experiments, problem solving, research, utilizing technology, co-op learning, outside school projects.		

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Approved: December 15, 2014

Updated: October 6, 2014

## ACTION PLAN

**Year 1: 2014-2015**

### GOAL AREA:

### Planning for Student Achievement

**Objective #1:** To identify the needs of early learners in ELA or LAL

**Strategy #1:** Measure student growth and implement interventions based upon tri-annual MAP (Measures of Academic Progress) benchmark assessment data, Fountas and Pinnell running records, PARCC assessment data, and additional formative assessment/benchmarking tools.

**Strategy #2:** Increase the quantity and quality of student writing by implementing Schoolwide Writing Fundamentals, a writing workshop model based on the tenets of the Teachers College Reading and Writing Project.

**Strategy #3:** Provide professional development for all staff members regarding the learning process at all ability levels for all students.

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
1. To identify young learners who need early intervention in LAL.	Special Education Teachers, Classroom Teachers, Administrators, CST, (Parents), Special Area Teachers	School Year	Wilson, NWEA Assessment, Benchmarks, SGOs.		
2. To identify gifted learners in the younger grades.	Classroom Teachers, Special Area Teachers and Administrators.	School Year	G & T program Grade 1 and up, NWEA Assessment, Benchmarks, Fountas & Pinnell.		

3. To Implement and expand the early learning of the Pre-School program.	Administrators, Pre-School Teachers and Special Area Teachers.	Started Fall 2014- Ongoing	Benchmarks-Curiosity Corner, SGO's, created extension of the preschool into a full day program.		
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<b>ACTION PLAN</b>					
<b>Year 1: 2014-2015</b>					
<b>GOAL AREA:</b>					
<b>Culture and Climate</b>					
<b>Objective #1: To offer Technology and Common Core Course for parents.</b>					
<b>Strategy #1:</b>					
<b>Strategy #2:</b>					
<b>Strategy #3:</b>					
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
1. Survey parents to assess interest in Technology & Common Core courses.	R. Barth	1 Year & annually		Ten or more parents will attend classes every 3-6 months.	

2. One or more teachers to provide technology (digits, Word) & Common Core Courses.	Teachers		Stipend for Teachers		
3. BOE Involvement.					
4. Courses in general for parents.					

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<b>ACTION PLAN Year 1: 2014-2015</b>
<b>GOAL AREA: Culture and Climate</b>
<b>Objective #1: To create a stronger working relationship between staff and PTO, so that HES can increase social &amp; community events.</b>
<b>Strategy #1:</b>
<b>Strategy #2:</b>



**Strategy #3:**

<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>
1. Invite one teacher a month to PTO meeting to give a take about their programs or class.					
2. A “HES Family Social Event” hosted by teachers and PTO.			Turkey Dinner		
3. Have parents & students in 5 <sup>th</sup> and 6 <sup>th</sup> grades work 10 hours a year. Student will receive a \$100 Scholarship ( number of students)					
4. Create a “ Welcome Committee” & Buddy System for new students.					

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## ACTION PLAN

**Year 1: 2014-2015**

### GOAL AREA:

**Using data to access**

**Objective #1: To create separate surveys for staff, parents and students to evaluate the climate & culture of HES.**

**Strategy #1:**

**Strategy #2:**

**Strategy #3:**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
1. Ask, why parents & teachers do not attend or participate in PTO or school events.					
2. Ask, what it would take for them to participate in PTO or school events.					
3. Create a committee to clearly create questions that would serve our needs.					

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**ACTION PLAN**

**Year 1: 2014-2015**

**GOAL AREA:**

**Facilities Management**

**Objective #1: Examine current 5 year plan and determine priorities for future facility management plans.**

**Strategy #1:**

**Strategy #2:**

**Strategy #3:**

Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
1. Exploring options for more efficient and improve climate control options.	Administrators, Board of Education and Custodians.	1 year	Engineering Contracting firm		
2. Within 6 months locate and examine current facility management plan.	Administrators, Board of Education.	6 months	Outside of District for maintenance plans.		

