

Listed below are the Haddon Heights School District Strategic Plan Goals. Items that are designated to be worked on in the 2020-2021 school year are listed in the Items column on the left hand side. In the Progress Made column on the right hand side is what has been worked on thus far for the 2020-2021 school year. Items that are not highlighted in the Progress Made column were worked on from October 14th through November 10th. Highlighted in yellow is the progress made from November 11th through December 8th. Highlighted in orange is the progress made from December 9th through January 6th. Highlighted in green is the progress made from January 7th through February 9th. Highlighted in blue is the progress made from February 10th through March 9th. Highlighted in magenta is the progress made from March 10th through April 13th.

**Strategic Plan Year 1 Update
March 10, 2021 through April 13, 2021**

**Diversity, Equity, Inclusivity
Strategic Plan Goal**

**Implementation Recommendation:
October 14, 2020 - June 30, 2021**

Items	Progress Made
<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>We are partnering with GOMO Educational Services to provide professional development for our staff and assemblies for our students on our areas of focus throughout this year. Our staff started off our school year with our keynote speaker from GOMO, Dr. Josue Falaise, on 'My Voice, My Choice; Can You Hear Me?'. Administrators attended a two day conference through GOMO during the first week of school.</p> <p>A group of staff members are part of the Equity Leadership Network: Designing Equitable and Sustainable Learning Systems through GOMO. They attended their third session on Nov. 18th - Human Resources Role in Promoting Equity and Inclusion</p> <p>Our Equity Leadership Network Team met and attended their fourth session: Communicating with the Community on Dec. 16th.</p>

With assistance from the PTG, the elementary schools are experiencing an assembly called "Women in History." Each school is scheduled to view this assembly within the next few weeks.

Teachers Kirby Gould and Chelsea Fagely of the REACH+ program at the high school have created and are hosting a training session on Anti-Ableism. This training session is being delivered to the high school Special Education Department and will be shared in the future with other staff members. The goal of the training is to provide district staff with a thorough understanding of ableism and its effects on people with disabilities in our society and in our schools. They will also share action steps for combating ableism in the school setting and our daily lives.

The administrators in the district completed their 6 hour training in Cultural Competency given by Dr. Josue Falaise of GOMO Educational Services. In Part 2 (Part 1 was held in September) of this training administrators looked at Haddon Heights' systems and analyzed each through the lesson of Equity. During this training administrators discussed Implicit Bias, Explicit Bias, and Understanding Cultural Destructiveness.

Our Goal 3 Coordinators created and shared with appropriate administration a Social Justice Lessons/Resources folder for each grade level area. Each folder has a plethora of tools and lesson ideas for all content areas.

All staff participated in a Professional Development Day on March 5th and March 19th. Many topics were covered including diversity, bias, and privilege.

Our special education team is creating events and lessons for all students during Autism Awareness Month.

All staff participated in a Professional Development Day on March 5th and March

	<p>19th. Many topics were covered including diversity, bias, and privilege.</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>We are partnering with GOMO Educational Services to provide professional development for our staff and assemblies for our students on our areas of focus throughout this year. Our staff started off our school year with our keynote speaker from GOMO, Dr. Josue Falaise, on 'My Voice, My Choice; Can You Hear Me?'. Administrators attended a two day conference through GOMO during the first week of school.</p> <p>We are currently researching participation in Kean University's Diversity Council. This partnership would provide us with personalized trainings for staff on various social topics, as well as leadership conferences for students 5th-12th. Kean University also offers the opportunity for district to participate in a Holocaust Education and Prejudice Reduction Certification program. More information is being sent to administration for review.</p> <p>Information regarding Kean University's Diversity Council has been shared with Mr. Corn and Mr. Ormsby. We are currently awaiting the approval and funding to join the council.</p> <p>Mr. D'Amato is submitting the appropriate paperwork in order for Haddon Heights to join the Diversity Council at Kean University.</p> <p>The coordinators of each goal have met and discussed professional development options for the staff. They are working to create a shared document between all of the goals to add suggested PD and sort them by area/topic. We can then have one resource that can be used to choose from our suggested PD between all of the goals.</p> <p>We are waiting on the paperwork from Kean in order to fully process our joining of the Diversity Council.</p>

	<p>Teachers Kirby Goold and Chelsea Fagely of the REACH+ program at the high school have created and are hosting a training session on Anti-Ableism. This training session is being delivered to the high school Special Education Department and will be shared in the future with other staff members. The goal of the training is to provide district staff with a thorough understanding of ableism and its effects on people with disabilities in our society and in our schools. They will also share action steps for combating ableism in the school setting and our daily lives.</p> <p>Our Goal 3 Coordinators created and shared with appropriate administration a Social Justice Lessons/Resources folder for each grade level area. Each folder has a plethora of tools and lesson ideas for all content areas.</p> <p>All staff participated in a Professional Development Day on March 5th and March 19th. Many topics were covered including diversity, bias, and privilege.</p>
<p>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.</p>	<p>Mr. D'Amato and Ms. McCullough are meeting with administration to discuss the next steps for this goal.</p> <p>Our Jr/Sr High has been working on their policy and course work for next year, to eliminate obstacles and offer multiple options of classes and levels for all students. Prerequisite policies have been updated and approved. Apex was also purchased for use in multiple leveled classes.</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>Discussions have started at the HS for adjustments to our AP and Honors courses, policies are being made to increase the representation and percentage of students in each of our schools.</p>

<p>B6: Begin the evaluation and provide time for the teachers to adjust the curriculum for these courses and to create another offering.</p>	<p>Mr. D’Amato and Ms. McCullough are meeting with administration to discuss the next steps for this goal. -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. Mr. D’Amato has been approved and is in the process of writing social/racial justice topics into the elementary curriculum.</p> <p>Ms. McCullough has shared resources found through the site Teachers Pay Teachers with administration. She has created an assortment of resources in a shared Google Drive folder. This list is sorted by grade level for easy reference and use.</p>
<p>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.</p>	<p>We created our shared diversity libraries for teachers and classrooms to use in each school. We are planning on creating a library for each classroom, focusing on topics of diversity, equity, and inclusion.</p> <p>Mr. D’Amato and Ms. McCullough are creating a guide for teachers to use when choosing books for their classroom libraries. Books will be age/grade appropriate levels for staff to engage their students with.</p> <p>Research is being conducted to find free companions/services as well. A list for Hoopla, Get Epic, and other free tools is being compiled.</p> <p>Upon request from Mr. Corn, Mr. D’Amato and Ms. McCullough will be providing a suggested novel list to address areas of diversity, equity, and inclusion once our novel audit is complete.</p>
<p>C2: Monthly literature in regards to diversity, equity and inclusion to be discussed in each K-6 elementary classroom and Jr./Sr. High School English classrooms (Googled texts, current events, etc.).</p>	<p>Mr. D’Amato and Ms. McCullough are creating a monthly newsletter for staff including monthly literature and current events for staff to use within their lessons. Our Strategic Plan Coordinators are collaborating to compile our newsletters into one common newsletter.</p>

