

Highlands School District



*Vision
for
Success*

2010~2015



INTRODUCTION

This needs assessment was conducted by Dr. Joseph Latess during the first semester of the 2009 – 2010 school year. The process included discussions with teachers, parents, students, administrators, and board members. More than 70 interviews were conducted with the various stakeholders. This document provides rationale for a needs assessment, a summation of the results of the needs assessment, and recommendations including processes for improvement. From information provided in the discussions, five district goals were identified. All building level goals, professional education planning, and district academic initiatives are to be in alignment with these goals. Together, and with input and plan development through the comprehensive work from our principals and supervisors, and using a “balanced scorecard” approach developed by the Harvard Business School, we have constructed a short and long term plan for continuous comprehensive improvement throughout the district.

The professional staff at Highlands has worked extremely hard at completing initiatives that reflect the attainment of academic success. We, along with our Board of Education as a team, are committed in following these goals, strategies, and action plans that will drive our district now and in the future and in helping to move the district in a common direction with an academic focus and goal-driven philosophy.

NEEDS ASSESSMENT (Background and Rationale)

In April 1983, the report of the National Commission on Excellence in Education declared the United States a "nation at risk" in regard to student academic performance, particularly in the areas of math and science. Concerns for raising academic standards continued and were fueled by national and international reports of the failure of American students. In addition, the current educational accountability movement grew out of the national education goals of 1989 and the publication of national standards by various professional organizations such as the National Council for Teachers of Mathematics, National Science Teachers Association, and the National Council for Teachers of English. Today, all states either have in place or continue to develop content standards in at least three of the four core subject areas of mathematics, science, English Language Arts, and social studies. In order to be accountable, school systems have an obligation to demonstrate that they are doing their jobs and that their students are in fact learning.

We need to be careful in assuming that the reasons for increases in achievement or successes with other school programs are a direct result of the efforts of only a few. We should be cautious and check viewpoints of others. It would be an error to continue to hear only the voices of a few when we may be missing critical feedback and new descriptive data about student performance in our school districts. As we evaluate the effectiveness of programs using quantitative information, we must also use qualitative methods to examine viewpoints of those involved in disseminating the value of the program. If not, the groups experience a phenomenon referred to as *discourse of silence*. That refers to the exclusion of voices from certain groups,

including stakeholders, in an educational organization. The *discourse of silence* may affect decisions in the organization that in turn influence the performance of students.

I wish to suggest that using carefully designed interview questions, we can gain meaningful input from any stakeholder or group of stakeholders in the organization. The input we gain can be valuable in assisting with improving any change process, and may also be important in allowing those who are often silenced, a voice in that process.

In your professional and personal life, have you ever wondered what other people were thinking? I sometimes think back on the 2007 National Football League Draft. Being a lifelong Pittsburgh Steeler Fan, I was quite interested in this event. In my opinion, and that of many others, it was assumed that the Steelers would select at least one running back because they were very thin in that area. As it turned out, they did not select a running back. Instead, they chose two linebackers, a tight end, and a punter among their selections. The question everyone was asking was: “What were they thinking?”

After listening to all the fallout from the sports talk radio shows and the *expert* draft analysts on television, I continued to wonder what the organization was thinking. Sometime later, I read an interview of the Steelers Director of Football Operations in the local newspaper. The reporter asked some very well constructed questions aimed at getting at the controversy. It was determined that after conferring with the coaches and other front office personnel, the feedback showed that, counter to popular opinion, the positions in need of a critical infusion of talent did not include running backs. After reading this dialogue, I had a much better understanding of why they selected who they did, and why they did not select a running back as everyone said they should. These decisions proved to be invaluable because as you know, the Steelers went on to win another Super Bowl in 2009.

In schools, we sometimes make decisions that leave many wondering: what were they thinking? As an administrator, I try to get as much information as I can that will help me, or a committee make a better decision. The Steelers had a wealth of information on each player that allowed them to make the appropriate decisions on who to draft in the best interest of the organization. How do you determine what is best for your school organization? How can you get information from stakeholders that will help you, or a committee make the best decisions possible?

The primary way you can investigate an organization is through the experiences of the people who make up the organization, or are involved in carrying out some facet of processes in the organization. Social abstractions, like education, are best understood through the experiences of those individuals who are the stakeholders. So much research has been done on schooling in the United States, yet so little of it is based on studies involving the perspectives of students, teachers, administrators, counselors, special subject teachers, nurses, psychologists, cafeteria workers, secretaries, school crossing guards, bus drivers, parents, and school committee members whose individual and collective experiences constitute schooling.

Our society’s cultural industry, in many instances, tends to socialize our minds and teaches us how to act, live, and dream. Children often experience this when relating to adults in their lives. Adults may listen to what children have to say, but dismiss their thoughts or ideas as inconsequential because children are not considered wise enough, or experienced enough to know about anything. Therefore, children are often not heard.

Parents often experience similar silencing. They tend to rely on the school to handle decisions because school officials are perceived as the experts in this kind of decision-making. I sense teachers often feel the same way. They will implement a program or change because the

research says it is good, or because a school official directs the program to be implemented on the premise that it must be good enough. In each instance, those directly involved in implementing the new program are often not asked about their viewpoints regarding any facet of the school organization.

