

Highland Park Public School District

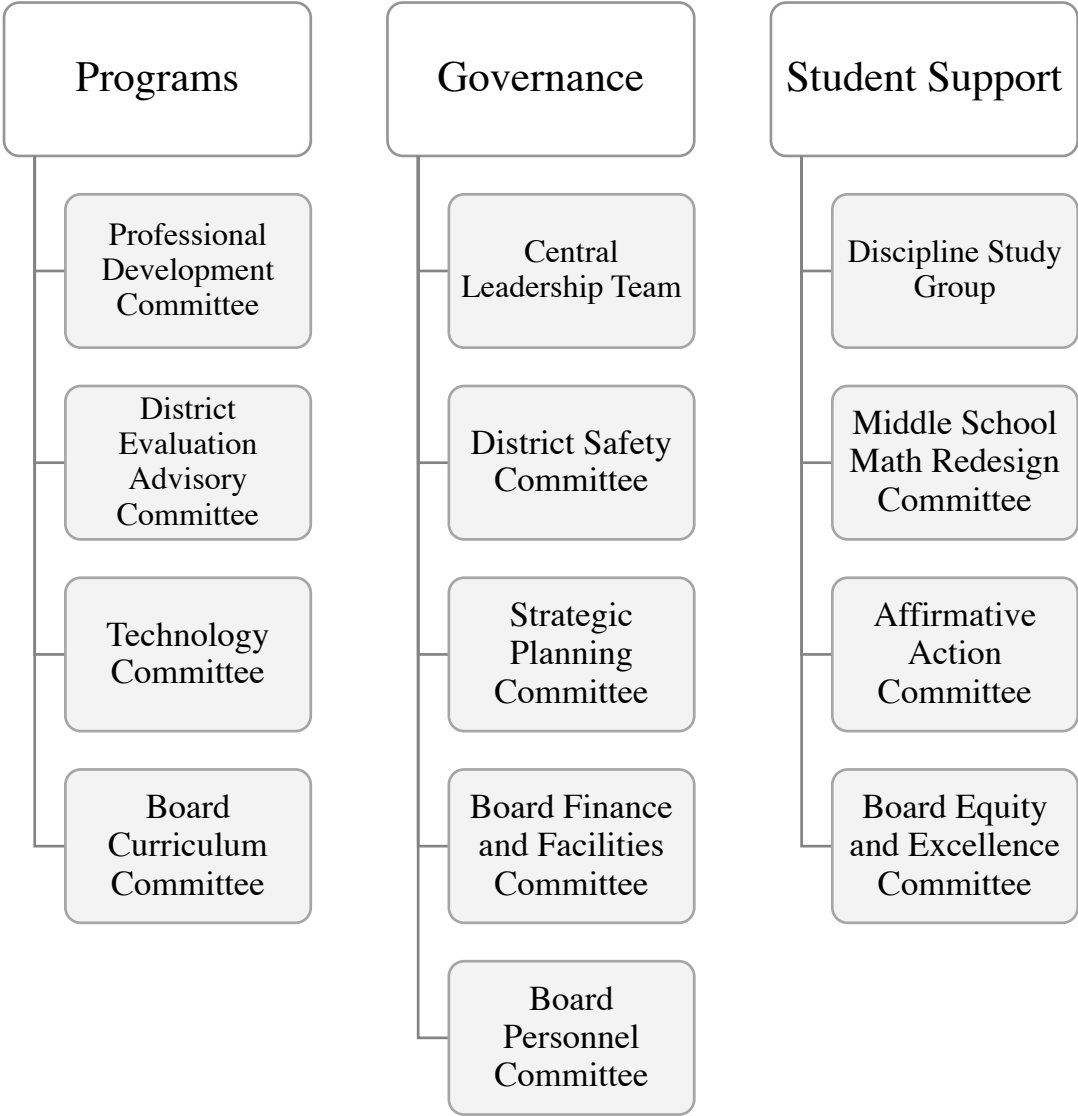
435 Mansfield Street
Highland Park, New Jersey 08904

Pathway to Excellence



Highland Park School District's Strategic Plan
2019-2020 Year 4

**Pathway to Excellence Strategic Plan Support Structure
Highland Park School District Committee Organization 2019-2020**



Pathway to Excellence Strategic Plan 2019-2020 Goal 1

Emphasis: Whole Child

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.

Goal	Action Steps	Targeted Grades	Persons Responsible
<p>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).</p>	<p>G1.A.1 Implement a vertically articulated social-emotional wellness program that includes Responsive Classroom in Grades Pre-K-1, the Bartle Social-Emotional Decision-Making Lab in Grades 2-5, restorative practices in middle and high school, Grades 6-12, and ancillary strategies in all grades</p>	<p>All grades</p>	<p>Social-Emotional Learning K-12 Articulation Sub-Committee (part of the Social-Emotional Learning Committee)</p>
	<p>G1.A.2 Create a fully support-based in-school suspension program</p> <p style="padding-left: 40px;">G1.A.2.1 Create program and schedule to “push-in” guidance counselors to provide post-secondary support</p>	<p>Grades 2-12</p>	<p>In-School Suspension Overhaul Sub-Committee (part of the Discipline Study Group)</p>

	<p>G1.A.2.2 Create program and schedule to “push-in” dean of restorative practices support</p> <p>G1.A.2.3 Create mindfulness program (local practitioners)</p> <p>G1.A.2.4 Create mental health therapy support program (Teen Center, RUBHC)</p>		
	<p>G1.A.3 Develop new homework protocol for Grades Pre-K-12</p>	Grades K-12	Superintendent

Pathway to Excellence Strategic Plan 2019-2020 Goal 2

Emphasis: Cultural Responsiveness

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.

Goal	Action Steps	Targeted Grades	Persons Responsible
G2 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.	G2.A.1 Implement professional development to help school personnel identify, understand, and effectively respond to cultural diversity	Grades K-12	Leadership team
	G2.A.2 Facilitate dialogue among school personnel, leadership team, and students about cultural diversity	Grades K-12	Leadership team
	G2.A.3 Implement professional development supporting culturally responsive lesson planning, teaching, and assessment	Grades K-12	Leadership team

	<p>G2.A.4 Redesign middle school math program to consolidate “on” and “below-level” math classes</p> <p>G2.A.4.1 Implement professional development on complex instruction</p> <p>G2.A.4.2 Facilitate community forum about middle school math redesign</p>	<p>Grades 6-8</p> <p>Grades 4-5</p> <p>NA</p>	<p>Middle School Math Redesign Committee</p>
	<p>G2.A.5 Implement English 11 Honors Distinction</p>	<p>Grade 10</p>	<p>Superintendent, high school principal, supervisor of humanities</p>

Pathway to Excellence Strategic Plan 2019-2020 Goal 3

Emphasis: Individualized Teaching and Learning

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.

Goal	Action Steps	Targeted Grades	Persons Responsible
G3 The district will ensure implementation of more consistent and effective approaches to differentiating instruction (content, process, and products).	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
	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
	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
	G3.A.4 Implement Year 3 of the Vertical Alignment of Assessment Practices- 2017-2020 Plan	Grades K-12	Supervisor of special projects and district initiatives
	G3.A.5 Identify staff members who can differentiate professional development	Grades K-12	Supervisor of special projects and district initiatives