



**Haddon Heights Public Schools
Strategic Goals and Action Plans
Presented June 2020**

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Every strong, successful and forward thinking organization must have trust, talent, energy and a focused plan. In 2020, this holds true more than ever and especially in school districts. Our students are living and learning in a rapidly changing, complex world. We are charged with preparing them to think well, learn well and act well as individuals and as members of their communities, small and large. Our resources must be targeted and well invested for maximum return for our students. We must be not just an institution of teaching but a true learning organization, one that learns continuously, reflects, applies new knowledge and understandings, and reflects again. It is this constant cycle, focused on specific goals, with all constituents engaged, that drives a school district toward excellence.

In the last ten months, hundreds of members of the Haddon Heights school community have been engaged in the planning process which culminated in the adoption of four strategic goals. Surveys of parents, students, and staff members; public forums; interviews; and data review formed a deep base of input. A core team of school community leaders (teachers, parents, administrators, students and support staff members) analyzed the input data, discussed and debated the focus points which would most clearly address the greatest needs, and determined that concentrated work in four areas over the course of 2020-2025. The goals focusing on academic standards, diversity and equity, social emotional learning and teacher leadership were adopted by the Board in January 2020.

No goal is more than a wish unless it is supported by a detailed action plan which is then fully executed. Teams of educators across the district have worked diligently to design the action plans presented in this report. While financial concerns are ever present, making decisions through the lens of the strategic plan is essential. Every student and family in the school community is deserving of this work and the outcomes it will yield.

The Haddon Heights Public Schools, in collaboration with our students, families, and communities, will provide diverse and challenging learning experiences in a safe and nurturing environment with the goal of developing creative, successful lifelong learners. We strive to cultivate learning communities that promote the building of character which will enable our students to contribute to their communities in meaningful and positive ways.

Academic Standards

Engage students with academic content that is challenging, promotes critical thinking and intellectual curiosity, and provides authentic experiences for all learners.

Social and Emotional Learning / Mental Health

Provide a school culture that develops socially and emotionally intelligent students who are self-aware, confident, and thriving citizens.

Diversity, Inclusion and Equity

Understand, value, appreciate, and celebrate the differences of others. Ensure that all students are provided a learning experience that is equitable and inclusive.

Teacher Leadership

Embrace teachers as leaders and create pathways for them to learn and to apply research-based knowledge in their instruction.

Note regarding funding and flexibility in schedule

The Board has earmarked \$140,000 in funding for the action steps that require monetary support beyond what is in standard categories such as professional development and classroom materials. First tier actions have been reviewed and have had funding dedicated to them.

Given the extremely unusual schooling circumstances created by the pandemic, it is acknowledged that projected timelines might have to be very flexible throughout the 2020-21 school year.

Evaluation of progress

The Board will use the lens of the strategic goals in all decision making processes and will schedule reviews of progress three times per year at public Board meetings. The public will be kept well informed of the work associated with the strategic goals via the district newsletter, school newsletters, and reports posted on the district website.

Goal 1: Academic Standards

Engage students with academic content that is challenging, promotes critical thinking and intellectual curiosity, and provides authentic experiences for all learners.

Chairs: Jim Smith and Ron Corn

Team Members: Tricia Campbell, Lora Condell, Danielle Connell, Mia Mai, Melissa Perry, James Whitescarver, Alison Williams

Action Step A: Maximizing Course Offerings

Education of the mind, body, and soul is a lifelong process, and we envision a future in which there is no better place to begin that journey than in the Haddon Heights School District. Our district's strength lies in the belief that every student can learn and succeed, especially when provided support at an early age. The foundation built during full day kindergarten will provide an undeniable head start in fundamental skills for the children of Haddon Heights. The full-day kindergarten experience will set Haddon Heights students on a trajectory of continued success through elementary school as they prepare for middle school, high school, and beyond.

Writing skills take on critical significance in the high school years, as our young men and women prepare for higher education and professional fields. Our freshman writing course will require constant and never ending improvement to ensure that our students are ready to express their voice well and in meaningful ways throughout their lives.

Haddon Heights Junior/Senior High School has been a strong, traditional educational institution for over a century; however, the challenges of the next century will require that we change with the times. The technology exists that will allow us to provide greater access to higher-level courses, to reach our students with online and hybrid courses that meet their needs, and to bring experts from around the world into our classrooms. All student interests and abilities can be

served with use of virtual learning, open courseware, and college credits/dual credits. By utilizing all that technology has to offer, we can begin to provide an expanded menu of Advanced Placement, or perhaps International Baccalaureate, courses. We will be able to introduce all of our young men and women to the world via a “Senior Options” program or capstone experiences.

Our students’ journey will continue long after leaving the halls of Haddon Heights High School. We must be confident that they will depart prepared to meet the challenges of the 21st Century with diverse and critical thinking skills, questioning strategies, and an indefatigable intellectual curiosity.

Priority Key:

Green - First Priority	Yellow - Second Priority	Orange: Third Priority
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Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
<p>A1 - Revise Freshman Writing Course to be offered as a stand-alone semester class that is writing specific, accounts for students’ skill level, and reflects low and balanced enrollment.</p> <p>(Align K-8 writing standards and instruction in order to prepare students for high school writing.)</p>	<p>English Department Chair English Teachers Guidance Counselors High School Administration Director of Curriculum</p>	<p>July 2020 - Guidance counselors remove honors students, AP students, and students with additional English support from Freshman Writing</p> <p>- Guidance counselors balance rosters (student to teacher)</p> <p>January ‘21-June ‘21 - English Teachers collect and analyze freshman writing data</p>	<p>Available: 2019-2020 data and feedback from HHHS English department, guidance, and students</p> <p>The English Department</p> <p>Course Expectations</p> <p>“weekly check ins”</p> <p>Needed: Streamlined lessons</p>

		<p>Teachers differentiate course plans to meet needs of specific freshman cohort (according to their own data)</p> <p>July 2021 - Offer course to students according to need with targeted standards</p>	<p>Balanced enrollment numbers</p> <p>Prep time</p>
<p>A2 - Rewrite Courses for Student Interests</p>	<p>Academic enhancement committee (or similar) to redevelop the current course offerings</p> <p>Curriculum Director</p>	<p>July '20 - December '20 - Committee research, planning, and surveying of students</p> <p>January '21 - July '21 -Committee presentation on new course offerings</p> <p>-Selection of new course offerings available for students</p> <p>January - July, Annually, '22 - '25 -Research career/employment projections and needs each year</p>	<p>Available:</p> <p>Results of students surveys</p> <p>Feedback from admin, faculty, staff</p> <p>Program of study</p>

<p>A3 - Add Online Offerings</p>	<p>Academic enhancement committee (or similar committee to be named by Teacher Leadership Team) to research which online offerings would benefit HH students the best</p> <p>District Technology Coordinator</p> <p>Curriculum Director</p>	<p>July '20 - December '20 - Committee research, planning, and surveying of students</p> <p>January '21 - July '21 -Committee presentation on new online offerings spring 2022 -Selection of new course offerings available for students</p>	<p>Available: Results of student surveys</p> <p>Feedback from admin, faculty, staff</p> <p>Apex Learning</p> <p>Needed: Increase number of seat licenses</p> <p>Conversations with districts that already utilize online courses</p> <p>Hybrid Course Infrastructure</p>
<p>A4 - Higher Level Offerings</p>	<p>Academic enhancement committee (or similar) work to integrate higher level courses within the traditional curriculum as well as the newly developed classes</p> <p>District Technology Coordinator</p>	<p>July '20 - December '20 - Committee research and planning</p> <p>January '21 - June '21 -Committee presentation on new higher level offerings</p> <p>July '21 - December '21</p>	<p>Available: feedback from admin, faculty, staff</p> <p>Dual Credit Options</p> <p>Apex Learning</p> <p>Needed: Virtual Class Options</p>

	Curriculum Director	-Selection of new course offerings available for students	OpenCourseware Create AP Lab to access via Apex Learning
A5 - Full Day Kindergarten	Kindergarten teachers and administrators Superintendent Business Administrator	July '20 - December '20 - Research/review schools that have full day K. -meet with other K teachers to discuss a comparative analysis of extended and full day K January '21 - December '21 -K teachers and Admin research the benefits of full day K December '21- June '22 - Board Committee presentation July '22 - August '22 - Implementation of full-day kindergarten	Available: Previous full-day Kindergarten Proposal Haddon Heights data analysis Needed: Other school programs Data analysis of other school programs

Action Step B: Create a Framework for Rigor

Haddon Heights School District is dedicated to the proposition that all students can succeed. Our definition of success is students with the foundational knowledge, critical thinking skills, questioning skills, and thirst for learning that will allow them to be the best persons and citizens they can be. There are three ways we can build on our traditional foundation in order to guide our students on the path toward success. First, we must research and analyze our gifted and talented and “ACE” programs to ensure that we are meeting the needs of our highest achieving and most motivated students from kindergarten through senior year in high school. We want to be sure that our programs not only provide opportunity for growth of “selected” students, but also allow our educators to develop the talents of all of our children. Secondly, we must research best practices in the areas of assessment and grading. We understand that the assessment and grading process should be a learning process in and of itself. We must ensure that our methods of assessment are authentic, that they provide us with authentic understanding of our students’ growth, and that we are able to provide timely and useful feedback that will help our students to reach their potential. Finally, we must examine how we measure and celebrate the success of our students. Does our traditional cumulative grade-point focus still serve a purpose? Could we better serve our charges with a criterion-based Latin system that allows us to develop the talent of our students while rewarding “students for academic achievement measured against a standard of excellence”(Guskey, *Phi Delta Kappan*)? With a clearer understanding of the desired outcome we will be better able to forge a path to reach the goal: graduates with the foundational knowledge, critical thinking skills, questioning skills, and thirst for learning that will allow them to be the best persons and citizens they can be.

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
B1: Develop a New Grading System for Middle School and High School , focusing on skills and standards-based learning, incorporating revision, and authentic assessment.	Grading Committees: Comprised of students, parents, teachers, guidance counselors, Child Study Team, administrators, and directors of curriculum and instruction and special education	July 2020 Selection of Committee Members Two Grading Committees, one for high school, and one for middle school comprised of: Four students (HS - one from each community), four parents/community members (HS -	Available: teachers and staff Needed: Books and other materials on this concept - i.e. Rick Stiggins, Ken O’Connor, et all. Sample grading policies Experienced educators in the field

		<p>one from each community), one teacher from each subject, building administrators, one counselor, one CST representative, and the directors of curriculum and instruction and special education</p> <p>January '21 - June '21 Research Grading Systems</p> <p>July '21-Dec '21 Develop Grading System(s)</p> <p>January '22 - June '22 train faculty/staff (equitable grading, skills based learning, authentic assessment, gradual release)</p> <p>July '22 - December '22 Pilot Grading System</p> <p>January '23 - June '23 Publish results from pilot; Review practices, adjust practices</p> <p>Codify policy (grading and authentic assessment)</p> <p>July '23 - June '24 Implement new grading system</p>	<p>who are experts in these practices.</p> <p>ASCD.org http://www.ascd.org/research-a-topic/student-assessment-and-grading-resources.aspx</p> <p>Ken O'Connor <i>A Repair Kit for Grading</i> https://www.pearson.com/us/higher-education/program/O-Connor-Repair-Kit-for-Grading-A-Fifteen-Fixes-for-Broken-Grades-with-DVD-2nd-Edition/PGM197805.html</p> <p>Rick Stiggins on authentic assessment http://www.ascd.org/publications/educational-leadership/nov09/vol67/num03/The-Quest-for-Quality.aspx</p>
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<p>B2 - GT/ACE Redux</p>	<p>ACE and advanced course teachers, K-12</p> <p>Building administrators</p> <p>Director of Curriculum and Instruction</p>	<p>July '20 - December '20</p> <p>-Create a committee team to update the ACE and advanced programs</p> <p>January '21 - June '21</p> <p>-Research and explore different districts' approaches, models, and curriculum</p> <p>-Visit and observe other district programs and approaches.</p> <p>July '21 - June '22</p> <p>-Review and revise criteria for ACE and advanced courses</p> <p>July '22 - August '22</p> <p>-Implement the new framework and model for ACE and advanced programs</p> <p>June '23</p> <p>-Committee and Principal review of revised program</p>	<p>-Purchase new curriculum or pre-created lessons based on committee recommendations</p> <p>.</p> <p>-Purchase materials and supplies to implement lessons and units of study.</p>
<p>B3 - Latin Honors System - Review Valedictorian/Salutatorian and</p>	<p>Committee comprised of students, parents, teachers, guidance counselors, from</p>	<p>July '20 - June '21</p> <p>-create committee and research other schools from NJ and</p>	<p>Available:</p>

