



HIGHLAND PARK'S PATHWAY TO EXCELLENCE

Strategic Plan 2018-2019

Promoting academic, social, and emotional success for every student by strengthening his or her relationship with school through the development of healthy student-adult and student-student connections and by personalizing the learning experience.

Goals	Action Steps	Targeted Grades	Persons Responsible	Start-Completion Dates	Measures of Success
G1 The district will ensure that curriculum and instruction support the “whole” child (i.e. the academic, social, emotional, and mental wellness of every student).	G1.A.1 Implement Responsive Classroom in Grades Pre-K-5 and, in Grades 2-5, integrate the Bartle Social-Emotional Decision-Making Lab with Responsive Classroom	Grades Pre-K-5	Irving, Bartle Principals, Bartle Staff and Student Support Teacher, Bartle Social-Emotional Decision-Making Lab Coordinator	September 2018-June 2019	
	G1.A.2	Grades 6-12	Middle school principal,	September 2018-June 2019	

	Implement Year Two of the Restorative Practices implementation plan in Grades 6-12 with support from the International Institute of Restorative Practices and the middle-high school dean of restorative practices		middle-high school assistant principal, dean of restorative practices		
	G1.A.3 Orient school community to new code of conduct	Grades K-12	Irving, Bartle, middle, and high school principals	September 2018-October 2018	
	G1.A.4 Implement Sources of Strength	Grades 6-12	Teen Center social worker	September 2018-June 2019	
	G1.A.5 Develop new homework protocol for Grades Pre-K-12	Grades K-12	Superintendent	September 2018-June 2019	
	G1.A.6 Implement parent workshops that provide child development support	Grades K-12	Teen Center Director	September 2018-June 2019	
G2	G2.A.1	Grades K-12	Leadership team	September 2018-	

<p>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.</p>	<p>Implement professional development to help school personnel identify, understand, and effectively respond to cultural diversity</p>			<p>June 2019</p>	
	<p>G2.A.2 Facilitate dialogue among school personnel, leadership team, and students about cultural diversity</p>	<p>Grades K-12</p>	<p>Leadership team</p>	<p>September 2018- June 2019</p>	
	<p>G2.A.3 Implement professional development supporting culturally responsive lesson planning, teaching, and assessment</p>	<p>Grades K-12</p>	<p>Leadership team</p>	<p>September 2018- June 2019</p>	
	<p>G2.A.4 Research best practices for math detracking at middle school including</p>	<p>Grades 6-8</p>	<p>Superintendent, middle school principal, supervisor of STEM</p>	<p>September 2018- June 2019</p>	

	investigation of support programs for students not performing on-level in math				
	G2.A.5 Research best practices for promoting mixed-ability classes at the high school level, including expansion of high school Honors Option program	Grades 9-12	Superintendent, high school principal, supervisor of humanities, supervisor of STEM	September 2018-June 2019	
	G2.A.6 Plan program that has students leading discussions about cultural diversity with a focus on the topics of inequality and prejudice				
G3 The district will ensure implementation of more consistent and effective approaches to differentiating instruction (content,	G3.A.1 Conduct surveys, review lesson plans and teacher evaluations to identify needs to effectively differentiate instruction	Grades K-12	Supervisor of humanities, supervisor of STEM	September 2018-June 2019	

process, and products).					
	G3.A.2 Provide support and professional development that is ongoing and embedded in practice for teachers on differentiation of instruction, including effective lesson planning	Grades K-12	Supervisor of humanities, supervisor of STEM, supervisor of special projects and district initiatives	September 2018-June 2019	
	G3.A.3 Implement instruction and assessment strategies that differentiate instruction for each learner	Grades K-12	Supervisor of humanities, supervisor of STEM, supervisor of special projects and district initiatives	September 2018-June 2019	
	G3.A.4 Implement Year Two of the Vertical Alignment of Assessment Practices-2017-2020 Plan	Grades K-12	Supervisor of special projects and district initiatives	September 2018-June 2019	

	G3.A.5 Identify staff members who can differentiate professional development	Grades K-12	Supervisor of special projects and district initiatives	September 2017- June 2018	
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