

3D Strategic Plan

2015 - 2020

Strategic Plan
Executive Summary

Prepared for the

Long Hill Township School District

Facilitated by: NJSBA Field Services Department
Charlene Peterson, Field Service Representative
Al Annunziata, Field Service Representative



New Jersey School Boards Association
Serving Local Boards of Education Since 1914

3D Strategic Plan

Long Hill Township School District

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Acknowledgements

Long Hill Township+ School District's 3D Strategic Planning process, completed during the 2014 - 2015 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

Long Hill Township Board of Education

Board of Education Members:

Rita Barone, President
Nicholas Stevens, Vice President
Steven Brown
David Carn
Matthew DiGiorgio
Richard Girards, Jr.
Marta Moakley
Karen Nyquist
Jordana Raban

Dr. René Rovtar, Superintendent

Staff, Parents, and Community Members

New Jersey School Boards Association

Charlene Peterson, Field Service Representative

Al Annunziata, Field Service Representative



3D Strategic Planning Participants

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3D Strategic Planning Process

Executive Summary

A. Educating the Board to Make an Informed Decision

In 2014 New Jersey School Boards Association made a presentation to the district on the 3D Strategic Planning services available through the Association.

The information included a review of the necessary:

- commitment of time and resources
- school and community level involvement
- strategic planning to meet the needs of the district
- role of the Board in the process
- potential participants to be included in the process

In July of 2014 the Board contracted with NJSBA for these services.

B. 3 D Strategic Plan Meetings

On October 20, 2014, November 17, 2014, and February 5, 2015, NJSBA Field Service Representatives, Charlene Peterson and Al Annunziata, facilitated three Strategic Planning meetings. Outcomes of these meetings include:

1. District Strengths/Opportunities and Challenges
2. Five Year Visions for the Long Hill Township School District
3. Strategic Plan Goals, Objectives, and Strategies.

NJSBA Field Service Representative, Charlene Peterson, will present the management report of this plan at the March 23, 2015 Long Hill Township Board of Education meeting.

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 objectives
2. Measures for accountability
3. Resources required
4. A timeline for implementation.

Long Hill Township School District Mission Statement

We believe that it is the responsibility of the Long Hill Township Board of Education to provide an educational climate that stresses high academic achievement and will permit students to grow socially, physically, intellectually, morally and emotionally so that they may become happy, useful and self-supporting citizens, within the limits of their individual abilities and interests. We believe in each individual's worth and dignity as a person.



Common Threads

Common Threads identified by the group that connected all of the groups' visioning work and led to the development of the goals areas:

- Students have a love of learning and are well prepared for high school
- Individualized learning plan for all students - differentiation
- Embracing diversity
- Less testing or other alternatives to testing
- Cross curricular authentic learning opportunities
- Balanced use of technology as an interactive learning tool
- Meaningful professional development
- Increased collaboration/communication opportunities – internal and external
- Facilities improvements
- Adjusting the learning environment to best meet students' needs – start times, school calendar, online learning, etc.

Goals Areas

The following goals areas emerged for achieving the district's mission:

- Student Achievement
- Technology
- Facilities & Finance
- Culture & Climate/Communication



GOAL AREA # 1

Student Achievement

Goal: *Foster lifelong learning by exposing our students to an authentic learning environment that tailors education to challenge each child's potential in an environment that ignites passion and hunger for learning and helps them excel in their educational experience.*

Objectives:

- Develop authentic lessons.
- Use formative and summative data to evaluate and ensure state-of-the-art learning practices with necessary tools.
- Collaboration within grade/school/ascending district to identify best practices in instruction to prepare students for high school and career readiness.
- Challenge each student to meet their own potential.

Strategies

- Use formative and summative data to guide instruction.
- Differentiate for each student to maximize potential.
- Staff development – focus on instruction.
- Teacher evaluations linked to performance – student progress.
- Cross curriculum/subject collaboration.



