



# “Vision 2030” - Sayreville War Memorial High School

**A STRATEGIC PLAN 2014-2017**

***Strong Staff, Strong Students, Strong  
Results... “It’s a Matter of Pride”***

# Sayreville Board of Education and District Administration:

## Board of Education:

- Kevin Ciak, President
- Beth DePinto, Vice President
- Dan Balka
- Phyllis Batko
- Lucille Bloom
- Carl Brodzinski
- Michael Macagnone
- Jill Trapp
- John Walsh

## District Administration:

- Frank Alfano, Superintendent
- Marilyn Zeichner Shediack, Asst. Superintendent
- Anne R. Facendo, Assistant Superintendent
- Timothy Byrne, Director Special Services

# SWMHS Strategic Planning Committee 2014-2017

## **SWMHS Teaching Staff:**

- Brittany Dusko
- Alicia Farese
- Lauren Gassman
- Samantha Leone
- Sarah Magaw
- Keith Mahoney
- Angelina Mannino
- Jessica Menden
- Abigail Tonzola

## **SWMHS Administration:**

- James Brown, Principal
- Shawn Currie, Vice Principal
- Richard Gluchowski, Vice Principal
- David Knaster, Supervisor Special Services
- Clare Goscienski, Supervisor Science

## **Committee Co-Chairs:**

- Eric Glock Molloy, Vice Principal
- Anne R. Facendo, Assistant Superintendent

# SWMHS Student Contributors

## Strategic Planning Committee 2014-2017

### SWMHS Students:

- Carissa Brophy
- Austen Cangelosi
- Taylor Camilla Guy
- Anthony Mannino
- Jeffrey Marchesi

### SWMHS Students:

- Samantha Martino
- Jane Pruszkowski
- Deep Sheth
- Christopher Tricarico
- Daniel Wojcik

# Vision 2030:

- *To be a model in New Jersey for Student Achievement and Professional Learning in Public Secondary Education...*



# Our SWOT Analysis



# SWOT - STRENGTHS

**Our Strengths:** In light of the dramatic change in the educational world, SWMHS continues to provide quality instruction demonstrated by consistent improvement in student performance. Solid test scores, above average graduation rates, high college enrollment coupled with decreasing remediation and dropout rates all add up to successful outcomes for the students of SWMHS.

# SWOT - STRENGTHS

Our climate of academic excellence is further enhanced by a professional staff who strives for a culture of mutual collegial respect, and strong rapport with students. Our teachers take pride in their involvement beyond the classroom to include both extra-curricular activities and furtherance of their own professional growth. The undeniable pride in our school further portrays itself through award winning performing arts programs, state and nationally ranked athletic teams and national award winning community service programs.



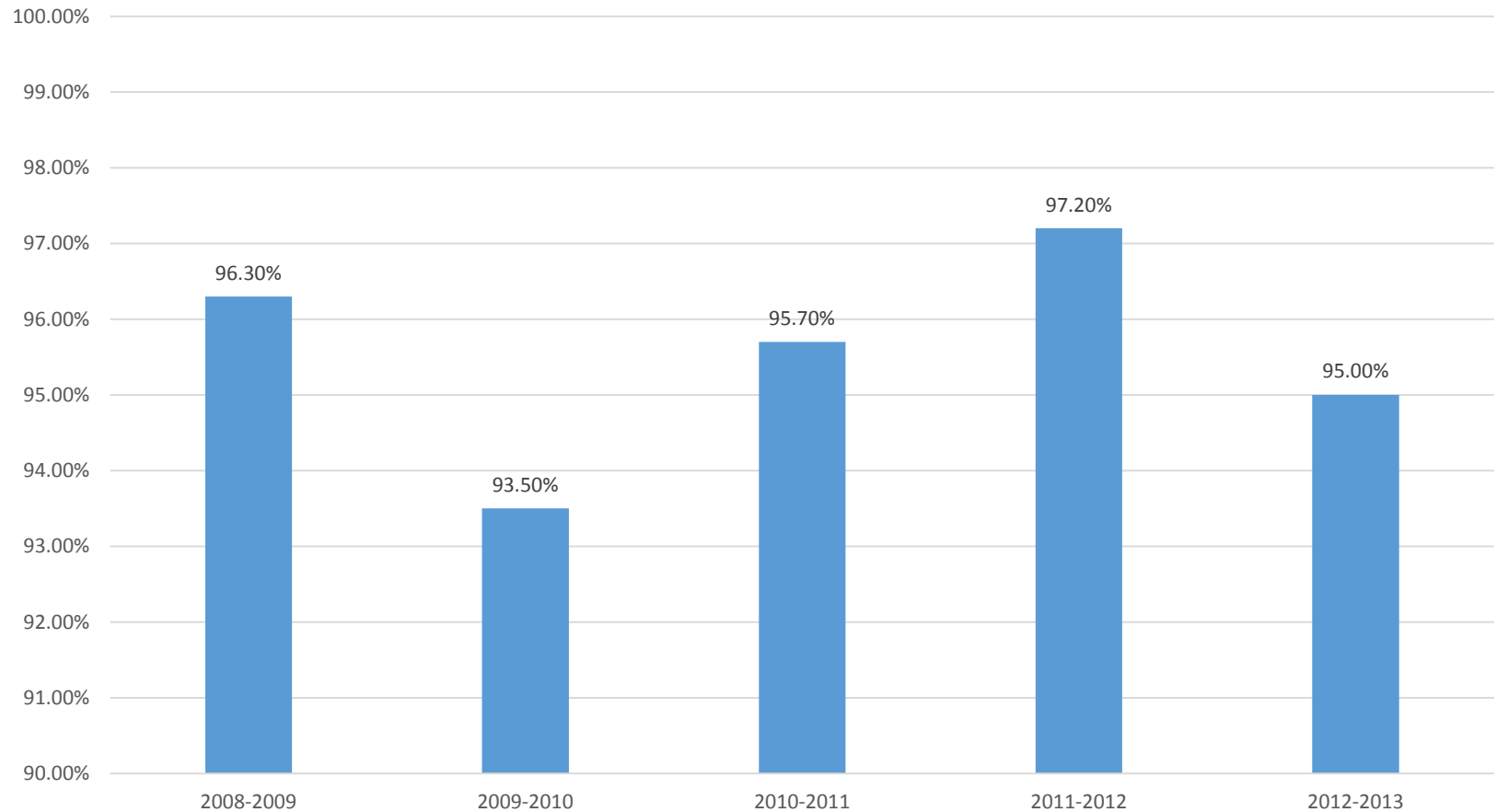
# SWOT - STRENGTHS

SWMHS is a safe place to learn and to grow because the school has made huge strides in the area of school safety. These strides include the use of a key card entry system, staff ID badges, state of the art security cameras and maintaining a close and positive relationship with Sayreville emergency management personnel.

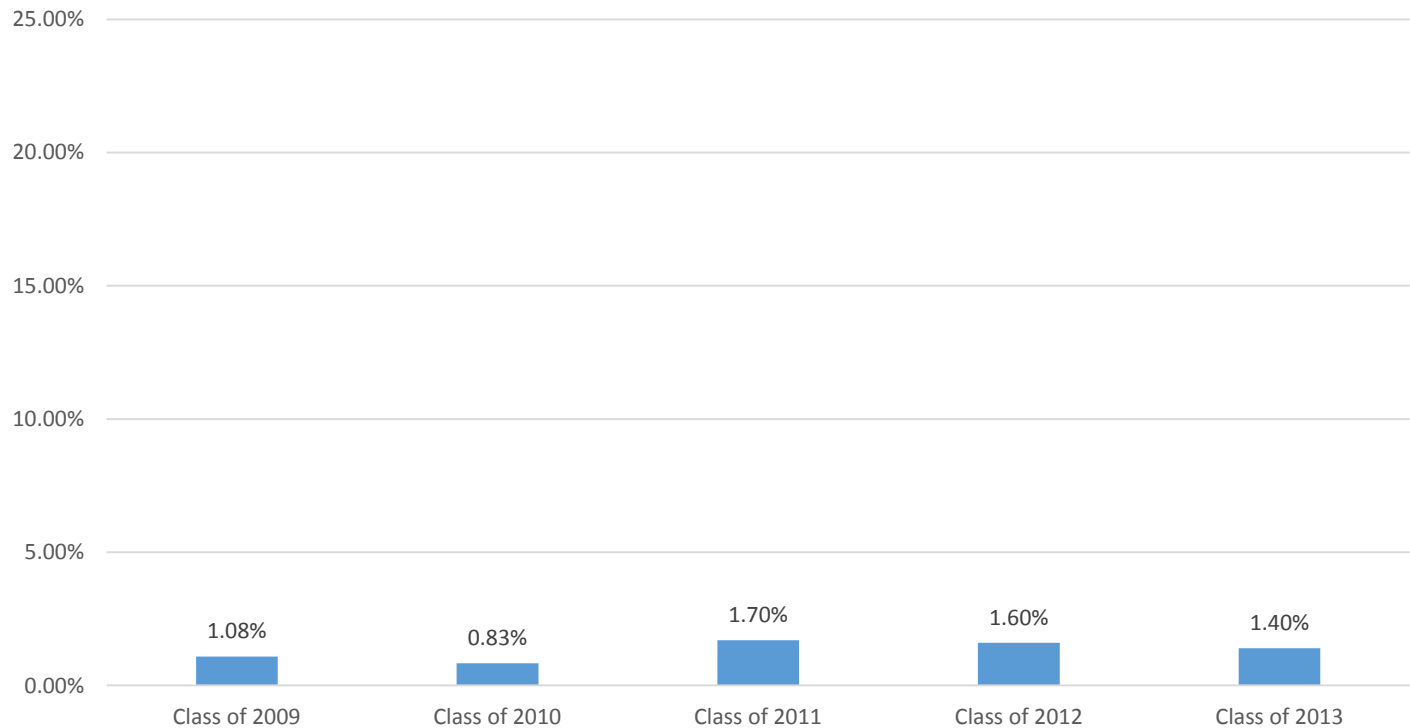
# SWOT - STRENGTHS

With pride in our ability to meet the needs of a diverse community, a majority of SWMHS staff seeks to collaborate in order to engage all of our students through differentiated instruction, online course offerings, and curricula that reflect current national standards - allowing our students to take their place as citizens in a rapidly transforming society.

