

Strategic Plan for SY 2015-2016

Progress Score

1 = Low /Limited Progress

2 = Moderate /On Track

3 = Complete

Principal Practice Goal #1: Camden Street School				
Competency:	Management and Coaching of Instructional Staff			
SMART Goal:	By June 2016, 100% of all instructional staff through frequent classroom visitations will be provided with tailored/timely feedback and coaching aligned to the framework for effective teaching.			
	Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):			
	<ul style="list-style-type: none"> - Tools that are needed - Tasks/events that need to occur - Processes/rituals that need to be established/monitored/improved - Social Media- Twitter, Facebook, Instagram, Google Classroom 		<ul style="list-style-type: none"> - Management conversations that need to occur - High-quality meetings that need to occur - Stakeholders who need to be empowered - Book Study 	
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)	Point Person(s)	Metric/Outcome (WHAT'S DONE)	Progress Score
Academic Teacher Team Meetings	Job embedded professional development in which teachers are coaching teachers. Teachers engage in the data cycle resulting in the adjustment of instruction and the tracking of student progress towards mastery. Employ a variety of tools to assess and monitor student mastery.	McAfee (ELA) Wild (Math)	Students will demonstrate at least 5% growth on various assessments	
Staff Development	<p><u>August Professional Development</u></p> <ul style="list-style-type: none"> -Team Building/ Teacher Framework/Expeditionary Learning/Core Knowledge/Go Math/Blended-Learning/ PBSIS/Read180/System44/ F.A.C.E. Time/Rigor and Inclusiveness (Six Levels of Questioning)/ Achieve 3000/Think Through Math/ Restorative Practices/Outliers Book Study/AppreNet/Google Apps for Educators <p><u>September Professional Development</u></p> <ul style="list-style-type: none"> - Team Building - Restorative Practice - Blended Learning - PBSIS (Positive Behavior support in Schools) - Station Learning and the Ideal Classroom Design for Student Learning - Google Apps for Educators (Drive- Docs, Slides, Forms, Classroom) <p><u>October Through June- TBD based on new data</u></p>	McAfee (ELA) Wild (Math) Principal CIO VP NTO Committee PBSIS Committee		

Strategic Plan for SY 2015-2016

Formal and Partial Observations	At least 3 long non-tenured At least 2 long for tenured	Principal CIO VP	Bloomboard system reports required amount of long and short for tenured and non-tenured teachers. Also shows teacher growth in various competencies.	
Walkthroughs- (Teacher and Administrative)	Quarterly informal walkthroughs to ensure alignment to the Teacher Framework	CIO	Walkthrough rubric showing a score of 3 or above.	
Academic Interventionist (ELA)	<ul style="list-style-type: none"> - Coaching/Training of ELA teachers on Guided Reading - Intervention for cusp students - Modeling of guided reading lessons - Literacy Action Plan for students in grades 3-8 needing rigorous intervention using Read180/System 44 	McAfee Kearns Young	Student demonstrate at least 5% growth on various ELA assessments and reading lexiles	

Strategic Plan for SY 2015-2016

Principal Practice Goal #2: Camden Street School				
Competency:		Curriculum Assessment and Instruction		
SMART Goal:		By June 2016, all unit plans and classroom visitations will show objectives that are focused on student-centered instruction which are aligned to the Common Core and ISTE Standards, including teacher generated questions and assessments within a blended learning environment.		
	Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):			
	<ul style="list-style-type: none"> - Tools that are needed - Tasks/events that need to occur - Processes/rituals that need to be established/monitored/improved - Provide continuous PD on the integration of technology 		<ul style="list-style-type: none"> - Management conversations that need to occur - High-quality meetings that need to occur - Stakeholders who need to be empowered - Google Classroom 	
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)		Metric/Outcome (WHAT'S DONE)	Progress Score
Partial Observations – Focused on Alignment and integration of technology	Weekly Classroom Visitations to check alignment using the objective, DOL, and integration of technology rubrics	Principal VP CIO	Bloomboard system shows teacher observations. Google Forms shows documentations for weekly classroom visits.	
Formal Observations- Focused on gathering data to support Common Core Mastery and ISTE Standards	At least 3 long non-tenured At least 2 long for tenured	Principal VP CIO	Bloomboard reports required amount of long and short for tenured and non- tenured teachers. Also shows teacher growth in various competencies.	
Administrative Walkthroughs- Focused on gathering data to support Common Core Mastery and ISTE Standards	Quarterly walkthroughs or learning walks to check feedback, alignment, checking for understanding, engagement student and teacher talk time, time on task, and integration of technology.	Principal VP CIO	Bloomboard reports required amount of long and short for tenured and non-tenured teachers. Also shows teacher growth in various competencies. Google Forms collects data to show where technology is most frequently and effectively used.	