GOAL AREA # 2

Technology

Goal: *Incorporate purposeful technology into regular classroom instruction to enhance student engagement and enrich their learning experience.*

Objectives:

- Provide ongoing, sustainable professional development.
- Provide a 1:1 Chromebook initiative.
- Develop a catalog of apps/sites/programs for teachers/students to use regularly to support the delivery of curriculum.
- Use the new Coordinator of Instructional Technology to support all of the above.
- Create a balanced “flipped classroom” environment.

Strategies:

- Student use of technology such as PowerPoint presentations.
- Basic skills in use of technology.
 - Keyboarding
- Ensure proper balance between technology and authentic learning.



GOAL AREA # 3

Facilities & Finance

Goal: *Create fiscally responsible, safe, secure and environmentally conscious facilities for students, staff and community, enabling all learners to reach their full potential.*

Objectives:

- Maximize full potential of our current facilities and grounds.
- Employ best practices of safety and security.
- Budget for short and long-term facility needs and upgrades.

Strategies:

- Teacher and administrator input on needs
- Increase fields for sports and gym class
- Additional materials for arts classes
- Efficient heating and cooling system for environment conducive to learning.
- Explore green building strategies.



GOAL AREA # 4

Culture & Climate/Communications

Goal: *To create a positive, open, and connected school environment that promotes lifelong learning.*

Objectives:

- Create productive citizens through school-wide community service projects and events.
- Celebrate individuality through exposure, education, and acceptance.
- Create an open-door, sense of community, and belonging within the schools.
- Increase public relations with all stakeholders.
- Increase participation in extra-curricular activities

Strategies:

- Expand community involvement in the district.
- Expand guidance counselor services/resources.
- Increase communication regarding progress of students.
- More thorough teacher websites
 - All handouts
 - Class assignments
 - Summary of week's curriculum



Appendix "A"

Dr. Rovtar's State of the District Report



Long Hill Township School District Strategic Planning Process

State of the District Report

We believe that it is the responsibility of the Long Hill Township Board of Education (BOE) to provide an educational climate that stresses high academic achievement and will permit students to grow socially, physically, intellectually, morally and emotionally. The district's mission is to support the development of our students so that they may become happy, useful and self-supporting citizens, within the limits of their individual abilities and interests. We believe in each individual's worth and dignity as a person.

District Mission Statement

We believe that:

Education is a growth process by which people learn to think and act more effectively.

We must provide a safe, pleasant environment for learning.

Respect for the policies of a democratic government is desirable.

Students should acquire an understanding of and a respect for the traditions, customs and heritage of the country.

Students should be encouraged to use leisure time wisely.

Students should be taught that education, in its broadest sense, can become a lifelong pursuit for everyone.

What We Believe

Our responsibility extends to encouraging a close relationship among students, teachers, administrators and the community. We seek to prepare our students to function in a rapidly changing world with an awareness of the past, an understanding of the present and an optimistic preparation for the future.

Our Responsibility

Incorporated in 1866

Community name changed from Passaic Township to Long Hill Township in 1992.

Population of 8702 (according to 2010 Census)

12.13 square miles in size. 55% of the Township consists of vacant land, parks, conservation and open space areas, due principally to the existence of wetlands, flood plains and steep slopes. 47% of the township is public parkland.

(Source: Long Hill Township website)

About the Community

Long Hill Township Schools serve students in Prekindergarten through eighth grade.

High School Students attend Watchung Hills Regional High School in Warren Township.

About the Community

Rita Barone, President
Nick Stevens, Vice President
Robert Blocker
Steven Brown
David Carn
Matthew DiGiorgio
Steven LoCascio
Marta Moakley
Karen Ann Nyquist

Members are elected for three year terms. Elections take place at the General Election in November.

Board of Education

Rene Rovtar - Superintendent
John Esposito - School Business Administrator
Lori Jones - Principal of Gillette School/Director of Curriculum
Jennifer Dawson - Principal of Millington School
George Villar - Principal of Central Middle School
Nicole Dilkes - Dean of Students for all three schools
Alex Blinder - Supervisor of Technology

District Administration

Gillette School serves students in
prekindergarten, kindergarten and
first grade.



Gillette School

Millington School serves students in
grades 2 through 5.



