

# Goal Area 1: Social Emotional Learning/Health and Wellness

**Goal Statement:** To foster a safe environment that allows for students to gain exposure to the coping and soft skills necessary to become a successful adult.

**Objective:** Development of a comprehensive social-emotional approach for the District.

**Objective:** Integrate mental health education across the curriculum to foster an independent sense of self.

Action	Timeline	Performance Indicator
Finalize a district-wide social-emotional curriculum.	September 2023	<ul style="list-style-type: none"> <li>• Curriculum Documents</li> <li>• Lesson Plans</li> <li>• ASCA Meetings</li> </ul>
Review curriculum and instructional resources to include themes of resilience, perseverance, self-regulation, mindfulness, and accountability.	Ongoing	<ul style="list-style-type: none"> <li>• Curriculum documents</li> <li>• Lesson plans</li> </ul>
Wellness collaboration between physical education, visual/performing arts, school counselors, and school nurses to support interdisciplinary learning experiences for students.	September 2023-June 2025	<ul style="list-style-type: none"> <li>• Meeting minutes</li> <li>• Room planning designs</li> <li>• Joint lessons</li> </ul>
Use "Parents as Partners" as a learning series to educate parents on how they can partner with the school to support their children congruently at home.	Spring 2024-June 2028	<ul style="list-style-type: none"> <li>• Parent invites</li> <li>• Agendas</li> <li>• Presentation slides</li> </ul>

Research and implement effective ways to gather objective data for continuous improvement.	Ongoing	<ul style="list-style-type: none"> <li>● Meeting agendas</li> <li>● Selection of data collection method</li> <li>● Rubrics</li> </ul>
Provide staff development and time for teachers to practice embedding SEL goals and data gathering into curriculum.	Ongoing	<ul style="list-style-type: none"> <li>● PD Plan</li> <li>● Coaching</li> <li>● Lesson plans</li> </ul>

**Objective:** Developing sufficient time and resources toward professional development.

Action	Timeline	Performance Indicator
Create schedules that allow for shared professional development time, both in District and with the QUAD.	Spring 2024	<ul style="list-style-type: none"> <li>● Joint calendars</li> <li>● Agendas</li> </ul>
Increase staff knowledge of strategies and interventions for students through the Tiered System of Emotional Support and I&RS.	Spring 2024-June 2028	<ul style="list-style-type: none"> <li>● ACE Meetings</li> <li>● PD Agendas</li> </ul>
Identify professionals who can present and/or share research on brain-based and social-emotional learning.	2024-2025	<ul style="list-style-type: none"> <li>● List of presenters</li> <li>● Copies of presentations</li> </ul>

Dedicate time and resources in administrative roundtables to evaluate data and determine success.	Ongoing	<ul style="list-style-type: none"><li>• Administrative meeting agendas</li><li>• Discipline, I&amp;RS, CST referrals</li></ul>
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## Goal Area 2: Community and Culture

**Goal Statement:** To create a community and culture that celebrates and affirms diversity while promoting commonalities so that our children learn to have pride in themselves and their community.

**Objective:** To create a yearly district-wide service project with age-appropriate, child-driven participation.

Action	Timeline	Performance Indicator
Conduct an audit of current service projects with child-driven participation.	2023-2024 School Year	<ul style="list-style-type: none"> <li>● Analysis of current projects</li> <li>● Recommendations for modifications and/or new projects</li> </ul>
Consult with the student council on how best to implement service learning projects that are impactful to the student body with minimal adult support.	Annually	<ul style="list-style-type: none"> <li>● Meeting attendance and minutes</li> <li>● Project developed</li> </ul>
Implement a district-wide service learning project.	Annually, Beginning 2025-2026 School Year	<ul style="list-style-type: none"> <li>● Service learning project implementation plan</li> <li>● Project presentation to BOE</li> </ul>