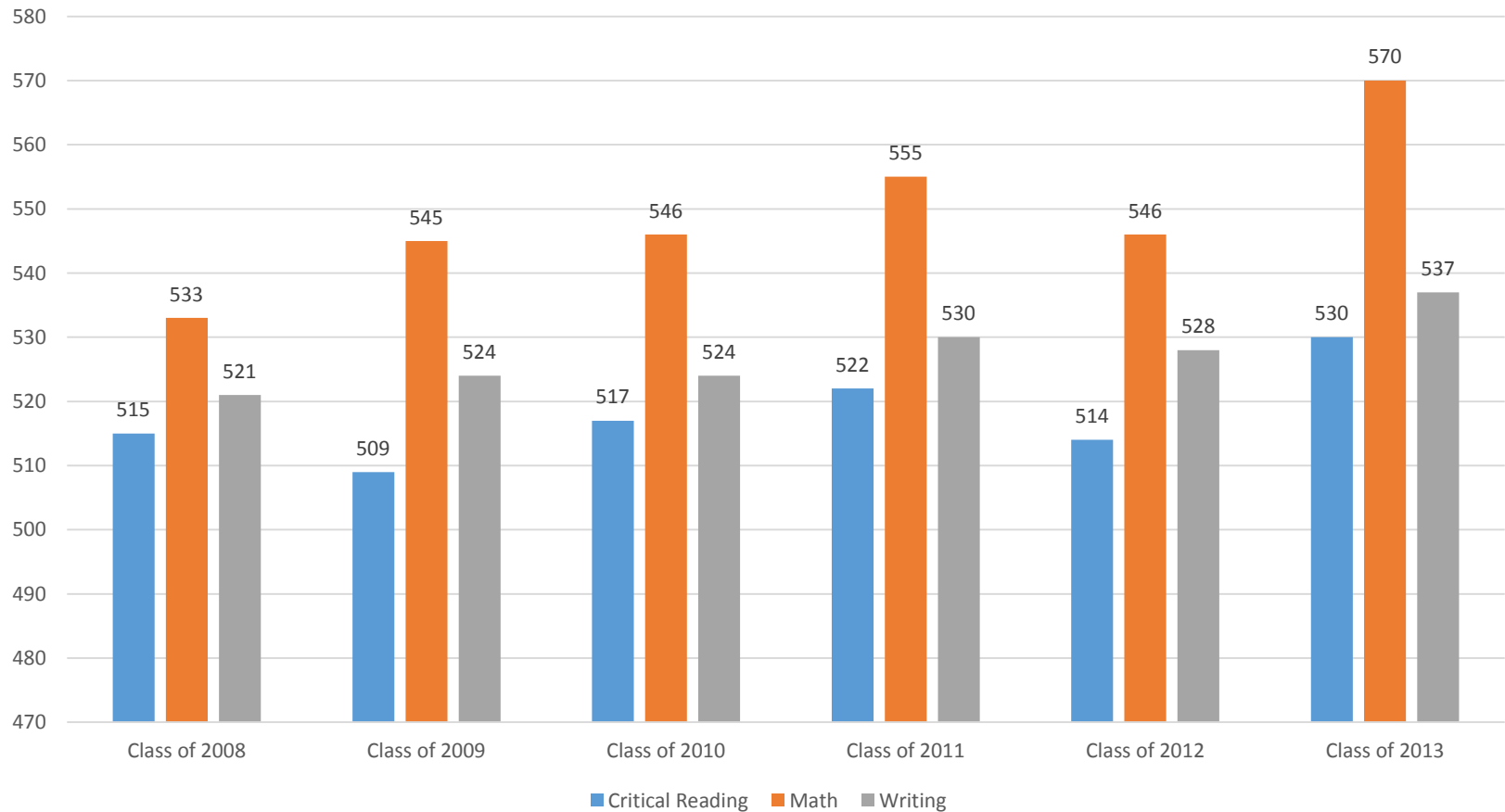
# Strengths - Graduation Rates



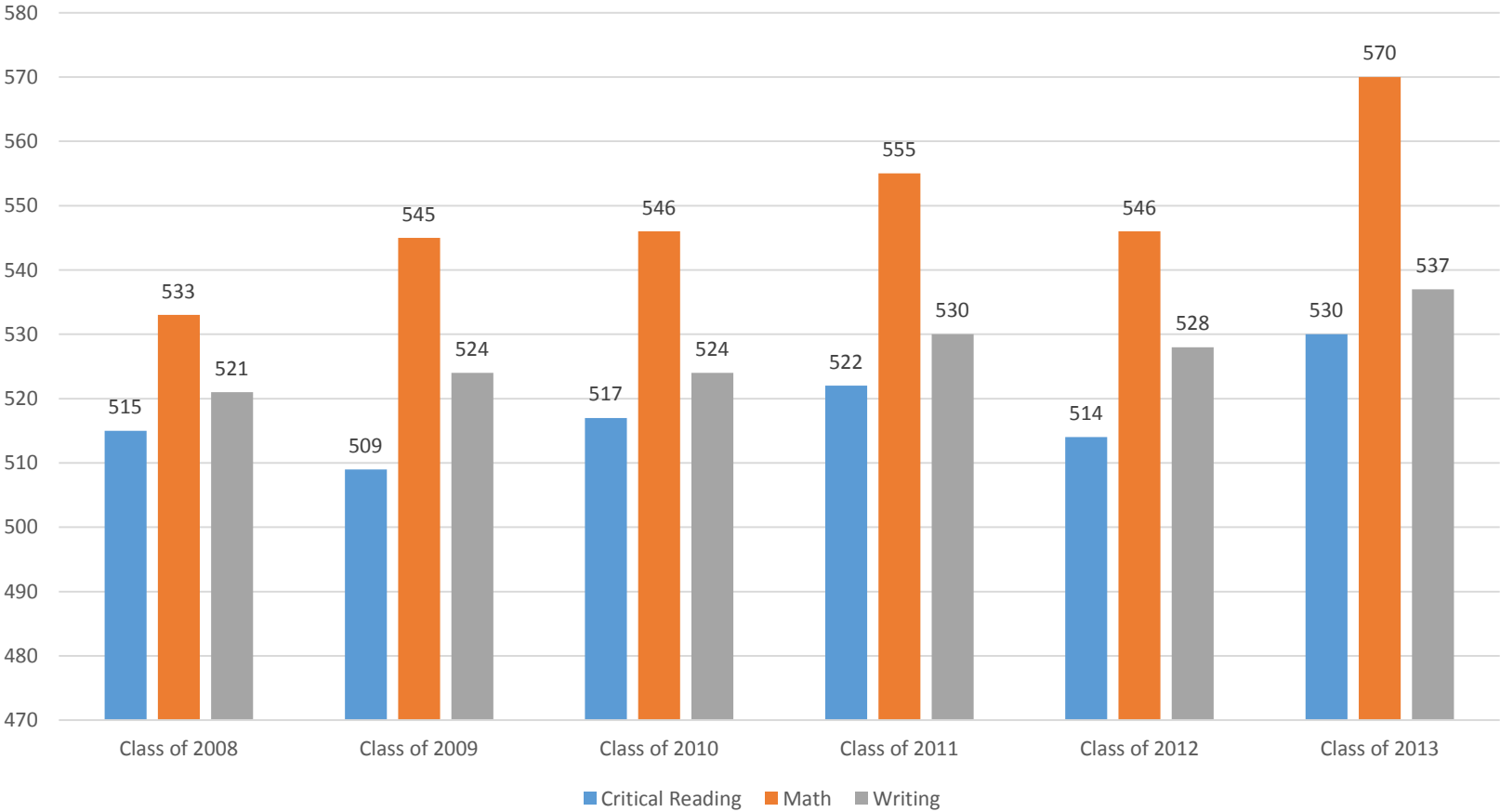
# Strengths - Dropout Percentage