<p>top 20 student recognition system</p>	<p>grades 9-12; Child Study Team, administrators, and directors of curriculum and instruction and special education</p>	<p>out-of-state that have adopted the Latin system of recognition instead of GPA ranking</p> <p>July '21 - December '21 survey all stakeholders on changing the grading system.</p> <p>January '22 - June '22 Review survey results</p> <p>Recommend student recognition policy policy changes to the board of education</p> <p>July '22 - August '22 Implement policy changes</p>	<p>-Feedback from all stakeholders (admin, staff, parents, students)</p> <p>- Survey results</p> <p>Needed:</p> <p>-Feedback from other districts and out-of-state schools</p> <p>-Feedback from college/university on the pros and cons of the Latin letter system</p>
<p>B-4: PD for teachers (PK-12) on higher order thinking skills, best questioning strategies, design of assignments and projects that emphasize critical thinking</p>	<p>-Director of Curriculum</p> <p>-Academic Enhancement (current model)</p> <p>-Teacher Leadership (potential future model)</p>	<p>July '20 - June '21 - Strategy 1*</p> <p>July '21 - June '22 - Strategy 2*</p> <p>July '22 - June '23 - Strategy 3*</p> <p>July '23 - June '24 - Strategy 4*</p> <p>July '24 - June '25 - Strategy 5*</p> <p><i>*strategies TBD by Academic Enhancement Committee</i></p>	<p>Available:</p> <p>Academic Enhancement Committee</p> <p>Needed:</p> <p>-ASCD books and resources</p> <p>-Future Rowan Professional Development School Network</p> <p>- PD workshops to be turnkeyed by AEC</p>

Action Step C: Maximizing Existing Resources

Haddon Heights School District can point to over a century of success based upon the achievements of its graduates. Haddon Heights alumni can be found across the nation and around the world making a positive impact on the economy, our society, and their individual communities. Of course, many alumni remain in Haddon Heights or find their way back, drawn to the dependable education system they can rely on to provide their families with a head-start. They know, as all of our school district stakeholders know, that Haddon Heights schools are built on a foundation of sound pedagogical principles, a strong desire for constant and never ending improvement, and a sense of family. We already possess the critical resources we need to thrive in the 21st Century, but our unfinished business is to maximize those resources to the best of our ability.

When we think of ourselves as one big family, the path becomes clearer. We are mothers and sons, fathers and daughters, brothers and sisters on the path toward lifelong learning. We have a duty and obligation to help one another enjoy a fruitful journey. There are actions we can take to improve the experience of every student and to build on our sense of community and family. We can provide students with the individual attention of a teacher who will help them to reach their potential. We can ensure this type of individual attention by reducing classes to a manageable number of students. We can create a setting where teachers will be able to provide meaningful feedback to their students that results in measurable growth. Individual growth will be exponential when we allow our students to learn from one another as much as they learn from us. We can continue our tradition of pairing younger students with older students as we improve the size and scope of our mentoring programs. We can build our students' self confidence and readiness for college with stronger, more dynamic partnerships with local institutions of higher education. We can provide opportunities for our students to apply the lessons of the classroom to the real world by strengthening our career certification and internship programs. We can support our students to be the productive and innovating citizens we need them to be, regardless of the path they choose after graduation.

Of course, our students are always our number one focus, but our educators require support, also. We must continue to build on our foundation of professional development that prepares our teachers to provide the very best practices in the classroom that will benefit our students. The path blazed by the Academic Enhancement Committee points us toward a future of teacher-led professional development that continues to be well-planned, impactful, and sustained to maintain best practices as common practice in Haddon Heights classrooms. Teachers will be able to continue to research, implement, and turnkey strategies to strengthen our students' ability to think critically and innovatively, and to question and improve the world around them.

There are two infrastructure changes we can make that will raise the academic standards for teachers and students alike. The first step will be to combine the resources of Atlantic and Seventh Avenue Schools. This combination will result in a diverse and heterogeneous student population more suited to social and academic achievement. It will foster the development of grade level teams, common planning time, and teacher collaboration, all of which support the implementation of best practices throughout the elementary experience. The second step will be to transform our junior high school into a true middle school for our sixth through eighth graders. Our junior high has served as the gateway to our high school for over a century, however despite its physical connection to the high school, the junior high is often treated as an appendage to be tolerated rather than a significant part of the whole. A dedicated middle school setting would allow educators to focus on the unique social, psychological, and academic needs of our young adolescent students. Once again, the grade level teams, common planning time, and teacher collaboration provided in a middle school setting would improve the facilitation and development of best practices, critical thinking, innovation, relevance, and questioning strategies in all lessons, for all students. We envision a middle school with its own identity in the Haddon Heights school family, where every student has an opportunity to reach her/his potential, and where they and their teachers are empowered to develop the knowledge and skills that will propel them toward success in the high school.

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
C 1 - Reduced Class Size HHHS	Scheduling Committee: Comprised of students, parents, teachers, guidance counselors, Child Study Team, administrators, and directors of curriculum and instruction and special education Academic Standards Committee	July '20 - December '20 create committee(s) for school year Research most effective ways of maximize staff's schedules and building capacity that will work for the HHHS environment	Available: -Feedback from admin, staff, guidance, parents, and students in regards to the schedule the class sizes limit per course. Needed: -Feedback from other school districts

	Guidance Counselors Building Administration	<p>January '21 - June '21 -create protocol(s) for school year</p> <p>July '21 - December '21 -update and revise the protocol as needed for school year</p> <p>January '22 - June '22 -record, survey and make observations in regards to the effectiveness before revisit the need to hire more teacher(s) to reduce class size</p>	
C 2 - Combine Seventh and Atlantic	Superintendent Curriculum/Instruction Coordinator Special Education Coordinator Administrators Business Administrator Buildings and Grounds Supervisor Staff	Planning - July 2020- March 2021 Implementation- September 2021	Available: teacher schedule, staggered start time schedule, more accessible resources Needed: policy changes, possibly bathrooms needed
C3 - Upper/Lower Mentoring	Teachers Administration Guidance Counselors CST	<p>July '20 - December '20 Form committee(s) for research of mentor programs</p> <p>Program development</p> <p>January '22- June '22</p>	<p>Available: Informal Student Services Model</p> <p>Needed: -IGNITE Peer Mentoring</p>

		<p>train staff</p> <p>July '22 - December '22 Pilot mentor program with a small group of students (Senior mentors/ freshman mentees)</p> <p>January '23 - June '23 Evaluate mentor program; publish findings; adjust program according to findings</p> <p>July '23 - December '23 Expand program to include no less than 1/3 and no more than 1/2 of the freshman class; implement changes based on evaluation</p> <p>January '24 - June '24 Evaluate program; publish findings; adjust program according to findings</p> <p>July '24 - December '24 Expand mentor program to include the entire freshman class; implement changes based on findings from the 2022/23 evaluation.</p> <p>January '25 - June '25</p>	<p>-National Mentoring Resource Center</p> <p>-Building Effective Peer Mentoring in Schools</p> <p>-Other districts with a mentoring program in place</p> <p>-Books and articles pertaining to the topic</p>
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		Evaluate program; publish findings; adjust program according to findings July '25 Fully implement the mentor program at HHS	
C4 - Sustained, Teacher-led, Professional Development	-Director of Curriculum -Academic Enhancement (current model) -Teacher Leadership (potential future model)	-implementation 2020-2021 school year	Available: Academic Enhancement Team Needed: -ASCD books and resources -Future Rowan Professional Development School Network
C5 - Partnering with Institutions of Higher Ed	Academic Enhancement Committee (current model) or Teacher Leadership (future model) will report to the Director of Curriculum. The Director of Curriculum is responsible to work directly with the Rowan Professional Development Network or other organization	TBD (currently on wait-list)	Needed: Rowan will provide all resources
C6 - Develop programs for career/college readiness: internships, professional certification programs	Teachers Administration Guidance Counselors CST	July '20 - June '21 Committee research, planning, and networking	Available: Established relationships with local businesses

	<p>College/University personnel Community Business Leaders</p>	<p>July '21 - December '21- Committee presentation on plans and progress Spring 2022</p> <p>January '22 - June '22 Prepare to implement college readiness program by Fall, 2022</p> <p>July '22 - June '23 - Prepare to implement professional program by Fall, 2023</p>	<p>Dual Credit Program with Camden County College</p> <p>Needed:</p> <ul style="list-style-type: none"> - County, State, & Federal programs - Expand relationships with local businesses - Additional institutions of higher education, science, and research in New Jersey, Pennsylvania, and Delaware
<p>C7 - Build New Middle School</p>	<p>Superintendent Business Administrator Building Administration Teachers Students Parents Guidance Counselors CST Director of Special Education Director of Curriculum Director of Building and Grounds</p> <p>Community Task Force</p>	<p>July '20 - December '21 Academic Standards Action Team presents case to board</p> <p>January '21 - June '21 Begin feasibility study Visits to area middle schools Cost/Benefit Analysis</p> <p>July '21 - December '22 Work with architects/engineers/planners</p>	<p>Needed:</p> <p>Needs assessment/feasibility study</p> <p>Architects/architectural studies</p>

		November 2023 Bond Referendum July 2024 Construction begins on MS September 2026 MS opens	
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Action Step D: Maximizing Effective Use of Existing Time

The traditional, factory-inspired school schedule has served our students well over the decades. It is familiar to generations of Heights graduates and families, and it is a reliable, comforting, aspect of the rhythm of our lives. As we enter the third decade of the 21st century, we question the traditional schedule’s utility in the modern era of learning. According to Benner and Partelow, “Innovative school schedules should meet diverse student needs and ensure that all teachers are primed to deliver engaging, rigorous content. . . . various models already exist to accomplish these goals. As schools across the country reimagine their school day schedules, they will be most successful if they customize the use of time to meet content needs rather than adapting content to fit a fixed schedule.” (Benner and Partelow, *Reimagining the School Day*, Center for American Progress, 2017) Examination of the latest ideas and research regarding school schedules is critical to meeting the needs of all of our students. We can build a schedule that allows students and teachers alike to maximize their potential. Such a schedule should take into account what research tells us about the best use of the school day relative to student age, learning, and activity. It should also take into account that in order to be “primed to deliver engaging, rigorous content,” educators need common planning time with grade level teammates, core content teams, and

department teams. An even greater yet necessary shift in the paradigm is the start time of the school day. Research in this area suggests that elementary schools should start the day earliest, high school next, and middle school latest. If planned painstakingly, explained to stakeholders clearly, and implemented with care, the bottom line would be greater student success. Haddon Heights has a wonderful tradition of successful students, and with vision and innovation the tradition will continue.

