



UNIVERSITY
HEIGHTS
CHARTER SCHOOL

Character ★ Scholarship ★ Leadership

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MISSION

University Heights Charter School is an anchor institution in Newark built by a team of educators that seeks to develop the whole child with the character, scholarship, and leadership necessary for success in life, college, and community.

GOAL OVERVIEW

Goal 1: To develop deep scholarship & readiness for academic success. (SCHOLARSHIP)
Goal 2: To foster strong character that prepares scholars as leaders. (CHARACTER, LEADERSHIP, WHOLE CHILD)
Goal 3: To support the recruitment, satisfaction, and retention of the highest quality team (TEAM OF EDUCATORS)
Goal 4: To improve improve long-term organizational sustainability. (ANCHOR INSTITUTION)
Goal 5: To support graduates through high school and beyond (LIFE, COLLEGE, and COMMUNITY)

GOALS, OBJECTIVES, ACTIVITIES, AND RESPONSIBILITIES

For each goal above, more detail is provided below interims of associated objectives, activities, and responsibility. Notes:

- Under objectives, an asterisk (*) identifies indicators that the NJ Department of Education also tracks.
- Activities are in rough chronological order, but more detailed plans with timelines are needed
- Resources highlight new/additional resources needed beyond current budget or staffing.
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- Responsibility indicates high-level. Other staff are also involved. Oversight committees also need to be determined.

UHCS Goals and Objectives for Strategic Plan (2016-2020) - DRAFT
Overview of Goals and Objectives (Total = 34)

Goal 1: To develop deep scholarship & readiness for academic success. (SCHOLARSHIP)
1.1 In grades PreK-2, scholars will demonstrate proficiency in READING as measured by the growth on the STEP Assessment.
1.2 In grades PreK-2, scholars will demonstrate proficiency in WRITING as measured by the UHCS writing rubric.
1.3 In grades PreK-2, scholars will demonstrate proficiency in MATH, as measured by the proficiency (80% correct) on the UHCS Math Assessment.
1.4: In grades 3-8, scholars will demonstrate proficiency in LITERACY measured by the growth on state assessment (PARCC)*
1.5 In grades 3-8, scholars will demonstrate proficiency in MATH as measured by the growth on the state assessment (PARCC)*
1.6 Graduating scholars will demonstrate overall readiness for HIGH SCHOOL by demonstrating mastery on the Final Performance Task (FPT) (80 + on rubric)
1.7 In grades PK-8, all SPECIAL EDUCATION scholars will receive all services as indicated on IEP.
1.8 In grades PK-8, scholars will demonstrate grade level proficiency in SCIENCE each year as measured by grade span indicators.*
1.9 In grades PK-8, scholars will demonstrate grade level proficiency in SOCIAL STUDIES as measured by grade-span indicators.
1.10 In grades K-8, scholars will enroll receive formal instruction in at least one VISUAL & PERFORMING ARTS and informal instruction in another.*
Goal 2: To foster strong character that prepares scholars as leaders. (CHARACTER, LEADERSHIP, WHOLE CHILD)
2.1 In grades K-8, scholar attendance will remain high.*
2.2 In grades PreK-2, scholar will show XX amount of socio emotional growth on social/emotional growth instrument.
2.3 In grades 3-8, scholars will show increasing self-regulation and positive behavior.
2.4 In grades K through 8, every scholar will contribute to at least one age-appropriate service activity per year
2.5 By graduation, each child will have at least one sustained team experience.
2.6 By graduation, each child will have at least one experience in the following, as tracked by their "Global Scholar Passport"
Goal 3: To support the recruitment, satisfaction, and retention of the highest quality team (TEAM OF EDUCATORS)
3.1 UHCS will have high quality, properly certified, permanent staff
3.2 Staff members will experience a positive school culture, as measured by staff surveys.
3.3 Staff will set and track annual growth objectives & development plans.
3.4 UHCS will retain high quality staff
3.5 UHCS will implement a formal career path for staff, including opportunities for:
Goal 4: To improve improve long-term organizational sustainability. (ANCHOR INSTITUTION)
4.1 UHCS will hire a new Executive Director and establish a long-term succession plan for the leadership team
4.2 UHCS will improve governance by establishing fully functioning committees, delegation of responsibilities, and clear board succession plan.
4.3 UHCS each year will grow within its approved plan in a way that maintains financial sustainability.
4.4 UHCS will reduce the rate of increase in health benefits costs for the school and for staff.
4.5 UHCS will purchase its Upper School Facilities
4.6 UHCS will increase the level of annual fundraising from individuals to support strategic goals.
4.7 UHCS will increase the level of annual fundraising from institutions to support strategic goals.
4.8 UHCS will engage parents more broadly and deeply.
4.9 UHCS will engage more local community partners.
Goal 5: To support graduates through high school and beyond (LIFE, COLLEGE, and COMMUNITY)
5.1 Graduating scholars will have successfully completed algebra.*
5.2 Graduating scholars will successfully enroll into a high quality high school (HQHS) of their choice.
5.3 Graduates will succeed in high school and be admitted into college within 4 years
5.4 UHCS will determine if adding a high school is a necessary as well as viable option that improves opportunities for graduates.

