

2019-2020 District Goals

For reporting purposes of the Performance Indicators outlined in Goal 1, growth will be based upon a comparison of the LinkIt and MAP Assessment data from fall 2019 to spring 2020. LinkIt assessments will include both LinkIt generated benchmark assessments, which are closely aligned to the NJSLA standards, and assessment and teacher-generated benchmark assessments. Data and district goals are currently being formulated for the 2019–2020 school year solely from data derived from the LinkIt benchmark assessments. We do not currently have baseline data from teacher-generated assessments. We need to ensure teacher assessments are common across the grade levels this year and it will take a minimum of one year to review how closely aligned these assessments are to the NJSLA.

For reporting purposes of the Performance Indicators outlined in Goal 2, growth will be determined using a comparison of the results of the 2019 spring School Climate Survey with the spring 2020 Survey.

GOAL #1

Increase academic achievement and student growth.

Target Goals:

1. To improve academic achievement and student growth in writing in Grade 9.
2. To improve academic achievement and student growth in Algebra I.

Performance Indicators for Target Goals:

1. 80% of students will improve one performance level toward meeting or exceeding expectations (i.e. from a 0 to 1, 1 to 2, etc.) on the state writing rubric assessed in our Writer's Workshop marking period course.
2. An additional 7% of students will score on the meeting or exceeding performance level as determined by LinkIt Algebra I benchmark 2019-2020 Form A to Form C in comparison to 2018-2019 Form B to Form C.

Action Steps for Target Goals:

1. *Create a required Freshmen Writer's Workshop course.*
2. *Add support classes for Algebra I to provide more small group instruction.*
3. *Add an additional PT Math teacher to work on remedial skills with Algebra I students.*
4. *Develop and utilize district writing rubrics aligned to state assessments.*
5. *Implementation of writing program in 9th grade.*

6. *100% of teachers will be offered professional development in effective instructional strategies designed to increase student engagement in Language Arts and Mathematics.*
7. *100% of English teachers will be offered professional development in effective writing strategies. English teachers will turn-key to other departments.*
8. *Mathematics teachers will utilize a specific time within the class period to complete open ended word problems.*
9. *PLC's at the Jr. /Sr. High School and at the elementary curriculum meetings will analyze data a minimum of 3 times throughout the year to monitor progress and deliver instruction to assure goal attainment.*

Secondary Goals:

Elementary Schools Performance Indicators:

- 70% of elementary students will meet or exceed the end of year specified RIT score for their grade level in reading (Student MAP testing results are reported in RIT scores (short for Rasch UnIT). A RIT score is an estimation of a student's instructional level and also measures student progress or growth in school).
- 52% of elementary students will meet or exceed the end of year specified RIT score for their grade level in reading within specific subgroups as defined by the New Jersey Department of Education (20 or more students).
- 75% of elementary students will meet or exceed the end of year specified RIT score for their grade level in mathematics.
- 57% of elementary students will meet or exceed the end of year specified RIT score for their grade level in mathematics within specific subgroups as defined by the New Jersey Department of Education (20 or more students).

Jr./Sr. High School Performance Indicators:

- The Jr. High School will demonstrate improvement on LinkIt by at least 5% in Language Arts.
- The Jr. High School will demonstrate improvement on LinkIt by at least 3% in Language Arts within the special education subgroup as defined by the New Jersey Department of Education (20 or more students).
- The Jr. High School will demonstrate improvement on LinkIt by at least 8% in Mathematics.
- The Jr. High School will demonstrate improvement on LinkIt by at least 3% in Mathematics within the special education subgroup as defined by the New Jersey Department of Education (20 or more students).

- The High School (9-12) will demonstrate an improvement of 3% in Language Arts from the 2018-2019 LinkIt Form C to assessment to the 2019-2020 LinkIt Form C assessment.
- The High School (9-12) will demonstrate an improvement of 4% in Language Arts from the 2018-2019 LinkIt Form C assessment to the 2019-2020 LinkIt Form C assessment within the minority subgroup as defined by the New Jersey Department of Education (20 or more students).
- The High School (9-12) will demonstrate an improvement of 3% in Mathematics from the 2018-2019 LinkIt Form C assessment to the 2019-2020 LinkIt Form C assessment.
- The High School (9-12) will demonstrate an improvement of 4% in Mathematics from the 2018-2019 LinkIt Form C assessment to the 2019-2020 LinkIt Form C assessment within the minority subgroup as defined by the New Jersey Department of Education (20 or more students).

