

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Shannon D. Simkus **TITLE** Principal-Central Elementary School **DATE** September 2018

Clarify and Diagnose the Problem:	In order to teach our children and ourselves to live, learn and work together in a vibrant and diverse world, must discuss issues of race, ethnicity, diversity, difference and tolerance. We will have a staff that reflects racial and cultural diversity. We will build trusting relationships with all students and their families, establishing our school district as a recognized leader of equitable community engagement. As school leaders, we will develop and support culturally responsive educators who exhibit cultural awareness, attitudes, knowledge, and skills.
Vision Plank:	<ol style="list-style-type: none"> 1. Recruit, hire and retain teachers, administrators and staff of color 2. Increase and improve cultural awareness of all teachers, administrators and staff 3. Improve communication with community regarding diversity initiatives 4. Develop student engagement and learning opportunities to increase participation of diverse students in all curricular and extracurricular activities

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	Date when this strategy will be implemented	Method used to evaluate the effectiveness of the strategy.	Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
Gather a team to research, compile and align diverse and multicultural literature for use in our classroom libraries and to align with the NJSLs.	Summer-October 2018	Diversity statement, list of books aligned to standards and units of study, teacher resources	

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Attend Social Justice Saturday at Columbia University	September	notes from meeting, activities brought back for Town Hall meetings, books purchased for teachers and for classrooms	
Create and support a Social Justice teacher PGG group	September	monthly meeting agendas, action plan, goals and outcomes, June meeting, training for teachers, lessons, pd, and	
Community Partners for Equitable and Inclusive Education	October 3 3:00 pm November 14 7:00 pm December 5 3:00 pm (Safety Team 315-345) January 9 3:00 pm February 6 7:00 pm March 6 3:00 pm (Safety Team 315-345) April 3 7:00 pm May 1 3:00 pm (Safety Team 315-345)	meeting agendas, pre and post assessment survey	
Town Hall Meetings with teachers to address topics of equity, diversity and social justice	January 8 March 12 May 14	agendas, teacher feedback	
Participation in Week of Respect with activities and lesson plans	October 1-5	Schoolwide plans, classroom plans, observations, art work	
<u>Calendar of Celebrations/Monthly Recognitions</u>	18-19 school year	Curriculum shared with staff monthly	

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FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
<p>Implement Social Justice and Diversity lessons at all grade levels on the same day at the same time to provide a common language and common experience for our students</p> <p>Resources: Teaching Tolerance Being the Change: Lessons and Strategies to Teach Social Comprehension</p>	1 per trimester (k-2 and 3-5 bands)	student feedback, student discussion, follow up with teachers, student outcomes and assessments	
Diversity in Hiring Conference at Rowan University	October 12		
<p>Book Club with Administrative Team to better understand the issues surrounding diversity and social justice (Privilege, Power and Difference). A close read discussion of this text is an opportunity to challenge oneself with a deeper understanding of equity. We will engage in courageous conversations about recognizing the systems of</p>	Monthly	discussion, action planning for Community Partners, adding additional items to the action plan	

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power and privilege that exist in society, and then learn to situate ourselves within those systems with a more nuanced understanding. This deeper understanding will inspire us to take action to change ourselves, and work within our systems to engage in reflective and impactful discussions.			
Assemblies to address diversity and celebrate diverse cultures and people	two times in 18-19 school year (TBD)	classroom discussion and follow up lessons, teacher and student feedback	
Provide all students with an opportunity to share cultural and family backgrounds and traditions	ongoing	observations, lesson plans, and publication of these events	
Utilize parents from diverse backgrounds to teach students about different traditions	ongoing	observations, lesson plans, and publication of these events	
Pen Pals with students from diverse backgrounds	2018-2019	partner schools, evidence of exchange, lesson plans	
Artist Study Planning with staff: Romare Bearden Planning for a yearlong artist study to include plans for classroom teachers and specialists	Planning during 18-19 Implementation during 19-20 school year	Lesson plans, student work, classroom discussions, survey results	

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https://beardenfoundation.org/arts-education-program/			
Creation of a Youth Participatory Action Research Project led by Shelley Zion	18-19 school year	action research project created by the students, activities led by students, feedback from students and families, policy change recommendations	
Book Club: White Fragility Attending at least 1 Rowan meeting date and participating in HEA book club that is being organized by Stacy Brown-Downham. A close read discussion of this text is an opportunity to challenge oneself with a deeper understanding of equity. We will engage in courageous conversations about recognizing the systems of power and privilege that exist in society, and then learn to situate ourselves within those systems with a more nuanced understanding. This deeper understanding will inspire us to take action to change ourselves, and work within our systems to engage in reflective and impactful discussions.		discussion, action planning for Community Partners, adding additional items to the action plan	
Movie Showing of Wonder and Zootopia to address issues with difference, tolerance and diversity (Grades 3-5)	Winter	movie discussions led by administrative team	
One School, One Book to focus on diversity. Bud, Not	Winter	school wide lessons, discussion follow up, survey results, family	

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Buddy and an accompanying book at the k-2 level.		night attendance and activities, teacher and students feedback	
Develop district protocols for handling hate and bias incident based on the model by teaching tolerance.	January-June	plan	
Attend job fairs at local colleges to help recruit teachers of color to Haddonfield	Spring 2019	Resumes, interview notes, screening and interview statistics	
Attend Diversity Forum and job fair hosted by Carney Sandoe and Associates in Philadelphia	January	Resumes, interview notes, screening and interview statistics	
Our long term goal is to have our staff mirror the national population. 60% white, 13% black, 6% Asian and 18% Latino. This can be quite challenging as employees are not required to report race or ethnicity. At this time we plan to actively recruit, interview and hire staff members of color with the goal of 1 per elementary school for 19-20 school year.	3 year plan 18-19 school year	Results data	

Clarify and Diagnose the Problem:

To improve mastery towards grade level expectations measured through PARCC achievement scores. Below I have listed rigorous expectations for all grades levels in both ELA and Math for each grade level based on the data provided by LINKit from the 4 year analysis. While test scores are high in Haddonfield and at Central School, our goal is to push our students to grow

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and achieve at higher levels year over year. We noted particular deficiencies or areas for improvement in ELA in Grade 3 writing, Grade 3 Informational Text, Grade 4 vocabulary, Grade 5 Vocabulary. We noted particular deficiencies or areas for improvement in Math in Grade 3 Expression of Mathematical Reasoning and Grade 5 Major Content and Expression of Mathematical Reasoning.

Vision Plank:
 2019 PARCC Goals
 Grade 3 ELA-80% Math-85%
 Grade 4 ELA-82% Math 89%
 Grade 5 ELA-87% Math 92%

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Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	Date when this strategy will be implemented	Method used to evaluate the effectiveness of the strategy.	Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
Data meetings with grade levels to look at big data with grade level focus, subgroups and subscores, 4 year data and year over year growth, individual rosters and evidence statements	September	analysis work done by admin and teachers, trends, changes in curriculum, changes in lesson plans	
Creation of Watch List students who fell below expectations on 2018 PARCC	September	Google doc, progress monitoring (multiple measures such as BAS, WTW, LinkIT, unit tests, PARCC practice problems, etc)	
Evaluate Curriculum based on PARCC deficiencies noted above	September-November	trends found on evidence statements, changes to curriculum, changes to lesson planning	

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Teacher support in math instruction to students particularly in Grade 5 where we noted negative growth last year. This will be provided by Penn Literacy's Kathy Ganzano.	October-February to include 2 training sessions and 3 days of coaching	observations (increase by one in grade 5), student assessment results	
Targeted instruction provided by LAS	September-May	lesson plans, assessment of skills after targeted instruction	
Create a list of students in Grade 3 who are at risk for not meeting expectations on PARCC based on Grade 2 and Grade 3 results	September	Google doc, progress monitoring (multiple measures such as BAS, WTW, LinkIT, unit tests, PARCC practice problems, etc)	
Targeted instruction provided by the LAS and Title 1 teachers	September-May	Teacher schedules, (multiple measures such as BAS, WTW, LinkIT, unit tests, PARCC practice problems, etc)	
Data Meeting with Grade level groups	October	analysis work done by admin and teachers, trends, changes in curriculum, changes in lesson plans	
Linkit Benchmarks	October	to determine areas of proficiency and deficiency in order to differentiate instruction	
Data Day	November PD	analysis of student data in Linkit, strategy groups created and taught by the teacher	
Targeted Instruction for students based on the deficiency model	November-February	lesson plans, assessment of skills after targeted instruction	

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Linkit Benchmarks	February	to determine areas of proficiency and deficiency in order to differentiate instruction	
Data Day	February PD	analysis of student data in Linkit, strategy groups created and taught by the teacher	
Targeted Instruction for students based on the deficiency model	February-May	lesson plans, assessment of skills after targeted instruction, PARCC results	

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NAME Gerry Bissinger

TITLE Principal-Elizabeth Haddon
School

DATE September 2018

Goal #1: Gifted Education

Clarify and Diagnose the Problem:

We are currently out of compliance with the Board of Education's policy on gifted education as we aren't using multiple measures for students to qualify. We use one tests which has been in place for 10-15 years. In addition just 2% of students districtwide are qualifying as gifted limiting opportunities for students. Lastly, programming for gifted education is inconsistent across grade levels, teachers, and schools.