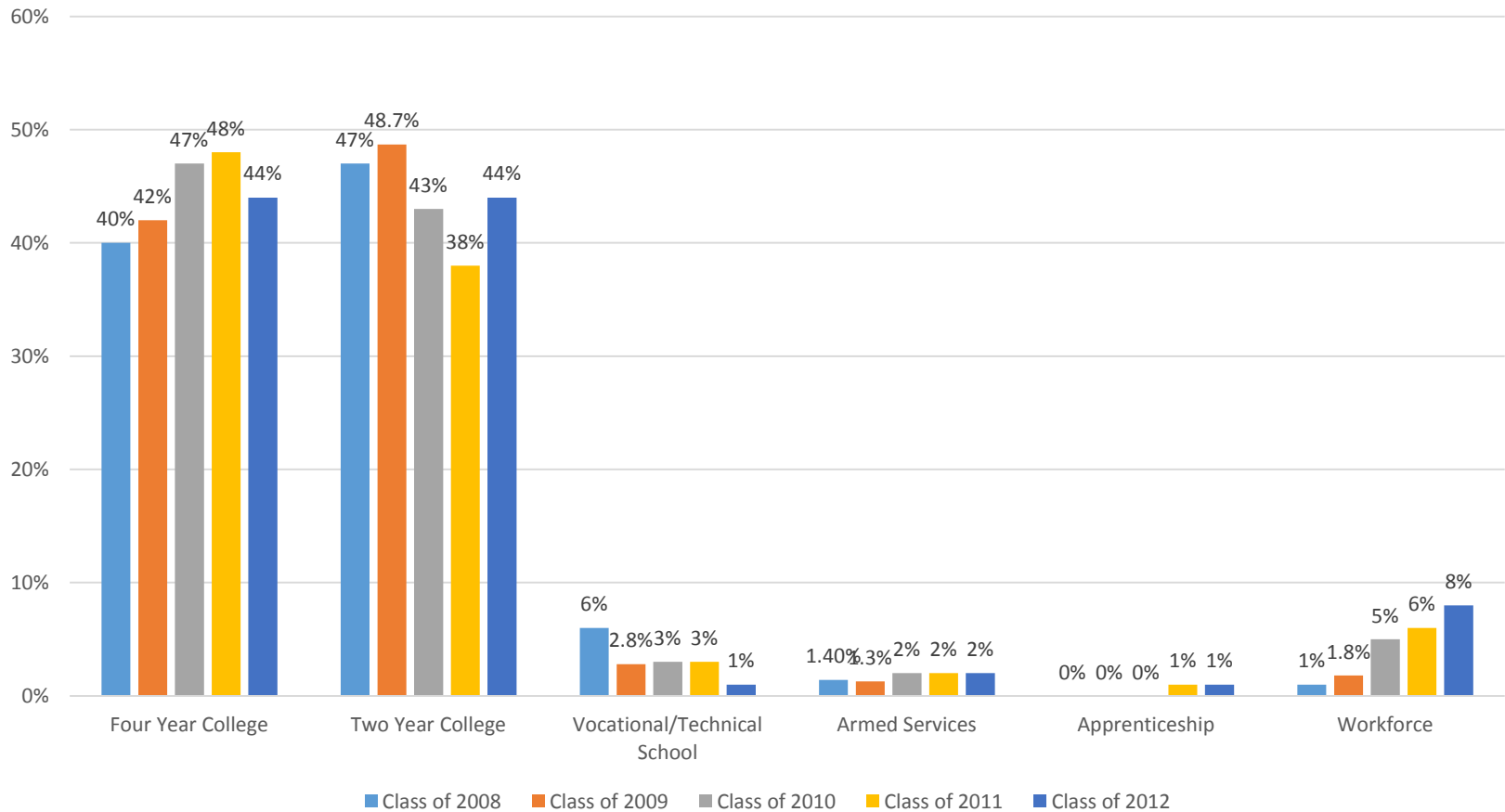
# Strengths - SAT Average Four Year College



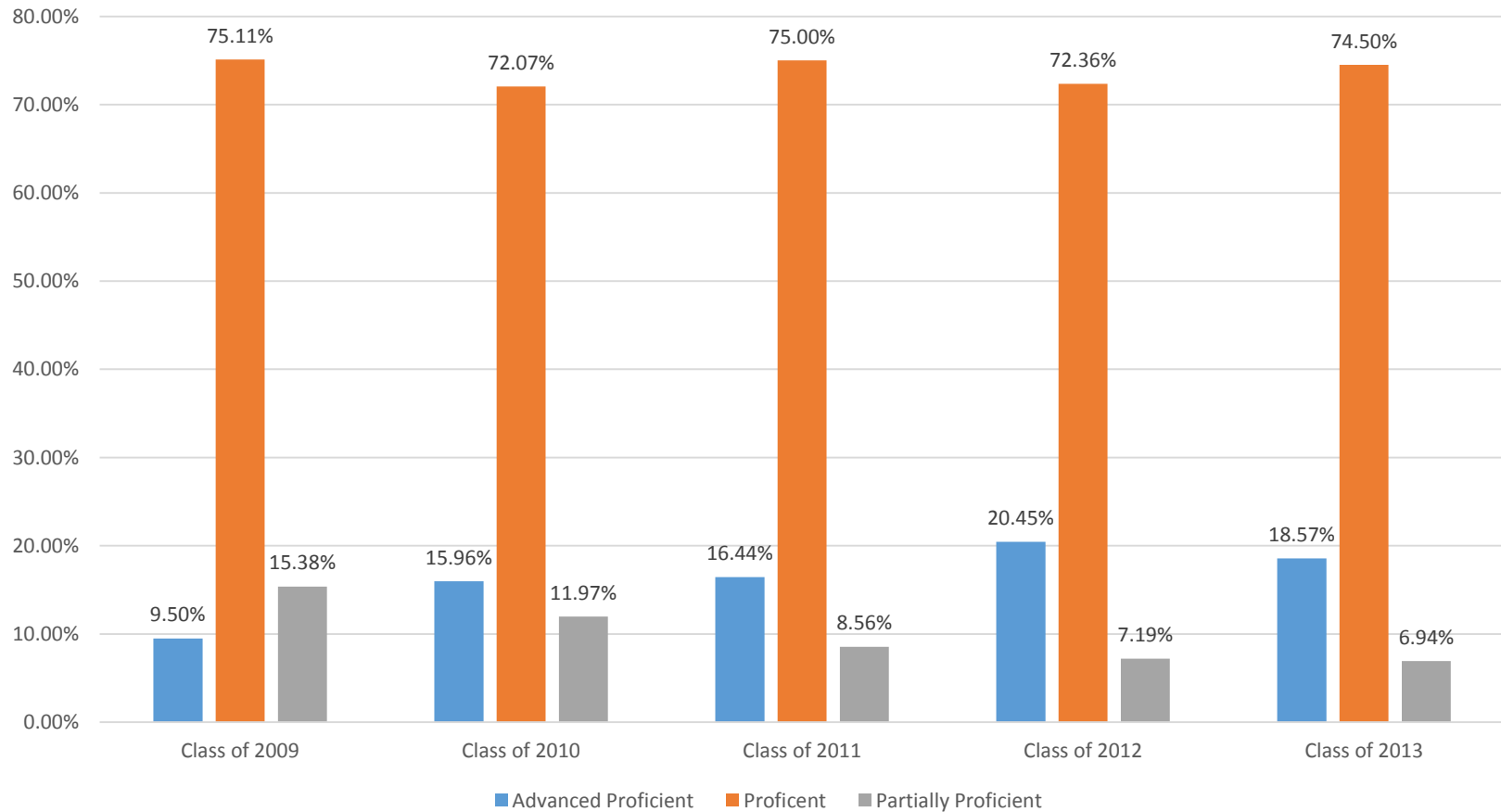
# Strengths - SAT Average Two Year College



