

South River Public Schools
Strategic Plan
2006 - 2009
Blueprint for Excellence



Draft Version

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Co-Chairs: Wayne Sherman (speaker)
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**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
 ACTION PLAN**

GOAL AREA: (1) Climate

Goal Statement: To promote a safe, orderly, and positive learning environment in our district, giving our students and staff the social and academic skills for success.

STRATEGY: Through modeling respect and discipline throughout our schools, expectations will be raised through a greater involvement of all school stakeholders, such as, but not limited to staff, parents, students, and community members.

OUTCOME STATEMENT: Raised expectations for students and staff resulting in a greater degree of respect, discipline, responsibility, and empowerment.

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
1.1 Inform students in South River High School of the raised levels of academic and social standards and expectations evidenced in the <i>Student-Parent Handbook</i> . These expectations will be enforced by the faculty of the school via the utilization of grade level assemblies which address last school year's performance in those areas, and the programs enacted to address observed deficiencies.	Administrators; Teachers	Student/Parent Handbook.		September 2006 – June 2009	Agenda sheets from assemblies. Improved report card grades and achievement test scores.

<p>1.2 Provide assemblies at the Middle School to raise behavioral expectations for students and staff, one of which will be scheduled during “School Violence Awareness Week”.</p>	<p>Administrators; Teachers</p>	<p>Funding from Municipal Alliance. School budget.</p>	<p>Scheduling of expert out-of-district presenters.</p>	<p>September 2006 – June 2009</p>	<p>Five percent reduction in discipline forms indicating some type of violence.</p>
<p>1.3 Conduct formal guidance lessons at the Primary and Elementary Schools regarding prosocial behaviors and conduct a school-wide assembly at the Elementary School regarding academic expectations for all Students.</p>	<p>Administrators; Teachers; Guidance Staff;</p>	<p>Funding from Municipal Alliance. School budget.</p>	<p>Scheduling of expert out-of-district presenters.</p>	<p>September 2006 – June 2009</p>	<p>Five percent reduction in discipline forms indicating some type of violence.</p>
<p>1.4 On an ongoing basis, teachers in South River’s Public Schools will emphasize the importance of “Role Modeling”, respect, and character building, and the direct impact this has on school climate, via presentations by the principals at faculty meetings.</p>	<p>Administrators; Teachers</p>	<p>Character Education Grant and Programs. Faculty meetings. In-district workshops.</p>		<p>September 2006 – June 2009</p>	<p>Faculty meeting agendas. Attendance sheets. Assessment of programs.</p>

<p>1.5 Train novice teachers in positive student behavioral approaches and strategies.</p>	<p>Administrators; Mentors; Supervisors of Instruction</p>	<p>Novice teacher mentoring program.</p>		<p>September 2006 – June 2009</p>	<p>Staff surveys. Professional day reports. Teacher workshop feedback and evaluations.</p>
<p>1.6 Emphasize broader appreciation and respect for cultural diversity, and link cultural connections to teaching and learning.</p>	<p>Teachers</p>	<p>In-district workshops. Members of the community.</p>		<p>September 2006 – June 2009</p>	<p>Attendance at Middle School Cultural Day Festival. District-wide cultural fairs. International Food Festivals. World Cultural Club at High School.</p>
<p>1.7 Expand opportunities for meaningful student, parent, and community input into school and district decisions, including, but not limited to, representation on Strategic Planning and school based advisory committees.</p>	<p>Administrators; Teachers</p>	<p>In-district parent workshops. Decision-making groups. Students. Parents.</p>	<p>Time.</p>	<p>September 2006 – June 2009</p>	<p>Copies of invitations.</p>
<p>1.8 Develop and implement a variety of ways to encourage and involve parental participation in school-</p>	<p>Teachers</p>	<p>In-district parent workshops. ParentConnect.</p>	<p>Funding.</p>	<p>September 2006 – June 2009</p>	<p>Sign-in sheets for conferences and Back-to-School-Night. ParentConnect</p>

<p>sponsored activities, parent support and training programs, and volunteerism</p> <p>1.9 Expand character education topics, such as respect, in student conference sessions and guidance lessons</p>	<p>Teachers; Guidance Staff</p>	<p>Character Education Grant and programs. Parent/Teacher Association assemblies. National Honor Society. South River Students for the Enhancement of the Community (SRSEC). Artwork displays, signs and murals of positive social messages.</p>	<p>Scheduling of expert out-of-district presenters. Funding.</p>	<p>September 2006 – June 2009</p>	<p>enrollment. Family Math attendance.</p> <p>Lesson plans. Anecdotal records. Observation of caring atmosphere and sense of welfare. Observation of students practicing positive social skills and responsible behavior.</p>
<p>1.10 Promote respect and positive behavior throughout our schools with the implementation of a variety of Character Education/ Anger Management programs which will result in students practicing positive social skills and responsible behavior</p>	<p>Teachers; Guidance Staff</p>	<p>Character Education Grant and programs. Parent/Teacher Association assemblies. National Honor Society. Students for the Enhancement of the Community (SRSEC). Artwork displays,</p>	<p>Scheduling of expert out-of-district presenters. Funding.</p>	<p>September 2006 – June 2009</p>	<p>Lesson plans. Anecdotal records. Observation of caring atmosphere and sense of welfare. Observation of students practicing positive social skills and responsible behavior.</p>

<p>1.11 Reinforce the concept of high expectations for students and staff, thereby establishing an environment where intelligence is respected by and for staff, students, parents, and the community</p>	<p>Administrators; Teachers</p>	<p>signs and murals of positive social messages.</p> <p>In-district parent workshops. Students. ParentConnect. Community members.</p>	<p>Non-English speakers.</p>	<p>September 2006 – June 2009</p>	<p>Staff surveys. ParentConnect enrollment. Family Science Night attendance. Family Literacy attendance. Parent University attendance.</p>
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**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
ACTION PLAN**

GOAL AREA: (2) Community Outreach

Goal Statement: To engage, inform, maximize our interaction and build partnerships with our diverse community.

