Strategic Plan
2023-2027

Pine Hill Public Schools
Pine Hill, New Jersey

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Introduction

Strategic planning is the process of creating a vision of the desired future for an organization - in this case the Pine Hill School District - and then translating this vision into broad goals and strategic objectives. These strategic objectives are then further broken down into a series of action steps which, if taken, will result in the achievement of the vision.

Throughout the strategic planning process, participants identified priorities that helped to establish the core mission or purpose of the school district, as well as a vision for the future. This data and information were collected using the following strategies:

- Surveys were administered to all students, staff members, families of students enrolled in the district, and community members without children in the district. Over 1,500 survey responses were recorded.
- Three guided public forums where participants were asked to reflect upon what they are most proud of in the Pine Hill School District and opportunities for growth as the district plans for the future.
- Conversations were held with several affinity focus groups consisting of students, staff members, and Board of Education members.

After all of the data was collected using the methods described above, a group of staff members, administrators, and community members formed teams to fine tune the Mission, Vision, Goals, and Strategic Objectives found in this document. This dedicated team of individuals also worked to develop action steps that will serve as a pathway to achieving the goals and strategic objectives outlined in this plan.

We would like to thank all members of the school community who participated in this process, provided feedback and insight, and otherwise assisted with the development of the 2023-2027 Pine Hill School District Strategic Plan.

A Letter from Our Superintendent

Dear Pine Hill School Community,

On behalf of the Pine Hill School system and the Pine Hill Schools Board of Education, we are pleased to present our four-year strategic plan. The plan reflects the shared feedback and priorities that were identified by our stakeholders to move our schools forward. The creation and implementation of this four-year plan provides an exciting new chapter for our school community.

The strategic plan that follows is the result of a year's worth of hard work by members of the Pine Hill School community, Board of Education, staff, student body, and administrative team. I'd like to thank everyone for their efforts in helping to shape the future of the Pine Hill School District.

Over the course of the past year, we held community forums and focus group sessions. We also administered surveys and welcomed feedback. The process began in the fall of 2022 and concluded in spring of 2023 with a completed strategic plan that responded to the data and feedback collected.

This plan holds the district accountable to measurable goals that will drive student success now and in the future. We will continue to build on the great foundation and the rich tradition of excellence that is the Pine Hill School District. As we move forward with our goals, we will continually monitor our progress through benchmarks to make sure we are meeting established targets and making progress.

The major areas of focus within the plan are educating the whole child by focusing on social emotional health and by providing high-quality teaching and learning opportunities, building a positive school climate and culture, and marking every child feel like they belong. These four areas rely on strong school-family-community partnerships.

I could not be prouder of the work accomplished in this plan; it is a privilege to serve the students, staff, families, and communities of Pine Hill, Berlin Twp., and Clementon. I look forward to the accomplishments that result from the collaborative work of all. On behalf of the Board of Education, thank you for your continued engagement in and support of our school community.

In Education,

Melissa Williams

Melissa Williams, Ed.D.
Superintendent

Mission Statement

The Pine Hill School District values diversity and inclusivity while fostering relationships that promote the academic, social, and emotional development of our students. We are intentionally equipping students with the skills necessary to become contributing members of society.

Vision Statement

In the Pine Hill School District, all members of our school community will:

- Promote academic success,
- Protect relationships, and
- Prioritize equity and inclusivity

to empower our students to create their own futures and contribute to their communities.

PRIORITY GOALS

There are four areas of focus - Educate the Whole Child – Social Emotional Learning, Educate the Whole Child – Academic Excellence, Building Positive School Climate and Culture, and Making Every Child Feel Included - with a broad goal defined for each area. Within each goal are several strategic objectives that the strategic planning workgroup has determined are necessary to reach the goal and, ultimately, the desired vision for the future.

PRIORITY GOALS

Goal # 1
Educate the Whole Child by focusing on the social emotional health of every individual in our schools.

Goal # 2
The district will create an infrastructure to support the implementation of research-based, effective instructional practices, tiered to meet the needs of all students.

