



# **Hope School District**

**~ A STRATEGIC PLAN ~**

**January-March, 2022**

**Facilitated by Gary P. McCartney, Ed.D**

# HOPE SCHOOL AND STAFF BELIEVES...

1. in an inclusive environment where differences are respected.
2. in providing equitable opportunities for all students.
3. all students and staff deserve to be treated with respect and dignity.
4. students should be provided with life skills that enhance opportunities for personal independence and future success.
5. that teachers and students teach, learn and grow in an environment that is characterized as one of high expectations.
6. that students should be nurtured in an environment rich in social-emotional learning (SEL) that assists in developing the self-awareness, self-control and interpersonal skills that are vital for school, work and life success.

“Without continual growth and progress,  
such words as improvement, achievement  
and success have no meaning.”

Benjamin Franklin

# **GOAL/FOCUS AREAS**

## **2022 - 2025**

### **Academic Achievement:**

We will promote the achievement of all students at the highest level of their individual abilities in all identified areas.

### **Social-Emotional Learning:**

We will teach all students, through skill development, the value and importance of learning about self-management, social awareness, relationship management and responsible decision-making.

### **Community Engagement:**

We will foster a collaborative culture that invites and celebrates community support and participation.

### **Safe and Supportive Schools:**

We will provide a safe, welcoming and well-maintained learning environment.

### **Stewardship:**

We will maximize efficiencies in all areas of the District for the continuous improvement and optimization of resources.

# Action Team Members

**ELA Reading & Writing-** Lianne Markus, Cathy Trotter, Tammy Green, Paola Marino

**MATH -** Lianne Markus, Cathy Trotter, Tammy Green, Paola Marino

**Social-Emotional Learning:** Tammy Green

**Safe and Supportive Schools:** Kevin Newman

**Stewardship:** Kevin Newman and Dawn Huff

**Community Engagement:** Kevin Newman and Lori Ostrzyzek

# **Action Team: Language/Writing**

**Year #1 2022-2023**

- MAP Testing Language K-8 Data to determine opportunities for growth
- Teacher Collaboration - Data Review - Set Goals
- Quarterly Teacher Collaboration - Data Review
- Spiral Language K - 8
- Teacher Led Professional Development
- Collaboration Time with Special Ed/RTI and Gen Ed Teachers
- Develop grade level, as well as consistent across grade levels, rubrics
- The Language/Writing Curriculum will meet the needs of all students

# **Action Team: Language/Writing**

**Year #2 2023-2024**

- Apply Language Goals to Writing Specific to Grade Standards
- Teacher Collaboration - Data Review - Set Goals
- Quarterly Teacher Collaboration - Data Review
- Teacher Led Professional Development
- Collaboration Time with Special Ed/RTI and Gen Ed Teachers
- Evaluate rubric strengths and challenges and adjust



# **Action Team: Language/Writing**

**Year #3 2024-2025**

- Apply Writing Goals Across all Subjects
- Teacher Collaboration - Data Review - Set Goals
- Quarterly Teacher Collaboration - Data Review
- Teacher Led Professional Development
- Collaboration Time with Special Ed/RTI and Gen Ed Teachers

# Action Team: Reading

Year #1 2022-2023

- Common Language
- Teacher Led Professional Development
- Collaboration Time with Special Ed/RTI and Gen Ed Teachers
- School wide reading initiatives to promote literacy (i.e.: ice cream social for the class that reads the most books)
- The Reading Curriculum will meet the needs of all students

# **Action Team: Reading**

**Year #2 2023-2024**

- Extended Constructed Response
- Justifications without repeating their answer
- Quarterly Teacher Collaboration - Data Review
- Teacher Led Professional Development
- Collaboration Time with Special Ed/RTI and Gen Ed Teachers
- Evaluate and continue with school wide reading initiatives

# **Action Team: Reading**

**Year #3 2024-2025**

- Theme
- Teacher Collaboration - Data Review - Set Goals
- Quarterly Teacher Collaboration - Data Review
- Teacher Led Professional Development
- Collaboration Time with Special Ed/RTI and Gen Ed Teachers
- School-wide Reading Initiative

# **Action Team: Mathematics**

**Year #1 2022-2023**

- Research ways to get parental involvement and support
- Look into XtraMath, IXL, Rocket Math, or similar program to be implemented at each grade level
- Research other districts to see what interventions are effective for Math Fact Fluency - addition, subtraction, multiplication, and division
- Teacher led Professional Development
- Middle School G&T students run school-wide challenges

# Action Team: Mathematics

## Year #2 2023-2024

- Timed math tests for each grade level
- By the end of Grade 2, students must show growth with addition/subtraction facts
- By the end of Grades 3/4, students must show growth with multiplication facts
- By the end of Grade 5, students must show growth multiplication/division facts
- Students also track their own progress, student-centered learning
- Incentives for students that meet goal early
- Teacher Led Professional Development

# **Action Team: Mathematics**

**Year #3 2024-2025**

- Data Review and Analysis
- Collaboration Time with Special Ed/RTI and Gen Ed Teachers

# Action Team: Social-Emotional Learning

## Year #1 2022-2023

- Consider a Culture and Climate Survey of all stakeholders.
- Based on data from the survey, identify strengths and challenges and proceed accordingly.
- Consider: What are our Students Strengths? Weaknesses?
- Continue daily SEL activities in the classrooms such as journaling, Be a bucket filler, 5-4-3-2-1 exercise
- Investigate SEL curriculums that would be a good fit for our students and staff Ex. *EduMotion*, *CharacterStrong*, *MindUp.org*
- Incorporate an SEL program into *all* grade levels
- Select SEL goals that are developmentally appropriate for students
- Share SEL lessons/activities during team meetings.
- Offer ongoing professional development for staff
- Mental health lessons included in all curriculums
- Recognize the importance of integrating the arts with social - emotional learning.
- Continue to develop a positive climate and culture in the building so that all students and staff feel like they belong.
- End of year evaluation (staff discussion) What positive changes have we seen?