Millington School

Central Middle School serves students
in grades 6 through 8.



Central Middle School

SKIP - Integrated Preschool Program

AM and PM classes

KIT - Preschool Autistic Program (full day)

Kindergarten - Full Day Program began 9/2013

Four classes of Kindergarten (83 students)

Class size of 20/21

First Grade

Four classes of First Grade (74 students)

Class size of 18/19

PREP Program

Supplemental special education instruction

Gillette School Program

Staff:

- 1 Principal/Director of Curriculum
- 1 Dean of Students (shared with Millington and Central Schools)
- 1 School Nurse
- 1 School Secretary
- 11 classroom teachers
- 1 part time special education teacher
- 1 part time Basic Skills teacher
- 1 part time physical education teacher
- 2 part time art teachers (shared with Millington and Central Schools)
- 1 part time music teacher (shared with Millington)
- 1 part time Librarian (shared with Central)
- 1 part time ESL teacher (shared with Millington and Central)
- 1 full and 1 part time speech language professionals
- 8 full time and 3 part time teacher assistants

Gillette School Staff

Second grade - 4 class sections (72 students)
Class size of 18

Third grade - 5 class sections (97 students)
Class size of 19/20

Fourth grade - 4 class sections (68 students)
Class size of 17/18

Fifth grade - 5 class sections (95 students)
Class size of 19 average

2 to 5 WISE Class - special education program

Millington School Program

Staff:

- 1 Principal
- 1 Dean of Students (shared with Gillette and Central Schools)
- 1 School Nurse
- 1.5 School Secretaries
- 18 grade level classroom teachers
- 7 full time special education teachers
- 3 part time Basic Skills teachers
- 1 full time physical education teacher
- 1 part time art teacher (shared with Gillette School)
- 2 part time music teachers (shared with Central and Gillette Schools)
- 1 part time Spanish teacher
- 1 full time STEM teacher
- 1 Librarian (also teaches Futures gifted and talented program)
- 1 part time ESL teacher (shared with Gillette and Central)
- 1 full time speech language professionals
- 2 full time and 6 part time teacher assistants

Millington School Staff

Sixth grade - 5 academic subject areas
(92 students)

Seventh grade - 5 academic subject areas
(117 students)

Eighth grade - 5 academic subject areas
(105 students)

STAR Program - Middle School Life Skills

Central School Program

Staff:

- 1 Principal
- 1 Dean of Students (shared with Gillette and Millington Schools)
- 1 School Nurse
- 1.5 School Secretaries
- 1 Guidance Counselor
- 15 grade level classroom teachers
- 7 full time and 1 part time special education teachers
- 1 part time Basic Skills teacher
- 2 full time and 1 part time physical education teacher
- 1 part time art teacher (shared with Gillette School)
- 1 full time and 1 part time music teachers (shared with Millington School)
- 2 full time World Language teachers
- 1 part time 21st Century Communications teacher
- 1 part time Librarian (shared with Gillette School)
- 1 part time ESL teacher (shared with Gillette and Central)
- 1 part time speech language professional
- 2 full time teacher assistants

Central Middle School Staff

Staff:

- 1 part time special services Director consultant
- 1.5 Special Services Secretaries
- 1 District Guidance Counselor
- 4 Child Study Team Members
- 1 part time Physical Therapist
- 1 full time occupational therapist
- 7 full time and 1 part time special education teachers

Special Services Staff

Staff: 1 Superintendent of Schools
1 School Business Administrator
1 Supervisor of Technology
1 Secretary to the Superintendent
1 Financial Supervisor
1 Assistant to the Business
Administrator

Central Office Staff

Gillette School - one computer lab
Millington School - three computer labs
Central Middle School - three computer labs
Central Middle School - 1 set of 10 Ipads
Wireless Internet in all three schools

Technology

400 computers in use between all three schools
27 SMART Boards, Starboard and Epson Interactive Projectors
All classrooms have an LCD Projector (except special areas like gymnasiums)
Almost all classrooms have document cameras
Yamaha Electronic Piano Lab at Central
Numerous classrooms with Audio Enhancement technology
Technology in STAR Classroom (Life Skills Special Education Program at Central Middle School)

Technology

Software and Applications:
Web-Based Subscription Software such as Discovery Education (CMS) and Brain Pop
Follett Library Web-Based Software, accessible from any classroom in all three schools
Data-Driven Web-Based Math software through Renaissance Learning

Technology

Successful implementation of the PARCC Online Assessment in 2013-2014

Appropriate technology and accommodations are provided to special education students in accordance with student IEPs

Technology

Technology in place for PARCC online assessments that all students in grades 3 through 8 will take twice a year in March and May.