One of the strengths of conducting a needs assessment is that it will allow you to gain a better perspective of thoughts and ideas that others are able to share. In addition, the process used to gain that perspective can be valuable and will give you the experience to examine other school programs in the future. As administrators and school leaders, I feel that our job is to be instructional leaders and agents for change. Changes that need to be made in any facet of an organization must be based on current research and appropriate data. I also feel that our job is to hear the voices of stakeholders and to utilize ideas that could be beneficial to the academic programs and other processes that affect the organization. We must listen to the voices, because in those voices we will find valuable information that can benefit us as we do our jobs. Those voices will also affect the entire school community with the focus on academic achievement in the interest of continuing to increase student performance. Undoubtedly, incorporating the dynamics of the needs assessment process in decision-making will provide persuasive answers to the proverbial query, “What were they thinking?”

NEEDS ASSESSMENT QUESTIONS

Participants were asked the following questions. Some of the questions were asked of all the participants, and some questions were specific to certain stakeholder groups. At the end of each question, it is indicated in parenthesis whom was asked the question:

QUESTION 1: *Indicate the three greatest strengths of the Highlands School District (ALL).*

QUESTION 2: *Indicate the three areas in which the greatest improvement is needed in the Highlands School District (ALL).*

QUESTION 3: *How do you view yourself from a leadership perspective (BOARD AND ADMINISTRATION)?*

QUESTION 4: *How do you view your role as a Board Member (BOARD MEMBERS)?*

QUESTION 5: *What do you believe the goals of the District should be (ALL)?*

QUESTION 6: *If you were the Superintendent in the Highlands School District, what would you try to change and why (ALL)?*

QUESTION 7: *Give me some examples that indicate that your child is being properly prepared academically (Parents).*

QUESTION 8: *Tell me about some areas academically that you feel are not properly preparing your child (PARENTS).*

QUESTION 9: *What is most welcoming about the district to parents (PARENTS)?*

QUESTION 10: *What is most unwelcoming about the district to parents (PARENTS)?*

QUESTION 11: How do you and your teachers use data (PRINCIPALS AND TEACHERS)?

QUESTION 12: What are your goals (ADMINISTRATORS)?

NEEDS ASSESSMENT DESCRIPTIVE DATA:

Note that the responses were recorded verbatim so grammar and structure may be compromised. Themes were evident where several participants cited the same or similar responses.

QUESTION 1: Indicate the three greatest strengths of the Highlands School District (ALL).

COMMON THEMES:

1. Strong sense of community; community and parental support for the schools
2. Very fine staff (all associated with the schools) that cares about the students
3. Tough mindset that allows us to get things done despite obstacles
4. Good work ethic among stakeholders; dedication to excellence
5. Fine educational program that needs some revision

QUESTION 2: Indicate the three areas in which the greatest improvement is needed in the Highlands School District (ALL).

COMMON THEMES:

1. We need stability in Central Office leadership
2. Curriculum needs updated
3. More cohesive Board of Education – eliminate personal agendas
4. Buildings and facilities need upgraded with a plan for continual maintenance
5. More efficient communication

QUESTION 3: How do you view yourself from a leadership perspective (BOARD AND ADMINISTRATION)?

COMMON THEMES:

1. Work together with a shared process
2. Leadership styles very diverse

QUESTION 4: How do you view your role as a Board Member (BOARD MEMBERS)?

COMMON THEME:

1. Varied; much focus on teamwork and collaboration.

QUESTION 5: What do you believe the goals of the District should be (ALL)?

COMMON THEMES:

1. Focus on academics
2. Provide the best education for all students
3. Want to be a desirable district

QUESTION 6: If you were the Superintendent in the Highlands School District, what would you try to change and why (ALL)?

COMMON THEMES:

1. Improve our image and reputation as a board and administration
2. Focus on academics and curriculum
3. Promote teamwork and a positive environment
4. Get everyone on the same page
5. Increase accountability and improve communication

QUESTION 7: Give me some examples that indicate that your child is being properly prepared academically (PARENTS).

COMMON THEMES:

1. Good academic preparation
2. We meet the various needs of all students

QUESTION 8: Tell me about some areas academically that you feel are not properly preparing your child (PARENTS).

COMMON THEMES:

1. Various subject areas need improvement
2. More preparation for advanced students

QUESTION 9: What is most welcoming about the district to parents (PARENTS)?

COMMON THEMES:

1. Staff is responsive to needs
2. Schools are easily accessible
3. District size lends itself to more community atmosphere

QUESTION 10: What is most unwelcoming about the district to parents (PARENTS)?

COMMON THEMES:

1. Board behavior may turn people away
2. Must build more accountability
3. Need to communicate better

QUESTION 11: How do you and your teachers use data (PRINCIPALS AND TEACHERS)?

COMMON THEMES:

1. Look at the various types of data
2. Need to establish data teams
3. Some schools use data, some do not
4. Essentially, the use of data is inconsistent

QUESTION 12: What are your goals (ADMINISTRATORS)?