STRATEGY: Expand/extend communication between South River School District and our community while simultaneously increasing opportunities for the school district to enhance public relations and increase the flow of information within the community, via the coordination of the available resources of home, school, and community.

OUTCOME STATEMENT: Communication will be enhanced and additional information will be disseminated to district stakeholders, including all employees, students, and community members, who will witness and exercise positive ambassadorship.

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
2.1 Expand the utilization of Channel 36 as an informational and public service tool. Programming will include, but not be limited to: Interviews, Bulletin Board, Public Service Announcements, School Events & Programming, Invitations	District Administrators and School Personnel; Guidance Department; Special Education; High School Business Department; High School Newspaper Advisor and Student Staff; High School Students; Bilingual Staff Members; Supervisors of Instruction; Community Members; Parent/Teacher/Student Association; Representation from Ethnic Groups	TV 36	Funding for Service and Maintenance of System. Languages spoken which do not correspond to bilingual staff members. Community members who are unable to provide translators when needed. Availability of key personnel.	September 2006 – June 2009	Increase of requests (minimum of ten percent per school year), as evidenced by program records and requests submitted. Principals provide data – year-to-year comparisons – results forwarded to Superintendent at end of school year. Increase attendance at meetings and

<p>2.2 Provide appropriate translation of school communications, meetings and the dissemination of materials to address language barriers.</p>	<p>District Administrators and School Personnel; Guidance Department; Special Education; High School Students; Bilingual Staff Members; Supervisors of Instruction; High School Students; Bilingual Staff Members; High School Newspaper Advisor and Student Staff; Representation from Ethnic Groups; Community Members; Parent/Teacher/Student Association</p>	<p>TV36; ParentConnect; E-Mail; Community Members</p>	<p>Funding for Service and Maintenance of Systems. Languages spoken which do not correspond to bilingual staff members. Community members who are unable to provide translators when needed. Availability of key personnel. Limited representation of all constituent groups.</p>	<p>September 2006 – June 2009</p>	<p>school functions. All published products attached as addendums to Superintendent’s Reports.</p> <p>Principals forward resource data to the Assistant Superintendent who will compile a district translator resource directory. Increase attendance at meetings and school functions. All published products attached as addendums to Superintendent’s Reports.</p>
<p>2.3 Principals will survey students, staff, and community to ascertain translator needs of family/ community; translator assets available to school district;</p>	<p>District Administrators and School Personnel; High School Students; Bilingual Staff members; Supervisors of Instruction; Representation from</p>	<p>TV 36; South River High School Newspaper</p>	<p>Funding for Service and Maintenance of Systems. Languages spoken which do not correspond to bilingual staff members.</p>	<p>September 2006 – June 2009</p>	<p>Principals forward resource data to the Assistant Superintendent who will compile a district translator resource directory.</p>

<p>primary language spoken in the home.</p>	<p>Ethnic Groups; Community Members; Parent/Teacher/Student Association</p>		<p>Availability of key personnel. Limited representation of all constituent groups.</p>		
<p>2.4 - Principals will advertise on Channel 35, and in South River Public Library, Borough Hall, and in other locations through the community in order to reach non-school affiliated stakeholders in the community</p>	<p>District Administrators and School Personnel; High School Newspaper Advisor and Student Staff; Representation from Ethnic Groups; Community Members; Parent/Teacher/Student Association</p>	<p>TV 36; Internet/District Webpage; High School Newspaper</p>	<p>Funding for Service and Maintenance of Systems. Languages spoken which do not correspond to bilingual staff members. Community members who are unable to provide translators when needed. Availability of key personnel.</p>	<p>September 2006 – June 2009</p>	<p>Principals forward resource data to the Assistant Superintendent who will compile a district translator resource directory. Increase attendance at meetings and school functions. All published products attached as addendums to Superintendent’s Reports.</p>
<p>2.5 - Identify key communicators who can represent and communicate with a wide range of school stakeholders</p>	<p>District Administrators and School Personnel; Guidance Department; Special Education; High School Students; Bilingual Staff Members; Supervisors of Instruction; Representation from Ethnic Groups; Community Members;</p>	<p>TV 36; Internet/District Webpage; High School Newspaper; Special Education Department Newsletter; Guidance Department Newsletter; Specialized</p>	<p>Funding for Service and Maintenance of Systems. Languages spoken which do not correspond to bilingual staff members. Availability of key personnel.</p>	<p>September 2006- June 2009</p>	<p>Principals forward resource data to the Assistant Superintendent who will compile a district translator resource directory. Increase attendance at meetings and school functions.</p>