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
D1 - New Schedules	Scheduling Committee: Comprised of students, parents, teachers, guidance counselors, Child Study Team, administrators, and directors of curriculum and instruction and special education	<p>July '20 - December '20 Building principals and Academic Standards Team creates scheduling committees.</p> <p>January '21 - June '21 Research</p> <p>July '21 - December '21 Build schedule with changes & improvements</p> <p>-January '22 - June ' 22 Audit/reflect on changes</p> <p>-July '22 - June '23 Build according to audit results</p> <p>-July '23 - June '24 Implement, audit/reflect, revise</p>	<p>Available: Feedback from admin, faculty, staff</p> <p>Current and past school schedules</p> <p>Needed: Other schools' schedules for the purpose of increasing common planning time</p> <p>Other schools' schedules</p>

		<p>-July '24 - June '25 Implement, audit/revise; finalize preferred and functional schedule</p> <p>-July 2025 Build new schedule to pilot for 25-26 Academic Year</p>	
<p>D2 - Common Planning Time</p>	<p>Two committees, one for the Jr/Sr High, and one for the elementary level</p> <p>Scheduling Committee: Comprised of students, parents, teachers, guidance counselors, Child Study Team, administrators, and directors of curriculum and instruction and special education</p>	<p>July '20 - December '21 Esure schedule from above has the ability for common planning in it</p> <p>January '22 - June '22 Develop guidelines for what common planning time should be used for</p>	<p>Available: Feedback from admin, faculty, staff</p> <p>Needed: Research other schools that maximize common planning in schedule</p>
<p>D3 - 8:30 Start time for Jr/Sr High</p> <p>Explore the later start time to benefit student learning; prepare analysis of benefits and drawbacks (costs, co-curricular schedule, other districts' experiences)</p>	<p>Teachers Staff Building Administrators Guidance Counselors CST Director of Curriculum Director of Special Education</p>	<p>July '20 - December '20 -committee work, research, discussions, etc. January '21 - June '21 - Presentations to Board of Education July '21 - December '21 - Further research and planning as necessary</p>	<p>Available: Input from stakeholders at all school levels, students, parents, community,government, local businesses, etc. Cost analysis Education research</p>

		January '22 - June '22 - Final presentations to and passage by BOE - Implement start time change September of 2022	Needed: Information from other school districts that have moved from an earlier to later start time
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Goal 2: Social Emotional Learning

Provide a school culture that develops socially and emotionally intelligent students who are self-aware, confident, and thriving citizens.

Chairs: Cory Mueller and Joqueline Renner Committee Members: Amanda Applebaum, Matthew Baals, Alison Bastien, Dana Gorchynski, Latifah Grundy, Dana Kahlbom, Beth Ann Lutz, Danielle McGill, Michelle Perrin and Alexandra Rooney

A. Framework for Success: Identify, design, and provide social-emotional learning resources and training to students, as well as to staff, both in our district and in our sending districts.

Rationale: Educating teachers and students on the role of emotions and social relationships in learning, appropriate expectations for children's and adolescents' social and emotional development, and ways teachers can support students' growth in this area will strengthen children's well-being and their academic success. Teachers learning how SEL should be integrated into every aspect of the school, from explicit classroom instruction and infusion into academic content, to school climate and culture, will enable them to deepen their practices as they collaborate, learn from each other, and use SEL data to make instructional decisions. The ultimate goal is nurturing students' social, emotional, and academic learning.

Action Steps (What will be done?)	Responsibilities (Who will do it?)	Timeline (Month/Year)	Resources (Available/Needed)
<p>Step 1: Hire a SEL Coordinator to lead the implementation and progress monitoring of Goal 2 of the Strategic Plan</p>	<p>Business Administrator Goal 2 Co-Chairs Superintendent</p>	<p>July 2020 - December 2020</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) Staff b) Casel District Resource Center: https://drc.casel.org/ c) SEL Implementation Tools and Resources: https://casel.org/resources-support/ d) Reorganizing District Central Offices: https://casel.org/wp-content/uploads/2018/03/SEL-Trends-1-March-2018.pdf e) SEL Best Practices: https://casel.org/SEL-trends

			<p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Stipend for Coordinator b) Posting and Approval a) Funding
<p>Step 2: Hire a SEL Leadership Team: 1 per elementary school 3 for junior high/high school Total Positions = 6.</p> <p>The district-wide educational team will assist with the implementation of SEL and Mental Health actions (as contained in the plan).</p> <p>*Funded using previously approved strategic plan budget.</p>	<p>Business Administrator Goal 2 Co-Chairs Superintendent</p>	<p>July 2020 - December 2020</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) Staff b) Casel District Resource Center: https://drc.casel.org/ c) SEL Implementation Tools and Resources: https://casel.org/resources-support/ d) SEL Best Practices: https://casel.org/sel-trends e) Trauma Informed SEL: https://kappanonline.org/ai-lsel-should-be-trauma-informed-schools-pawlo-lorenzo-sichert-elias76390-2/ f) Harvard Explore SEL Resources: http://exploresel.gse.harvard.edu/ https://easel.gse.harvard.edu/ g) Activity and Strategy Resources:

			<p>https://www.teachervision.com/teaching-strategies/social-emotional-learning</p> <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Stipends for Team Members b) Posting and Approval
<p>Step 3: Hire Elementary 504 & I&RS Teacher Team Members Atlantic - 1 staff Seventh - 1 staff Glenview - 2 staff High School - 6 staff</p> <p>Teachers will attend meetings and assist with social/emotional and academic intervention development. Teachers will be assigned as case coordinators to support the students' teachers throughout the school year to develop and assist with implementation of interventions, data collection, ensuring consistency, collaboration, and best practices.</p> <p>*Funded using previously approved strategic plan budget.</p>	<p>Principals Business Administrator Goal 2 Co-Chairs Superintendent</p>	<p>July 2020 - December 2020</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) Resource Manual for Intervention and Referral Services: https://www.state.nj.us/education/students/irs/manual.pdf b) Masonic model training: https://www.pemberton.k12.nj.us/Page/1601 c) Masonic model brochure: https://www.pemberton.k12.nj.us/cms/lib/NJ01912870/Centricity/Domain/60/MasonicModelBrochureREV1 SED8_17WEB.pdf <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Stipends for Team Members b) Posting and Approval c) Revised I&RS process and documents utilizing state resource manual

<p>Step 4: Investigate implementation of new mental health support position for students who are identified as being at highest risk (dropping out, self-harm or suicide, impacted by trauma, diagnosed with mental health conditions, etc.).</p>	<p>Superintendent Business Administrator Title I Coordinator Supervisor of Student Services</p>	<p>July 2020 - December 2020</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) School Based Mental Health NASP: https://www.nasponline.org/resources-and-publications/resources-and-podcasts/mental-health/school-psychology-and-mental-health/school-based-mental-health-services b) How the Lack of Mental Health Staff is Harming Schools: https://www.aclu.org/issue/s/juvenile-justice/school-prison-pipeline/cops-and-no-counselors c) Guidance to States and School Systems SAMHSA: https://store.samhsa.gov/sites/default/files/d7/priv/pep19-school-guide.pdf <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Funding and Grant Research b) Partnerships with mental health agencies, providers and nearby districts
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<p>Step 5: Identify opportunities for Professional Development for all staff. Identify staff and outside consultants who have expertise in the area of SEL. Identify key areas/topics to address. Designate calendar dates and implement.</p>	<p>SEL Coordinator and SEL Leadership Team Curriculum Director Principals High School Department Representatives/ Coordinators</p>	<p>July 2020 - December 2020</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) Time and Funding b) Create SEL resources: <ul style="list-style-type: none"> https://createforeducation.org/ https://www.edutopia.org/ <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Qualified and well reviewed speakers regarding SEL b) Designate staff to attend national and regional conferences (in person or virtually) to turn-key and train staff. c) Tangible resources to provide to staff that include steps to take in various situations(staff ID checklist, extensions, meltdown checklist/framework). d) Specific training on trauma related situations as well as social media/cyber bullying e) Research “Free” workshops/trainings for staff f) Provide safe zone training to staff (LGBTQ). - Free g) Create online repository of resources for staff and families
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<p>Step 6: Identify opportunities for SEL training for students such as through announcements, assemblies, online resources, and clubs.</p>	<p>Curriculum Director Principals SEL Coordinator and SEL Leadership Team High School Department Representatives/ Coordinators</p>	<p>July 2020 - December 2020</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) Empowering Youth Voices: https://casel.org/wp-content/uploads/2018/07/SEL-Trends-Youth-Voice.pdf b) Needs assessment for teachers to complete regarding the student committee (free). c) HHPTG (potential funding for assemblies) <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Guest speakers b) Tangible resources for students to utilize during morning meetings
<p>Step 7: Provide SEL training (anxiety, conflicts, trauma, depression, impact of remote learning) for the community through activities such as Leadership Teams and established community events. Create webinar series on specific topics for SEL webpage.</p>	<p>SEL Coordinator and SEL Leadership Team Technology Department</p>	<p>January 2021 - June 2021</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) Staff with expertise in area b) Existing resources for school/staff to be shared with community c) Calendar of community events d) Technology staff <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Calendar and Technology Support b) Administrative scheduling support

<p>Step 8: Assemble an online resource library containing SEL materials for stakeholders. Create a common drive to store SEL lessons for staff.</p>	<p>SEL Coordinator and SEL Leadership Team Technology Department</p>	<p>July 2020 - December 2020</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) Previously purchased resources b) SEL Reading Resource List: https://www.leeandlow.com/uploads/loaded_document/538/SEL-Reading-List_final_print-ready_4-24-18.pdf c) Resource and Webinar Library: https://www.sanfordharmony.org/webinars/ <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Creation of new common drive folder
<p>Step 9: Create pilot SEL classrooms and provide opportunities for staff to observe these successful social-emotional learning environments.</p>	<p>Curriculum Director Principals SEL Coordinator and SEL Leadership Team Teachers</p>	<p>January 2021 - June 2021</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) SEL Signature Practices Playbook: https://schoolguide.casel.org/resource/three-signature-sel-practices-for-adult-learning/ b) Time c) Staff- Using our reading and math specialists <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Substitutes b) Schedule

<p>Step 10: Create an SEL Resource Webpage linked to the district site and send monthly text blasts with tips for families .</p>	<p>Webmaster SEL Coordinator and SEL Leadership Team Technology Department</p>	<p>July 2020 - December 2020</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) District Webpage b) Webmaster c) Model District SEL webpage: https://www.readington.k12.nj.us/domain/499 d) Model District Mental Health Resource webpage: https://www.haddonwpschools.com/domain/358 <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Identification of essential tips to send out
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B. Self Care: Educate, design and implement opportunities for students and staff to practice self care.

Rationale: In order for staff to show the students how to care for themselves, we as a staff need to model self care. When staff cares for themselves, they are more effective educators and better able to serve their students. Teachers who care for themselves create students who feel hopeful and cared for, and who achieve at higher levels. This is within our power to help them do so.

<p>Action Steps (What will be done?)</p>	<p>Responsibilities (Who will do it?)</p>	<p>Timeline (Month/Year)</p>	<p>Resources (Available/Needed)</p>
<p>Step 1: Refurbish and maintain cleanliness of staff lounge and student/staff bathrooms to provide self-care focused environments that minimize work demands and work stressors. Consider:</p>	<p>PTG and Student Groups Business Administrator Maintenance and Custodial</p>	<p>July 2020 - July 2021</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) Strengthening Adult SEL: https://casel.org/wp-content/uploads/2019/11/SEL-Trends-7-11182019.pdf b) Current district owned items

<ul style="list-style-type: none"> - Develop and implement staff surveys to collect data on self care needs. - Inventory available items. - PTG/School Clubs/Student Volunteer partnership - Paint bathroom doors with positive messages. - Add positive messages on bathroom mirrors. 	<p>SEL Coordinator and SEL Leadership Team</p>		<ul style="list-style-type: none"> c) Example: https://www.weareteachers.com/15-in-spring-school-bathrooms/ d) Art club e) Student clubs w/ volunteer hours <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Paint/furnishings to improve the environment.
<p>Step 2: Develop and implement a framework that provides teachers the ability to tap in/tap out in time of stressors.</p>	<p>Principal Staff SEL Coordinator and SEL Leadership Team High School Department Representatives/ Coordinators Head Teachers</p>	<p>July 2021- December 2021</p>	<ul style="list-style-type: none"> 1. Resources Available a) Strengthening Adult SEL: https://casel.org/wp-content/uploads/2019/11/SEL-Trends-7-11182019.pdf b) Current staff (unused ISS duty) c) Substitute staff d) Trauma Informed SEL: https://kappanonline.org/all-sel-should-be-trauma-informed-schools-pawlo-lorenzo-eichert-elias76390-2/ e) Model School District - Tap In Tap Out: https://www.edutopia.org/video/prioritizing-teacher-self-care 1. Resources Needed <ul style="list-style-type: none"> a) Procedure review
<p>Step 3: Create messages and mechanisms and identify time for mindfulness during the school day in addition to faculty meetings and professional development days, including remote learning.</p>	<p>Principal Head Teacher Staff SEL Coordinator and SEL Leadership Team High School Department Representatives/ Coordinators</p>	<p>July 2020 - December 2020</p>	<ul style="list-style-type: none"> 1. Resources Available a) Morning announcements/homeroom b) ISS c) Study halls d) Mindfulness Resources: https://positivepsychology.com/mindfulness-education/

	Head Teachers		https://www.sanfordharmony.org/ 2. Resources Needed a) Daily messages b) Scripts c) Monthly SEL articles for review and discussion in faculty meeting
Step 4: Seek feedback from department facilitators/head teachers regarding conferences, changes in daily schedule, and communication to promote mindfulness and reduced stressors.	Administration SEL Coordinator and SEL Leadership Team High School Department Representatives/ Coordinators Head Teachers	January 2021 - June 2021	1. Resources Available a) Department chairs/head teachers 2. Resources Needed a) Conversations prior to schedule changes
Step 5: Provide a safe, comfortable place for nursing mothers.	Principal Head Teacher Maintenance SEL Coordinator and SEL Leadership Team	July 2021 - December 2021	1. Resources Available a) Existing space or potentially creating a space within NJ legislation guidelines and considerations. 2. Resources Needed a) Procedures
Step 6: Review elementary school alignments that allow for distribution of student populations that benefits instructional implementation and supports social emotional learning for students.	Administration BOE SEL Coordinator and SEL Leadership Team	July 2021-December 2021	1. Resources Available a) Current buildings a. Current staff b) Resources needed b. Logistical specific plan c. Funding

C. Making Connections: Identify opportunities to inspire, empower, and create connectedness in order to promote empathy and growth in our school community.

