

# Destinations

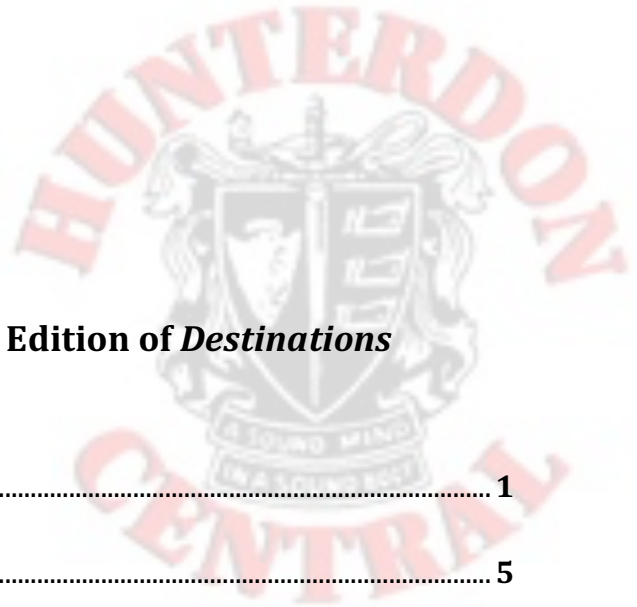
Hunterdon Central Regional High School District  
Strategic Plan, 2019 - 2022



July 26, 2019



**We are an innovative school focused on wellness,  
powerful learning, strong partnerships, and service.**



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## **A Call and A Cause**





## **The iron is hot for striking change in American public education.**

Recent standards movements, though laudable for reimagining the breadth and depth of what our students learn, have left fundamental processes such as teacher evaluation and student assessment in disarray. The champions of next generation standards and assessments have failed to meaningfully provide for equity in the implementation of those standards and assessments. They have also failed to deliver on a promise of detailed and actionable data on student performance—data that would facilitate true individualization of the high school experience.

Our cause is not only timely, but urgent. Research shows clear and increasing disengagement as students move through the grades of American public education. In suburban schools like Hunterdon Central, students have been and continue to be sorted, selected, and tracked, without enough flexibility to discover their passions through the most authentic applications of their strengths. Anxiety, depression, substance abuse, and more contribute to the disastrous potential of a lost generation, not through war or other calamity but through the unfulfilled promise of school.

Public education is a democratic ideal. The founders of this country pledged, as they invoked the wisdom of their forebears, to ensure an educated citizenry. Public education is also a sacred trust, representing one of the most important investments in the future of our nation. We graduate scholars, athletes, skilled workers, and more. Above all, however, we must graduate informed and active citizens.

American public schooling must remain comprehensive in order to realize this ideal. No discipline or collection of disciplines can claim a monopoly over design, iteration, or creation. Recent focus on science, technology, engineering, and mathematics (STEM) as most crucial to inspiring innovation and engagement in schools is understandable but narrowing. STEM programs are both central to our school's identity and important to our progress, but only in balance with other programs. Innovation has always been at the heart of America's promise to her people and to the world. Throughout America's and all of human history, innovation has sought both utility and beauty. Genius has always relied upon both in equal measures.

A comprehensive program is only half of public education's charge in this day and age. We must also personalize the experience of that program as much as possible. This is not a fad, but rather a long-standing vision of public education. From the earliest days of the American school, educators have sought the intersection between a student's passions and skills, and the needs of the community. School should activate the most informed political action, and the most decisive contribution to the common good, through the maximum realization of an individual's unique power and potential. Industrial theory led us to oversimplify our approach, to draw tracks and expectations that have proven themselves insufficient at best, and damaging to student aspirations at worst.

*Schools should activate the most informed political action, and the most decisive contribution to the common good, through the maximum realization of an individual's unique power and potential.*

Technology helps us to realize this vision. We have the ability to diagnose and understand our students' strengths and weaknesses like never before. We can know and help them measure progress toward their aspirations, cataloging and publishing their best work. And, through technology, we are free from the need to fill time with low-level content, and are able to offer students the opportunity

to share with the world, contribute solutions to global problems, and help us liberate school from merely simulating life in the adult world.

Personalization across a comprehensive program requires a deliberate approach to equity. If we have one job, it is to teach students, not content. We must work first and together toward providing opportunities for all students to build the foundation of their adulthood, to realize the best versions of themselves. “All” means all.

## **Hunterdon Central Regional High School District**

Hunterdon Central is a unique high school. We enjoy a sprawling bucolic campus. We are fortunate to nourish deep roots. Many of our students are second and even third generation Red Devils. Many of our staff members live in our community, and even attended our high school.

We are also proud of a tradition of innovation. At many times in our history, Hunterdon Central served as an example to schools throughout the state and the nation. Whether through innovation in tolerance education, instructional technology, or other initiatives, Hunterdon Central has been in the vanguard.

Innovation has never been disruptive to our long history, our strong traditions, or our deep roots. The motto on our ancient seal—“A sound mind in a sound body”—continues to be fit to guide our efforts. It can still guide us as we move again into the vanguard of not only calling for change, but leading and exemplifying that change.





## **Planning the Journey**



## Foundational Statements

Our strategic planning began during the 2017-2018 school year. Leadership retreats and community meetings informed the authoring of foundational statements, including a *theory of action* to frame the development of a new vision of our school. Monthly focus groups with students, community-wide surveys, and data analysis guided by equity goals also started us on our journey.

### Theory of Action

*In November of 2017, a group of parents and staff members gathered to write this theory of action for our strategic planning. A theory of action is an "if-then" statement that links belief to activity.*

If we link **school pride** to a deep **sense of belonging** by

- fostering student communities based on like interests
- guaranteeing a school that is physically, emotionally, and mentally safe, supportive, and nurturing
- prioritizing respect through behaviors that are responsible, caring, and ethical

And we maximize **curiosity** and **love of learning** by

- challenging and supporting students through intellectual risk-taking
- providing assistance
- reducing pressure and anxiety

Then all students will grow into **the best versions of themselves**, prepared to

- serve as collaborative solution-makers in personal, community, national, and global spheres
- exercise self-guided and self-disciplined thinking, communication, and collaboration
- invest in one another for the good of individuals, and for the greater good
- pursue and enjoy the benefits of achieving personal and career goals

In the opening weeks of 2018, a committee of staff gathered information from all of our conversations into a new *mission*, and declared *destinations* for the district. Focus groups with students, community workshops sessions, and continued surveying helped to provide visionary “look-fors” that we could use to imagine those destinations.

### **Mission and Destinations**

Hunterdon Central is an innovative educational community dedicated to the intellectual, social, and emotional safety and growth of all students. While fostering curiosity and promoting wellness, we aspire to create powerful learning experiences, establish strong partnerships, and serve as contributing members of society.

#### **WELLNESS**

All students will take care of themselves and take care of each other.

#### **POWERFUL LEARNING**

All students will develop their passions and have choices in our educational program.

#### **STRONG PARTNERSHIPS**

All students will create and engage in partnerships offering mutual benefit, in communities near and far.

#### **SERVICE**

All students will invest in themselves and in one another, for the good of individuals and for the greater good.

In the summer of 2018, school leaders and staff wrote *stewardship principles* to guide the selection, development, and improvement of programs. We are committed to the notion that this school has enormous capacity to identify the necessary next steps, and to build implementation plans to carry us forward. Amazing work happens each and every day at Central. Unfortunately, that work can often occur in silos. For Central, the challenge is not so much understanding what the work ought to be, but rather bringing that work to scale and maximizing its impacts.



## Stewardship Principles


- I** The most powerful work advances goals in all four of our focus areas at once.
- II** We believe that this intersection of focus areas is most likely to occur when we empower students to take risks and make choices toward the discovery of their future.
- III** We must do this work for all of our students. "All" means all.
- IV** Compliance to mandates must be the byproduct of this more aspirational and impactful work, rather than the goal of our efforts.
- V** Our work must honor our history and continue to foster a supportive culture grounded in positive relationships.
- VI** In this work, we must ensure a common belief in teaching children first and content second.
- VII** We commit to sharing our work, so that we can serve as a model of success for our profession and connect with other schools that can inspire and assist with our design.

In the fall of 2018, Central administered the New Jersey School Climate Survey. The survey not only provided a baseline for our planning efforts, but also revealed a threshold truth of our work. If we are to tackle serious challenges, we need to work together in ways that the sociology of teaching makes difficult. We cannot close classroom doors and work in isolation, but rather must join together with common purpose, common language, and respect for differences. We must move classroom priorities from grades and rules to growth and empowerment. The school's culture needs to shift if we are to reach our destinations, honor our stewardship principles, and realize our mission.

## **Innovation**

A key assumption behind our strategic plan is that our community of parents, partners, staff, and students possesses the talent to innovate toward our goals. Our plan not only respects the benefits of harnessing that talent but sees that talent as necessary to our success.

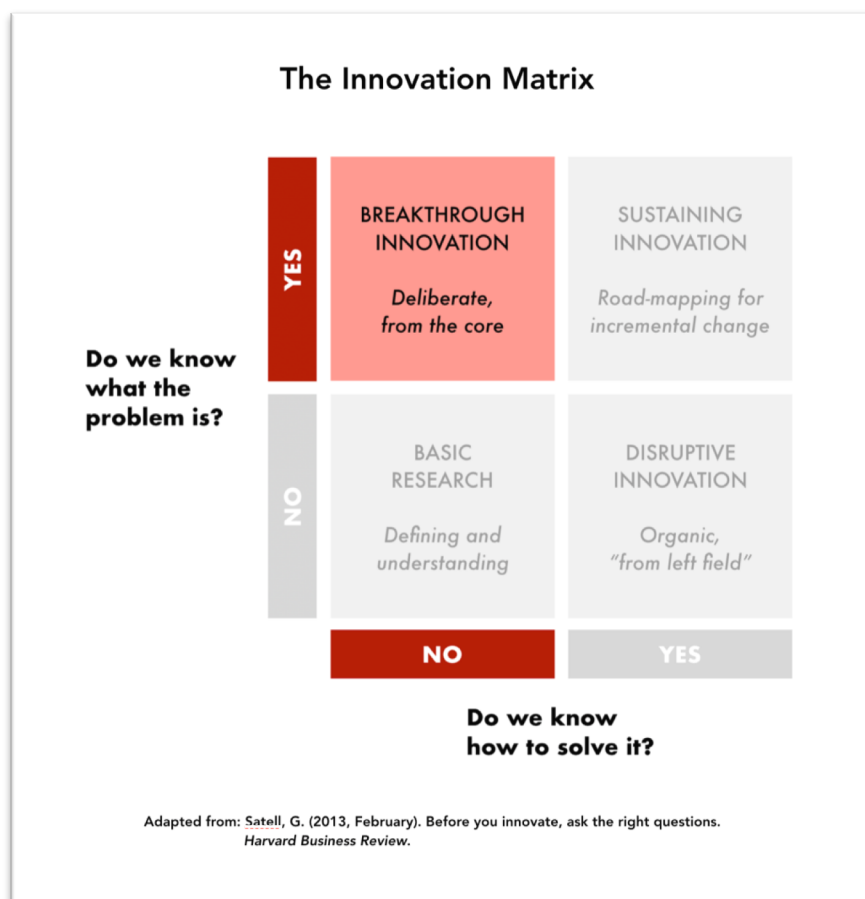
For that reason, innovation is one of our primary planning ethics. Innovation in schools, however, has a troubled history. Classroom innovation always runs the risk of serving itself rather than any larger purpose. Schools thus fall into the trap of measuring an initiative's status rather than its impact. We do not reach our goals merely by embracing innovations. Rather, we realize our mission when we measure the impact of innovations, and bring the most impactful innovations to as many students as possible.



***We realize our mission when we measure the impact of innovations, and bring the most impactful innovations to as many students as possible.***

Organizations always face dilemmas and must find solutions. However, not all dilemmas are clear, and not all solutions are obvious. We have defined our dilemma as one of engagement. Students must have more room to find themselves in our program, and to achieve a full sense of belonging in our community. Schools have long-struggled with answers to this challenge.

Author Greg Satell offers a useful framework for understanding the role of innovation in this context. When we know the problem, but need to explore solutions, we must engage in “breakthrough innovation,” an effort that is focused and directed along goals and priorities as opposed to pushing boundaries in any direction for the sake of the exercise. In other words, we must bring our creativity to bear upon specific articulated challenges, and commit to measuring the impacts that we have.



We authored our stewardship principles to help preserve the necessary focus, but we know that we must do more than declare principles to channel our talent. We have therefore imagined innovation as a backbone to our efforts. We seek to write innovation into our structure, and onto our campus.

We began our implementation in early 2019 with the creation of a Supervisor of Special Projects position. This individual is responsible for finding good work, providing common frameworks for measuring that work's impact against our goals, and then shepherding that work across the entire program so that all students may benefit.

We also believe that some of our most deeply-rooted structures, particularly the models by which we evaluate staff, must provide clear access to this shepherding by celebrating and incentivizing innovation. Throughout the 2018-2019 school year, our District Evaluation Advisory Committee began analyzing evaluation models to explore a best fit.