Vision Plank:

Develop a gifted education plan that creates increases in program access, innovative curriculum offerings, and student achievement.

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Establish a Gifted Education Committee consisting of the Assistant Superintendent, Middle School Assistant Principal, High School Assistant Principal, Elementary Gifted Club	September 2018-February 2019	Meeting notes, Meeting Minutes, Google Folder	

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Coordinator, a middle school teacher, a parent, and myself to explore program ideas.			
Create survey for teachers and parents on current gifted program to identify strengths and area for improvement	November 2018	Online surveys and summary of results	
Review of similar districts gifted policies, programs, and qualification parameters.	September 2018-November 2018	Notes from site reviews, Google Folder	
Visit at least two high performing school districts to discuss aspects of these district's gifted programs	October 2018-December 2018	Notes from visits	
Read <u>Rigor for Gifted Learners: Modifying Curriculum With Intellectual Integrity</u> to learn best practices in gifted education	September 2018-February 2019	Notes on book	
Attend 2018 Gifted Education Conference at Rutgers University	November 30, 2018	Conference handouts	

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Read research on best practices in gifted education from National Association for Gifted Education and New Jersey Association for Gifted Children	September 2018-February 2019	Notes from articles	
Develop a formal presentation and recommendations to the Board of Education on Gifted programming, qualification methods, and staffing needs for the 19-20 school year.	March 2019	Copy of presentation	
Once changes implemented develop a survey of parents of gifted students and teachers to assess progres. Compare these results with	May 2020	Online surveys and summary of results	

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Goal # 2: Diversity, Equity, and Inclusion	
Clarify and Diagnose the Problem:	In order to teach our children and ourselves to live, learn and work together in a vibrant and diverse world, must discuss issues of race, ethnicity, diversity, difference and tolerance. We will have a staff that reflects racial and cultural diversity. We will build trusting relationships with all students and their families, establishing our school district as a recognized leader of equitable community engagement. As school leaders, we will develop and support culturally responsive educators who exhibit cultural awareness, attitudes, knowledge, and skills.
Vision Plank:	<ol style="list-style-type: none"> 1. Recruit, hire and retain teachers, administrators and staff of color 2. Increase and improve cultural awareness of all teachers, administrators and staff 3. Improve communication with community regarding diversity initiatives 4. Develop student engagement and learning opportunities to increase participation of diverse students in all curricular and extracurricular activities

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Gather a team to research, compile and align diverse and multicultural literature for use in our classroom libraries and to align with the NJSLs.	Summer-October 2018	Diversity statement, list of books aligned to standards and units of study, teacher resources	

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<u>Calendar of Celebrations/Monthly Recognitions</u>	18-19 school year	Curriculum shared with staff monthly	
Implement Social Justice and Diversity lessons at all grade levels on the same day at the same time to provide a common language and common experience for our students Resources: Teaching Tolerance Being the Change: Lessons and Strategies to Teach Social Comprehension	1 per trimester (k-2 and 3-5 bands)	student feedback, student discussion, follow up with teachers, student outcomes and assessments	

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Diversity in Hiring Conference at Rowan University	October 12		
Book Club with Administrative Team to better understand the issues surrounding diversity and social justice (Privilege, Power and Difference). A close read discussion of this text is an opportunity to challenge oneself with a deeper understanding of equity. We will engage in courageous conversations about recognizing the systems of power and privilege that exist in society, and then learn to situate ourselves within those systems with a more nuanced understanding. This deeper understanding will inspire us to take action to change ourselves, and work within our systems to engage in reflective and impactful discussions.	Monthly	discussion, action planning for Community Partners, adding additional items to the action plan	
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Book Club: White Fragility Attending at least 1 Rowan meeting date and participating in HEA book club that is being	18-19 school year	discussion, action planning for Community Partners, adding additional items to the action plan	

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<p>organized by Stacy Brown-Downham.</p> <p>A close read discussion of this text is an opportunity to challenge oneself with a deeper understanding of equity. We will engage in courageous conversations about recognizing the systems of power and privilege that exist in society, and then learn to situate ourselves within those systems with a more nuanced understanding. This deeper understanding will inspire us to take action to change ourselves, and work within our systems to engage in reflective and impactful discussions.</p>			
<p>Movie Showing of Wonder and Zootopia to address issues with difference, tolerance and diversity (Grades 3-5)</p>	<p>Winter</p>	<p>movie discussions led by administrative team</p>	
<p>One School, One Book to focus on diversity. Bud, Not Buddy and an accompanying book at the K-2 level.</p>	<p>Winter</p>	<p>school wide lessons, discussion follow up, survey results, family night attendance and activities, teacher and students feedback</p>	
<p>Develop district protocols for handling hate and bias incident based on the model by teaching tolerance.</p>	<p>January-June</p>	<p>plan</p>	

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Attend job fairs at local colleges to help recruit teachers of color to Haddonfield	Spring 2019	Resumes, interview notes, screening and interview statistics	
Our long term goal is to have our staff mirror the national population. 60% white, 13% black, 6% Asian and 18% Latino. This can be quite challenging as employees are not required to report race or ethnicity. At this time we plan to actively recruit, interview and hire staff members of color with the goal of 1 per elementary school for 19-20 school year.	3 year plan 18-19 school year	Results data	

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NAME Valerie Cline **TITLE** Principal, J. F. Tatem Elementary School **DATE** September 2018

Goal 1	
Clarify and Diagnose the Problem:	At J. F. Tatem Elementary School, academic achievement as measured by the PARCC assessment lags behind the other two elementary schools. When compared to district data, a greater percentage of Tatem students score in the 'not meeting', partially meeting', or 'approaching' ranges. Of those students who do meet the standards, a relatively small percentage exceed the standards in comparison with the other elementary schools.
Vision Plank:	<ol style="list-style-type: none"> 1. Align the rigor of curriculum, instructional practices, and assessment. 2. Hold data meetings to provide tools and structures for deep analysis and targeted reteaching. 3. Provide high quality professional development opportunities for data informed instruction. 4. Analyze trends in data. 5. Lead effective data meetings with teachers; analyze interim assessments.
SMART Goal: 2019 PARCC Goals Grade 3 - ELA & Mathematics: Maintain or surpass 80% of student scores in the 'meeting' and 'exceeding standards' range. Grade 4 - ELA: Improve the percentage of student scores in the 'meeting' and 'exceeding standards' range by 5%. Mathematics: Improve the percentage of student scores in the 'meeting' and 'exceeding standards' range by 5%. Grade 5 - ELA: Improve the percentage of student scores in the 'meeting' and 'exceeding standards' range by 5%. Mathematics: Improve the percentage of student scores in the 'meeting' and 'exceeding standards' range by 5%.	

