



# Haddon Heights School District



## Strategic Plan Summary

July 2020



## ACADEMIC STANDARDS

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

## ACADEMIC STANDARDS

### MAXIMIZING COURSE OFFERINGS

By utilizing all that technology has to offer, we can provide an expanded menu of options for students.

### CREATING A FRAMEWORK FOR RIGOR

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.

### MAXIMIZING RESOURCES

By looking at how we can reorganize our infrastructure and foster relationships with our community we can maximize our available resources to raise the academic standards for all.

### MAXIMIZING EFFECTIVE USE OF EXISTING TIME

By examining the viability of our school schedules this will allow students and teachers alike to maximize their potential.



## SOCIAL & EMOTIONAL LEARNING

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

## SOCIAL & EMOTIONAL LEARNING

### PROVIDING SOCIAL AND EMOTIONAL LEARNING RESOURCES AND TRAINING

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.

### DESIGNING OPPORTUNITIES FOR STUDENTS AND STAFF TO PRACTICE SELF-CARE

In order for staff to show the students how to care for themselves, we as a staff need to model self-care.

### CREATING CONNECTEDNESS IN ORDER TO PROMOTE EMPATHY AND GROWTH IN OUR SCHOOL COMMUNITY

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.

### UTILIZING A SOCIAL AND EMOTIONAL LENS TO FOCUS ON CASEL COMPETENCIES: SELF-AWARENESS, SOCIAL AWARENESS, SELF MANAGEMENT, RELATIONSHIP SKILLS, RESPONSIBLE DECISION MAKING

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.



## DIVERSITY, EQUITY, & INCLUSION

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

## DIVERSITY, EQUITY, & INCLUSION

### INCREASING DIVERSE REPRESENTATION THROUGHOUT SCHOOL ACADEMIC PROGRAMS

This action step will work to provide an academic program that expects excellence from all students and creates an environment where all students feel welcomed, valued, and share a deep sense of belonging.

### PROVIDING CULTURAL COMPETENCY, ANTI-RACISM AND ANTI-BIAS TRAINING PROGRAMS TO FOCUS ON THE DEVELOPMENT OF AN INCLUSIVE CULTURE AND RESPECTFUL SCHOOL CLIMATE

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.

### CREATING ACCESSIBLE RESOURCES THAT RELATE TO TOPICS OF DIVERSITY, EQUITY AND INCLUSION

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.

### INCREASING DIVERSE REPRESENTATION THROUGHOUT THE STAFF

Research indicates that minority students do better contemporaneously in school when they are exposed to teachers of their same race, gender or ethnicity.

### CREATING A WELCOMING AND INCLUSIVE ENVIRONMENT FOR ALL STUDENTS AND ALL STAFF

This action step seeks 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 proficiency among students and staff.

### CREATING OPPORTUNITIES FOR ALL STUDENTS TO HAVE ACCESS TO SCHOOL-BASED CLUBS, ATHLETICS, AND OTHER ACTIVITIES

Research is conclusive that students who participate in activities outside of the classroom are not only more connected but also more successful academically.



## DIVERSITY, EQUITY, & INCLUSION

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## DIVERSITY, EQUITY, & INCLUSION

**CREATING AUTHENTIC LEARNING EXPERIENCES, INCLUDING THOSE RELATED TO A DIVERSE SET OF CAREER PATHS AND INTERESTS, FOR ALL LEARNERS**  
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.

**ENSURING STUDENTS HAVE EQUITABLE LEARNING EXPERIENCES WITH COMMON STANDARDS AND PREPARING THEM FOR TRANSITIONS TO JUNIOR HIGH (PRE-K - 6TH GRADE)**

By departmentalizing the fifth and sixth grades our students would have the same common experience and preparation for transition to high school that our sending district students receive.

**CREATING AN ENVIRONMENT THAT PROVIDES EQUITABLE RESOURCES AND STAFF**

The same resources need to be readily available at all buildings. Although not every child needs the same level of service they do need access to services.

**CREATING A CONSISTENT RESPONSE TO BEHAVIOR AND DECISION MAKING POLICY ACROSS THE SCHOOL DISTRICT THAT IS COMPARABLE TO THE SENDING DISTRICTS'**

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.

**ENSURING ALL STUDENTS WHO QUALIFY FOR RTI SERVICES RECEIVE THEM AND THAT THERE IS AN APPROPRIATE PLAN IN PLACE FOR ALL GRADE LEVELS (K-12)**

This action step will address any inequities in RTI support for students amongst all levels of K-12.



## TEACHER LEADERSHIP

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

## TEACHER LEADERSHIP

### RESTRUCTURING THE ACADEMIC ENHANCEMENT COMMITTEE

Faculty leaders will create a plan to enable all teachers to have greater voice in the design of their professional learning. Building capacity for exceptional student learning comes from building capacity for exceptional staff learning.

### NEW TEACHER IMMERSION

As part of the district's orientation process, teachers will be immersed in the district's vision for learning. This purposeful experience will contribute to our ability to both attract prospective teachers and to retain teachers who have a shared understanding of the district's culture and expectations.

### INSTRUCTIONAL COUNCIL

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.