3. Review current safety and security facilities and resources with the intention of improvement.	Administrators, Board of Education and Highlands Police Department.				
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**ACTION PLAN  
Year 1: 2014-2015**

**GOAL AREA:  
Campus**

**Objective #1: To develop an attractive, welcoming and “campus” environment to all who visit the community**

**Strategy #1:**

**Strategy #2:**

**Strategy #3:**

<b>Action Step</b>	<b>Person(s)/Group(s) Responsible</b>	<b>Timeline for Completion</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>
1. To install banners to facilitate and enhance community & school pride.	Custodial	ASAP	Sign Makers		

2. Maintain outside appearance through professional landscaping and playground maintenance.	Contractors and Custodians.				
3. Continue collaboration with PTO to maintain "Osprey Nest"	Teachers and Administrators.				
Friendship Bench (throughout community)			Highlands Boro Art Council		

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<b>ACTION PLAN</b>					
<b>Year 1: 2014-2015</b>					
<b>GOAL AREA:</b>					
<b>Finances</b>					
<b>Objective #1: Evaluate, develop and effective budget and encourage outside fiscal resources.</b>					
<b>Strategy #1:</b>					
<b>Strategy #2:</b>					
<b>Strategy #3:</b>					
<b>Action Step</b>	<b>Person(s)/Group(s)</b>	<b>Timeline for</b>	<b>Resources Needed</b>	<b>Indicators of Success</b>	<b>Status</b>

	<b>Responsible</b>	<b>Completion</b>			
1. Review all finance operations.	Superintendent, Business Administrator.	Ongoing.			
2. Enhance shared services and investigate other possible revenue resources for districts.	Superintendent, Business Administrator.	Ongoing.			
3. Review potential need and cost of upgrading district facilities.	Superintendent, Business Administrator.	Ongoing.			

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<b>ACTION PLAN</b>
<b>Year 1: 2014-2015</b>
<b>GOAL AREA:</b>
<b>Public Relations</b>
<b>Objective #1: To have a strong presence in the community through community events.</b>
<b>Strategy #1:</b>

<b>Strategy #2:</b>					
<b>Strategy #3:</b>					
Action Step	Person(s)/Group(s) Responsible	Timeline for Completion	Resources Needed	Indicators of Success	Status
1. Community Service Club (elementary key club) beach cleanup, food clothing drives, and town wide events. Possible graduation req. (award incentive)	Board of Education, Parents, Administration and Staff.	1-3 years	Volunteer and or Stipend, Grants and Business sponsorship.	Student involvement, thru creation, key club.	
2. School presence at community events. Clamfest, Oktoberfest, Tree lighting and Twinlights bike ride.		1-2 years	PTO funding Pride Bus Sponsorships	Purchase of HEA tent Presence at community events. Purchase of ? banner.	

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Year 1: 2014-2015**

**GOAL AREA:  
Public Relations**

**Objective #1: Improve community involvement by organizing events which will bring members of the community into the school.**

**Strategy #1:**

**Strategy #2:**

**Strategy #3:**

Action Step	Person(s)/Group(s)	Timeline for	Resources Needed	Indicators of Success	Status
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	<b>Responsible</b>	<b>Completion</b>			
1. School events, science fair, math Olympics, class presentations, Readers Theater, Read to me (Grandparents Day) Veterans Assembly, History Week.	Administration, PTO and Staff.	1-2 years	Pride, PTO funding and Grants.	Parents and community work together to promote the school.	
2. Business Sponsorships Promoting Businesses thru Sponsorships.	Board of Education Approval, Administration.	1-2 years	Grants, Businesses	Publications, yearbook quality, technology improvement, free advertising website, tri district newsletter.	
3. Providing community education programs to non students ie. Adults non senior age. Students- CPR – Adult Education, parent education, fitness classes . Programs for children 3 and under.	Board of Education Approval, Administration approval, Instructor, teachers interested.	1-3 years	PTO funding, Pride, participants	Enrollment extracurricular activities.	