



# 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
<b>G1</b> The district will ensure that curriculum and instruction support the “whole” child (i.e. the academic, social, emotional, and mental wellness of every student).	<b>G1.A.1</b> 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	
	<b>G1.A.2</b>	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		
	<b>G1.A.3</b> Orient school community to new code of conduct	Grades K-12	Irving, Bartle, middle, and high school principals	September 2018-October 2018	
	<b>G1.A.4</b> Implement Sources of Strength	Grades 6-12	Teen Center social worker	September 2018-June 2019	
	<b>G1.A.5</b> Develop new homework protocol for Grades Pre-K-12	Grades K-12	Superintendent	September 2018-June 2019	
	<b>G1.A.6</b> Implement parent workshops that provide child development support	Grades K-12	Teen Center Director	September 2018-June 2019	
<b>G2</b>	<b>G2.A.1</b>	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><b>G2.A.2</b> 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><b>G2.A.3</b> 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><b>G2.A.4</b> 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				
	<b>G2.A.5</b> 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	
	<b>G2.A.6</b> Plan program that has students leading discussions about cultural diversity with a focus on the topics of inequality and prejudice				
<b>G3</b> The district will ensure implementation of more consistent and effective approaches to differentiating instruction (content,	<b>G3.A.1</b> 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).					
	<b>G3.A.2</b> 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	
	<b>G3.A.3</b> 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	
	<b>G3.A.4</b> 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	

	<b>G3.A.5</b> 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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