	<p>Mr. D'Amato and Ms. McCullough have met with the other coordinators and are finalizing a monthly newsletter for staff members across the district. The Goal 3 portion of the newsletter will contain read aloud/book suggestions for students and staff, as well as other forms of information.</p> <p>The Goal #3 Coordinators contributed to the Teacher Academy newsletter for February with a specific focus on Black History Month. The Coordinators shared suggested literature for self-guided professional development, grade band texts, along with documentaries and podcasts for staff to explore.</p> <p>We will be doing the above mentioned work in advance to share for Women's History Month as well.</p> <p>Our Goal 3 Coordinators created and shared with appropriate administration a Social Justice Lessons/Resources folder for each grade level area. Each folder has a plethora of tools and lesson ideas for all content areas.</p> <p>Our goal contributed to the March Teacher Academy Newsletter offering leveled texts to use in classrooms, as well as texts and podcast suggestions for teachers.</p>
<p>D1: Contact colleges and universities with diverse student populations, including HBCUs (Historically Black Colleges and Universities, Rowan's Talent Program, etc.) for recruiting.</p>	<p>We have contacted colleges and universities with diverse student populations for recruiting and will continue to do so.</p> <p>We have continued to work with multiple colleges and universities for recruiting.</p>
<p>D2: Publicize employment opportunities on all key networking websites (Currently using Nemnet; Frontline; K-12 Job Spot; District website; Indeed; NJ School Jobs).</p>	<p>We are identifying all outlets and putting a procedure in place to reach these outlets.</p> <p>The following websites are being utilized to spotlight our employment opportunities. Nemnet; Frontline; K-12 Job Spot; District website; Indeed; NJ School Jobs</p>

<p>E1: Creating LGBTQ/gender-neutral changing rooms with signage for PE and athletics.</p>	
<p>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. Students should be selected based on academic, social or emotional needs. The staff member would be that student's "go-to person" and advocate.</p>	<p>Mr. D'Amato and Ms. McCullough are meeting with administration to discuss the planning for this program. We hope to start this in January.</p>
<p>E6: Dates and times need to be scheduled. -Training the staff on Special Education Process and Inclusion Practices each year.</p>	<p>Mr. D'Amato and Ms. McCullough are meeting with administration to discuss the next steps for this goal.</p>
<p>E7: Mandatory that ALL staff attend all in-service days and staff meetings (custodians, aides, administrative assistants, teachers, coaches, etc.). -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>	<p>We are reviewing the contract language regarding this step.</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).</p>	<p><u>From the team of Mia Mai, Jessica Shaw, Virginia Peters, and Shannon Gordon:</u> We have met 2 times, the first time with Mr. Ormsby and Ms. McCullough, and the second time as a group of 4. We have begun to create a program for incoming staff (Induction) that are new to our district. We have begun the first steps towards creating manuals so that ALL new staff members are aware of expectations and information needed to adjust to their new jobs. This will help new staff members to feel more comfortable and competent in their new jobs. As a group, we have sectioned off to account for all the different jobs in the</p>

	<p>district. Ginny has begun to create an outline for the manual for all new incoming Administrative Assistants and custodial staff. Mia has started an outline for general education teachers, and Jessie and Shannon, for Special Education, including instructional aides.</p> <p>As a group, we will be contacting other districts to look into their induction procedures. We will be looking at other successful "Induction Committee" programs to use a model for our district.</p> <p>We discussed this strand with the Academic Leadership members to clarify any overlapping content/ideas. Manuals have continued to be adapted to best practice for all staff members to access.</p> <p>Our induction committee has created an outline of our induction program for each area of staff. We are continuing to update and create tutorials and information for new staff to include in the program.</p>
<p>E9: Create 4 stipend positions to lead the induction programs</p>	<p>The team has been created and consists of <u>Mia Mai, Jessica Shaw, Virginia Peters, and Shannon Gordon</u></p> <p><u>From the team of Mia Mai, Jessica Shaw, Virginia Peters, and Shannon Gordon:</u> We met as a team last Tuesday with Mr. Ormsby and Ms. McCullough. Mia Mai shared an outline that we all will be using so that we are consistent. All team members are currently putting in their information to prepare for induction manuals and meetings for incoming new personnel. We are also in contact with other people who are familiar with induction programs and have met with other committees to assure we are not overlapping with those committees. We want to make sure also that we are using the "same language" across the 4 manuals.</p>

