

Annual Strategic Plan Goals 2022 - 2023

Goal 1: Diversity, Equity, and Inclusion

To increase opportunities to develop a district committed to diversity, equity, and inclusion through hiring practices of educational and support staff, curriculum development, and student empowerment.

Objective 1: Increase the use of culturally relevant instruction and curriculum; re-examine history/culture/science to include diverse perspectives and content.

Description	2022-2023 ACTION	Lead Collaborator	Progress
<u>Statement of Belief and Purpose</u>	<ul style="list-style-type: none"> Develop and provide families with a Statement of Belief and Purpose Workshop similar to that which has been provided to all staff and new staff over the last two years. 1/2023 	Noel Baxter and Faculty Members who developed the staff training.	We are working on creating a video to share and explain the Statement of Belief and Purpose.
Culturally Diverse Books Project	<ul style="list-style-type: none"> Enhance accessibility to culturally responsive literature by providing a special project for students to complete that can be used as independent reading at home and at school that focuses on a specific monthly diversity theme. Culturally diverse books are suggested as part of the project, but students may use their own selections and share these as well. 	Perri Fuerst, Administrative Intern, and Special Education Teacher - developed the project. John Lohn, Media Specialist, is helping students and staff access relevant books for the monthly theme.	Relevant professional development sessions provided on March 10, 2023 included: <ul style="list-style-type: none"> Amplifying Asian American & Pacific Islander History Focus on Comprehensive Literacy and LGBTQ+ Inclusive Literature Focus on LGBTQ+ History, Nonfiction Strategy, and Literacy Integration Serious History, Serious

			<p>Games: Using Mission US in the Classroom to Foster Historical Empathy</p> <ul style="list-style-type: none"> • Reading, Writing, Thinking in Social Studies and Science • Students' pictures are posted in our hallways who have completed the challenge
African-American History	<ul style="list-style-type: none"> • Explore the possibility of adding AP African American Studies to the SPFHS Program of Studies through as a pilot school if possible or when the course is made available for implementation in 2024-2025. 	Robert McGarry and Noel Baxter	Course is being offered in 2023-24
Diversifying Titles in ELA	<ul style="list-style-type: none"> • Continuing to add titles that represent diverse experiences and authors in middle and high school ELA classes. 	Liz McKenna, ELA department	Adding titles in 6th and 11th grade. (<i>The Magic in Changing Your Stars</i> in 6th grade which represents Black Magical Realism and <i>The Marrow Thieves</i> in 11th grade which is an Indigenous author and dystopian story)
Increase Access to Diverse Books	<ul style="list-style-type: none"> • Book Madness Project to expose students to more diverse literature in an engaging format through a Book Bracket like basketball's March Madness 	John Lohn, Media Specialist, Kerri Horvath, First Grade Teacher and McGinn Teachers	Teachers and staff recorded read alouds for the bracket . Families and classes are in the process of voting each week for their favorites as they watch each read-aloud.
Integrate Students,' Families' and Staff's cultures and traditions into the school day	<ul style="list-style-type: none"> • Administer McGinn Family Culture Survey • Administer McGinn Staff Family Culture Survey 	Sasha Slocum	Data collected from families and staff throughout the year and shared periodically on announcements. Data includes family celebrations,

	<ul style="list-style-type: none"> Utilize Data to inform the school community about who we are 		languages, time spent with family, and many other facts about our families.
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Objective 2: Increase diverse educational staffing, training, and capacity building so that staff more fully reflect the composition of our community and have a better understanding of and engagement with students.

Description	2022-2023 ACTION	Lead Collaborator	Progress
Continue to focus on Diversifying educational staffing	<ul style="list-style-type: none"> Research and engage with organizations that may support our efforts to increase diverse educational staffing, training, and capacity building (e.g. The Center for Black Educator Development. https://www.thecenterblacked.org/about-us) 	Robert McGarry and Peter Pitucco	<p>The district is actively engaged in recruitment strategies that have prioritized ensuring that our staff reflects the diversity of our student population. As this pertains to Educators of Color, staff have engaged in developing relationships with organizations that have prioritized recruiting more educators of color into the field. A few highlights of this work have included:</p> <ul style="list-style-type: none"> Attendance at a national convening focused on Addressing the National Teacher Shortage and Recruiting and Training Black Male Educators and developing partnerships through this. Relationship building with the Center for Black Educator Development in

