



# HIGHLAND PARK'S PATHWAY TO EXCELLENCE

## Strategic Plan

### F1. Success for All

Goals	Action Steps	Targeted Grades	Persons Responsible	Start-Completion Dates	Measures of Success
<p><b>G1.1</b> The district will ensure that curriculum and instruction supports the “whole” child.</p>	<p><b>A1.1.a</b> Implement Morning Meeting Grades Pre-K-5</p>	Grades Pre-K-5	Irving, Bartle Principals	September 2017- June 2018	<p>Responsive Classroom practices present in all Grades Pre-K-5 daily sessions</p> <p>Bartle: Teacher, student and parent feedback on the success of the program/initiative.</p>
	<p><b>A1.1.b</b> Implement restorative practices with support from the International Institute of Restorative</p>	Grades 6-12	Middle school principal, middle-high school assistant principal, middle	September 2017- June 2018	School discipline protocols changed from “zero-tolerance” model to one that requires students to take

	Practices in Grades 6-12		school dean of students		responsibility for their inappropriate actions by engaging in learning and service opportunities: <a href="http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf">http://schottfoundation.org/sites/default/files/restorative-practices-guide.pdf</a>
	<b>A1.1.c</b> Revise board policy on discipline to reflect focus on restorative practice	NA	Superintendent	September 2017-June 2018	Adoption of revised board policy
	<b>A1.1.d</b> Revise middle and high school student handbooks to reflect focus on restorative practice	NA	Middle-high school assistant principal	September 2017-June 2018	Distribution of revised student handbooks
	<b>A1.1.e</b> Rewrite Grades 6-12 health and family life curricula	Grades 6-12	Superintendent	September 2017-June 2018	Implementation of revised curricula
	<b>A1.1.f</b> Implement Teen Center social-emotional series for students (example-Sources of Strength)	Grades 6-12	Teen Center Director	September 2017-June 2018	Series available to middle and high school students

	<b>A1.1.g</b> Implement “Lunch Bunch” and social skills group activities	Grades K-8	Irving, Bartle, middle school guidance counselors	September 2017- June 2018	Groups in session during the school day for all students  Bartle: Verbal and written feedback from stakeholders.
	<b>A1.1.h</b> Implement Bartle School Social-Emotional Learning Lab	Grades 2-5	Bartle School Principal, Bartle Staff and Student Support Coordinator	September 2017- June 2018	Implementation of activities and routines previously established by Bartle School and Rutgers University partnership
	<b>A1.1.i</b> Implement new homework protocol for Grades Pre-K-12 (pending A1.1.n)	Grades K-12	Superintendent	September 2017- June 2018	Implementation of new homework protocol for Grades K-12.  Bartle: Oral and/or written feedback from teachers, students and parents; lesson plan review, etc.

	<b>A1.1.j</b> Implement parent workshops that provide child development support	NA	Supervisor of special projects and district initiatives, Teen Center Director	September 2017- June 2018	Evening workshops advertised and made available to parents
	<b>A1.1.k</b> Assure recess is implemented in Grades Pre-K-5 and students are not withheld from recess for punitive reasons or homework remediation unless requested by a parent/guardian	Grades Pre-K-5	Irving and Bartle principals	September 2017- June 2018	Implementation of recess in Grades K-5  Bartle: Direct (administrator) observation; student feedback;
<b>G1.2</b> The district will ensure the inclusion and support of students, of all abilities, races, cultures, religions, belief systems, sexual orientations, genders/gender identities, and socio-economic backgrounds.	<b>A1.2.a</b> Implement professional development to help school personnel identify, understand, and effectively respond to cultural diversity	Grades K-12	Superintendent, supervisor of special projects and district initiatives	September 2017- June 2018	Workshops and professional learning community conversations facilitated for all school personnel, including the leadership team

	<b>A1.2.b</b> Facilitate dialogue among school personnel, leadership team, and students about cultural diversity	Grades 9-12	High school principal, supervisor of special projects and district initiatives	September 2017- June 2018	Professional learning community conversations facilitated for all school personnel, the leadership team and students
	<b>A1.2.c</b> Implement professional development supporting culturally responsive lesson planning, teaching, and assessment for Grades 6-12 including strategies such as Touchstones to promote cultural awareness among students.	Grades 6-12	Superintendent, supervisor of special projects and district initiatives, supervisor of humanities, principals	September 2017- June 2018	Workshops and professional learning community conversations facilitated for all school personnel; lesson plans and lessons will reflect content of workshops and conversations
	<b>A1.2.d</b> Research best practices for math detracking at middle school including investigation of support programs for students not performing on-level in math	Grades 6-8	Middle school principal, supervisor of STEM	September 2017- June 2018	Presentation of results of research, including examples of other schools' class groupings