Strategic Plan for SY 2015-2016

<p>Unit Plans- Ensure that teachers are creating effective lesson plans that are student-centered, incorporate 21st Century skills, technology, blended learning, and station teaching</p>	<p>Monthly review of all unit plans with quality feedback. Administrators to attend and participate in weekly Academic Teacher Team meetings. Teachers will collaborate on all Unit Plans using Google Docs.</p>	<p>Principal VP CIO</p>	<p>Collection of all Unit Plan using Docs, which will include timely feedback from the grade level administrator. Agenda for all Academic Teacher Team Meetings</p>	
<p>Ensure that assessments are effective tools to monitor student mastery of the Common Core.</p>	<p>Administrative review using a common rubric that is aligned to the common core. Re-test weaknesses identified by assessments generated from Think Through Math, Read180, Systems44, Think Through Math, and benchmark assessments. Child Study Team to attend and participate in weekly Academic Teacher Team meetings to provide teacher with resources and techniques for students with special needs.</p>	<p>McAfee Wild CST</p>	<p>Data review dates for ANET, SRI tests, benchmark assessments, and DRAs. Agendas and meeting minutes. Unit plans that show modifications driven by ANET data. Increased student performance on re-tests. Logs from CST's conferences with students on a monthly basis.</p>	
<p>Curricula Implementation: -Core Knowledge (K-2) -Expeditionary Learning (3-8) -Go Math (1st-8th)</p>	<p>Weekly Classroom Visitations to check alignment using the curricula and all relevant pacing guides such as the district instructional plans.</p>	<p>McAfee Wild</p>	<p>Walkthrough rubric showing a 3 or higher for implementation.</p>	
<p>Academic Teacher Team Meetings (PreK-8)</p>	<p>Modeling best practices, targeted intervention, common language, strategic action plans, frequent assessments, student portfolios, and collaboration with NPS on ANET interim assessments. Schedule for meetings- Data analysis (week 1) Instructional Strategies (week 2) Student Work (week 3) PARCC Readiness (week 4) <i>Repeat</i></p>	<p>McAfee Wild</p>	<p>Student demonstrate 17.5% increase on various ELA and Math assessments</p>	

Strategic Plan for SY 2015-2016

Blended Learning	Design, implement, and assess 21 st Century learning experiences in order to engage students and increase student achievement. Embed Google Classroom and Google Apps for Educators within Station Learning. Teachers will facilitate and inspire student learning and creativity and innovation in both face-to-face and virtual environments.	Principal CIO VP PD Committee	Review monthly unit plans for lessons designed for blended learning within station teaching. One culminating activity due each quarter that focuses on 21 st Century skills for each grade level.	
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Principal Practice Goal #3: Camden Street School				
Competency:	Student And Family Support			
SMART Goal:	By June 2016, build a culture of inclusion, partnership and ownership that exemplifies high expectations and social and emotional learning for all stakeholders namely students, parents, and staff. All stakeholders will engage in restorative practices that promote rigorous learning for all students in the least restrictive environment.			
Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):				
<ul style="list-style-type: none"> - Tools that are needed - Tasks/events that need to occur - Processes/rituals that need to be established/monitored/improved - Social Media- Twitter, Facebook, Instagram - Management conversations that need to occur - High-quality meetings that need to occur - Stakeholders who need to be empowered 				
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)		Metric/Outcome (WHAT'S DONE)	Progress Score
Family Engagement	Frequent Community Events, Literacy Lunches, Saturday School, Parenting Classes, Walkthroughs with Parents, Back To School Night, Open House, Back To School BBQ, Reader's Theatre, DOSL Exhibit, Special Performances and Talent Show, Musical, 5k/field day, MLK.	Community Engagement Specialist Assistant Operations Manager Leadership Team	Calendar of events/Sign In Sheets/Increased student performance/Parent Classes/Flyers/Increase in parent volunteers	