Rationale: Promoting connectedness and positive relationships among schools, students, and communities is critical to decrease negative behavior, reduce emotional distress, boost social awareness, improve attitudes and behaviors, and reinforce optimistic thinking.

Action Steps (What will be done?)	Responsibilities (Who will do it?)	Timeline (Month/Year)	Resources (Available/Needed)
<p>Step 1: Develop and implement two after school elementary clubs/activities available to all Haddon Heights elementary schools.</p>	<p>SEL Coordinator and SEL Leadership Team Goal 2 Co-Chairs Club Facilitators Business Administrator Principals</p>	<p>July 2020 - December 2020</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) Interested staff b) The Impact of After-School Programs that Promote Personal and Social Skills: https://casel.org/wp-content/uploads/2016/06/the-impact-of-after-school-programs-that-promote-personal-and-social-skills-executive-summary.pdf <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Stipend for Club b) Posting and Approval c) Survey student interests d) Identification of space/ rotation
<p>Step 2: Identify existing programs such as: Transition Programs, Bridge the Gap, Service Learning Projects, Ambassadors, Character Education Lunches and Recognition, Renaissance Program (review and revise entrance/exit criteria), etc., to infuse SEL framework, activities, and build community. Connect students through technology in various schools through virtual field trips.</p>	<p>SEL Coordinator and SEL Leadership Team Administration Guidance Department Technology Department Applicable Staff/Committees</p>	<p>January 2021 - June 2021</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) Current programs b) SEL Background and Research: https://casel.org/resources-learn/ c) https://www.sanfordharmony.org <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Common meeting time
<p>Step 3: Research participation in a High School Challenge Day. Plan and implement the assembly with grant opportunities from Haddon Heights Education Association, grant and professional development funding.</p>	<p>SEL Coordinator and SEL Leadership Team High School Principal Director of Special Education</p>	<p>July 2021 - December 2021</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) Challenge Day Organization: https://www.challengeday.org/ <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Funding

	Haddon Heights Education Association		b) Volunteers
Step 4: Staff and community members will be invited to create short biography videos highlighting experiences, passions, and adversities. “Glow and Grow Stories” will be shared to promote connections.	SEL Coordinator and SEL Leadership Team Teacher Principals Technology Department High School Department Representatives/ Coordinators Head Teachers	July 2021 - December 2021	1. Resources Available a) The Power of Sharing Your Story with Students: https://www.edutopia.org/article/power-sharing-your-story-students b) Media and Film production class c) Staff volunteers 2. Resources Needed a) Plan to promote and share videos
Step 5: Create and distribute welcome resources for families new to the community.	SEL Coordinator and SEL Leadership Team Principals	July 2021 - December 2021	1. Resources Available a) School-Family Partnership Strategies to Enhance Children’s Social, Emotional, and Academic Growth: http://www.casel.org/wp-content/uploads/2016/08/PDF-9-school-family-partnership-strategies-to-enhance-childrens-social-emotional-and-academic-growth.pdf b) PTG 2. Resources Needed a) Donations from local businesses b) Grab bag/welcome basket c) Lawn signs
Step 6: Utilize and increase existing community/school events to promote SEL information and family/school partnerships; provide resources at events such as orientation and back to school nights.	Principals SEL Coordinator and SEL Leadership Team Applicable Staff/Committees	July 2021 - December 2021	1. Resources Available a) Schools, Families, and Social and Emotional Learning Schools - Ideas and Tools for Working with Parents and Families:

			<p>http://www.casel.org/wp-content/uploads/2016/06/schools-families-and-social-and-emotional-learning.pdf</p> <p>b) Raising caring, confident, capable children: What parents and caregivers need to know about social and emotional learning (SEL) and why it deserves your support in school and at home: http://www.casel.org/wp-content/uploads/2016/08/PDF-22-raising-caring-confident-capable-children.pdf</p> <p>c) Leadership Team meetings, BOE meetings etc.</p> <p>2. Resources Needed</p> <p>a) Calendar of all school events</p> <p>b) articles/tips to distribute to parents during these events</p>
<p>Step 7: Contact town representatives to discuss installation of signs to “End the Stigma” for mental health awareness.</p>	<p>SEL Coordinator and SEL Leadership Team Community Leaders Business Administrator</p>	<p>July 2021 - December 2021</p>	<p>1. Resources Available</p> <p>a) End the Stigma Webpage: End the Stigma</p> <p>b) Heights in Progress</p> <p>2. Resources Needed</p> <p>a) Donations for Flags on Station Ave.</p> <p>b) Materials for Local Businesses to Distribute</p>

D. Shifting Focus: Utilize a social-emotional lens that focuses on CASEL competencies: self awareness, social awareness, self management, relationship skills, responsible decision making.

Rationale: Using a common language will support an effective, high quality implementation. Recognizing that providing all students with access to school based mental health supports will contribute to their long term educational and life successes.

Action Steps	Responsibilities	Timeline	Resources
Step 1: Identify opportunities within the existing school calendar, schedule, and programs to shift focus and provide training on CASEL competencies.	SEL Coordinator and SEL Leadership Team Principals Director of Curriculum Director of Special Education High School Department Representatives/ Coordinators Head Teachers	July 2020 - December 2020	1. Resources Available a) Competencies: https://casel.org/core-competencies/ b) CASEL Professional Development: https://casel.org/in-the-district/pdf/ 2. Resources Needed a) CASEL training b) Calendar
Step 2: Explore the addition of course offerings aligned with SEL framework and SEL instruction into existing district curriculum such as: Health, Freshman Seminar, Daily 5, Class Meetings, Character Education, etc.	SEL Coordinator and SEL Leadership Team Principals Director of Curriculum Director of Special Education High School Department Representatives/ Coordinators Head Teachers	July 2020 - December 2020	1. Resources Available a) SEL - Integrating with Academics: https://casel.org/wp-content/uploads/2018/10/SEL-Trends-3-10232018.pdf 2. Resources Needed a) Revised program of studies b) New course proposals
Step 3: Review and recommend changes to disciplinary procedures and interventions to focus on SEL and mental health restorative practices.	SEL Coordinator and SEL Leadership Team Principals Guidance Department	July 2021 - December 2021	1. Resources Available a) Restorative Practices: A Guide for Educators:

	Child Study Team		<p>http://schottfoundation.org/restorative-practices</p> <p>b) National Center on Safe and Supportive Learning Environments: https://safesupportivelearning.ed.gov/</p> <p>c) Evidence-Based Practices Resource Center: https://www.samhsa.gov/ebp-resource-center</p> <p>d) School Climate and Discipline: https://www2.ed.gov/policy/gen/guid/school-discipline/index.html</p> <p>2. Resources Needed</p> <p>a) Revised disciplinary code and procedures</p>
<p>Step 4: Develop a framework and procedures for calming corners, restorative practices, substitute lesson plans that provide support/needs for individual students, and mental health support classroom checklists for classwide/students/staff.</p>	<p>SEL Coordinator and SEL Leadership Team Principals Guidance Department Child Study Team High School Department Representatives/ Coordinators Head Teachers</p>	<p>January 2021 - June 2021</p>	<p>1. Resources Available</p> <p>a) Restorative Practices: A Guide for Educators: http://schottfoundation.org/restorative-practices</p> <p>b) Calming Corner Resources: https://theartofeducation.edu/2019/01/21/how-to-create-a-calm-down-corner-in-5-easy-steps/ https://www.thewatsoninstitute.org/watson-life-resources/situation/classroom-calming-corner/</p> <p>c) Substitute Lesson Plan - Student at a Glance Example: http://autismcircuit.net/tool/student-at-a-glance</p>

			<p>d) Mental Health In-Class Support Resources: https://classroommentalhealth.org/in-class/thoughts/ https://classroommentalhealth.org/exercises/</p> <p>2. Resources Needed</p> <p>a) Time for Planning and Collaboration, Framework, Procedures, and Supplies</p>
<p>Step 5: Recommend the inclusion of SEL based activities and feedback related to SEL competencies within Professional Development Plans and Evaluations. Outline and distribute Marzano strategies that align with the CASEL competencies for guidance.</p>	<p>Administration High School Department Representatives/ Coordinators SEL Coordinator Head Teachers HHEA</p>	<p>January 2021 - June 2021</p>	<p>1. Resources Available</p> <p>a) Creating Conditions for SEL and Rigor: https://www.marzano-center.com/creating-conditions-for-sel-and-rigor-activities-to-address-your-students-needs-and-goals/</p> <p>b) CSI Resources - Professional Learning: https://casel.org/csi-resources-professional-learning/</p> <p>c) CASEL Professional Development: https://casel.org/in-the-district/pd/</p> <p>2. Resources Needed</p> <p>a) Marzano Evaluation Tool</p>
<p>Step 6: Explore the addition of comments and goals for student progress reporting, related to CASEL competencies.</p>	<p>SEL Coordinator and SEL Leadership Team Principals Director of Curriculum Director of Special Education Technology Department</p>	<p>July 2021 - December 2021</p>	<p>1. Resources Available</p> <p>a) Competencies: https://casel.org/core-competencies/</p> <p>a) School Administrators Guide to Supporting the Roles of Counselors:</p>

	High School Department Representatives/ Coordinators Head Teachers		https://www.edutopia.org/blog/admin-guide-to-school-counselors-kimberlee-ratliff 2. Resources Needed a) Review and Revision of Progress Reporting Format
Step 7: Decrease high school guidance counselor caseloads from 1:250 to 1:200 to allow for more individual support for students in areas related to SEL and college and career planning (utilizing current or additional staffing).	Superintendent High School Guidance Counselors Supervisor of Pupil Services Business Administrator Principal SEL Coordinator Director of Curriculum Director of Special Education	July 2020 - December 2020	1. Resources Available a) District Background and Surrounding Districts Comparison: https://docs.google.com/document/d/1jQlsy41z5d1fZw0qlp7Jl6MaZ6nca2QzhDyOBk82yc/edit?usp=sharing b) American School Counselor Association: https://www.schoolcounselor.org/school-counselors-members/careers-roles#ratios c) How the Lack of Mental Health Staff is Harming Schools: https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline/cops-and-no-counselors 2. Resources Needed a) Funding for additional position b) Review of Current Responsibilities
Step 8: Examine the duties of current secretarial staff and determine responsibilities that can be shifted from CST staff to other district secretaries in order to reduce clerical work/non-clinical work of mental health service providers.	Superintendent Director of Special Education Director of Curriculum SEL Coordinator Personal Committee	January 2021 - June 2021	1. Resources Available a) Current District Staffing b) District Background: https://docs.google.com/document/d/1f-z4xueRAm614D9x9iZn2s-bdSxeQm6bMnvFVe30f10/edit?usp=sharing

