3D Strategic Plan

Strategic Plan 2016-2021

Prepared for the

Northern Highlands Regional High School
Allendale, New Jersey

Facilitated by: NJSBA Field Services Department

Al Annunziata, Field Service Representative
Robynn Meehan, Field Service Representative
Charlene Peterson, Field Service Representative

New Jersey School Boards Association
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3D Strategic Plan

Northern Highlands Regional High School

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Acknowledgements

The Northern Highlands Regional High School's 3D Strategic Planning process, completed during the 2015-2016 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

Northern Highlands Regional High Schools Board of Education

Barbara Garand, President

Gail Trumbetti , Vice President

Anne Goddard

Dr. Robert Hands

James Mulanaphy

Ann Pagano

Ellen Marie Walsh

Lisa Jill Webb

Robert Wei

Dr. Sheila Yallowitz

Henry Senger, Saddle River Representative Liaison

Brian O'Connor, Student Representative

Grace Travers, Student Representative

Dr. Scot Beckerman, Superintendent
Mr. James Davis, Business Administrator/Board Secretary

New Jersey School Boards Association

Al Annunziata, Field Service Representative
Robynn Meehan, Field Service Representative
Charlene Peterson, Field Service Representative

3D Strategic Planning Process

Executive Summary

A. Educating the Board to make an informed decision

At a meeting of the Board on June 29, 2015 New Jersey School Boards Association made a presentation to the Board on the 3D Strategic Planning Services available through the Association.

The information included a review of the following information and requirements:
- commitment of time and resources
- school and community level involvement
- strategic planning to meet the needs of the district
- the Board's role in the process
- potential participants to be included in the process

On June 30, 2015, the Board contracted with NJSBA for these services. After which the Board set the Strategic Planning process to begin with the start of 2016.

B. 3 D Strategic Plan Meetings

On January 20, February 11, and March 23, 2016, Al Annunziata, Robynn Meehan and Charlene, Peterson, Field Service Representatives, facilitated 3 Strategic Planning meetings. Outcomes of these meetings include:
1. Strengths and Challenges/Opportunities,
2. The vision of the future for your district,
3. Goals and Objectives

Outcomes in the Strategic Planning Notebook are from all 3 of the Strategic Planning Meetings are included in this notebook.

C. Developing the Action Plans

The Superintendent and Administrative Team will develop action plans to implement the 3D Strategic Plan. The action plans will include:

1. The actions necessary needed to accomplish the goals and objective
2. Select measures for accountability
3. Resources required
4. A timeline for implementation

D. <u>Next Steps-</u> The board will develop the strategic plan and the administration will develop action plans to implement each of the identified goals. The plan should be placed on your website for your staff and community members. A copy of the plan should be on your board table to provide a framework for your decision-making.

MISSION STATEMENT

The members of the Northern Highlands community--students, faculty, administration, staff, parents, and other community members--will:

* Provide a safe, nurturing, and stimulating environment dedicated to human development.
* Use shared decision-making to create a harmonious environment.
* Create a community committed to academic excellence and the highest ethical standards.
* Care about all individuals of our community, their growth and development, their ideas and aspirations.
* Create an administration that efficiently and effectively serves the needs of students and faculty with the best interests of the school in mind.
* Foster a highly motivated and innovative staff that inspires students to discover and perpetuate the joy of learning.
* Involve parents, community, and businesses in the educational process.
* Perpetually evaluate and adjust the educational process to ensure its relevance to current and future needs.
* Incorporate conceptual and technological advances both as the object of learning and as tools to facilitate learning.
* Provide appropriate facilities, materials, equipment, and time for effective learning and teaching.
* Emphasize the importance of physical and mental well-being by creating an environment that encourages healthy choices and positive self-esteem.
* Encourage students to appreciate and contribute to our culturally diverse society.
* Provide an intellectual and cultural environment that is optimal for learning, creativity, and independent thinking.
* Enable all students not only to master a common core of knowledge and skills, but also to use that knowledge creatively to solve real-life problems.
* Promote pride in ourselves and our community, and foster school spirit.

Vision: **Everyone in the *Northern Highlands High School Community* shall be prepared and inspired:**

To Learn
To Grow
&
To Contribute

Guiding Principles: *The achievement of our mission requires everyone's daily demonstration of our beliefs.*

We believe the following:
Each of us is important; our differences are a strength.
Each of us can make a difference within and beyond our community.
Individual involvement is a key to achieving excellence.
We can all learn from each other.
Respect for ourselves and others is fundamental.