Strategic Plan for SY 2015-2016

Student Support Team	Ensure that the staff is trained in restorative practices	Mrs. Sanders Mrs. Kim	10 or less discipline referrals per month	
Explicit SEL (Social and Emotional Learning) instruction	Daily Morning Assemblies/Restorative Circles, advisories, student leadership / Lesson Planning with SEL Objectives and DSL (Demonstration of Student Learning), Specific teaching of SEL via classes/ Integration of PBSIS (Positive Behavior Support in Schools)	Mrs. Sanders Leadership Team PBSIS Team	10 or less discipline referrals per month	
SEL Teacher Team Meetings	Share best practices around the implementation of restorative practice. Book study on restorative practice. Observe videos and clips of teachers who have successfully implemented restorative circles. Identify students who are chronic tier two or tier three and alert the SST (Student Support Team).	Mrs. Sanders Leadership Team	10 or less discipline referrals per month	
Student Empowerment	Student Led convocations/Student led restorative circles	Student Council Teacher Teams PBSIS Team Principal	3 out of 5 convocations and restorative circles led by students Students assist PBSIS Team with student/staff recognition on a weekly, monthly, and quarterly basis	
School Surveys	Survey on School Safety and Expectations, Climate and Culture (PBSIS),	Mrs. Sanders Ms. Kim PBSIS Team	- Results show over 90% satisfaction with academic rigor/expectations and school safety. Climate and Culture Survey will be administered twice per school year; January and June. Staff reflections and feedback will shift from Disagree and Strongly Disagree to Agree.	

Strategic Plan for SY 2015-2016

Child Study Team	Walkthroughs, Coaching, creating behavior plans and interventions to educate children in the least restrictive environment, provide in-direct services to all special needs students, participate in weekly Academic Teacher Team Meetings to provide teachers with strategies and resources to increase student achievement and improve instructional practices for students, monitor students who have transitions out of LDM classes and into inclusion settings to determine proper placement.	Child Study Team	Performance of special needs students increase by 10%. 2 or less suspensions for a special needs student per month. Agendas/Sign-in Sheets to support participation in Academic Teacher Team Meetings	
SST (Student Support Team)	Student and Staff Team Building Activities- Building Relational trust to address unmet needs	Sanders	10 or less discipline referrals per month	
International Institute for Restorative Practices	Teachers engage weekly in circle time for: "conflict resolution, healing, support, decision making, information exchange, and relationship development." pg. 7 <i>Defining Restorative</i>	Sanders	10 or less discipline referrals per month	
Behavior Intervention Plans via Ramapo for Children	Coaching and training in multi-tier behavior interventions- To address unmet needs and lagging skills	Sanders Young	- 10 or less discipline referrals per month	
PBSIS (Positive Behavior Support in Schools)	Establish Universal Interventions that promote a positive school climate by teaching and reinforcing a consistent set of behavioral expectations for all students, staff, and settings school-wide into order to increase available instructional time; encourage and support pro-social student behavior; and use a continuum of function-based problem solving to address behavior and conduct issues.	PBSIS Team CIO	10 or less discipline referrals per month. 85% of students in attendance each day (PowerSchool). Integration of student/staff recognition system.	

Strategic Plan for SY 2015-2016

Principal Practice Goal #4: Camden Street School				
Competency:	Transformational Leadership			
SMART Goal:	By June 2016, build the leadership capacity of school and staff leaders to form effective working groups to support goal setting, data analyses, teacher coaching/PD, morning assemblies, literacy, communication, attendance, community engagement, discipline, school safety, and mentoring.			
	Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it):			
	<ul style="list-style-type: none"> - Tools that are needed - Tasks/events that need to occur - Processes/rituals that need to be established/monitored/improved 		<ul style="list-style-type: none"> - Management conversations that need to occur - High-quality meetings that need to occur - Stakeholders who need to be empowered 	
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)		Metric/Outcome (WHAT'S DONE)	Progress Score
Teacher Attendance	Training/ Student vs. Staff Competition, incentive system developed by PBSIS Team	Ms. Kim PBSIS	Low absences at least 70%	
Student Attendance	Teaching, Reinforce Values and Norms, Home Visitations and Data Clean Up, incentive system developed by PBSIS Team	Ms. Kim PBSIS	Low absences at least 65%	
Teacher Walkthroughs	Quarterly Walkthroughs by teachers using the Framework for effective teaching	CIO	Walkthrough Rubric showing a score of 3 or above	
Paraprofessional Walkthroughs	Quarterly Walkthroughs by Teacher aides using a framework similar to the teacher framework.	CIO	Walkthrough Rubric showing a score of 3 or above	
Child Study Team Walkthroughs	Quarterly Walkthroughs by Child Study Team members using a rubric co created by OSE and ICP for measuring students being educated in a Least Restrictive Environment.	CIO	Movement of students to least restrictive environments as evidenced by IEPs.	
<i>Adopt a Classroom</i>	Professionals, College and High School Students read with students throughout the year contributing at last 2000 hours of additional instruction to help the classroom teacher.	Community Engagement Specialist	At least a 17.5 % increase in performance by students engaging in Adopt a Classroom.	