COMMON THEME:

1. Varied among buildings

The mission of the Highlands School District is to create a quality, caring educational environment and to develop academic, vocational and social programs that will enable students to achieve their highest potential in personal growth; and that the family, the community, business and industry will share in the responsibility to prepare students to function as effective citizens in an ever-changing global community.

We believe that...

- Parents should be involved in the education of their children.
- Self-esteem is important for personal growth.
- Quality education must be accessible to everyone.
- Every individual must be treated with respect and dignity.
- Education is a life-long process.
- All students can learn.
- Education is a shared responsibility and cooperative effort between home, school, and community.
- An effective education extends beyond the classroom experience.
- Achieving success is the most important motivational experience.
- A caring environment nurtures the desire for learning.
- Every citizen should be involved in education.
- Early childhood education begins the formative process of learning.
- Assessment should guide instruction.
- Learning experiences are best achieved in a flexible environment.

Every student's education should be cultivated by a...

- Desire for learning
- Comprehensive core of knowledge
- Developmentally appropriate curriculum

Every student should be able...

- To set goals
- To be responsible
- To communicate with others
- To reason and problem solve
- To work cooperatively
- To make sound decisions
- To utilize technology as a tool

DISTRICT GOALS

PRIORITY: FOCUS ON ACADEMIC ACHIEVEMENT

The Board values academic achievement for all students as one of the District's highest goals and expects this to be the primary focus of all staff and the primary basis of expenditure of revenues. The administration and staff are expected to develop plans and procedures to ensure that the appropriate attention is given in this area.

District Goals aimed at increasing student achievement:

- 1. Establish a safe, disciplined, and well maintained learning environment that challenges students at all levels, involves parents in their child's education, and encourages the development of a strong work ethic.**
- 2. Promote collaboration and foster a professional learning community with the primary focus on student achievement through long-term, intensive staff development and data analysis to inform high quality instruction that will enhance student learning.**
- 3. Align the written, taught, and tested curriculum through the development of challenging standards for all disciplines with a focus on reading, writing, speaking, mathematics, science, and technology emphasizing mastery of the basics and development of higher level thinking, and problem solving skills through fiscally sound management procedures.**
- 4. Provide a support system that allows all students to access additional help, and then address those students at more frequent intervals to determine the effectiveness of remediation strategies.**
- 5. Support and enhance the comprehensive arts curriculum (visual, dance, theater, music, and physical education), emphasize components of the district wellness program, and incorporate the functions necessary to develop technologically proficient and career ready students.**

Developed 2009

Organizations and the Balanced Scorecard Approach

The balanced scorecard approach involves a complete learning process. It offers an effective way to implement and then to test a strategy and react and respond as necessary. As the environment changes, so must the balanced scorecard. It is a living, changing, user friendly process that yields positive results. In order to be productive, leaders implementing the approach must realize five concepts about the organization that will allow successful implementation (Adapted from the Atlanta Public Schools):

1. **Listen, Listen, Listen.**
2. **Communicate Early and Often.**
3. **Deploy in Phases.**
4. **Staff and Train Appropriately**
5. **Use it or Lose it**

HIGHLANDS SCHOOL DISTRICT “BALANCED SCORECARD” ACTION PLANS

DISTRICT GOAL #1: Establish a safe, disciplined, and well maintained learning environment that challenges students at all levels, involves parents in their child’s education, and encourages the development of a strong work ethic.

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Discipline	Develop a comprehensive, incident-specific and consequential district-wide discipline plan with the cooperation of staff, parents, school board, community and law enforcement. Decrease the number of discipline infractions in order to create a safe learning environment.	Create discipline committees	2009-2010	Principals
		Conduct Administrative led meetings with the committees	2009-2010	Principals
		Review, revise, and distribute District-Wide discipline policy to staff and community	2009-2010	Committee Members Principals
		Provide professional development on Positive Behavior Support initiative	2009-2013	Principals Director of Special Ed. AIU Consultants
		Create procedures for Code of Conduct violations (Levels of Behavior) with possible consequences along with personnel responsible to resolve incident.	2009-2013	Committee Members

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Discipline (continued)		Use computer generated incident reports of disciplinary infractions	Secondary – 09-10 Elementary – 11-12 Decrease number of incidents in 2009-2010 by 20%	Teachers Principals Local Law Enforcement Magistrate
		Implement Metal Detectors at MS and HS	2009-2010	
		Install cameras on all buses with video and sound	2009-2010	Superintendent I.T
		Evaluate need for Resource Officer at the MS and HS	2009-2010	Superintendent I.T.
Maintenance of School Buildings	Establish an evaluation system for Custodians, Maintenance, Security	Create Evaluation Guidelines and Template	2010-2011	Main./Cust. Supervisor
Establish and maintain a short and long-range plan for maintenance and upkeep of all facilities	Develop and implement a short and long-range plan for facility maintenance	Plans developed and implemented	2010-2011 and ongoing	Custodial Supervisor Maintenance Supervisor

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Provide a Safe Environment for all students and staff	Install access and control system to control building access Control what people bring into the buildings Monitor buildings and those who enter Improve Communication Secure Assets Monitor Busses Install CIPA Content Filter	Monitor and control external openings Know what items people are bringing into school Know who is in our schools Communicate effectively within buildings Rapid Communication system Make sure building assets remain in the building Install Bus cameras Install Electronic Message Board Maintain Equipment Budget PM	2009 – 2010 and On-Going	Tech Supervisor Security Supervisor Principal

DISTRICT GOAL #2: Promote collaboration and foster a professional learning community with the primary focus on student achievement through long-term, intensive staff development and data analysis to inform high quality instruction that will enhance student learning.