We must trust each other; trust is built more on actions than on words.
* Honesty, integrity, and ethics are essential to trust.
* Shared decision-making and teamwork give us power beyond the sum of our individual strengths.
* Setting goals leads to achievement.
* We are responsible for ourselves and our environment.
* Imagination and creativity will enable us to solve that which now appears impossible.
* Pride is the result of striving for one's personal best.
* We can learn from our mistakes.
* Those who are affected by a policy should be involved in its making.
* Communication is important: we must feel free to speak our minds and question openly without fear.
* We must encourage each other to feel secure, supported, and understood.

GOALS

The five goal areas that have emerged from the group work are:

1. **Critical Literacy & Life Competencies (Student Success)**

2. **Personalized Learning**

3. **Technology**

4. **Learning Spaces**

5. **Global Citizenship**

Goal Area # 1:

CRITICAL LITERACY & LIFE COMPETENCIES (STUDENT SUCCESS)

Goal Statement:

Develop student centered discovery and technology based critical thinking competencies to cultivate a coherent set of social-emotional, cultural and civic life skills.

Objectives:

1. Mentor students to develop a strong sense of self and independence through social-emotional learning in an effort to find and explore their passion and achieve their personal best.

2. Maintain course offerings with appropriate rigor to meet the needs of all students while increasing opportunities for interdisciplinary studies.

3. Provide a forum environment where students are permitted and encouraged to explore the world, its culture and people.

4. Foster student development of their skills to promote more effective and efficient learning.

Goal Area #2:

PERSONALIZED LEARNING

Goal Statement:

Introduce and promote personalized learning environments and dynamic curricular opportunities to meet the individual student needs and interests.

Objectives:

1. Encourage self-directed learning at home to connect with content at school (i.e. through the "flipped classroom").

2. Explore alternative scheduling to create time and space for independent and creative learning environments.

3. Provide students more choice in curriculum and assessment within core academic subjects.

4. Provide ways to offer and integrate independent learning through internships, fieldwork, and academic studies within the program.

5. Redefine counseling and support services to promote individualized student learning plans.

Goal Area #3:

TECHNOLOGY

Goal Statement:

Technology integration at NHRHS will further transform teaching and learning to promote curiosity, communication, collaboration, productivity, creativity and decision-making.

Objectives:

1. Provide staff with ongoing, targeted and job-embedded professional development.

2. Create and foster a culture that encourages innovation.

3. Provide opportunities, time and resources for staff to continually reflect and improve curriculum and instruction.

4. Update and evaluate learning spaces to accommodate the ever evolving use of technology.

Goal Area #4:

LEARNING SPACES

Goal Statement:

Create a safe school climate and facility that promotes a healthy balance of the academic, emotional and social development of the student.

Objectives:

1. **Maintain a low student-teacher ratio.**

2. **Upgrade facilities to support the 1:1 initiative.**

3. **Enhance social emotional programs with relevant follow-up student discussion.**

4. **Provide programs that prepare students for successful post-secondary transition.**

5. **Foster a mindset that focuses more on personal growth and learning among all stakeholders in the school community including: students, staff and parents.**

Goal Area #5:

GLOBAL CITIZENSHIP

Goal Statement:

Graduate students who are socially conscious, globally aware, independent thinkers with strong personal communication skills.

Objectives:

1. Enhance personal communication and collaboration skills.

2. Expand curriculum to increase tolerance and appreciate diversity.

3. Foster global citizenship and awareness on a daily basis.

4. Create opportunities for community service.

5. Promote opportunities for independent study.

Appendix "A"

Superintendent's
"State of the School Report"

Appendix "B"

Strengths and Challenges/Opportunities

1. Critical Literacy & Life Competencies (Student Success)

Strengths:
- High academic achievement (3)
- Strong test scores (standardized tests)
- Student performances
- Motivated/polite students
- Students come wanting to learn/be challenged/prepared/motivated
- Graduation rate

- Vast/extensive curriculum
- Dual college enrollment
- AP classes
- Rigor of classes
- Wide variety of electives (4)
- Transition from middle school
- "Ambassador Program" - social transition
- College prep
- Prepare for college - admissions process
- Prepare for college (academic)
- Community - transition project

- Always looking to improve/self-assessment
- Attention to "race to nowhere"

- Excellent teachers/advocates
- Staff - quality and commitment (2)
- Teachers are flexible and creative
- Mutual respect between teachers and students
- Creative approaches to schoolwork
- Hands-on management with teachers and faculty
- Teaching staff creative, strength in reaching all students, dedication, intellect/knowledge
- Professional development

- Available resources (2)

- Facilities/ Campus
- Opportunities for students (2)
- One-on-one initiative (laptops for all students)
- Extensive co-curricular activities (4)

- Commitment of staff/community/board of education
- Parents (2)
- Community support (2)
- Collaboration between quad districts
- Articulation with sending districts/towns
- Inter-district communication

Challenges/ Opportunities:
- Broaden the definition of success
- Distortion of success - Expansion of idea of success