# Strengths - Self Reported Future Plans

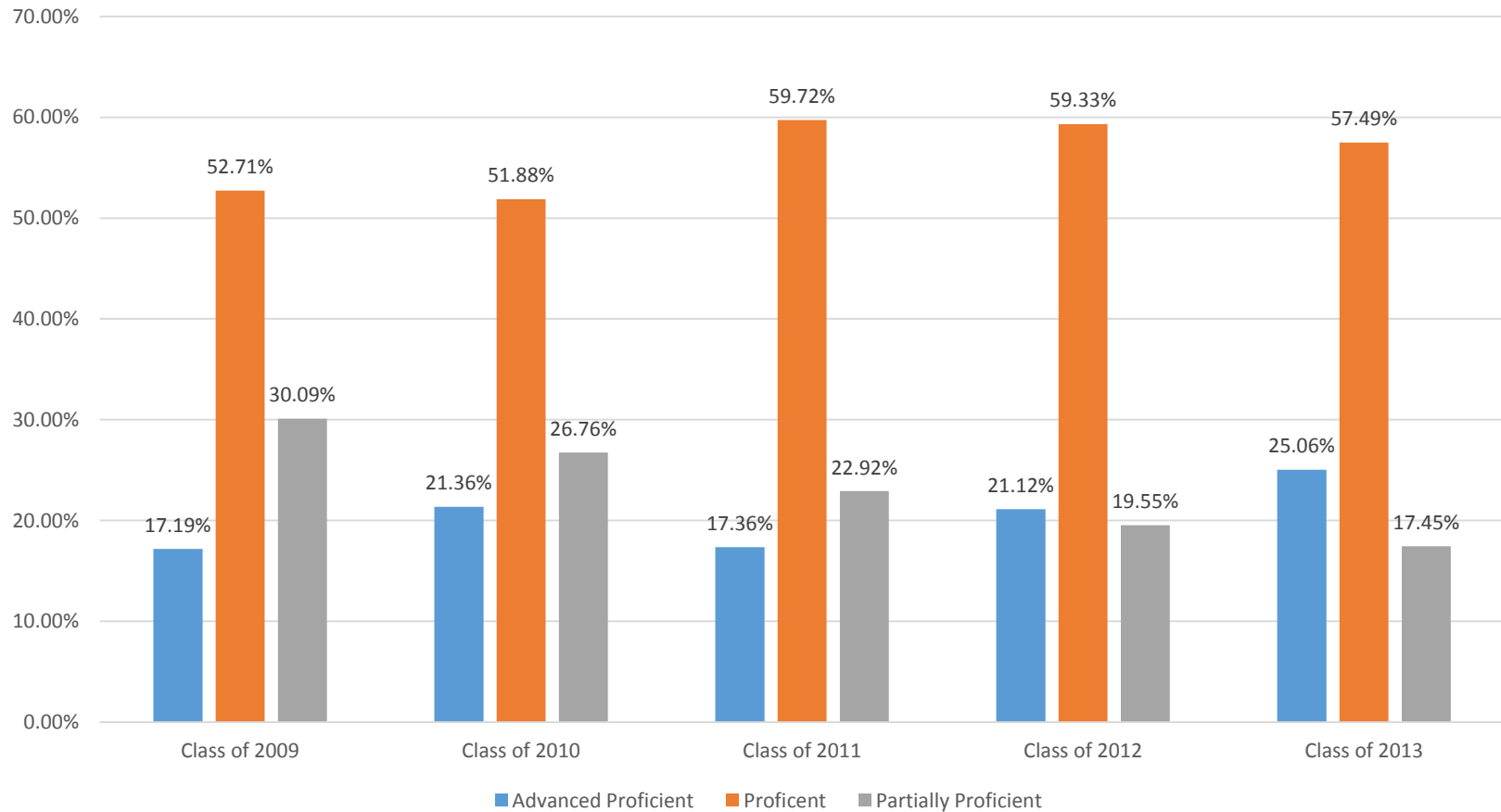


# Strengths - Spring HSPA LAL Percentages

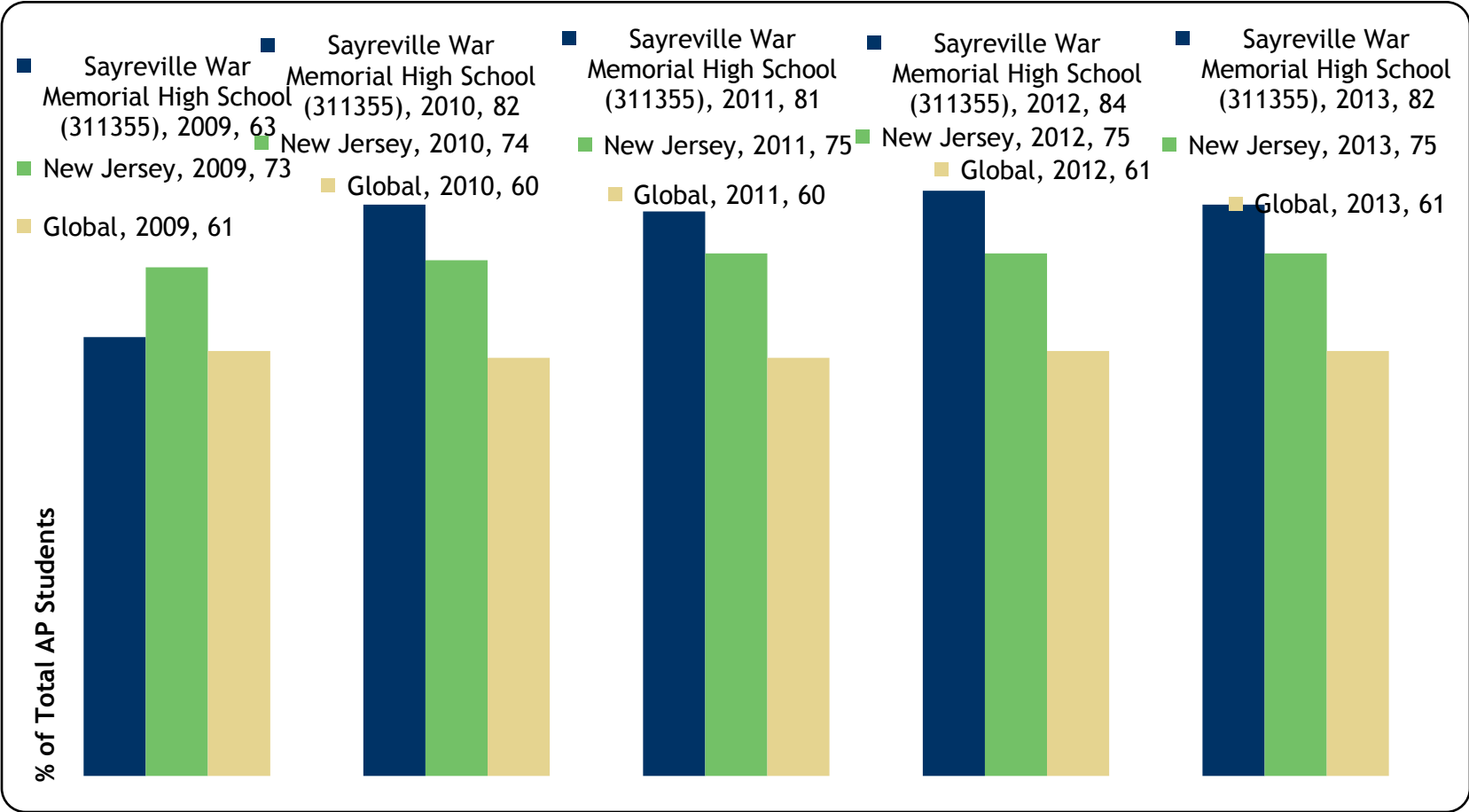




# Strengths - Spring HSPA Math Percentages

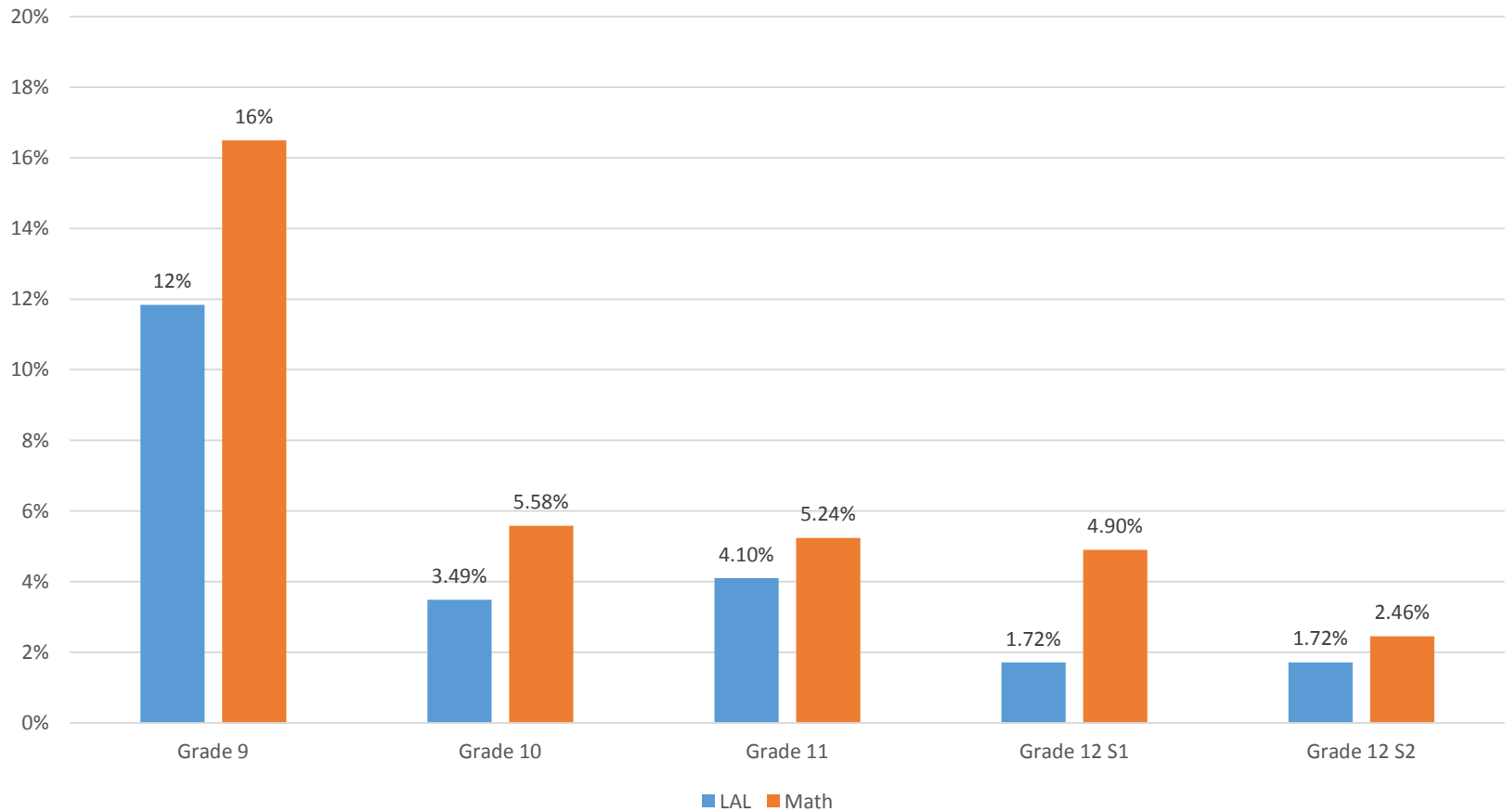


# Strengths - % of Total AP Students with Scores 3+



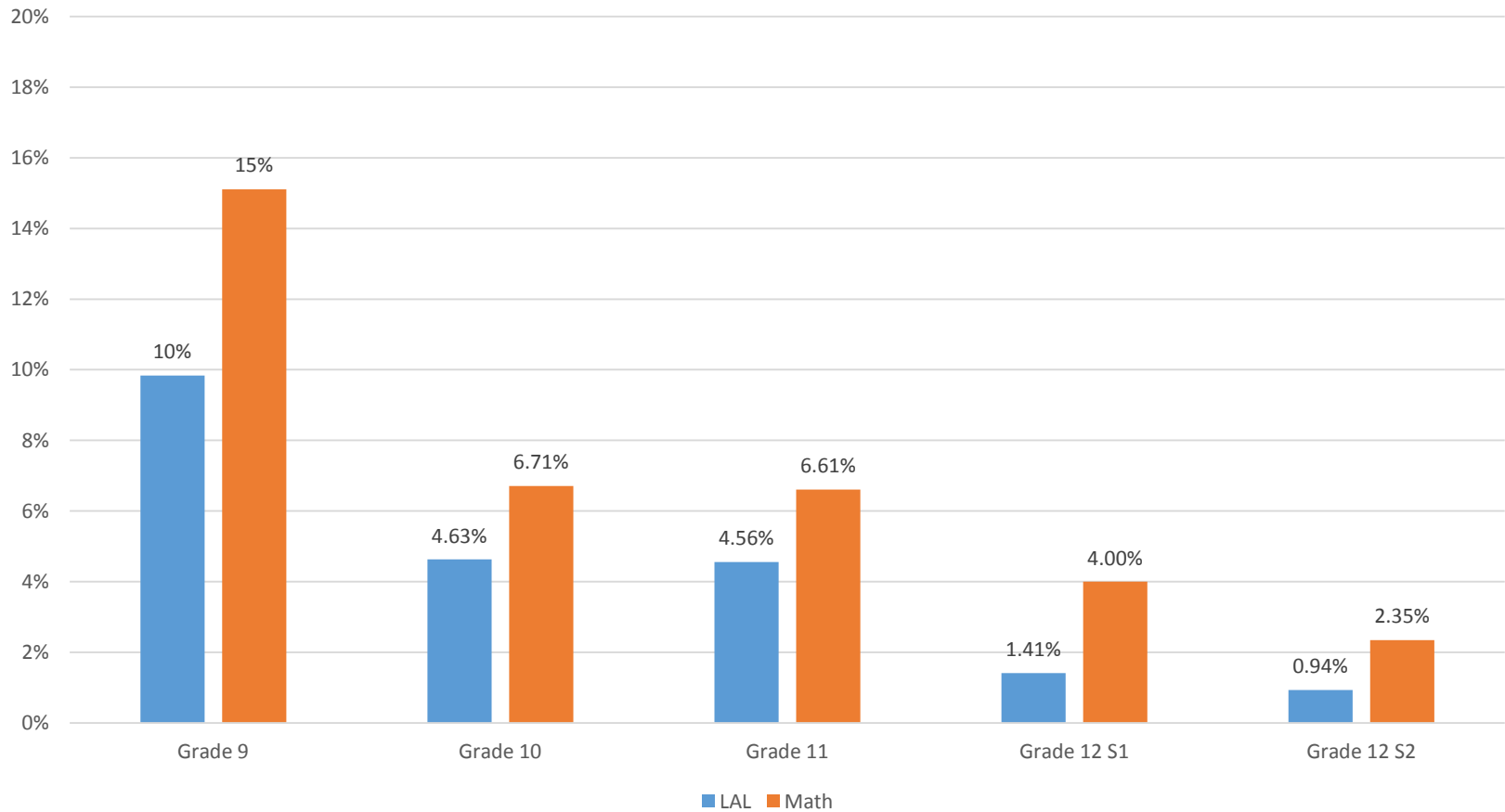
# Strengths - Class of 2012

## Percent of Total Population in Remediation Classes



# Strengths - Class of 2013

## Percent of Total Population in Remediation Classes



# Strengths Award-Winning Programs

- SWMHS is an award-winning High School with many accomplishments of which to be proud.
- The following is but a **representative sampling** of the many honors we have received...



# Strengths and Honors SWMHS

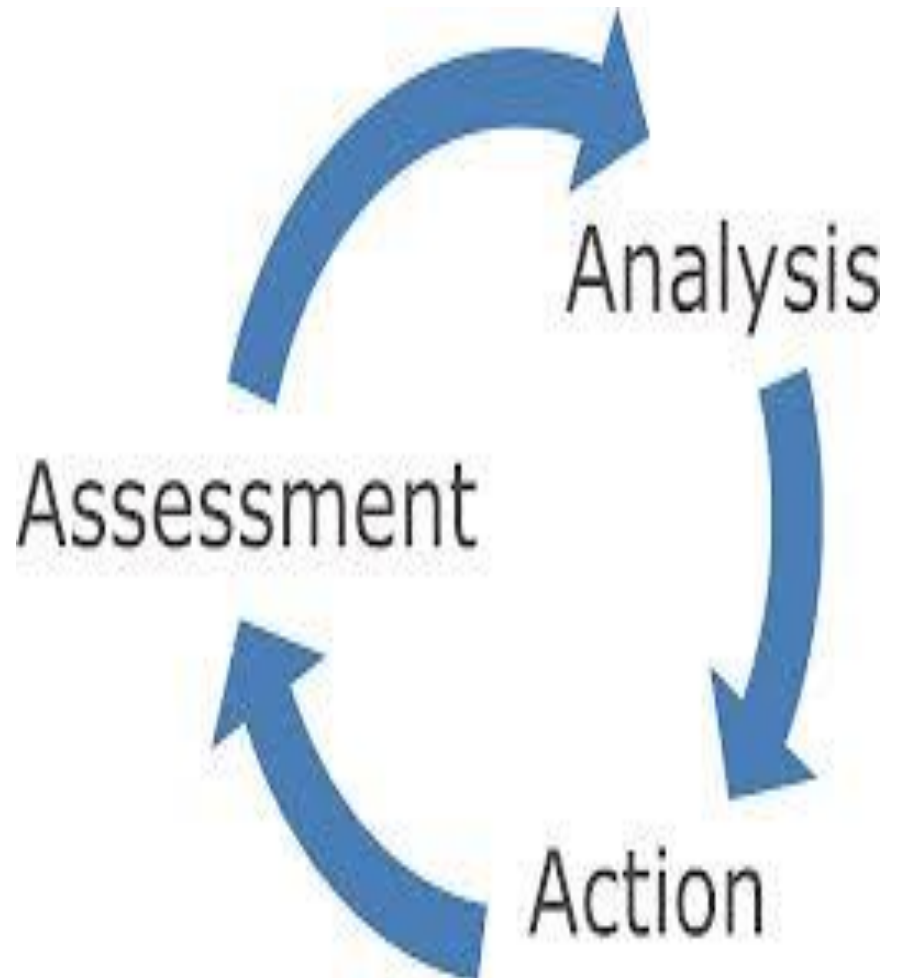
- Odyssey of the Mind
- AP CHEMISTRY & Colgate Palmolive
- Honors Accounting Classes
- Marine Biology
- Renaissance
- Student Council
- Innovations in Special Education
- Students Against Destructive Decisions
- The SWMHS TV Society
- The Arts
- Athletics

# SWOT - Areas In Need of Improvement



# Improvement:

- The mandates for No Child Left Behind have been replaced in NJ by the Elementary and Secondary Education Act mandates and targets.
- ESEA Target Data reveals many strengths for our High School. Areas for Improvement are also noted in ESEA Data. SWMHS administration has specifically addressed ESEA data this year through State-Mandated, Growth Objectives





# ESEA Waiver - Preliminary School Profiles 2013

23-4660-050