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Develop a comprehensive professional development plan that addresses district needs, identifies focus areas and is relevant to district goals.	Develop a professional learning community among all HSD staff	The professional development plan is intensive, focused and relevant to district goals. In the areas of; technology, special education, understanding the demographics of the community, and state standards	A professional development calendar is completed and coordinated K/4-12 and is provided to all district staff on opening day. Trainers, speakers, rooms, times are assigned, and materials ordered at least one month prior to event. Create district goals for publication	Asst. Superintendent Principals Supervisors Custodian/Security/Maintenance Supervisors Clerical Staff Directors
Update administrative job descriptions	Redefine administrative job descriptions for more efficient leadership and supervision	Job descriptions redefined where appropriate Job descriptions updated where appropriate	Beginning with 2010-2011 school year	Superintendent Assistant Superintendent

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Boost teacher and staff morale—provide systems to hear concerns, and communicate expectations.	Develop a professional learning community among all HSD staff	<p>Collaboration meetings are established district wide to address concerns, problem solve district challenges and communicate expectations.</p> <p>Improve timely reciprocal communication among all staff:</p> <p>Board to Admin</p> <p>Admin to Principals/Supervisors</p> <p>Principals/Supervisors to Staff</p> <p>Principals to Parents</p> <p>Staff to Parents</p>	<p>Schedule of meetings is disseminated to all staff prior to the start of the school year.</p> <p>Minutes of meetings are distributed to appropriate staff.</p> <p>Office hours are established by each building principal/supervisor for “drop in” conversations</p> <p>2010 2011 and Ongoing</p>	Asst. Superintendent Principals Supervisors Custodian/Security/Maintenance Supervisors, Directors
District staff understands their role and responsibilities with District Goals.	Develop a professional learning community among all HSD staff	Key teacher /staff leaders are identified, trained and understand their role in relation to specific district initiatives.	<p>Thorough training is provided by the district.</p> <p>Teacher/staff leaders complete training, implement plan of action and report back to principal/supervisor.</p>	Superintendent Asst. Superintendent Principals Supervisors Custodian/Security/Maintenance Supervisors

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Create/identify a technological tool to analyze student data.	Implement EdInsight data and curriculum manager data warehouse	Data teams established Administrative, Grade Level Leader, and Curriculum Supervisor training.	Teams identified and meeting at least quarterly (Agendas and Minutes) January 2010	Assistant Superintendent EdInsight Representative Principals Grade Level Leader, and Curriculum Supervisor training. Data Team members
Establish an understanding of student academic strengths and needs to differentiate instruction.	Create goals for core academic and grade levels to advance students academic success.	RtI instructional models in place. Restructure instructional time to provide interventions as well as devoting more to apply mathematical and language arts skills.	Elementary on going Middle School Once model is finalized High School Once model is finalized	Principals Identified Instructional leaders Grade Level Leader, and Curriculum Supervisor training. Board Approval
Enhance the strengths of the administrative supervisory staff	Evaluate the administrative staff to utilize expertise and strengths	Construct an evaluation tool for the administrative staff Ensure that expectations are clear and understood	2010 Start of each school year and mid year	Principals Directors Supervisors Administrative Staff

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Supervision is suited to the staffs' needs	Evaluate the instructional staff using modes of differentiated supervision	Put together various modes of evaluation to enhance teacher competencies through a differentiated supervision model including projects, the state evaluation for clinical observation, study groups, classroom visits, and teacher leadership initiatives.	Summer of 2011	Assistant Superintendent, Principals, Instructional Staff Directors Supervisors

DISTRICT GOAL #3: Align the written, taught, and tested curriculum through the development of challenging standards for all disciplines with a focus on reading, writing, speaking, mathematics, science, and technology emphasizing mastery of the basics and development of higher level thinking, and problem solving skills through fiscally sound management procedures.

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Develop a plan for the use of district facilities to standardize and align written, taught and tested curriculum	Administrators will analyze the comparison the options of reorganization (staying “as-is” vs. to best use district buildings)	Space and cost will be contributing factors in the analysis On the elementary level-compare, analyze and strive to attain equal class size	Analyze target before 8.1.10 to use facilities to meet district needs	Superintendent Asst. Superintendant Elem. Principals