			<ul style="list-style-type: none"> c) State-Level 2030 Projections of Supply and Demand School Mental Occupations: https://bhw.hrsa.gov/sites/default/files/bhw/nchwa/projections/state-level-estimates-report-2018.pdf d) School Administrators Guide to Supporting the Roles of Counselors: https://www.edutopia.org/blog/admin-guide-to-school-counselors-kimberlee-ratliff e) How the Lack of Mental Health Staff is Harming Schools: https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline/cops-and-no-counselors <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Job Responsibilities
<p>Step 9: Train school office staff in Homeless and Runaway responsibilities to best serve the student population.</p>	<p>Director of Special Education Principals SEL Coordinator Superintendent</p>	<p>January 2021 - June 2021</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) Current District Staffing b) Homeless Student District Data: https://docs.google.com/document/d/1pfYfITigeCDZ_l1uahOeLoHyY-_wv8eFanYSAwRbz84/edit?usp=sharing c) State-Level 2030 Projections of Supply and Demand School Mental Occupations: https://bhw.hrsa.gov/sites/default/files/bhw/nchwa/projections/state-level-estimates-report-2018.pdf d) School Administrators' Guide to Supporting the Roles of Counselors:

			<p>https://www.edutopia.org/blog/admin-guide-to-school-counselors-kimberlee-ratliff</p> <p>e) How the Lack of Mental Health Staff is Harming Schools: https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline/cops-and-no-counselors</p> <p>2. Resources Needed a) Review of Current Responsibilities</p>
<p>Step 10: Review and potentially increase the current behavior analyst position currently contracted with a private company, to a full time salaried district position. The revision would provide consistency in services and additional in-district hours to support implementation of positive behavior support systems (district wide), individualized behavioral intervention plans, and supports for students identified as at-risk (i.e. increase in disciplinary infractions).</p>	<p>SEL Coordinator SEL Leadership Team Business Administrator Superintendent Director of Special Education</p>	<p>January 2021 - June 2021</p>	<p>1. Resources Available a) Social and Emotional Learning and Positive Behavioral Interventions and Supports: https://www.casel.org/wp-content/uploads/2016/08/PDF-10-social-and-emotional-learning-and-positive-behavioral-interventions-and-supports.pdf b) The Application of Applied Behavior Analysis in the Treatment of Emotional and Psychological Disorders: https://files.eric.ed.gov/fulltext/EJ801237.pdf</p> <p>2. Resources Needed a) Discussions with Business Administrator regarding comparisons b) Potential partnership with surrounding district</p>

<p>Step 11: Provide students with increased access to school district mental health service providers (School Psychologists and Guidance Counselor) with expansion of part time positions to full time. Review high school guidance counselor caseloads and responsibilities, after completion of Step 7, to determine if an additional counselor position would be needed. Expansion of mental health service provider positions will support achieving growth in student SEL, Mental Health development, and overall accomplishment of goal.</p>	<p>SEL Coordinator SEL Leadership Team Business Administrator Superintendent Director of Special Education Building Principals</p>	<p>January 2021 - June 2021</p>	<p>1. Resources Available</p> <ul style="list-style-type: none"> a) High School Guidance District Background and Surrounding Districts Comparison: https://docs.google.com/document/d/1jIQlsy41z5d1fZw0qlp7Jl6MaZ6nca2QzhDvOBk82yc/edit?usp=sharing b) Child Study Team District Background: https://docs.google.com/document/d/1f-z4xueRAm614D9x9iZn2s-bdSxeQm6bMnvFVe30f10/edit?usp=sharing c) Elementary School Guidance District Background and Surrounding Districts Comparison: https://docs.google.com/document/d/1Ub5FnFSR3sBECTymsiD0mWqe5jil_4jzZHs81BIJyM0/edit?usp=sharing d) How the Lack of Mental Health Staff is Harming Schools: https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline/cops-and-no-counselors <p>2. Resources Needed</p> <ul style="list-style-type: none"> a) Review of Responsibilities and Caseloads b) Needs Analysis c) Plan to Proactively Target Student Populations in Greatest Need
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<p>Step 12: Digitally log student appointments and visits to CST, guidance and the nurses' offices. Review data collection to assist in identifying needs, at-risk students and student locations in an emergency.</p>	<p>Technology Department Principals Guidance Department Child Study Team SEL Coordinator and SEL Leadership Team</p>	<p>July 2020 - December 2020</p>	<p>1. Resources Available a) Technology department 2. Resources Needed a) Digital login system</p>
<p>Step 13: Develop a framework to implement student short term counseling goals and objectives for general education students with 504 and I&RS plans, when counseling is an identified intervention.</p>	<p>SEL Coordinator and SEL Leadership Team Principals CST Guidance Department Technology Department</p>	<p>July 2021 - December 2021</p>	<p>1. Resources Available a) Current staffing b) The ASCA Mindsets & Behaviors for Student Success: https://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors_pd 2. Resources Needed a) 504 and I&RS guidelines</p>
<p>Step 14: Review and potentially revise elementary guidance counselor responsibilities and schedules to ensure focus on student needs (general and special education), SEL, and restorative practice framework.</p>	<p>SEL Coordinator and SEL Leadership Team Principals Supervisor of Pupil Services Director of Special Education Guidance Counselors Superintendent</p>	<p>July 2021 - December 2021</p>	<p>1. Resources Available a) Current Staffing b) District Background and Surrounding Districts Comparison: https://docs.google.com/document/d/1Ub5FnFSR3sBECTymsiD0mWqe5jll_4jzZHs81BIJyM0/edit?usp=sharing c) School Administrators Guide to Supporting the Roles of Counselors: https://www.edutopia.org/blog/admin-guide-to-school-counselors-kimberlee-rattliff 2. Resources Needed a) Review of Current Responsibilities</p>
<p>Step 15: Provide students with increased positive adult connections by reviewing and revising current elementary head teacher roles and responsibilities through the SEL framework and</p>	<p>SEL Coordinator and SEL Leadership Team Principals Head Teachers</p>	<p>July 2021 - December 2021</p>	<p>1. Resources Available a) Current Staffing b) The Power of Being Seen:</p>

<p>restorative practice lens. Review the expansion of the head teacher position to Glenview Elementary school.</p>	<p>Director of Special Education Business Administrator</p>		<p>https://www.edutopia.org/article/power-being-seen</p> <p>2. Resources Needed</p> <ul style="list-style-type: none">a) Stipend for Glenview Head Teacherb) Posting and Approval
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GOAL 3: Diversity, Inclusion and Equity

Understand, value, appreciate, and celebrate the differences of others. Ensure that all students are provided a learning experience that is equitable and inclusive.

Co-chairs: Chris Ormsby and Erica Doyle

Team Members: Michele Mendenhall, Laura Goodfriend, Kaitlyn Pagano, Elizabeth Smith, Eboni Goodman, Amy Sussman, Michele Lubonski, Regina Lord, Anna Sepanic and Caitlin McCullough

Action Step A: Provide cultural competency, anti-racism and anti-bias training programs from an outside source for staff and students to focus on the development of an inclusive culture and respectful school climate.

Rationale: Many students and staff in our schools have to confront bias, discrimination, and prejudice on a daily basis. Often, students are targets of racism, homophobia, ageism, sexism, and other hurtful manifestations of hate. The consequences can be devastating on individuals, schools, and communities. School climate and school culture directly impact student success. Recognition and appreciation of a student’s cultural and personal strengths provides a positive basis for effective learning and a “safe” classroom environment. Students will respond differently to the curriculum, and teachers must constantly adjust to be sure their methods are diverse, both in theory and in practice. Every district employee needs to be involved and committed to ensure an inclusive culture and respectful school climate.

Research: Anti-Defamation League Website, Superintendent of Collingswood, Teaching Tolerance

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
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<p>A1: Provide cultural competency, anti-racism and anti-bias training for students, all staff, and faculty of the school district throughout each academic year for the duration of this strategic plan.</p>	<p>Director of Curriculum and Instruction Principals Staff</p>	<p>September 2020 and ongoing</p>	<p>Available: Setting up a contract with GOMO Educational Services (funded through Title 2 grant)</p> <p>Needed: planning, guest speakers, funding, ongoing discussions at staff meetings, ongoing discussions with students</p>
<p>A2: Provide ongoing team-building and professional development in the fall and spring to engage all staff and students in conversations regarding diversity, bias, and privilege.</p>	<p>Director of Curriculum and Instruction</p>	<p>September 2020 and ongoing</p>	<p>Available: Setting up a contract with GOMO Educational Services (funded through Title 2 grant)</p> <p>Needed: PD focusing on diversity, bias and privilege.</p>

Action Step B: Increase diverse representation throughout school academic programs (7-12).

Rationale: Haddon Heights Juior/Senior High School is a diverse school, made up of students from multiple communities, representing families in all communities from widely varying life experiences. Research shows that this diversity of experience and identity is what makes a community stronger. However, there are many ways in which our school programming does not reflect or include this richness of diversity. For example, in our AP and honors courses, only 1% of those enrolled are students of color, despite the fact 13% of the student body is composed of students of color. There are gender gaps in our programs, also. This action step will work to provide an academic program that expects and supports excellence from all students, increases college acceptance rates,

decreases drop-out rates, and creates an environment where all students feel welcomed, valued, and share a deep sense of belonging.

Research: 2019-2020 PowerSchool Data, Policy 1140 – Affirmative Action Program, Policy 1523 – Comprehensive Equity Plan, Policy & Regulation 5750 – Equal Educational Opportunity, Policy 5755 – Equity in Educational Programs and Services, Policy 1140 – Affirmative Action Program Adopted

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
B1: Provide PD about the negative effects of tracking, and the benefits of de-tracking (for all students). Create policy and procedures that eliminate obstacles and open choices for students.	Director Of Curriculum and Instruction	2020-2021 school year	Available: student data Needed: research PD that focuses on tracking, funding, experienced staff members to turn key, evaluate student data
B2: Provide PD on Differentiated Instruction and expect that lesson design, assessments, and feedback to students are differentiated.	Director of Curriculum and Instruction	September 2021 and ongoing	Available: experienced staff to turn key implementation Needed: PD focused on differentiated instruction, possible outside providers

<p>B3: Evaluate current tracking practices: Detrack some programs; eliminate courses that serve as dead-ends; add open enrollment for Honors/ AP courses; provide support classes for all levels (tutoring, labs); create a writing lab that is open to all students all periods of the day; fully tap online and virtual resources</p>	<p>Superintendent Director of Curriculum and Instruction Supervisor or Guidance High School Principal Department Coordinators Staff</p>	<p>Begin after PD about tracking is completed and ongoing</p>	<p>Available: staff, student data for tracking, program and course descriptions, Honors/AP course list</p> <p>Needed: staff to evaluate practices after PD on tracking is provided, staff to monitor writing lab, space for writing lab, tutoring lab, staff to monitor tutoring lab</p>
<p>B4: Increase representation of diverse populations in AP and Honors courses; seek models such as the AP Springboard program to prepare students 6-12 for higher level coursework</p>	<p>Director of Curriculum and Instruction High School Principal Supervisor or Guidance Department Coordinators Staff</p>	<p>September 2020 and ongoing</p>	<p>Available: AP and Honors courses</p> <p>Needed: identify students that qualify for these courses, evaluate requirements for entry into these programs, financial aid to students in need</p>
<p>B5: Expand Summer Bridge, Summer Honors Prep programs and AP College Board pipeline programs.</p>	<p>Director of Curriculum and Instruction Jr. High Assistant Principal High School Principal Supervisor of Guidance Department Coordinators Staff</p>	<p>March 2021 and ongoing</p>	<p>Available: programs currently available</p> <p>Needed: Staffing for the programs, Instructional materials, planning, schedule, evaluate current</p>

			programs
B6: Evaluate our current Social Justice and Minorities in America courses to ensure they address current social challenges in today's world and are using the best texts and resources. Add another class offering, such as a service and action class, that maximizes and amplifies student voice.	Director of Curriculum and Instruction High School Principal Supervisor of Guidance Department Coordinators Staff	July 2020 and ongoing	Available: courses currently offered, staff Needed: evaluate and realign these courses to reflect today's world, develop another class, staff to teach the possible new courses

Action Step C.: Create for each classroom/school an accessible library of books, classroom texts, online resources, apps and other school resources that relate to topics of diversity, equity and inclusion.