<p>E10: Guidance and a plan needs to be developed for each grade level. -Provide opportunities for students from all sending districts to make connections in grades K-8.</p>	<p>Discussions have begun at the elementary level to provide funding for after school clubs and activities. These clubs and activities would have the goal to allow students from Heights and sending districts to foster connections and find common interests.</p> <p>With help from our HHPTG, teachers will be able to hold virtual after school clubs at the elementary level. Information for staff to partake in these clubs has been shared.</p> <p>Our elementary schools have a few new virtual clubs beginning this month.</p>
<p>E12: Improve stakeholder (parents, guardians, staff, students and other constituents) communication by way of multiple outlets, platforms and languages.</p>	<p>Throughout the district we are sending student and parent emails, posting on Elementary Facebook Pages and using Remind for Jr. High/ High School. The Garnet News is another form of communication being utilized.</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>Mr. D'Amato and Ms. McCullough are meeting with administration to discuss the next steps for this goal.</p> <p>Students have had the ability to receive and send messages to communicate with teachers using Remind. Students have used this to keep their teacher informed during security drills.</p>
<p>F4: Late busses available every day of the week to increase student participation in all after school activities, clubs, and athletics (9th-12th grades)</p>	<p>Mr. D'Amato and Ms. McCullough are meeting with administration to discuss the next steps for this goal.</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>Mr. D'Amato and Ms. McCullough are meeting with administration to discuss the next steps for this goal.</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>Mr. D'Amato and Ms. McCullough are meeting with administration to discuss the next steps for this goal.</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>Adjustments to our Gifted and Talented Program policies are being made to increase the representation and percentage of students in each of our schools.</p> <p>Research is being conducted by Mr. D'Amato to find a way of providing equitable access across the district for our students. Alternatives to current testing/screening practices are being gathered for discussion.</p>
<p>H1: Combine Seventh and Atlantic Avenue Schools</p>	<p>Mr. D'Amato and Ms. McCullough are meeting with administration to discuss the next steps for this goal.</p> <p>Mr. Ormsby has organized weekly meetings in order to plan for the combination of the two schools. Teachers have been contacted and are participating in the weekly discussions to find options for merging schools.</p> <p>Weekly meetings have continued along with the plans for combining Atlantic Avenue and Seventh Avenue Schools.</p>
<p>H2: Evaluate and purchase needed resources to have available at each school (for H1)</p>	<p>Mr. D'Amato and Ms. McCullough are meeting with administration to discuss the next steps for this goal.</p> <p>Discussions about this point have begun to take place in weekly meetings about merging Seventh and Atlantic, led by Mr. Ormsby.</p> <p>Weekly meetings have continued, along with the planning for budgeting for necessary items.</p>
<p>H4: Adjust secretary position from 10 months to 12 months at Seventh Avenue School</p>	<p>This point was discussed with Mr. Adams and other administrators. We plan to revisit this point in the future.</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>Discussions about this point have begun to take place in weekly meetings about merging Seventh and Atlantic, led by Mr. Ormsby.</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>Discussions about this point have begun to take place in weekly meetings about merging Seventh and Atlantic, led by Mr. Ormsby.</p> <p>The reading and math specialists' schedules are currently being worked on with changes to support students with the greatest needs.</p>
<p>H8 - Create 2 staff stipends for Coordinators of the Diversity, Inclusion and Equity Goal -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.</p>	<p>Two coordinator positions for the Diversity, Equity, and Inclusion Goal have been created and filled, along with a team of four who will assist in the next steps of our goal, who are currently focusing on staff induction.</p>
<p>H9 - Need a staff member to lead this group and begin the planning. -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>We are creating 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 throughout the year. We are excited to dive into the rest of our goals over the next few months.</p>
<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>Mr. Corn had already started these steps for staff and administrators with the GOMO production.</p> <p>Information was recently shared with both Mr. Corn and Mr. Ormsby of the below opportunity in Kean University's Diversity Council. This partnership would provide us with personalized trainings for staff on various social topics, as well as leadership conferences for students 5th-12th. Kean University also offers the opportunity for district to participate in a Holocaust Education</p>

	<p>and Prejudice Reduction Certification program. More information is being sent to administration for review.</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>Mr. D'Amato and Ms. McCullough are researching topics within this action step and meeting with administration to discuss creating this team.</p> <p>During the 2019-2020 school year, staff participated in a shared reading of Better Than Carrots or Sticks: Restorative Practices for Positive Classroom Management. Discussion and implementation of these best practices has continued into the 2020-2021 school year.</p>
<p>J4: Staff and student outreach events that build bridges between the high school and the sending districts.</p>	<p>At the high school level, they are currently using Remind, Twitter, and a newsletter to spotlight the events and opportunities for students from sending districts as well as students in Heights.</p>
<p>J5: Attend outside trainings such as the NJDOE Equity in Action Conferences and provide avenues for that information to be turnkeyed to the staff</p>	<p>Mr. Corn has continued to provide online Professional Development options through Gmail. Emails are sent out regularly to staff members across the district to encourage participation in GOMO training sessions.</p> <p>Most recently, information was shared with staff encouraging their participation in Leading Equity Virtual Summit.</p>

Academic Standards
Strategic Plan Goal

Implementation Recommendation:
October 14, 2020 - June 30, 2021

Items	Progress Made
<p>Combine 7th Ave & Atlantic Schools Approval of \$500.00 for potentially applying for temporary bathroom variance at Atlantic Avenue School as part of the Academic Standards Strategic Plan Goal. The combining of Seventh Avenue School and Atlantic Avenue School (one K-3 school and one 4-6 school) starting with the 2021 - 2022 school year was previously Board approved as part of the Strategic Plan.</p>	<p>This can happen at any time. This is handled at the administrative level.</p>

Create scheduling committees at both the Jr./Sr. High and Elementary levels.

Both committees would explore improvements to the school day schedule that promote all strategic planning goals. The scheduling committees would have the following goals in mind:

- 1) Provide common planning to develop engaging lessons, share best practices.
 - 2) Explore additional course offerings that satisfy graduation requirements while satisfying student interests/needs.
 - 3) Level enrollment in classes.
 - 4) Provide the opportunity to create interdisciplinary teams.
 - 5) Implement improvements in RTI and ACE.
 - 6) Create an opportunity to improve schedule "rollout" and provide for timely revisions of teacher and student schedules.
- 12 people (3 elementary, 2 high school, 2 junior high, 2 guidance, 2 CST, 1 support staff)

The Scheduling Committee has been selected and will have its first meeting on November 19th. Work will begin after that introductory meeting. Meeting checkpoints are scheduled for:

Wednesday, December 17 (Did not meet)

Thursday, January 7

Thursday, January 21

Thursday, February 18

Thursday, March 18

Thursday, April 22

Thursday, May 20

The high school scheduling committee met on November 19, 2020

During the meeting we provided an overview of the process and discussed what was outlined in the Strategic Plan.

Mr. Smith is developing a Google Form survey to explore the interests of students regarding course offerings. The survey will be used to provide direction for goal number two.

Mr. Greg D'Amato expressed an interest in being involved in developing and implementing improvements in our RTI and ACE programs.

No December Meeting will be held due to scheduling conflicts.

The next meeting will take place on January 7th. The agenda includes creating necessary committees and designating responsibilities to continue progress towards all of the goals.

Mr. Smith continued work on the Google Form survey for feedback on student interest in class offerings.

Ms. Mia Mai conducted research to contribute to our next scheduling meeting.