Goal # 3
Build a positive climate and culture with the support of strong school, family, and community partnerships.

Goal # 4
To establish a school climate and culture where every student is valued, supported, and included by promoting and implementing comprehensive diversity, equity, and inclusion practices throughout the school community.

When, we

- build support and plan for (SEL) for and with students,
- strengthen adult SEL competencies and capacity, and
- implement coordinated programs and practices that address tiers of student and staff needs,

Then, students will

- develop healthy identities;
- increase academic achievement and positive behaviors both in and out of the classroom;
- enhance their ability to deal with stress and adversity; and
- better manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Educate the Whole Child Social Emotional Health

Educate the Whole Child
Social Emotional Health

Strategic Objective # 1: Build a comprehensive evidence-based and data-driven SEL curriculum and program for consistent implementation at all grade levels.

Strategic Objective # 2: Support teachers as they both build their own SEL and mental health competencies and develop the capacity to do the same with students.

Strategic Objective # 3: To establish a comprehensive multi-tiered system of support /protocol that effectively identifies and addresses the diverse social emotional needs of all students, including a system of both district-and community-based support services for students struggling with social and mental health challenges.

Theory of Action

When, we

- Establish a foundation of research-based instructional practices and understanding around what constitutes effective instruction;
- support teachers in the implementation of those practices; and
- design a tiered system of supports that provides students with what they need to be successful,

Then, students will

- leave their current academic setting on grade-level and ready for "what's next";
- be prepared to face the academic challenges they may encounter in the future; and
- have the ability to continuously build their own skills and construct their own knowledge moving forward.

Educate the Whole Child
Instructional Practices

Educating the Whole Child Instructional Practices

Strategic Objective # 1: Investigate and implement a district-wide (teaching and learning) instructional strategy with emphasis on continuity of instruction, purposeful assessment, and real-life context to foster student growth.

Strategic Objective # 2: Provide professional support and learning opportunities to teachers and staff on the chosen instructional strategy prior to and during implementation.

Strategic Objective # 3: Establish a comprehensive MTSS system that effectively identifies and addresses the diverse academic needs of all students, leading to improved academic outcomes.

Theory of Action

When, we

- cultivate a positive school climate grounded in strong relationships and trust;
- honor students and staff for their contributions and celebrate their achievements; and
- enhance communication within and outside of the school,

Then, students will

- develop the increased sense of safety and belonging necessary to thrive within the school setting;
- develop a sense of pride in their work and accomplishments; and
- benefit academically and socially from an inclusive, engaging, and supportive school community enhanced by increased teacher and staff retention.

Building a Positive School Climate and Culture

Building a Positive School Climate and Culture

Strategic Objective #1: Cultivate a safe and secure learning environment grounded in trusting relationships where all students & staff are heard and belong.

Strategic Objective # 2: To establish a comprehensive MTSS system that effectively identifies and addresses the diverse needs of all students, leading to improved behavioral outcomes and a positive school climate and culture.

Strategic Objective # 3: Increase student & staff participation in school and community-based activities by expanding the communication system and creating more opportunities.

Strategic Objective # 4: Create an inclusive system of recognition for staff, students & contributing community organizations.

When, we

- recognize that diverse students and staff have diverse needs and, only through student and staff voice, will we better understand those needs;
- support teachers and staff in their understanding of issues of diversity, equity, inclusion, and belonging; and
- further integrate the ideas of diversity, equity, inclusion, and belonging into all school-based decisions,

Then, students will

- receive the academic, social emotional, and behavioral support they need to be successful;
- see themselves in all areas of their schooling, including the materials they use and the educators they see; and
- benefit from policies and practices that institutionalize equity into the district culture and structures.

Diversity, Equity, Inclusion, and Belonging

Diversity, Equity, Inclusion, and Belonging

Strategic Objective # 1: Examine data surrounding student achievement and access to programs, discipline incidents and outcomes, school attendance, participation in co-curricular activities, and diversity of staff.