*Sayreville Public Schools*

*Sayreville War Memorial High School*

This table presents the participation and performance determinations for this school under ESEA Flexibility.

## School Performance - English Language Arts

Subgroup	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
	# Enrolled	% Not Tested	Met Participation	Total Valid Scores	% Proficient	Target	Met Performance
Schoolwide	449	0.0	YES	423	96.0	90	MET GOAL
White	214	0.0	YES	206	96.6	90	MET GOAL
Black	82	0.0	YES	74	94.6	90	MET GOAL
Hispanic	71	0.0	YES	66	97.0	90	MET GOAL
American Indian			-			-	-
Asian	80	0.0	YES	75	96.0	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	68	0.0	YES	64	76.6	48.2	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	161	0.0	YES	149	95.3	90	MET GOAL


## School Performance - Mathematics

	Statewide Participation Rate - 95%			Statewide Performance Goal - 90%			
<i>Subgroup</i>	<i># Enrolled</i>	<i>% Not Tested</i>	<i>Met Participation</i>	<i>Total Valid Scores</i>	<i>% Proficient</i>	<i>Target</i>	<i>Met Performance</i>
Schoolwide	449	0.2	YES	422	88.4	88	YES
White	214	0.0	YES	206	92.3	88	MET GOAL
Black	82	1.2	YES	73	69.9	80.6	NO
Hispanic	71	0.0	YES	66	90.9	88.8	MET GOAL
American Indian			-			-	-
Asian	80	0.0	YES	75	94.7	90	MET GOAL
Two or More Races			-			-	-
Students with Disabilities	68	1.5	YES	63	46.1	40.7	YES
Limited English Proficiency			-			-	-
Economically Disadvantaged	161	0.0	YES	149	84.6	82.5	YES

Only Includes full year students for performance (Time In School < Year students are removed)