UHCS Goals and Objectives for Strategic Plan (2016-2020) - DRAFT

Goal 1: To develop deep scholarship & readiness for academic success. (SCHOLARSHIP)				
Objectives	Activities	New Resources Needed	Amount Needed	Responsibility
<p>1.1 In grades K-2, scholars will demonstrate proficiency in READING as measured by the growth on the STEP Assessment. <i>Currently: 70%</i> 2018: 80% of scholars will grow one year (grade level) as measured by STAR assessment 2019: 82% of scholars will grow one year (grade level) as measured by STAR assessment 2020: 85% of scholars will grow one year (grade level) as measured by STAR assessment</p>	<ol style="list-style-type: none"> 1. Take out teaching strategies GOLD CLASS 2. Add guided reading materials 3. Add Journey’s training for the summer(Including IA’s) 4. Add iReady training for the summer (including IA’s) 	<ul style="list-style-type: none"> ● Extend guided reading materials. ● Reading specialists for each grade level. Tutoring program-teachers after school ● One to one ipad initiatives ● Study Dog ● i-Ready Program ● Whiteboards with primary lines ● Reading A-Z or program for parents to access at home ● ESL-Parent reading coaching events 	<ul style="list-style-type: none"> ● 150 Ipads ● Flexible seating ● Appropriate furniture 	Lower School Principal
<p>1.2 In grades PreK-2, scholars will demonstrate proficiency in WRITING as measured by the UHCS writing rubric. <i>Currently: Not tracked currently.</i> 2018: 70% of scholars in each grade will be proficient as measured by writer’s workshop rubric 2019: 75% of scholars in each grade will be proficient as measured by writer’s workshop rubric 2020: 80% of scholars in each grade will be proficient as measured by writer’s workshop rubric.</p>	<ol style="list-style-type: none"> 1. Continue to develop Writer’s Workshop curriculum 2. Training in Writer’s Workshop for teachers and IA’s 	<ul style="list-style-type: none"> ● Additional PD in writing ● Writer’s Workshop curriculum and rubric ● Materials(books, folders and paper) ● Flexible seating(appropriate furniture) 	<ul style="list-style-type: none"> ● 150 of all materials ● Zaner-Bloser, Write Bright 	Lower School Principal
<p>1.3 In grades PreK-2, scholars will demonstrate proficiency in MATH, as measured by the proficiency (80% correct) on the UHCS Math Assessment. <i>Currently: Not tracked currently.</i> 2018: 70% of scholars in each grade will increase by 1 year in Numeracy as measured by STAR 2019: 75% of scholars in each grade will increase by 1 year in Numeracy measured by STAR 2020: 80% of scholars in each grade will increase by 1 year in Numeracy measured by STAR.</p>	<ol style="list-style-type: none"> 1. Continue to develop staff utilization of Singapore make in K-2, as well as extension activities 2. Continue to build upon mathematics activities for all scholars. 3. Support math instruction and small group work with technology where possible 4. Continuation of PD from primary math specialist during the summer 	<ul style="list-style-type: none"> ● Primary Math PD’s in the summer ● 150 Ipad-one to one initiative ● Working smartboards ● Math coach ● Additional Math manipulatives 	150 IPads	Lower School Principal

UHCS Goals and Objectives for Strategic Plan (2016-2020) - DRAFT

	<ol style="list-style-type: none"> 5. Measure kindergarten Math proficiency based on classroom assessments, not STAR Math(starts in 1st grade) 6. Purchase assessments for Math curriculum 7. Full class set of all Singapore curriculum 8. School Math specialist 9. More resources that align with Singapore-APPS, 10 frame activities, cards (Singapore), manipulatives 10. More Ipads 			
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Goal 1: To develop deep scholarship & readiness for academic success. (SCHOLARSHIP)				
Objectives	Activities	New Resources Needed	Amount Needed	Responsibility
<p>1.4: In grades 3-8, scholars will demonstrate proficiency in LITERACY measured by the growth on state assessment (PARCC)* <i>Currently: UHCS - 40% State - 50%</i> 2018: UHCS proficiency/growth 43% 2019:UHCS proficiency/growth rate exceeds previous year plus 3% 2020: UHCS proficiency rate exceeds previous year plus 3% 2021: UHCS proficiency/growth exceeds state average by 3% with 53%</p>	<ol style="list-style-type: none"> 1. Continue to administer interim assessments. 2. Use Standards Solutions for test preparation. 3. Implement supplemental instruction opportunities; e.g., Saturday program. 4. <u>Implement school wide performance tasks</u> 5. <u>Journey's Curriculum Centers (Math & ELA)</u> 6. <u>PARCC prep Saturdays</u> 8. <u>Informal and formal diagnostic reading assessments with all scholars collectively(read alouds) and 1:1 with teacher</u> 9. <u>Grammar and vocabulary focus each day that allows the scholars to increase proficiency in comprehension and</u> 	<ul style="list-style-type: none"> ● Salary Reading Coach ● Cost of Standards Solutions. ● <u>Engage NY; Achieve the Core</u> <ul style="list-style-type: none"> ● <u>IA per room</u> ● <u>Journey's Online access for kids</u> ● <u>Laptops 1:1</u> ● <u>STAR Training for all staff who can administer the test (Teachers and IA's)</u> ● <u>BrainPop</u> ● <u>Teachers Pay Teachers</u> ● <u>Education . com</u> ● <u>Super Teacher Worksheets</u> ● <u>Stipend for PARCC Saturday</u> ● <u>Leveled readers</u> <ul style="list-style-type: none"> ● <u>Additional outside reading comprehension</u> 	<ul style="list-style-type: none"> ● 30 Laptops ● 1 IA per classroom ● BrainPop for each teacher or grade level. ● Education. com access for each teacher or grade level ● Teachers Pay Teachers access for each teacher or grade level. 	<p>Elementary School Principal</p> <p>Elementary Teachers</p> <p>Instructional Assistants</p>