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Develop a plan for the use of district staff, finances, and educational programs in a fiscally responsible manner to standardize and align written, taught and tested curriculum	Administrators will prioritize and utilize staff to best service student needs	Maintaining targeted class size	Annual staff review completed before June 30 of each year.	Superintendent Asst. Superintendent Bldg. Principals Dir. of Sp.Ed. Dir. Of Pupil Services Director Building & Grounds Custodians
	Adequately fund curriculum to meet state Standard Aligned Systems within the curriculum writing plan.	Develop a PreK-12 curriculum writing plan that is standards aligned	By June 30, 2010 review analysis of curriculum writing	Superintendent Asst. Superintendent Dept. Chairs Grade Level Leaders
		Fund the needs identified by the district curriculum plan annually	Annual review and analysis of curriculum writing needs with differentiated materials that emphasize student mastery at all levels	Superintendent Asst. Superintendent Dept. Chairs Grade Level Leaders
		Using curriculum plan, develop long projection of expense and curriculum needs to forecast budget needs	Annually by June 30	Superintendent Asst. Superintendent Dept. Chairs Grade Level Leaders

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Develop a plan for Educational Programs	Align all written, taught and tested curriculum with state standards	Following the curriculum writing plan, review and ensure alignment of targeted curricula with state standards	Annually by June 30 to identify curricula writing goals and needs for the following year	Curriculum committees per school level Grade Level Leaders Team Leaders Dept. Chairs
	Ensure and align all written, taught and tested curriculum by grade level to equalize teaching and emphasize student mastery	Math and Reading 4Sight scores	Annually	Curriculum committees per school level Grade Level Leaders Team Leaders Dept. Chairs Data Teams
	Review and align all written, taught and tested curriculum by subject area/discipline to identify and eliminate gaps	Math, Reading, Writing and Science PSSA scores	Annually	Curriculum committees per school level Grade Level Leaders Team Leaders Dept. Chairs Data Teams
	Using the standards aligned system, in-service teachers to eliminate gaps and emphasize student mastery	Integrate curriculum writing/revision plan into district and building in-service plan	Annually	Curriculum committees per school level Grade Level Leaders Team Leaders Dept. Chairs

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Develop a plan for Educational Programs (continued)	Using standards aligned system, integrate Differentiated Instruction with necessary materials to meet student needs and emphasize mastery	Integrate LS student needs and Specially Designed Instruction into curriculum in-service Plan	Annually	Curriculum committees per school level Grade Level Leaders Team Leaders Dept. Chairs
	Integrate district positive behavior support (defined by RAMS) into written, taught and tested curriculum to emphasize mastery and problem solving skills for all students (PreK-12)	Decrease major disciplinary infractions by 5%	Annually	Curriculum committees per school level Grade Level Leaders Team Leaders Dept. Chairs
	Integrate district positive behavior support (defined by RAMS) into teacher in-service to emphasize mastery of problem solving skills for students and to identify student behavior modification needs	District In-Service plan	Annually	Curriculum committees per school level Grade Level Leaders Team Leaders Dept. Chairs

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Develop a plan for Educational Programs (continued)	Develop and implement a K-12 career education program	Provide access to BRIDGES and KEYS2WORK to targeted grade levels.	By August 1, 2010	Superintendent Asst. Superintendent Bldg. Principals School Counselors
	Establish and implement curriculum management committees	Add, delete and update curriculum according to implemented schedule	Initial committees established by June 1, 2010. Annual reviews complete by August 1 each year	Curriculum committees per school level Grade Level Leaders Team Leaders Dept. Chairs
	Provide and promote opportunities for vocational and technical study at Forbes Road	Increase achievement of graduating students from Forbes Road by 5%	June 2011	High School principals HS guidance staff Forbes Road staff
	Schedule 9 th grade students to homeroom with mentors and schedule bi-monthly meetings with student, mentor and guidance counselor and at least one meeting with individual parents annually	Schedule students with mentors	2010-2011 school year	HS Principals HS Guidance

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Develop a plan for Educational Programs (continued)	Continue progress monitoring during flex periods to enrich higher level learners (motivate and maintain mid level learners and remediate lower lever learners)	Continue to gather, record and review relevant data that shows student progress	Ongoing throughout the school year	Teachers Data Teams Bldg. Principals
	Explore cost and need to implement ASSET science grades K-5 to fulfill district need	ASSET implemented	Ongoing	Elementary Science Coordinator Elementary Principals
	Modify the HS master schedule model AP and Honors Chemistry and Physics to include double lab periods in academic and regular Chemistry and Physics	Provide adequate lab time in regular and academic Chemistry and Physics	August 1, 2010	HS Principals HS Guidance
	Post appropriate state standards to all displayed student work in all buildings	Produce and display meaningful and quality student work	Beginning immediately and ongoing as procedure	All teachers

DISTRICT GOAL #4: Provide a support system that allows all students to access additional help, and then address those students at more frequent intervals to determine the effectiveness of remediation strategies.