Plan in place to replace servers in 2015

Pilot Chrome Book initiative in 2014-2015

Technology

In the summer of 2014, the district completed the 3 phase of a 3 year project to address roof issues at all three schools.

The March 2014 referendum provided funding, along with state grants and fund balance appropriation to provide air conditioning in all instructional spaces that do not have it. Project specs are under review by the NJDOE.

Facilities

District Enrollment as of October 15, 2014

Prekindergarten	27
Kindergarten	83
First Grade	74
Second Grade	72
Third Grade	97
Fourth Grade	68
Fifth Grade	95
Sixth Grade	92
Seventh Grade	117
Eighth Grade	105
Out-of-District Students	6
Total Enrollment	836

District Enrollment

District Enrollment Projections from October
2013 Demographic Study

School Year	Total Enrollment Forecast
2014-2015	814 (836 actual)
2015-2016	772
2016-2017	734
2017-2018	720
2018-2019	703

District Enrollment Projections

District Budget 2014-2015

Revenue Description	Amount
Local Tax Levy -General Fund	\$14,206,695
Local Tax Levy - Debt Service	\$921,150
Fund Balance	\$357,684
Tuition Income	\$22,500
Interest Income	\$4,000
Subscription Bus Fees	\$40,000
Miscellaneous Income	\$30,000
State Aid	\$640,459
State Non-Public Services	\$86,343
Federal Funding (NCLB/IDEA)	\$203,764
Total Budget	\$16,512,595

Budget Revenues

District Budget 2014-2015

Appropriation	Amount
Regular Programs	\$4,501,400
Employee Benefits	\$2,506,751
Operations	\$1,708,365
Special Education	\$1,545,531
Related Services	\$1,031,998
Transportation	\$848,432
School Administration	\$552,365
Child Study Team	\$494,423
Tuition	\$339,896
Health Services	\$279,700
Central Services	\$257,765

Budget Appropriations

District Budget 2014-2015

Appropriation	Amount
General Administration	\$206,277
Educational Media	\$265,838
Guidance	\$161,317
Basic Skills	\$161,681
Other (Tech., Curr., ESL, Extracurricular, Prof. Devel.)	\$285,697
Capital Outlay	\$83,681
Transfer to Charter Schools	\$70,221
Federal Projects (NCLB/IDEA)	\$290,107
Debt Service	\$921,150
Total Appropriations	\$16,512,595

Budget Appropriations

Tax impact of 2104-2015 Budget

The total budget represented a decrease of 1.24% over the prior year.

The “average” home in Long Hill Township assessed at \$382,411 saw an annual tax decrease of \$26.32 or \$2.19 less per month

The three year average annual increase in taxes from 2012 to 2015 was 1.01%.

Budget and Finance

Implementation of Full Day Kindergarten

Development of new special education programs (such as the STAR Program - middle school life skills at Central School and the PREP Program at Gillette School)

Implementation of the QUEST (Gifted and Talented) Program in grades 6 through 8

Implementation of New District Website

Online access to report cards (K-8) and teacher gradebooks (grade 6-8 only)

Recent Accomplishments

Grade Level	Percent Proficient
Grade 3	83.5%
Grade 4	79.6%
Grade 5	94.6%
Grade 6	86.3%
Grade 7	88.6%
Grade 8	95.7%

The Long Hill Township students met or exceeded the DFG results in language arts in writing at grades 3, 5, 6, 7 and 8; in reading at grades 3, 5, 7 and 8

Student Achievement Language Arts Literacy

Grade Level	Percent Proficient
Grade 3	93.2%
Grade 4	92.4%
Grade 5	93.5%
Grade 6	92.3%
Grade 7	81.3%
Grade 8	94.9%

Results in mathematics and science were similarly strong. Long Hill Township students met or exceeded the DFG average on all indicators in science and almost all grade levels in mathematics.