Mr. Corn met with Mr. Smith to outline upcoming Scheduling Meeting.

The Scheduling Meeting was held on January 7, 2021. The agenda was to form subcommittees based on:

1) Gifted and Talented/ACE

2) Schedule Framework
New Schedule vs Current Schedule
Reduced/Balanced Class Size
Common Planning
8:30 Jr/Sr High Start Time

3) Response To Intervention Overhaul

4) Provide Substitutes for Peer Audits

We discussed the Sub-Committee Responsibilities which included:

- A. Research - 2-3 ideas/samples/examples
- B. Report to Committee Meetings
 - 1. Committee consider information
 - 2. Committee votes
- C. Planning
- D. Communication among subcommittees

We also provided potential resources

- E. Google Search for school schedules, other models
- F. *Education Week* \$\$
- G. ASCD
- H. Share articles of interest with one another
- I. Smartbrief resources
- J. Books may be ordered through Mr. Corn
- K. Gov. Kean on NJ website for later start research/information

January 21 Scheduling Meeting:

RTI subcommittee reported: focusing on analysis of the current program, defining problems that need attention, developing goals for improvement.

New Schedule/Late start subcommittees reported: committee members met to discuss the State of New Jersey's [*Final Report of the Study Group on Later School Start Times*](#). According to the report, a later start time of anywhere between 8:15 and 8:45 could prove beneficial to student mental health, well-being, and academic success.

Mr. Chambers started a schedule survey to be shared with teachers.

Working research:

- Professional Contract Language regarding schedule
- Strategic Plan Goals/Language

Working goals:

- Assisting At Risk Students
- Improvement of lunch, science, and PE time

Thursday, January 28 Meeting

According to Mr. Cramp (via email from Mrs. Renner), a later start time cannot happen due to its effect on activities and athletics.

Mrs. Mai provided a schedule for discussion. The schedule consisted of a nine period day that would allow for the pairing of periods for use as science lab periods when necessary. It would also provide full period lunches.

According to Mr. Martin, classroom space is a problem that we must work to alleviate. A "zero period" might do this.

Additional discussion included AP Science credit, full vs. half period lunches, Zero period vs. Flex period, ideal class length, the role of

	<p>remote learning and Apex learning in our school's future.</p> <p>Mr. Smith and Mr. Chambers will continue work on the proposed survey of teachers to gain input on perceived benefits and problems with our current schedule.</p> <p>February 4</p> <p>Mr. Chambers & Mr. Smith completed a survey for the faculty and staff. Ideas discussed included working within our current schedule to provide "flex time" for all students - from at-risk to gifted - to seek assistance, work with teachers and peers, etc. Mr. Chambers has devised multiple possible schedules that have been discussed in meetings since February 4th.</p> <p>February 18</p> <p>Ideas discussed:</p> <ul style="list-style-type: none"> • "Flex Friday" • Rotating Block • Senior late arrival/early out • Achievement gaps in math and writing - our schedule should serve those who need to close the gap • Use of dedicated in class teachers and dedicated remote teachers • Results of survey - less than 25% responded - most positive about our modified block schedule and do not see the need to change
<p>21st Century PD - Start a One Book One District program (start with educators and move towards ALL within 5 years). Research and turnkey best practices - with sustained implementation in classrooms. As educators, we are life-long learners and it is critical for us to model for our students. To meet our Strategic</p>	<p>Our Academic group will meet to discuss the One Book, One District initiative. Professional development money will be spent by need once the teacher leader group meets to determine future PD this school year.</p> <p>The Academic Standards Group met on November 17th to discuss the One Book, One District initiative. Melissa DiEnna is</p>

Planning goals, we must continue to learn and grow. We must continue to study best practices, hone our skills, and utilize them in our classrooms for the benefit of our students. Developing a professional development strategy for the 21st Century will allow us to become the teachers and leaders who will reach the goals we set for ourselves today.

researching books and will present those recommendations to the Academic Standards Committee.

We are currently in the process of selecting a level-appropriate book. Our committee has had discussions with the elementary reading specialists to determine what reading level assessment we should utilize for the selection process.

Short list of books narrowed down to include.

1. FOR EVERY ONE by Jayson Reynolds (verse, black author, universal message of growth/courage, possibly grades 3-12)

2. THE BEAUTY IN BREAKING by Michele Harper (memoir, black author, STEM re: medicine, ethics, message of hope/redemption/growth, grades 7-12)

3. A GOOD KIND OF TROUBLE by Lisa Moore Ramee (YA fiction, black author, equity, Black Lives Matter, friendship, family, message of growth/empowerment, anti-bully).

Books will be reviewed by the Academic Standards Committee for selection.

Mr. Corn met with Mr. Fisher to update him on the Strategic Plan goals and inform him of actions which needed to happen in the building (outside of the Scheduling and Grading Committees)

Discussion was had over revamping the writing program and establishing relationships with tech schools, trade schools, or colleges to provide certification programs for students. We also had a discussion about expanding use of Apex to increase higher level course offerings.

The Grading Committee met on February 18th. We concluded our discussion on potential grading scales and homework. Next meeting will include reviewing models.

The Academic Standards Committee met on 2/23/2021 to update the committee on the progress of the Grading Committee, the Scheduling Committee, and One Book One District.

Mr. Corn met with NJPSA to potentially set up a partnership to allow staff to access 21st Century Professional Development on their own time. These courses are virtual and teachers would be able to select areas that suit their specific needs. Mr. Corn is awaiting final approval.

