

2019 - 2020 DISTRICT GOALS ACTION PLAN

DISTRICT GOAL #1: Engage the school community in the development of a strategic plan for Monroe Township School District.

Major Activities	Board/staff	Resources	Timelines	Indicators of Success	Updates January 22, 2020
1. Revise current district vision and mission statements	Administration Board members		November 2019	Present revised district vision and mission statements to board of education for approval	Meeting #2 of Strategic Action Plan Meetings will include community input for vision. Meeting scheduled for 2/24/20.
2. Work with NJSBA to hold a community wide strategic action plan process	Dr. Alvich Dr. Layman Mr. Gorski Board members	\$4000 NJSBA	February 2020	A District-wide 5 year strategic action plan with action plans for each goal	11/20/19 BOE Meeting – Contract approved for NJSBA to facilitate Strategic Action Plan process. Invitation sent to community in December (with reminders weekly) for three public meetings (1/14/20, 2/24/20, 3/23/20)
3. Develop specific steps for each goal and monitor progress	Dr. Alvich Dr. Layman Mr. Gorski District Admin		Ongoing	Preparation for regular updates to action plan goals	
4. Regular updates of strategic action plan	Dr. Alvich Dr. Layman Mr. Gorski		Ongoing	Presentations to community at board meetings 3x per year	

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DISTRICT GOAL #2: Develop a referendum project by working with the community using the latest enrollment projections to address student growth.

Major Activities	Board/staff	Resources	Timelines	Indicators of Success	Updates January 22, 2020
1. Continue to work with the Ad Hoc committee to develop recommendations to the BOE for increased student enrollment	Ad Hoc Committee		December 2019	Recommendations to the BOE	<p>11/13/19 – Open meeting for public to review and provide feedback on 3 proposals from Ad Hoc</p> <p>12/17/19 – Ad Hoc committee meeting to review feedback. The committee came to consensus on a recommendation to be made to the BOE.</p> <p>1/15/20 – Mr. Masters, Chair of Ad Hoc, made recommendation to the BG&T committee.</p> <p>1/22/20 – Board resolution to accept Ad Hoc recommendation presented.</p>
2. Once the BOE accepts the recommendations of Ad Hoc committee, work with BOE and administration to structure a referendum project	BOE Administration				

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DISTRICT GOAL #3: Continue to focus on the Whole Child by providing resources to address the social-emotional needs of students, professional development, and cultural awareness.

Major Activities	Board/staff	Resources	Timelines	Indicators of Success	Updates January 22, 2020
<p>1. Crisis Response Protocol – Create a manual of what to do in the event of a tragedy.</p> <ul style="list-style-type: none"> a. Development of School Response Teams (roles) b. Creation of Informational packets, scripts, screenings c. Development of Board Approved Policies d. Research Memorialization Best Practice Guidelines to avoid contagion e. Prepare PD training on psychological first aid and response to trauma training f. Delineating different types of trauma responses g. Research cultural components sensitive to Monroe Community Asian-Indian Population h. Suggestion for board policy regarding school involvement of Family Loss 	<p>Dr. Alvich Dr. Layman Whole Child Committee</p>		<p>June 2020</p>	<p>Completed protocol</p>	<p>Committee has been meeting regularly. Sub activities created.</p>
<p>2. Staff Training through a Year-long course or multiple mini-course offerings –Create mini-courses on SEL to offer throughout the school year next year.</p>	<p>Dr. Alvich Dr. Layman Whole Child Committee</p>	<p>PD lessons, rooms, calendar</p>	<p>2019-2020 School year</p>	<p>Agendas and sign in sheets for course offerings</p>	<p>Ongoing work with the subcommittee. Texts identified for use across grade levels to infuse SEL. Texts specific to growth mindset to teach a "kid-friendly" understanding of neuroscience. Staff mindfulness courses (WICOR?) A multitude of mindfulness tools - EFT (Tapping), progressive muscle relaxation, mindful eating, etc.</p>