Student Achievement Mathematics

Date/Time	Meeting Goal
Monday, October 20, 2014	Determining the State of the Schools/District Strengths
Monday, November 17, 2014	Determining the district vision and dreams
Monday, January 26, 2015	Determining the goals and destiny

All meetings will be held in the Central School All Purpose Room at 7:00 p.m.

Strategic Plan Development Calendar

Thank you for your
participation in this
important process!

Appendix "B"

Outcomes from Meetings 1 and 2





Creating a Strategic Plan for the Long Hill Township School District

Mission Statement

We believe that it is the responsibility of the Long Hill Township Board of Education (BOE) to provide an educational climate that stresses high academic achievement and will permit students to grow socially, physically, intellectually, morally and emotionally. The district's mission is to support the development of our students so that they may become happy, useful and self-supporting citizens, within the limits of their individual abilities and interests. We believe in each individual's worth and dignity as a person.

Session 1 of 3 - What Are the Strengths/Achievements and Challenges of the Long Hill Township School District?

On October 20, 2014, Long Hill Township School District administration, Board of Education members, staff, parents and community members came together to initiate strategic planning. The first evening's topic was focused on the strengths/achievements and challenges of the Long Hill Township School District. The meeting began with a welcome and introductions by Board of Education President, Rita Barone. Dr. Rene Rovtar, Superintendent, presented an excellent overview of the current "State of the District." Charlene Peterson, assisted by Al Annunziata, New Jersey School Boards representatives, reviewed the strategic planning process the group would be undertaking.

Just over 40 participants then gathered in five randomly assigned groups to identify the strengths/achievements and challenges of the Long Hill Township School District through brainstorming and the sharing of ideas. After discussion, each group came to a consensus on its top 10 strengths/achievements and top 10 challenges and presented those to all meeting participants.

The information that follows is a summary of the work of the small groups. As discussed with the meeting participants, all consensus points are recorded and posted on the district's website to share the work of the groups during the course of the strategic planning process.

Long Hill Township School District Strategic Planning Meeting #1 Outcomes

The second strategic planning session is scheduled for:

Monday, November 17, 2014 from 7:00 – 8:30 PM at the Central Middle School.

During the November meeting, using a similar brainstorming process, we will create a shared vision for the future of the Long Hill Township School District five years from now.

Please join us. Everyone is welcome, even if you were not able to attend the first session. We look forward to seeing you!

STRATEGIC PLANNING SESSION #1
SUBGROUP REPORTS OF DISTRICT STRENGTHS AND CHALLENGES

Strengths

Yellow Subgroup

Student/Teacher ratio
Strong PTO/Board/FORCE
Small population with good kids and interested parents
Dedicated teachers with good online communication
Strong administrative team
3 school set up
Facility maintenance
Strong CST and special education programs
Unified approach to achieving goals
At home textbooks in grades 5-8

Red Subgroup

Class sizes
Culture of the district
Parent involvement
NJASK results
Approachability parent/staff
Extracurricular programs
Teachers - professional/current
Communication - Friday flyers/daily bulletin
Focused members on board of education
Strong PTO/FORCE
District administration
Improved relationship with sending districts and development of curriculum strategies
Well rounded children

Green Subgroup

Genesis in grades 6-8 for communicating information to parents
Communications - notes and websites
Special education programs/attention
Culture - belonging
Gauging levels per student
PARCC- do well with what we have
Math and Arts
Class size less than 20

Black Subgroup

Facilities assets
Strong parental involvement
Strong education foundation FORCE
Administrative team
Active participation with high school and sending districts. - curriculum
Moving toward open mindedness to question status quo for improvement
Technology-teachers share with each other