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Create 'watch lists' of students who did not meet grade level expectations for 2018, as measured by PARCC.	September	<u>Tatem PARCC Scores 2017-18</u>	

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Develop and distribute a calendar for interim assessments to take place throughout the year, listing which students will be assessed, which tests will be administered, and when data gleaned from these will be analyzed.	September - June:	<u>Elementary Assessment Schedule</u>	
Utilize LinkIt benchmarking and interim assessments to monitor student progress toward mastering grade level standards.	September - June	<u>LinkIt</u> <u>LinkIt Administrative PD Presentation</u>	
Hold grade level meetings to analyze PARCC data from the past four years to identify strengths and weaknesses that are a function of curriculum, instruction, and/or assessment.	September - June (monthly)	<u>4 Year PARCC Achievement & Growth</u> <u>4 Year PARCC Subscores & Subgroups</u>	
Establish and use consistent protocols for effective data analysis. Set clear expectations for teachers.	September - June	<u>Teacher Guided Data Paths</u> <u>Data Protocol</u> <u>Data Meeting Guidelines</u>	
Develop a system to regularly collect formative & summative student work as evidence to identify trends in student learning.	September - June	Portfolios	
Create effective monitoring tools for assessment action plan.	September - June	Teacher Action Plan Tracker Classroom Observations / Teacher Evaluation Tool (Danielson) Submission of assessments	

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Plan and provide professional development for data informed instruction. Create repeated opportunities to practice analyzing student data and work samples to develop targeted reteaching plans.	Districtwide PD dates: September, November, February September - June (Monthly)	Grade Level Meetings Professional Growth Group Meetings I&RS Meetings (Multi-tiered System of Supports)	
Conduct deep analysis of data to identify school-wide and teacher-specific patterns. Identify outliers.	ongoing	<u>4 Year PARCC Achievement & Growth</u> <u>4 Year PARCC Subscores & Subgroups</u> <u>LinkIt</u> <u>LinkIt Administrative PD Presentation</u>	
Select highest leverage standards to focus on for analysis and improvement. Create action steps for spiraled reteaching of these high leverage standards.	ongoing	<u>Data Meeting Guidelines</u>	
Identify key conceptual understandings and procedural errors, and determine how students are being asked to demonstrate their knowledge of the standards.	ongoing		
Targeted instruction provided by Language Arts Specialist and Reading Interventionist			

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NAME Valerie Cline **TITLE** Principal, J. F. Tatem Elementary School **DATE** September 2018

Goal 2	
Clarify and Diagnose the Problem:	In order to teach our children and ourselves to live, learn and work together in a vibrant and diverse world, must discuss issues of race, ethnicity, diversity, difference and tolerance. We will have a staff that reflects racial and cultural diversity. We will build trusting relationships with all students and their families, establishing our school district as a recognized leader of equitable community engagement. As school leaders, we will develop and support culturally responsive educators who exhibit cultural awareness, attitudes, knowledge, and skills.
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SMART Goal: Improve awareness of diversity and its impact on our school, and develop greater cultural responsiveness and knowledge over the next three years.	

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'Status of the School' Meetings with teachers to address topics of equity, diversity and social justice	January 8 March 12 May 14	agendas, teacher feedback	
Participation in Week of Respect with activities and lesson plans	October 1-5	Schoolwide plans, classroom plans, observations, art work	
<u>Calendar of Celebrations/Monthly Recognitions</u>	18-19 school year	Curriculum shared with staff monthly	
Implement Social Justice and Diversity lessons at all grade levels on the same day at the same time to provide a common language and common experience for our students Resources: Teaching Tolerance Being the Change: Lessons and Strategies to Teach Social Comprehension	1 per trimester (k-2 and 3-5 bands)	student feedback, student discussion, follow up with teachers, student outcomes and assessments	
Participate in <u>Privilege, Power and Difference</u>	Monthly	discussion, action planning for Community Partners, adding	Discussion of this text is an opportunity to develop a fuller

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Administrative Book Club to better understand the issues surrounding diversity and social justice.		additional items to the action plan	understanding of equity. We will engage in courageous conversations about recognizing the systems of power and privilege that exist in society, and learn to situate ourselves within those systems with a more nuanced understanding. This will inspire us to take action to change ourselves, and work within our systems to engage in reflective and impactful discussions.
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Creation of a Youth Participatory Action	18-19 school year	action research project created by the students, activities led by	

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Research Project led by Shelley Zion		students, feedback from students and families, policy change recommendations	
Movie Showing of Wonder and Zootopia to address issues with difference, tolerance and diversity (Grades 3-5)	Winter	movie discussions led by administrative team	
One School, One Book to focus on diversity. Bud, Not Buddy and an accompanying book at the k-2 level.	Winter	school wide lessons, discussion follow up, survey results, family night attendance and activities, teacher and students feedback	
Develop district protocols for handling hate and bias incident based on the model by teaching tolerance.	January-June	plan	
Attend job fairs at local colleges to help recruit teachers of color to Haddonfield	Spring 2019	Resumes, interview notes, screening and interview statistics	
Attend Diversity Forum and job fair hosted by Carney Sandoe and Associates in Philadelphia	January	Resumes, interview notes, screening and interview statistics	
Actively recruit, interview and hire staff members of color to mirror the national population (60% white, 13% black, 18% Latino, 6% Asian	3 year plan 18-19 school year	Results data	

NAME Tracy Ann Matozzo

TITLE Principal-Haddonfield Middle School

DATE September 2018

Clarify and Diagnose the Problem:

Haddonfield Middle School

All leaders have a responsibility to understand the climate and culture embedded in the organizational infrastructure of any institution that is charged with impacting the lives of others. School leaders must review, revise and challenge the procedures and policies that govern our district to ensure that we are providing an inclusive and equitable school for all students and staff. Our curricula, resources to advance our curricula and all subsequent events and practices must be an extension of a fair and equitable vision for all learners and members of our HMS community; however, this has not always been the case. Anti-Semitic graffiti, homophobic HIB reports and other situations have defined HMS as an uncomfortable place that is neither tolerant or accepting of the differences of others.

Vision Plank:

1. Increase and improve cultural awareness of all teachers, administrators and staff
2. Improve communication with community regarding diversity initiatives
3. Develop student engagement and learning opportunities to increase participation of diverse students in all curricular-and extracurricular activities
4. Integrate specific lessons in individual classrooms as well as structure events that supports a culturally responsive school community
5. Develop and create opportunities for students, parents and staff to work collaboratively to address areas of deficiency in curriculum

Goal: Facilitate opportunities for all learners to engage in healthy, meaningful, and authentic activities and lessons that support health and wellness socially, emotionally, and psychologically.

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Research and embed a One School One Book Summer Reading experience that introduces students and staff to the motifs of diversity, perspective, agency and advocacy, kindness and respect	Summer-September 2018	Surveys	
Participate in book study with Dr. Shelley Zion	September 2018-June 2019	notes from meeting, activities brought back for FAC meetings	
Assist with coordination of Dr. Kristen Clark as District Diversity Coordinator to assist in providing PD	November 2018 February 2019 Staff PD	Organization of school wide diversity plan for 18-19; survey, Parent Partnership Meetings	Kristen's role has lacked purpose and direction. We will work together to plan ways to integrate her expertise into our Crisis Team, as well as the Diversity Coordinator to help foster appropriate PD for staff as well as align her role in the district with her role as the HMS ABS/HIB
Week of Respect: Tutorial lessons/assembly that addresses respect for self and others	October 1-5, 2018	presentation for students in Tutorial, lesson plans, surveys - staff, students, families	This has not traditionally been integrated into the scope of the school year in a way that invited full participation; we will continue to implement purposeful and meaningful events into our school day.

FAC Meetings with teachers to address topics of equity, diversity and social justice	December, January	agendas, teacher feedback	Our FAC, under prior leadership, only provided information with the school principal that focused on rules or budgetary information. Since last year, I have been working with our FAC which now includes mandatory participation of all grade level and departmental facilitators, as well as Diversity Coordinator to provide more direct modeling for teacher leaders while also delegating responsibilities to teacher leaders for turn key mini-sessions with staff to address equity, research and social justice in smaller cohorts - this creates consistency as well as a change in the role of the staff who lead their respective groups.
	October 1-5		
<u>Calendar of Celebrations/Monthly Recognitions</u>	18-19 school year	Lessons shared monthly, Diplomats for Diversity training with Peer Leaders, Student Council then in small groups Lesson plans will be reviewed for cultural inclusivity	