**Objective:** To extend the promotion of diversity into everyday curriculum.

Action	Timeline	Performance Indicator
As part of the cyclical review process and when new curricula is adopted, include a review of curricular resources, instructional content, and celebrations to ensure the inclusion of more diverse perspectives.	Ongoing	<ul style="list-style-type: none"> <li>● Cyclical review timeline</li> <li>● Updated curriculum documents</li> <li>● Celebrations and guest</li> </ul>
Provide professional development related to updated curricula.	Ongoing	<ul style="list-style-type: none"> <li>● Meeting agenda</li> <li>● PD Day schedules</li> </ul>
Committee of staff members to analyze current practices, review other districts, and make suggestions for our school community.	Winter 2024-Winter 2025	<ul style="list-style-type: none"> <li>● Meeting agenda</li> <li>● Staff recommendations</li> <li>● Out-of-district data</li> </ul>
Solicit feedback from students about connection, inclusion, and self-image to inform impact of curricula and programs.	Ongoing	<ul style="list-style-type: none"> <li>● Student Council meeting agendas</li> <li>● Feedback from students on SEL lessons related to these topics</li> </ul>
Highlight events in the parent newsletter.	Ongoing, Bi-Monthly	<ul style="list-style-type: none"> <li>● Parent newsletters</li> </ul>

**Objective:** To expand extracurricular opportunities for kids with diverse interests.

Action	Timeline	Performance Indicator
Review current co- and extracurricular activities with students for feedback.	Yearly	<ul style="list-style-type: none"> <li>● Meeting agenda</li> <li>● Club lists</li> <li>● Elective lists</li> </ul>
Research options for parent/community-led extracurricular activities, as well as, limitations (time, space, etc.)	2024-2025 School Year	<ul style="list-style-type: none"> <li>● Meeting notes</li> <li>● Parent/community outreach emails</li> </ul>
Research options for student-to-student learning experiences.	2024-2025 School Year	<ul style="list-style-type: none"> <li>● Site visits</li> <li>● Student feedback/panel</li> <li>● Curriculum adjustments</li> </ul>
Implement best options found through research.	TBD	<ul style="list-style-type: none"> <li>● Student sessions</li> </ul>

## Goal Area 3: Personal Growth, Life Readiness, and Resiliency

**Goal Statement:** Create programs and opportunities to help students recognize and navigate the challenges they will face in life.

**Objective:** To foster a safe environment where students learn and apply life-long skills (social, emotional, and behavioral).

Action	Timeline	Performance Indicator
Integrate relevant and developmentally-appropriate research and brain development into the curriculum and instructional practices.	Ongoing	<ul style="list-style-type: none"><li>● Research articles</li><li>● Curriculum documents</li></ul>
Create and implement lessons that will engage students with navigating the challenges of maturing both in and out of school.	September 2023 - Ongoing Adjustments	<ul style="list-style-type: none"><li>● Curriculum documents</li><li>● Classroom lessons</li><li>● Classroom observations</li></ul>
Recommend and distribute articles or media for the school community.	Ongoing	<ul style="list-style-type: none"><li>● Articles/media</li></ul>

**Objective:** Provide an understanding and opportunities for students to learn responsibility and accountability individually and in collaborative groups.

**Objective:** To develop a culture of responsibility so students understand the impact of their words and actions on others.

Action	Timeline	Performance Indicator
Increase collaborative problem-solving opportunities in a controlled environment (e.g., individual and group projects, time-management tasks, real-life application).	Fall 2024	<ul style="list-style-type: none"> <li>● Lesson plans</li> <li>● Curriculum Documents</li> <li>● Rubric/continuum</li> </ul>
Assist parents with understanding and reinforcing social, emotional, and behavioral standards of accountability to be a successful student.	Spring 2024 and beyond	<ul style="list-style-type: none"> <li>● Parent Learning Series sessions</li> <li>● Presentations</li> <li>● Meeting notes</li> </ul>
Develop and hold the school community accountable with expectations for decorum in public settings.	Fall 2024 and beyond	<ul style="list-style-type: none"> <li>● Verbal and written expectations</li> </ul>
Provide opportunities to practice and reinforce these expectations (class projects, clubs, sports, extracurriculars).	Ongoing	<ul style="list-style-type: none"> <li>● Informal and formal observations</li> </ul>