<p>2.6 Those organizations which provide printed newsletters/newspapers will ensure timely, informative, and focused information to key communicators.</p>	<p>Parent/Teacher/Student Association</p> <p>Administrators and School Personnel; Guidance Department; Special Education; High School Business Department; High School Newspaper Advisor and Student Staff; High School Students; Supervisors of Instruction; Community Members</p>	<p>Newsletters/Announcements/Brochures; E-Mail</p> <p>TV 36; High School Newspaper; Special Education Department Newsletter; Specialized Newsletters/Announcements/Brochures</p>	<p>Funding for Service and Maintenance of Systems. Languages spoken which do not correspond to bilingual staff members. Availability of key personnel.</p>	<p>September 2006-June 2009</p>	<p>Increase attendance at meetings and school functions. All published products attached as addendums to Superintendent's Reports.</p>
<p>2.7 Develop and implement a Community Relations Plan including key communicators, positive ambassadorship, customer service, stakeholder engagement and involvement, and community partnerships, aligned with the Strategic Action Plan.</p>	<p>Administrators and School Personnel; Special Education; High School Students; Bilingual Staff Members; Supervisors of Instruction; Representation from Ethnic Groups; Community Members; Parent/Teacher/Student Association</p>	<p>TV 36; Internet/District Webpage; High School Newspaper; Special Education Department Newsletter; Guidance Department Newsletter; Specialized Newsletters/Announcements/Brochures; Student Assemblies; Representation from</p>	<p>Funding for Service and Maintenance of Systems. Languages spoken which do not correspond to bilingual staff members. Availability of key personnel.</p>	<p>September 2006-June 2009</p>	<p>Increase attendance at meetings and school functions. All published products attached as addendums to Superintendent's Reports.</p>

<p>2.8 Enhance community involvement, particularly through a variety of events such as but not limited to, bilingual cultural meetings for Parent/Teacher/Student Association, etc.</p>	<p>Administrators and School Personnel; Guidance Department; Special Education; High School Newspaper; High School Students; Bilingual Staff members; Supervisors of Instruction; Representation from Ethnic Groups; Community Members; Parent/Teacher/Student Association</p>	<p>Ethnic Groups; Community Members; Parent/Teacher/Student Association</p> <p>TV 36; Internet/District Webpage; Special Education Department Newsletter; Guidance Department Newsletter; Specialized Newsletters/Announcements/Brochures; Student Assemblies; ParentConnect; E-Mail</p>	<p>Funding for Service and Maintenance of Systems. Languages spoken which do not correspond to bilingual staff members. Community members who are unable to provide translators when needed. Availability of key personnel. Limited representation of all constituent groups.</p>	<p>September 2006-June 2009</p>	<p>Increase attendance at meetings and school functions. All published products attached as addendums to Superintendent's Reports.</p>
<p>2.9 Create and implement a variety of ways to actively engage, involve, and respond to parents and the community, including the development and promotion of Parent University and Family Literacy as</p>	<p>Administrators and School Personnel; Guidance Department; Special Education; High School Students; Bilingual Staff members; Supervisors of Instruction; Representation from Ethnic Groups;</p>	<p>TV 36; Internet/District Webpage; High School Newspaper; Special Education Department Newsletter; Guidance Department Newsletter;</p>	<p>Funding for Service and Maintenance of Systems. Languages spoken which do not correspond to bilingual staff members. Community members who are unable to provide</p>	<p>September 2006-June 2009</p>	<p>Increase attendance at meetings and school functions. All published products attached as addendums to Superintendent's Reports. The establishment of a Parent</p>

<p>well as the continuation of the Family Math and Family Science Programs.</p>	<p>Community Members; Parent/Teacher/ Student Association</p>	<p>Specialized Newsletters/ Announcements/ Brochures; Student Assemblies; ParentConnect; E-Mail; Parent University Internet Web Resources</p>	<p>translators when needed. Availability of key personnel. Limited representation of all constituent groups.</p>		<p>University and a Family Literacy Program as well as the continuation of the Family Math and Family Science Programs.</p>
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**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
ACTION PLAN**

GOAL AREA: (3) Resources

Goal Statement: To identify, obtain, manage, and maintain resources (facilities, funding, time, personnel, equipment) in order to support educational programs.

STRATEGY: Publicize the District’s positive accomplishments through increased media exposure, TV 35 & 36, local newspapers and ParentConnect for the purpose of increasing voter support.

OUTCOME STATEMENT: To increase voter turnout, media exposure and to find new funding sources.

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
3.1 Provide regular mailings inviting the school community to be members of the decision making process dealing with various issues.	Administrators; Staff Members; Parent/Teacher Associations	Student Newspapers. Community Members.	Time.	September 2006 – June 2009	
3.2 Utilize district website to post important information.	Administrators; Staff Members			September 2006 – June 2009	

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
3.3 Schedule and conduct meetings on pertinent topics with all stakeholders.	Administrators; Staff Members; Parent Teacher Associations	All school stakeholders, specifically voting citizenry.	Time.	September 2006 - June 2009	Increase voter turnout and passage of budget.
3.4 Utilize TV 35 & 36 creatively to announce accomplishments and relevant postings.	Administrators; Staff Members	TV 36		September 2006 - June 2009	

**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
ACTION PLAN**

GOAL AREA: (3) Resources

Goal Statement: To identify, obtain, manage, and maintain resources (facilities, funding, time, personnel, equipment) in order to support educational programs.

STRATEGY: Seek additional funds by networking and developing relationships with the corporate world, community, alumni association establishing educational endowments, and various fundraisers.

OUTCOME STATEMENT: To increase voter turnout, media exposure and to find new funding sources.