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
<p>Implement Social Justice and Diversity lessons at all grade levels on the same day at the same time to provide a common language and common experience for our students</p> <p>Resources: Teaching Tolerance Being the Change: Lessons and Strategies to Teach Social Comprehension</p>	<p>September 25 - One Book, One School October - Week of Respect, School Violence Prevention Week November - Fridays December - Spirit Week January - Day of Service/MLK Day February - Black History Month Themes March - Women's History Month April - Autism Awareness Month</p>	<p>student feedback, student discussion, follow up with teachers, student outcomes and assessments</p> <p>Reflect in May and June to plan for September 2019</p> <p>Implement Brown Girl Dreaming - grade 8 (ELA)</p> <p>Updated and audit resources in ELA 7 and 8</p>	<p>Understanding a culturally responsive curriculum and practices is integral to our success. This is specifically connected to our whole school goal that focuses on appropriate alignment of our curriculum, which requires our staff to unpack their standards and recognize the expectations for an inclusive experience for all students.</p>
<p>Diversity in Hiring Conference at Rowan University</p>	<p>October 12</p>		
<p>Book Club with FAC and other teacher leaders to better understand the issues surrounding diversity and social justice (CLOSING THE GAP: CREATING EQUITY IN THE CLASSROOM- Hanover Research).</p> <p>A close read discussion of this research is an opportunity to challenge our teacher leaders with a deeper understanding of equity prior</p>	<p>Monthly</p>	<p>discussion, action planning for Community Partners, adding additional items to the action plan</p>	

to engaging in a more comprehensive text, similar to what we are doing as an Administrative Team.			
Provide all students with an opportunity to share cultural and family backgrounds and traditions	Ongoing monthly during grade level and mixed grade level community meetings	observations, lesson plans, and publication of these events as well as student surveys	
explore equity and inclusivity during Parent Partnership to create advocacy and engagement of community	Monthly	publication of these events	
Creation of a Youth Participatory Action Research Project led by Shelley Zion	18-19 school year	action research project created by the students, activities led by students, feedback from students and families, policy change recommendations	
Book Club: White Fragility Attending at least 1 Rowan meeting date and participating in HEA book club that is being organized by Stacy Brown-Downham. A close read discussion of this text is an opportunity to challenge oneself with a deeper understanding of equity. We will engage in courageous conversations about recognizing the systems of power and privilege that exist in society, and then learn to situate ourselves within those systems with a more nuanced understanding. This deeper understanding will inspire us to take action to change		discussion, action planning for Community Partners, adding additional items to the action plan	

ourselves, and work within our systems to engage in reflective and impactful discussions.			
One School, One Book to focus on diversity for 19-20	Summer-September 2019	Student Equity Council to participate in selection	
Develop district protocols for handling hate and bias incident based on the model by teaching tolerance.	January-June	plan	
Attend job fairs at local colleges to help recruit teachers of color to Haddonfield	Spring 2019	Resumes, interview notes, screening and interview statistics	
Attend Diversity Forum and job fair hosted by Carney Sandoe and Associates in Philadelphia	January	Resumes, interview notes, screening and interview statistics	
Our long term goal is to have our staff mirror the national population. 60% white, 13% black, 6% Asian and 18% Latino. This can be quite challenging as employees are not required to report race or ethnicity. At this time we plan to actively recruit, interview and hire staff members of color with the goal of 1 per elementary school for 19-20 school year.	3 year plan 18-19 school year	Results data	

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Karen Russo TITLE HMS Assistant Principal DATE September 25, 2018

Clarify and Diagnose the Problem:

Haddonfield Middle School does not have a consistent platform from which to annually review and revise curriculum. Curricular resources have not been reviewed since 2008. Since 2008, the NJDOE has revised the entire curricular and standards based platforms. Through a close analysis of PARCC data, it is clear that our weaknesses are tied to a infrastructure that is outdated and not aligned with NJSLS. As such the problem is two-fold, addressing PARCC deficiencies while also understanding the ways in which our standards must be unpacked and aligned with our curricula.

Overview from 2017-2018

Discussions/Explorations - what do we teach - history of curricular movements in HMS

ELA - Grade 6 unpacking the standards with NJDOE ELA Supervisor, full pilot integration of LinkIt, and work with Denise Serico (consultant)

PennLiteracy Math Coaching and Science Coaching 6-8

1. Best Practices and Feedback
2. PD - staff (Equity, cultural responsiveness, History Alive, visitations, and so forth)
3. Formative Assessment identification in lesson plans
4. Google Classrooms
 - a. New Jersey Student Learning Standards and complimentary walk through documents
 - i. Model curricula - what does this look like? What should it look like?
 - ii. Appropriate budget to support resources
 - iii. Plan for 1-1 full technology initiative

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

Vision Plank:	Improve academic and developmental outcomes for all students in grades 6-8 through careful identification of best practices using relevant data, in order to prepare students to be lifelong learners ready for college, career, and citizenship
	Develop a consistent system of data analysis for staff to identify gaps in student achievement using multiple data sources
SMART Goal:	Engage in a meaningful holistic assessment of HMS in the following areas: Academic Excellence, Developmental Responsiveness, Social Equity, and Organizational Support and Processes to improve academic achievement.

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	Date when this strategy will be implemented	Method used to evaluate the effectiveness of the strategy.	Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
<p>√</p> <p>Continue work with HMS Self-Assessment Team (2017) to address the components of Phase II of the HMS 3-year strategic plan</p> <p>Develop mission and vision for 6-8 curricula</p>	September 2018- May 2019	Survey, meeting notes, FAC meetings	<p>√</p> <p>The goal is to determine a master schedule that supports the vision and mission of HMS as a school prepared for the 21st Century by way of auditing our school in four areas based on the NJDOE School to Watch rubrics. We used two rubrics last year: Academic Excellence and Developmental Responsiveness and are now ready to review the</p>

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

			data and make decisions that will impact our direction, as well as offer us a complete audit of our programs. This work helped us to create the first HMS Program of Studies and integrate common assessments in math.
Integrate our mission statement	September-October 2018	Agendas, internal and external communications, website, research shared during FAC meetings and during grade level meetings to help craft our mission and vision	Work as departments to articulate - identify resources that develop and facilitate the mission of HMS; check our procedures instructionally and within our assessment expectations that support our mission

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
<p>√</p> <p>Identify schools we can visit/research</p>	October 2018, November 2018	Surveys, interviews with staff	<p>√ School to Watch have a component that requires schools awarded this honor</p>
<p>√</p> <p><u>Focus on the implementation of Phase II of the the HMS Strategic Plan</u></p>	September 2018-2019	<p>Professional development surveys,, formative assessment to determine areas of concern and progress indicators to influence direction of faculty meetings</p> <p>Training in 6+1 Rubric/Assessment development to create a common language Among staff which will then offer opportunities for the creation of common assessments using rubrics that support targeted learning objectives aligned to the NJSLs</p>	<p>√</p> <ol style="list-style-type: none"> 1. We need to have access to the Standards 2. We need to know how to unpack the Standards 3. We need to use the Curricular Frameworks as a guide 4. We need to map the curriculum or revise what exists annually as needed 5. We need to know how to plan high quality units and articulate those skills 6. We need to plan lessons that use higher order thinking skills
<p>√</p> <p>Staff will review data sources in addition to standardized assessments, including in-house assessments,</p>	September 2018-2019	<p>FAC meetings, Faculty Meetings, PD (in-house, other)</p> <p>OpenSci-Ed Pilot with MS Science staff to train self and staff in standardized assessment measures tied to the NJDOE State</p>	<p>√</p> <p>Reworks broad, multi-stranded standards into explicit learning targets based on data trends available via LinkIt; Provides for consistent interpretation of standards to support annual review of gaps in curricula</p>

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

<p>discipline & attendance data</p> <p>Identification of areas in need of revision (curricular) followed by the selecting or developing appropriate curricular resources assessment strategies to test student learning of the specified knowledge and skills.</p>	<p>October 18: ELA 6,7,8 and SS 7</p> <p>November 2018; December 2018</p> <p>May-June 2019</p>	<p>Science Pilot to assess our curricula on a 6-8 continuum</p> <p>Feedback from staff through surveys and interviews, PARCC data</p> <p>Review common assessment data</p> <ul style="list-style-type: none"> ● District Reading Assessments 2018 Grades 6-8 ● District Writing Assessments 2018 Grades 6-8 ● PARCC Scores 2018: Math and ELA ● WIST 	<p>Team meetings and FAC meetings will be dedicated to organizing an audit</p>
<p>Improve Student Voice and Choice</p> <p>√</p>	<p>September 2018 -June 2019</p>	<p>Feedback from student surveys</p> <ul style="list-style-type: none"> ● Review data from surveys ● October Club Fair ● Student Grade Level Community Meetings ● One Book, One School Activities ● Student Council Meetings with Administration 	<p>√ Students need to have their voices heard and then take the information they provide to make an inclusive and welcoming school.</p>

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Tammy K. McHale **TITLE** Interim Principal **DATE** September 13,2018

Clarify and Diagnose the Problem: Survey results in spring of 2018 identified concerns with racial/homophobic/other slurs.

Students feel isolated and uncomfortable due to common language of peers.

Vision Plank: Increase acceptance/understanding Human Dignity policy. Develop programs/committees to develop plan to address acceptance and equality.

FORMULATE STRATEGIES Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	IMPLEMENT WITH DATES Date when this strategy will be implemented	EVALUATION METHODOLOGY Method used to evaluate the effectiveness of the strategy.	CLARIFICATION OF SITUATION Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
√ Develop Faculty Equity Committee	Discussion with members from previous Parent coalition	Felt committee was redundant to NPFH	√ After discussing with interested staff this group will be merged with the NPFH group.