- Modernization of facilities
- Facilities improvement/expansion (technology/sports)

- Interdisciplinary courses
- Improvement of master schedule
- Internships/community service
- Time
- Career education
- Revisit homework policy/wellness
- Communication between students, parents, faculty

- Improve the way we "reach" all of our students
- Guidance counselors-expansion
- Guidance department understaffed/improve guidance services
- Student emphasis on grades and associated stress - Celebrate learning
- Mindset - need to achieve, not love of learning
- Time management and balance
- Balancing student wellness versus student achievement K-12
- Stress reduction for students
- Pressure (inside and outside)
- Mental health
- Obsessions with grades
- Balance of wellness initiative (to continue)/community and school

- Increase/grow diversities-cultural sensitivity
- Reduce competitiveness within students
- Bullying on social media/cyber bullying
- Academic transition (increase support)
- Student involvement in decision-making
- Attendance

- Integration of technology
- Successful rollout of the 1:1
- More emphasis on computer science
- Integrating one-on-one initiative (laptops) into the curriculum/authentic use of
- Give educators enough professional development for technology

- Integrating technology with sending districts
- Continue to improve dialogue with for sending districts (cooperation to get altogether)

- State-mandated requirements impede efficiency

2. <u>Personalized Learning:</u>

<u>Strengths:</u>
- High academic achievement (2)
- Students come wanting to learn/be challenged/prepared/motivated
- Strong test scores (standardized tests)
- Student performances
- Graduation rate
- Motivated/polite students

- Vast/extensive curriculum
- AP classes
- Dual college enrollment
- Rigor of classes
- College prep
- Prepare for college - admissions process
- Prepare for college (academic)
- Wide variety of electives (4)
- Transition from middle school
- Extensive co-curricular activities (4)

- Excellent teachers/advocates
- Teachers are flexible and creative
- Mutual respect between teachers and students
- Quality of staff
- Professional development
- Creative approaches to schoolwork
- Hands-on management with teachers and faculty
- Teaching staff creative, strength in reaching all students, dedication, intellect/knowledge
- Always looking to improve/self-assessment
- Staff - quality and commitment
- Attention to "race to nowhere"

- Lots of resources available (2)
- Opportunities for students (2)

- Commitment of staff/community/board of education
- Facilities/ Campus
- One-on-one initiative (laptops for all students)

- Articulation with sending districts/towns
- Collaboration between quad districts
- Support of community and parents (2)
- Community - transition project

Challenges/ Opportunities:
- Reduce competitiveness within students
- Broaden the definition of success
- Student emphasis on grades and associated stress - Celebrate learning
- Mindset - need to achieve, not love of learning
- Distortion of success - Expansion of idea of success

- Modernization of facilities
- Budget challenge with grounds and facilities
- Facilities improvement/expansion (technology/sports)
- Budget constraints/prioritize dollars (3)
- Pay for IT –consistency

- Stress reduction for students
- Interdisciplinary courses
- Improvement of master schedule
- Time
- Academic transition (increase support)
- Career education
- Internships/community service
- Guidance counselors-expansion
- Increase/grow diversities-cultural sensitivity
- Guidance department understaffed/improve guidance services
- Balance of wellness initiative (to continue)/community and school
- Balancing student wellness versus student achievement K-12
- Revisit homework policy/wellness
- Pressure (inside and outside)
- Mental health
- Obsessions with grades

- Student involvement in decision-making
- Time management and balance
- Improve the way we "reach" all of our students
- Attendance

- Integration of technology
- Successful rollout of the 1:1 (2)
- Integrating one-on-one initiative (laptops) into the curriculum/authentic use of
- More emphasis on computer science
- Give educators enough professional development for technology

- Integrating technology with sending districts
- Continue to improve dialogue with for sending districts (cooperation to get altogether)

- State-mandated requirements impede efficiency
- Communication between students, parents, faculty

3. <u>Technology:</u>

<u>Strengths:</u>
- Students come wanting to learn/be challenged/prepared/motivated
- Opportunities for students (2)

- One-on-one initiative (laptops for all students)
- Prepare for college (academic)

- Teachers are flexible and creative
- Hands-on management with teachers and faculty
- Mutual respect between teachers and students
- Creative approaches to schoolwork
- Teaching staff creative, strength in reaching all students, dedication, intellect/knowledge
- Professional development

<u>Challenges/ Opportunities:</u>
- Integration of technology
- Successful rollout of the 1:1 (2)
- Integrating one-on-one initiative (laptops) into the curriculum/authentic use of
- More emphasis on computer science
- Pay for IT –consistency

- Bullying on social media/cyber bullying

- Improve the way we "reach" all of our students
- Facilities improvement/expansion (technology/sports)