			<p>Philadelphia.</p> <p>The district is also preparing to launch a "grow your own" teacher program and will be actively seeking to encourage students of color to consider a career in education.</p>
<p>Kean Partnership with Students and Student Teachers</p>	<ul style="list-style-type: none"> McGinn School Teachers and Principal have been working with Kean University professors to mentor sophomore field, junior practicum, and students teachers 	<p>Sasha Slocum, Dr. Susan Polirstok, Professor of Special Education at Kean, Professor Ron Karsen, Lecturer, Dorothy Lusk, Susan Bradley, Kristen Cecchini, Candice Testa, Perri Fuerst, classroom teachers</p>	<p>This was done at School One as well. (classroom teachers Kate Szczubelek, Meredith Sackheim, Kelley Sponheimer, and Kelli Miller, all had students from Kean)</p> <p>Kelly Bhatia, and Kerri Horvath are also mentoring students</p>
<p>Insight Education Group: The Educator Exchange: Partnering to Recruit and Retain More Educators of Color in STEM</p>	<ul style="list-style-type: none"> Create networking and learning partnerships focused on recruiting and retaining more diverse educators. 	<p>Robert McGarry and Guida Faria</p>	<p>Attended a conference on January 25-26 which focused on recruiting with the end in mind, retaining educators to change the narrative, building sustainable career pathways, and research from the field.</p> <p>Met with partners from the conference to discuss recruiting efforts.</p> <p>Shared information from the conference with coordinators of the Social Justice Academy (Identifying look fors in potential</p>

			future educators; learning tasks/activities to support teaching and learning)
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Objective 3: Increase opportunities for students of color/BIPOC/special education/ESL and other marginalized groups in all curricular and programmatic areas. Analyze data to increase these opportunities.

Description	2022-2023 ACTIONS	Lead Collaborator	Progress
Action research in collaboration w/NORC & The University of Chicago. Exploring students' sense of belonging and inclusion in mathematics and how their perceived sense of belonging impacts their performance.	<ul style="list-style-type: none"> ● Create a Sense of Belonging DEI committee to explore and help implement strategies that foster inclusion and success for students of color and students from other marginalized groups in higher math learning; ● Work to design and implement student survey, and analyze subsequent data relevant to activity #1. ● Create student focus groups subsequent to activities #1 and 2 above. 	Scott Bortnick, Kevin Holloway, Ralph Gerace, Kate Rosander, Sarah Kaeli DEI (Sense of Belonging In Math) subcommittee.	<p>Kate Rosander and Sarah Kaeli participated in an expert advisory panel with NORC to review the surveys for elementary and secondary students.</p> <p>The survey is scheduled to be shared on May 19, 2023</p> <p>Ralph Gerace participated in a Tri-State visit to and dialogued with a school district that is exploring math's sense of belonging.</p>
Identifying Student AP Potential and Addressing Barriers to Enrollment	<ul style="list-style-type: none"> ● To utilize analysis of PSAT results to encourage students who might not otherwise consider enrollment in AP courses to do so. ● Use previous results to identify students who have not enrolled in AP Classes to determine if 	Tim Donahue	<p>PSAT Results were utilized by the counseling department to encourage students in grades 10-12 to enroll in AP courses. These students were recommended for academic classes.</p> <p>A core group of teachers and all</p>

	any barriers to enrollment exist.		administrators in grades 1-8 provided the following workshop: Applying MAP Reports: Student Growth and Goal Setting Workshop
Tri-State Collaboration	<ul style="list-style-type: none"> Engage the Tri-State Consortium to assist in determining the extent to which we have effective supports in place in literacy instruction within our district's special education K-12 continuum to maximize student learning?" 	Lisa Rebimbas and Robert McGarry	TriState visit completed March 15-17, 2023 website completed with district artifacts of practice.

Objective 4: Develop opportunities to empower students to learn self-advocacy and leadership.

Description	2022-2023 ACTIONS	Lead Collaborator	Progress
Student Representation on the Board of Education	<ul style="list-style-type: none"> Invite the Grade 12 Student Government president to join the board as its first student representative. Develop a selection process to identify a junior member of the board. 	Joan Mast and David Heisey	Two student BOE representatives were selected. A Principal/Superintendent Council was created.
Person-Centered Approach in Schools and Transition (PCAST) implementation in self-contained classrooms through a partnership with Rutgers	<ul style="list-style-type: none"> Send new self-contained teachers for training. Develop a department-wide vision for implementation. Develop an "all about me" pamphlet for each student to be given to parents, related service providers, and future 	Diane Peneno	

	teachers of the students.		
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Objective 5: To expand ongoing training opportunities for staff to include culture, identity, and neurological diversity.