UHCS Goals and Objectives for Strategic Plan (2016-2020) - DRAFT

	<p><u>writing</u></p> <p>10. <u>Administer Anet Interim assessments</u></p> <p>11. <u>Administer Interim assessment in Social Studies(supporting subject)</u></p> <p>12. <u>Utilize MobyMax for test preparation (subscription for each scholar)</u></p> <p>13. <u>Full curriculum with training and online subscriptions</u></p>	<p><u>resources</u></p> <ul style="list-style-type: none"> ● <u>Having more in depth DOK questions that are more applicable to the PARCC test.</u> ● <u>Vocabulary and grammar curriculum that allows for more effective writing</u> ● <u>Reading Specialist</u> ● <u>Cost of Mobymax</u> ● <u>Wordly Wise(books online)</u> ● <u>Push-In Basic Skills teacher for “bubble” students</u> 		
<p>1.5 In grades 3-8, scholars will demonstrate proficiency in MATH as measured by the growth on the state assessment (PARCC)* <i>Currently: UHCS - 23% State - 38%</i> 2018: UHCS proficiency rate reaches 27% 2019: UHCS proficiency rate reaches the previous year plus 3% 2020:UHCS proficiency rate reaches the previous year plus 3% 2021: UHCS proficiency rate reaches state average</p>	<ol style="list-style-type: none"> 1. Strengthen recruitment and retention of Math faculty. 2. Continue to administer interim assessments. 3. PARCC Prep Saturdays 4. Use Standards Solutions for test preparation. 5. Use more technology to prepare for test taking. 6. Increase # of external teacher school visits. 7. <u>Use of manipulatives and performance tasks</u> 8. <u>Use more technology to prepare for test taking.</u> 9. <u>Students will complete multiple speed drill in the basic facts on topics of multiplication and division</u> 10. <u>Students will increase their exposure to more difficult DOK level 2o-3 questions that are more</u> 	<ul style="list-style-type: none"> ● Cost of curriculum (Engage NY) ● Cost of PD on use of new curriculum. ● Salary Math coach. ● Salary Math instructional leader. ● Cost of Standards Solutions. ● Laptops ● I-Ready curriculum cost(full subscription) 	<ul style="list-style-type: none"> ● 30 laptops ● 1 tutore per classroom for AIS 	<p>Elementary School Principal</p> <p>Elementary Teachers</p> <p>Instructional Assistants</p> <p>Admin and Math Department (Junior High)</p> <p>Curriculum Director</p>

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	<p><u>common on the PARCC through the I-Ready curriculum</u></p> <p>11. <u>Students will have more practice with multi step word problems that expose them to math vocabulary</u></p>			
<p>1.6 Graduating scholars will demonstrate overall readiness for HIGH SCHOOL by demonstrating mastery on the Final Performance Task (FPT) (score 80 or better on rubric)</p> <p><i>Currently: Not tracked</i></p> <p>2018: 75% of graduates will be proficient on FPT</p> <p>2019: 80% of graduates will be proficient on FPT</p> <p>2020: 85% of graduates will be proficient on FPT</p>	<ol style="list-style-type: none"> 1. Build on the rigor of the Speaking component for Each final performance task. 2. Build on the rigor of the Written component for each Final performance task 3. Develop the rubric for FPT in each Grade. 4. Build on incorporating more Technology into FPT 	<ul style="list-style-type: none"> ● Money allocated for individual IPADs ● Money allocated for student trips to conduct documentaries 		Upper School Principal

Goal 1: To develop strong scholar scholarship & readiness for academic success. (SCHOLARSHIP)				
Objectives	Activities	New Resources Needed	Amount Needed	Responsibility
<p>1.7 In grades PK-8, all SPECIAL EDUCATION scholars will receive all services as indicated on their Individual education plan (IEP).</p> <p>All students with Individualized Education Plan will have academic and behavioral support developed and implemented in the general education environment that will result in a reduced need for identification for special education services and to develop strong scholarship and readiness for academic and behavior success (SCHOLARSHIP)</p> <p>SPED TEam will focus on developing and implementing high quality instruction based on individual student needs.</p> <p>SPED Team will work collaboratively to develop a Student Success Team to monitor, revise and implement new intervention strategies and techniques to increase student achievement and to facilitate compliance with all federal</p>	<ol style="list-style-type: none"> 1. Develop tracking system. 2. Ensure IEPs reflect available services 3. Increase SPED staffing with specialties 4. Fully staff SPED teachers 5. More SPED PD for teachers 	<ul style="list-style-type: none"> ● All servicing team members will have access to a menu of research-based resources and professional development that support implementation and enforcement of IEP specifications ● All servicing team members will receive relevant and current professional development and training in the area of current state and federal laws as it relates to special education 	<p>One laptop/Ipad per student</p> <p>Whiteboards as needed per class</p>	<p>Supervisor of Special Services;</p> <p>Principals (staffing/staff evaluations)</p>