Mr. Corn met with ASCD (Association for Supervision and Curriculum Development) regarding their ASCD Activate subscription. ASCD is considered the preeminent publisher in the field of education. ASCD Activate is an online hub that provides teachers various resources. The platform contains webinars, professional development, videos, ASCD books and the ASCD magazines. Mr. Corn was given a free trial. The site was shared with all administrators and all strategic plan committees since each committee's goals contain professional development. The general feedback from both staff and administration was very positive. Many feel that this subscription would meet the PD goals of the district's strategic plan. Preview copies of potential books have been ordered for the committee to read and decide. The short list of books so far includes:

Early Elementary

Shawn's Window by William Perdue

The Day You Begin by Jacqueline Woodson

Upper Elementary

A Good Kind of Trouble by Lisa Moore Rame'

Count Me In by Varsha Bajaj

Junior High

For Everyone by Jason Reynolds

	<p>Just Mercy (adapted for YA) by Bryan Stevenson</p> <p>High School The Beauty in Breaking by Michelle Harper Just Mercy by Bryan Stevenson</p> <p>The committee will read each book this summer and convene to discuss and make recommendations. Recommended titles will then be forwarded to the BOE Curriculum Committee for approval.</p>
<p>RTI Committee - Enhance our Response to Intervention protocols.</p>	<p>Discussed at the Scheduling Meeting.</p> <p>Subcommittee created on 1/7/2021</p>
<p>Substitutes available for teachers to observe best practices, push-in/co-teach - Provides teachers with the opportunity to see best practices in action, engage in peer evaluations, and begin meaningful discourse about the craft of teaching.</p>	<p>This is a building level process, but can happen at any time.</p>
<p>Student Mentoring Program (Older students mentoring younger students) Upper-class role models would provide guidance and support to younger, at-risk students. Such a program would improve the chances of success for the at-risk students, provide an opportunity for upper-class students to provide a valuable community service, and build the spirit of family we wish to see at Haddon Heights High School.</p>	<p>Conversation was had with the Supervisor of Pupil Services who will head the committee. She is currently putting the committee together and is planning for the meeting schedule.</p> <p>Group members are currently gathering information research based mentoring programs.</p> <ul style="list-style-type: none"> - Transition project - Peer Based - Teacher Based - Community/ Job Based <p>Group has also discussed utilizing current school organizations such as National Honor Society and Teen Pep as student mentors. Discussions have begun with sending districts to identify general education and special education students who would benefit from mentoring services. To help our BIPOC students, collaboration</p>

	<p>with community based organizations has also been explored.</p>
<p>Grading/Assessment Committee - As we continue into the heart of the 21st Century, we must develop an assessment system that meets the needs of all stakeholders. The grading/assessment system must be in and of itself a tool for learning. It must be able to adequately track and describe the growth of the student, while communicating the student's abilities and potential forward to vocational destinations or institutions of higher learning. Committee members can meet during PLC meetings.</p>	<p>The Grading Committee staff members have been selected. Emails have been sent out to all parents and students. The parent and student representatives will be selected next week. The first meeting is scheduled for November 19th. The committee will meet on:</p> <p>Wednesday, December 17</p> <p>Thursday, January 21</p> <p>Thursday, February 18</p> <p>Thursday, March 18</p> <p>Thursday, April 22</p> <p>Thursday, May 20</p> <p>First meeting for the Jr/Sr High School was held in November. Overview and planning was discussed. The committee decided to focus on looking at the 100 point scale vs a 4.0 scale and our current honors rewards system, which includes valedictorian and top 20. Both the high school and elementary committees will meet in January. No December Meeting will be held due to scheduling conflicts.</p> <p>Mr. Corn sent out two emails providing articles for discussion on grading and student recognition.</p> <p>Grading Committee meeting is scheduled for 1/21/2021.</p> <p>Mr. Corn met with the high school building administration and the English Department Chair to discuss the writing program outlined in the Strategic Plan. The writing course has been established. Data has been collected and analyzed and the writing classes have been tailored to individual student needs.</p>

The Grading Committee met on January 21, 2021. Two sub-committees were formed to discuss the homework policy and the grading scale.

Agenda

A. Committee Organization (homework or grading scale).

-Committee Chair Selection

-Committee Recorders

-Committee Reporters

-Committee Timekeeper

B. Open Discussion

Discussion Questions for Homework Committee

1. Personal experiences

2. What is the purpose of homework?

3. Does the current policy support this purpose?

4. Is the policy universally applied? Are there variances between subjects? between teachers? (*consider frequency and length of assignments, grading, etc.*)

4. Is the current policy equitable for all?

5. How do we ensure an equitable policy?

6. Is homework necessary for effective learning? (*Is it new learning or reinforcement learning?*)

7. Should homework be graded? (*Consider the ZERO*)

8. What are the positives of homework?

9. What are the negatives? (*Consider who actually does the homework, equitable conditions, after school responsibilities, resources, time, mental health, etc.*)

10. Do the positives outweigh the negatives?

Discussion Questions for Grading Scale

1. Personal experiences

2. What is the purpose of grades?

3. Does the current policy support this purpose?

4. Does our current system of grading represent what a student knows and is able to do? (*consider grading for behavior, late work, participation, etc.*)

5. Are grades and grading universally applied? Between subjects? Between teachers?

6. Is the current policy equitable for all? (*consider WHEN a student achieves mastery, consider THE ZERO*)
7. How do we ensure an equitable policy?
8. Which system more adequately meets the purpose?
9. What are the positives of each system?
10. What are the negatives of each system?
11. Is there a way to use standardized grading at the 9-12 grade level?

Next meeting is planned for February 18, 2021. Discussion on homework and the grading scale will continue as well as creating a Latin Honors Award System to recognize more students at the high school.

The Grading Committee met on March 18, 2021. There are two committees: Homework and Grading Scale. The Grading Scale sub-committee has achieved consensus on recommending 7-12 moves to the 10 point scale (90-10 = A. 80-89 = B, etc.). Policy language is still being worked on as well as a discussion on the transcript possibly reflecting the 4.0 scale. The Homework Committee is still having rich conversations about the amount of homework given, grading of homework, and a homework schedule but no consensus has been reached at this time.

Teacher Leadership Strategic Plan Goal

**Implementation Recommendation:
October 14, 2020 - June 30, 2021**

Items	Progress Made
<p>Action Step A: Create a committee composed of teacher leaders who will share, promote, and embed best practices and research opportunities for staff (8 members X \$1250= \$10,000). This number is altered to meet the \$10,000 cap. The members in this group would collaborate to meet the action steps listed in the goal.</p>	<p>Group Members: Neil Ortiz, Melissa Perry, Michelle Lubonski, Sean Duff, Jeff Bravo, Kim Aceto, Jen Schuster, Kristen Boyd</p> <p>Group meetings: 10/23, 11/19, 12/4</p> <p>10/23 Group "Teacher Leadership" Google Classroom (private to this committee) is created and live for committee members to communicate and collaborate</p>
<p>Create a set of free resources that all teachers should receive.</p>	<p>11/19 Discussed creating a Google Classroom or other shared space (possibly one for Elem and one for Jr/HS)</p> <p>12/4 Decided on Google Classroom for both elem and jr/hs</p> <p>12/4 Discussed using Google Classrooms as an "open forum" for ALL members to contribute; use as a forum for resources, Q&A)</p> <p>Send email to faculty/staff to communicate and solicit ideas (email sent between 11/19 and 12/4 meetings)</p> <p>12/4 Discussed overlap with other Strategic Planning committees (new teacher training, etc.)</p> <p>12/4 Discussed possibility of compiling (and/or purchasing) district subscriptions to practical and useful tools (Scholastic, Teachers Pay Teachers, etc.) for NOW and for the future of quality digital education.</p> <p>11/19 - 12/4 Began to create a "Teacher Academy" for teacher resources (OnCourse, educational</p>

resources online, lesson planning formats, interactive lessons, etc.)