**Objective:** Support resiliency, independence, and diverse viewpoints in instructional practice.

Action	Timeline	Performance Indicator
Incorporate self-driven goal setting through daily routines.	2024-2025 school year and ongoing	<ul style="list-style-type: none"> <li>● Student-generated goals</li> </ul>
Reinforce techniques to handle stress and anxiety when confronted with adversity.	Ongoing	<ul style="list-style-type: none"> <li>● Professional development</li> <li>● Classroom lessons</li> <li>● Reduction in adult interventions</li> </ul>
Provide opportunities for students to learn responsibility, accountability, and executive functioning skills in collaborative groups.	Ongoing	<ul style="list-style-type: none"> <li>● Lesson plans</li> <li>● Classroom observations</li> </ul>
Develop and modify lessons related to navigating developmental challenges.	Ongoing	<ul style="list-style-type: none"> <li>● SEL Curriculum</li> <li>● Quad Curriculum Documents</li> </ul>

## Goal Area 4: 21st Century Skills and Curriculum

**Goal Statement:** To develop and expand upon 21st Century Skills and rich, varied, and rigorous curriculum so that students are prepared for all facets of the world ahead related to their interests and community.

**Objective 1:** Identify and expand opportunities to include avenues for varied student interests (culinary arts, You-Tuber, blogger, etc.) through community partnerships.

**Objective 2:** Grow, promote, and highlight how interest can translate into personal and career goals.

Action	Timeline	Performance Indicator
Identify opportunities for blue-sky critical thinking projects in the current curriculum.	Spring 2024	<ul style="list-style-type: none"> <li>Curriculum documents</li> <li>Unit plans</li> </ul>
Solicit student feedback to identify preferences/interests at different grade bands and analyze results to identify potential opportunities.	Annually	<ul style="list-style-type: none"> <li>Written and oral feedback</li> </ul>
Contact parents/local businesses to identify professional skill sets that can expose students to a wider variety of learning experiences.	September-December 2024	<ul style="list-style-type: none"> <li>Database of professionals</li> </ul>
Work with industry experts/professionals to provide "mini-courses" for faculty/students to deepen their understanding of real-life application of content.	Ongoing	<ul style="list-style-type: none"> <li>Presentations/mini-courses</li> </ul>
Immerse students in simulated real-world experiences that mirror those of outside experts.	Ongoing	<ul style="list-style-type: none"> <li>Projects</li> <li>Presentations</li> <li>Unit plans</li> </ul>

Elicit feedback from staff, students, and presenters to improve future experiences.	Post-Experience	<ul style="list-style-type: none"> <li>• Written and verbal feedback</li> </ul>
Explore opportunities for field trips.	Annually	<ul style="list-style-type: none"> <li>• New trips</li> </ul>
Share project results with the school community.	Post-Experience	<ul style="list-style-type: none"> <li>• Projects</li> <li>• Presentations</li> </ul>

**Objective:** Educate and promote personal responsibility and understanding of technology in an ever-changing environment (e.g., social media, artificial intelligence, etc.)