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

Develop and meet quarterly with NO place for Hate	Quarterly meeting first meeting by November 1 st to review success of units and brainstorm second semester initiatives	Program implementation/student feedback via survey. Outline initiatives	
Consultation with Executive Director of the Center for Access, Success and Equity at Rowan	Discuss with teacher how to handle difficult and current topics Consult with NPFH regarding future initiatives	Staff Survey, small group meetings with facilitators.	

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
<p>✓ Develop peer bias leadership group</p> <p>-Develop partnership with peer leaders from another district to "walk a day in someone else's shoes" Invite them to Wellness day. (students are reaching out to Collingswood)</p>	<p>Applications submitted by 9/1/18</p> <p>First meeting 9/26/18 before school. Full day training 10/12, 11/1, 11/30</p>	<p>Develop spring activity based on ADL training and general student feedback. (develop activity for mural project for entire student body)</p>	<p>✓</p>
<p>✓ Week of respect activities</p>	<p>Starts 10/1/18- Bathroom artwork will be created and placed on stall doors. (anti-bullying/acceptance message)</p> <p>Good Deeds jar –staff/students write acts that they witness and someone will be pulled out of jar weekly to win gift card.</p> <p>Human Dignity Unit 10/4</p> <p>Curriculum review</p>	<p>Follow up with Safety/Climate committee and staff on success, reflection and ideas for improvement.</p>	<p>✓</p>
<p>✓ Data from pre survey given at the launch for No Place for Hate</p>	<p>Pre Survey 9/13/18</p> <p>Post Survey Mid November</p>	<p>Target identified areas of concern to develop future projects/ initiatives.</p>	<p>✓</p>

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

✓ Develop Safety Climate committee	Meet three times a year to review proactive plans, review yearly HIBs and to develop a response to reported cases.	Minutes/QSAC self-assessment forms	✓
Unit review/feedback	9/21 met with small student groups to discuss questions and concerns 9/24 follow up	Student feedback-feel the conversation was valuable and explained a lot. Teacher interviewed students afterwards and they reported feeling better about the initiatives and understood it was bigger than LAX and politics.	Recommend principal go into all peer leader classes to discuss units and discuss concerns/questions regarding racism and why district is taking these initiatives.

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Tammy K. McHale **TITLE** Interim Principal **DATE** September 18, 2018

Clarify and Diagnose the Problem:

Students required to pass Algebra I PARCC that were not proficient will be required to take and pass this January.

Vision Plank:

Support teachers in refresher class to provide meaningful data driven objectives/ Reorganize FAC team to work in collaboration with administration (previous SciP) on building initiatives: PARCC data-cross curriculum, LinkIt/common assessments/curriculum review.

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	Date when this strategy will be implemented	Method used to evaluate the effectiveness of the strategy.	Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
√ Meet with students to discuss perception and attitude of the refresher class as well as testing environment.	September 14, 2018	Teacher interviewed students. Students indicated that they feel better about test and had positive attitude. Students want to take one unit a day with current teacher.	√

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

Review PARCC data regarding individual student clusters.	Meet with teachers by the end of September 24, 2018.	Develop student groupings and benchmark assessments using linkit.	Teachers reviewed individual clusters, scheduled Linkit benchmarks.
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HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
✓ Meet with teachers to understand and utilize linkit assessments and data to drive instruction	Bi Monthly meetings starting October 1 st to review data and make adjustments.	Utilize benchmarks to drive individual needs as well as PARCC test taking strategies. Goal: 85%-90% pass	✓ Discussed issues with devices, timing, rooms
✓ Meet with tech department regarding scheduling and number of devices for benchmark assessments	Bench Mark 9/27 and 9/28	Follow up meeting with teachers. Provided instruction on linkit, uploaded student information, sent teacher resources. Provide feedback to Alg I CP and Accelerated teachers on administering the assessments.	✓ Moved classrooms to a room with desktops to assure devices and better quality.
✓ Reorganize FAC committee and have consistent members to assess PARCC/Linkit initiatives and develop plans to roll out to entire staff for Mid-terms	10/9 first FAC meeting	Teacher feedback, develop mission statement and share with staff. Focus on Data initiatives utilizing Linkit	✓

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME

Kate Mele

TITLE

Assistant Principal of Student
Achievement

DATE

9-26-18

Clarify and Diagnose the Problem:

Students in the class of 2021 and beyond must demonstrate proficiency on the Algebra I and ELA 10 PARCC assessments per the NJ graduation requirements. As of 2018, 48% of students met or exceeded expectations in Algebra I, and 73% of students met or exceeded expectations in ELA 10.

The high school staff is willing to develop and change for the benefit of our students, but they need to become comfortable with interpreting data, and using it in a purposeful way to assist in this process.

Vision Plank:

1. Increase student achievement on the ELA 10 and ALG I PARCC assessments by using PARCC and LinkIt data to identify deficiencies, and focus on improving instruction in those specific areas.
2. Create a data team at the HS who will develop a shared vision of how to successfully use data to drive instructional decisions

**FORMULATE
STRATEGIES**

**IMPLEMENT WITH
DATES**

**EVALUATION
METHODOLOGY**

**CLARIFICATION OF
SITUATION**

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	Date when this strategy will be implemented	Method used to evaluate the effectiveness of the strategy.	Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
Evaluate 2018 PARCC performance data	No later than August 31, 2018	Pearson Access individual student reports, school content standards reports, and school evidence statement reports	

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
Disseminate report data to HS faculty	September 4, 2018	https://drive.google.com/drive/folders/1DqXtlxGqQPq37DSqcv07zlg1OtW--E1C	
<p>Meet with all ELA 10 and ALG I teachers to discuss the data in greater detail & set teachers up with LinkIt</p> <p>Share and review PARCC data, focus on evidence statements and identify areas of strength/areas for growth, compare 9th and 10th grade performance data (ELA 10), and the</p>	September 7, 2018		

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

2018 and 2017 ALG I scores Have teachers log on to LinkIt and explore the platform.			
Attend all South Jersey Data Leaders Partnership Meetings at Voorhees BOE w/ Karen Russo & report back to district leadership team re topics discussed, current trends, etc.	September 18, 2018 November 20, 2018 January 22, 2019 March 19, 2018 May 21, 2018	http://www.sjdsp.org/home	
Meet with ALG I teachers to review first benchmark on LinkIt. Review testing options/tools, and schedule first benchmark	September 24, 2018	ALG I benchmark	
Meet with Larry Mussoline and Karen Russo to discuss SJDLP and next steps	September 28, 2018		
Conduct first benchmark assessment in Algebra I	No later than October 5, 2018		

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

Share Penn Catalyst group's Data Inventory with district principals to give to respective staff members	October 5, 2018		
Meet with ELA 10 teachers to review first benchmark on LinkIt. Explore testing options/tools, and schedule first benchmark	No later than October 12, 2018	<u>ELA 10 benchmark</u>	
Have HS facilitators take the Penn Catalyst Data Inventory, then share out with full faculty to complete	No later than October 17, 2018	Link will be provided by Marc Mancinelli	
Meet to evaluate results of first benchmark in Algebra I & ELA 10. Determine areas of deficiency to address prior to the second benchmark	No later than October 26, 2018		
Assemble HS data team, develop mission statement	No later than October 26, 2018		

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

and set meeting schedule for the year			
Observe whether areas of deficiency are being addressed in classrooms	Ongoing	Formal observations (first benchmark coincides with first round observations) and classroom walkthroughs	
Meet with ALG I and ELA 10 teachers to review second benchmark on LinkIt. Review testing options/tools, and schedule/conduct second benchmark	No later than January 15, 2019		
Meet to evaluate results of second benchmark in Algebra I & ELA 10. Determine areas of deficiency to address prior to PARCC assessment and final benchmark	No later than February 1, 2018	Benchmarks will show which students are likely to pass upcoming PARCC assessments - teachers will have time to hone in on necessary skills/adjust instruction as needed	
Observe whether areas of deficiency are being addressed in classrooms	Ongoing	Formal observations (second benchmark coincides with second round observations) and classroom walkthroughs	

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

ALG I & ELA 10 PARCC assessments	April 8-12, 2019 (Regular test administration) April 15-19 (Makeup test administration)		
Review 2019 preliminary PARCC data and determine if student scores improved	Mid June 2019		

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Matthew Maguire **TITLE** Interim Dean of Student Life **DATE** 9-23-18

Clarify and Diagnose the Problem: Our school needs to monitor 9-12 grade student progress, especially in English

Language Arts (ELA) and Mathematics by creating a common benchmark assessment program. To do so, educators are in need of training on LinkIt! Analytic Software to implement assessments, understand data results, improve curriculum, and promote its future use and value among other colleagues throughout the school district.