Action Steps:

1. *Develop and utilize district writing rubrics aligned to state assessments.*
2. *Implementation of writing programs/activities in 9th Grade. 100% of teachers will be offered professional development in effective instructional strategies designed to increase student engagement in Language Arts and Mathematics.*
3. *100% of English teachers will be offered professional development in effective writing strategies. English teachers will turn-key to other departments.*
4. *Mathematics teachers will utilize a specific time within the class period to complete open ended word problems.*
5. *PLC's at the Jr./Sr. High School and at the elementary curriculum meetings will analyze data a minimum of 3 times throughout the year to monitor progress and deliver instruction to assure goal attainment.*

GOAL #2

Improve school culture and climate to foster a greater sense of student belonging.

Performance Indicators:

- The Jr. /Sr. High School will reduce the Saturday Session rate by 5% by implementing alternative strategies such as Restorative Practices.
- Decrease the amount of students, on the school climate survey, who felt school work was seldom or not meaningful by 10% in grades 7-12 and the amount of students who were sometimes bored at school by 10% for the elementary schools.
- Less than 5% of students K-12, on the school climate survey, will feel unsafe around school, at school, in classroom, in hallways, or in bathrooms.
- At least 85% of students in K-12 agree or strongly agree that they “feel a part of school” on the school climate survey.
- Increase by 10%, on the school climate survey, the amount of parents who agree that they are involved in making important decisions at school.
- Increase by 5% on the school climate survey, the amount of students who report that teachers encourage them to share ideas about concepts in class.
- Sending district administration will communicate quarterly with high school administration to discuss concerns and issues of sending districts.
- All four sending districts' student government leadership teams will meet four times during the year. They will propose ideas to promote inclusion and diversity as current 8th grade and future 9th grade students.

Action Steps:

1. *Ensure all students who leave the district are accounted for and those that register at another school are properly recorded in NJSMART.*
2. *Increase relevancy of curriculum to reflect student interests. Encourage and provide professional development on tailoring student assignments by student interest. Utilize school meetings to allow staff to share lessons tailored to reflect student interests.*
3. *Implement positive behavioral interventions and supports.*
4. *100% of teachers will be offered training in culturally responsive teaching strategies to improve student achievement.*
5. *Increase School Leadership Team membership and discuss important topics.*

6. *Implement pilot program using mindfulness and meditation during Saturday sessions.*
7. *Establish a rotating Junior High Student Panel to address issues and concerns.*
8. *Establish the Junior High teachers as their own department, led by the Grades 7-9 Assistant Principal, to address junior high specific issues and concerns.*
9. *Create advanced level courses for Junior High math and ELA. Advanced classes are a pilot program for the 2019-2020 school year. The program will be evaluated at the end of the school year to determine effectiveness for full implementation.*
10. *Create a parent/teacher/student advisory group to develop a mission statement and define the identity for the Junior High.*
11. *Create a Junior High webpage to disseminate information, and highlight achievements within the Junior High.*

GOAL #3

The Haddon Heights School District will purposefully create an inclusive and equitable environment for all students.

Performance Indicators:

- Increase the number of African-American students enrolled in Honors and AP courses by 5%.
 - *In 2018-2019, 30 of 292 (10%) Honors students were African-American. In 2018-2019, 9 of 110 (8%) Advanced Placement students were African-American.*
- 72% of minority students will be accepted into 2 or 4 year colleges and/or universities.
 - *In 2018-2019, 40 of 58 senior minority students went on to pursue education in a 2 or 4 year school. That is 69% of minority seniors. The projected class of 2020 minority seniors is 70. 50 out of 70 students heading to college would increase the percentage from 69 to 72%. This is an increase of 10 students.*

Action Steps:

1. *Create a gender neutral restroom at the Jr. Sr. High School.*
2. *All schools will create signage around schools in different languages representative of our cultural makeup.*
3. *Messages through Garnet News, student focus groups, class meetings, and faculty meetings educating the community on supports for students with varying abilities and their positive attributes.*
4. *Provide guardians with resource materials related to guardianship, career planning and post-secondary services.*
5. *Explore avenues to increase participation in extracurricular activities by making financial accommodations for students in need.*
6. *Provide 3 opportunities for the student body and staff to learn more about combating ableism.*
7. *100% of the Jr. /Sr. High staff will be trained in anti-bias strategies presented by the Anti-Defamation League's No Place for Hate program.*
8. *100% of High School seniors will be invited to the 21st annual Malcolm Bernard HBCU (historically black college and university) College Fair.*