'-' Indicates too few students to determine (N<40 for Participation and N<30 for Performance)

### Performance Index

<div style="border: 1px solid black; padding: 2px; display: inline-block;"> <b>MET GOAL YES</b> </div>		
--	--	--

# SWMHS - ESEA Graduation Rates – Four Year Cohort

ESEA Graduation Rates	Four Year Cohort
Schoolwide	91.2 Met Goal
White	90.5 Met Goal
African American	88.8 Met Goal
Hispanic	90.4 Met Goal
American Indian	N/A
Asian	98.4 Met Goal
Students with Disabilities	72.6 Met with Confidence Interval
Limited English Proficiency	N/A
Economically Disadvantaged	86.4 Met Goal



# Planning for Improvement at SWMHS



- The following Student Growth Goals were set by SWMHS Administration in November 2013 after reviewing ESEA and other school-based data

# Student Growth Goal - Math

Administrator		School		
James Brown, Eric Glock-Molloy, Richard Gluchowski, Shawn Currie		Sayreville War Memorial High School		
Rationale				
As reported in the ESEA Waiver Report, SWMHS did not meet Statewide Performance Goals in Mathematics for students in its African American subgroup. (69.9% of African American Students achieved Proficiency in 2012-13. The State Target Score was 80.6%. A Confidence Interval Score was determined at 72.1% for 2013-14.				
Administrator Goal				
During the 2013-2014 School Year, students in subgroups who scored “Partially Proficient” on the HSPA Math Test will receive remedial assistance and will achieve a target score at or above the projected confidence interval.				
Baseline Data				
(2012-2013 ESEA Report).				
Scoring Plan				
Goal Attainment Based on Percent of Students Achieving Target				
<u>Target Score</u>	<u>Exceptional (4)</u>	<u>Full (3)</u>	<u>Partial (2)</u>	<u>Insufficient (1)</u>
82.6%	82.6% +	72.1%-82.5%	65-72 %	64.9% or below

# Student Growth Goal - Graduation Target Rates for Students with Disabilities

Administrator		School		
James Brown, Shawn Currie, Richard K. Gluchowski, Eric Glock-Molloy		Sayreville War Memorial High School		
Rationale				
As reported in the ESEA Waiver Report, Sayreville War Memorial High School did not meet graduation target rate for students with disabilities (4 year cohort graduation rate).				
Administrator Goal				
During the 2013-2014 school year, 75% of students with disabilities will graduate with their 4 year cohort to meet ESEA requirements.				
Baseline Data (Append to form as appropriate)				
4 year cohort graduation rate for Students with Disabilities (2012-2013 ESEA Report).				
Scoring Plan				
Goal Attainment Based on Percent of Students Achieving Target				
<u>Target Score</u>	<u>Exceptional (4)</u>	<u>Full (3)</u>	<u>Partial (2)</u>	<u>Insufficient (1)</u>
75%	75.1% or above	70% - 75%	65% - 69.9%	64.9% or below
Approval				

# Student Growth Goal - Improving AP Participation / Achievement Outcomes

Administrator		School		
James Brown, Shawn Currie, Richard K. Gluchowski, Eric Glock-Molloy		Sayreville War Memorial High School		
Rationale				
High school students' experience with college-level curricula has been found to be a predictor of success in higher education. An analysis has found that Sayreville War Memorial High School students are taking advantage of Advanced Placement (AP) course offerings less frequently than their peers in comparable schools. Out of 1714 students in 2012-13, 108 successfully completed at least one AP class.				
Administrator Goal				
During the 2013-14 school year, 114 students (6 more than in 2012-13) will successfully complete an AP course as measured by: A. score of 3, 4, or 5 on the AP test <u>or</u> B. A course grade of C or better.				
Baseline Data				
Baseline Data consisted of AP course participation levels, test scores, and course grades from 2012-13.				
Scoring Plan				
Goal Attainment Based on Percentage of Students Achieving Target				
Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
(1) score of 3-5 on AP exam <u>Or</u> (2) course grade of C or better	115 or more students	111-114 students	108-110	107 or below

# Student Growth Goal - Improving the Affective Domain by Reducing Discipline Referrals

Administrator		School		
James Brown, Shawn Currie, Richard K. Gluchowski, Eric Glock-Molloy		Sayreville War Memorial High School		
Rationale				
The administration at Sayreville War Memorial High School has worked very hard to improve school culture and climate. Our belief that a decrease in disciplinary referrals directly relates to less classroom disruptions and a greater focus on instruction.				
Administrator Goal				
1. During the 2013-2014 school year Sayreville War Memorial High School administration will process 3100 discipline referrals (96 less than 12-13).				
Baseline Data (Append to form as appropriate)				
2012-2013 Disciplinary Year End Data (Attached).				
Scoring Plan				
Goal Attainment Based on Percent of Students Achieving Target				
Target Score	Exceptional (4)	Full (3)	Partial (2)	Insufficient (1)
3100 Discipline Referrals	3099 or fewer discipline referrals	3100 discipline referrals	3101-3195	Greater than 3196
Approval				



# Student Input on Areas for Improvement:

Students at SWMHS worked with Mr. Currie to express their concerns. Students noted several areas which would benefit from improvement including building based concerns such as:

- Climate control (too hot in the classrooms);
- Food Service (Better selection of fresher food is requested)
- Social Events at School (more, and of a greater variety)
- Better Connectivity of Devices – Students indicate a desire to be able to use technology all the times in classrooms that are tech-ready and fully connected.



# SWOT - Opportunities



The Staff, Students, and Administration have identified multiple opportunities which, if realized, will ensure a bright future for SWMHS - Our High School.

## SWOT – Opportunities for Future Growth (Teaching Staff)

- SWMHS staff wishes to continually develop dynamic teaching pedagogy, and has appealed to district leadership for greater support in this goal by providing on-going, job-embedded professional development towards this end. *Common Core, Problem Based Learning, Technology, 21<sup>st</sup> Century Fluencies, and Student Engagement are all areas of interest.*

# Definition: What is a 21<sup>st</sup> Century Classroom?

- Students learn how to act as a responsible digital citizen;
- Twenty First Century Classrooms strongly **motivate** and **engage** ALL students in learning;



# Definition: What is a 21<sup>st</sup> Century Classroom?

- Students access text through a variety of means...not just through text books...texts are geared towards **zones of proximal development, rather than an assumption of “one size fits all”;**



# Definition: What is a 21<sup>st</sup> Century Classroom?

- Students **Problem Solve** and in so-doing, they take responsibility for their own learning **by continually having to prove that their solutions actually work;**



# Definition: What is a 21<sup>st</sup> Century Classroom?



- Students use technology to find **information**;
- Technology is also used to **prove the veracity of that information through evidence**;

# Definition: What is a 21<sup>st</sup> Century Classroom?



- Students **collaborate** with both their teacher and with other students to solve real problems;
- Students use **media** and authentic technology to support problem solving, reading, writing, speaking and listening across the curriculum;



# Definition: What is a 21<sup>st</sup> Century Classroom?



- **Creativity and “thinking outside the box”** is encouraged rather than discouraged through rote answers and formulae;

## SWOT – Opportunities for Future Growth (Teaching Staff)

- Another Key Area of Interest is the use of Data to effectively inform instruction.
- Following the lead of special education, mathematics and language arts departments, all staff are currently encouraged to use data to inform instruction.
- We look to central administration to provide a more uniform data base in order to track academic performance consistently.
- We request further training for all staff members on how to effectively use data to inform instruction and to close student learning gaps.

# SWOT - Opportunities for Future Growth (Student Input):

- Student input into the SWMHS Strategic Plan clearly indicates (and overtly requests) that the following **Opportunities** be realized:
- **Good to Great:** Students surveyed regarding the development of a Strategic Plan at SWMHS have stated: “**We receive a good education at SWMHS...however, many Division I and Ivy League colleges express that we are “good, but not great” in terms of academics...We want to be great.**”



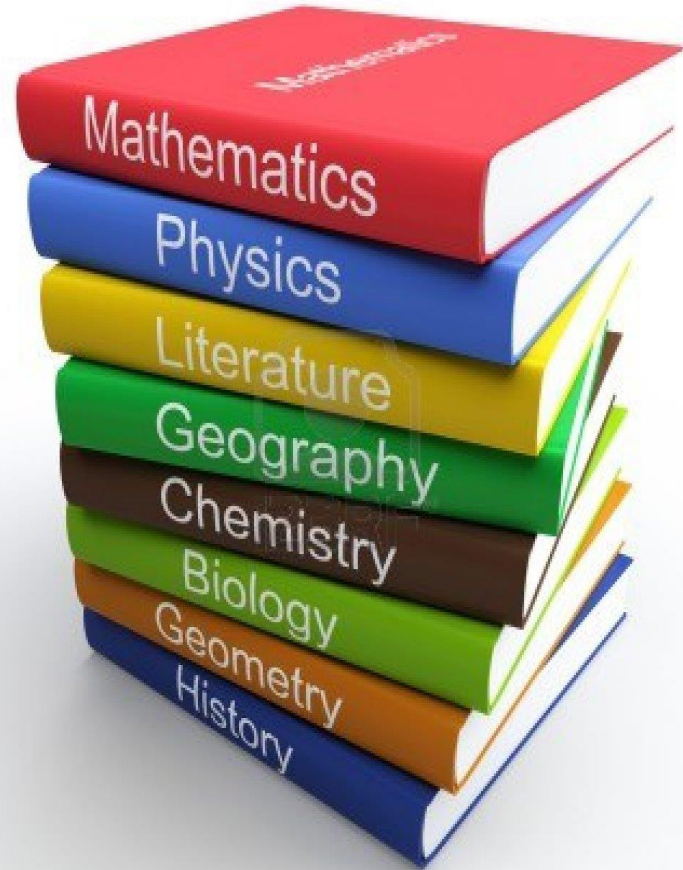
## SWOT - Opportunities for Future Growth (Student Input):



Homework: While meaningful homework is important, a cross-section of SWMHS students note that an average of 6 hours per night is required for homework to be completed across classes.