Rationale: Recognize all forms of diversity among people, including (but not limited to): LGBTQIAP, race, gender, physical disabilities, neuro, ethnic, cultural, and religious. When children cannot find themselves reflected in the books they read, or when the images they see are distorted or negative, they learn a powerful negative lesson about how they are devalued in the society of which they are a part. Kids do search for themselves in books, movies, photos, etc.. Children deserve to find connections with characters (real and fictional) like themselves. Promoting literature that reflects and honors the lives of all students will expand *all* students' knowledge, interests, and respect of personal experiences, as well as the experiences of others. This will help shape a more empathetic future for all. There is great power in exposure to diverse resources, ideas, experiences, faculty, etc., even where there is not a high level of diversity in the student body.

Research: Weneeddiversebooks.org, Rudine Sims Bishop, writer and professor emeritus at Ohio State University; 1990 essay "Mirrors, Windows, and Sliding Glass Doors", diversitycouncil.org

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
C1: Establish a library of books about diversity, equity and inclusion in each elementary classroom (budgeted \$300), and highlight these topics through feature texts at the Jr/Sr High School.	Superintendent Curriculum and Instruction Coordinator Administrators Staff Media Specialists	September 2020 and ongoing	Available: Use of budgeted \$300 for each elementary classroom Needed: Listing of featured texts available for the Jr/Sr High School staff, funding
C2: Monthly literature in regards to diversity, equity and inclusion to be discussed in each K-6 elementary classroom and Jr./Sr. HS English classrooms (googled texts, current events, etc.).	Superintendent Curriculum and Instruction Coordinator Administrators Staff Media Specialists	September 2020 and ongoing	Available: Technology and research, staff Needed: Monthly literature, funds
C3: Research, identify and implement online resources and apps such as Libby app and Overdrive to allow students access to an abundance of resources	Director of Curriculum and Instruction Technology Coordinator Media Specialist	Research can begin September 2020 Implementation to begin after resources have been identified, researched and chosen	Available: chromebooks/technology Needed: research, funds
C4: Organize annual field trips, virtual field trips or other experiences to educate students on topics of diversity, equity and	Director of Curriculum and Instruction Principals	Planning can begin September 2021	Available: technology

inclusion	Department Coordinators Staff	Implementation 2022-2023 school year	Needed: funding, plan for each grade level, scheduling, possible busing
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Action Step D: Increase diverse representation throughout the staff and among adults who are part of the academic programming, volunteer body, and support programs.

Rationale: Research indicates that minority students do better contemporaneously in school – and likely in the long run as well – when they are exposed to teachers of their same race, gender or ethnicity. As a consequence, the underrepresentation of minority teachers relative to the proportion of minority school-aged students could have an effect of limiting minority students’ educational success. Haddon Heights schools serve student populations with greatly varied backgrounds. We have students whose parents and grandparents are graduates of our school district and students who have recently moved to the United States who are learning English as a second language. A growing body of literature suggests that outcomes such as test scores, attendance, and suspension rates are affected by the demographic match between teachers and students.

Research: McKinley, Johnnie. Raising Black Students' Achievement Through Culturally Responsive Teaching. ASCD, 2010.
Hiring and recruiting practices and policies

<https://www.brookings.edu/research/the-importance-of-a-diverse-teaching-force/>

<https://www.nytimes.com/2018/09/10/upshot/teacher-diversity-effect-students-learning.html>

<https://kappanonline.org/why-we-need-diverse-teacher-workforce-segregation-goldhaber-theobald-tien/>

<http://www.ascd.org/publications/educational-leadership/mar07/vol64/num06/As-Diversity-Grows,-So-Must-We.aspx>

<https://www.americanprogress.org/issues/education-k-12/reports/2017/09/14/437667/america-needs-teachers-color-selective-teaching-profession/>

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
D1: Contact colleges and universities with diverse student populations, including HBCUs (Historically Black Colleges and Universities, Rowan’s Talent Program, etc) for recruit	Superintendent Director of Curriculum and Instruction Principals	Research and establish relationships with these programs September 2020 and ongoing	Available: Frontline/Applitrack Needed: List of resources and contact information
D2: Publicize employment opportunities on all key networking websites (Currently using Nemnet; Frontline; K-12 Job Spot; District website; Indeed; NJ School Jobs)	Superintendent Director of Curriculum and Instruction Principals	September 2020 and ongoing	Available: Frontline;Applitrack; Nemnet; Frontline; K-12 Job Spot; District website; Indeed; NJ School Jobs Needed: access to post positions on additional networks and platforms
D3: Create a pipeline of teachers from our own student body by way of creating a high school club, “Future Teachers of America”. Engage those students in presenting lessons and/or mentoring younger students to get a taste/feel of the profession of teaching.	Superintendent Director of Curriculum and Instruction High School Principal	Research and planning to begin September 2020 Implementation to begin after planning is complete	Available: Interested students Needed: Club advisor, program development plan, funding

Action Step E: Create a welcoming and inclusive environment for ALL students and ALL staff.

Rationale: Many of our students in grades PreK-12 have different learning experiences among the three Heights elementary schools and three sending districts. Students come from diverse backgrounds in terms of culture, race, religion, gender, sexual orientation, language, neurodiversity, and abilities. This action step seeks to create environments where students are included and celebrated for their differences, strengths and individuality. The action steps seek to make inclusive spaces, facilitate interpersonal learning opportunities, educate staff and students on special education inclusion practices, create opportunities for connection, and encourage empathy and an understanding of cultural awareness among students and staff. Based on district surveys, strategic planning to improve school culture and morale is necessary. This action step would improve school culture by fostering students' and faculty's sense of belonging. This action step will also promote connections between staff and students through meaningful mentorships.

Research: Interviewed Dr. Oswald, Superintendent of Collingswood; Interviewed Mr. Arcadia, Barrington Superintendent; Interviewed Dr. Johnson, Lawnside Superintendent; Interviewed Mrs. Travaglini, Merchantville Director of Diversity, Equity, and Instruction; Interviewed administrators from the Haddon Heights School District and the sending districts; Interviewed faculty from the Haddon I1:Heights School District and the sending districts; Researched NJDOE policies and N.J.A.C. 6A; Researched visual learning and differentiated instruction best practices (John Hattie); Brookhart and Moss: *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*; Hattie: *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*; Smith, Frey, Pumpian, and Fisher: *Building Equity Policies and Practices to Empower All Learners*; Analyzed district survey data; Suggested videos from various professional educators; Suggested articles for educational best practices

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
E1:Creating LGBTQ/gender-neutral changing rooms with signage for PE and athletics	Superintendent Building and Grounds Supervisor Business Administrator	Planning begins September 2020	Available: Needed: funding, school layout and designation of

	High School Principal		those areas
E2: Adding signage, maps, and handbooks in other languages	Superintendent Building and Grounds Supervisor Business Administrator Principals Guidance Supervisor	Planning begins September 2020	Available: technology Needed: funding, designation of languages needed based on population
E3: Having an interpreter/translator readily available for parents and students PreK-12	Superintendent Director of Special Education Director of Curriculum and Instruction	Planning beginning September 2020	Available: Needed: funding, staffing, job description
E4: Create a mentor program at the Jr./Sr. High School for high-risk students (similar to the Juwan Project at Collingswood which is long-term adult-student mentorship). Every staff member and administrator chooses a student to mentor throughout the year and school administrators provide time (in faculty meetings/PLCs) to reflect on this relationship and share experiences <ul style="list-style-type: none"> - Students should be selected based on academic, social or emotional needs - The staff member would be that student's "go-to person" and advocate 	Principals Assistant Principals Staff	September 2020 and ongoing	Available: staff, administrators, community stakeholders Needed: Create guidelines for the program

<p>E5: Training the students regarding inclusion within the classroom (How to understand challenges, varying abilities, physical abilities, etc.)</p>	<p>Principals Staff</p>	<p>2020-20201 school year and ongoing</p>	<p>Available: knowledgeable staff trained in inclusion to turn key information</p> <p>Needed: resources to implement training, time to allow staff to turnkey information</p>
<p>E6: Training the staff on Special Education Process and Inclusion Practices each year</p>	<p>Director of Special Education</p>	<p>September 2020 and on going</p>	<p>Available: knowledgeable staff trained in special education and inclusion practices to turn key</p> <p>Needed: resources to implement training, scheduled timing for staff to turnkey</p>
<p>E7: Mandatory that ALL staff attend all in-service days and staff meetings (custodians, aides, administrative assistants, teachers, coaches, etc.)</p> <ul style="list-style-type: none"> - Staff meetings at all schools will be held during school hours across the district (Ex: delayed opening or early dismissal for students once a month similar to HS monthly 2:22 days) 	<p>Superintendent</p>	<p>Implement with new staff contract and support staff contract when negotiated</p>	<p>Available:</p> <p>Needed: new school calendar, new contract language</p>

<p>E8: Create and implement a consistent staff Induction Program and training sessions for ALL new staff members that are ongoing throughout the employee's first complete year. Monthly meetings must be mandatory (this includes staff members that have no experience, experience and/or standard certificates).(Goal 4)</p>	<p>Superintendent Director of Curriculum and Instruction</p>	<p>Planning and Research beginning September 2020 Implementation 2021</p>	<p>Available: staff to be mentors Needed: A research based comprehensive program, program development, schedule</p>
<p>E9: Create 4 stipend positions to lead the induction programs</p>	<p>Superintendent Director of Curriculum and Instruction Staff</p>	<p>Planning and Research beginning September 2020 Implementation 2021</p>	<p>Available: Needed: funding, job posting with job description</p>
<p>E10: Provide opportunities for students from all sending districts to make connections in grades K-8</p>	<p>Principals Staff</p>	<p>Planning- September 2020 Implementation-spring of 2021</p>	<p>Available: buses Needed: funding, activities plan, program development</p>
<p>E11: Create a PTG Council for 7-12th grade parents/guardians, (similar to the elementary schools, but across all four districts), which will encourage buy-in from our whole community</p>	<p>Jr./Sr. High School Administrators</p>	<p>Planning - September 2020 Implementation 2021</p>	<p>Available: previous experienced PTG members Needed: PTG coordinator, PTG members, PTG plan, community outreach plan, PTG expectations/guidelines</p>
<p>E12: Improve stakeholder (parents, guardians, staff, students and other taxpayers) communication by way of multiple outlets, platforms and languages</p>	<p>Superintendent Director of Curriculum and Instruction Director of Special</p>	<p>Planning beginning September 2020 Implementation to begin</p>	<p>Available: technology Needed: research platforms, outlets and languages</p>

	Education Director of Technology Administrators Supervisor or Guidance Building and Grounds Supervisor Staff	after planning and procedures are complete	needed to communicate with all stakeholders, create and implement a plan of future communications
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Action Step F: Create opportunities for all students to have access to school-based clubs, athletics, and other activities.

Rationale: In district survey data, many student responses indicated feelings of disconnect in terms of involvement in the school community. Research is conclusive that students who participate in activities outside of the classroom are not only more connected but also more successful academically. This action step seeks to facilitate student involvement in the school community and therefore promote feelings of inclusion in both academics and extracurricular activities. Barriers to student involvement include finances, transportation, opportunity, awareness, and faculty leadership/monitoring. This action step seeks to remove those barriers by financing transportation, student costs for testing, trips, and other activities, as well as funding for a faculty member to oversee and develop strategic financial partnerships.