	<p><b>A1.2.e</b>  Research best practices for promoting mixed-ability classes at the high school level, including potential elimination of honors classes and enhancement of advanced placement classes</p>	Grades 9-12	High school principal	September 2017-June 2018	Presentation of results of research, including examples of other schools' class groupings
	<p><b>A1.2.f</b>  Implement new middle and high school schedules to include mixed-ability classes based on research conducted in A1.2.f and A1.2.g school classes (not including mathematics)</p>	Grades 6-12	Middle school, high school principals	September 2017-June 2018	Implementation of new schedules
	<p><b>A1.2.g</b>  Best practices for inclusion of special needs students into the larger school communities and access to general education classrooms</p>	Grades Pre-K-12	Director of educational services, supervisor of educational services	September 2017-June 2018	Presentation of results of research

<p><b>G1.3</b> The district will ensure that community and school-based resources are provided to support families in need.</p>	<p><b>A1.3.a</b> Create handbook for district families/guardians with support from local organizations that provides information about resources to assist those in need</p>	<p>NA</p>	<p>Teen Center Director, database specialist</p>	<p>September 2017- June 2018</p>	<p>Distribute handbook to families/guardians identified to require resources</p>
	<p><b>A1.3.b</b> Enhance website to provide information about handbook and other resources to parents</p>	<p>NA</p>	<p>Child study team, Teen Center, database specialist</p>	<p>September 2017- June 2018</p>	<p>Website page creation for resources and notification of new resource to identified families/guardians</p>
	<p><b>A1.3.c</b> Provide JerseyOn services for those in financial need</p>	<p>NA</p>	<p>Supervisor of special projects and district initiatives</p>	<p>September 2017- June 2018</p>	<p>Services implemented for targeted population</p>



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### F2. Excellence in Teaching and Learning

Goals	Action Steps	Targeted Grades	Persons Responsible	Start-Completion Dates	Measures of Success
<b>G2.1</b> The district will ensure the provision of more choice in programs.	<b>A2.1.a</b> Implement after-school activities related to science, technology, and arts fields (pending A2.1.a, A2.1.b, A2.1.c)	Grades PreK-12	Bartle, middle and high school principals	September 2017-June 2018	Implementation of after-school programs
	<b>A2.1.b</b> Research alternative physical education activities (i.e. yoga, pilates, mindfulness-meditation, etc.)	Grades PreK--12	Middle and high school principals	September 2017-June 2018	Presentation of research results



<p><b>G2.2</b> The district will ensure implementation of more consistent and effective differentiated instruction (content, process, and products).</p>	<p><b>A2.2.a</b> Conduct surveys, review lesson plans and teacher evaluations to identify needs to effectively differentiate instruction</p>	<p>NA</p>	<p>Supervisors of curriculum and instruction</p>	<p>September 2017- June 2018</p>	<p>Presentation of survey and review results</p>
	<p><b>A2.2.b</b> Provide support and professional development that is ongoing and embedded in practice for teachers on differentiation of instruction, including effective lesson planning.</p>	<p>NA</p>	<p>Supervisors of curriculum and instruction, supervisor of special projects and district initiatives</p>	<p>September 2017- June 2018</p>	<p>Calendar of activities, including professional development experiences, specifically related to differentiated instruction practices</p>
	<p><b>A2.2.c</b> Implement instruction and assessment strategies that differentiate instruction for each learner</p>	<p>Grades Pre-K-12</p>	<p>Supervisors of curriculum and instruction, supervisor of special projects and district initiatives</p>	<p>September 2017- June 2018</p>	<p>Incorporation of lesson plans that include instruction and assessment strategies that differentiate lessons for learners of different abilities and learning styles</p>

	<b>A2.2.d</b> Implement district-wide assessment program that includes a variety of options to demonstrate growth	Grades Pre-K-12	Supervisors of curriculum and instruction	September 2017- June 2018	Incorporation of assessments in Pre-K-12 lesson plans
	<b>A2.2.e</b> Research student-led conferences based on standards	NA	Supervisors of curriculum and instruction	September 2017- June 2018	Presentation of research results
<b>G2.3</b> The district will provide teachers professional development and support that is systemic and ongoing.	<b>A2.3.a</b> Identify staff members who can differentiate professional development and have an understanding of adult learning	NA	Supervisors of curriculum and instruction, supervisor of special projects and district initiatives	September 2017- June 2018	Presentation of list of school personnel expertise
	<b>A2.3.b</b> Develop a timeline and organizational strategy for mentors including criteria for “hiring” mentors	NA	Supervisor of special projects and district initiatives	September 2017- June 2018	Implementation of timeline for mentor program, including identification of mentors among school personnel
	<b>A2.4.c</b> Implement monitoring and feedback strategies, including “instructional rounds” (AKA “walkthroughs”) to ensure	NA	Superintendent	September 2017- June 2018	Implementation of monitoring and feedback strategies

	curriculum implementation fidelity				
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### F3. Serving as Global Citizens