Our large campus offers many benefits, but can also present obstacles to collaboration. For that reason, we need to pave pathways for innovation into the campus itself. This begins with our media center. The IMC has always been a site for innovation, but we must turn every chair in the space to face innovation as the focus of the library's contribution. Innovation will be central to our efforts, so innovation's heart must beat as strongly as possible at the center of our campus.

If the IMC is to be a proving ground for innovation, then clear pathways must bring that innovation to learning commons, fabrication, and other flexible spaces—both classrooms and workrooms—arranged into a thoughtful network across our 72 acres. In this, we do not see a school as a collection of classrooms, but rather an integrated system. The campus itself will be a sound body, hosting a sound mind.

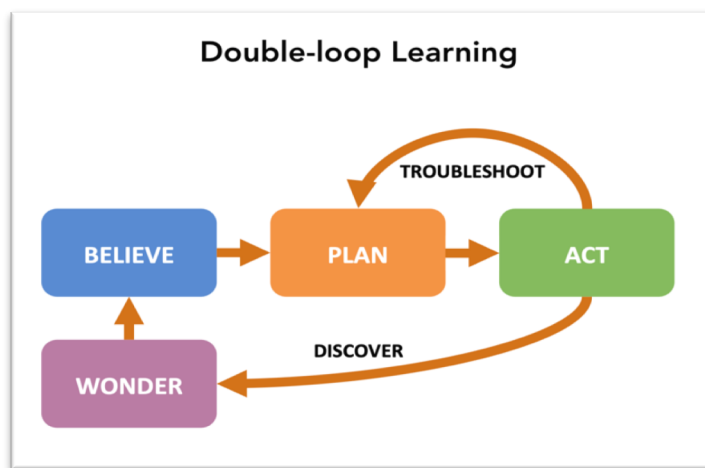
## **The “Design Process” in Education**

Education has grabbed hold of the “design process” as a pedagogical strategy as if it were a new concept. However, the construction of knowledge across all human disciplines has always honored design processes. As we personalize education for all students, at a time when technology has answered the

challenge of remembering minutiae, we must move teaching, learning, and assessment away from memorization and toward invention and iteration. Engaging students in invention and iteration must be the goal of every program.

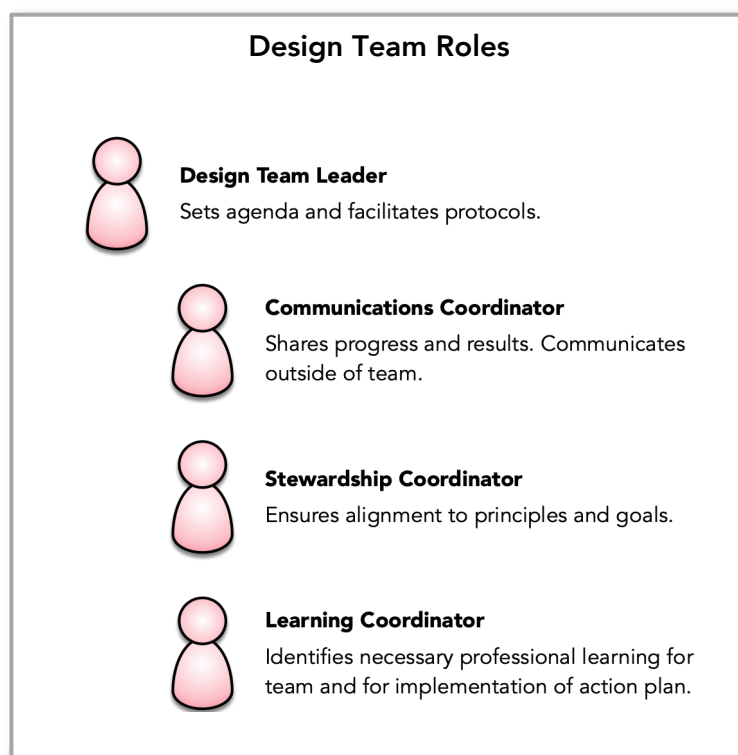
Though we need a common language for teaching in a design-focused environment, we must recognize that every discipline has forged its own design processes. While these are similar—the scientific method works the same basic functions of discovery as the industrial design process—they have each answered content-specific challenges in different ways. These answers have served specialists for millennia. Therefore, no single process can govern all of teaching and learning.

When creating solutions in a strategic planning context, however, we require an organizational improvement design process that is general enough for all stakeholders to wield. Traditional feedback loops—single-loop models like Plan-Do-Study-Act (PDSA)—are certainly simple and elegant, but are prone to encouraging work for its own sake. A double-loop learning design process, on the other hand, always brings us back to our assumptions and beliefs. For Hunterdon Central, such a process will both respect the talent that we possess to craft our own solutions, and also promote reflection through our stewardship principles to ensure that our designs reach toward our goals, and not just themselves.



To develop and improve programs, we will convene *Design Teams*. Design Teams must always honor our core beliefs, enshrined in our mission statement and destinations, while they measure their planning and implementation against our stewardship principles.

We may call on Design Teams to develop action plans. We may also ask them to implement plans, when implementation requires invention. In either case, some members of a Design Team must take on specific roles.



Our inclusion of a “Learning Coordinator” on any Design Team signals an important belief. Professional learning of staff is a crucial operation in any school improvement effort. However, professional learning must always serve the outcome that we intend for our students. It is an important means to achieve those ends, but it is never an end for its own sake.

*Destinations: A Design Team Manual* will arrive in July of 2019, and will offer more specific guidance.



## Baselines

Each of our priority areas of Wellness, Powerful Learning, Strong Partnerships, and Service requires baseline measurements. All, however, benefit from the measurements that we take through comprehensive climate surveying. We administered the New Jersey School Climate Survey in 2018 for the purpose of serving as a broad baseline measurement.

The New Jersey Department of Education developed the School Climate Survey in cooperation with Rutgers University. Our examination of the survey revealed that its instruments would align well to our strategic planning priority areas.

We administered the survey through Google Forms. Survey responses were anonymous. We invited parents to complete the survey via email, collecting responses throughout the month of November. Students completed the survey on November 7, 2018. Certificated staff completed the survey during department meetings in the last days of November. Non-certificated staff received emailed invitations to take the survey during that same time period.

*Number of Responses*

Survey Instrument	# of Responses
Parent	429
Student	2,588
Certificated Staff	243
Non-certificated Staff	70
Total	3,330

Analysis took place in December, 2018. Each survey prompt offered four responses (e.g., “Strongly Agree”, “Agree”, “Disagree”, “Strongly Disagree”). We coded all responses as: Strongly Positive, Positive, Negative, and Strongly Negative.

We then assigned points across this scale, determining a mean score for each prompt in each instrument and noting the mean scores at which 25% and 50% of respondents reacted negatively. We then isolated the prompts at these levels to guide us in the development of planning priorities. See the Appendices for full survey results.

### *Fall 2018 Findings in Wellness*

The prompts receiving the most negative responses in Wellness focused on several topics. Among these, a need to include students in the coordination and development of wellness initiatives became clear. Indeed, the prompt that received the most negative response from students asked them to consider whether or not they have a role in making decisions at the school. We note that there are many wellness initiatives in progress across multiple clubs, classes, and other organizations. However, we worry that the lack of common goals and metrics is limiting the impact of those initiatives. We believe that students can and should take the lead in that coordination, and that we can provide structures and supports for them to lead.

There is also a need to offer staff training and tools for de-escalation, self-regulation, and other elements of students' emotional readiness to learn. In expanding this expertise, we hope to foster a culture that is focused more squarely on relationships and is more attuned to stress, anxiety, and other issues among adolescents.

We address these needs with significant strengths. Our survey revealed a strong commitment to student success on the part of students, staff, and parents. In addition, the people who come to work and learn at our school every day feel safety and belonging on our campus. The facility promotes collaboration and relationship, and the school inspires pride.

### *Fall 2018 Findings in Powerful Learning*

The student response in this priority area represented the largest negative response in the entire survey project. Many negative responses from students came from prompts asking them to consider relevance of and enjoyment in their studies. One of the prompts that elicited the most negative response from students, for example, asked them to consider whether or not their schoolwork was meaningful. For that reason, we see a pressing need for exploring deeper personalization of education so that schoolwork connects more squarely to student strengths and passions.

Negative response also spoke to a perceived lack of consistency across classes, and a lack of motivation among some students to do the best work possible. We therefore must examine our expectations for students, and ensure that they are consistent across classrooms and aligned to goals that engage students.

Negative response from certificated staff focused on time and support for collaborative work. In this, we see a need to provide more structure and space for educators to work together.

Staff, student, and parent commitment to success signals a strong starting position as we begin our work in Powerful Learning. Survey respondents also recognized our diverse offerings, our talented staff, and the resources the we offer to all to learn, work, and teach.

### *Fall 2018 Findings in Strong Partnerships*

Negative responses across all four survey instruments in Strong Partnerships focused primarily on communication and consultation. We must have broader outreach and invitation to ensure that parents, students, staff, and community members have full opportunity to understand and provide feedback on initiatives and decisions.

With this comes the need to reinvent our communications platform, expanding further into presenting media and opportunities to connect across multiple channels and networks.

Survey respondents signaled a strong sense of respect, and a common interest in the welfare and respect of students. Hunterdon Central is a school in which many form strong relationships—a threshold requirement for the organization to form strong partnerships.

### *Fall 2018 Findings in Service*

As in Wellness, responses in Service signaled the desire for student-led activities designed to bring coordination and district-wide focus.

We also must offer more explicit service learning in courses, not just in extracurricular activities. That learning should be aligned to student strengths and interests, and teach the links to occupations to which students aspire.

As in Strong Partnerships, the survey results reveal a need to expand invitation and outreach. Indeed, these two priorities areas—Strong Partnerships and Service—present many opportunities for work that fulfills goals in both, particularly those goals focused on connection and communication.

Survey respondents indicated that Hunterdon Central has many of the ingredients of launching a successful campaign to integrate service learning. Members of our community form strong relationships with one another, believe in the best intentions of one another, and believe that our culture values difference, diversity, and collaboration.



**Realizing Our Mission**



## **Action Road Maps**

Through student and community focus groups, surveys, leadership retreats, and large working sessions, we have written strategies for reaching our destinations in each of our four priority areas. We have also identified data points that we will use to measure our progress. This section presents these strategies and data points.

In order to promote the innovation required to fully design and implement these strategies, we have given special attention to our organizational structure and to our culture. Our road maps indicate strategies in these two areas with special icons. See the key on each road map. You can find additional discussion on structure and culture after the road maps.

The end of this section provides initial action plans, indicating that some of our initiatives are already underway, particularly those foundational initiatives in culture and structure. We will develop and publish actions plans for the 2019-2020 school year in the summer of 2019.

We have combined strategies for Strong Partnerships and Service in the same road map. As noted in our discussion of Baselines above, we see natural affinities between these two priorities. Not only do they march to similar data points, we find that both priorities represent a focus on student participation in the community. In that participation, we believe that students must explore the intersections between vocation and volunteerism in real-world settings.

We have specified separate strategies under each of our priority areas. However, we insist through our stewardship principles that the most powerful



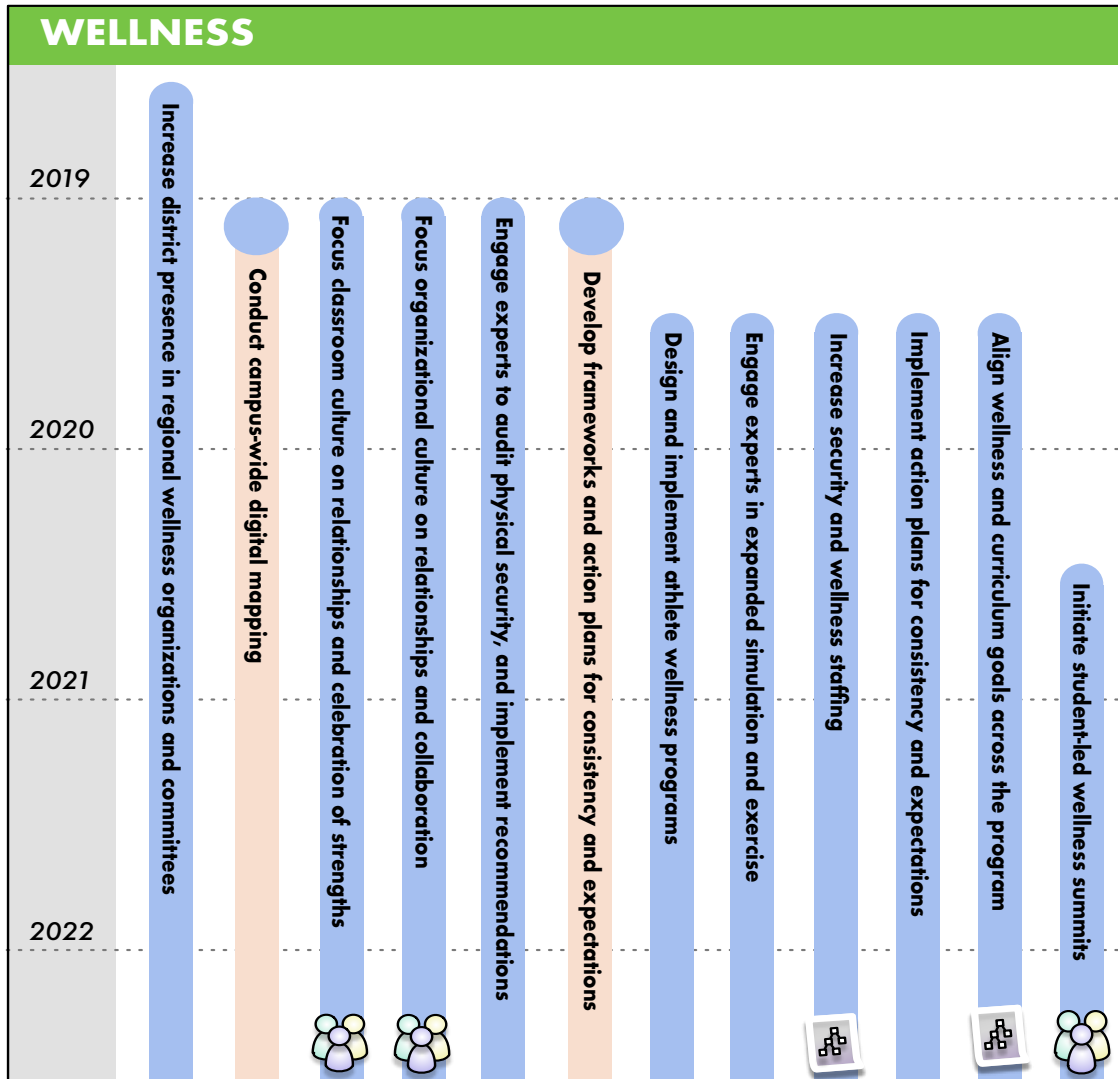
work that we do will advance us toward destinations in all four of our priority areas at once. For that reason, design teams must explore approaches and identify data points that answer needs across all areas. An effort in Wellness, for example, might expand to serve needs in Powerful Learning, Strong Partnerships, and Service. Note that this kind of expansion is not necessary or appropriate for all strategies. Design teams will need to make that determination.