Strategic Objective # 2: Provide professional learning opportunities to staff on issues of equity and culturally responsive sustaining teaching strategies.

Strategic Objective # 3: Reduce disparities in academic, discipline, and attendance data and increase diverse representation among professional staff.

Action Plans

Goal # 1 : Educate the Whole Child by focusing on the social emotional health of every individual in our schools

Strategic Objective # 1: Build a comprehensive evidence-based and data-driven SEL curriculum and program for consistent implementation at all grade levels.

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin? End?*	Benchmark *How will this be measured?*	Resources *What do we need to get it done?*
Establish district-wide SEL/Mental Health committee with representatives from all schools (with co-chairs)	- District and School Leadership - Director of School Counseling	Year 1	1. Designated committee "Scope of Work/ Responsibility" 2. Quarterly meetings 3. Establish district- wide common values	- Time - Communication with staff and community stakeholders
Research and identify or develop SEL and mental health curriculum	- Director of School Counseling - District-wide SEL Committee co-chairs and members	Years 1 - 2	1. Research curriculum options (purchase or develop) 2. Make recommendation to Superintendent 3. Established curriculum that is equitable and data driven to meet the needs of all students.	- Time - Costs associated with curriculum and supplies needed to implement. - Professional Learning
Implement/Evaluate SEL curriculum	- Teachers - Director of School Counseling	Years 3 - 4	1. Implement Curriculum Rollout Plan 2. Evaluation of the curriculum, including collecting data to review effectiveness of the program 3. Make necessary adjustments for future	- Time - Ongoing Professional Learning - District wide data protocol

Goal # 1 : Educate the Whole Child by focusing on the social emotional health of every individual in our schools

Strategic Objective # 2 : Support teachers as they both build their own SEL and mental health competencies and develop the capacity to do the same with students.

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin? End?*	Benchmark *How will this be measured?*	Resources *What do we need to get it done?*
Provide initial and continuous professional development to all staff members around MTSS (SEL side)	- District SEL committee co-chairs and members - School Leadership - C&I Personnel - PDC	Years 2 - 4	1. Initial PD to launch program 2. Ongoing PD to introduce "next steps" of rollout plan 3. PD to introduce data collection protocols	- PLC time - Curriculum (purchased or developed) - Support from SEL committee, including BCBAs, OT, mental health counselors
Conduct assessment of student and staff needs for each building and district wide	- District SEL committee co-chairs and members - School Leadership	Yearly	1. End of the year evaluations and reflections from teachers implementing curriculum 2. Review of data from school year 3. Share both forms of data with PDC to help focus work and PD for the following year	- Time for collaborations and staff input - Needs assessment results - Data from Genesis
Support for staff wellness	- District SEL committee co-chairs and members - School Leadership - C&I Personnel - PDC representatives	Years 1 - 4	1. Conduct needs assessment re: staff 2. Design a plan to promote staff wellness, including time, budget allotment	- Time - Budget - Resources for staff wellness

Goal # 1 : Educate the Whole Child by focusing on the social emotional health of every individual in our schools.

Strategic Objective # 3 : To establish a comprehensive multi-tiered system of support /protocol that effectively identifies and addresses the diverse social emotional needs of all students, including a system of both district-and community based support services for students struggling with social and mental health challenges.

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin? End?*	Benchmark *How will this be measured?*	Resources *What do we need to get it done?*
Conduct resource mapping across each school and district wide	- District SEL committee co-chairs and members - School Leadership - Counselors	Year 1	1. Document that compiles all resources used in district	- Time - Input from staff
Assess and compile list of community resources, including those with specialized expertise, available to support MTSS program	- Director of School Counseling and Counselors - Mental Health Counselors - Child Study Team	Year 1	1. Compiled database/chart of all resources available to staff, families, and community 2. Make database available to school-based staff	- Time - Input from staff - Input from community members and mental health providers
Conduct data review and develop protocol to ensure fidelity of data entry and language	- School Leadership - Student support staff (counselors, CST, BCBA, mental health counselors) - District Data Specialist	Year 1	1. Review practices for collecting data (SIS) to ensure consistency across district 2. Establish data collection protocols 3. Train appropriate staff	- Time - Training of appropriate staff/support staff around protocol
Develop protocol around MTSS	- District SEL committee co-chairs and members - School Leadership - Stakeholders involved in protocol (SRO, mental health counselors)	Year 1	1. Review resource document (above) and categorize each resource across tiers 2. Establish age appropriate district wide MTSS protocols	- Time - Input from stakeholders