Action	Timeline	Performance Indicator
Review and update digital literacy curriculum to include social media, cyberbullying, and identifying inaccuracies in the presentation of online information.	September 2023-December 2024	<ul style="list-style-type: none"> <li>• Curriculum Documents</li> <li>• Unit Plans</li> </ul>
Engage middle school students in open discussions on the impacts of social media in their own lives and beyond.	Ongoing	<ul style="list-style-type: none"> <li>• Curriculum Documents</li> <li>• Unit Plans</li> <li>• Classroom Observations</li> </ul>
Investigate social media experts to discuss digital literacy with the school community (students, staff, parents).	Spring 2024	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Follow-Up Learning Opportunities</li> </ul>
Integrate AI usage into student learning experiences in an age-appropriate and educationally-responsive way.	Ongoing	<ul style="list-style-type: none"> <li>• Professional Development</li> <li>• Board Policy</li> <li>• Lesson/Unit Plans</li> </ul>

# Goal Area 5: Learning Spaces and Optimized Staffing

**Goal Statement:** Reimagine learning spaces, staffing, and recruiting to foster high-quality instruction.

**Objective:** Ongoing analysis of building spaces to support an increasing enrollment and curriculum changes.

Action	Timeline	Performance Indicator
As part of the cyclical review process and when a new curriculum is adopted, consider how physical space can be utilized to meet curricular goals.	Ongoing	<ul style="list-style-type: none"> <li>● Curriculum documents</li> <li>● Grants submitted</li> <li>● Long-range facilities plan</li> </ul>
Ensure the learning environment is student-centered, increasingly flexible, and supports the curriculum.	Ongoing	<ul style="list-style-type: none"> <li>● Walkthroughs</li> <li>● Physical space</li> </ul>
Utilize student voice in redesigning and reimagining learning spaces.	Ongoing	<ul style="list-style-type: none"> <li>● Student Council</li> <li>● Student Committees</li> <li>● Student presentations (i.e., BOE, AFEE, PTO meetings)</li> </ul>
Work in conjunction with the Allendale Education Foundation to strategically support the development of unique and creative learning spaces.	Ongoing	<ul style="list-style-type: none"> <li>● Grants approved/implemented</li> </ul>
Annually review the district long-range facilities plan to align with the needs of the district learning spaces.	Ongoing	<ul style="list-style-type: none"> <li>● Facilities Plan document</li> <li>● Meeting minutes</li> </ul>

**Objective:** Increase ways to recruit and retain highly-qualified candidates.

Action	Timeline	Performance Indicator
Seek strategic partnerships with colleges and universities.	Ongoing	<ul style="list-style-type: none"> <li>● Student teachers</li> <li>● Applicants from partner schools</li> </ul>
Investigate and evaluate corporate recruiting methods and strategies.	January 2024-January 2025	<ul style="list-style-type: none"> <li>● Change in methodology</li> <li>● Change in recruiting practices</li> </ul>
Incorporate current staff members into hiring and recruiting processes to highlight district strengths and successes as to "Why work in Allendale?" (e.g., professional development, new teacher induction and support/mentoring, health benefits, our people).	Annual spring recruitment cycle	<ul style="list-style-type: none"> <li>● Staff Feedback</li> <li>● Hired Staff Feedback</li> <li>● New Teacher Orientation</li> <li>● Superintendent Meeting</li> </ul>
Create a multifaceted marketing campaign for recruitment that includes digital, print, and job fair posters.	December 2023-February 2024	<ul style="list-style-type: none"> <li>● Digital Media</li> <li>● Print Media</li> </ul>

**Objective:** Optimize the utilization of our staff and their respective skill sets.

Action	Timeline	Performance Indicator
"Teachers Educate Teachers:" maintain a professional development committee that identifies goals and objectives for further professional learning.	Ongoing	<ul style="list-style-type: none"> <li>● PD Plans</li> <li>● PD Days</li> <li>● ACE Meetings</li> <li>● Agendas</li> </ul>

Increase the diversity of staff members who educate colleagues in their areas of expertise.	April 2024- April 2026	<ul style="list-style-type: none"> <li>● List of presenters</li> <li>● Presenting expectations for staff</li> </ul>
Consistently seek ways to improve time and methods of delivering highly-effective professional development.	Ongoing	<ul style="list-style-type: none"> <li>● PD Committee</li> <li>● Staff Feedback Surveys</li> </ul>