### *The Expansion of a Wellness Effort*

A Wellness Project	Expansion to Powerful Learning	Expansion to Strong Partnerships and Service
Students will organize and lead Wellness Summits in which they plan activities for promoting wellness across campus.	The Wellness Summits will interact with classroom objectives in such a way that student participation in summits will satisfy course requirements.	Students will seek partnership with and participation from experts who can leverage student work toward solutions in the community.
<i>Students will answer: “How can I take care of myself, and help take care of others?”</i>	<i>Students will answer: “How does promoting wellness help me grow toward my goals as a learner?”</i>	<i>Students will answer: “How does promoting wellness help me see the links between my skills, my vocational interests, and my community’s needs?”</i>

## Wellness Road Map

All students will take care of themselves and take care of each other.



## DATA POINTS

New Jersey School Climate Survey

Utilization of resources, both for community education and for student assistance

Frequency of incidents

Results of audits and other examinations by experts

## KEY



Implement once and monitor

Design, implement, and sustain



Organizing to achieve



Aligning culture



## Wellness Road Map: Discussion and Guidance

We will measure the impact of our work in Wellness through:

- specific items in the New Jersey School Climate Survey
- student utilization of and referral to our wellness resources, including both those resources for assistance (e.g., counseling) and for community education (e.g., videos developed in partnership with community experts)
- the frequency of incidents indicating a need for or lack of wellness resources (e.g., violence, vandalism, substance abuse, harassment, etc.)
- audits and other examinations provided by experts in wellness, security, and safety

The road map in this priority focuses on action in the following themes:

- adjusting classroom and organizational culture and expectations
- increasing partnership with experts and organizations
- engaging students in student-led wellness programs

Wellness includes a variety of topics—physical health, emotional and mental health, facilities security, and much more. Hunterdon Central has a lot of expertise and has done exceptional work in all of these areas. However, we have challenges in bringing all of this work together, and in broadening involvement and consultation in wellness projects to achieve the best outcomes.

We see the adjustment of culture and expectations as foundational to our work in Wellness, and across all of our other priority areas. Our climate survey indicated a need to refocus our culture on relationships, both to model collaborative problem-solving and to provide more avenues for student belonging.

We have already begun to increase the District's participation in regional committees and task forces focused on safety, security, and both physical and mental health. This participation ensures that we have access to the latest information and resources (such as digital mapping, safety response protocols,

information on adolescent health issues, and threat assessment tools). Through memberships in task forces and working groups, we also present the voice of schools to law enforcement, health care, and other partners.

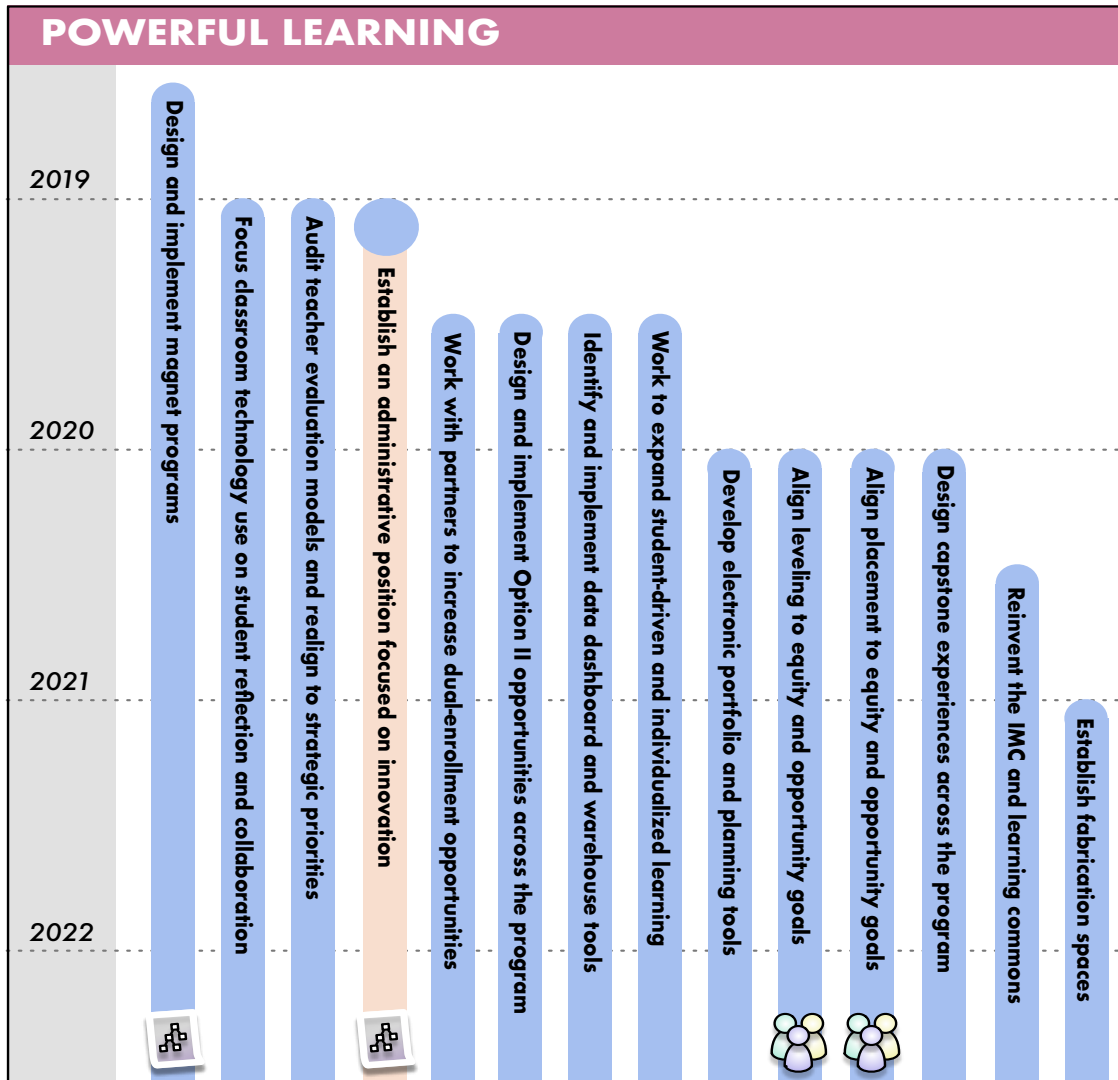
We will also seek consultation with experts in these fields to help us identify and respond to health and wellness issues. Substance abuse, anxiety, depression, crisis communications, traffic and pedestrian safety, facilities security, and relocation/reunification are just some of the topics that these consultancies will consider.

We need to build stronger connections between experts and our staff, particularly our Physical Education and Health teachers. They work each day through forward-thinking curricula to address student health and wellness issues. They need much more support, however, to address emergent issues. Student vaping serves as an example of an issue that evolved rapidly during the 2018-2019 school year. Better connections between our teachers and our Student Assistance Counselors, Vice Principals, and outside experts can ensure that teachers have all that they need to bring their talents and powerful skills to bear on issues, and still maintain a curriculum designed to instill a broad toolset of life habits for health and wellness.

Hunterdon Central is proud to offer many wellness programs and resources through our increasing security and specialized counseling staff, school-based counselors from Hunterdon Behavioral Health, and a strong partnership with the Raritan Township Police Department and others. Our Physical Education and Health Department has innovative facilities and strategies, and exceptional talent among its staff to reach students every day. Students, however, need a greater voice in wellness programming. Strategies in this priority therefore culminate in wellness summits that will tackle issues identified by students, through programming designed and implemented by students. Students will have our partnerships with experts, our participation in regional efforts, and the talents of our dedicated teachers and staff at their fingertips in the implementation of these summits.

# Powerful Learning Road Map

All students will develop their passions and have choices in our educational program.



## **Powerful Learning Road Map: Discussion and Guidance**

We will measure the impact of our work in Powerful Learning through:

- specific items in the New Jersey School Climate Survey
- student achievement on assessments of their learning, provided through our program or from state, national, and international partners
- representation of students in, and mobility of students into, our most advanced curricular programs
- post-secondary outcomes, and their alignment to family goals for students

The road map in this priority focuses on action in the following themes:

- creating flexibility to respond to individual student interests, strengths, and goals
- aligning teacher and organizational practice to support a more personalized approach to learning
- promoting student reflection on and self-awareness in learning
- building stronger pathways for pedagogical innovation

Students are first and quick to tell us that they doubt the relevance of all that we ask them to do. We would be foolish to ignore that feedback. Frequent requests from students and their families include magnet programs that offer deeper dives into specific disciplines, more flexible opportunities for earning credit through online and other outside activities, and greater articulation with colleges and universities through dual-enrollment and other cooperative programs.

While we work on these specific suggestions, we also need to provide more flexibility and personalization in every classroom. We do not need a program, an elective, or a magnet program for every student interest. Rather, every student should have every opportunity to pursue interests in every course. This requires pedagogy that focuses on student choice, inquiry, and self-awareness. Every student should achieve a high-enough level of proficiency in a discipline



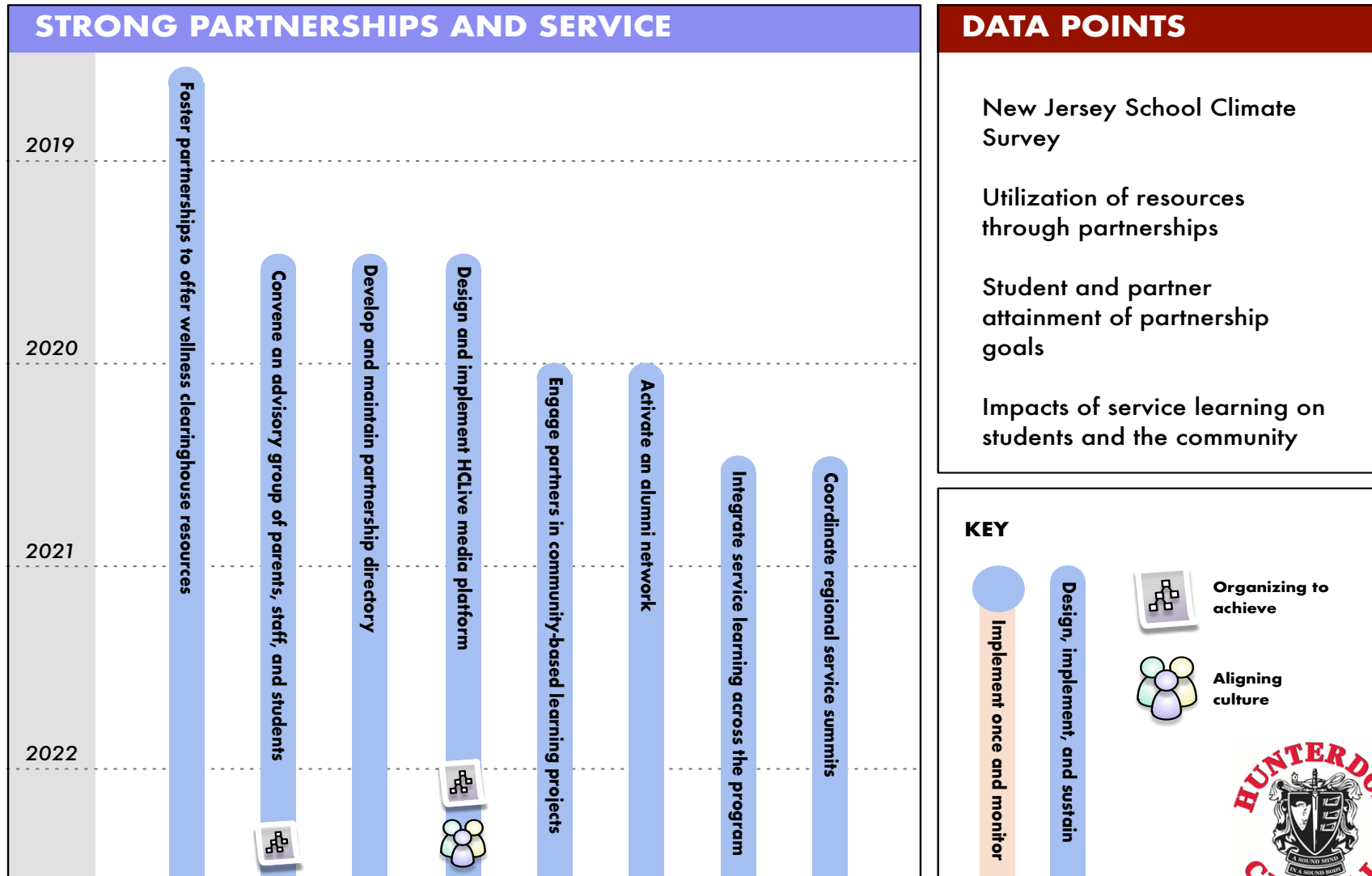
to construct new knowledge, to contribute to the community of learners in that discipline and in our school. Such capstone opportunities will be crucial to the future development of our program.