Strategic Plan for SY 2015-2016

<i>Saturday Enrichment</i>	Math and Language Arts teachers increase time on task 10am-12:30pm on Saturdays to ensure that students are mastering the skills outlined by the Common Core and the PARCC assessment. Teachers will utilize Achieve 3000, Think Through Math, Read180, System 44, SRI and other computer based software to increase student performance. Also, teachers will use learning centers to tailor instruction for tier 2 and 3 students in need of additional support and Google Classroom.	McAfee Wild Cohan	At least a 17.5 % increase in performance by students that are attending Saturday school.	
Academic Teacher Team Meetings	Ensure Teacher Teams meet, collaborate, and engage in the data cycle resulting in the adjustment of instruction and the tracking of student progress towards mastery. Employ a variety of tools to assess and monitor student mastery.	McAfee Wild Grade-level admin.	Sign In Sheets/ Agendas/Meeting Minutes/Increased student performance on assessments.	
After School Program	Demonstration of Student Learning (DSL) Exhibit, guided reading and focus for cusp kids, tutoring for NJASK/PARCC, reinforcement of math fundamentals, the application of math skills through Think Through Math and offer a plethora of enrichment classes including; STEM activities.	Hughes McAfee	Survey results show over 90% satisfaction with the school and the enrichment offered to students.	

Strategic Plan for SY 2015-2016

Principal Practice Goal #5: Camden Street School				
Competency:	Organizational Leadership			
SMART Goal:	By June 2016, build the leadership capacity of school and staff leaders to form effective working groups to support goal setting, data analyses, teacher coaching/PD, morning assemblies, literacy, communication, attendance, community engagement, discipline, school safety, mentoring, and the integration of technology.			
	Drivers (what must be true to achieve this goal – you need to launch it, build it, monitor it or know how to evaluate it): <ul style="list-style-type: none"> - Tools that are needed - Tasks/events that need to occur - Processes/rituals that need to be established/monitored/improved 			
	<ul style="list-style-type: none"> - Management conversations that need to occur - High-quality meetings that need to occur - Stakeholders who need to be empowered 			
Drivers (FOCUS AREAS)	Tasks to be completed (TO DO)		Metric/Outcome (WHAT'S DONE)	Progress Score
Teacher Attendance	Training/ Student vs. Staff Competition		Low absences at least 70%	
Student Attendance	Teaching, Reinforce Values and Norms, Home Visitations and Data Clean Up			
Teacher Walkthroughs	Quarterly Walkthroughs by teachers using the Teacher Framework		Walkthrough Rubric showing a score of 3 or above	
Child Study Team Walkthroughs	Quarterly Walkthroughs by Child Study Team members using a rubric co created by OSE and ICP for measuring students being educated in a Least Restrictive Environment.			
<i>Literacy Lunch Food For Thought</i>	Read with Camden Students on Mother's Day and Father's Day to promote reading and encourage parents to read with their children daily.	Community Engagement Specialist Operations Manager Assistant Principal CIO VP	Survey for parents and students showing an increased interest in reading and days that reading occur in the home.	

Strategic Plan for SY 2015-2016

<i>Adopt a Classroom</i>	Professionals, College and High School Students read with students throughout the year contributing at last 2000 hours of additional instruction to help the classroom teacher.	Community Engagement Specialist Operations Manager Assistant	At least a 17.5 % increase in performance by students engaging in Adopt a Classroom.	
<i>Saturday Enrichment</i>	Math and Language Arts teachers increase time on task 10am-12:30pm on Saturday to ensure that students are mastering the skills outlined by the Common Core.	McAfee Wild Cohan	At least a 17.5 % increase in performance by students that are attending Saturday school.	
Academic Teacher Team Meetings	Job embedded PD in which teachers are coaching teachers. Teachers engage in the data cycle resulting in the adjustment of instruction and the tracking of student progress towards mastery. Employ a variety of tools to assess and monitor student mastery.	McAfee Wild	Sign In Sheets/Agendas/Increased student performance	
SST Ramapo, Engineering Better Readers, Costco Tutors	Targeted intervention for specific students, attendance, and discipline. Create a plan for the implementation of co-teaching. Create a one page document for behavioral intervention that can be utilized by any teacher expeditiously. Ensure that the school's vision, mission, and teacher framework is the point of reference for all stakeholders working to increase student achievement.	Sanders Community Engagement Specialist Operations Manager Assistant	10 or less discipline referrals per month/ 17.5% increase in student performance	
After School Program	Demonstration of Student Learning (DSL) Exhibit, guided reading and focus for cusp kids, tutoring for PARCC, reinforcement of math fundamentals, the application of math skills through Think Through Math and offer a plethora of enrichment classes.	Ms. Hughes Ms. McAfee	Survey results show over 90% satisfaction with the school and the enrichment offered to students.	