Blue Subgroup

Strong academic testing
Small size of district
Strong parental and community involvement
Strong curriculum
Teachers care/longevity
Administrative drive to improve technology
Music program
Positive learning environment

Challenges

Yellow Subgroup

Differentiated Instruction at all ages levels (Teachers sharing best practices with each other)
PARCC/CCSS
Ability Groups vs. Whole class instruction - Don't wait until 5th grade
A place to exchange ideas
Counseling spread too thin
Technology needs
PR lacks and real estate
School security drills and procedures (causes anxiety in some children)
Lack of unity with groups
Budget constraints

Red Subgroup

Budget raised by local taxes
Technology - funding and integration into education
No reading specialists or literacy coaches
Preparing for PARCC
Teacher driven PLCs (Professional Learning Communities)
Poor participation PTO meetings and strategic planning
How to compensate for socioeconomic disparities between the sending districts
Test scores focused on education
Constant threat of cutting funds - music and the arts
Lack of funding for enrichment programs
Challenges informing /educating parents on Common Core

Green Subgroup

Genesis –expansion of gradebook access to other grade levels
Communication consistency
State test scores in LAL
PARCC (Format-technology)
Not enough tech funding
Cultural diversity
Bus routes - some long

Black Subgroup

Declining enrollment
Professional development
Athletic fields neglected
Expand the volunteer base
No specials
Increased costs
Unfunded state mandates
No strings music program/ instrumental program starts in grade 5
Foreign language program
K/6 District articulation with sending districts
K-1 gifted and talented
Sharing best practices
Roadblocks to change
Art program for PreK – K
More cross curricular- art

Blue Subgroup

Administration spread thin
Communication to community/parents as to academic achievement compared to other districts
Increased achievement, strong programs within budgetary constraints
Identifying and improving best practices in classroom
Writing programs
Being a leader in technology
Improving foreign language
Identifying and providing support to ineffective teachers.



Creating a Strategic Plan for the Long Hill Township School District

Mission Statement

We believe that it is the responsibility of the Long Hill Township Board of Education (BOE) to provide an educational climate that stresses high academic achievement and will permit students to grow socially, physically, intellectually, morally and emotionally. The district's mission is to support the development of our students so that they may become happy, useful and self-supporting citizens, within the limits of their individual abilities and interests. We believe in each individual's worth and dignity as a person.

Session 2 of 3

What is our Vision for the Long Hill Township School District in the Next 5 Years?

On November 17, 2014, Long Hill Township School District administration, Board of Education members, staff, parents and community members came together to continue the strategic planning process. The second evening's topic was focused on creating a shared vision for the Long Hill Township School District in the next five years. The meeting began with an overview of the first meeting – the identification of district strengths/accomplishments and challenges.

Then to begin the visioning process, we discussed the idea of moving away from the district for five years and returning, only to find the Long Hill Township School District on the cover of *Time* magazine as "Schools that Succeed." Approximately 45 participants gathered in four randomly assigned groups, with the administrators as a fifth group, to brainstorm what the district did to achieve this remarkable success. After discussion, each group came to a consensus on its shared visions and presented them to all the meeting participants. The session concluded with the identification of common threads throughout the groups' visions and four broad goal areas for the next meeting.

Group Work

All consensus points from each of the groups' visions are recorded and posted on the district's website as a means of sharing the work of the groups with the community during the course of the strategic planning process.

Long Hill Township School District Strategic Planning Meeting #2 Outcomes

Common Threads:

After the individual groups reported their visions, the following common threads were identified that connected all of the groups' work.

- Students have a love of learning and are well prepared for high school
- Individualized learning plan for all students – differentiation
- Students have choices/multiple opportunities for learning
- Embracing diversity and becoming a responsible citizen
- Less testing or other alternatives to testing
- Cross curricular authentic learning opportunities
- Balanced use of technology as an interactive learning tool
- Meaningful professional development
- Increased collaboration/communication opportunities – internal and external
- Facilities improvements
- Adjusting the learning environment to best meet students' needs – start times, school calendar, online learning, etc.