To facilitate this shift, teachers must have better tools for their own growth and reflection. We must find a teacher evaluation model that expands rather than limits practice. We must also work to remove barriers to, and build stronger pipelines for the flow of innovation across our program.

## Strong Partnerships and Service Road Map

All students will create and engage in partnerships offering mutual benefit, in communities near and far.

All students will invest in themselves and in one another, for the good of individuals and for the greater good.



## **Strong Partnerships and Service Road Map: Discussion and Guidance**

We will measure the impact of our work in Strong Partnerships and Service through:

- specific items in the New Jersey School Climate Survey
- student utilization of resources that partnerships offer
- value earned by students, partners, and the community through partnership and service projects

The road map in this priority focuses on action in the following themes:

- building a clearinghouse of community education and resources
- engaging students in community-based service learning and other projects
- widening communications to and consultation with stakeholders, including alumni

A school can and should be a learning hub for its community. While teaching and learning must always focus on students, the readiness of students to engage in powerful learning requires a community that is fully able to support its youth through that learning. The strongest school communities also recognize that students can be partners in real-world and service learning that brings value back to the community.

To that end, work in these two priorities focuses on bringing students together with the community, and bringing the community together with the school. Naturally, communications are a chief strategy in facilitating this togetherness. We must widen our presence on social media, serve programming and resources through our communications tools that better assist our community in helping our students achieve their goals, and publicize the work of our students and teachers to those who want to know more about it, and who might have help to offer. Communications, then, lead to partnerships, which lead to more authentic learning opportunities for students.

As we expand our school's presence in the community through partnerships and participation, we can help service and other organizations share knowledge and resources. Our development of a clearinghouse not only assists these organizations in the important contributions that they make, but also brings our students in touch with those contributions. Through those connections, and the resulting community-based learning opportunities, we believe that students will achieve understanding of the service opportunities that exist in their future professions.

## Focus on Structure - The Sound Body

The organizational structure that will succeed in this work will:

- identify and assist in the spread of innovations that work
- provide more presence across campus, both to enhance relationships with and offer greater security for students
- build deeper connections between personnel dealing directly and daily with wellness issues, and teachers working with curriculum relevant to those issues
- provide for a more robust communications platform
- offer more sustained feedback from stakeholders

To those ends, we adopt several strategies.



*Design and implement magnet programs.* We have begun reframing our Program of Studies, and appropriate supervisory responsibilities, to ensure that students who have identified strong interests in specific vocations will be able to participate in a pathway of courses. We will seek New Jersey Department of Education recognition for Career and Technical Education programs where appropriate.



*Establish an administrative position focused on innovation.* We have developed and filled the position of Supervisor of Special Projects. This individual will be responsible for finding and shepherding innovative practice through professional development, measurement, and the facilitation of communities of practice.



*Convene an advisory group of parents, staff, and students.* The District faces serious questions as it considers the alignment of structures and practices to our goals. We must consider everything from our bell schedule, to our discipline policies, to our grading practices. We will need help to ensure that we approach recommendations that help us in our work, are fully-informed, and work together toward comprehensive goals.



*Increase security and wellness staffing.* We believe that presence and relationship are the two best security and wellness tools that we have. This plan calls for an increase in presence through adjusted security staffing. We have begun to work with the Raritan Township Municipal Committee to explore the feasibility of Class III officers. Additionally, we will be adding to our specialized counseling staff with a Student Assistance Counselor specializing in mental health and substance abuse, allowing each grade level team to have a dedicate SAC.



*Design and implement HCLive media platform.* Central possesses impressive radio and television studios, with talent, student interest, and support to produce award-winning media. We have leveraged this platform to provide additional wellness resources to our community, but we find opportunity to grow the District's media capabilities through more appropriate staffing, more robust equipment, and more direct connection into the curricular program. If we are to serve our community as a resource, and provide more coordinated and broader communications, we will need more individuals to support more student involvement.



*Align wellness and curriculum goals across the program.* Staff and administrators who work most closely with student wellness issues are sadly separated from the curricular program. We will build more connections between our building administrators, nurses, counselors, and other staff with our teachers in Physical Education and Health and other departments. This will ensure that classroom instruction is the most informed that it can be to provide relevant exploration of student wellness issues, opportunities for student involvement in service learning, and vibrant connections with community experts.

The above strategies proceed from a commitment to facilitating focused work aligned to our strategic priorities. Focus must recognize that declining enrollment and reduction in state aid require us to “right size” our structure. To that end, we have begun to reduce and reorient staffing in administration, counseling, and other areas. In administration, we will move from five to four Vice Principals during the life of this plan in response to enrollment projections. We have filled Counselor vacancies with Student Assistance Counselors to offer additional flexibility in addressing student wellness needs. In academic

departments, we have begun to absorb teaching and other positions through attrition where possible.

We have made and will make several changes to the administrative structure to reach our destinations. As we reduce to four Vice Principals, we will gather extracurricular activities under a single position. Formerly, athletics and clubs fell beneath separate positions. We have also shifted the Counseling Department to reporting to the Director of Special Services, in recognition of the growing number of students utilizing mental health, behavioral planning, and health services, and the resulting need to more closely align those services to one another.

In this restructuring, we must build wider pipelines for teachers, counselors, and other certificated staff to earn administrative experience. We will staff our Extracurricular Department with certificated assistants to implement athletics and club programs, as well as build additional committees and roles within our House Offices to implement attendance and discipline programs.

### *Our Administrative Structure*



## Focus on Culture - The Sound Mind

The organizational and classroom culture that will succeed in this work will:

- focus on relationships, collaboration, and celebration
- maximize student opportunity through inclusivity rather than gatekeeping
- communicate an authentic picture of life at Central
- engage students in decision-making

To those ends, we adopt several strategies.



*Focus classroom and organizational culture on relationships, celebration, and collaboration.* Sadly, some parents responding to our administration of the New Jersey School Climate Survey felt that their child had not found a strong relationship with an adult at Hunterdon Central. Relationships are crucial to student belonging. Adults working at our school must engage in and model effective strategies for organizational problem-solving in the adult world. This effort must include trust-building, communications skills-building, and relationship-building for the adults who work at the school. We have begun to engage in training with expert consultants to reshape Central's culture to support our important work.



*Design and implement HCLive media platform.* In addition to providing a resource for our community, our broadcasting and media platform will be well-positioned to provide reiterations and celebrations of positive culture. We have already utilized our television studio to introduce our culture work to the community, and look forward to resuscitating best practice videos and other broadcasts to further our efforts toward a more positive climate.



*Align placement and leveling to equity and opportunity goals.* High schools still suffer from placement and leveling practices that sort, despite strong evidence on the benefits of offering rather than closing off opportunity. We will examine and adjust leveling and placement to close gaps, better align to student strengths and aspirations, and foster an academic culture focused on growth and collaboration.





*Initiate student wellness summits.* Many of our students are involved in wellness programs, but sometimes work in isolation or in silos from their peers. We will create a structure through a regular student-led wellness summits to bring disparate groups and individual students together into common programming. This will be the culmination of this plan's efforts in the priority of Wellness, as it will leverage all of our partnerships, broadcasting tools, and cultural reframing.

## Action Plans

Wellness		W1
<b>Increase district presence in regional wellness organizations and committees.</b>		
Impact data points: <ul style="list-style-type: none"> <li>• Number of memberships</li> <li>• New Jersey School Climate Survey</li> <li>• Utilization of resources, both for community education and for student assistance</li> </ul>		
Status Date: 2019-07-26		
Summer		
<input type="radio"/>	Determine target organizations and committees.	←
<input type="radio"/>	Review organization and committee missions, charters, and/or statements of purpose against Stewardship Principles.	
Fall through Spring		
<input type="radio"/>	Designate attendees and participate. <ul style="list-style-type: none"> <li>• Identify opportunities for student participation. <b>PL</b> <b>PS</b></li> </ul>	←
<input type="radio"/>	Debrief with key staff to determine applicability of resources. <ul style="list-style-type: none"> <li>• Design additional implementation plans for the implementation of resources, as appropriate.</li> <li>• Identify opportunities for development of clearinghouse resources. <b>PS</b></li> </ul>	
<input type="radio"/>	Measure impact on data points as appropriate.	

☐ Open task
 ☒ Task in progress
 ☒ Completed task

**W** Expansion to Wellness
 **PL** Expansion to Powerful Learning
 **PS** Expansion to Partnerships/Service

Wellness		W2
Conduct campus-wide digital mapping.		
Impact data points: <ul style="list-style-type: none"><li>• New Jersey School Climate Survey</li><li>• Recommended data points, as determined with partners</li></ul>		
		Status Date: 2019-07-26
		Winter 2018-2019
<input checked="" type="radio"/>	Determine vendor.	
		Spring 2018-2019
<input checked="" type="radio"/>	Engage with vendor to complete mapping.	
<input checked="" type="radio"/>	Interface with partners to determine additional data point and best partnership practices for integration into regional EMS systems. PS	
<input type="radio"/> Open task	<input type="radio"/> Task in progress	<input checked="" type="radio"/> Completed task
W Expansion to Wellness	PL Expansion to Powerful Learning	PS Expansion to Partnerships/Service

Wellness		W3
<p><b>Focus classroom culture on relationships and celebration of strengths.</b>  <b>Focus organizational culture on relationships and collaboration.</b></p> <p>Impact data points:</p> <ul style="list-style-type: none"> <li>New Jersey School Climate Survey</li> </ul> <p>Status Date: 2019-07-26</p>		
		Winter 2018-2019
<input checked="" type="radio"/>	Determine consultant.	
		Spring 2019
<input checked="" type="radio"/>	Conduct initial training with focus group of staff.	
<input checked="" type="radio"/>	Conduct training of entire staff.	
<input checked="" type="radio"/>	Conduct focus groups, and adjust training and consultancy as findings indicate.	
<input checked="" type="radio"/>	Take measurement of impact with entire staff through select items in NJ School Climate Survey.	
		Summer
<input type="radio"/>	Evaluate consultancy and develop training plan for upcoming school year, as per budget and as findings indicate, with reflection against Stewardship Principles.	
<input type="radio"/>	Train new staff.	
		Fall through Spring
<input type="radio"/>	Implement training plan.	
<input type="radio"/>	Administer NJ School Climate Survey and adjust training and consultancy as findings indicate.	
<input type="radio"/>	Take measurement of impact with entire staff through select items in NJ School Climate Survey.	
<input type="radio"/>	Open task	
<input checked="" type="radio"/>	Task in progress	
<input checked="" type="radio"/>	Completed task	
<input checked="" type="radio"/>	Expansion to Wellness	
<input checked="" type="radio"/>	Expansion to Powerful Learning	
<input checked="" type="radio"/>	Expansion to Partnerships/Service	

Wellness		W4
<p><b>Engage experts to audit physical security, and implement recommendations. Engage experts in expanded simulation and exercise.</b></p> <p>Impact data points:</p> <ul style="list-style-type: none"> <li>• New Jersey School Climate Survey</li> <li>• Recommended data points, as determined with partners</li> </ul> <p>Status Date: 2019-07-26</p>		
		Ongoing
○	Determine needs and identify potential experts, with reflection against Stewardship Principles.	
○	<p>Identify key staff for implementation planning and budgeting for each targeted need.</p> <ul style="list-style-type: none"> <li>• Prioritize opportunities for simulation and tabletop exercise with experts.</li> <li>• Extend invitations to neighbor and partner districts to expand impact, insight, and relationships.</li> </ul>	
○	Engage in consultancy as per budget in each targeted need.	
○	Interface with experts and other partners to determine additional data points and opportunities for action planning around any recommendations. <b>PS</b>	