12/4 Solidified intention to publish and distribute a committee newsletter of "Best Practices" to all district faculty/staff and to include student voices of "what works"

Sent a Google Form to get ideas from the whole staff about PD moving forward and to gather ideas for our Teacher Academy.

12/17 Met with members of Goal 3's Induction Committee to find ways to work together. The Induction Committee will share their presentations to our Teacher Academy Google Classroom and will direct new hires to our Google Classroom for ongoing support in day-to-day needs.

A strategic plan newsletter will be sent out to the whole district on a monthly basis. The newsletter will involve snapshots from each of the four goal groups. Our plan is to share a tech tool or something similar that is working well for hybrid learning, along with doing a "teacher spotlight" to highlight the great things happening within the classrooms.

Planning for the "Teacher Academy" Google Classroom continues. Specific topics being covered include: PowerSchool (inputting grades/comments/running reports, etc.), GoMath (how to assign classwork/tests/modify assignments, etc.), managing Google Classroom, and many more.

The first edition of the Teacher Academy Newsletter was officially shared with the staff. The newsletter used the SMORES app and included helpful articles, tech tools, read alouds and mindfulness ideas. It offers opportunities to highlight teachers and classrooms throughout the district. The second edition is planned to be released in March.

The second edition of the newsletter was released in March and again offered helpful articles, tech tools, read alouds and mindfulness ideas. It offers opportunities to highlight teachers and classrooms throughout the district.

<p>Create a PK-12 Instructional Council to “bridge the gaps” among grade levels, schools, teachers and central office.</p>	<p>10/23 - Idea: Meet with sending district BOE curriculum committees (or members)</p> <p>12/17 Going along with the idea of bridging the gap, we plan to meet with the leaders of each goal to see how all four goals can work together. Possible ideas: a Strategic Planning newsletter instead of many newsletters being sent from each goal group.</p>
<p>Council will meet 4 times a year with the 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>11/19 - The Council has designated Mrs. Schuster and Ms. Perry to serve as liaisons. These members may rotate. The BOE Curriculum Committee will decide on appropriate dates.</p>
<p>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.</p>	<p>Our group has planned the upcoming PD days (3/5 and 3/19).</p> <p>Our focus for the half-day on 3/5 is self-care. We recognize the stress of our current situation in an already stressful career. As teacher leaders, we believe it is important to understand the needs of our staff. We have two sessions planned with a Heights parent on mindfulness, as well as heterogeneously grouped round-table discussions about how we are doing and how we are coping in these times.</p> <p>Our focus on 3/19 is hot topics of education in 2020-2021. We will utilize pods to give teachers choice in their PD. It will also be expected of the staff to come to the pod with information to share and points of discussion. We are thinking of this as a “Teachers Teaching Teachers” opportunity.</p> <p>Most of the focus of our last 4, (1/13, 1/27, 2/10 and 2/24), has been to plan for the March PD sessions. We have booked Mrs. Lauren Chestnut, Program Manager of Well-being & Work-Life for C.H.O.P. and Glenview parent, to provide a mindfulness session for our staff on 3/5. She has graciously volunteered to provide this service. The other portion of the afternoon session will be in small group, teacher led, and breakout sessions</p>

with the focus being social and emotional support for staff. Designated strategic plan committee members will be the facilitators of these sessions.

We met again on 3/10 and 3/18 to focus on the PD for 3/19. We were given permission to utilize the afternoon to focus on our PDP and SGOs. The morning session was divided into three parts (after the welcoming). The first morning session was a choice session. Participants were able to listen and participate in a Session on Emotional Learning with Mr. Ortiz, shown a number of teaching tools by Mrs. Lubonski, or several links to podcasts on educational areas of interest and concern. Part II of the morning session was decided to be a reflection session, where teachers could get together in cohort groups and discuss the morning, the tools, etc. with facilitators from the Teacher Leadership Committee. The last session of the morning was a "Genius Hour," work time - teachers could work alone or in groups to try and plan how to use the information from earlier sessions.

Social Emotional Learning and Mental Health
Strategic Plan Goal

Implementation Recommendation:
October 14, 2020 - June 30, 2021

Items	Progress Made
<p>A-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>	<ul style="list-style-type: none"> • Care Solace is being highlighted in our End the Stigma flyers that are being placed at local businesses. • Caresolace BOE Approval granted, launch process has been initiated (1/13/2021), and training for Administrative Team (1/15/2021), Nurses and Trainer (1/20/2021) Guidance Department/CST (01/21/2021) have occurred. Information presented to department heads on 1/14/21 and to elementary staff on 1/20/21. • Russel-Clinic info session scheduled for 2/1/2021. • Caresolace Pilot Program submitted to BOE for approval to be implemented the duration of the 2020-2021 academic year with end of year data to be analyzed. • Researched and held meetings with Caresolace, a mental health care coordination company. • Reviewed the grant application for the CCESC in partnership with School Based Healthcare Solutions Network, Inc. and determined that our district does not meet the eligibility criteria. • Meeting held with Mr. Rosen. • Initial meeting scheduled with the high school principal to collect information.
<p>A-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>	<ul style="list-style-type: none"> • Material for the 3rd Edition of Teacher Academy was prepared and distributed to staff. • Material for the 2nd edition of Teacher Academy was prepared and distributed to staff. • A free remote presentation was coordinated for staff with Anjali called Virtual Empowerment Tools for Remote Working and Learning. This was promoted in our Random Acts of Kindness Care Bag for HHSD Staff.