Goals	Action Steps	Targeted Grades	Persons Responsible	Start-Completion Dates	Status	Measures of Success
<b>G3.1</b> The district will ensure that students will have the opportunity to graduate as global citizens.	<b>A3.1.a</b> Implement professional development to assist teachers in addressing four skills supporting global citizenship standards	NA	Supervisor of curriculum and instruction for humanities, supervisor of district initiatives and special projects	September 2017- June 2018		Facilitation of workshops and discussions to support instruction in the area of four skills supporting global citizenship standards
	<b>A3.1.b</b> Pilot routine that has students making school-wide announcements in different languages	Grades K-12	Irving, Bartle, middle and high school principals	September 2017- September 2018		Facilitation of student-led announcements made in each school

	<b>A3.1.c</b> Implement routine that has students making school-wide announcements in different languages	Grades K-12	Irving, Bartle, middle and high school principals	September 2017-September 2018		Facilitation of student-led announcements made in each school
	<b>A3.1.d</b> Pilot implementation of civics lessons in each grade-level instruction	Grades K-12	Supervisor of curriculum and instruction for humanities	September 2017-September 2018		Implementation of civics lessons in Grades K-12 lessons
	<b>A3.1.fe</b> Implement civics lessons in each grade-level instruction	Grades K-12	Supervisor of curriculum and instruction for humanities	September 2018-September 2019		Implementation of civics lessons in Grades K-12 lessons
<b>G3.2</b> The district will ensure that students can demonstrate awareness of issues related to social justice and prejudice.	<b>A3.2.a</b> Plan program that has students leading discussions about cultural diversity with a focus on the topics of inequality and prejudice	Grades K-12	Supervisor of curriculum and instruction for humanities	September 2017-September 2018		Presentation of planned program to be implemented in Grades K-12 classrooms
	<b>A3.2.b</b> Implement program that has students leading discussions about cultural diversity with a focus on the topics of inequality and prejudice	Grades K-12	Supervisor of district initiatives and special projects	September 2017-September 2018		Activities and facilitated discussions implemented in Grades K-12 classrooms



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### F4: Building Knowledge Through Engagement

Goals	Action Steps	Targeted Grades	Persons Responsible	Start-Completion Dates	Status	Measures of Success
<b>G4.1</b> The district will ensure the expansion of experiential learning opportunities for all students.	<b>A4.1.a</b> Create handbooks that list current experiential learning opportunities and supplementary resources to support these opportunities (i.e. visits from Grade 8 social studies program to Irving, Be the Change, etc.)	NA	Supervisor of district initiatives and special projects	September 2017- June 2018		Distribution of handbooks that list current experiential learning opportunities (i.e. visits from Grade 8 reading program to Irving, Be the Change, etc.)
	<b>A4.1.b</b> Evaluate scope of experiential learning opportunities by reviewing the handbook created, per A4.1.a	NA	Supervisor of district initiatives and special projects; supervisor of curriculum and instruction for STEM,	September 2017- June 2018		Discussion of listed handbook resources.

			supervisor of curriculum and instruction for humanities			
	<b>A4.1.c</b> Create guide to scholarship opportunities for students in need to attend summer institutes (i.e. Rutgers science camps, etc.)	Grades 9-12	High school principal	September 2017- June 2018		Distribution of guide to scholarship opportunities for students in need to attend summer institutes (i.e. Rutgers science camps, etc.)
	<b>A4.1.d</b> Conduct visits to other school districts engaged in best practices related to experiential field experiences	NA	Supervisor of district initiatives and special projects	September 2017- June 2018		Visits to school districts in the state and metropolitan region recognized for best practices in the area of experiential field experiences
	<b>A4.1.e</b> Implement communication strategies to effectively expose students to Middlesex County Vocational School District career exploration opportunities	Grades 6-12	Middle and high school principals	September 2017- June 2018		Distribution of communiques to students, families/guardians about Middlesex County Vocational School District career exploration opportunities

	<b>A4.1.f</b> Implement expanded career exploration program	Grades 6-12	Middle and high school principals	September 2017- June 2018		Expansion of community based instruction program for special needs students and expansion of W.I.S.E. Program expansion to 51 high school seniors
<b>G4.2</b> The district will ensure the expansion and utilization of community resources to support experiential learning.	<b>A4.2.a</b> Create handbook that lists current career exploration opportunities (i.e. partnership with Rutgers, Highland Park Main Street, etc.); include identification of gaps in resources for student-groups that are underserved	Grades 9-12	High school principal	September 2017- June 2018		Distribution of handbook that lists current career exploration opportunities (i.e. partnership with Rutgers, Highland Park Main Street, etc.); include identification of gaps in resources for student-groups that are not underserved
	<b>A4.2.b</b> Create job “shadow” program for Grade 11 students that provides transition to the Grade 12 W.I.S.E. Program.	Grades 9-12	High school principal	September 2017- June 2018		Implementation of job shadow program for Grades 11-12 students