○ Open task

**W** Expansion to Wellness

○ Task in progress

**PL** Expansion to Powerful Learning

● Completed task

**PS** Expansion to Partnerships/Service

Wellness		W5
Design and implement athlete wellness program.		
Impact data points: <ul style="list-style-type: none"><li>New Jersey School Climate Survey</li><li>Student and parent focus groups, surveys</li></ul>		
Status Date: 2019-07-26		
Fall through Winter 2019-2020		
<input type="radio"/>	Convene Design Team of students, parents and coaches to identify goals, additional metrics, and potential partners.	
<input type="radio"/>	Design, and implement pilot event(s), with analysis against Stewardship Principles.	
Spring 2020		
<input type="radio"/>	Analyze and report on impacts.	
<input type="radio"/>	Develop action plan for annual implementation cycle. <ul style="list-style-type: none"><li>Revise goals and metrics against pilot impacts and implementation feedback, as necessary.</li><li>Evaluate partnership(s) against goals and metrics.</li><li>Develop annual schedule of implementation, with analysis against Stewardship Principles.</li></ul>	
<input type="radio"/> Open task	<input checked="" type="radio"/> Task in progress	<input checked="" type="radio"/> Completed task
<input checked="" type="checkbox"/> Expansion to Wellness	<input checked="" type="checkbox"/> Expansion to Powerful Learning	<input checked="" type="checkbox"/> Expansion to Partnerships/Service

Wellness		W6
Increase security and wellness staffing.		
Impact data points: <ul style="list-style-type: none"><li>New Jersey School Climate Survey</li><li>Utilization of resources</li><li>Student, parent focus groups</li></ul>		Status Date: 2019-07-26
Spring 2019		
<input checked="" type="radio"/>	Restructure Counseling Department staff to include a Student Assistance Counselor at each grade level.	
<input checked="" type="radio"/>	Survey parents, staff, students on the addition of Class III Special Law Enforcement Officers.	
<input checked="" type="radio"/>	Work with municipal and county partners to reach agreement on the implementation of Class III Officers. PS	
Summer through Fall 2019		
<input type="radio"/>	Integrate Class III Officers, as per budget and recommendations from county and municipal partners. PS	
Spring 2020		
<input type="radio"/>	Analyze and report on impact.	
<input type="radio"/>	Work with partners to plan for additional/revised implementation, with analysis against Stewardship Principles. PS	

☐ Open task

**W** Expansion to Wellness

☐ Task in progress

**PL** Expansion to Powerful Learning

☒ Completed task

**PS** Expansion to Partnerships/Service

Wellness		W7
<b>Develop frameworks and action plans for consistency and expectations.</b> <b>Implement action plans for consistency and expectations.</b>		
Impact data points: <ul style="list-style-type: none"><li>• New Jersey School Climate Survey</li><li>• Grade distribution and other identified consistency metrics</li></ul>		
Status Date: 2019-05-27		
Winter through Spring 2019		
●	Engage Department Supervisors in examinations of grade distributions and classroom expectations (through teacher and department grading and work policies).	
●	Identify and mitigate outlier course sections.	
●	Develop PLC protocols for teacher examination of comparative grade distribution metrics (self compared to department averages).	
Summer		
○	Draft/revise departmental principles of grading and assessment, with reflection against Stewardship Principles and with alignment across departments where appropriate.	
○	Draft departmental schedules and strategies for: <ul style="list-style-type: none"><li>• Engaging teachers in the development/revision of guidelines for realizing grading and assessment principles in the coming school year; <b>PL</b></li><li>• Engaging teachers in ongoing examination of comparative grade distribution metrics in the coming school year;</li><li>• Monitoring for and mitigating anomalies in grade distribution metrics in the coming school year;</li><li>• Advancing additional consistency metrics.</li></ul>	
Fall through Spring		
○	Implement schedules and strategies. <b>PL</b>	
○	Evaluate implementation of schedules and strategies against climate survey results, grade distributions, and other consistency metrics.	
○	Open task	● Completed task
<b>W</b>	Expansion to Wellness	<b>PL</b> Expansion to Powerful Learning
		<b>PS</b> Expansion to Partnerships/Service

○ Open task

**W** Expansion to Wellness

◎ Task in progress


**PL** Expansion to Powerful Learning

● Completed task

**PS** Expansion to Partnerships/Service



Wellness		W8
Align wellness and curriculum goals across the program.		
Impact data points: <ul style="list-style-type: none"><li>New Jersey School Climate Survey</li><li>Other metrics as identified</li></ul>		
Status Date: 2019-05-27		
Fall 2019		
<div><div></div></div>	Convene a Design Team of representatives from Health and Physical Education, school administration, Counseling, Health Services, and Curriculum to draft goals and metrics, and identify potential partners. <div>PS</div>	
Winter 2019		
<div><div></div></div>	Design and implement wellness learning opportunities in Health and Physical Education, with analysis against Stewardship Principles. <div>PLPS</div>	
Spring 2020		
<div><div></div></div>	Analyze and report on impacts.	
<div><div></div></div>	Develop a standing structure to continue implementation of learning opportunities, and to expand opportunities to all academic departments. <div>PLPS</div>	
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>
<div><div></div></div>	<div><div></div></div>	<div><div></div></div>

Powerful Learning		PL1
<b>Design and implement magnet programs.</b>		
Impact data points: <ul style="list-style-type: none"> <li>• Program enrollment</li> <li>• New Jersey School Climate Survey</li> <li>• Recommended data points, as determined with partners and CTE requirements (where appropriate)</li> </ul>		
		Status Date: 2019-07-26
		Fall
<input type="radio"/>	Determine target programs for following school year, with reflection against Stewardship Principles.	
<input type="radio"/>	Determine partners for development and, where appropriate for CTE, roster advisory boards. <b>PS</b>	
<input type="radio"/>	Develop program course sequences, with reflection against Stewardship Principles, and identify staffing needs.	
		Winter
<input type="radio"/>	Adjust Program of Studies and advertise program availability.	
<input type="radio"/>	Enroll students.	
		Spring
<input type="radio"/>	Develop and plan for curriculum writing and staff training, to be implemented through summer and subsequent years.	

☐ Open task

**W** Expansion to Wellness

☐ Task in progress

**PL** Expansion to Powerful Learning

☒ Completed task

**PS** Expansion to Partnerships/Service

Powerful Learning		PL2
Focus classroom technology use on student reflection and collaboration.		
Impact data points: <ul style="list-style-type: none"><li>SAMR level of classroom technology integration.</li><li>New Jersey School Climate Survey</li></ul>		
Status Date: 2019-07-26		
Summer		
<input type="radio"/>	Determine means and structures for professional development to address gaps, with reflection against Stewardship Principles.	◀
Fall through Spring		
<input type="radio"/>	Implement professional development.	
<input type="radio"/>	Conduct classroom technology use snapshot against SAMR model.	—
<input type="radio"/> Open task	<input checked="" type="radio"/> Task in progress	<input checked="" type="radio"/> Completed task
<input checked="" type="radio"/> Expansion to Wellness	<input checked="" type="radio"/> Expansion to Powerful Learning	<input checked="" type="radio"/> Expansion to Partnerships/Service

Powerful Learning		PL3
Audit teacher evaluation models and realign to strategic priorities.		
Impact data points: <ul style="list-style-type: none"><li>New Jersey School Climate Survey</li><li>Alignment of selected model to Evaluation Model Rubric</li></ul>		
Status Date: 2019-07-26		
Fall through Spring 2018-2019		
●	Engage District Evaluation Advisory Committee (DEAC) in exploration of evaluation models against strategic planning destinations, and identification of focus models for additional study.	
Fall 2019		
○	Determine additional learning opportunities in focus models.	
○	Engage DEAC in the development of an Evaluation Model Rubric to assess alignment to strategic priorities and Stewardship Principles.	
○	Engage DEAC in additional learning opportunities in and assessment of focus models.	
○	Engage DEAC in selection of replacement or identification of revisions in existing evaluation model.	
Winter 2019-2020		
○	Engage DEAC in action planning to implement new or revised model, with reflection against Stewardship Principles.	
<div><div>○ Open task</div><div>W Expansion to Wellness</div><div>● Task in progress</div><div>PL Expansion to Powerful Learning</div><div>● Completed task</div><div>PS Expansion to Partnerships/Service</div></div>		

Powerful Learning		PL4
Establish an administrative position focused on innovation.		Status Date: 2019-07-26
		Spring 2019
<input checked="" type="radio"/>	Develop Department Supervisor job description to include duties for shepherding of innovation, with reflection against Stewardship Principles.	
<input checked="" type="radio"/>	Post for and hire Supervisor of Special Projects.	
		Summer 2019
<input type="radio"/>	Work with Supervisor of Special Projects and other staff, as appropriate, to identify protocols, structures, and measures for the facilitation of innovation aligned to strategic priorities, with reflection against Stewardship Principle.	

☐ Open task

☒ Expansion to Wellness

☐ Task in progress

☒ Expansion to Powerful Learning


☒ Completed task

☒ Expansion to Partnerships/Service


Powerful Learning		PL5
<b>Work with partners to increase dual enrollment opportunities.</b>		
Impact data points: <ul style="list-style-type: none"> <li>• New Jersey School Climate Survey</li> <li>• Enrollment and other identified data points</li> </ul>		
		Status Date: 2019-07-26
		Fall 2019
○	Convene a Design Team of representatives from Counseling and Curriculum to develop goals and metrics, and identify potential partners, with reflection against Stewardship Principles. <ul style="list-style-type: none"> <li>• Focus goals and metrics on enhancing engagement through capstone opportunities across all student profiles and demographics (see PL7). <b>W</b></li> <li>• Explore opportunities for cooperation with peer districts. <b>PS</b></li> </ul>	
		Fall through Spring 2019-2020
○	Work with partners to negotiate opportunities. <b>PS</b>	
○	Advertise opportunities and enroll students.	
○	Plan and conduct evaluation, and develop an annual implementation cycle.	
○ Open task	⦿ Task in progress	● Completed task
<b>W</b> Expansion to Wellness	<b>PL</b> Expansion to Powerful Learning	<b>PS</b> Expansion to Partnerships/Service

Powerful Learning		PL6
Design and implement Option II opportunities across the program.		
Impact data points: <ul style="list-style-type: none"><li>New Jersey School Climate Survey</li><li>Enrollment and other identified data points</li></ul>		
Status Date: 2019-07-26		
Fall 2019		
<input type="radio"/>	Convene a Design Team of representatives from Counseling, Curriculum, and Special Services, including teachers, to conduct research (e.g., focus groups of students and parents, etc.) into opportunities, best practices, and challenges.	
<input type="radio"/>	Develop goals and metrics, with reflection against Stewardship Principles.	
<input type="radio"/>	Design opportunities for students to earn credit through Option II programs. <ul style="list-style-type: none"><li>Include an opportunity for two- and three-sport athletes to fulfill all state and Hunterdon Central policy requirements for Health and Physical Education credit through athletic participation.</li><li>Include a process for vetting online course opportunities, and assessing student achievement of required New Jersey Student Learning Standards.</li></ul>	
Winter 2019-2020		
<input type="radio"/>	Advertise opportunities and enroll students.	
<input type="radio"/>	Plan and conduct evaluation, and develop an annual implementation cycle.	

☐ Open task

 Expansion to Wellness

☐ Task in progress

 Expansion to Powerful Learning

☒ Completed task

 Expansion to Partnerships/Service

## Powerful Learning

PL7

### Identify and implement data dashboard and warehouse tools. Develop electronic portfolio and planning tools.

Impact data points:

- New Jersey School Climate Survey
- Other identified data points

Status Date: 2019-07-26

Fall through Winter, 2019-2020



Convene a Design Team of representatives from Counseling, school administration, Information Technology, Curriculum, and Special Services, including teachers, to draft a graduate profile.

- Ensure alignment of profile to Mission and Stewardship Principles.
- Advance data points for the measurement of profile elements at individual student and school-wide levels.
- Identify potential implications for discipline, assessment, and other relevant district policies.



Convene a task force of Design Team representatives, parents, and students to finalize the profile through discussion and broader surveying.



Publicize the profile and data points.



Prepare the profile, data points, and Stewardship Principles as specifications for potential partners to implement dashboard, warehouse, and portfolio tools.

Winter 2019-2020



Offer specifications to potential partners.




Consider proposals and select partner(s).




Work with partner(s) to design implementation and evaluation.

☐ Open task

 Expansion to Wellness

☐ Task in progress

 Expansion to Powerful Learning

☒ Completed task

 Expansion to Partnerships/Service



## Powerful Learning

PL8

**Work to expand student-driven and individualized learning.  
Design capstone experiences across the program.**

Impact data points:

- New Jersey School Climate Survey
- Other identified data points

Status Date: 2019-07-26

Winter, 2019-2020



Convene a Design Team of representatives from Counseling, school administration, Curriculum, and Special Services, including teachers, to draft principles for student-driven and individualized learning, with reflection against Stewardship Principles.

- Identify connections to other action plans that can contribute progress and greater understanding to principles. **W** **PS**
- Identify existing practices (e.g., inquiry, magnet programs, offerings, etc.) that align to principles.