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
3.5 Invite the business community to visit our schools and become involved with the school community.	Administrators; Community Members; Parent Teacher Association	Local Businesses. Community Members.	Limited contributions. Time.	September 2006 – June 2009	Increase in the number of visits to the district website.
3.6 Contact recipients of the District’s Wall of Fame and request their involvement.	Administrators	Alumni Association.		September 2006 – June 2009	Growth of endowment available for educational programs. Number of participants in the educational foundation.
3.7 Research and apply for grants.	Administrators			September 2006 – June 2009	Securing of funding and/or resources.

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
3.8 Organize and conduct fundraising events.	Administrators; Parent/Teacher Associations	TV 36. Website. Local Businesses. Community Members.	Limited contributions. Time.	September 2006 – June 2009	
3.9 Maintain communication with local and political stakeholders.	Administrators; Parent/Teacher Associations; Community Members	TV 36. Website. Community Members. All school stakeholders, specifically voting citizenry.		September 2006 – June 2009	
3.10 Promote political awareness of legislation.	Administrators	Borough of South River.		September 2006 – June 2009	
3.11 Endorse legislation that supports fair funding practices.	Administrators	County Freeholders. TV 36		September 2006 – June 2009	
3.12 Establish/organize an educational foundation with the purpose of expanding resources available to the district for innovative educational programs.	Administrators; Community Members	Alumni Association. Community Members.		September 2006 – June 2009	

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
3.13 Identify Key Contributors and solicit donations via Educational Foundations.	Administrators; Community Members		Limited contributions. Time.	September 2006 – June 2009	
3.14 Align district budget with goals, objectives, and activities of the Strategic Plan.	Administrators; Staff Members; Parent/Teacher Associations Supervisor of Buildings & Grounds; Community Members			September 2006 – June 2009	Referendum passage.
3.15 Collaborate and share resources with local community, other districts and state/county entities.	Administrators Parent/Teacher Associations Community Members	Local Businesses. Community Members. County Freeholders. “Common Cents: Program. Borough of South River.		September 2006 – June 2009	
3.16 Ensure up-to-date, safe and secure facilities for school and community that supports our educational program and is flexible for changing needs.	Administrators Staff Members Supervisor of Buildings & Grounds Community Members	Five-Year Facilities Plan.		September 2006 – June 2009	Up-to-date, safe and secure facilities.

Co-Chairs: Michael Pfister (speaker)
 Lisa Wargo, Cathy Miller
 Geraldine Misiewicz

**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
 ACTION PLAN**

GOAL AREA: (4) Staffing/Personnel

Goal Statement: To ensure staff possesses the background as well as the strategies, techniques and expertise necessary to deliver services that will prepare our students for responsible citizenship, further learning and productive employment.

STRATEGY: Provide staff with a variety of methods to participate in the development of school procedures to enhance building climate.

OUTCOME STATEMENT: Enhance climate and staff commitment.

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
4.1 Enhance staff climate by employing an open door policy.	Administrators	Faculty meetings, time devoted to individual conferencing.	Time.	September 2006 – June 2009	Increased communication and support.
4.2 Formation of focus groups/committees to brainstorm and develop procedures.	Administrators; School Faculty	Faculty meetings.	Teachers' schedules.	September 2006 – June 2009	Increased communication and support. Formulated procedures supported by ninety percent of faculty as evidenced by a survey.
4.3 Provide forum to teachers to voice concerns and share issues.	Administrators; School Faculty	Faculty meetings.		September 2006 – June 2009	Increased number of staff sharing issues and participation in a resolution.

<p>4.4 Acknowledge individual teachers' positive contributions and attributes.</p>	<p>Administrators</p>	<p>Faculty meetings. Press releases.</p>		<p>September 2006 – June 2009</p>	<p>Increased number of press releases.</p>
<p>4.5 Enhance the new faculty member orientation program.</p>	<p>Administrators; Professional Development and Mentoring Committees</p>				<p>Increase retention of new staff.</p>

**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
ACTION PLAN**

GOAL AREA: (4) Staffing/Personnel

Goal Statement: To ensure staff possesses the background as well as the strategies, techniques and expertise necessary to deliver services that will prepare our students for responsible citizenship, further learning and productive employment.

STRATEGY: Provide staff with meaningful professional development and learning opportunities to further professional knowledge and commitment to the educational community.

OUTCOME STATEMENT: Staff implementing new knowledge and skills.

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
4.6 Enrich professional development learning opportunities.	Administrators; Professional Development and Mentoring Committees	In-service meetings. Time.	Locating presenters; obtaining substitute teachers.	September 2006 – June 2009	Workshop attendance and Professional Improvement Plans of teachers.
4.7 Promote equal opportunity for all school members.	Administrators; Affirmative Action Officer	New faculty orientation programs.		September 2006 – June 2009	Prevent and decrease incidents and referrals related to sexual harassment, bullying, and intimidation.
4.8 Provide learning opportunities for staff including but not limited to 4MAT, Singapore Math, Integrate Pro.	Administrators Professional Development and Mentoring Committees Supervisors of Instruction School Faculty	District trained Staff Presenters; District Professional Learning Opportunity	Locating presenters. Funding.	September 2006 – June 2009	Increase retention of new staff. Staff attending in-service workshops and achieving Professional Improvement Plan goals.