Broad Goal Areas:

The four goal areas for the next session that emerged from the groups' work are:

- Student Achievement
- Technology
- Facilities & Finance
- Culture & Climate/Communication

Next Meeting:

The third and final strategic planning session is scheduled for:

**Monday, January 26, 2015 at 7:00 PM
Central Middle School, 90 Central Avenue, Stirling**

During the January meeting we will:

- Create a goal statement for each of the four identified goal areas.
- Develop objectives and strategies for each goal area based on the information derived from the previous group work in sessions 1 and 2.

Please join us, even if you have not attended previous meetings. Everyone is welcome. We look forward to seeing you!

LONG HILL TOWNSHIP 3D STRATEGIC PLANNING – MEETING 2 -VISIONS

Yellow Group

- Cross Grade Level Collaboration
 - Similar lessons in each classroom – assessments and plans
 - All students in each classroom doing the same thing at each grade level
- Testing
 - Less teaching to the test
 - Less standardized testing
- Inspiration for learning
 - Ignite a hunger for learning
 - Less working on worksheets
 - Lasting quality of education. Personal love for learning.
- Technology
 - Less technology, more fundamentals. Balance.
 - Technology used in a more integrated way
- Teacher Availability
 - Available before and after school
 - Increased interaction and communication between teachers and students.
 - Interactive learning
- Educating the Whole Child
 - Improve non-core subjects – specials – arts, music, PE, etc.
 - Standardization of homework or more meaningful homework
 - Flipping start time – later for older students
- Content Area Supervisors – LA/Math/Specializations
- Public Relations – Celebrating what we do
- Curriculum used by other districts locally – can this inform what we are doing?
- Year Round School – shorter days/more days
- Special Days/Hurricane Days – teach/offer work online
- Differentiated Instruction
 - Learning styles
 - Multiple intelligences
 - Reaching the potential of each child

Red Group

- Differentiated teaching
- Addressing each student as an individual
- Technical devices: Chromebooks, Google, smart boards - training the teachers on the use of these devices
- Mobile devices integrated into the curriculum
- 1:1 technology device for each student
- Well prepared for high school
- Integrated curriculum - grades and subject areas
- Department heads and team leaders shared among the regional districts

- Building cosmetics, field upgrade for safety and aesthetics
- Arts funding
- Training
- Fields and facilities upgrades
- Maintain small class size
- Contemporarily trained teachers
- More guidance counselors
- Teacher support and fully technology trained
- More regular interaction/communication between parents, school, parents, PTO, board collaboration, etc.
- Faculty council - All schools council
- Focus on whole child - differentiated programs
- Regular reviews - gifted and talented/specials/IEPs

Green Group

- Happy students wanting to learn
- Active learners
- Improving articulation
- Authentic learners
- Diversity celebrated
- Real world examples: bus, lunchroom, etc.
- Balance - technology
- Virtual field trips
- Cross curriculum problems
- Best practices across grades and across sending districts
- Touchy-feely administrators (phone)
- Building openness
- Fewer requirements / more learning
- Test free
- Multi-age model for some
- Learn life skills
- Connection to the school

Blue Group

- "Choice" in learning
- More connection to real world and work place
- Seamless technology
 - Every child - computer
 - Age appropriate
 - Across curriculum
 - Maximize the use of technology
- All students educated in district
- Alternative to high stakes testing
- Teach to the child's potential versus Common Core
- More extracurricular programs K-8 at no cost

- Expanded facilities – pool, track, cafeteria, monorail
- More teacher support for teaching

Black Group

- Latest interactive boards
- Every student has a Chromebook
- Virtual classroom relationships with other states/countries
- School celebrations
- Integrated learning communities:
 - Project based learning
 - Science/math
 - Language arts/social studies
- Students using application of knowledge
- Meaningful homework: quality not quantity
- Community based assessment - not state (not top down)
- Elementary school day starting earlier in the morning
- Uniforms
- World language K-12 daily
- Student choice program of study
- Tighter security - officer in each school
- Re-examination of school day and school year
- Community service - citizenship
- Coaches and specialists available for teaching staff
- New windows with blinds/shades
- State of the art facilities