Research: Met with Superintendent of Collingswood; Met with administrators from the Haddon Heights School District and the sending districts; Met with faculty from the Haddon Heights School District and the sending districts; Researched NJDOE policies and N.J.A.C. 6A; District surveys; Outreach/conversations with students and parents; Smith, Frey, Pumpian, and Fisher: *Building Equity Policies and Practices to Empower All Learners*

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
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<p>F1: Create a policy for free and reduced lunch students to receive a lower cost for activities and/or subsidize costs as needed</p>	<p>Superintendent Business Administrator</p>	<p>September 2020 and ongoing</p>	<p>Available: list of students that qualify for free and reduced lunch</p> <p>Needed: communication with families and encourage all families to complete free and reduced lunch forms, review policies and create new ones if needed, funding</p>
<p>F2: Fundraising activities and options for donations to offset the student costs based on need (7th to 12th): Senior Trip Cost, AP Test Cost, Field Trip Cost, etc. Research Corporate Sponsor and Donor Outreach programs available</p>	<p>Jr./Sr. High School Administrators Athletic Director Business Director Staff</p>	<p>September 2020 and ongoing</p>	<p>Available: List of activities that have a cost for students</p> <p>Needed: staff advisor/stipend position, create a PTG to help organize fundraising events (see I11)</p>
<p>F3: Outreach and communication to all sending districts: what opportunities are available; how to support and encourage student participation (7th-12th grades)</p>	<p>Jr./Sr. High School Administrators Athletic Director Staff</p>	<p>September 2020 and ongoing</p>	<p>Available: list of available opportunities, technology</p> <p>Needed: outreach and communication plan</p>
<p>F4: Late busses available every day of the week to increase student participation in all afterschool activities, clubs, and athletics (9th-12th grades)</p>	<p>Jr./Sr. High School Administrators Athletic Director Business Director</p>	<p>September 2020 and ongoing</p>	<p>Available: buses</p> <p>Needed: funding, drivers, schedule of after school activities, clubs and athletics</p>

<p>F5: Annual club fair in May/June of each year to promote all clubs, athletics and other offerings (9th- 12th grades). All incoming 9th graders would be invited to attend. All coaches and advisors must attend to promote their activities</p>	<p>Jr./Sr. High School Administrators Athletic Director Staff</p>	<p>Planning to begin in February of 2020 First annual fair to be in May or June of 2021</p>	<p>Available: clubs, athletics and other after school activities list, club advisors, coaches Needed: communication with sending districts and other stakeholders, schedule</p>
<p>F6: Increase representation of diverse populations in clubs, activities and sports in the Jr./Sr. High School with personal outreach and an expectation that all students participate in at least one after school activity.</p>	<p>Jr./Sr. High School Administrators Athletic Director Staff</p>	<p>September 2020 and ongoing</p>	<p>Available: clubs, athletics and other after school activities list, club advisors, coaches Needed: communication of student expectations, create an encouragement and motivation tactic to increase student involvement in at least one extracurricular activity</p>

Action Step G: Create authentic learning experiences, including those related to a diverse set of career paths and interests, for all learners. (Goal 1)

Rationale: Student interests are diverse and quickly changing with new technologies, research and the job market. Contemporary interests often don't match with the programming currently offered. While many students are college-bound, others find a college preparatory driven curriculum to be disinteresting and not authentically engaging. This action step seeks to create more authentically engaging opportunities for all students to develop their interests and goals and to participate in the work-force and the global community. By utilizing programs like Future Business Leaders of American, DECA, TSA, and Project Lead the Way, students have

more opportunities to find and pursue careers and areas of study that interest and engage them. These programs offer students opportunities to begin working, researching, and interning while in high school and provide opportunities more tangibly attached to their in-school learning experiences. These programs also give students opportunities to engage with students outside of the district and to gain recognition by participating in competitions and conferences.

Also, some students in grades 9 through 12 struggle to maintain a full day schedule due to a myriad of individual reasons. Creating an alternative program for students allows them to find success in and outside of school.

Research shows that expanding the view of giftedness provides great benefits to schools in enhancing student achievement and investment in learning. We will enhance the academic experience of our students by investing in gifted and talented education and expanding criteria for identifying students with the potential to thrive in a gifted and talented program. (Goal 1)

High School students should not be enrolled in more than one study hall period. To engage students, more electives and out-of-school experiences should be designed and made available to students. These opportunities should target student interests as well as diverse/alternative career paths.

Research: Interviewed Dr. Oswald, Superintendent of Collingswood; Interviewed administrators from the Haddon Heights School District and the sending districts; Interviewed faculty from the Haddon Heights School District and the sending districts; Researched NJDOE policies and N.J.A.C. 6A; District surveys; Outreach/conversations with students and parents; Brookhart and Moss: *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*; Clarenbach, Jane: "[Expanding the View of Giftedness](#)"; Hattie, John: *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*; Smith, Frey, Pumpian, and Fisher: *Building Equity Policies and Practices to Empower All Learners*

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
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<p>G1: Creating opportunities with a networking connection: Future Business Leaders of America, DECA (Distributive Education Clubs of America), TSA (Technology Student Association), Skills USA</p>	<p>Superintendent Director of Curriculum and Instruction Supervisor of Guidance Business Administrator High School Administrators</p>	<p>Planning November 2020 and implementation throughout the duration of this strategic plan</p>	<p>Available: Needed: Staff to teach and monitor, funding, scheduling</p>
<p>G2: Adjust our current Gifted and Talented Program policies and criteria for 3rd through 8th grade to include a higher percentage of students.</p>	<p>Superintendent Director of Curriculum and Instruction Principals Staff</p>	<p>Planing February 2021 and implementation September 2021</p>	<p>Available: current ACE program for elementary and junior high school gifted pilot program Needed: evaluation of our current program, new policy and regulations, evaluate entrance requirements</p>
<p>G3: Create an alternative program for students in grades 9 through 12 who struggle to thrive in a full day setting. (This will, in turn, have potential to save the district funds in out-of district placements)</p>	<p>Superintendent Director of Curriculum and Instruction Business Administrator Director of Special Education High School Administrators Supervisor of Guidance Staff</p>	<p>Planning being in November 2020 Program implementation to being September 2021 or 2022</p>	<p>Available: Needed: planning, research, funding, staff, schedule</p>
<p>G4: Create and provide more electives for students to address diverse interests and alternate career paths for grades 9 to 12 (for example, graphic design, engineering,</p>	<p>Superintendent Director of Curriculum and Instruction</p>	<p>Research and planning 2021-2022</p>	<p>Available:</p>

STEM/STEAM-related electives, music composition, media production, coding, etc.)	Business Administrator High School Administrators Staff	Implementation 2022-2023 school year	Needed: research possible courses, student interest surveys, electives created, staff, funding, schedule
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Action Step H: Create an environment that provides equitable resources and staff available to all students within the 3 elementary schools, Pre-k-6th.

Rationale: In the elementary schools, the same resources are not readily available at all buildings. For example, one school is the only elementary school that has access to the following complete resources in one building: Seeing Stars, Reading Eggs, Fountas and Pinnel Guided Reading kits K-1. One complete Science curriculum and materials was purchased for some grade levels and is to be rotated amongst the schools. Also, one elementary school has access to more full-time special education teachers as well as more part-time special education teachers who are available to the identified students within the regular education classrooms and more in-class support for the teacher. The Math and Reading specialists are not all readily available for each grade level within each elementary school. Guidance counselors are not available at each school every day. The CST department caseload has risen in the past few years and the case managers are stretched too thin with their duties. Two schools each have a 12 month secretary and one school has a 10 month secretary. Finally, students and staff at one school have access to an administrator (principal) daily. The other two elementary schools share one principal who cannot be readily available for emergencies, discipline situations, staff assistance and other daily operations. **Our recommendations are student service oriented. Not every child needs the same level of service; but they do need access to services.**

Research Completed:

Staff survey completed; evaluation of resources and services within the elementary schools; met with Superintendent of Collingswood; met with administrators from the Haddon Heights School District; met with principal from Barrington Middle School; met with Superintendent from Barrington Schools; met with Barrington Director of Curriculum and Instruction; met with Kindergarten teacher in Avon Elementary School; phone conference with Merchantville Director of Equity, Curriculum, and Instruction; phone

conference with Superintendent of Lawnside; met with faculty from the Haddon Heights School District and the sending district; researched other school districts' procedures; researched NJDOE policies and N.J.A.C. 6A

Priority Key:

Green - First Priority	Yellow - Second Priority	Orange: Third Priority
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Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
H1: Combine Seventh and Atlantic Avenue Schools (Atlantic PreK-3 and Seventh 4-6)	Superintendent Curriculum/Instruction Coordinator Special Education Coordinator Administrators Business Administrator Buildings and Grounds Supervisor Staff	Planning - July 2020- March 2021 Implementation- September 2021	Available: teacher schedule, staggered start time schedule, more accessible resources Needed: policy changes, possibly bathrooms needed, possible staff contract wording
H2: Evaluate and purchase needed resources to have available at each school	Administrators Staff Business Administrator	July 2020 - ongoing	Available: input from staff Needed: funds, plan for purchase

<p>H3: Hire a ten-month assistant principal who could cover either Atlantic or Seventh Avenue School or restructure the administrative team and their duties to have adequate administrative coverage at Seventh and Atlantic Avenue Schools daily</p>	<p>Superintendent</p>	<p>September 2021</p>	<p>Available: input from staff</p> <p>Needed: funds, assignment of administrative duties</p>
<p>H4: Adjust secretary position from 10 months to 12 months at Seventh Avenue School</p>	<p>Superintendent Business Administrator Seventh Avenue Principal</p>	<p>September 2020</p>	<p>Available: input from administrators</p> <p>Needed: funds, assignment of duties</p>
<p>H5: Hire full-time special education teachers for Seventh and Atlantic Avenue Schools so that students can receive services in their home schools and added supports for the classroom</p>	<p>Superintendent Director of Special Education Seventh and Atlantic Avenue Principal</p>	<p>September 2021</p>	<p>Available: input from staff, director of special education, administrators, and other stakeholders</p> <p>Needed: funds</p>
<p>H6: Hire full-time guidance counselors or social workers for each building (also look at possible interns to assist; partner with a college)</p>	<p>Superintendent Director of Special Education Director of Guidance Principals</p>	<p>September 2021</p>	<p>Available: input from guidance staff, administrators, teachers, and all stakeholders</p> <p>Needed: funds, assignment of duties, research college internship programs</p>

<p>H7: Reevaluate the math and reading specialists' schedules to ensure that the students with the greatest needs receive the instructional support needed</p>	<p>Principals Reading Specialists Math Specialists</p>	<p>July 2020 - ongoing</p>	<p>Available: input from staff, administrators</p> <p>Needed: evaluation of students skills, reevaluate the math and reading specialists' schedules</p>
<p>H8: Create 2 to 4 stipends for a team focusing on diversity, equity, and inclusion for the district. These staff members will meet with administrators, staff, and students three times a year to decide on the next steps of this overall Goal #3 plan.</p>	<p>Superintendent Director of Curriculum and Instruction Principals Staff</p>	<p>July 2020</p>	<p>Available: input from qualified staff, strategic planning team, administrators, staff, students, and all stakeholders</p> <p>Needed: a posting for the position including job responsibilities</p>
<p>H9: Create a team of students, staff, and community members that will focus on preparing for and addressing inequities that arise from pandemics, school closings and remote learning, and other major shifts in teaching and learning models (Instructional Council as per Goal 4)</p>	<p>Superintendent Administrators Staff Students Community Members</p>	<p>July 2020 and ongoing</p>	<p>Feedback from surveys completed by students, parents, staff, and administrators</p> <p>Research other school districts and communicate with our sending districts to be consistent with the needs of our school population</p>

H10: Increase the staff of the CST department to address needs of growing population (pre-k- 12th grade)	Superintendent Director of Special Education Business Administrator	September 2021	Available: data, CST student enrollment numbers, staffing Needed: Increase staffing to better service our CST student population
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Action Step I: Ensure students have equitable learning experiences with common standards and prepare them for transitions to Junior High (pre-k - 6th grade).

Rationale: When entering ninth grade, students at HHHS come from Haddon Heights, Barrington, Lawnside and Merchantville. Barrington, Lawnside, and Merchantville use departmentalization starting in fifth grade and continue on through middle school. The benefits of departmentalizing the fifth and sixth grades would be: students would get designated movement breaks daily; teachers would become more specialized in subject areas based on their strengths; increased daily collaboration and planning among teachers teaching the same subjects vertically from grade to grade; students gradually transition to changing classes starting with only two teachers daily in fifth and sixth grade to every subject in the Jr. High. The sending districts also all have full-day kindergarten. Haddon Heights is the only district with a half-day kindergarten program.