	<ul style="list-style-type: none"> • SEL Coordinator facilitated two break-out groups for Pathway to Educator Well-Being on 3/5/2021. • SEL Coordinator to facilitate a group at March in-service. • SEL professional development presentations prepped, if needed/requested by district administration, for this school year. • Info session scheduled with Rowan RUSEL-Clinic on 2/2/2021. • In communication with Rowan University Tele-Counseling Social-Emotional Clinic (RUSEL-Clinic) for a future SEL program partnership. • Communicated with the curriculum director to request including the SEL team on PD planning for next school year.
<p>A-6 Identify opportunities for SEL training for students such as through announcements, assemblies, online resources, and clubs.</p>	<ul style="list-style-type: none"> • #SEL Day Activities took place at the elementary and Jr./Sr. High Level. • Coordinating with NAMI NJ to bring a free virtual presentation called In Our Own Voice to the Jr./Sr. High during Children's Mental Health Awareness Week in May. • Student Recovery Credit (SRC), formerly called RPAD (restorative practices) has re-started. It is running 1-2x a week through Google Meet. Yoga Club students are also coming to create a community within our school. • Closegap approval granted, pilot implementation meeting occurred on 1/11/2021 and pilot began on 1/19/2021. Check-in pilot program meeting scheduled for 2/4/2021. • Closegap Pilot Program submitted to BOE for approval. • Meetings held with Close Gap, free web-based SEL exit ticket program. Meetings held with elementary pilot teachers, guidance counselors, and administration. Additional staff training to be scheduled when BOE approval is secured. Students in Pilot classrooms will be trained on how to use Closegap. • Implementation of Action Calendars at the elementary school level through the

	<p>classroom and at the Jr./Sr. High through morning announcements.</p> <ul style="list-style-type: none"> • Creation and dissemination of newsletters for reducing back to school worries for both the elementary and junior/senior high students. • Implementation of Student Response Elementary Plan when school returned to the hybrid model. • RPAD program (Restorative Practices After School Detention & Saturdays) that has been put on hold as a result of the COVID-19 Pandemic. • Developed an SEL student response plan for elementary students returning to in-person instruction, who may have emotional difficulty entering the building.
<p>A-7 Provide SEL training (anxiety, conflicts, trauma, depression, and 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>	<ul style="list-style-type: none"> • Coordinating with NAMI NJ to bring a free virtual presentation called In Our Own Voice for the community during Children's Mental Health Awareness Week in May. • Tele-presentation, "Healing through Compassion: Trauma Informed Care," with the Director of Recovery Centers of America, and sponsored by HHEA, is being scheduled for March. • Community tele-presentation on 11/11/2020 in partnership with the HHEA and Public Library titled <i>Neuro Needs and Nurtured Hearts</i>. • Two SEL tele-presentations have been provided for the community including: Social Emotional Learning at Home (Mrs. Reilly - 09/30/2020) and Elementary Zones of Regulation (Ms. Hornbach - 10/14/2020). • Haddon Heights Public Library & HHEA created a Social Emotional Learning Public Resource Library: Over 30 new publications purchased and available to borrow in the public libraries new SEL section.
<p>A-8 Assemble an online resource library containing SEL materials for stakeholders. Create a common drive to store SEL lessons for staff.</p>	<ul style="list-style-type: none"> • Glow and Grow Series 1: Anxiety, Self-Care Tip, Self-Care Strategy, & Article has been uploaded to the SEL & Mental Health Webpage. • Glow and Grow Introduction Video & Self-Care Tip uploaded to SEL & Mental Health webpage.

	<ul style="list-style-type: none"> • SEL and Mental Health resources for all stakeholders submitted to be part of the district webpage, when launched in 2021. • An online resource library has been created with SEL lessons for staff that have been utilized at the elementary level buildings while providing remote instruction.
<p>A-10 Create an SEL Resource Webpage linked to the district site and send monthly text blasts with tips for families.</p> <p>*This objective has been completed for the 2020-2021 school year.</p>	<ul style="list-style-type: none"> • SEL and Mental Health webpage is now active on the district website and will be updated throughout the school year. • Initial meeting with the district webmaster has occurred for development of the SEL Resource Webpage. • Material has been gathered and will continue to be worked on.
<p>B-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> <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. 	<ul style="list-style-type: none"> • Approval from David Binder was granted. • Elementary bathroom materials have been purchased. • Contact with David Binder, Director of Facilities to ensure that bathrooms do not have any upcoming maintenance such as painting prior to decorating. Once approval is given, bathrooms will be decorated. • Additional grant funding requested for the Jr./Sr. High bathrooms. • Elementary bathroom designs approved by building principals. • Remote meeting held with elementary student council to discuss bathroom designs and gain student insight. • 1/22/2021 Elementary Staff Surveys sent out. • Approval sought from building principals to send out Staff Lounge/Bathroom survey to all staff. • Grant funding in the amount of \$700 was successfully obtained for bathroom and staff lounge refurbishing. • Draft survey has been created for building staff. • A tour of student/staff bathrooms and faculty lounges occurred.

	<ul style="list-style-type: none"> • An idea board has been created with items that will be purchased. • Applied for grant funding to begin bathroom and staff lounge refurbishing.
<p>B-2 Develop and implement a framework that provides teachers the ability to tap in/tap out in time of stressors.</p>	<ul style="list-style-type: none"> • Discussion started about implementing a Tap In/Tap Out Plan at the Jr./Sr. High level. • A Tap In/Tap Out Plan has been implemented at the elementary schools upon return to hybrid and reviewed with staff. • A Tap In/Tap Out Plan has been developed for the elementary schools that will allow teachers the ability to tap in/tap out in time of stressors.
<p>B-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>*This objective has been completed for the 2020-2021 school year.</p>	<ul style="list-style-type: none"> • SEL/Mindfulness professional development schedule for March in-service. • Implementation of mindful messages included in the Jr./Sr. High morning announcements. An email was sent to staff conveying the importance of and examples on how to incorporate messages into their classes. • Working on developing mindful messages to be included in morning announcements at the Jr./Sr. High level. Upon completion, this initiative will be communicated to staff so that they can utilize and incorporate messages into their class. • Mindful messages have been implemented since 09/21/2020 where the elementary school principals provide the message for the week for all elementary schools. That message is then utilized throughout the week.