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<p>and state laws.</p> <p><i>Currently:</i> Not tracked. 2018: 90% of services all year 2019: 95% of services all year 2020: 100% of services all year</p>		<ul style="list-style-type: none"> • SPED Resource Library with physical and digital books,subscriptions to support SPED team. 		
<p>1.8 In grades PK-8, scholars will demonstrate grade level proficiency in SCIENCE each year as measured by grades span indicators: Grades PK-2: 80% proficiency or above as prescribed by the science curriculum (Portfolio Assessments/ TS GOLD) Grades 3-4: NJASK 4 - 90% proficiency or above. (currently 85%) Grades 5-6: ???? Grades 7-8: NJASK 8 - 80% proficiency or above. (currently 61%) Grades 4-8: 4 or higher on Science Fair Rubric Grades 7-8: NJASK8-63% proficiency in 2018 2019: NJASK8-65% proficiency 2020: NJASK8-68% proficiency</p>	<ol style="list-style-type: none"> 1. Provide more specific training for Science teachers (FOSS or NGSS) 2. Provide teachers with more science experiments through curriculum 3. Provide a tangible Science curriculum with online access including all materials associated with curriculum 4. Repeat behaviors to figure out cause and effect. Gravity can be assessed in dramatic play, gross motor play, block area. 5. Measuring cups, water beads in the science area to use in the classroom. THINK symbolically, recognizes pictures of animals, people, and objects. 6. Show interest in animals. Classrooms have animals, use animals or symbols that represent animals in play planning. 7. Provide an end-of-the-year assessment to ensure students understand necessary standards. 8. Training for Science teacher (experiments) 9. Full curriculum 10. Provide more science experiments 11. Adapt a new age appropriate science curriculum. <p>Provide training for Teachers and IA's</p>	<ol style="list-style-type: none"> 1. More funding for Off or On-Site Science Professional development 2. Full curriculum with books 3. More funding for science professional development 4. Funding for scientific experiment equipment (lab safety equipment) 5. New age appropriate science curriculum. 		<p>Both Principals</p>
<p>1.9 In grades PK-8, scholars will demonstrate grade level proficiency in SOCIAL STUDIES as measured by grade-span indicators: Grades PK-2: 80% of proficiency or above as prescribed by the social studies curriculum (Portfolio Assessment/TS GOLD/ or Performance Tasks) Grades 3-8: 75% of graduates will be proficient on FPT Grade 6-8: 70% of graduates will be proficient on History Interim assessment</p>	<ol style="list-style-type: none"> 1. Create History interim assessments for grades 6-8. 2. Support extension and development of Social Studies Curriculum (Grades Pre-K to 2) 3. Provide teachers with more Social Studies curriculum 4. Provide a tangible Social Studies curriculum with online access including all materials associated with curriculum 	<ol style="list-style-type: none"> 1. Curriculum development; Lower School Social Studies 2. Off or On-Site Social Studies Professional development 3. Social Studies Coach 4. Interim assessment 5. Google goggles 6. Flexible seating 		<p>Both Principals</p>

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	<p>5. Social and emotional growth using GOLD system. Strategic plan discusses using second step with PRe-K. Props, puppets, role playing, contains lessons for social and emotional lessons. This will help us achieve the strategic plan goal of 65% is second step is implemented in the classroom.</p> <p>6. More PD specific to Social Studies</p> <p>7. Adopt a new age appropriate social studies curriculum.</p> <p>8. Provide training for Teachers and IA's</p>	<p>7. One to one initiative</p> <p>8. New age appropriate social studies curriculum</p>		
<p>1.10 In grades K-8, scholars will enroll receive formal instruction in at least one VISUAL & PERFORMING ARTS and informal instruction in another. <i>Currently:</i> Officially 66% in formal course, but think more. % of scholars enrolled in a visual or performing arts course *</p>	<p>1. Plan at least three whole school Performing Arts evening events</p> <p>2. Develop Performing Arts Rubric for each Grade</p> <p>3. Use Arter-Charter Process</p> <p>4. Offer arts such as painting, drawing, etc.</p>	<ul style="list-style-type: none"> ● Visual and/or Performing Arts co-curriculars for students in K-8 ● Additional arts related activities that become available through grant opportunities (Artist classroom/school visits) ● Hire an Art teacher 	<p>PD- Visual and Performing Arts Staff; Additional funding for curriculum writing support</p>	<p>Both Principals</p>

Goal 2: To foster strong character that prepares scholars as leaders. (CHARACTER, LEADERSHIP, WHOLE CHILD)													
Objectives	Activities	New Resources Needed	Amount Needed	Responsibility									
<p>2.1 In grades K-8, scholar attendance will remain high.</p> <table border="1" data-bbox="163 1068 772 1166"> <thead> <tr> <th></th> <th>Attendance*</th> <th>Chronic Absenteeism</th> </tr> </thead> <tbody> <tr> <td>K-2</td> <td>94%+ (current 93.3%)</td> <td>10% or less</td> </tr> <tr> <td>3-8</td> <td>95% (current 95.2%)</td> <td>5% or less</td> </tr> </tbody> </table> <p>Overall chronic absenteeism has ranged 11-16%</p>		Attendance*	Chronic Absenteeism	K-2	94%+ (current 93.3%)	10% or less	3-8	95% (current 95.2%)	5% or less	<ol style="list-style-type: none"> 1. Close tracking 2. Parent engagement activities 3. Attendance court 4. <u>Value of Education</u> 	<p><u>Parent Committee Engagement</u></p>		<p>Social Workers Office Manager Dean of Students (Lower) and Master Teacher (PreK)</p>
	Attendance*	Chronic Absenteeism											
K-2	94%+ (current 93.3%)	10% or less											
3-8	95% (current 95.2%)	5% or less											
<p>2.2 In grades PreK-2, scholar will show XX amount of socio emotional growth on social/emotional growth instrument. <i>Currently:</i> Not tracked. 2018: 70% of scholars in each grade will advance at least XX 2019: 75% of scholars in each grade will advance at least XX 2020: 80% of scholars in each grade will advance at least XX</p>	<ol style="list-style-type: none"> 1. Implement Second Step 2. Identify instruments for assessing socio-emotional growth. 3. Work with parents to help gather information for assessment. 4. Utilize positive classroom supports as those identified in Responsive 	<ul style="list-style-type: none"> ● Purchase Second Step SEL Program ● Purchase assessment instrument for Second Step ● Purchase DEVROUX ● Purchase Apperson ● Support facilitation of Second 	<p>\$10,000</p>	<p>Lower School Dean of Scholars, Principal, Master Teacher, Dean of Curriculum and Instruction; Reading</p>									