Vision Plank: Build consistency and transparency among department educators by planning and implementing common assessments. Gather data and determine student growth. Place significant emphasis on using student data to group students for differentiated instruction and access targeted instructional resources for intervention and enrichment via the LinkIt! Lesson Library. (Referenced from LinkIt! website). Use benchmark data to justify learning and improvement of curriculum.

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	Date when this strategy will be implemented	Method used to evaluate the effectiveness of the strategy.	Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
√ Become competent in LinkIt! program and develop introductory training for staff.	By 9-26-18	Literature, meeting notes, created and shared FAQ email link to resources	√ <ul style="list-style-type: none"> Review login procedures Create FAQ list based on Teacher Survey

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

			<ul style="list-style-type: none"> • Special Education Student Modifications will be implemented. • Create practice test to figure out software. •
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FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
√ Organize technology and schedule for Benchmark I, II, III assessments	By 9-28-2018	Department Review Meeting Teacher Collaboration Technology Signup	<ul style="list-style-type: none"> • Admin team and teachers arrange schedule based on classroom size and technology availability • testing needs 45-60 minutes • training provided •
√ Meet and train staff members from ELA and Math departments	By week of 10-1-2018	Post-training survey/follow up Brainstorm Notes	√ <ul style="list-style-type: none"> • Discuss purpose and mission • review and practice testing procedure • Review LinkIt! resources and contact •
√			√ <ul style="list-style-type: none"> • Testing will begin on 9-27 and 9-28 for Algebra I PARCC classes.

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

Conduct Benchmark I Assessment	By 10-5-2018	Test records/data	<ul style="list-style-type: none"> • Class schedule was switched to computer lab to accommodate technology (C-8) •
Train and Organize pilot group of educators to design midterm assessments for online use through LinkIt! Item Banks	By 10-17-2018	<p>Midterm documents will be shared via LinkIt! and Google shared drives</p> <p>Pilot group dialogue and notes</p>	<ul style="list-style-type: none"> • meet and collaborate with department leaders to create/promote mission and build consensus and sustainability of program actions. Why common assessments? • Review software and last year's midterms. • Weigh midterm purpose based on standards and curriculum.
√ Conduct Benchmark II Assessment	By 1-15-2019	Test records/data	<p>√</p> <ul style="list-style-type: none"> • Review procedures for proctoring of benchmark II testing

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

<p>Compare Benchmarks 1 & 11 and adjust new curriculum.</p> <p>Benchmarks results will inform educators/parents about the students' performance and will help set new academic goals and classroom skill adjustments. This information could immediately improve differentiated instruction. Based on feedback (Hattie model), teachers will use new classroom grouping strategies to engage students.</p>	<p>By 2-1-2019</p>	<p>February PD Day notes and activity log</p> <p>Rewriting of curriculum maps</p>	
<p>Conduct Benchmark III Assessment</p> <p>Review entire year and create new strategies for 2019-2020 year</p>	<p>Testing By 5-15-2019</p> <p>Benchmark Review by 6-1-1029</p>	<p>Test records/data</p>	<ul style="list-style-type: none"> Review procedures for proctoring of benchmark II testing

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Leteris Banos **TITLE** Athletic Director **DATE** 9/26/18

Clarify and Diagnose the Problem:

1. Create additional avenues for communication and dialogue opportunities for student-athletes
2. Track academic achievement for our student-athletes

Vision Plank:

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	Date when this strategy will be implemented	Method used to evaluate the effectiveness of the strategy.	Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
√ Create a student-athlete advisory panel to meet with Athletic Director	Monthly meetings	Program evaluation by participants at the end of the school year	√ There is a need to increase the dialogue and opportunities for conversation with our student-athletes. They need to have a voice in matters related to their extra-curricular lives at HMHS

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Sandra Horwitz TITLE Safety Coordinator
PARCC Coordinator
District Anti-Bullying
Coordinator DATE September 28, 2018

Clarify and Diagnose the Problem: We are mandated to have School Safety/Climate Teams operating in each one of our schools.

Vision Plank: The foundation supporting a safe school is a safe school climate.

FORMULATE STRATEGIES Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	IMPLEMENT WITH DATES Date when this strategy will be implemented	EVALUATION METHODOLOGY Method used to evaluate the effectiveness of the strategy.	CLARIFICATION OF SITUATION Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
√ Assist ABSs and school principals in identifying team members and agendas for the school year. The model for our teams will be presented to all ABSs at training on Oct 24.	Brainstorming and consensus on team structure and team goals to be completed at the Oct 24 th training. Teams will be formed and operational by November 15	Observation – I will attend as many individual school team meetings throughout the year to observe. Agendas and minutes will serve as documentation. Written goals met	√

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

One standard/shared goal: Each school will conduct a school climate survey as a pre-test to establish baseline data	Administered in the month of January every year. The size of survey and the population to be surveyed is to be determined.	The effectiveness of the designed programs for each school will be measured by improvements in survey scores. The number of HIB incidents will be tracked and expected to decline over time.	

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Sandra Horwitz TITLE Safety Coordinator
PARCC Coordinator
District Anti-Bullying
Coordinator DATE September 28, 2018

Clarify and Diagnose the Problem:

We are mandated to have a Safety Manual. The district has not had an official one since 2011 – and what we have been using since then does not meet new requirements nor does it address important issues arising from a crisis.

Vision Plank: A good response to a crisis begins with a good plan.

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	Date when this strategy will be implemented	Method used to evaluate the effectiveness of the strategy.	Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
√ 1. Investigate formats used by other area school districts, get stakeholder feedback in making a selection.	October 15	Submit to Superintendent/Assistant Superintendent for feedback and approval	√

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

2. Form a District committee including administrator, law enforcement, fire department, emergency management, parents, BOE member to write the preliminary plan and build on this manual to include extended day and reunification components.	October 31		
3.			

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
✓			✓
✓			✓

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Gino R. Priolo, Ed.D. **TITLE** Director of Special Education **DATE** 9/30/2018

GOAL 1

Clarify and Diagnose the Problem:	Enhance the level of strategic intervention in the area of writing for students with special needs. Current methodology lacks an systematic, evidenced based approach.
Vision Plank:	Implementation of this writing goal will result in more explicit and specialized instruction provided by teachers of special education in both pull-out and in-class resource settings. This will result in more purposeful instruction and provide students the skills necessary to grow in the proficiency as writers and help to remediate underlying disabilities and close the achievement gap as measured by internal metrics (DWA) as well as standardized measures (PARCC).

FORMULATE STRATEGIES	Dates	EVAL METHODOLOGY	CLARIFICATION OF SITUATION
√ Assemble a committee of teachers to research and select curriculum and training.	Summer, 2018	Rubric - click here for sample	√ Committee chose SRSD and Framing Your Thoughts
Develop a PD implementation and sustainability plan	Summer, 2018	Coordination and implementation of training, Teacher rating scales from PD	FYT initial training completed Sept. 12-14. Most surveys rating the training as "Excellent," based upon a 5 point scale. Follow up session scheduled for 1/10/2019. SRSD training is in the "train the trainer" phase." Click here for the SRSD training implementation plan
Collect and analyze achievement data to help determine impact of training/program.	Sept - June, 2018	-At least 85% of students with special needs will demonstrate at least 1-point growth based upon the fall/spring administration of the District Writing Assessment -PARCC ELA proficiency rates (students attaining Level 4 or 5) will increase by 10%	

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GOAL 2

Clarify and Diagnose the Problem: Enhance district's ability to progress monitor student growth toward IEP goals

Vision Plank: Implementation of this plan will help to provide all teachers of special education with objective and standardized progress monitoring data to enhance data analysis and formative assessments. At least 90% of special education teachers will utilize this method of progress monitoring.

FORMULATE STRATEGIES Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	IMPLEMENT WITH DATES Date when this strategy will be implemented	EVALUATION METHODOLOGY Method used to evaluate the effectiveness of the strategy.	CLARIFICATION OF SITUATION Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
√ Research progress monitoring software and select platform for pilot program. .	Summer, 2018	Create and utilize program evaluation criteria. Click here for sample.	√ Based upon price and range of options, we selected to pilot LinkIt's progress monitoring module
Identify a representative group of lead teachers	Fall, 2018	Successful representation from all schools	HMS: D. Jemielly, M. Cannaday, D. Scott Central: M. Gaidis, M. Wojceichowski, Tatem: M. Yedman Haddon: E. Pizoli HMHS: pending
Schedule a 2-hour webinar with Link It	Week of October 15	Meeting agenda, notes, sign-in. Elicit teacher feedback.	
Lead teachers implement LinkIt's progress monitoring with students.	October 15-Nov. 2	Teacher feedback, student progress monitoring data	
Lead teachers develop PD to turn-key to colleagues	Week of November 5	PD Presentation, sign in. 90% of district special education teachers will participate in the training	

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Charles Klaus **TITLE** Interim Assistant Superintendent **DATE** 9-28-18

Clarify and Diagnose the Problem:

As we currently use our principal/teacher evaluation model, it functions to assess competency but does little to drive teacher improvement. I plan to work with building level administrators in order to make the process more meaningful and promote a vision of an evaluation tool used to promote improved classroom instruction.