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Instructional Support System	Training and implementation of RAC strategies K-2	Staff Training of RAC Strategies Implementation of RAC Strategies	100% of K-2 teachers in the district each year trained and implementing	District Teachers K-2 Teachers Principals Supervisors
	Fully Implement RTI (Academic and Behavioral Tiers) at the primary, intermediate and Middle Levels	Partnership with AIU and Staff Development	By the end of the 2011-2012 school year fully implemented RTI Model	AIU Trainers Principals Supervisors/Directors RTI teachers Data Teams Teachers Reading Specialists School Psychologists
	Increase achievement levels of students with IEPs/GIEPs by identifying areas of need and best use of resources	Special Needs assessment with Keystone Consulting, Inc. Implementation of findings	By the end of the 2009-2010 school year team findings to be presented and analyzed. Create a plan for implementing findings district-wide in special education and regular education	Keystone Consultants Principals Supervisors/Directors Teachers Behavior Specialists Special Education Department Chair Director of Special Education School Psychologists

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Instructional Support System (continued)	Staff understanding of and acceptance of diversity	District-wide staff training and staff development	100% of district staff trained each year 100% of the staff being observed establishing a sense of community in all areas each year	All professional and classified staff
	Guidance Counseling component at the elementary and secondary level	Update guidance curriculum and guidance services K-12 Needs Assessment/Curriculum Writing of Guidance Program Explore staffing needs and resources	By the end of the 2009-2010 School Year Create Plan based on the findings of the Dr. Robert Cormany study	Dr. Robert Cormany Guidance Counselors Social Workers School Psychologist Director of Pupil Personnel Principals
	Continue and refine the tutoring process at the secondary level.	Meetings with secondary school staff and their data teams	Ongoing	Secondary Principals Secondary Staff Secondary Data Teams

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Develop a plan to further refine and produce a more effective Alternative Education Program	<p>Create a more cost effective, and educationally sound Alternative Education Program</p> <p>Transition a larger percentage of students back into the regular educational programs in a timely manner.</p>	<p>Continue to review curricula to remediate students through sound educational programs</p> <p>Analyze and refine appropriate social skill models to remediate students' behavior</p> <p>Increase the number of students transitioning back to the mainstream educational setting</p>	<p>Teachers receive instruction/in-service during 2009-2010, 2010-2011 School year to further review programs for implementation</p> <p>Move 30% of students from Alt. Ed to regular classroom within 1 year of student admittance in the program</p>	<p>Alternative Ed. Director Behavior Specialist H.S. Administration Sp. Education Director</p>
Explore the implementation of a 9 th Grade Academy	Begin with implementation of the Achievers Program and progress to exploration of a true 9 th Grade Academy	<p>Implement Achievers Program</p> <p>Provide a report on 9th Grade Academy</p>	2010-2011	<p>Principal Assistant Principal Assistant Superintendent</p>

DISTRICT GOAL #5: Support and enhance the comprehensive arts curriculum (visual, dance, theater, music, and physical education), emphasize components of the district wellness program, and incorporate the functions necessary to develop technologically proficient and career ready students.

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Utilize 21 st Century Technologies	Extend Classroom to gain world perspective	Provide Virtual Experiences and expand web based programs	On-going	Director of Technology
	Install Video Conference Equipment @MS	Develop partnerships with colleges/universities	Training for coaches and teachers on-going	Principals
	Expand Video Conference capabilities for all Buildings	Connect experts with students from various parts of world (global Connection)	Middle School	Curriculum Managers
	Partner with Private Schools to expand Learning Opportunities	Purchase Video Conference programs	Other Buildings	AIU 3
		VLN On-line classes Expand shared resources/curriculum		
	Professional development	Follow EETT Action Plan Budget		HS Assistant Principal

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Continue to support CFF Initiative	<p>Expand CFF opportunities to all Buildings</p> <p>Utilize CFF Coach to train district staff</p> <p>Maintain existing equipment</p> <p>Enhance Classroom</p> <p>Enhance Elementary Labs</p> <p>Professional development</p>	<p>Provide CFF tools and Technology throughout district.</p> <p>Purchase Consistent technology K-12</p> <p>Mobile NoteBooks for Elementary Buildings</p> <p>Install Promethean Boards and Activotes in additional classrooms</p> <p>Audio Gear Voice enhancement</p> <p>Online Training for Staff</p> <p>Typing Program</p> <p>Internet Safety Instruction</p> <p>Budget</p>	On-going	<p>Director of Technology</p> <p>HS Assistant Principal</p> <p>CFF Coach</p> <p>EETT Coordinator/Coaches</p> <p>Techs</p> <p>Principals</p>

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Participation In RWAN as a part of Allegheny Connect	<p>Provide High Speed Connectivity, thus improving content delivery system</p> <p>Provide world-class connectivity to educational system</p> <p>Internet II Connections with College and Universities</p> <p>Increase Web Based Opportunities</p> <p>Build stronger community relationships</p> <p>Shared Resources</p>	<p>Install Dark Fiber to all buildings</p> <p>Update Infrastructure</p> <p>Shared application of technology</p> <p>Group purchasing</p> <p>Cost sharing</p> <p>Purchase Video Conference and Web Based Programs</p> <p>Partner with College or University</p> <p>Budget</p>	On-going	<p>Director of Technology</p> <p>DQE Communications</p> <p>Sunesys</p> <p>Expedient</p> <p>AIU 3</p>

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Provide Professional Development opportunities for all staff	EdInsight	Data Driven Decision Making	On-going	Director of Technology
	Web Page Design	Enhance Parent Involvement and Communication		Staff
	Voice Enhancement System	Audio Gear		Vendor
	Promethean Board and Activote	Boards, Slates and clickers		Principals
	Microsoft Office	Word, Excel		Director of Food Services
	Classroom Integration	Effectively Incorporate Technology into Classroom		
	ProgressBook	Improve Classroom management		
	Social Networking	Budget for training opportunities		
	Student Wellness	Internet Safety Healthy Choices		