UHCS Goals and Objectives for Strategic Plan (2016-2020) - DRAFT

	<p>Classroom, Center for Social and Emotional Foundations for Early Learning (CSEFEL) and PBIS (Positive Behavior Supports)</p> <ol style="list-style-type: none"> Trauma sensitive classrooms Staff training in PBIS Responsive classrooms Weekly grade level morning meetings Positive classroom support 	<p>Step Curriculum through grade level PLCs and PD time</p> <ul style="list-style-type: none"> Show progress of classroom constructs through CLASS and ECERS-3 assessment tools. Continue to provide staff training (PD) of positive classroom constructs that support students' social and emotional growth. 		Specialist/Kdg Coach
<p>2.3 In grades 3-8, scholars will show increasing self-regulation and positive behavior. <i>Currently:</i> Tracked, but not regularly. Possible indicators # of scholars suspended/enrollment* # of unique scholars suspended/enrollment* Scholar Dollar averages</p>	<ol style="list-style-type: none"> Track Student volunteer hours <u>ASCA Model Implementation</u> <u>PBIS Training for all teachers before school year starts</u> <u>Utilize positive reinforcement and REACH</u> <u>Create a behavioral team that goes to classrooms when paged to deal with student situations and have the student back in the classroom immediately</u> <u>Create a consistent behavioral management plan that includes discipline for specific situations that the school follows with fidelity.</u> 	<u>Certified School Counselor</u>		Upper School Dean of scholars
<p>2.4 In grades K through 8, every scholar will contribute to at least one age-appropriate service activity per year <i>Currently:</i> Not tracked. Grades K-2: - Classroom Service (class job, etc); Participation in Fundraiser events for non-profit, cause related groups, such as local animal rescue, Pennies for Patients, etc. Grades 3-4: - Grade-Level Service (clean-up, morning meeting) Grades 5-6: School-Level Services (Student Government) Grades 7-8: Community Level Service (Senior Center, Park clean-up) totalling 20 hours required for graduation.</p>	<ol style="list-style-type: none"> Track school wide involvement in school wide events (PreK-2) Pre-K-2nd -Establish a recycle and gardening program Focus community service on Newark (improving their community to make it a better place for themselves and others) Middle school mentoring and an art program would benefit scholars. 	<p>Mentoring program and a Tech Based Club. This would encourage all scholars. Technology is our future.</p> <p>Hire a head of volunteers services to organize volunteer opportunities for students (or hire within and offer a stipend for the position)</p>		Upper School Dean of scholars; Lower School Principal/Dean of Students

Goal 2: To foster strong character that prepares scholars as leaders. (CHARACTER, LEADERSHIP, WHOLE CHILD)					
Objectives		Activities	New Resources Needed	Cost	Responsibility
<p>2.5 By graduation, each child will have at least one sustained team experience. To achieve this, UHCS will expand artistic, academic, and athletic club offerings by 2019-2020 to include:</p>		<ol style="list-style-type: none"> If leagues/venues don't currently exist, could organize bilaterally or group wide with other Charters or feeder high schools 			
Currently offered	To be added				

UHCS Goals and Objectives for Strategic Plan (2016-2020) - DRAFT

<p>Volleyball Basketball Soccer Flag Football CHAMPS String Ensemble STEP Dance Performing Arts Boatbuilding Student Government</p>	<p>1. Want these to have team element 2. Could get student input 3. Academic Options o Science/math teams o Debate o Visual Arts o STEM Club 4. Invention Convention 5. Quiz Bowl</p>			
<p>2.6 By graduation, each child will participate in a variety of Global Learning experiences in grades Pre-K-8 that allow them to explore the local community (tri-state New Jersey, New York and Connecticut) and develop greater understanding of our world as they become active citizens in the global community.</p> <ol style="list-style-type: none"> 1. Active outdoor education experience (ropes, hike, camp, ski) 2. Zoo/Aquarium/Nature Center visit 3. Museum Visits (Newark, Art, Historical) 4. Newark Public Library 5. Performing Arts Performance (Both in school by outside performers and off site) 6. College visit (one per year) 7. Course in Financial Literacy 8. Youth leadership experience (conference, institute, etc) 9. Washington, DC Trip 10. Course in Computer applications/programming/coding 11. Office work experience (even one day/week) 12. Foreign Language (mini-course, class, lessons, online) 13. International Experience <p>These experiences will be added each year until all are accumulated and sustaining by 2019-2020.</p>	<p>Outdoor education experience</p> <ul style="list-style-type: none"> ● YMCA Camps (Fairview Lake; Camp Bernie) ● Salvation Army Camp (Star Lake Camp)-- ropes, hike, camp, canoeing, swimming ● Frost Valley YMCA camp— New York ● Project USE (Urban Suburban Environment)— adventure based experiential education ● Sandy Hook Experience <p>Science based Education experience</p> <ul style="list-style-type: none"> ● (Zoo/Aquarium/Nature Center visit) 	<p>Seeks Grant Funding to Support</p>	<p>PLC's</p>	
	<p>Social Studies/History</p> <ul style="list-style-type: none"> ● (Museum Visits- Newark, New York, DC, Art, Historical) 	<p>Seeks Grant Funding to Support</p>		