Identify gaps between current practices and fulfillment of principles, with specific attention to availability of opportunities for all students.



Publicize principles and gaps.

Spring 2020



Convene a task force of Design Team representatives, parents, and students to design opportunities.

- Consider multi-year, portfolio-driven work.
- Ensure engagement through alignment to individual student passions. **W**
- Ensure connections to community needs and projects. **PS**
- Identify potential capstone pathways across the program.
- Align to Stewardship Principles.



Develop plans for implementing and evaluating opportunities.

☐ Open task

**W** Expansion to Wellness

☐ Task in progress

**PL** Expansion to Powerful Learning

☒ Completed task

**PS** Expansion to Partnerships/Service

Powerful Learning		PL9
<b>Align leveling to equity and opportunity goals.</b> <b>Align placement to leveling and opportunity goals.</b>		
Impact data points: <ul style="list-style-type: none"><li>• New Jersey School Climate Survey</li><li>• Coursetaking metrics</li></ul>		
Status Date: 2019-07-26		
Winter, 2019-2020		
<input type="radio"/>	Convene a Design Team of staff, parents, and students to state implications of the graduate profile (see <i>PL7</i> ) on: <ul style="list-style-type: none"><li>• Current leveling practices across all departments;</li><li>• Current course placement practices across all departments;</li><li>• Proposed Option II opportunities (see <i>PL6</i>).</li></ul>	
<input type="radio"/>	Identify and study coursetaking metrics to determine extent to which achievement of the graduate profile is available to all students.	
<input type="radio"/>	Publicize determinations.	
Spring 2020		
<input type="radio"/>	Propose leveling and placement practices that close gaps discovered through determinations, with reflection against Stewardship Principles.	
<input type="radio"/>	Develop plans for implementing and evaluating new/adjusted practices, enlisting participation of partner K-8 districts where appropriate. <b>PS</b>	
<input type="radio"/> Open task	<input checked="" type="radio"/> Task in progress	<input checked="" type="radio"/> Completed task
<b>W</b> Expansion to Wellness	<b>PL</b> Expansion to Powerful Learning	<b>PS</b> Expansion to Partnerships/Service

Strong Partnerships and Service		PS1
<b>Foster partnerships to offer wellness clearinghouse resources.</b>		
Impact data points: <ul style="list-style-type: none"> <li>Utilization of clearinghouse resources</li> <li>New Jersey School Climate Survey</li> </ul>		
		Status Date: 2019-07-26
		Ongoing
○	Identify potential partners with expertise in current wellness issues.	W
○	Work with selected partner(s) to determine appropriate media and/or other resource to offer to the community.	
○	Work with selected partner(s) and appropriate staff to develop and release resource, with reflection against Stewardship Principles.	PL
○	Measure utilization of resource, adjusting in response to findings.	
<div> <div>○ Open task</div> <div>○ Task in progress</div> <div>● Completed task</div> </div> <div> <div>W Expansion to Wellness</div> <div>PL Expansion to Powerful Learning</div> <div>PS Expansion to Partnerships/Service</div> </div>		

## Strong Partnerships and Service

PS2

### Convene an advisory group of parents, staff and students.

Impact data points:

- New Jersey School Climate Survey
- Other satisfaction metrics as determined

Status Date: 2019-07-26

Fall 2019

- ☐ Convene a group of parents, staff, and students to discuss:
  - Trends and solutions in the broader world of public education, and their suitability to fulfilling Mission and Stewardship Principles; **W** **PL**
  - Ongoing evaluation of metrics identified in *Destinations*; **W** **PL**
  - Publicizing progress and innovation. **W** **PL**

- ☐ Develop schedule for periodic meetings, and plans for evaluation.

☐ Open task

**W** Expansion to Wellness

☐ Task in progress

**PL** Expansion to Powerful Learning

☒ Completed task

**PS** Expansion to Partnerships/Service

Strong Partnerships and Service		PS3
Develop and maintain a partnership directory.		
Impact data points: <ul style="list-style-type: none"><li>Utilization and impact of partnerships</li></ul>		
Status Date: 2019-07-26		
Fall through Winter 2019		
<div>○</div>	Survey current partnerships, including those utilized by students in service and other projects, and those utilized for district public relations and public service purposes. <ul style="list-style-type: none"><li>Determine a list of organizations and individuals in partnership with the district.</li><li>Determine efficacy of current partnerships in fulfilling Stewardship Principles and strategic planning goals. <div>W</div><div>PL</div></li></ul>	
<div>○</div>	Develop an instrument to gauge new partnerships and existing partnerships towards fulfillment of Stewardship Principles and strategic planning goals. <div>W</div> <div>PL</div>	
Fall through Summer		
<div>○</div>	Maintain and publicize a database of current partners, with detail on alignment to Stewardship Principles and strategic planning goals, and a tool to enroll new partners. <div>W</div> <div>PL</div>	
<div>○</div>	Solicit new partners to enroll, with reflection against Stewardship Principles and strategic planning goals, particularly where action plans specify partners.	
<div>○</div>	Log and evaluate utilization of partnerships.	
<div><div>○ Open task</div><div>⦿ Task in progress</div><div>● Completed task</div></div> <div><div><div>W</div> Expansion to Wellness</div><div><div>PL</div> Expansion to Powerful Learning</div><div><div>PS</div> Expansion to Partnerships/Service</div></div>		

Strong Partnerships and Service		PS4
Develop and implement <i>HCLive</i> media platform.		
Impact data points: <ul style="list-style-type: none"><li>• New Jersey School Climate Survey</li><li>• Traffic and other outreach metrics as determined</li></ul>		
Status Date: 2019-07-26		
Fall 2019		
○	Audit current capabilities across all media, with reflection against Stewardship Principles. <b>W</b> <b>PL</b>	
○	Develop an implementation plan, with strategies and timelines for evaluation, for launch and expansion of media platform, with consideration to: <ul style="list-style-type: none"><li>• Alignment to curricular goals in appropriate departments, with involvement of a greater number of students through that alignment; <b>PL</b></li><li>• Greater utilization for internal professional development purposes; <b>W</b><b>PL</b></li><li>• Increased social media and other online presence;</li><li>• Frameworks for maintaining social and technological relevance;</li><li>• Active involvement of professionals and post-secondary institutions specializing in the communications and media fields. <b>PL</b></li></ul>	
Winter and Ongoing		
○	Implement action plan.	
<div>○ Open task</div> <div><b>W</b> Expansion to Wellness</div> <div>◎ Task in progress</div> <div><b>PL</b> Expansion to Powerful Learning</div> <div>● Completed task</div> <div><b>PS</b> Expansion to Partnerships/Service</div>		

## Strong Partnerships and Service

PS5

### Engage partners in community-based learning projects.

Impact data points:

- New Jersey School Climate Survey
- Utilization and impact metrics as determined

Status Date: 2019-07-26

Winter 2019-2020



Convene a Design Team of staff and community partners to draft a charter for a community-based learning clearinghouse, in which community projects can connect with student volunteers.

- Align the charter to Stewardship Principles, strategic planning goals, and graduate profile (see *PL7*). **W** **PL**
- Interface with other Design Teams (specifically *PL8*) to understand where community-based learning projects can help to close gaps in opportunity. **PL**
- Align to partnership instrument (see *PS3*).
- Develop action plan that includes publicity, recruitment of increasing numbers community organizations and student volunteers, and evaluation of efforts against Stewardship Principles and strategic planning goals. **W** **PL**

Spring 2020 and Ongoing



Implement action plan.

Open task

**W** Expansion to Wellness

Task in progress

**PL** Expansion to Powerful Learning

Completed task

**PS** Expansion to Partnerships/Service

## Strong Partnerships and Service

PS6

### Activate an alumni network.

Impact data points:

- New Jersey School Climate Survey
- Other impact data points as determined

Status Date: 2019-07-26

Winter 2019-2020



Convene a Design Team of staff and alumni to develop action plan, with strategies and timelines for evaluation, for an alumni network that:

- Contributes to fulfillment of Stewardship Principles and strategic planning goals; **W****PL**
- Interfaces with action plans throughout *Destinations* that would benefit from alumni involvement; **W****PL**
- Has strategies for measurement and soliciting involvement;
- Utilizes social media and other tools (e.g., *HCLive* in *PS4*) to maintain connections and involvement.

Spring 2020 and Ongoing



Implement action plan.

○ Open task

**W** Expansion to Wellness

◎ Task in progress

**PL** Expansion to Powerful Learning

● Completed task

**PS** Expansion to Partnerships/Service





# **Appendix A**

**Fall 2018 NJ School Climate Survey Results**

## WELLNESS

### Students

Survey Prompt	++	+-	-+	—	Mean
In my school, students have lots of chances to help decide things, like activities and rules.	130	983	1021	425	2.32
Thinking back to the beginning of this school year, how often did you enjoy being in school?	216	888	986	472	2.33
Most students in my school do their best, even when their work is difficult.	119	1118	990	347	2.39
Thinking back to the beginning of the school year, how often did you hate being in school?	231	1065	777	487	2.41
Students help decide what goes on in my school.	177	1109	839	428	2.41
Adults in this school apply the same rules to all students equally.	197	1090	866	406	2.42
Teachers and other adults here listen to students' ideas about the school.	155	1217	858	323	2.47
Most students in my school are well-behaved.	84	1388	789	307	2.49
Most students in my school do not really care about each other.	177	1237	868	284	2.51
My teachers make learning interesting.	196	1226	886	262	2.53
My teachers notice when I am doing a good job and let me know about it.	213	1200	898	251	2.54
My school is kept clean.	162	1408	750	252	2.58
Most students in my school are easily able to work out disagreements with other students.	113	1461	784	200	2.58
The length of the school day is about right.	162	1467	673	274	2.59
Students at this school are often teased or picked on.	269	1230	841	212	2.61
I often do not have enough time to get from one class to the next.	298	1275	779	228	2.64
Students in my school treat each other with respect.	129	1565	700	166	2.65
Students are treated fairly by the adults in the school.	204	1492	626	240	2.65
My teachers give me a lot of encouragement.	291	1321	765	195	2.66
My teachers will help me improve my work if I do poorly on an assignment.	294	1380	685	215	2.68
Most students in my school treat each other well.	119	1690	599	152	2.69
There are lots of chances for students in my school to talk with a teacher one-on-one.	298	1471	625	168	2.74

Survey Prompt	++	+-	-+	—	Mean
My teachers really care about me.	294	1493	594	177	2.74
My school has clear rules and consequences for behavior.	353	1455	593	174	2.77
I feel like I belong at this school.	345	1596	433	179	2.83
Most students in my school help each other when asked.	222	1844	403	96	2.85
Adults in this school are usually willing to make the time to give students extra help.	311	1735	403	109	2.88
I like my school building.	325	1761	359	126	2.89
I have opportunities to express myself at school.	463	1500	460	142	2.89
Teachers at my school treat students with respect.	399	1666	356	139	2.91
Harassment, intimidation, and bullying by other students are a problem at my school.	527	1415	475	142	2.91
Students at this school are often bullied.	469	1545	410	130	2.92
My teachers provide me with lots of chances to be part of class discussions or activities.	336	1838	312	76	2.95
I wish I went to a different school.	659	1328	350	222	2.95
How safe do you feel in the hallways and bathrooms of the school?	815	1075	503	172	2.99
My teachers will give me extra help at school outside of our regular class.	469	1763	253	82	3.02
How safe do you feel outside around the school?	809	1231	437	87	3.08
How safe do you feel in your classes?	1275	966	252	68	3.35
Students have lots of chances in my school to get involved in sports, clubs, and other school activities outside of class.	1169	1205	128	65	3.35
I sometimes stay home because I do not feel safe at school.	1265	1048	179	68	3.37
My parents would punish me if they found out I skipped school.	1449	780	221	110	3.39
My family wants me to do well in school.	1959	561	20	21	3.74

## Parents

Survey Prompt	++	+-	-+	—	Mean
School staff has helped my child learn how to manage time.	49	211	143	14	2.71
The teachers in the school have built strong relationships with my child.	63	193	139	17	2.73
Students at my child's school are well-behaved.	22	291	88	18	2.76
The best teachers and staff are kept at my child's school.	53	237	95	18	2.81
The rules for student conduct are consistently enforced at my child's school.	59	248	77	26	2.83
Students at my child's school respect their teachers.	42	288	78	5	2.89
The teachers at my child's school are excellent.	69	243	85	13	2.90
I feel welcome at my child's school.	69	266	59	17	2.94
My child feels safe at school.	53	319	41	12	2.97
School staff has a positive impact on my child's behavior.	57	282	61	5	2.97
My child has pride in the school.	67	277	68	4	2.98
The rules for student behavior at my child's school are fair.	61	295	43	12	2.99
Overall, I am satisfied with my child's school.	69	301	44	9	3.02
My child's school environment is clean and in good condition.	66	311	40	7	3.03
The teachers and staff at my child's school follow through on commitments.	69	289	46	5	3.03
Adults who work in my child's school treat students with respect.	70	291	39	9	3.03
I like my child's school building.	67	315	38	5	3.04
I am satisfied with the length of the school day.	78	303	34	9	3.06
My child is safe going to and from school.	69	325	27	4	3.08
School staff encourages students to respect each other's differences (for example, gender, race, culture, etc.).	81	290	32	9	3.08
Adults in my child's school seem to work well with one another.	57	318	21	3	3.08
I wish my child went to a different school.	118	228	45	20	3.08
My child can turn to friends at school with questions about homework.	84	295	32	9	3.08

