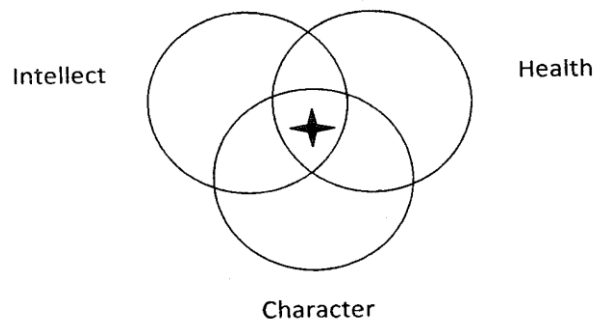


RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL
BOARD OF EDUCATION
RUMSON, NEW JERSEY 07760

During the winter months of the 2009-2010 school year, faculty and staff were asked (in small interdisciplinary groups) to define student achievement. Feedback was collected and compiled. Through consensus, the faculty defined student achievement as "the ability for students to become independent learners who transfer and apply knowledge to real life situations. Students should be able to demonstrate high level thinking skills and should be able to demonstrate academic growth."

During the summer months of 2010, the Leadership Team (Cabinet) crafted their definition of student achievement. This faction addressed this challenge through a holistic lens. Essentially, this group viewed student achievement as a synergistic ideal as illustrated below:



Student achievement is characterized by the knowledge that one is capable of growth in all areas and the understanding that there will be challenges and obstacles to overcome and perseverance will be needed to achieve.

Student achievement is inclusive of demonstrations of merit that may be observed and/or measured. These acts include, but are not limited to the following:

- Increased level of personal challenge and performance
 - Academic
 - Artistic
 - Athletic
 - Emotional
- Increased application and transfer of knowledge to other settings (critical thinking)
- Consistent, positive evidence of healthy decision making
- Heightened levels of respect and awareness of self and others
- Documented ability to establish and realize educational, professional and personal goals.

I. Objectives A and B

- **A**
 - **To Continue to Improve Multiple Measures of Student Achievement**
- **B**
 - **To Continue to Grow as a Professional Learning Community (PLC) Through the Delivery of a Comprehensive Professional Development Plan Focused on the Improvement of Student Learning**

All faculty will engage in action research demonstrating measurable student outcomes as evidenced by the successful completion of their pupil growth plans (PGP). Action Research must focus on one of the following topics: improving student writing, grit, or mindfulness (see attached SGO Framework for Faculty).

Assessment

By June 2017, student performance will increase by 10% as measured by the aggregate SGO scores of faculty action research projects.

II. Objectives A and C

- **A**
 - **To Continue to Improve Multiple Measures of Student Achievement**
- **C**
 - **To Continue to Improve Student Wellness**

Using a sample of RFH honors students and college prep students (LI), as a comparative study sample, implement an approach to teaching the writing process adopted by the Rutgers Writing Project to analyze the comparative increases in student-grit as measured by Duckworth's Grit Scale.

Activities include:

- Training teachers the writing process developed by the Rutgers Writing Project
- Administer pre and post grit scales to selected cohorts
- Analyze and interpret findings

Significance

The Rutgers Writing Process contains attributes that have been associated with building grit in students. Through this study, we may find the writing process to build grit. If so, we can model the process in all areas for all students.

Assessment

Have student grit measures increased as based upon pre-post grit scale assessments.

III. Objective C

- **C**
 - **To Continue to Improve Student Wellness**

To expand Mindfulness activities throughout the district so that by June, 2017 all faculty and students have an increased awareness of Mindfulness and an increased number of staff members are formally trained in Mindfulness.

Activities include:

- Continuation of staff training in both Mindfulness Fundamentals and Mindfulness Educator Essentials courses
- Development of a Mindfulness Toolkit for Educators
- Development of Pilot Initiatives
- Institute "Mindful Mondays"
- Initiate "Mindful Sessions" to occur prior to stress-inducing activities such as EMPAs.
- Continuation and expansion of no homework days"
- Continuation and expansion of early dismissal days prior to end of marking period 1 & 2 exams

Assessment

By April, 2017, there will be a 50% increase in staff members formally trained in Mindfulness. Additionally, a Toolkit for Educators has been developed and distributed to faculty and at least two initiatives have occurred.

IV. Objective D

- **D**
 - **To Improve the Services, Programming, and Efficiency of School Operations**

To improve communications between the school district and the community through social media, website and emails.

Activities will include:

A. Website

1. Identify problems with current website by obtaining feedback from board members, faculty, parents and the school community
2. Redesign process for obtaining, posting and refreshing information
3. Launch website

B. Social Media

1. Exploration and selection of multiple venues of social media including: Facebook, Twitter, and Instagram
2. Training for appropriate staff
3. Launch social media

C. Internal Videos

1. Create an internal library of videos promoting communications

D. Evening Guidance Series (see attached)

E. Hold Parent/Administrator Dialogue meetings each quarter

F. Hold at least four sessions of "Community Read" using at least two books as the focus of those sessions

Assessment

- A. Has new district website been launched with Board and administrator feedback?
- B. Have "Facebook" followers increased significantly? Are Facebook and Twitter being utilized to improve communications and improve our brand?
- C. Has an internal video library been established with at least 5 videos to improve communications and/or our brand?
- D. Have at least 6 evening guidance programs taken place with positive feedback?
- E. Have at least 4 parent/administrator dialogue meetings been held?
- F. Have at least 4 sessions of community read been held?

V. Objective D

- **D**
 - **To Improve the Services, Programming, and Efficiency of School Operations**

To engage in a process that encourages communication from all stakeholders that leads to revision of the district's mission statement and the mission statements of Board committees.

Through focus group discussions and survey data, revise current mission statement.

Activities include:

1. Receive input from focus groups and survey data
2. Revise current mission statement
3. Develop supporting mission statements for each board committee

Assessment

By April, 2017, all Mission Statements have been written and adopted by the Board of Education.