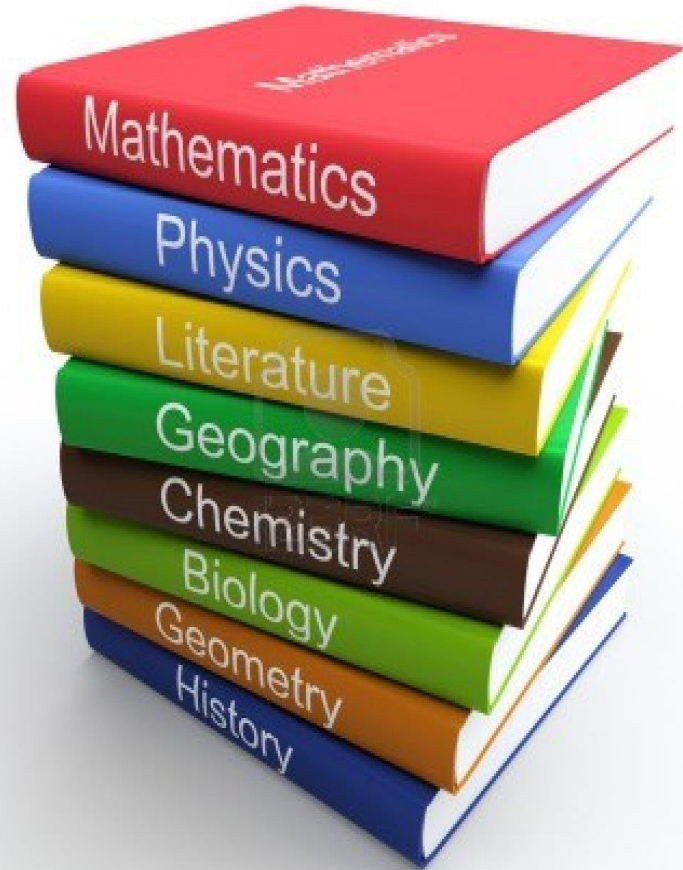
## SWOT - Opportunities for Future Growth (Student Input):

- Many homework assignments are “GOOGLE-able”...i.e., rote and requiring little in terms of higher order thinking.
- Some students sleep as little as three-four hours nightly in an effort to complete a massive amount of homework that yields little in terms of gaining more knowledge.



## SWOT - Opportunities for Future Growth (Student Input):

- This, coupled participation in clubs and sports, a need to hold down part-time jobs to earn money for college, and more, have lead SWMHS students to request that homework practices be recognized, analyzed, and amended by the Board and Administration...



# SWOT - THREATS

- Finance
- Pedagogy
- Technology
- Student Morale



# SWOT - THREATS

- Financial: Sayreville has endured a long period of failed budgets, which in turn, has hindered efforts to retain highly competent staff members. Attrition among our strongest teachers and administrators is high, ultimately impacting the overall stability of our school and our district. Strides have been taken to correct this issue both through the recent negotiations process and through maintaining a 2% budget cap with a November election. While finances have begun to stabilize, **SWMHS Teaching Staff appeals to the Board of Education to maintain November elections / 2% Budget Cap so that our schools have appropriate funds to operate effectively and to compete with area school districts for better student outcomes. SWMHS Staff requests the Board to maintain consistently negotiated contracts so that great teachers and administrators will remain in Sayreville.**



# SWOT - THREATS

- Pedagogy: While the district currently lists Common Core Standards within its written curricula, academic rigor and pedagogy within all content areas needs to be strengthened if SWMHS is to become a PARCC-ready environment by 2016. Staff members need sustained professional training and strong Administrative support to ensure this paradigm shift – moving away from rote, linear, lecture-only teaching methods - to the creation of active and rigorous learning environments where students can develop problem solving skills, responsibility and independence for their learning.

# SWOT - THREATS

- Technological: The integration of consistently delegated, equally accessible, fully connected technology into every SWMHS classroom is essential if highly motivating 21st Century learning environments are to become a sustained reality in our school.

# SWOT - THREATS

- District leadership has made strides towards this end by authoring and winning a recent technology grant that has allowed the district to increase bandwidth while also purchasing several hundred Chrome Books for student use.
- Staff members appeal to the leaders of our district to ensure the successful and accurate roll-out of this technology. Roll-out **MUST INCLUDE STAFF TRAINING IN USE OF GOOGLE CHROME BOOKS...**

# SWOT - THREATS

- Broader issues such as sustained connectivity and the overall availability of technological devices in each classroom must be monitored continually if digital and web-based learning is to be sustained.
- Finally, sustained Professional Development is also needed to foster Teaching Practices which use technology for its true purposes: Problem Solving through Communication; Effective use of Information for the attainment of greater knowledge...

# SWOT - THREATS

- Student Morale: Students who participated in the writing of this strategic plan noted that Sayreville War Memorial High School does much to honor its award-winning athletes, **at times, to the exclusion of its award-winning academicians.**
- Strong academic pursuits need to be funded, recognized and openly celebrated in order to move away from the “status quo”.

# SWOT - THREATS

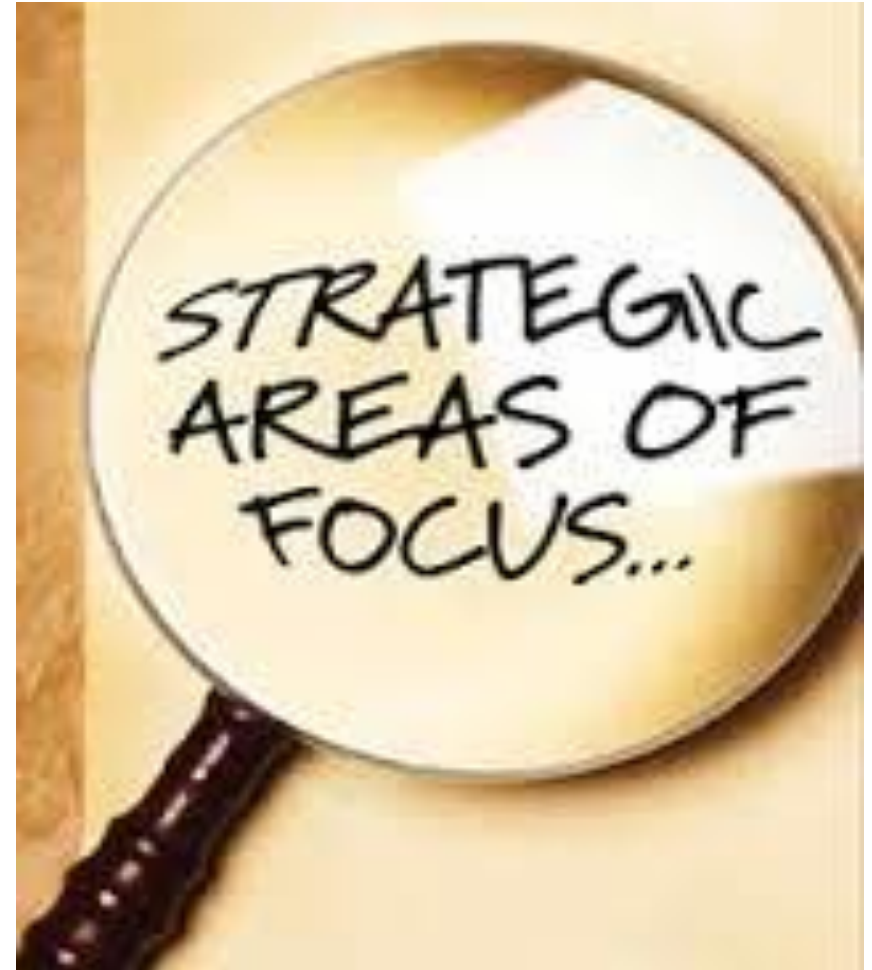
- Students achieving high outcomes in academic performance must be recognized and celebrated for their achievements.
- SWMHS Strategic Planning Committee members recently reignited the “Renaissance” program to address this need. Students are requesting that an additional function be added to Renaissance, namely: To participate in the movement of our school from “Good to Great”.

# A Plan to Move Forward - Putting It All Together Through **Strategic Focus Areas**



## Strategic Focus Areas – A Plan for Improvement

- A Strategic Focus Area is an overarching goal upon which SWMHS plans to focus...





# Our Strategic Focus Areas

- Based on our SWOT Analysis, the SWMHS Strategic Planning Committee has identified **Four** key strategic focus areas:



- Strategic Furtherance...Re-“Visioning” of Professional Learning Community & Professional Development
- Optimized Learning Environments for the 21<sup>st</sup> Century

# Our Strategic Focus Areas

- Based on our SWOT Analysis, the SWMHS Strategic Planning Committee has identified **Four key strategic focus areas:**
- Extending Academic Focus and Celebrating Academic Contributions of both Students and Staff
- Greater Collaboration with area High Schools, local businesses, community, and faith based organizations to foster student preparation for College and Career.