<p>C-3 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>	<ul style="list-style-type: none"> • Meeting with SEL coordinator, SEL Co-chair and Principal Fisher occurred on 1/25/2021. Mr. Fisher was asked to include SEL coordinator on future planning meetings for existing high school programs and new program development. • Held meeting with Principal Rosen. • Meeting scheduled with the High School Principal to review current programming. • Meeting held with SEL Leadership Team Member to discuss Jr./Sr. High programming and brainstorming of ideas.
<p>C-5 Create and distribute welcome resources for families new to the community.</p> <p>*This objective has been completed for the 2020-2021 school year.</p>	<ul style="list-style-type: none"> • PTG and HHEA partnered to provide welcome bags to all elementary parents new to the Haddon Heights Community. Welcome bags included: SEL Community Newsletter, Growth Mindset Parent Booklets, Comfort Coloring Books, and Parent Bookmarks on Building Children's Self Esteem.
<p>C-7 Contact town representatives to discuss installation of signs to "End the Stigma" for mental health awareness.</p>	<ul style="list-style-type: none"> • Framed flyers with QR Code linked to Glow & Grow Episode 1 and information about Care Solace has been placed in local businesses. • Application filled out for the Haddon Heights Farmer's Market and contact was made with Joe Gentile to explain the purpose. A table will be set up on May 2nd with activities promoting our Glow & Grow Series, information on CareSolace, literature on Ending the Stigma, and mental health focused crafts for families. • A list of local businesses is being created to contact to see if they would be willing to have our flyer to promote Ending the Stigma with a QR Code to our Glow & Grow Edition of the Month along with Self-Care Tips. • Ralph's Pizza has approved us hosting a Dine to Donate on Tuesday, May 4th for End the Stigma. Ralph's is willing to promote any materials we provide.

	<ul style="list-style-type: none"> • Plan for Children’s Mental Health Awareness Week (May 2nd-8th) started. • Seeking board approval for Mental Health Awareness fundraiser. • Two meetings held with Strategic Plan Stakeholders on educator monthly newsletter, a section of which will feature a Glow and Grow section. The meetings consisted of newsletter development, structure and purpose. • Collection of Glow and Grow stories is ongoing. • Google Form was sent out to building staff explaining the need to organize a collection of short biography videos highlighting experiences, passions, and adversities with respect to mental health and mental illness. The team is seeking out staff members to share their stories on video to promote connections with students going through similar obstacles.
<p>D-1 Identify opportunities within the existing school calendar, schedule, and programs to shift focus and provide training on CASEL competencies.</p>	<ul style="list-style-type: none"> • All school participation in #SEL Day. Activities were created by the team. • Discussion began about creating a new SEL focused elective at the Jr. High Level. • Over 120 HHSD families participated in the Random Acts of Kindness Family/Community Event. Positive feedback from parents. • A virtual Care Bag was sent to HHSD Staff during Random Acts of Kindness week. • Random Acts of Kindness Family/Community Activity week of February 14th approved and sent out to district families. • Communicated with the curriculum director to request to include the SEL team on planning for next school year.
<p>D-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.</p>	<ul style="list-style-type: none"> • Closegap is being expanded to additional classrooms at the elementary level. • Board approval is being sought to pilot Closegap at the Jr./Sr. High Level. • Contacts are being made to sending districts to share this resource to provide a common language and SEL background for our future students.

	<ul style="list-style-type: none"> • Closegap check-in meeting occurred and positive feedback was shared by participating staff. • Closegap pilot launched. • Closegap Pilot Program submitted to BOE for approval to be implemented in class meetings. • JR/SR Level - Mrs. Rooney & Ms. Lubar are co-teaching Community & Connection (1st year) where students are taught mindfulness, meditation, and yoga methodologies and how to bring it back to their communities. • SEL has been actively infused into elementary school class meetings through daily SEL activities.
<p>D-5 Recommend the inclusion of SEL based activities and feedback related to SEL competencies within Professional Development Plans (PDP) and Evaluations. Outline and distribute Marzano strategies that align with the CASEL competencies for guidance.</p> <p>*This objective has been completed for the 2020-2021 school year.</p>	<p>On 9/15/2020 and 1/25/2021, Mrs. Renner provided administration and staff with strategic plan action steps to be considered in the development of a PDP. Marzano strategies that could be easily connected to SEL goals as well as resources for each area were included.</p> <p><u>Lesson Segments Involving Routine Events:</u></p> <p><u>DQ1: Communicating Learning Goals and Feedback</u></p> <ul style="list-style-type: none"> • <u>Celebrating Success</u> <p><u>DQ6: Establishing Rules and Procedures</u></p> <ul style="list-style-type: none"> • <u>Establishing Classroom Routines</u> • <u>Organizing the Physical Layout of the Classroom</u> • <u>Student Interview</u> <p><u>Lesson Segments Enacted on the Spot:</u></p> <p><u>DQ5: Engaging Students</u></p> <ul style="list-style-type: none"> • <u>Noticing when Students are not Engaged</u> • <u>Using Academic Games</u> • <u>Using Physical Movement</u> • <u>Demonstrating Intensity and Enthusiasm</u> • <u>Providing Opportunities for Students to Talk about Themselves</u>

	<p><u>DQ7: Recognizing Adherence to Rules and Procedures</u></p> <ul style="list-style-type: none"> • <u>Demonstrating "Withitness"</u> • <u>Applying Consequences for Lack of Adherence to Rules and Procedures</u> • <u>Acknowledging Adherence to Rules and Procedures</u> <p><u>DQ8: Establishing and Maintaining Effective Relationships with Students</u></p> <ul style="list-style-type: none"> • <u>Understanding Students' Interests and Background</u> • <u>Using Verbal and Nonverbal Behaviors that Indicate Affection for Students</u> <p><u>DQ9: Communicating High Expectations for All Students</u></p> <ul style="list-style-type: none"> • <u>Communicating Value and Respect for Low Expectancy Students</u>
<p>D-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>	<ul style="list-style-type: none"> • Draft counseling goals have been created for elementary students with 504 and I&RS plans when counseling has been identified as an intervention. Draft goals have been developed in the areas of Anxiety and Focusing/Motivation.
<p>D-15 Provide students with increased positive adult connections by reviewing and revising current elementary head teacher roles and responsibilities through the SEL framework.</p>	<ul style="list-style-type: none"> • Meeting with head teachers held on 1/22/2021