Activity/Initiative	2022-2023 ACTION	Lead Collaborator	Progress
Diversifying Student Texts at the Elementary Level	<ul style="list-style-type: none"> As part of the Title I Annual School Plan, we will be focusing on providing teachers professional development on diversifying texts that align with each unit of study that results in the addition of one new text for each reading unit of study. 	Justin Fiory, Erin Mullman, Jordan Gribbin - Literacy Coach, Kelli Dunston - Supervisor of K-5 ELA	<p>50+ books were purchased and reviewed by Kelli Dunston. They have not yet been shared with staff.</p> <p>Professional development was provided by grade level for K-4 that focused on diversifying the texts used in reading workshop.</p> <p>Brunner School had a whole school meeting and Dr. Bortnick read <i>Just Ask</i> by Sonia Sotomayor focused on celebrating and bringing awareness to Neurodiversity. Students were asked to make flowers from recycled materials and a “garden” was planted in front of Brunner School with a banner proclaiming Brunner Celebrates Neurodiversity. Teacher leaders Alex Graham, Samantha Strulowitz, and Victoria Neves along with ESP Rose Marie Pearce organized the efforts.</p> <p>Evergreen and Coles celebrated Read Across America Week with a focus on diverse literature.</p>
Professional Development	<ul style="list-style-type: none"> Develop and offer a set of 	Noel Baxter, Kristine Iarussi, Wayne	Several workshops were offered

<p>Opportunities</p>	<p>after-school professional development workshops and book clubs that support the vision and philosophy of DEI and build upon previous all-staff workshops including "Creating Inclusive Classrooms" (Introduced in the Fall of 2021) and Culturally Responsive & Trauma-Informed Instruction (Introduced in the Fall of 2022).</p>	<p>Malette, April Chestang</p>	<p>during March 10 PD day as options for staff members; additional workshops will be offered during summer 2023. Workshops included:</p> <ul style="list-style-type: none"> ● Cultivating a Culture of Well-Being ● Dyslexia Training ● Working with ELLs ● How Have You Relaxed Today? Neurographic Art ● Mastering the Balancing Act: Differentiation in the Inclusion Classroom
<p>Supporting ELLs</p>	<ul style="list-style-type: none"> ● Identify areas to support teachers in working with ELLs and implementing interventions related to the student needs. Create a supportive community of Learners that Identify and effective K-12 interventions that have been implemented starting Fall of 2022 to ensure all ELLs have access to the K-12 curriculum through social and academic opportunities. 	<p>Lisa Howard</p>	<p>Introductory training sessions related to working with ELLs were provided to all middle school departments during the October PD day, all elementary special area teachers during the March PD Day and to the entire faculty of Evergreen during a faculty meeting. Training included an overview of our current ELL demographics and instructional strategies that teachers can implement when working with ELLs.</p> <p>Middle school core subject area teachers engaged in a half day workshop with the ELL supervisor in which they worked to create modified materials and supports for ELLs. Teachers were able to receive one-on-one coaching from their</p>

			<p>peers and the supervisor on how to develop support materials for ELLs.</p> <p>The ESL department created a new document entitled “ELL Student Summary” for each student in the program. This document includes student background information, data regarding their English language proficiencies, and recommended classroom strategies. This document is meant to provide information and data to all teachers of ELLs to best support their work in the classroom. Feedback from teachers about this document has been overwhelmingly positive!</p> <p>Math department utilized PD to expand their understanding of pedagogy and use of multi-lingual resources to support newcomers at the secondary level.</p>
New Staff Orientation	<ul style="list-style-type: none"> Integrate DEI training within the annual new staff orientation program. 	Robert McGarry	Workshop that was presented to all district staff during 2021-22 school year was presented to all new staff during orientation August 2022
New Teacher Roundtables	<ul style="list-style-type: none"> After school roundtables for teachers that are new to the district (year 1 and 2) 	Guida Faria & Noel Baxter	New Teacher Roundtables focused on various topics throughout the year. With each topic, strategies shared focused on supporting all students through culturally responsive approaches.

Expand Day of Global Cultures	<ul style="list-style-type: none"> Expand participation in McGinn Day of Global Cultures for more student experiences with culture within our school Connect with PTA and district initiatives 	Sasha Slocum, Neelambari Save, Susan Pastir (McGinn PTA President)	McGinn held their largest and most successful McGinn Day of Global Cultures the same day as Global Family Night. This expanded our connection between home and school, got more staff to participate, and catalyzed the effort to bring Day of Global Cultures to the district.
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Objective 6: To create district-supported project-based learning focused on local social justice issues.