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Continue to Create, refine and implement an effective Cyber School Program	Create and implement an effective Cyber School Program that is cost effective and educationally sound	Provide/Schedule time for Highlands Staff members to develop, write, refine and maintain an appropriate cyber school curriculum Provide an educationally sound curriculum that is equivalent to that of the actual district building curricula. Develop and maintain a program that is cost effective and competitive with similar programs in the area.	In-service/ Meeting times for staff 2009-2010, 2010-2011 school years Research similar programs Reduce the cost of such a program by 50% as compared to similar programs by 2011-2012 school year	Asst. Superintendent Principals Supervisors Classroom Teachers Human Resources Dept.
Develop Wellness Centers in each school	Through Highmark Grants, provide equipment necessary for a building level specific wellness center. Explore other grant and funding opportunities	Wellness Centers equipped and programs implemented	2011-2012	Principals PE Teachers Nurses Director of Pupil Services

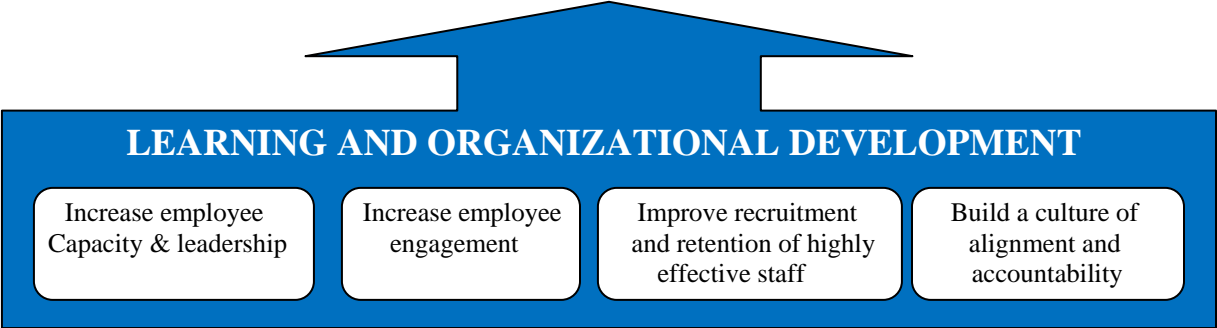
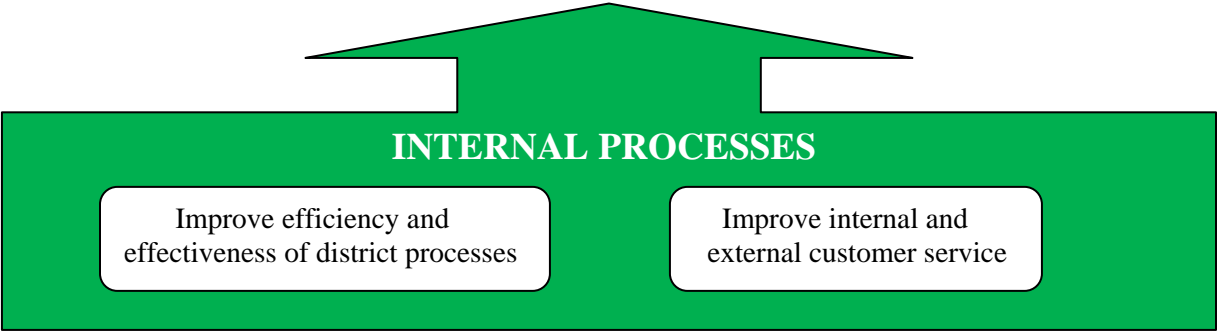
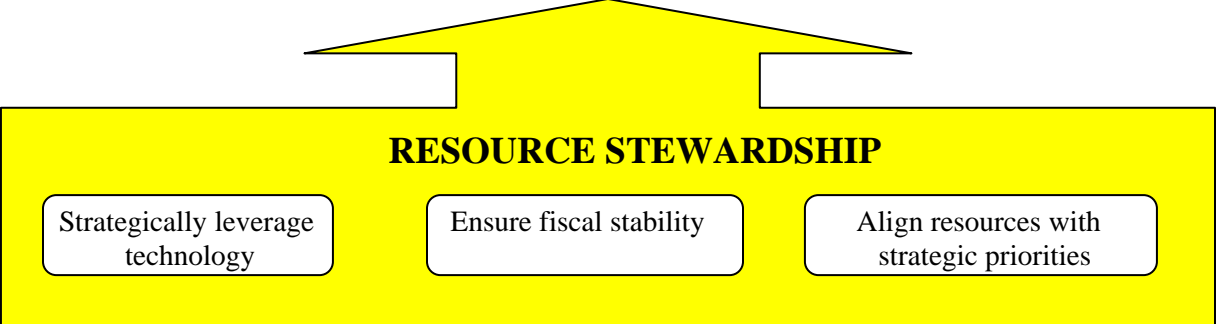
Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Develop strategies to promote and encourage quality and participation in the fine arts programs such as music and art	Create a series of strategies to promote and encourage quality and participation through positive public relations, staff utilization and proper scheduling	<p>Increase growth of the fine arts programs</p> <p>Increase the resources available for the fine arts.</p> <p>Increase participation in the fine arts programs</p> <p>Create a cohesive K-12 Arts program</p> <p>Explore the possibility of reinstating the drama and theater programs at the Middle School and High School Level</p>	<p>Increase the resources available for the fine arts programs by expanding instruments available, programming available and teachers available by the end of the 2009-2010 school year.</p> <p>Increase participation in fine arts programs by 100% by 2011-2012 school year</p> <p>Provide common In-service/ meeting times for K-12 music teachers during 2010-2011 school year</p> <p>Look at feasibility of reinstating theater/drama classes at Middle and High School levels by 2011-2012 school year</p>	<p>Superintendent Asst. Superintendent Principals Supervisors Arts Teachers Possible Input from Arts Collaborative Human Resources Dept.</p>