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	<p>Research Experiences</p> <ul style="list-style-type: none"> • (Newark Public Library, New York, Washington, DC) 			
	<p>Performing Arts Performance</p> <ul style="list-style-type: none"> • (Both in school by outside performers and off site); NY Theater • Participating in performances 	<p>Seeks Grant Funding to Support</p>		
	<p>Financial Literacy Experience</p> <ul style="list-style-type: none"> • Develop Partnership with Prudential, Rutgers Business school Newark campus • Required course, -- TD Bank visit classroom and teaches a class for free concludes with a visit and tour of the bank K-8 <p>http://www.tdbank.com/wowzone/educators/</p> <ul style="list-style-type: none"> • TREPS • Visit Wall Street, <p>Each student could Open a Bank Account</p>	<p>Seeks Grant Funding to Support</p> <p>Seeks Grant Funding to Support</p>		
	<p>Virtual global field trips</p> <ul style="list-style-type: none"> • Skype in the classroom—online community • Google expeditions <p>Course in Computer applications/programming/coding</p> <ul style="list-style-type: none"> • Technovation <p>Develop partnerships with NJIT, Rutgers, IBM, Google, Apple</p>	<p>Seeks Grant Funding to Support</p>		

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	Rosetta Stone--Spanish, French (mini-course, class, lessons, online) Tour the United Nations, consulates from the various languages spoken	Seeks Grant Funding to Support		
	International Day/Week Literature H2O for Life https://www.h20forlifeschools.org/	Seeks Grant Funding to Support		

Goal 3: To support the recruitment, satisfaction, and retention of the highest quality team (TEAM OF EDUCATORS)				
Objectives	Activities	New Resources Needed	Amount Needed	Responsibility
<p>3.1 UHCS will have high quality, properly certified, permanent staff Every year, at any given time, 95% of positions will be filled with high quality, properly certified, permanent staff. <i>Currently:</i> Not tracked.</p>	<ol style="list-style-type: none"> 1. Recruitment plan for high need areas, (math, SPED) 2. Over-hiring to compensate for early attrition. 3. Recruitment incentives 4. Partnerships with recruiters, universities 5. Host Student Teachers 6. <u>Track reasons why staff leave</u> 	<ul style="list-style-type: none"> ● Funds for incentives ● external recruiter ● Add Talent Coordinator 		Executive Director or Talent Coordinator
<p>3.2 Staff members will experience a positive school culture, as measured by staff surveys. Every year: 80% or more of staff will report positive academic culture. <i>Currently:</i> Tracked, but not consistent instruments.</p>	<ol style="list-style-type: none"> 1. Administer survey. 2. Teacher observation 3. Review policies 4. High Quality PD 5. Establish Professional Learning communities. 	<ul style="list-style-type: none"> ● Funds for external professional development. ● Add Talent Coordinator 		Executive Director or Talent Coordinator
<p>3.3 Staff will set and track annual growth objectives & development plans. <i>Currently:</i> Not tracked. Every year: 100% of staff will complete <u>personal</u> growth objectives.</p>	<ol style="list-style-type: none"> 1. Supervisors will meet with staff for goal-setting. 	<ul style="list-style-type: none"> ● Funding for SGO trackers such as OnCourse ● PD time for development of 		Admin Team

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		PDPs (Professional Development Plans) LS complete		
3.4 UHCS will retain high quality staff <i>Currently:</i> 2017: 80% of staff offered renewal will return 2018: 83% of staff offered renewal will return 2019: 86% of staff offered renewal will return 2020: 90% of staff offered renewal will return	1. Track reason why staff leave. 2. Competitive salary/benefits. 3. Effective PD 4. Positive work conditions. 5. Opportunities for growth. 6. Tuition reimbursement	<ul style="list-style-type: none"> Funds for tuition reimbursement, higher salaries 		Executive Director or Talent Coordinator
3.5 UHCS will implement a formal career path for staff, including opportunities for: <ul style="list-style-type: none"> Instructional Assistants→ Teachers Teachers-->Instructional Leaders Instructional Leaders→ Administrators Central Office Staff to assume more responsibility 	1. Implementation of best practices from TNTP and other sources 2. Partnerships with NLNS, NAATE, Relay, EdPioneers, Universities 3. Review and better implement tenure policy	<ul style="list-style-type: none"> <u>Attract talent</u> 		Executive Director or Talent Coordinator

Goal 4: To improve long-term organizational sustainability. (ANCHOR INSTITUTION)				
Objectives	Activities	New Resources Needed	Amount Needed	Responsibility
4.1 UHCS will hire a new Executive Director and establish a long-term succession plan for the leadership team. 2016 - Hire new executive director 2017 - Succession plan for SBA, Principals 2018 - Succession plan for Director of Dev't, Manager of Tech, VP 2019 - Succession plan for Special Services	1. Hire executive director 2. Long-term succession plan 3. Develop and implement onboard process	<ul style="list-style-type: none"> Head Hunter 		Board of Trustees
4.2 UHCS will improve governance by establishing fully functioning committees, delegation of responsibilities, and clear board succession plan (membership and leadership).	1. Assess board structure against the strategic plan 2. Identify committees 3. Assign committees 4. Plan for succession 5. <u>Onboarding Process</u> 6.			Board of Trustees
4.3 UHCS will systematically reassess its strategic growth plan each year to determine most viable options. Establish formal plan to assess and approve growth for	1. Set annual timeline. 2. Evaluate enrollment potential. 3. Determine facilities viability and	Set annual timeline		School Business Administrator; School Level