Survey Prompt	++	+-	-+	—	Mean
My child has friends at school he or she can trust and talk to about problems.	106	253	44	14	3.08
Teachers at my child's school set high standards for students.	86	291	33	7	3.09
My child's teachers encourage students to think independently.	89	281	40	3	3.10
I feel comfortable talking with my child's teachers.	98	282	35	4	3.13
I am proud that my child attends this school.	119	253	44	4	3.16
Overall, I respect the teachers at my child's school.	116	282	20	4	3.21

## Certificated Staff

Survey Prompt	++	+-	-+	—	Mean
I spend a great deal of time dealing with students' social and emotional challenges.	5	82	114	28	2.28
Students at this school learn ways to manage time.	2	94	103	25	2.33
School administrators and staff communicate with each other effectively.	10	103	78	35	2.39
Teachers talk with students about ways to understand and control emotions.	1	110	101	11	2.45
Students have pride in the school.	5	118	84	23	2.46
The school consistently enforces the code of student conduct.	11	104	91	20	2.47
School administrators recognize staff for a job well-done.	14	123	70	22	2.56
In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcomes.	10	122	77	14	2.57
At this school, it is common for students to tease and insult one another.	11	128	83	6	2.63
Parents respect their children's teachers.	12	152	54	7	2.75
School administrators communicate effectively with others from diverse backgrounds.	11	154	39	10	2.78
At this school, I am treated and respected as an educational professional.	29	141	43	17	2.79
Students in this school respect each other's differences (for example, gender, race, culture, etc.).	12	171	40	5	2.83
School administrators promote the success of all students.	16	166	36	9	2.83
Staff members have close working relationships with each other.	22	156	47	6	2.84
School administrators back me up when I need it.	33	134	42	12	2.85
Students respect their teachers.	14	184	30	1	2.92
The school community has high expectations of all students.	42	141	41	6	2.95
Students at this school don't care about learning.	37	150	38	4	2.96
I am dissatisfied with opportunities for my professional growth.	39	145	36	6	2.96
I look forward to coming to work every day.	38	149	31	6	2.98
The school staff respects and embraces diversity.	32	168	25	5	2.99
Adults at this school build strong relationships with students.	24	179	25	0	3.00

Survey Prompt	++	+-	-+	—	Mean
This school encourages students to get involved in extracurricular activities.	40	159	29	1	3.04
The school environment is clean and in good condition.	55	141	27	7	3.06
Students at this school are well-behaved.	34	179	13	3	3.07
The code of student conduct is fair.	26	190	11	0	3.07
Adults who work in this school typically work well with one another.	33	186	11	0	3.10
Parents care about how their child performs in school.	42	174	11	0	3.14
I take pride in the appearance of the school.	61	141	21	3	3.15
This school is a good place for me to work and learn.	52	157	13	2	3.16
Students are safe at this school.	63	150	14	3	3.19
I have access to the tools I need to do my job.	62	152	10	4	3.19
I am proud to tell others that I work at this school.	65	145	15	3	3.19
Adults who work in this school treat students with respect.	53	169	7	0	3.20
I spend too much of my time with students on disciplining them.	66	147	11	4	3.21
Many students at this school go out of their way to treat other students badly.	62	158	9	1	3.22
I feel safe outside on the school grounds.	101	118	7	3	3.38
I feel safe in the hallways and bathrooms.	98	122	7	1	3.39
I feel safe in the classrooms.	101	121	5	2	3.40

## Other Staff

Survey Prompt	++	+-	-+	—	Mean
School administrators and staff communicate with each other effectively.	4	34	16	6	2.60
The school consistently enforces the code of student conduct.	2	37	19	3	2.62
When I work with students, I spend most of that time dealing with their social and emotional challenges.	5	30	14	5	2.65
I am dissatisfied with opportunities for my professional growth.	6	36	15	6	2.67
School administrators recognize staff for a job well-done.	10	28	18	6	2.68
Students have pride in the school.	6	37	20	0	2.78
Parents respect the staff at this school.	2	41	13	0	2.80
School administrators follow through on commitments.	5	42	11	2	2.83
At this school, I am treated and respected as a professional.	8	40	14	2	2.84
At this school, it is common for students to tease and insult one another.	7	38	14	0	2.88
Students respect the staff at this school.	4	48	10	0	2.90
School administrators communicate effectively with others from diverse backgrounds.	6	39	11	0	2.91
In this school, we teach and practice ways to resolve disagreements so that everyone can be satisfied with the outcomes.	9	44	10	2	2.92
School administrators back me up when I need it.	8	39	12	0	2.93
Staff members have close working relationships with each other.	8	46	9	1	2.95
The school environment is clean and in good condition.	11	47	6	2	3.02
Parents care about how their child performs in school.	8	45	7	0	3.02
Students at this school are well-behaved.	8	51	6	0	3.03
Students at this school don't care about learning.	8	49	6	0	3.03
The school staff respects and embraces diversity.	10	45	8	0	3.03
I have access to the tools I need to do my job.	7	55	4	0	3.05
Adults who work in this school typically work well with one another.	8	53	4	0	3.06
Adults at this school build strong relationships with students.	8	49	2	0	3.10



Survey Prompt	++	+-	-+	—	Mean
I look forward to coming to work every day.	14	45	7	0	3.11
Many students at this school go out of their way to treat other students badly.	12	44	3	0	3.15
This school is a good place for me to work and learn.	15	46	3	1	3.15
The school community has high expectations of all students and employees.	14	48	2	0	3.19
I take pride in the appearance of the school.	18	45	3	0	3.23
Adults who work in this school treat students with respect.	15	48	0	0	3.24
Students are safe at this school.	18	45	1	0	3.27
I feel safe in the classrooms.	18	42	0	0	3.30
I feel safe outside on the school grounds.	22	44	0	0	3.33
I feel safe in the hallways and bathrooms.	22	43	0	0	3.34
I am proud to tell others that I work at this school.	24	40	1	0	3.35

# POWERFUL LEARNING

## Students

Survey Prompt	++	+-	-+	—	Mean
Most students in my school do all their homework.	54	916	1107	493	2.21
Thinking back to the beginning of the school year, how often did you feel that the school work you were assigned was meaningful?	192	756	1194	416	2.28
Thinking back to the beginning of this school year, how often did you enjoy being in school?	216	888	986	472	2.33
Most students in my school do their best, even when their work is difficult.	119	1118	990	347	2.39
My teachers often assign homework that helps me learn.	165	1178	782	444	2.41
Thinking back to the beginning of the school year, how often did you hate being in school?	231	1065	777	487	2.41
Most students in my school try to do a good job on schoolwork even when it is not interesting.	95	1255	996	231	2.47
My teachers make learning interesting.	196	1226	886	262	2.53
My teachers notice when I am doing a good job and let me know about it.	213	1200	898	251	2.54
The length of the school day is about right.	162	1467	673	274	2.59
Most students in my school think it is OK to cheat if other students are cheating.	290	1203	868	204	2.62
Students in my school treat each other with respect.	129	1565	700	166	2.65
Students are treated fairly by the adults in the school.	204	1492	626	240	2.65
My teachers give me a lot of encouragement.	291	1321	765	195	2.66
My teachers will help me improve my work if I do poorly on an assignment.	294	1380	685	215	2.68
There are lots of chances for students in my school to talk with a teacher one-on-one.	298	1471	625	168	2.74
My teachers really care about me.	294	1493	594	177	2.74
My teachers encourage students to share their ideas about things we are studying in class.	294	1518	599	160	2.76
Adults in this school are usually willing to make the time to give students extra help.	311	1735	403	109	2.88
I have opportunities to express myself at school.	463	1500	460	142	2.89
Teachers at my school treat students with respect.	399	1666	356	139	2.91
My teachers provide me with lots of chances to be part of class discussions or activities.	336	1838	312	76	2.95

Survey Prompt	++	+-	-+	—	Mean
My teachers will give me extra help at school outside of our regular class.	469	1763	253	82	3.02
My parents ask if I've gotten my homework done.	1150	1004	248	160	3.23
My parents would punish me if they found out I skipped school.	1449	780	221	110	3.39
My family wants me to do well in school.	1959	561	20	21	3.74

## Parents

Survey Prompt	++	+-	-+	—	Mean
School staff has helped my child learn how to manage time.	49	211	143	14	2.71
The teachers in the school have built strong relationships with my child.	63	193	139	17	2.73
Students at my child's school are well-behaved.	22	291	88	18	2.76
My child's academic performance has improved because of the staff at this school.	56	215	130	11	2.77
The best teachers and staff are kept at my child's school.	53	237	95	18	2.81
Teachers assign high-quality homework that helps my child learn.	47	262	83	19	2.82
Students at my child's school respect their teachers.	42	288	78	5	2.89
The teachers at my child's school are excellent.	69	243	85	13	2.90
School staff has a positive impact on my child's behavior.	57	282	61	5	2.97
My child has pride in the school.	67	277	68	4	2.98
The rules for student behavior at my child's school are fair.	61	295	43	12	2.99
I know what my child's teacher expects of my child.	72	281	53	8	3.01
Overall, I am satisfied with my child's school.	69	301	44	9	3.02
I am well-informed about how my child is doing in school.	89	250	64	9	3.02
The learning environment at my child's school is excellent.	88	260	65	6	3.03
The teachers and staff at my child's school follow through on commitments.	69	289	46	5	3.03
Adults who work in my child's school treat students with respect.	70	291	39	9	3.03
I like my child's school building.	67	315	38	5	3.04
The academic needs of students are met at my child's school.	89	270	53	7	3.05
I am satisfied with the length of the school day.	78	303	34	9	3.06
School staff encourages students to respect each other's differences (for example, gender, race, culture, etc.).	81	290	32	9	3.08
Adults in my child's school seem to work well with one another.	57	318	21	3	3.08
I wish my child went to a different school.	118	228	45	20	3.08

Survey Prompt	++	+-	-+	—	Mean
My child can turn to friends at school with questions about homework.	84	295	32	9	3.08
My child has friends at school he or she can trust and talk to about problems.	106	253	44	14	3.08
Teachers at my child's school set high standards for students.	86	291	33	7	3.09
My child's teachers encourage students to think independently.	89	281	40	3	3.10
I feel comfortable talking with my child's teachers.	98	282	35	4	3.13
I am proud that my child attends this school.	119	253	44	4	3.16
I am satisfied with the extracurricular activities at my child's school.	136	240	38	10	3.18

## Certificated Staff

Survey Prompt	++	+-	-+	—	Mean
The school's schedule allows adequate time for staff collaboration.	6	41	119	62	1.96
Some students at this school just cannot be motivated to do the work.	4	65	133	28	2.20
The school's schedule allows adequate time for teacher preparation and planning.	8	77	97	46	2.21
Students at this school learn ways to manage time.	2	94	103	25	2.33
Class enrollments are too large.	6	99	103	17	2.42
School administrators are aware of what goes on in the classrooms.	10	105	84	26	2.44
Teachers talk with students about ways to understand and control emotions.	1	110	101	11	2.45
Students have pride in the school.	5	118	84	23	2.46
Teachers do not have enough autonomy over their classrooms.	11	125	64	26	2.54
The best teachers and staff are retained at this school.	17	114	81	11	2.61
School administrators give me useful feedback on my work with students.	21	141	47	19	2.72
School administrators communicate effectively with others from diverse backgrounds.	11	154	39	10	2.78
At this school, I am treated and respected as an educational professional.	29	141	43	17	2.79
Parents are aware of what is expected of their child at this school.	13	155	51	5	2.79
Students in this school respect each other's differences (for example, gender, race, culture, etc.).	12	171	40	5	2.83
School administrators promote the success of all students.	16	166	36	9	2.83
Staff members have close working relationships with each other.	22	156	47	6	2.84
Students respect their teachers.	14	184	30	1	2.92
The school community has high expectations of all students.	42	141	41	6	2.95
Students at this school don't care about learning.	37	150	38	4	2.96
Students at this school get the chance to work independently.	25	169	31	2	2.96
I look forward to coming to work every day.	38	149	31	6	2.98
The school staff respects and embraces diversity.	32	168	25	5	2.99

Survey Prompt	++	+-	-+	—	Mean
Adults at this school build strong relationships with students.	24	179	25	0	3.00
Students at this school are encouraged to think critically.	33	170	22	2	3.03
Students at this school are well-behaved.	34	179	13	3	3.07
Parents care about how their child performs in school.	42	174	11	0	3.14
This school is a good place for me to work and learn.	52	157	13	2	3.16
I have access to the tools I need to do my job.	62	152	10	4	3.19
I spend too much of my time with students on disciplining them.	66	147	11	4	3.21