<p>4.9 Establish a professional learning culture which fosters continuous improvement and commitment.</p>	<p>Administrators; Supervisors of Instruction; School Faculty; Professional Development and Mentoring Committees</p>	<p>In-service meetings. Faculty meetings. Principal Roundtables. Team meetings. Back to School Nights. Professional Improvement Plan and related goals.</p>		<p>September 2006 – June 2009</p>	<p>Lesson plans reflect use of 4MAT and Singapore Math.. Integrate Pro utilized by staff. Review of Intergrade Pro reports. Tracking attendance of faculty, feedback via presenter, evaluator form, faculty implementing strategies and skills obtained.</p> <p>Increased collaboration with all school stakeholders. Increased parent participation.</p>
<p>4.10 District personnel attendance personnel will attend the district's two full day and after school in-services.</p>	<p>Administrators School Faculty Professional Development and Mentoring Committees</p>			<p>September 2006 – June 2009</p>	<p>Staff attending in-district workshops and achieving Professional Improvement Plan goals. Lesson plans reflect use of 4MAT and</p>

<p>4.11 Survey staff via the Professional Development Committee Professional Learning Needs Assessment.</p> <p>4.12 Review standardized test results at each building and grade level to determine instructional needs.</p>	<p>Administrators</p> <p>Administrators; School Faculty Professional Development and Mentoring Committees</p>	<p>Written correspondence. Professional Improvement Plan and related goals. In-service meetings.</p> <p>Faculty meetings. In-service meetings.</p>		<p>September 2006 – June 2009</p> <p>September 2006 – June 2009</p>	<p>Singapore Math. Integrate Pro utilized by staff. Review of Intergrade Pro reports. Tracking attendance of faculty, feedback via presenter, evaluator form, faculty implementing strategies and skills obtained. Completion of presenter evaluation form, staff implementing new skills.</p> <p>Increase retention of new staff.</p> <p>Lesson plans reflect differentiated instruction. Documentation of identified student groups, strategies and specific instructional needs.</p>
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<p>4.13 Review disaggregated data and plan accordingly.</p>	<p>Administrators; School Faculty</p>	<p>Faculty meetings.</p>		<p>September 2006 – June 2009</p>	<p>Lesson plans reflect differentiated instruction. Documentation of identified student groups, strategies and specific instructional needs.</p>
<p>4.14 Share expertise and strategies through turnkey presentations.</p>	<p>Administrators School Faculty Professional Development and Mentoring Committees</p>			<p>September 2006 – June 2009</p>	

**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
ACTION PLAN**

GOAL AREA: (4) Staffing/Personnel

Goal Statement: To ensure staff possesses the background as well as the strategies, techniques and expertise necessary to deliver services that will prepare our students for responsible citizenship, further learning and productive employment.

STRATEGY: Recruit a diverse population of new staff reflective of the community so students can benefit from role models.

OUTCOME STATEMENT: Increased diversified representation in district staff.

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
4.15 Advertising in a wide range of commercial and academic publications to recruit staff reflecting a diverse background of South River.	Administrators	Local Newspaper. Internet. Professional organizations . Administrators' attendance at job fairs. TV 36.	Limited pool of diverse applicants. Funding. Advertisements.	September 2006 – June 2009	Increase in diverse representation in district staff.
4.16 Qualified candidates forwarded to Superintendent's level.	Principals; Supervisors of Instruction			September 2006 – June 2009	Increase in diverse representation in district staff.

Co-Chairs: Michael Pfister (speaker)
 Lisa Wargo, Cathy Miller
 Geraldine Misiewicz

**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
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GOAL AREA: (5) Student Achievement Program

Goal Statement: To ensure our students learn, experience, and accomplish so they can be prepared for responsible citizenship, further learning, and productive employment.

STRATEGY: Enhance instructional strategies to expand “real life” applications for instruction and prepare students for post high school experiences.

OUTCOME STATEMENT: Instructional objectives and assessments will include real-life applications to assist students as they prepare for their future.

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
5.1 Utilization of 4MAT Instructional Framework to provide multiple methods of instruction in an organized sequential structure to focus on various learning styles.	Administrators; Supervisors of Instruction; Teachers; Counselors	Outside 4MAT trainer/coach; Professional Development Committee; Mentoring Committee	Training. Funding for training. Time for professional learning activities. High School Master Schedule. Classroom Space.	September 2006 – June 2009	Senior student survey results will indicate that they feel prepared for college or the job market. Curriculum Guide updates will indicate specific real life/college/career applications. Lesson Plan Review. Statistics compiled related to post high school plans.
5.2 Use of practical			Training.	September 2006 –	Senior student

<p>assessments to demonstrate student mastery and application of learned skills.</p>			<p>Funding for training. Time for professional learning activities. High School Master Schedule. Classroom Space.</p>	<p>June 2009</p>	<p>survey results will indicate that they feel prepared for college or the job market.</p> <p>Curriculum Guide updates will indicate specific real life/college/career applications.</p> <p>Lesson Plan Review.</p> <p>Statistics compiled related to post high school plans.</p>
<p>5.3 Offer high school courses that have career applications (including, but not limited to: Woodworking, Graphics, Cooperative Education, Business/Computer Applications)</p>		<p>Coin³ – Coin Career Community is an online career guidance and curriculum program which offers effective tools that guide students to successful career planning; Career/College Counseling Assemblies & Programs; Teacher to Student Mentoring Program;</p>	<p>Training. Funding for training. Time for professional learning activities. High School Master Schedule. Classroom Space.</p>	<p>September 2006 – June 2009</p>	<p>Senior student survey results will indicate that they feel prepared for college or the job market.</p> <p>Curriculum Guide updates will indicate specific real life/college/career applications.</p> <p>Lesson Plan Review.</p> <p>Statistics compiled</p>