# Action Team: Social-Emotional Learning

Year #2 2023-2024

- De-escalation techniques taught to all students and staff
- “Calming Corner” or Sensory Room for both students and staff
- Revisit after school programs such as: Girls on the Run, Ski Club, and Chess club
- Investigate programs such as *Therapy Dogs International* which have shown to have a positive impact on reading skills as well as self-confidence and behavior.
- Revisit survey and regenerate new survey, if need.

# **Action Team: Social-Emotional Learning**

**Year #3 2024-2025**

- Consider a peer mentoring program (middle schoolers (Honor Society members) provide support and act as role models for younger students)
- Evaluate the strengths and challenges of lessons/programs
- What other needs should be addressed as the school demographics change?

# **Action Team: Community Engagement**

**Year #1 2022-2023**

- Continued partnership and support of Hope PTA activities;
- Sharing the good news and school and student successes via email blasts and other forms of communication;
- Explore opportunities to enlist grandparents, parents, veterans, and other groups for sharing special knowledge and experiences in classrooms;

# Action Team: Community Engagement

## Year #2 2023-2024

- Continue to seek out meaningful engagement in community-sponsored events such as Green Fair, Hope Township Picnic, Christmas Craft Market, etc.;
- Create and implement a survey instrument for the purpose of identifying and gaining information and insights from high school graduates who attended Hope Township School. The nature of the instrument design would be to solicit information about high school readiness, preparation for unfolding events and career choices. In addition the survey should seek to identify trends, gaps, successes, whole school experiences, readiness, personal impact, as well as business owners/employers wants and needs in students as future employees.

# Action Team: Community Engagement

Year #3 2024-2025

- Consider creating a more formalized channel for educating the parent community on changing educational and instructional programming;
- Analyze the survey data gathered from the “graduate” outreach;
- Where possible and appropriate, incorporate changes to the School programs in alignment with survey feedback.
- Develop Parent Academy approach to inform parents about “what students are learning?”

# Action Team: Safe and Supportive Schools

## Year #1 2022-2023

- Review and practice ALL current School Safety Protocols with every staff member
- School wide practice drills at least once a month (1 Emergency Drill/1 Fire Drill)
- Review safety protocols and procedures with students at the classroom level
- Review the interior and exterior physical safety of the building and grounds including Alissa's Law compliance
- Train and retrain staff members in Crisis Prevention and Intervention (CPI) de-escalation strategies and techniques
- Student participation in the Law Enforcement Against Drugs (LEAD) program

# Action Team: Safe & Supportive Schools

Year #2 2023-2024

- Review and analyze interior and exterior physical video surveillance coverage with NJSP
- Review the current School Safety Plan (SSP) and Emergency Response Template (ERT) with NJSP
- Review the current Memorandum of Agreement with the NJSP and Warren County Prosecutors Office
- Encourage and welcome law enforcement agencies to conduct walkthroughs of the building and grounds throughout the school year
- Assess current safety procedures

# **Action Team: Safe & Supportive Schools**

**Year #3 2024-2025**

- Allocate funds for interior and exterior safety upgrades/improvements that have been identified after collaboration with the school safety team and local law enforcement.
- Review and implement the most current safety guidance to provide the best learning experience for our students.



# Action Team: Stewardship

## Year #1 2022-2023

- Assess and monitor the districts:
  - Curriculum and Instructional Programming
  - Fiscal Management
  - Governance
  - Operations
  - Personnel
- Review and analyze the District Performance Review (DPR) scores leading into the districts New Jersey Quality Single Accountability Continuum (NJQSAC) participation.
- Review placement scores upon completion of NJQSAC in the five areas
- Leverage Federal and State Grant Monies to strategically assist and offset the continued reduction in the districts State Aid funds (S2)

# Action Team: Stewardship

Year #2 2023-2024

- Assess operational efficiency to determine the district's facility needs
- Utilize grant monies to supplement the cost of safety and maintenance throughout the school building.
- Secure and provide funds to allow for academic achievement
- Create a social environment that promotes a sense of wellness and safety throughout the school building

# Action Team: Stewardship

Year #3 2024-2025

- Review and analyze the performance of the district and target areas for growth using formative and summative results
- Survey students, staff and the community to gain feedback on areas of improvement and growth in relation to performance and fiscal accountability.

# **Mission Statement /Revision**

**Committed to excellence and continuous improvement, the Hope Township School District, in collaboration with our community, strives to ensure that all students achieve their highest level of critical thinking and creativity, that they value themselves and the diversity of others, and that they are knowledgeable, meaningful contributors capable of excelling in a rapidly changing world.**

# Steering Committee Members

- Tina Ritchie, BOE President/Parent
- Andrea Beatty, BOE V-P/Parent
- Kevin Newman, Superintendent
- Dawn Huff, Business Administrator
- Tammy Green, RTI Interventionist
- Lianne Markus, Teacher
- Cathy Trotter, Teacher
- Paola Marino, Parent/Community Member
- Kira Pfeifer, Parent/Community Member
- Nancy McGovern, Parent/Community Member
- Lori Ostrzyzek, Parent/Community Member