Assess effectiveness of protocol	- District and school Leadership - District SEL committee co-chairs and members	Year 2	1. Collect staff feedback regarding MTSS protocols 2. Assess feedback and other applicable data to determine staffing/ service needs	- Time - Feedback from staff - Data from SIS
Establish appropriate levels of staffing to successfully implement the protocols	- District and School Leaders - Board of Education	Years 2 - 4	1. Needs assessment using Counselor/Child Study Team data 2. Conduct data analysis to assess needs	- Time - Input from staff - Data from SIS - Budget, if necessary
Conduct student needs assessment to determine which students need the extra support and impact of MTSS program	- Director of School Counseling and Counselors - Child Study Team	Years 2 - 4	1. Needs assessment 2. Student conduct data from SIS	- Time - Input from staff

Goal # 2: The district will create an infrastructure to support the implementation of research-based, effective instructional practices, tiered to meet the needs of all students.

Strategic Objective # 1: Investigate and implement a district-wide (teaching and learning) instructional strategy with emphasis on continuity of instruction, purposeful assessment, and real-life context to foster student growth.

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin? End?*	Benchmark *How will this be measured?*	Resources *What do we need to get it done?*
Establish a district-wide Teaching and Learning Team composed of committee co-chairs (1 administrator, 1 teacher) with representation from each school.	- District and School Leadership - C&I Personnel	Year 1	1. Established district-wide Teaching and Learning Team 2. Designated committee "Scope of Work/ Responsibility" 3. Quarterly meetings	- Time or funding for payment
Investigate a district-wide (teaching and learning) model to aid in collective efficacy (Hattie, Marzano, McTighe UbD, etc.)	- C&I Personnel - District, school, and teacher leaders on the district Teaching and Learning Team (research and narrow selection to 2-4 research-based choices)	Year 1	1. District-wide Teaching and Learning Team investigate options, provide rationale to narrow choices to 2-3 2. District and School Leadership selects a final resource	- Time to determine instructional focus and options - Funding for review materials and then final selection once the model has been selected.
Develop a plan to create common language and goals around teaching and learning using selected model	- C&I Personnel - District Teaching and Learning Team	Year 1	1. Designing rollout of new instructional model 2. Creating "look-for" list based on selected model	- Time for the committee to meet
Conduct predetermined, non-evaluative classroom walk-throughs for check-ins using the look-for list	- District and School Leadership - Instructional Coaches - Specialists	Year 2	1. Schedule of visitations 2. Debrief at leadership team meetings (assess progress / establish norms) 3. Review "look-for" data	- Time to visit classrooms, and post-walk-through meetings with teachers - Time for data analysis

Design and implement "purposeful assessment strategy" by establishing a checklist of reflection points (i.e. Does this move instruction forward? Does this assess our intended targets/standards?)	- C&I Personnel - District Teaching and Learning Team	Years 3 and 4	1. Defining "Purposeful Assessment" by creating a "look-for" list 2. Revised teacher assessments and model "best practices" assessments 3. Incorporate into standard observation tool	- PLC time for teachers and coaches to meet for professional learning work and coaching around assessments

Goal # 2: The district will create an infrastructure to support the implementation of research-based, effective instructional practices, tiered to meet the needs of all students.

Strategic Objective # 2: Provide professional support and learning opportunities to teachers and staff on the chosen instructional strategy prior to and during implementation.