<p>5.4 Illustrate real life connections/applications in teaching situations</p>		<p>Armed Services Vocational Aptitude Battery (ASVAB)</p> <p>Coin³ – Coin Career Community is an online career guidance and curriculum program which offers effective tools that guide students to successful career planning; Career/College Counseling Assemblies & Programs; Armed Services Vocational Aptitude Battery (ASVAB); Teacher to Student Mentoring Program; College Fair Program; Financial Aid Program</p>	<p>Training. Funding for training. Time for professional learning activities. High School Master Schedule. Classroom Space.</p>	<p>September 2006 – June 2009</p>	<p>related to post high school plans.</p> <p>Senior student survey results will indicate that they feel prepared for college or the job market.</p> <p>Curriculum Guide updates will indicate specific real life/college/career applications.</p> <p>Lesson Plan Review.</p> <p>Statistics compiled related to post high school plans.</p>
<p>5.5 Offer additional Advanced Placement Courses based on best practices</p>		<p>Professional Development Committee; Mentoring</p>	<p>Training. Funding for training. Time for professional</p>	<p>September 2006 – June 2009</p>	<p>Senior student survey results will indicate that they feel prepared for college or the job</p>

		Committee	learning activities. High School Master Schedule. Classroom Space.		market. Curriculum Guide updates will indicate specific real life/college/career applications. Lesson Plan Review. Statistics compiled related to post high school plans.
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**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
ACTION PLAN**

GOAL AREA: (5) Student Achievement Program

Goal Statement: To ensure our students learn, experience, and accomplish so they can be prepared for responsible citizenship, further learning, and productive employment.

STRATEGY: Improve statewide assessment scores while providing students an all encompassing educational experience.

OUTCOME STATEMENT: By June 2009, 80% of students taking statewide assessments will evidence continuous improvement in Mathematics and Language Arts Literacy by utilizing a growth model which demonstrates academic gains as evidenced by a year to year comparison of individual performances on these tests.

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
5.6 Actively engage in the use of Collaborative Data Analysis in an effort to provide educators with timely and meaningful information that can be used to address the educational needs of students	Administrators; Supervisors of Instruction; Teachers; Counselors; Parents as partners	Statewide assessment summary results; Disaggregated data spreadsheets; SASI (Student Information System); New Jersey Core Curriculum Content Standards; New Jersey Core Curriculum Content Standard CD Rom Resource (NJCCCS) The search engine enables access to valuable teaching and learning resources to support student achievement; New Jersey Professional Standards for	Mobility. Limited English proficiency. Funds for supplemental materials/technology. Time for collaboration. Funds for professional development activities.	September 2006 – June 2009	Demonstrated individual student growth on statewide assessments. Enhancement of instructional process as evidenced by use of scientifically research based instructional models (observations, lesson plan review, unit plans). Achievement of a number one ranking in our district factor group

<p>5.7 Expand the range of Collaborative Analysis of Student Learning</p>	<p>Administrators; Supervisors of Instruction; Teachers; Counselors</p>	<p>Teachers; NJPEP website (New Jersey Professional Education Port – online Professional Development)</p>	<p>Mobility. Limited English proficiency. Funds for supplemental materials/technology. Time for collaboration. Funds for professional development activities.</p>	<p>September 2006 – June 2009</p>	<p>Demonstrated individual student growth on statewide assessments.</p> <p>Enhancement of instructional process as evidenced by use of scientifically research based instructional models (observations, lesson plan review, unit plans).</p> <p>Achievement of a number one ranking in our district factor group</p>
<p>5.8 Ensure the use of Differentiated Instructional Methods</p>	<p>Administrators; Supervisors of Instruction; Teachers; Counselors;</p>		<p>Mobility. Limited English proficiency. Funds for supplemental materials/technology. Time for collaboration. Funds for</p>	<p>September 2006 – June 2009</p>	<p>Demonstrated individual student growth on statewide assessments.</p> <p>Enhancement of instructional process as evidenced by use of scientifically</p>

<p>5.9 Develop Quality Assurance Annual Report (QAAR) building level objectives & action plan</p>	<p>Administrators; Supervisors of Instruction; Teachers; Counselors;</p>		<p>professional development activities.</p> <p>Mobility. Limited English proficiency. Funds for supplemental materials/technology. Time for collaboration. Funds for professional development activities.</p>	<p>September 2006 – June 2009</p>	<p>research based instructional models (observations, lesson plan review, unit plans).</p> <p>Achievement of a number one ranking in our district factor group</p> <p>Demonstrated individual student growth on statewide assessments.</p> <p>Enhancement of instructional process as evidenced by use of scientifically research based instructional models (observations, lesson plan review, unit plans).</p> <p>Achievement of a number one ranking in our district factor group</p>
<p>5.10 Expand professional learning opportunities via the District's</p>	<p>Administrators; Supervisors of Instruction; Teachers; Counselors;</p>	<p>Professional Development Committee; Mentoring Committee;</p>	<p>Mobility. Limited English proficiency. Funds for supplemental</p>	<p>September 2006 – June 2009</p>	<p>Demonstrated individual student growth on statewide assessments.</p>