- Communication
- Integrating technology with sending districts

4. <u>Learning Spaces:</u>

<u>Strengths:</u>
- High student achievement (2)
- Motivated/polite students
- Students come wanting to learn/be challenged/prepared/motivated
- Student performances

- Support of community and parents
- Committed community
- Inter-district communication

- Excellent teachers/advocates
- Teachers are flexible and creative
- Hands-on management with teachers and faculty
- Mutual respect between teachers and students
- Creative approaches to schoolwork
- Always looking to improve/self-assessment
- Staff - quality and commitment (2)
- Professional development

- Lots of resources available (2)
- Opportunities for students (2)
- Extensive co-curricular activities (3)

- Commitment of staff/community/board of education
- "Ambassador Program" - social transition
- Transition from middle school
- Community - transition project

- Food/Cafeteria
- Facilities/ Campus
- Safety and security

<u>Challenges/ Opportunities:</u>
- Broaden the definition of success
- Distortion of success - Expansion of idea of success
- Mindset - need to achieve, not love of learning

- Modernization of facilities
- Facility upkeep - air-conditioning and heating deficiencies
- Budget constraints/prioritize dollars (3)
- Budget challenge with grounds and facilities
- Student safety and security
- Facilities improvement/expansion (technology/sports)
- Transparency with cost on sports, curriculum, events, etc…
- Pay for IT –consistency

- Stress reduction for students
- Pressure (inside and outside)
- Mental health
- Obsessions with grades
- Drug and alcohol abuse
- Guidance department understaffed/improve guidance services
- Guidance counselors-expansion
- Increase/grow diversities-cultural sensitivity
- Reduce competitiveness within students
- Bullying on social media/cyber bullying
- Student emphasis on grades and associated stress - Celebrate learning
- Balancing student wellness versus student achievement K-12
- Balance of wellness initiative (to continue)/community and school
- Revisit homework policy/wellness
- Time management and balance
- Internships/community service
- Attendance

- Interdisciplinary courses
- Improvement of master schedule

- Improve the way we "reach" all of our students
- Communication
- Communication between students, parents, faculty

- Integrating technology with sending districts
- 1:1 (2)

5. Global Citizenship:

Strengths:
- Always looking to improve/self-assessment
- Students come wanting to learn/be challenged/prepared/motivated

- Commitment of staff/community/board of education
- Support of community and parents
- Committed community
- Teaching staff creative, strength in reaching all students, dedication, intellect/knowledge

- Opportunities for students (3)
- Course offerings
- Community - transition project
- One-on-one initiative (laptops for all students)
- "Ambassador Program" - social transition

Challenges/ Opportunities:
- Integration of technology
- Successful rollout of the 1:1 (2)
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- Increase/grow diversities-cultural sensitivity
- Balance of wellness initiative (to continue)/community and school
- Give educators enough professional development for technology

- Distortion of success - Expansion of idea of success
- Internships/community service
- Improve the way we "reach" all of our students

Appendix "C"

District Picture of Visioning Exercise

1. <u>Critical Literacy & Life Competencies (Student Success)</u>

<u>Vision:</u>

"Northern Highlands: Going Back to Basics- Moving Towards the Future"
- Global perspective/informed global citizens
- Technologically advanced
- Civic minded
- An informed and savvy consumer of information
- Strong communication and collaboration skills

"Northern Highlands: A Place for Living, Learning and Connecting with the World"
- Teachers who are facilitators/mentors; interactive with students; flexible and adaptable collaborators
- A curriculum that is dynamic and progressive, promotes creativity, challenging, globally connected
- Students and graduates who are socially conscious, globally aware, independent thinkers, creative, innovative, self-directed, capable, and confident
- Environment that is fluid, nurturing, safe and supportive
- Facility that is state-of-the-art (i.e. structure and technology, Wi-Fi)

"Students Guide the Course"
- Revamp grading and assessments
- "Comfortably uncomfortable"
- Exercise careful judgment (social, civic, technology, educational)

"Highlands Finds the Ultimate Balance" (Keep up with the technological world while maintaining a balance of wellness and social skills)
- Expansion of technology education
- Digital citizenship for the 21st-century society
- The ability to effectively research
- Elite non-academic environment
- Expansion and integration of community service

"Building Lifelong Learners"
- Students with high digital literacy
- Students with greater independence/autonomy
- Fostering an environment of resilience
- Fostering a global citizenship/awareness

"Whole child approach" and "open classroom"

2. <u>Personalized Learning:</u>

<u>Vision:</u>

"Northern Highlands: Going Back to Basics- Moving Towards the Future"
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3. <u>Technology:</u>

<u>Vision:</u>

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4. <u>Learning Spaces:</u>

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Appendix "D"

Action Plans