# SWMHS - Our Goals:



## 2014-2017 SWMHS GOALS ACTION PLAN

### SWMHS Strategic Focus Area # 1: To Re-envision the PLC as a vehicle for sustained, relevant, job-embedded professional development

Major Activities	Correlation to District Strategic Plan	Staff Responsible / Resources	Timelines	Indicators of Success
<p>1. To develop an inter-departmental “Ed Camp” – A Professional Learning Community / Sustained Professional Development Series which addresses:</p> <ul style="list-style-type: none"> <li>a. Development of 21st Century Learning Environments through Problem Based Learning and Authentic Infusion of Technology</li> <li>b. Integration of Common Core Across the Curriculum</li> <li>c. Teacher Leadership</li> <li>d. Student Leadership</li> </ul>	<p>Standard #1 Ensure the Success of Every Student; Standard #2 Provide an Effective and Efficient Learning Environment; Standard #5: Ensure the effective use of human resources to provide a reflective and self-renewing organizational environment</p>	<p>SWMHS and District Administration Interested SWMHS Teachers Interested SWMHS Students; Consultants/Trainers as needed</p>	<p>On-Going: 2014-2017</p>	<p><b>Teachers:</b> Domain 3 of Danielson Model – Ratings of 3 or higher in the following areas: Communicating with Students Using Questioning and Discussion Techniques Engaging Students in Learning Using Assessment in Instruction</p> <p><b>Students:</b> Improved Learning Outcomes in: Literacy Across the Curriculum; Mathematics; Formative Assessments in Math/LAL Standardized Outcomes: HSPA; AP, etc.</p>
<p>2. To Establish a “Tech-Partners” component within the PLC in which both tech-savvy teachers <i>and students</i> of SWMHS share authentic tech information and communication strategies in order to increase the proliferation of information-rich technology use, building-wide.</p>	<p>Standard #1 Ensure the Success of Every Student; Standard #2 Provide an Effective and Efficient Learning Environment</p>	<p>SWMHS Teachers, Students, Administrators  District Administration</p>	<p>On-Going: 2014-2017</p>	<p>Increases of technology usage as indicated on Pre-to-Post Teacher and Student Surveys regarding technology use in the classroom;  Increase to classroom technology use at SWMHS.</p>

# 2014-2017 SWMHS GOALS ACTION PLAN

**SWMHS Strategic Focus Area # 1: To Re-envision the PLC as a vehicle for sustained, relevant, job-embedded professional development**

Major Activities	Correlation to District Strategic Plan	Staff Responsible / Resources	Timelines	Indicators of Success
<ol style="list-style-type: none"> <li>1. To develop one team of 5-6 actual interdisciplinary 21st Century Classrooms (Math, English, History, Science, Special Education, and Vocational/Arts) by the end of the 2014-2015 school year so that Information and Communication-Rich Technology, Problem Based Learning and Common Core Pedagogy can be turn-keyed among colleagues.</li> <li>2. To analyze pilot results and plan additional roll-out by August 2016;</li> <li>3. If pilot program is deemed successful with only minor revisions, it will be extended to a second phase of implementation.</li> </ol>	<p><b>All Standards: Standards 1-5</b></p>	<p><b>SWMHS Administration;</b></p> <p><b>Central Administration;</b></p> <p><b>Interested SWMHS Teachers;</b></p> <p><b>Interested SWMHS Students;</b></p> <p><b>Consultants and Trainers as needed</b></p>	<p><b>June 2015</b></p> <p><b>August 2015</b></p>	<p><b>Actual Development of 21st Century pilot environments characterized by implementation of Common Core Standards; Authentic (Information and Communication-Rich) Use of Technology; Strong Student Engagement as evidenced by Danielson Domain 3C; Data revealing improved student outcomes in interdisciplinary areas.</b></p>

## 2014-2017 SWMHS GOALS ACTION PLAN

**SWMHS STRATEGIC FOCUS AREA 2: To continually monitor student data in order to intentionally elevate the performance of all students.**

<i>Major Activities</i>	<i>Correlation to District Plan</i>	<i>Staff Responsible / Resources</i>	<i>Timelines</i>	<i>Indicators of Success</i>
<p><b>Activity 2.1:</b> Strategic Furtherance Committee will work with SWMHS and District Administration in order to explore options for potential Formative Benchmarked Assessments in order to:</p> <ul style="list-style-type: none"> <li>• Foster awareness of standards achievement</li> <li>• Break down and analyze student data by subgroup in order to uncover existing performance trends</li> <li>• Track Progress Continually</li> </ul>	<p>Standard #1 Ensure the Success of Every Student</p>	<p>SWMHS Administration; District Supervisors; SWMHS Strategic Furtherance Committee; District Administration;</p>	<p>2014-2015  school year</p>	<p>Identification, Selection and Implementation of Formative Benchmarked Assessment Tool.</p>
<p><b>Activity 2.2:</b> Strategic Furtherance Committee will continue to work with Building and District Administration (Curriculum) in order to improve the quality of State Mandated SGO's. SGO's are academic goals for groups of students that are aligned to State Standards and can be tracked using objective measures. SGO's are a requirement under the Achieve NJ Law. Teachers and Administrators alike receive ratings from NJDOE based on quality of goals set and by the achievement of those goals by students.</p>	<p>Standard #1 Ensure the Success of Every Student</p>	<p>SWMHS Administration; District Supervisors; SWMHS Strategic Furtherance Committee; Central Administration;</p>	<p>Ongoing 2014-2017</p>	<p>High Quality SGO's with Strong Student Outcomes informed by data.</p>

# 2014-2017 SWMHS GOALS ACTION PLAN

**SWMHS STRATEGIC FOCUS AREA #3: Recognize and celebrate academic contributions of both staff and students. Develop a systematized approach to seeking out rigorous ways to augment course offerings.**

Major Activities	Strategic Focus Area / Correlation to District Plan	Staff Responsible / Resources	Timelines	Indicators of Success
<p><b>Definition:</b> Renaissance at SWMHS - Renaissance is a student recognition program that honors students who show success in academics, maintain good attendance, and improve or excel with regard to positive disciplinary record. Renaissance connects to Parents, Students, and Community Organizations in order to “Get the Word Out” that SWMHS is an academic High School of High Caliber.</p>	<p>Standard #1 Ensure the Success of Every Student; Standard #5: Ensure the effective use of human resources to provide a reflective and self-renewing organizational environment</p>	<p>SWMHS Renaissance SWMHS Teachers SWMHS Guidance SWMHS Administration District Administration</p>	<p>On-Going, 2014-2017</p>	<p>Enhanced Recognition and Celebration of Students’ Academic Success at SWMHS; Increased number of students participating in Renaissance and Advanced Course Offerings; Positive Marketing of SWMHS Academic Programs to Sayreville Community and Beyond</p>
<p><b>Activity 3.1:</b> SWMHS Renaissance Students, SWMHS Staff and Administration will develop a systematic approach to seeking out rigorous course augmentation by <b>investigating</b> and <b>determining viability</b> of offerings such as:</p> <ul style="list-style-type: none"> <li>• “AP for ALL”;</li> <li>• Potential Enhanced Internships;</li> <li>• “Small Learning Communities”;</li> <li>• “International Baccalaureate”;</li> <li>• Other opportunities</li> </ul>	<p>Standards 1 and 5 (See Above)</p>	<p>SWMHS Renaissance SWMHS Teachers SWMHS Guidance SWMHS Administration District Administration</p>	<p>On-Going, 2014-2017</p>	<p>Artifacts of Investigation</p>
<p><b>Activity 3.2:</b> SWMHS Renaissance Students/Staff will report findings of Activity 3.1 to District and BOE Curriculum Committee for further consideration annually through 2017.</p>	<p>Standards 1 and 5 (See Above)</p>	<p>Same as Above</p>	<p>On-Going, 2014-2017</p>	<p>Acceptance of rigorous course augmentation by District Administration and Board</p>

# 2014-2017 SWMHS GOALS ACTION PLAN

**SWMHS STRATEGIC FOCUS AREA #4: Collaborate with area High Schools, local businesses, community and faith based organizations to foster student preparation for College and Career.**

Major Activities	Strategic Focus Area / Correlation to District Plan	Staff Responsible / Resources	Timelines	Indicators of Success
<p>Based on Investigatory Activities of Strategic Focus Area #3, this goal is yet to be determined, pending decisions made by our Board and Administration with regard to Activity 3.1.</p> <p><b>However, SWMHS Strategic Planning Committee envisions Improved Internship Offerings, Career Apprenticeships, and more Immediate Workplace Readiness as per the Partnership for Readiness in College and Career (PARCC). <i>The sky is the limit...</i></b></p>	<p>Standard #1 Ensure the Success of Every Student;</p> <p>Standard #5: Ensure the effective use of human resources to provide a reflective and</p>	<p>SWMHS Renaissance</p> <p>SWMHS Teachers</p> <p>SWMHS Guidance</p> <p>SWMHS Administration</p> <p>District Administration</p>	<p>On-Going, 2014-2017</p>	<p>Improved Internship Offerings, Apprenticeships, Immediate Workplace Readiness as per Common Core/PARCC, and more.</p>



# A Final Thought:

*“You are not here merely to make a living... You are here in order to enable the world to live more amply, with greater vision, with a finer spirit of hope and achievement...*

*You are here to enrich the world. You impoverish yourself if you forget that errand...”*

– President Woodrow Wilson