<p>Professional Development Plan to meet specific, identified needs</p>	<p>Parents as partners</p>		<p>materials/technology. Time for collaboration. Funds for professional development activities.</p>		<p>Enhancement of instructional process as evidenced by use of scientifically research based instructional models (observations, lesson plan review, unit plans).</p> <p>Achievement of a number one ranking in our district factor group</p>
<p>5.11 Continue to grow and enhance the New Faculty Member Orientation Program</p>	<p>Administrators; Supervisors of Instruction; Teachers; Counselors; Parents as partners</p>		<p>Mobility. Limited English proficiency. Funds for supplemental materials/technology. Time for collaboration. Funds for professional development activities.</p>	<p>September 2006 – June 2009</p>	<p>Demonstrated individual student growth on statewide assessments.</p> <p>Enhancement of instructional process as evidenced by use of scientifically research based instructional models (observations, lesson plan review, unit plans).</p> <p>Achievement of a number one ranking in our district factor group</p>

<p>5.12 Carry out continued enhancements in the development and implementation of the District's Mentoring Plan and Technology Plan</p>	<p>Administrators; Supervisors of Instruction; Teachers; Counselors; Parents as partners</p>	<p>Statewide assessment summary results; Disaggregated data spreadsheets; SASI (Student Information System); Professional Development Committee; Mentoring Committee; New Jersey Core Curriculum Content Standards; New Jersey Core Curriculum Content Standard CD Rom Resource (NJCCCS) The search engine enables access to valuable teaching and learning resources to support student achievement; New Jersey Professional Standards for Teachers; NJPEP website (New Jersey Professional Education Port – online Professional Development)</p>	<p>Mobility. Limited English proficiency. Funds for supplemental materials/technology. Time for collaboration. Funds for professional development activities.</p>	<p>September 2006 – June 2009</p>	<p>Demonstrated individual student growth on statewide assessments.</p> <p>Enhancement of instructional process as evidenced by use of scientifically research based instructional models (observations, lesson plan review, unit plans).</p> <p>Achievement of a number one ranking in our district factor group</p>
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**SOUTH RIVER PUBLIC SCHOOLS STRATEGIC PLAN
ACTION PLAN**

GOAL AREA: (5) Student Achievement Program

Goal Statement: To ensure our students learn, experience, and accomplish so they can be prepared for responsible citizenship, further learning, and productive employment.

STRATEGY: Use diverse instructional methods to provide more targeted and individualized instruction.

OUTCOME STATEMENT: Teachers will evidence a working knowledge as well as exhibit the utilization of creative, individualized teaching techniques/strategies/best practices, such as, but not limited to, differentiated teaching, constructivism, collaborative learning and flexible grouping, when planning and implementing instructional strategies.

Action Plan/ Major Activity	Staff	Resources	Constraints	Timelines	Indicators of Success
5.13 Utilization of 4MAT Instructional Framework to provide multiple methods of instruction in an organized sequential structure to focus on various learning styles	Administrators; Supervisors of Instruction; Teachers; Counselors; Parents as partners.	District Professional Development, Mentoring, and Technology Plans; Professional Learning Initiatives which support diversifying instructional methods; Teacher Observations and Evaluations; 4MAT trainer resources/materials.	Staff Mobility Funding	September 2006 – June 2009	Lesson Plans. Classroom. Observations. Evidence of continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test results).
5.14 Expand the range of and ensure the continued implementation of the Singapore Math program, a	Administrators; Supervisors of Instruction; Teachers;	District Professional Development, Mentoring, and Technology Plans;	Staff Mobility Funding	September 2006 – June 2009	Evidence of continued student growth (such as, but not limited to,

hands-on, activities based program that proceeds from concrete concepts to abstract concepts	Counselors	Teacher Professional Learning Initiatives which support diversifying instructional methods; Observations and Evaluations; Singapore Math resources/materials			progress reports, report cards, statewide assessment data, locally administered standardized test results).
5.15 Implement the use of a Student Interest Inventory/Survey	Administrators; Supervisors of Instruction; Teachers; Counselors	District Professional Development, Mentoring, and Technology Plans; Professional Learning Initiatives which support diversifying instructional methods; Interest Inventories	Staff Mobility Funding	September 2006 – June 2009	Evidence of continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test results).
5.16 Broaden the use of Differentiated Instructional Strategies	Administrators; Supervisors of Instruction; Teachers; Counselors	District Professional Development, Mentoring, and Technology Plans; Professional Learning Initiatives which support diversifying instructional methods;	Staff Mobility Funding	September 2006 – June 2009	Evidence of continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test

		<p>Teacher Observations and Evaluations; Individualized Education Programs (IEPs); Individualized Student Improvement Plan (ISIPs); Armed Services Vocational Aptitude Battery (ASVAB)</p>			results).
5.17 Utilize Student Writing Folders	Administrators; Supervisors of Instruction; Teachers; Counselors	<p>District Professional Development, Mentoring, and Technology Plans; Professional Learning Initiatives which support diversifying instructional methods; Teacher Observations and Evaluations</p>	Staff Mobility Funding	September 2006 – June 2009	Evidence of continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test results).
5.18 Continue to focus on Collaborative Data Analysis - review of student information/test scores	Administrators; Supervisors of Instruction; Teachers; Counselors	<p>District Professional Development, Mentoring, and Technology Plans; Professional Learning Initiatives which support diversifying</p>	Staff Mobility Funding	September 2006 – June 2009	Evidence of continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data,