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following year, and follow decision tree and budget projections. 2016 - How much new PreK and K do we add 2017 - How much new K and 1 do we add? Do we add PK? PK3? 2018 - How much new K -2 do we add 2019 - How much new K-3 do we add 2020 - What do we ask for in charter renewal?	physical plants and structures available to support growth of lower grades 4. Submit match targets.			Administrators
4.4 UHCS will maintain quality and coverage for health benefits while seeking to “bend the cost curve” for the school and for staff. 2017 - Investigate options 2018 - Implement alternative if available	1. Identify and evaluate alternatives to state health benefits plan.			School Business Administrator
4.5 UHCS will purchase its Upper School Facilities 2017 - Most cost efficient time to buy before rent goes up 2019 - Last possible time to buy building	1. Organize capital campaign (recommended to move to a further date) 2. Raise down payment 3. Identify lender 4. Do valuation 5. Buy building	<ul style="list-style-type: none"> ● Increased savings ● Fundraising ● Financing consultant 		Executive Director

Goal 4: To improve long-term organizational sustainability. (ANCHOR INSTITUTION)				
Objectives	Activities	New Resources Needed	Amount Needed	Responsibility
4.6 UHCS will increase the level of annual fundraising from individuals to support strategic goals. <i>Currently: For 2016 we raised ~\$28,000</i> 2017: <u>\$25,000</u> 2018: <u>TBD</u> 2019: <u>TBD</u> 2020: <u>TBD</u> *GOAL: To raise \$1M in total from individuals by 2020, including \$25,000 a year from community members and parents.	1. Develop individual giving target based on projected donor capacity. 2. Assign priorities to raise for based on strategic needs. 3. Develop detailed plan with timeline to raise goal. 4. Implement an Annual Giving Program that is donor focused 5. Create Annual Giving Report Newsletter and Brand Marketing/ Promotion Host an Annual Signature Event 6. Board members and Friends of UHCS to host small events Proposed (add timelines) 1. Develop a prospect list (2017)	<ul style="list-style-type: none"> ● School Admin to determine key programs and amount needed (completed) ● Prospect Researcher or electronic tool to conduct giving capacity of individuals(currently unavailable) ● Parent Volunteers, student ambassadors, and/or company to do phone calls and solicit support (currently unavailable) ● Board to help engage individuals and build database (discussed at the Sept. board meeting) 		Director of Development and BOD (Development Committee)

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	<ol style="list-style-type: none"> 2. Engage board in identifying prospects 3. Develop an annual giving campaign 4. Create a prospect newsletter 5. Establish The Friends Of Entity 6. Cultivate community relationships by spending 70% time in appointments and community engagement 	<ul style="list-style-type: none"> • Coordinate donation process with finance. 		
<p>4.7 UHCS will increase the level of annual fundraising from institutions (Corporations, Foundations, Special State Grants) to support strategic goals.</p> <p><i>Currently: For last four years we raised ~\$325,000 annually.</i></p> <p>2017: \$250,000 raised (write grants for \$500K)</p> <p>2018: \$400,000 raised (write grants for \$800K)</p> <p>2019: \$550,000 raised (write grants for \$1.1M)</p> <p>2020: \$700,000 raised (write grants for \$1.4M)</p> <p>*GOAL: To raise \$1.9M from institutions by 2020.</p> <p>Note (MP) Check with Ms. Cooper</p>	<ol style="list-style-type: none"> 1. Develop institutional targets based on needs of strategic plan. 2. Identify giving priorities and key programs to seek, solicit and secure corp and foundation support 3. Develop detailed plan with timeline to raise goal. 4. Host at least 2 signature events for Corp and Foundation donors <p>Proposed (add timelines)</p> <ol style="list-style-type: none"> 1. Establish a grant writing committee 2. Develop a grant template 3. Create a needs assessment 	<ul style="list-style-type: none"> • School Admin and Board to establish program and project priorities and amounts needed for each • Additional grant writer 		<p>Director of Development, BOD (Development Committee)</p>
<p>4.8 UHCS will engage families more broadly and deeply.</p> <p><i>Currently 2 major cultural events and then other workshops.</i></p> <p>2017: minimum 5 parent events and at least 50% attend 1</p> <p>2018: minimum 6 parent events and at least 60% attend 1</p> <p>2019: minimum 7 parent events and at least 70% attend 1</p> <p>2020: minimum 8 parent events and at least 80% attend 1</p> <p>*GOAL:</p> <ol style="list-style-type: none"> 1. To establish an active Parent/ Volunteer Association that raises \$25K annually to support extra-curricular projects, programs and activities 2. Have the Parent/ Volunteer Association work collaboratively with the Friends of UHCS to raise \$25K annually to support scholarships and Global Passport Program 	<ol style="list-style-type: none"> 1. Establish Key Areas and Activities for Parent Engagement and Participation 2. Create and distribute a UHCS Parent Engagement Marketing Packet that includes an Annual calendar of events with goals, expectations and objectives 3. Host 2-3 Cultural Events 4. Host 2-3 Adult Athletic Events 5. Seek and secure sponsors for Parent University/ Workshops <p>Proposed (add timelines)</p> <ol style="list-style-type: none"> 1. Develop timelines and weekly check-in with part-time coordinator to support this process (2017) 	<ul style="list-style-type: none"> • School Admins to establish gaps in funding and strategic goals 		<p>Director of Development or Parent Coordinator</p>