## Other Staff

Survey Prompt	++	+-	-+	—	Mean
Students have pride in the school.	6	37	20	0	2.78
At this school, I am treated and respected as a professional.	8	40	14	2	2.84
Supervisors and administrators give me useful feedback on my work.	9	41	13	3	2.85
Students respect the staff at this school.	4	48	10	0	2.90
School administrators communicate effectively with others from diverse backgrounds.	6	39	11	0	2.91
The school's schedule allows adequate time for me to work with my colleagues.	9	41	12	1	2.92
The best people work here, and want to stay here.	7	45	12	0	2.92
Staff members have close working relationships with each other.	8	46	9	1	2.95
Parents are aware of what is expected of their child at this school.	8	42	6	1	3.00
Parents care about how their child performs in school.	8	45	7	0	3.02
Students at this school are well-behaved.	8	51	6	0	3.03
Students at this school don't care about learning.	8	49	6	0	3.03
The school staff respects and embraces diversity.	10	45	8	0	3.03
I have access to the tools I need to do my job.	7	55	4	0	3.05
Adults at this school build strong relationships with students.	8	49	2	0	3.10
I look forward to coming to work every day.	14	45	7	0	3.11
This school is a good place for me to work and learn.	15	46	3	1	3.15
The school community has high expectations of all students and employees.	14	48	2	0	3.19



## STRONG PARTNERSHIPS

### Students

Survey Prompt	++	+-	-+	—	Mean
In my school, students have lots of chances to help decide things, like activities and rules.	130	983	1021	425	2.32
Students help decide what goes on in my school.	177	1109	839	428	2.41
Teachers and other adults here listen to students' ideas about the school.	155	1217	858	323	2.47
Most students in my school are easily able to work out disagreements with other students.	113	1461	784	200	2.58
Students in my school treat each other with respect.	129	1565	700	166	2.65
My teachers give me a lot of encouragement.	291	1321	765	195	2.66
Most students in my school treat each other well.	119	1690	599	152	2.69
There are lots of chances for students in my school to talk with a teacher one-on-one.	298	1471	625	168	2.74
My teachers really care about me.	294	1493	594	177	2.74
My teachers encourage students to share their ideas about things we are studying in class.	294	1518	599	160	2.76
I feel like I belong at this school.	345	1596	433	179	2.83
I have opportunities to express myself at school.	463	1500	460	142	2.89
Teachers at my school treat students with respect.	399	1666	356	139	2.91
My teachers will give me extra help at school outside of our regular class.	469	1763	253	82	3.02
My parents ask if I've gotten my homework done.	1150	1004	248	160	3.23
Students have lots of chances in my school to get involved in sports, clubs, and other school activities outside of class.	1169	1205	128	65	3.35
My parents would punish me if they found out I skipped school.	1449	780	221	110	3.39
My family wants me to do well in school.	1959	561	20	21	3.74

## Parents

Survey Prompt	++	+-	-+	—	Mean
Parents are involved in making important school decisions.	17	159	189	43	2.37
I am actively involved with my child's school.	35	182	181	13	2.58
My child's school tries to get family members to take part in school activities.	39	194	152	25	2.60
School staff has helped my child learn how to manage time.	49	211	143	14	2.71
The teachers in the school have built strong relationships with my child.	63	193	139	17	2.73
The best teachers and staff are kept at my child's school.	53	237	95	18	2.81
The rules for student conduct are consistently enforced at my child's school.	59	248	77	26	2.83
I know what is going on in my child's school.	47	264	97	10	2.83
Students at my child's school respect their teachers.	42	288	78	5	2.89
The teachers at my child's school are excellent.	69	243	85	13	2.90
I feel welcome at my child's school.	69	266	59	17	2.94
School staff has a positive impact on my child's behavior.	57	282	61	5	2.97
My child has pride in the school.	67	277	68	4	2.98
The rules for student behavior at my child's school are fair.	61	295	43	12	2.99
I know what my child's teacher expects of my child.	72	281	53	8	3.01
Overall, I am satisfied with my child's school.	69	301	44	9	3.02
I am well-informed about how my child is doing in school.	89	250	64	9	3.02
The teachers and staff at my child's school follow through on commitments.	69	289	46	5	3.03
Adults who work in my child's school treat students with respect.	70	291	39	9	3.03
The academic needs of students are met at my child's school.	89	270	53	7	3.05
I wish my child went to a different school.	118	228	45	20	3.08
Teachers at my child's school set high standards for students.	86	291	33	7	3.09
Communication with families occurs in an open and respectful manner.	107	269	40	6	3.13

Survey Prompt	++	+-	-+	—	Mean
I feel comfortable talking with my child's teachers.	98	282	35	4	3.13
I am proud that my child attends this school.	119	253	44	4	3.16
I am satisfied with the extracurricular activities at my child's school.	136	240	38	10	3.18
Overall, I respect the teachers at my child's school.	116	282	20	4	3.21

## Certificated Staff

Survey Prompt	++	+-	-+	—	Mean
The school's schedule allows adequate time for staff collaboration.	6	41	119	62	1.96
School administrators involve staff in decision making and problem solving.	8	86	82	55	2.20
School administrators and staff communicate with each other effectively.	10	103	78	35	2.39
School administrators are aware of what goes on in the classrooms.	10	105	84	26	2.44
Teachers talk with students about ways to understand and control emotions.	1	110	101	11	2.45
Students have pride in the school.	5	118	84	23	2.46
The school consistently enforces the code of student conduct.	11	104	91	20	2.47
Parents are actively involved with the school.	10	106	96	12	2.51
Teachers do not have enough autonomy over their classrooms.	11	125	64	26	2.54
School administrators recognize staff for a job well-done.	14	123	70	22	2.56
In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcomes.	10	122	77	14	2.57
School administrators follow through on commitments.	11	126	66	17	2.60
The best teachers and staff are retained at this school.	17	114	81	11	2.61
School administrators hold themselves to the same high expectations as others.	16	136	45	24	2.65
Parents know what is going on in this school.	15	128	72	5	2.70
School administrators give me useful feedback on my work with students.	21	141	47	19	2.72
Parents respect their children's teachers.	12	152	54	7	2.75
School administrators communicate effectively with others from diverse backgrounds.	11	154	39	10	2.78
At this school, I am treated and respected as an educational professional.	29	141	43	17	2.79
Parents are aware of what is expected of their child at this school.	13	155	51	5	2.79
Students in this school respect each other's differences (for example, gender, race, culture, etc.).	12	171	40	5	2.83
School administrators promote the success of all students.	16	166	36	9	2.83
Staff members have close working relationships with each other.	22	156	47	6	2.84

Survey Prompt	++	+-	-+	—	Mean
School administrators back me up when I need it.	33	134	42	12	2.85
Parents are made to feel welcome in this school.	22	155	42	3	2.88
Students respect their teachers.	14	184	30	1	2.92
The school community has high expectations of all students.	42	141	41	6	2.95
I am dissatisfied with opportunities for my professional growth.	39	145	36	6	2.96
I look forward to coming to work every day.	38	149	31	6	2.98
The school staff respects and embraces diversity.	32	168	25	5	2.99
Adults at this school build strong relationships with students.	24	179	25	0	3.00
Students at this school are well-behaved.	34	179	13	3	3.07
The code of student conduct is fair.	26	190	11	0	3.07
Adults who work in this school typically work well with one another.	33	186	11	0	3.10
Parents care about how their child performs in school.	42	174	11	0	3.14
This school is a good place for me to work and learn.	52	157	13	2	3.16
I have access to the tools I need to do my job.	62	152	10	4	3.19
Adults who work in this school treat students with respect.	53	169	7	0	3.20

## Other Staff

Survey Prompt	++	+-	-+	—	Mean
School administrators involve staff in decision making and problem solving.	2	31	20	6	2.49
School administrators and staff communicate with each other effectively.	4	34	16	6	2.60
The school consistently enforces the code of student conduct.	2	37	19	3	2.62
Parents are actively involved with the school.	4	34	18	3	2.66
I am dissatisfied with opportunities for my professional growth.	6	36	15	6	2.67
School administrators recognize staff for a job well-done.	10	28	18	6	2.68
Students have pride in the school.	6	37	20	0	2.78
Parents respect the staff at this school.	2	41	13	0	2.80
At this school, I am treated and respected as a professional.	8	40	14	2	2.84
Supervisors and administrators give me useful feedback on my work.	9	41	13	3	2.85
Students respect the staff at this school.	4	48	10	0	2.90
School administrators communicate effectively with others from diverse backgrounds.	6	39	11	0	2.91
The school's schedule allows adequate time for me to work with my colleagues.	9	41	12	1	2.92
In this school, we teach and practice ways to resolve disagreements so that everyone can be satisfied with the outcomes.	9	44	10	2	2.92
The best people work here, and want to stay here.	7	45	12	0	2.92
Parents know what is going on in this school.	9	36	11	1	2.93
School administrators back me up when I need it.	8	39	12	0	2.93
School administrators hold themselves to the same high expectations as others.	10	39	12	1	2.94
Staff members have close working relationships with each other.	8	46	9	1	2.95
Parents are made to feel welcome in this school.	8	44	6	1	3.00
Parents are aware of what is expected of their child at this school.	8	42	6	1	3.00
Parents care about how their child performs in school.	8	45	7	0	3.02
Students at this school are well-behaved.	8	51	6	0	3.03

Survey Prompt	++	+-	-+	—	Mean
The school staff respects and embraces diversity.	10	45	8	0	3.03
I have access to the tools I need to do my job.	7	55	4	0	3.05
Adults who work in this school typically work well with one another.	8	53	4	0	3.06
Adults at this school build strong relationships with students.	8	49	2	0	3.10
I look forward to coming to work every day.	14	45	7	0	3.11
This school is a good place for me to work and learn.	15	46	3	1	3.15
The school community has high expectations of all students and employees.	14	48	2	0	3.19
Adults who work in this school treat students with respect.	15	48	0	0	3.24

## SERVICE

### Students

Survey Prompt	++	+-	-+	—	Mean
Teachers and other adults here listen to students' ideas about the school.	155	1217	858	323	2.47
Most students in my school do not really care about each other.	177	1237	868	284	2.51
Students in my school treat each other with respect.	129	1565	700	166	2.65
Most students in my school treat each other well.	119	1690	599	152	2.69
My teachers really care about me.	294	1493	594	177	2.74
Most students in my school help each other when asked.	222	1844	403	96	2.85
Adults in this school are usually willing to make the time to give students extra help.	311	1735	403	109	2.88
I have opportunities to express myself at school.	463	1500	460	142	2.89
Teachers at my school treat students with respect.	399	1666	356	139	2.91
My teachers will give me extra help at school outside of our regular class.	469	1763	253	82	3.02
Students have lots of chances in my school to get involved in sports, clubs, and other school activities outside of class.	1169	1205	128	65	3.35



## Parents

Survey Prompt	++	+-	-+	—	Mean
I am actively involved with my child's school.	35	182	181	13	2.58
My child's school tries to get family members to take part in school activities.	39	194	152	25	2.60
School staff has a positive impact on my child's behavior.	57	282	61	5	2.97
My child has pride in the school.	67	277	68	4	2.98
Overall, I am satisfied with my child's school.	69	301	44	9	3.02
School staff encourages students to respect each other's differences (for example, gender, race, culture, etc.).	81	290	32	9	3.08
I wish my child went to a different school.	118	228	45	20	3.08
My child can turn to friends at school with questions about homework.	84	295	32	9	3.08
My child has friends at school he or she can trust and talk to about problems.	106	253	44	14	3.08

## Certificated Staff

Survey Prompt	++	+-	-+	—	Mean
Teachers talk with students about ways to understand and control emotions.	1	110	101	11	2.45
Students have pride in the school.	5	118	84	23	2.46
Parents are actively involved with the school.	10	106	96	12	2.51
At this school, I am treated and respected as an educational professional.	29	141	43	17	2.79
Students in this school respect each other's differences (for example, gender, race, culture, etc.).	12	171	40	5	2.83
School administrators promote the success of all students.	16	166	36	9	2.83
Staff members have close working relationships with each other.	22	156	47	6	2.84
Students respect their teachers.	14	184	30	1	2.92
The school community has high expectations of all students.	42	141	41	6	2.95
I am dissatisfied with opportunities for my professional growth.	39	145	36	6	2.96
I look forward to coming to work every day.	38	149	31	6	2.98
The school staff respects and embraces diversity.	32	168	25	5	2.99
Adults at this school build strong relationships with students.	24	179	25	0	3.00
This school encourages students to get involved in extracurricular activities.	40	159	29	1	3.04
Students at this school are well-behaved.	34	179	13	3	3.07
This school is a good place for me to work and learn.	52	157	13	2	3.16

## Other Staff

Survey Prompt	++	+-	-+	—	Mean
Parents are actively involved with the school.	4	34	18	3	2.66
I am dissatisfied with opportunities for my professional growth.	6	36	15	6	2.67
Students have pride in the school.	6	37	20	0	2.78
School administrators follow through on commitments.	5	42	11	2	2.83
At this school, I am treated and respected as a professional.	8	40	14	2	2.84
Students respect the staff at this school.	4	48	10	0	2.90
Staff members have close working relationships with each other.	8	46	9	1	2.95
Students at this school are well-behaved.	8	51	6	0	3.03
The school staff respects and embraces diversity.	10	45	8	0	3.03
Adults at this school build strong relationships with students.	8	49	2	0	3.10
I look forward to coming to work every day.	14	45	7	0	3.11
This school is a good place for me to work and learn.	15	46	3	1	3.15
The school community has high expectations of all students and employees.	14	48	2	0	3.19