Research completed:

Staff survey completed; evaluation of resources and services within the elementary schools; met with Superintendent of Collingswood; met with administrators from the Haddon Heights School District; met with principal from Barrington Middle School; met with Superintendent from Barrington Schools; met with Barrington Director of Curriculum and Instruction; met with Kindergarten teacher in Avon Elementary School; phone conference with Merchantville Director of Equity, Curriculum, and Instruction; phone conference with Superintendent of Lawnside; met with faculty from the Haddon Heights School District and the sending districts; researched other school districts' procedures; researched NJDOE policies and N.J.A.C. 6A

<https://www.slideshare.net/smithdonnamarie/departmentalization-rocks>

Action Steps What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
I1: Combine Seventh and Atlantic Avenue Schools (Atlantic PreK-3 and Seventh 4-6) as outlined in Action Step A above	Superintendent Curriculum/Instruction Coordinator Special Education Coordinator Administrators Business Administrator Buildings and Grounds Supervisor Staff	Planning - July 2020-March 2021 Implementation-September 2021	Available: teacher schedule, staggered start time schedule, more accessible resources Needed: policy changes, possible that bathrooms needed, possible staff contract adjustments
I2: Departmentalize 5th and 6th grades in the elementary schools (possibly adding 4th grade to this departmentalization)	Superintendent Curriculum/Instruction Coordinator Special Education Coordinator Administrators Staff	Planning - July 2020-March 2021 Implementation-September 2021	Available: input from staff, administrators, director of curriculum and instruction Needed: combination of Atlantic and Seventh Ave schools to allow for multiple classes and proper implementation at all elementary schools, new schedule for classes

I3: Change kindergarten from half day program to full day program	Refer to Previous goal	Refer to previous goal	Refer to previous goal
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Action Step J: Create a consistent response to behavior and decision making policy across the school district that is comparable to the sending districts' for consistency with the students, school culture, and expectations. Ground our policy and practice in restorative justice, student learning about choice and decision-making, and student engagement

Rationale: Recent statistics show that students of color and males are more likely to be disciplined, and much more likely to receive ISS or OSS. We need to combat this and other forms of institutional bias and racism; instead of contributing to that problem, adopt ways to counteract any negative patterns.

We need to take a critical look at our policies and how they are applied. We must examine and restructure what we are doing to support teachers and to enable students to make better choices.

Research:

Restorative practices, 2019-2020 PowerSchool Data, NY Times, Washington Post, Board Policies: Policy 1140 – Affirmative Action Program- Adopted: June 2016, Policy 1523 – Comprehensive Equity Plan- Adopted: June 2016, Policy & Regulation 2260 – Affirmative Action- Adopted: June 2016, Program for School and Classroom Practices- Adopted: June 2016, Policy & Regulation 5750 – Equal Educational Opportunity- Adopted: June 2016, NJ Division on Civil Rights, NJ DOE - Keeping Our Kids Safe, Healthy, and In School

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
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<p>J1: Professional Development for staff: Bias, anti-racism, and cultural proficiency training; strategies for addressing challenging behavior; whole-faculty book club; educate teachers about the experiences of our school population that impact succession in school (i.e., foster youth, ELL, homelessness, students who've experienced trauma, etc.)</p>	<p>Superintendent Director of Curriculum and Instruction Administrators Staff</p>	<p>July 2020 and ongoing</p>	<p>Available: The use of GOMO Educational Services to train our staff</p> <p>Needed: Choose books for the book club, other resources, and guest speakers</p>
<p>J2: Create a half day Behavioral Disability program for students at the high school level who need this support</p>	<p>Superintendent Director of Curriculum and Instruction High School Administrators Director of Special Education</p>	<p>July 2020- March 2021- Research and developing program</p> <p>September 2021- implementation</p>	<p>Available: classrooms for the program</p> <p>Needed: staff to instruct the program, research other districts to locate and develop a program that best suits the needs</p>
<p>J3: Research alternative discipline policies and Restorative Practices. Create a team of staff, students, and administrators to evaluate our district discipline practices and make needed changes that are comparable to sending districts' and aligned with current research and best practice</p>	<p>Superintendent Principals Assistant Principals Staff</p>	<p>July 2020 and ongoing</p>	<p>Available: input from staff, community, sending districts, stakeholders</p> <p>Needed: evaluate current policies, research policies used in similar districts, create new policy reflective of the needs of our district</p>
<p>J4: Staff and student outreach events that build bridges between the high school and the sending districts</p>	<p>Superintendent Principals Assistant Principals</p>	<p>September 2020 and ongoing</p>	<p>Available: staff, students, administrators, community members and other</p>

	Staff Students		stakeholders from Haddon Heights and all sending districts Needed: funds, create a list of events
J5: Attend outside trainings such as the NJDOE Equity in Action Conferences and provide avenues for that information to be turnkeyed to the staff	Superintendent Administrators Staff	July 2020 and ongoing	Available: staff, administration and other stakeholders Needed: funds
J6: Complete an equity audit on our current school district policies, regulations and procedures.	Superintendent Director of Curriculum and Instruction	July 2020 and ongoing	Available: Contract with GOMO Educational services (Title 2 funds) Needed: detailed plan and timeline

Action Step K: Ensure all students who qualify for RTI services receive them and that there is an appropriate plan in place for all grade levels (K-12)

Rationale: Students who struggle with reading and math are eligible to receive RTI services through the district. Data shows that we must improve student learning and achievement in reading and math. This action step will address inequities in RTI support for students amongst all levels of K-12. This step will help ease transitions between elementary schools and the Haddon Heights JR/SR High School.

Research: New Jersey Tiered System: <https://www.nj.gov/education/njtss/>, Haddon Heights BOE policy for RTI, discussions with many other school district RTI systems' personnel

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
K1: Meetings between the JR/SR High RTI Coordinator and reading and math specialists to discuss elementary plans in place to help with students' transition to seventh grade	Director of Curriculum and Instruction Jr. High Asst. Principal Elementary Principals Staff	October 2020 and ongoing	Available: staff, administration Needed: schedule, planning time, student data
K2: Hire teachers to instruct RTI in the JR/SR High	Superintendent Director of Curriculum and Instruction Junior High School Principal	September 2022	Available: interviewing team Needed: funding for salaries, job posting with responsibilities, instructional materials needed for implementation at each grade level
K3: Meet on each level to align current RTI policy with the updated state D4: recommendations	Director of Curriculum and Instruction Jr. High Asst. Principal Elementary Principals Staff	October 2020 and ongoing	Available: New Jersey RTI recommendations, staff Needed: schedule and planning time, student data, evaluate current material and purchase materials as

			needed, evaluate current RTI policy
K4: Evaluate the elementary, Jr. High, HS schedules in an attempt to revamp the RTI services to better align with state recommendations	Director of Curriculum and Instruction Jr. High Asst. Principal Elementary Principals Staff	October 2020 and ongoing	Available: staff, administration, New Jersey Tiered Systems of Supports recommendations/guidelines Needed: planning time, evaluation of current schedule and revamping where needed, student data
K5: Provide resources for parents and families, offering online supplemental programs, and offering summer RTI programs for Tier 2 and 3 students with the goal of students reading on grade level by the end of grade 3	Director of Curriculum and Instruction Elementary Principals Staff	October 2020 and ongoing	Available: Dibels, DRA scores, Go Math scores, report cards, MAP testing scores, state assessments, teacher input, staff, administration Needed: funding, staffing for summer RTI program, online supplemental programs and resources for parents and families, student data for Tier 2 and 3 students

Goal 4:Teacher Leadership

Embrace teachers as leaders and create pathways for them to learn and to apply research-based knowledge in their instruction.

Co-chairs: Eric Rosen and Kristen Boyd

Team Members: Kim Aceto, Caroline Lunsford, Stefanie Maro, Jennifer Ellis

Action Step A: Restructure the Academic Enhancement Committee

According to www.learningforward.org, “Professional development is the strategy school and school districts use to ensure that educators continue to strengthen their practice throughout their careers. The most effective professional development engages teams of teachers to focus on the needs of their students. They learn and problem solve together in order to ensure all students achieve success.”

Teachers are inundated with information throughout the year. Without a clear direction for professional development, teachers are not able to focus on the specific needs of their students. Restructuring the current academic enhancement

committee will allow a group of teacher leaders to put forth a plan that will enable teachers to have control over their own professional learning throughout the school year. Building capacity for exceptional student learning comes from building capacity for exceptional staff learning.

Groups of teachers will plan their year-long learning and hold one another accountable and supported while taking on a new concept. The model LARS (Learn, Apply, Reflect, Share) allows for teachers to not only learn something new, but have the time and support to apply, reflect, and share their experiences within their small groups.

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
Create a committee composed of teacher leaders who will share, promote and embed best practices and research opportunities for staff	Curriculum Director District Administrators Teacher Leaders	Planning/coordination: July/August 2020 Implementation: September 2020	Reallocation of AEC money 8 members = \$23,000
Identify high quality learning opportunities for small groups of teachers to experience together through professional development Establish norms for sharing out and for applying learning (LARS - Learn, Apply, Reflect, Share) Concept of “Adult Learners”	Curriculum Director District Administrators Teacher Leadership Committee	Pilot a FLEX PD model in 2020-2021 and expand it in 2021-2022	PD Hours LARS Resources

Create two sets of resources for faculty: one with all free and vetted, high quality resources that all teachers should receive, and one with the best subscription based opportunities (institutional subscriptions)	Curriculum Director District Administrators Teacher Leadership Committee	Planning/coordination: Fall 2020 Implementation: Winter 2020	\$14,000 for online institutional subscriptions and local/regional professional development conferences
Identify 5 models of outstanding teacher leadership programs and adopt the methods and principles that are applicable	Curriculum Director District Administration Teacher Leadership Committee	Planning/coordination: Fall 2020 Implementation: Winter 2020	PD Hours

Action Step B: New Teacher Immersion

The New Teacher Immersion program would provide an intensive orientation program that gives novice teachers in our district a game-changing introduction to the instructional culture in Haddon Heights. As part of our district's beginning of the year orientation process, teachers will spend time immersed in the district's vision for learning. This purposeful experience will contribute to our ability both to attract prospective teachers and to retain teachers who have a shared understanding of the district's culture and expectations.

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
Redesign beginning of year orientation/ create cohesion between New Teacher Orientation & Whole District Orientation -	Teacher Committee Director of Curriculum District Administrators	Planning/Coordination: July and August 2020	Teacher Stipend (as noted in Action Step A)

celebration; culture building; goal centered; high level of engagement	Mentor Teachers	Implementation: September 2020	
Create “what you need to know” online resources with video. This can be used for orientations (teachers and subs) as well as in new program rollouts.	Teacher Committee Technology Coordinator Classroom Teachers	Planning/Creation: 2020-2021 School Year	PD Hours
Training in Emergency Procedures and Protocols	School Safety Officers Teacher Committee Technology Coordinator	Planning/Coordination: July and August 2020 Implementation: September 2020	Pay officers for extra hours, if needed PD Hours

Action Step C: Instructional Council

It is imperative that we act and plan as a PK-12 system, with as much alignment with PK-8 sending districts as possible. Understanding and planning for both horizontal and vertical alignment of PK-12 standards, resources, curriculum, and assessment will enable the district to be current with research and practice and to provide a rich and coherent learning experience for our students. Serving as a guiding PK-12 “big picture”, Council members will also monitor progress of the strategic action plans and make recommendations for pivots, pacing and adjustments.

Action Steps (What will be done?)	Responsibilities/ Communication (Who will do it?)	Timeline (Month/Year)	Resources (Available and Needed)
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<p>Create a PK-12 Instructional Council to “bridge the gaps” among grade levels, schools, teachers and central office</p> <p>Council will meet 4 times a year with Superintendent and members of the Curriculum Committee of the Board to discuss student needs, program development, data, expectations, concerns, staff morale - anything that directly affects the capacity and ability of the staff to provide the best education for all students</p> <p>The Council will also monitor progress of strategic goal action plans</p>	<p>Small group of teachers (could change yearly) District Administrators Representatives from the Board of Education</p>	<p>Planning/Coordination: July and August 2020</p> <p>Implementation: September 2020</p>	<p>No resources needed</p>
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June 15th