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin? End?*	Benchmark *How will this be measured?*	Resources *What do we need to get it done?*
Select, schedule, and provide professional learning opportunities re: research-based instructional model	- C&I Personnel, PDC	Years 2, 3, 4 (incremental rollout)	1. Well-articulated PD calendar 2. Staff PD surveys	- Funding for materials, professional development, turn-key training, PD time
Provide professional support through supervision and coaching	- C&I Personnel, PDC - Instructional Supervisors - Coaches/specialists	Years 2, 3, 4 (incremental rollout)	1. Staff survey 2. Coaching plans	- Time for PLCs and full group PD time - Grade-level/content area meetings - Professional staff (supervisors, coaches, specialists)

Goal # 2: The district will create an infrastructure to support the implementation of research-based, effective instructional practices, tiered to meet the needs of all students.

Strategic Objective # 3: Establish a comprehensive MTSS system that effectively identifies and addresses the diverse academic needs of all students, leading to improved academic outcomes.

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin? End?*	Benchmark *How will this be measured?*	Resources *What do we need to get it done?*
Identify an MTSS professional learning provider to help guide the district through establishing an MTSS process.	- C&I Personnel, PDC - District and School Leadership	Year 1	1. Identification and vetting of provider	- Budget
Provide professional development around MTSS (academic side) for District and School Leadership, Coaches, Specialists, and Teaching and Learning Team	- C&I Personnel, PDC - District and School Leadership - Coaches/Specialists - District Teaching and Learning Team	Years 1 and 2	1. MTSS professional development attendance	- Time or funding for payment
Review and revise current system of tiered interventions to reflect current training	- C&I Personnel - District and School Leadership - Coaches/Specialists - District Teaching and Learning Team	Years 3 and 4	1. District wide (age-appropriate) MTSS plan	- Time or funding for payment
Provide professional learning for all staff on revised MTSS plan	- C&I Personnel, PDC - District and School Leadership - Coaches/Specialists - District Teaching and Learning Team	Years 3 and 4	1. Revised program presentations 2. Data collection re: impact	- Time or funding for payment

Goal # 3: Building a positive climate and culture with the support of strong school, family, and community partnerships

Strategic Objective #1 : Cultivate a safe and secure learning environment grounded in trusting relationships where all students & staff are heard and belong

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin? End?*	Benchmark *How will this be measured?*	Resources *What do we need to get it done?*
Create *Staff Voice* opportunities through school-based leadership team to address climate and culture & teaching and learning	- School Leadership	Year 1, ongoing annually	1. List of school-based leadership team members, meeting agendas/ minutes, participation, planning, outcomes	Time Staff volunteers
Implement professional culture/morale strategies, including wellness work and staff recognition, based on previous EAB data and staff morale work	- District & School Leadership - School-based leadership team	Year 1, ongoing	1. Developed strategies 2. EAB morale survey results	- Time - EAB surveys
Create Student Voice groups across grade 5, MS, and HS	- School Leadership - Equity Council	Year 2, ongoing annually	1. Student Voice participation, planning, outcomes	- Time - Staff facilitators - Training for facilitators
Establish *Student Voice* elective class or club	- School Leadership - Equity Council	Year 3, ongoing annually	1. Establishment of elective courses at PHMS and OHS	- Staff to teach course - Budget - Training
Establish a mentoring program, including a database of mentors (staff & community members) to provide students with safe & secure relationships	- School Leadership - Director of School Counseling and Counselors	Year 2, ongoing	1. Statistical / anecdotal data re: student discipline and results from climate survey 2. Mentoring program guidelines, staff mentor list, referrals for mentoring	- Time - Available mentors

Goal # 3: Building a positive climate and culture with the support of strong school, family, and community partnerships

Strategic Objective # 2: To establish a comprehensive MTSS system that effectively identifies and addresses the diverse needs of all students, leading to improved behavioral outcomes and a positive school climate and culture