		<p>instructional methods; Teacher Observations and Evaluations; Academic Support Instruction (ASI) anecdotal records; Individualized Education Programs (IEPs); Individualized Student Improvement Plan (ISIPs);</p>			<p>locally administered standardized test results).</p>
<p>5.19 Increase efforts to use Portfolio Assessment - samples of various types of student work</p>	<p>Administrators; Supervisors of Instruction; Teachers; Counselors</p>	<p>District Professional Development, Mentoring, and Technology Plans; Professional Learning Initiatives which support diversifying instructional methods; Teacher Observations and Evaluations;</p>	<p>Staff Mobility Funding</p>	<p>September 2006 – June 2009</p>	<p>Evidence of continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test results).</p>
<p>5.20 Encourage the addition of scientifically research based software programs designed to strengthen student skills, including, but not limited to: Compass,</p>	<p>Administrators; Supervisors of Instruction; Teachers; Counselors</p>	<p>District Professional Development, Mentoring, and Technology Plans; Professional Learning Initiatives</p>	<p>Staff Mobility Funding</p>	<p>September 2006 – June 2009</p>	<p>Evidence of continued student growth (such as, but not limited to, progress reports, report cards,</p>

<p>PassKey, Study Island, Fast ForWord</p>		<p>which support diversifying instructional methods; Teacher Observations and Evaluations; Academic Support Instruction (ASI) anecdotal records; Individualized Education Programs (IEPs); Individualized Student Improvement Plan (ISIPs)</p>			<p>statewide assessment data, locally administered standardized test results).</p>
<p>5.21 Provide qualifying students the opportunity to attend Summer School to offer additional instructional time as well as afford opportunities for more in-depth coverage of grade level material</p>	<p>Administrators; Supervisors of Instruction; Teachers; Counselors</p>	<p>District Professional Development, Mentoring, and Technology Plans; Professional Learning Initiatives which support diversifying instructional methods; Professional Learning Initiatives which support diversifying instructional methods</p>	<p>Staff Mobility Funding</p>	<p>September 2006 – June 2009</p>	<p>Evidence of continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test results).</p>
<p>5.22 Continue the Homework</p>	<p>Administrators;</p>	<p>District Professional</p>	<p>Staff</p>	<p>September 2006</p>	<p>Evidence of</p>

Club (Middle School)	Supervisors of Instruction; Teachers; Counselors	Development, Mentoring, and Technology Plans	Mobility Funding	– June 2009	continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test results).
5.23 Implement the On-Site Homework Club in the Elementary School with the assistance of the South River Public Library	Administrators; Supervisors of Instruction; Teachers; Counselors	District Professional Development, Mentoring, and Technology Plans; South River Public Library	Staff Mobility Funding	September 2006 – June 2009	Evidence of continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test results).
5.24 Maintain the National Honor Society Tutoring Program	Administrators; Supervisors of Instruction; Teachers; Counselors; Parents as partners	District Professional Development, Mentoring, and Technology Plans	Staff Mobility Funding	September 2006 – June 2009	Evidence of continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test results).

<p>5.25 Compose school improvement plans as part of the No Child Left Behind (NCLB) grant which will outline implemented measures to increase student academic skills</p>	<p>Administrators; Supervisors of Instruction; Teachers; Counselors; Parents as partners</p>	<p>District Professional Development, Mentoring, and Technology Plans; Professional Learning Initiatives which support diversifying instructional methods</p>	<p>Staff Mobility Funding</p>	<p>September 2006 – June 2009</p>	<p>results). Evidence of continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test results).</p>
<p>5.26 Afford Middle School students the opportunity to participate in a reconfigured Academic Support Instruction (ASI) program which focuses on essential skills in the areas of Math and Language Arts</p>	<p>Administrators; Supervisors of Instruction; Teachers; Counselors; Parents as partners</p>	<p>District Professional Development, Mentoring, and Technology Plans; Professional Learning Initiatives which support diversifying instructional methods; Teacher Observations and Evaluations. Academic Support Instruction (ASI) anecdotal records</p>	<p>Staff Mobility Funding</p>	<p>September 2006 – June 2009</p>	<p>Evidence of continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test results).</p>
<p>5.27 Implement a partnership with Rutgers University to provide High School Math</p>	<p>Administrators; Supervisors of Instruction;</p>	<p>District Professional Development, Mentoring, and</p>	<p>Staff Mobility Funding</p>	<p>September 2006 – June 2009</p>	<p>Evidence of continued student growth (such as,</p>

<p>teachers with a year long, standards based workshop/coaching/mentoring experience to expand understanding of math content, test prep strategies, and differentiated instruction to create a learning environment that will engage students, develop an appreciation of Mathematics, and prepare them for standardized assessments</p>	<p>Teachers; Counselors</p>	<p>Technology Plans; Professional Learning Initiatives which support diversifying instructional methods; Teacher Observations and Evaluations; The Center for Mathematics, Science, and Computer Education at Rutgers University</p>			<p>but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test results).</p>
<p>5.28 Maintain and expand the “Teach for Tomorrow” program, which provides the opportunity for High School students to be positive role models as well as improving the skills of younger students</p>	<p>Administrators; Supervisors of Instruction; Teachers; Counselors</p>	<p>District Professional Development, Mentoring, and Technology Plans; Professional Learning Initiatives which support diversifying instructional methods; Teacher Observations and Evaluations</p>	<p>Staff Mobility Funding</p>	<p>September 2006 – June 2009</p>	<p>Evidence of continued student growth (such as, but not limited to, progress reports, report cards, statewide assessment data, locally administered standardized test results</p>