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	<p>2. Support the parent engagement committee</p> <p>3. Support administration in the development of culturally relevant events</p> <p>4. Develop a needs assessment for overall organizational review for parents</p>					
<p>4.9 UHCS will engage more local community partners. <i>Currently NJSO and Bethany are two main community partners.</i></p> <table border="1" data-bbox="163 456 848 711"> <tr> <td data-bbox="163 456 506 711"> <p>Initially have 2 partners, then: 2017: add one new partner 2018: add one new partner 2019: add one new partner 2020: add one new partner</p> </td> <td data-bbox="506 456 848 711"> <p>By 2020 want 6 total in</p> <ol style="list-style-type: none"> 1. Community (Bethany) 2. Arts (NJSO) 3. University 4. Corporate 5. Healthcare 6. Other </td> </tr> </table> <p><u>By 2020, we will have at least 1 arts partner, 1 university partner, 1 CBO partner, 1 corporate partner, and 1 health care partner.</u></p>	<p>Initially have 2 partners, then: 2017: add one new partner 2018: add one new partner 2019: add one new partner 2020: add one new partner</p>	<p>By 2020 want 6 total in</p> <ol style="list-style-type: none"> 1. Community (Bethany) 2. Arts (NJSO) 3. University 4. Corporate 5. Healthcare 6. Other 				<p>Director of Development or Afterschool Coordinator</p>
<p>Initially have 2 partners, then: 2017: add one new partner 2018: add one new partner 2019: add one new partner 2020: add one new partner</p>	<p>By 2020 want 6 total in</p> <ol style="list-style-type: none"> 1. Community (Bethany) 2. Arts (NJSO) 3. University 4. Corporate 5. Healthcare 6. Other 					

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Goal 5: To support graduates through high school and beyond (LIFE, COLLEGE, and COMMUNITY)					
Objectives	Activities	Resources Needed	Amount Needed	Responsibility	Priority
<p>5.1 Graduating scholars will have successfully completed algebra. <i>Grade 8 Algebra course enrollment is an NJDOE indicator*</i> 2018: Establish pre-algebra in grade 7 + grade 8 2019 Establish algebra in grade 8 2020: All scholars in grades 7-8 will be in pre-algebra and algebra.</p>	<ol style="list-style-type: none"> Hire Algebra teacher Determine curriculum Articulate backwards so prepared for pre-algebra in grade 7 <u>Refine what HQHS- test scores on DOR</u> 	<ul style="list-style-type: none"> Grant to fund Algebra initiative 		Upper School Principal	
<p>5.2 Graduating scholars will successfully enroll into a high quality high school (HQHS) of their choice. 2018: 85% of graduates will enroll into a HQHS of their choice. 2019: 90% of graduates will enroll into a HQHS of their choice. 2020: 95% of graduates will enroll into a HQHS of their choice.</p>	<ol style="list-style-type: none"> Define HQHS foster better relationships with existing high schools, including more HS visits, info sessions, and build strong ties with top schools Improve academic prep Financial aid Application assistance, 	<ul style="list-style-type: none"> Scholarship Fund 		HS Placement Coordinator	
<p>5.3 Graduates will succeed in high school and be admitted into college within 4 years . 2017: Raise funds & hire Alumni counselor 2018: Implement tracking system & support activities 2019: 70% of Class of 2015 will be admitted to college 2020: 75% of Class of 2016 will be admitted to college</p>	<ol style="list-style-type: none"> Implement tracking of scholar progress. Develop system for maintaining personal contact through social media, etc. 	<ul style="list-style-type: none"> Tracking system HS Support counselor 		New Alumni Support counselor?	
<p>5.4 UHCS will determine if adding a high school is a necessary as well as viable option that improves opportunities for graduates 2018 - Determine final decision as part of charter renewal. Pros-Merging is cost effective; Resources from two places Cons-Start- up is costly</p>	<ol style="list-style-type: none"> Develop growth that incorporates high school Incorporate input from: families, demographic studies, market analysis, financial analysis Incorporate final decision into charter renewal. Keep and maintain activities In depth analysis or potential merge sites(curriculum, PARCC scores, graduation rate, college acceptance rate, school culture, staff morale, 	<ul style="list-style-type: none"> Data Coordinator Tracking system for 5 year strategic plan Rewards/ bonus for meeting goal 		Executive Director	

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	quality and maintenance of location, college prep programs, SAT prep program, IB goal-oriented, on site guidance counselors, paper community outreach to current 8th graders				
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Additional staffing that may be necessary to fully implement plan:

- **Talent Coordinator:** For staff recruiting, certification, career path, professional development.
- **Data & Assessment Analyst:** This is a lot of data to track, historically ED has not been able to keep up with.
- **Partnership/Afterschool Coordinator:** Point person for the scholarships, expanded offerings, possibly through 21st century grant.
- **Alumni Support Counselor:** Works with graduates, supports through high school and college application.
- **Parent Engagement Coordinator:** If we really want this to grow, need someone dedicated to it.
- **Grant Writer and Manager:** Designated to researching, writing and managing reports of public and private grants
- **Prospect Researcher:** To research, qualify and quantify giving capacity of prospective donors

One person could fulfill more than one of these roles, but our current internal capacity is limited to add these roles to existing staffing.

Questions to Consider:

- **Process**
 - How do we consider more parent input?
 - How do we consider students (maybe in selection of activities to target?)
 - How do we
- **Scope**
 - Is anything missing?
 - Is this too much? Is there another level of priority we need?
- **Manageability**
 - How do we stagger goals (especially non-academic)?
 - How do we track all this? Who will track all this?
- **Implementation**
 - How do we distribute staff responsibility?
 - How do we align committees to this plan?

Gap Budget

Growth Decisions