<p>3. February 14 Inservice (4 hour session) for all staff on self-care and mindfulness – Create a PD for the ½ day in February to provide wellness opportunities for staff.</p>	<p>Dr. Alvich Dr. Layman Whole Child Committee</p>	<p>Inservice Day Various supplies Possible resources</p>	<p>February 14, 2020</p>	<p>Agenda and participation for February 14 Inservice Day</p>	<p>Planning is ongoing and on target for the 2/14/20 inservice day. Staff has been planning mindfulness activities at each school. Stafftines!</p>
<p>4. Explore the idea of Wellness Wednesdays – Possible creation of wellness days several times per year to allow students to participate in wellness activities. We would to identify schools and staff where this would work for next year and possibly expand the following year.</p>	<p>Dr. Alvich Dr. Layman Whole Child Committee</p>		<p>2019-2020 School year</p>	<p>Schools will identify practices that would fit the goal Agendas/Sign in sheets/Feedback</p>	<p>Staff have created and shared with all elementary staff several activities for Wellness Wednesdays. Lower elementary schools: November - Gratitude Train/Chain from room to room December - PJ/SA Day with Buddy Breathing January - Mindful Eating Upper elementary schools: Mindfulness Announcements Mindfulness health lessons Kids Teaching Kids Middle School: Mantra Wednesdays January: New Year, New Mindset February: Words from the Heart</p>
<p>5. Parent Nights for 2019-2020 school year –Create a parent survey for topics and begin to plan parent evenings (identify topics, speakers, etc.). We will be running the elementary parent evening again in the fall.</p>	<p>Dr. Alvich Dr. Layman Whole Child Committee</p>	<p>MEF funds MTEA funds</p>	<p>2019-2020 School year</p>	<p>Parent night agendas</p>	<p>11/18/19 – Whole Child Parent Night – Expanded to parents of all grades Keynote Speaker: Irene Baratta Breakout Sessions: Technology to Aid Mindfulness, Building Resilience, Movement in the classroom and at home, My Kid - SEL at Home (Alexa at home), Mindfulness and Play for the Young Child, The Benefits of Mindfulness and Meditation explained through Science, Fostering Independence, Fostering Healthy Study Habits for High Schoolers, Growth vs. Fixed Mindset: Fostering a Growth Mindset at Home, Mental Health in Adolescents, Transition from High School to Post-Secondary Options, Mindfulness Fundamentals</p>

<p>6. SEL Survey – Review the results of the SEL survey with training from Panorama to provide resources for all students in grades 4-12.</p>	<p>Dr. Alvich Dr. Layman Whole Child Committee</p>	<p>Budgeted funds for survey</p>	<p>2019-2020 School year</p>	<p>Survey results from grades 4-12 students to be used to guide other action plan steps</p>	<p>October 2019 – Survey administered to all students grades 4-12. Data analyzed by the committee. Data shared with administrators. Committee shared suggested activities on identified topics with all schools.</p>
<p>7. Ongoing Character Education programs in schools</p>	<p>District Principals Guidance Counselors</p>		<p>2019-2020 School year</p>	<p>Schools will document activities to support the whole child through school goals and activities related to goals</p>	<p>At Brookside, we are running our school wide character incentive rewards program that rewards students for displaying positive character with feathers and blue tickets. Each month, a character trait is featured and a Student of the Month is selected for that character trait. Classrooms earning the most feathers receive a special award for the month, and student blue ticket incentive winners get to pick from individual rewards. Our School Goals Committee has implemented mindfulness and kindness interactive bulletin boards to support our character program. A “Kindness is Contagious” board reminds students of kind actions they can take, a “Give What You Can/Take What You Need” board allows students to leave positive inspiring messages for their peers to take if they need it, and a “What Makes You Proud?” board in the cafeteria allows students to share their own positivity about what makes them proud.</p> <p>At Mill Lake, character education is taught and emphasized through classroom guidance lessons, the “Peacemakers” program, lunch bunch, a monthly mindfulness bulletin, and our “Let Your Kind Shine” campaign. Throughout our programs, we focused on kindness and acceptance of all individuals. Students are taught that doing good makes yourself and those around you feel good too.</p> <p>At Oak Tree: Focus on Growth Mindset through our One Book, One School program, Guidance lessons, Sensory Path, and Goals Display (both school wide and individual) in our Expo Area</p> <p>Monthly mindful practices taught in conjunction with Word of the Month (i.e. Commitment/Mindful Coping)</p> <p>Continuation of Rising Stars Program (positive behavior recognition), Ride with Character (bus behavior program), monthly Falcon Leadership Award, and One Connection (mentoring program)</p>

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