As a secondary aspect of this focus will be to implement a more meaningful evaluation system for district administrators. At this time the process lacks structure and a clear understanding of the purpose and process – in essence it is not existent.

Vision Plank: Using administration/teacher evaluation to drive better instruction and impact student achievement.

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
TEACHER EVALUATIONS			
Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	Date when this strategy will be implemented	Method used to evaluate the effectiveness of the strategy.	Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
Discuss encourage principals to work with Highly Effective teachers to select "Evaluation Options" (Reflective Practice Protocol or pursuing National Board Certification)	First week in October.	Feedback from principals and number of teachers who elect this option.	
Discuss encourage principals to encourage a cohort of teachers to opt for the "Unit Observation Trail" – completing the observation process in a concentrated period of time.	First week in October.	Feedback from principals and number of teachers who elect this option.	
Identify some of the recommended practices in <i>Making Teachers Better Not Bitter</i> (Frontier & Mieke). The book looks to build a culture for teacher improvement by focusing on: <ul style="list-style-type: none"> • reliable evaluation • focused supervision • purposeful reflection 	First week in October. AT the ASCD Convention in May I saw Frontier speak and have read the book. I will pull a focused three or four practices to suggest to each principal.	Feedback from principals	

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

<p>Pull Data from the 2017 - /18 school year from OnCourse and analyze in several areas:</p> <ul style="list-style-type: none"> • Overall Ratings • SGOs • Average Scores by Domain • Frequency of Indicators identified • Average indicator scores <p>Review data with each building principal. Have discussion about what this data tells us about our observation practices.</p>	<p>Mid to late October to pull the data and share the Data before the end of the month. Meeting as a group during the November PD may be a good time for district wide conversation.</p>	<p>Notes and observation used and collected along with the discussion changes identified in observations during the current school year.</p>	
<p>Review observation data after early rounds of the observation schedule</p>	<p>December – February: Use each rounds of observation to act as benchmark data points to see if we are shifting our practices as we move through the course of the year</p>	<p>Analysis of the data</p>	
<p>Meet with each building principal to review practices identified by Frontier & Mieke.</p> <p>Check on some feedback on the implantation of:</p> <ul style="list-style-type: none"> • reliable evaluation • focused supervision • purposeful reflection 	<p>Mid-January. The discussion will be focused on doing observations during important lessons identified by the results and analysis from benchmark assessments. Also receive feedback on some of the reflective practices suggested earlier.</p>	<p>Feedback from principals and teachers</p>	
<p>Complete a dual observation with each of the building principals. Spend time reviewing and comparing our views of the lesson.</p>	<p>Course of the year.</p>	<p>Feedback from principals and teachers</p>	

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

<p>Analyze observation end of data in all areas identified above</p> <ul style="list-style-type: none"> • Overall Ratings • SGOs • Average Scores by Domain • Frequency of Indicators identified • Average indicator scores 	<p>Finalize by the end of June as SGOs and final evaluations are completed.</p>	<p>Analysis of the data and conversations about the process looking at future improvements and adjustments.</p>	
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FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
ADMINISTRATORS			
<p>✓ Meet with principals and discuss the need to be more consistent and regular with the observation process</p>	<p>Completed in September</p>	<p>Feedback from principals</p>	<p>✓</p>
<p>✓ Examine different models of principal evaluations looking to move away from the current model we use based on Kim Marshall's model. Leaning toward the NJ Model. http://www.nj.gov/education/AchieveNJ/principal/pl/ObservationInstrument.pdf</p>	<p>First week in October</p>	<p>Feedback form admin team</p>	<p>✓</p>
<p>✓ Meet with each principal to review goals and develop SGOs connected to their goals</p>	<p>Mid October</p>	<p>Notes and reflections as we move through the process</p>	<p>✓</p>

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

Meet and review with district administrator and review the expectations for the evaluation process and long with developing timelines for the process	November PD days	Feedback form admin team	
✓ Engage in the 2-3 month observation practice <ul style="list-style-type: none"> • Identify the focus of each observation • Collect the evidence • Complete the observation • Meet and reflect on the observations 	November to April	Notes and reflections as we move through the process	✓
Complete yearly evaluations	June		
Analyze the data from the 2018 – '19 school year to the previous year.	June	Analysis of the data	
Meet as an administrative team and provide reflection and feedback on the process. Realign the process looking to improve for the 2019 – '20 school year.	July	Notes and reflections as we move through the process	

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Charles Klaus TITLE Interim Assistant Superintendent DATE 9-30-18

Clarify and Diagnose the Problem:

With the district facing a full Quality Single Accountability Continuum (QSAC) review, the process of gathering and evaluating the current state of the programs and operations of the district becomes an important factor. Entering this process, it is understood that in many areas we understand the district is lacking so as much as this undertaking is about compliance, it can serve as an opportunity to reflect and develop a plan for future improvement.

Vision Plank: Using QSAC to find delicacies in programing can be the bases for defining areas for growth.

FORMULATE STRATEGIES Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	IMPLEMENT WITH DATES Date when this strategy will be implemented	EVALUATION METHODOLOGY Method used to evaluate the effectiveness of the strategy.	CLARIFICATION OF SITUATION Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
√ Gather materials and learn where we currently stand in the QSAC process	In progress	Completion and quality of notes/materials gathered	√
Attend County Consortium meeting to better understand the process	Completed	Completion and quality of notes/materials gathered	

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
✓ Develop a QSAC Team and begin assign responsibilities for the five components of the evaluation process	First week in October	Completion	✓
✓ Meet with principals to review the expectations for the materials we must gather for the Program and Instruction components	First week in October	Notes and assessment of readiness. Notes and determination of how ready we may/may not be.	✓
✓ Set meeting with the Business office, HR, Building and Grounds, and BOE members to address materials needed for the other four components.	Second Week in October	Notes and assessment of readiness. Notes and determination of how ready we may/may not be.	✓
Make decisions about what can be or should be fixed/adjusted based on preliminary materials gathered	Mid-October	Notes and assessment of readiness. Notes and determination of how ready we may/may not be.	
✓ Present the process to the BOE	October 29, 2018	Completion	✓
Finalize all materials to be submitted	First week in November	Completion	
Gather the team in areas of specialty and complete the self-assessment process	Second Week in October	Completion	
Present the self-assessment for BOE approval	November 15, 2018	Completion	
Submit all necessary forms to the County	December 15, 2018	Completion	

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

Educate the QSAC team members and entire staff members about the process when the county visits	Early January	Feedback from stakeholders	
Communicate with the County about additional materials or information they will need for the visit	Early January	Feedback from County	
Work with the county to complete the process	TBD	Feedback from County	
Review the results with the BOER	Upon completion of QSAC Review	Feedback from stakeholders	
Work with the QSAC team to Develop and needed "District Improvement Plan" share them with the BOE, and submit them to the County for review	Upon completion of QSAC Review	Feedback from County	
Meet with administration, Business, Building and Grounds, and BOE to review the action plans and address implementation	Upon completion of District Improvement Plan	Plan to implement District Improvement Plan	

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Lawrence J Mussoline, Ph.D. **TITLE** Superintendent of Schools **DATE** 30 September 2018

Clarify and Diagnose the Problem: The Haddonfield Borough School District is lacking key systems to enable the District to operate effectively and efficiently. Systems like communications, policy currency and standardization with all other NJ school districts, an understanding of who within the organization does what specific task, specificity in the HR function of the organization, strong, current 21st century, standards-based, curriculum direction and to understand our organizational needs through upcoming QSAC evaluations that haven't occurred in well over 8 years.

Vision Plank: Organizational Management for Efficiency and effectiveness.