Key Initiative(s)	Objective(s)	Key Measure(s)	Target(s)	Responsibility/Accountability
Develop a heightened student interest and participation in extracurricular activities, the arts, athletics and nontraditional programs	Develop various strategies that would help to create and/or maintain a cohesive K-12 program of extracurricular, artistic, athletic and nontraditional activities	<p>Increase student participation</p> <p>Increase collaboration</p> <p>Review current offerings</p> <p>Develop youth programs where appropriate</p>	<p>Develop youth programs where appropriate by end of 2010-2011 school year</p> <p>Review current offerings and assess needs of students through student survey, parent survey, staff survey and PTO/PTA, as well as booster organizations by 2011-2012 school year</p>	<p>Athletic Director</p> <p>Principals</p> <p>Coaches</p> <p>PTO</p> <p>Booster Organizations</p> <p>Parents</p> <p>Students</p> <p>Human Resources Dept.</p>
Continue to foster and refine the district wellness program	Develop and implement various programs to increase staff wellness at all levels throughout the school district	The school nurses should collaborate to determine the needs and interests of the faculty and staff	Conduct surveys and seek input from the faculty and staff members to plan, design, build and maintain a wellness program and possible wellness offerings to maintain physical and mental health by end of 2010-2011 school year	<p>Nurses</p> <p>Director of Pupil Personnel</p> <p>Faculty and Staff Input</p> <p>Human Resources Dept.</p> <p>Food Service Director</p>

Highlands School District Strategy Map

Mission: To ensure that Highlands School District students are successful in school and life.

IMPROVE STUDENT ACHIEVEMENT



HIGHLANDS SCHOOL DISTRICT

CURRICULUM MANAGEMENT AND REVISION

TIMELINE

YEAR	SUBJECT AREA	ACTIVITY
<p><i>Kickoff, August, 2010</i></p> <p style="text-align: center;"><i>Fall 2010</i></p>	Communication Arts Mathematics Guidance	Review and develop Scope and Sequence and enter into Curriculum Management Program
<p style="text-align: center;"><i>Spring 2011</i></p>	Communication Arts Mathematics Guidance Science Social Studies	Implementation/Review/Evaluation Review and develop Scope and Sequence and enter into Curriculum Management Program
<p style="text-align: center;"><i>Fall 2011</i></p>	Communication Arts Mathematics Science Social Studies Guidance Music Foreign Language Health & Physical Education Technology Education	Implementation/Review/Evaluation Review and develop Scope and Sequence and enter into Curriculum Management Program
<p style="text-align: center;"><i>Spring 2012</i></p>	Communication Arts Mathematics Science Social Studies Music Foreign Language Health & Physical Education Technology Education Guidance Family & Consumer Science Business Education Library Science Art	Implementation/Review/Evaluation Review and develop Scope and Sequence and enter into Curriculum Management Program
<p style="text-align: center;"><i>Fall 2012</i> <i>And beyond</i></p>	Communication Arts Mathematics Science Social Studies Music Foreign Language Health & Physical Education Technology Education Family & Consumer Science Guidance Business Education Library Science Art	Implementation/Review/Evaluation

CURRICULUM MANAGEMENT AND REVISION PROCESS

ACTIVITIES

1. Selection of district-wide committee.
2. Orientation session to provide committee members with background information related to the process of revision and how we will enter curriculum into the Curriculum Management System.
3. Review grade level course content and course offerings for consistency, continuity, and relevancy.
4. Review to make sure curriculum is aligned with the PA Standards, anchors, and eligible content.
5. Review assessments to determine alignment of written curriculum with tested curriculum.
6. Determine resources, technical support, and staff development needs.
7. Disseminate curriculum to staff and gain input and feedback.
8. Revise to reflect input and feedback where needed.
9. Determine curriculum implementation process.
10. Review and revise curriculum each semester or year.

COMMITTEE STRUCTURE:

High School	2 representatives
Middle School	3 representatives
Kindergarten	1 representative
Grade 1	1 representative
Grade 2	1 representative
Grade 3	1 representative
Grade 4	1 representative
Grade 5	1 representative
Principals	1 representative
Technology	1 representative
Title I	1 representative
Library	1 representative
Special Education	1 representative