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin?* *End?*	Benchmark *How will this be* *measured?*	Resources *What do we need to get it* *done?*
Establish a common language with common values and expectations around which all schools in the district will operate	- District and School Leadership - Staff - Students	Year 1; ongoing	1. District-wide common language and values (around which expectations can be generated) 2. Refine and refocus PBIS in four schools to reflect common values	- Time - Administrative, staff, and student input
Using language from above, establish a 3-tiered student behavioral system with expectations for students and staff that aligns with philosophies of MTSS and restorative practices	- District and School Leaders - Staff - Student input	Establish year 2, with roll out over subsequent years	1. Comprehensive MTSS system that outlines tiers of student interventions 2. Develop a district, age-appropriate framework for PBIS to include common goals and initiatives	- Time - Administrative, staff, and student input
Implement Tier 1 Community Building Practices (part of RP) across all schools; research and identify restorative practices that create safe spaces to build relationships and meet the needs of all students	- District and School Leadership - School-based climate and culture teams	Year 2, ongoing	1. Common understandings across school climate and culture teams 2. District framework for Restorative Practices	- Time - School-based climate and culture teams

Build capacity among all staff to understand and implement restorative practices across all schools	- District and School Leadership - C&I Personnel, PDC - Restorative Team in PHMS - School-based leadership teams - Existing staff who have previously undergone professional development in RP	Introductory implementation and buy-in during years 1 and 2, increase use district wide year 3 and ongoing	1. Discipline data 2. PBIS Data 3. Student and staff climate survey data 4. Restorative Practices Professional Learning for Staff 5. Updated Code of Conduct to include opportunities for Restorative Practices	- Student and staff climate and culture survey results - Professional learning opportunities - Professional learning opportunities - Budget allocations for support personnel

Goal # 3: Building a positive climate and culture with the support of strong school, family, and community partnerships

Strategic Objective # 3 : Increase student & staff participation in school and community based activities by expanding the communication system and creating more opportunities.

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin? End?*	Benchmark *How will this be measured?*	Resources *What do we need to get it done?*
Evaluate current communication resources and determine purpose and effectiveness of each; establish a consistent system of sharing school events with families and community partners	District and School Leadership	Year 1	1. Family survey results re: communication strategies 2. Updated communications strategies, including direct to family communications and new website	Time Budget for communication tools Communication standardization protocol New website
Create a coordinated calendar of school and community events inclusive of key contact information for school and community organizations.	Athletic Director District and School Leadership Admin Assistants	Year 2 development, year 3 and ongoing for updating and publication	1. Calendar of events and means to communicate with families 2. Regular website updates	Time
Increase opportunities for families to participate in school events and activities	Athletic Director District and School Leadership Teaching Staff	Year 1, ongoing build	1. Survey data regarding family interests/needs (what will encourage them to come out to school?) 2. Increased opportunities for family participation 3. Data indicating increased participation	Time Communication Recruitment and organization of families

Goal # 3: Building a positive climate and culture with the support of strong school- family , community partnerships

Strategic Objective # 4: Create an inclusive system of recognition for staff, students & contributing community organizations

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin? End?*	Benchmark *How will this be measured?*	Resources *What do we need to get it done?*
Establish articulated programs to highlight students at each school for academic, character, athletic, and arts achievements	- District and School Leaders - School-based leadership teams	Begin year 1, launch year 2, ongoing	1. Recognition program and criteria for recognition	- Time - Budget for recognition awards
Develop criteria-based systems to demonstrate appreciation for district stakeholders and organizations who provide services to district and opportunities to students	- District and School Leaders - School-based leadership teams	Year 2	1. Annual recognition opportunities	- Budget - Time

Goal # 4: To establish a school climate and culture where every student is valued, supported, and included by promoting and implementing comprehensive diversity, equity, and inclusion practices throughout the school community.

Strategic Objective # 1 : Examine data surrounding student achievement and access to programs, discipline incidents and outcomes, school attendance, participation in co-curricular activities, and diversity of staff.