FORMULATE STRATEGIES Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	IMPLEMENT WITH DATES Date when this strategy will be implemented	EVALUATION METHODOLOGY Method used to evaluate the effectiveness of the strategy.	CLARIFICATION OF SITUATION Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
√ Review all administrative job descriptions	June and July 2018	Interview Notes and Proposals	√

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FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
<p>✓ Redo key job descriptions: Asst Supt, Curriculum Director, Athletic Director, Webmaster/Communications Director, School Safety Coordinator,</p>	<p>July1 thru 31, 2018</p>	<p>Old job descriptions versus new job descriptions. Board Approval of most on July 26 and August 23 BOE meeting minutes</p>	<p>✓</p>
<p>✓ Restructure Assistant Superintendent Position due to leave. Subsequent restructuring of other internal positions.</p>	<p>On July 1, 2018 the current assistant superintendent went out on leave not knowing a return to work date</p>	<p>Advertised for Interim Assistant Superintendent – August 20, 2018.</p> <p>Appointed Interim Assistant Superintendent and Interim HS Principal– September 4, 2018</p> <p>Interim Assistant Superintendent & Interim HS Principal began – September 10, 2018</p> <p>Advertised and appointed Interim HS Assistant Principal – September 4 and September 18 start date.</p> <p>Coordinating leave with existing Assistant Superintendent of Schools - July 1 thru present.</p>	<p>✓</p>
<p>✓ Began Interviewing process for hiring the new part time Webmaster/Communication</p>	<p>Began interview process - September 1, 2018</p> <p>Hired new person – September 27,</p>	<p>Interview Notes meeting minutes</p>	<p>✓</p>

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director.	2018 BOE meeting Start Date – October 8, 2018		
✓ Began interviewing process for hiring the new Chief Academic Officer/ Director of Curriculum.	Began screening Interviews – September 17 thru 21, 2018. Large Team Interviews – October 2 and 4, 2018. Hired new person – October?	Interview notes and meeting minutes	✓
✓ Policy Update	Hired Strauss Esmay to review and provide updated policies for entire district – January 2018 Complete policy manual updates were received – April 1, 2018 Policy Committee began approval process of entire 0000 and 1000 policies – September 13, 2018 Policy Committee began approval process of entire 2000 policies – October 8, 2018 Policy Committee began approval process of entire 3000 policies – November 8, 2018 Policy Committee began	Board approved 1 st reading of all 0000 and 1000 policies – September 27, 2018. Board approved 2 nd reading of all 0000 and 1000 policies – October 29, 2018. Board approved 1 st reading of all 2000 policies – October 29, 2018. Board approved 2 nd reading of all 2000 policies – November 15, 2018. Board approved 1 st reading of all 3000 policies – November 15, 2018. Board approved 2 nd reading of all 3000 policies – December 20,	✓

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

	<p>approval process of entire 4000 policies – December 8, 2018</p> <p>Policy Committee began approval process of entire 5000 policies – January 8, 2018</p> <p>Policy Committee began approval process of entire 6000 policies – February 8, 2018</p> <p>Policy Committee began approval process of entire 7000 policies – March 8, 2018</p> <p>Policy Committee began approval process of entire 8000 and 9000 policies – April 8, 2018</p>	<p>2018.</p> <p>Board approved 1st reading of all 4000 policies – December 20, 2018.</p> <p>Board approved 2nd reading of all 4000 policies – January, 2018.</p> <p>Board approved 1st reading of all 5000 policies – January, 2019.</p> <p>Board approved 2nd reading of all 5000 policies – February, 2019.</p> <p>Board approved 1st reading of all 6000 policies – February, 2019.</p> <p>Board approved 2nd reading of all 6000 policies – March, 2019.</p> <p>Board approved 1st reading of all 7000 policies – March, 2019.</p> <p>Board approved 2nd reading of all 7000 policies – April, 2019.</p> <p>Board approved 1st reading of all 8000 & 9000 policies – April, 2018.</p> <p>Board approved 2nd reading of all 8000 & 9000 policies – May, 2018.</p>	
<p>√ QSAC</p>	<p>October – Attend QSAC Kickoff meeting at County Office</p>		<p>√</p>

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

√ Chief Academic Officer Work	October 29, 2018 – Hire CAO January 1, 2019 – CAO begins depending on circumstances.		√
√ Assistant Superintendent	September 10, 2018 – Interim Assistant Superintendent begins. Coordinate position and job functions over course of year		√
√			√
√			√
√			√

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

NAME Lawrence J Mussoline, Ph.D. **TITLE** Superintendent of Schools **DATE** 30 September 2018

Clarify and Diagnose the Problem: Based on a national incident in the spring of 2017 involving a slur directed toward an opposing student athlete, Haddonfield schools and the community in general found themselves immersed in a national dialogue about diversity. As a result, the District is embarking on a long term endeavor to increase cultural awareness throughout the K12 school and adult populations.

Vision Plank: Diversity, Equity, Cultural Understanding and Sensitivity,

FORMULATE STRATEGIES Formulating action-strategies to improve the situation that needs to be improved or a practical problem that needs to be resolved.	IMPLEMENT WITH DATES Date when this strategy will be implemented	EVALUATION METHODOLOGY Method used to evaluate the effectiveness of the strategy.	CLARIFICATION OF SITUATION Further clarification of the situation resulting in new definitions of problems or of areas for improvement.
√ Researched local universities to establish a relationship with a group or individual to accomplish this goal	June and July 2018	Interview Notes and Proposals	√

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

FORMULATE STRATEGIES	IMPLEMENT WITH DATES	EVALUATION METHODOLOGY	CLARIFICATION OF SITUATION
✓ Interviewed Dr. Robert Jarvis, U Penn Center for Excellence and Equity Consortium with Adam Sangillo and Mike Wilson	June 20, 2018	Interview Notes and proposals	✓
✓ Interviewed Dr. Bob Stephenson of U Penn's Racial Empowerment Collaborative with Adam Sangillo and Mike Wilson	June 26, 2018	Interview Notes and proposals	✓
✓ Interviewed Dr. Shelley Zion, Rowan University's Center for Access, Success, and Equity with Adam Sangillo and Mike Wilson.	June 28, 2018	Interview notes and proposals	✓ Dr. Zion was chosen to lead all 5 schools and faculties in this initiative for the 2018=19 school year.

HADDONFIELD SCHOOL DISTRICT ADMINISTRATIVE ACTION RESEARCH PLAN 2018-19

<p>✓ Meeting Kristen Clark – Hold compensated position of District Diversity Coordinator for past several years</p>	<p>September 5, 2018 Introductory Meeting of Kristen who is a middle school teacher and</p>	<p>I was unaware this position existed. To my knowledge, it was not utilized or leveraged in last spring's public relations issue.</p>	<p>✓ Immediately made Shelley aware of Kristen's position in the District and sought to have Kristen and Shelley meet. Which they did on September 14, 2018.</p>
<p>✓ Established a Leadership Team book study group using Alan Johnson's book, Privilege, Power, and Difference, 3rd Ed as recommended by Dr. Zion</p>	<p>September 4, 2018 Sandy Horowitz ordered books for the leadership team. Book group meetings will begin on September 11 and continue through December at all leadership team meetings.</p>	<p>Discussion and readings</p>	<p>✓ Immediately made Shelley aware of Kristen's position in the District and sought to have Kristen and Shelley meet. Which they did on September 14, 2018.</p>
<p>✓ Diversity discussions at Leadership Team monthly meeting</p>	<p>Beginning on September 11, 2018 and ending on May 15, 2019.</p>	<p>*review of individual school diversity plans (Central Elementary already shared theirs, and I provided feedback *discussion of the power and privilege book; other PD topics as determined by the group *framing- how to identify the language to use to communicate to the school and community about this work *strategic planning, including a focus on diversifying the faculty</p>	<p>✓</p>

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√ Create a District Equity Council	<p>Kristen would co-lead- she is currently released from 25% of her duties to do this work- would be ideal to increase her release time, create a clear description of her work, and thus create time for her to work with existing groups (like the curriculum group at the elementary school, the climate teams, social justice in the classroom group, and professional growth groups. I can provide resources and work with her on planning the work with each of those groups, if we can get more of her time.</p> <p>We may need to provide some funding to stipend participants, as this would likely be an afterschool activity</p>	Meeting notes. May need to acquire funding for teacher pay.	√
√ Family/community diversity groups	* The elementary and middle schools have decided to schedule a monthly session and invite interested families to participate- I can attend all but two of those sessions. A high school community groups exists.	Meeting minutes and notes	√
√ Student Voice Groups	*Possibly at the high school and middle school- and possibly at the upper levels of the elementary schools	Meeting minutes and notes	√
√ School-Based Programs	*All HSD schools are doing diversity lessons and trainings throughout the school year coordinated by their principals.	School Newsletters	√

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