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin?* *End?*	Benchmark *How will this be* *measured?*	Resources *What do we need to get it* *done?*
Establish a protocol to collect student data around achievement, discipline, and attendance. Establish a system for collecting family partnership data.	District Data Specialist partnering with Building Leadership	Year 1, ongoing	1. Data collection and reporting quarterly 2. Meeting attendance	Time Data presented in ways upon which decisions can be made and action can be taken PBSIS Spreadsheet
Administer student survey to determine areas of interest to guide curricular and co-curricular offerings (incorporate into climate survey)	C&I Personnel Director of School Counseling	Year 1, ongoing	1. Develop and administer student surveys 2. Analyze results 3. Budget for and create co-curricular advisor positions, curriculum, and clubs/activities	Student survey and results Budget
Examine student and HR demographic data to inform development of an updated HR recruiting plan	District Data Specialist District and School Leadership	Year 1, ongoing	1. Staff and student demographic data	Time Budget allocations for staffing "Best practices" in recruiting a diverse educator workforce

Goal # 4: To establish a school climate and culture where every student is valued, supported, and included by promoting and implementing comprehensive diversity, equity, and inclusion practices throughout the school community.

Strategic Objective # 2 : Provide professional learning opportunities to staff on issues of equity and culturally responsive sustaining teaching strategies.

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin? End?*	Benchmark *How will this be measured?*	Resources *What do we need to get it done?*
Establish a calendar that includes time for professional learning opportunities in the areas of Diversity, Equity, and Inclusion	C&I Personnel PDC	Year 1, ongoing	1. Calendar with dedicated time for DEI learning opportunities (multiple year plan)	Board approval Funding
Establish a core group of educators and staff (district wide equity council) to participate in professional learning around equity foundations	C&I Personnel PDC District and School Leadership	Year 1, ongoing	1. Schedule of professional learning opportunities for equity council w/ participation records	Time Budget
Plant the seeds of equity work with remaining staff (equity moment at staff meetings, articles)	District and School Leadership Equity Council	Year 1	1. Schedule of articles or equity minutes to share across schools with activities/articles	Time
Design and structure professional learning experiences for all staff in the areas of diversity, equity, inclusion, and belonging	C&I Personnel PDC District and School Leadership Equity Council	Year 2, ongoing	1. Professional learning opportunities for staff 2. Post-workshop surveys 3. Evaluation tool evidence to support growth	Time Budget allocation for professional learning Teacher coverage for training (depends on schedule)

Goal # 4 : To establish a school climate and culture where every student is valued, supported, and included by promoting and implementing comprehensive diversity, equity, and inclusion practices throughout the school community.

Strategic Objective # 3 : Reduce disparities in academic, discipline, and attendance data and increase diverse representation among professional staff.

Action Steps *What will be done?*	Responsibilities *Who will do it?*	Timelines *When will this begin? End?*	Benchmark *How will this be measured?*	Resources *What do we need to get it done?*
Reset value system around importance of diversifying professional staff and reviewing best practices in recruiting, interviewing, and hiring diverse educators	District and School Leadership	Year 1, ongoing	1. Interview process that allows for diverse participants and input 2. Increased diversification of educators in district	Time Budget Allocation Best practices research materials
Re-establish curriculum development cycle and include professional learning in culturally responsive/sustaining curriculum for writers	C&I Personnel Supervisors	Year 2, ongoing	1. Multi-year calendar outlining curriculum development cycle 2. Curriculum development PD	Time Budget allocation training/ curriculum development Curriculum platform to make curriculum living documents
Identify students for advanced academic programs/courses through the intentional use of multiple and diverse forms of student data	District Data Specialist Director of School Counseling and Counselors, CST staff, and teaching staff members	Year 2, ongoing	1. Criteria and process outlined to identify a diverse group of students for inclusion in advanced programs	Time Research literature

We would like to thank the members of the community, student body, staff, and administration for their participation in this process and the feedback they provided. Thank you for your continued support of the Pine Hill School District.

Acknowledgements

Board of Education

Martin Mendetta, President

Christine Boyd, Vice-President

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Pat Knott

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Maria Hanna Student Representative

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Dr. Melissa Williams - Superintendent

Dr. Cherie Bratty - School Business Administrator/Board Secretary