Description	2022-2023 ACTION	Lead Collaborator	Progress
Local History	<ul style="list-style-type: none"> Provide teachers of Social Studies with an orientation to the history of Shady Rest and its role in the community. (October 2022) Pilot 9th-grade field trip to Shady Rest (May 2023) Explore resources available through local historical commissions and museums for integration into appropriate places in the curriculum, K-12 (ongoing) 	Noel Baxter	School One 4th graders have a field trip to Osborn Cannonball House Museum on May 31, 2023 Teachers from the social studies department and other departments attended presentations at Shady Rest during PD days; we are working on planning a field trip for 9th graders; music department is considering hosting a concert at Shady Rest.
Climate Action Schools Program	<ul style="list-style-type: none"> Establish a Climate Change Education Advisory committee to review and plan district initiatives Explore the Take Action Global professional 	Noel Baxter and Guida Faria	Interdisciplinary projects in 2nd and 4th grade have been outlined and will be implemented in May-June 2022 6th grade teachers will meet in

	development offerings and student projects <ul style="list-style-type: none"> ● Pilot 4-week Climate Action Schools project (April 2023) with 6th-grade students 		May to discuss ideas for an interdisciplinary unit in social studies and science
Social Justice Academy	<ul style="list-style-type: none"> ● Recruit current 8th Grade students to join the first cohort of a Social Justice Academy focused on the Education profession. 	Brooke Kaska-Esposito and Noel Baxter	A high school team presented to our curriculum committee and wellness and equity committee plans to launch the SJA. The plan is to attract diverse students into teaching and dual enrollment credits for the 2023-2024 school year.

Objective 7: *Assess district materials for content that is reflective of the current global community.*

Description	2022-2023 ACTION	Lead Collaborator	Progress
Curriculum Review Process	<ul style="list-style-type: none"> ● Integrate Social Studies Alive resources within the curriculum. 	Noel Baxter	Curriculum has been revised to integrate new lessons and resources in grades K-5 with an emphasis on active citizenship in a diverse world
Addressing Bias in Course Materials	<ul style="list-style-type: none"> ● Develop and implement a checklist to be used for all future adoptions of materials to identify (and avoid) biases such as gender role stereotypes and biases towards age, racial, ethnic, or religious groups, 	Robert McGarry	Checklist is in place and is now in use for all materials adoptions.

	and/or the imposition of artificial hierarchies of social values on occupational categories (occupational bias).		
Holidays and Celebrations	<ul style="list-style-type: none"> Develop a school calendar that is inclusive of and responsive to the holidays celebrated within the community. 	Joan Mast	Holiday calendar task force meeting on December 21, 2022, to discuss all of the sacred days and celebrations so that they are recognized in calendar conversations. Superintendent / principal advisory group students are creating a pamphlet to identify and defined sacred days and celebrations.
Curriculum Review Process ELA	<ul style="list-style-type: none"> Look at ELA curriculum material to determine if materials represent experiences of diverse groups beyond stereotypical depictions Offer a wider variety of titles that depict diverse experiences 	Liz McKenna, ELA Department	<ul style="list-style-type: none"> Adding additional titles to 12th-grade academic curriculum Adding an additional title to 6th-grade curriculum to depict Black experience beyond civil rights movement
Self contained n2y Unique Learning Systems	<ul style="list-style-type: none"> Review of printable Instructional materials 	Diane Peneno	<ul style="list-style-type: none"> Instructional materials and printable books represent a diverse population in pictures as well as names used in stories
Assess our read aloud practices at the elementary level	<ul style="list-style-type: none"> Develop an inventory of our read alouds through establishing a baseline of 	Sasha Slocum, Sandy Fehte, Erin Mullman, Scott Bortnick, Justin Fiory	We have collected data from mid-year and will collect again at the May staff meetings to provide

	what our elementary teachers choose to read to their classes		information to our teachers for the new school year
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Goal 2: Educating the Whole Child

To engage students academically, socially and emotionally to be resilient, creative, critical thinkers through authentic learning experiences, so that they feel validated, self aware and interconnected and can approach the world’s challenges with empathy and passion.

Objective 1: To expand social-emotional learning opportunities for students PK-12 that build resiliency and space for risk-taking in a safe environment.

Description	2022-2023 ACTION	Lead Collaborator	Progress
Developing Resiliency with Engaging Approaches to Maximize Success (DREAMS) Program	<ul style="list-style-type: none"> Prepare middle schools for the 23-24 implementation of the DREAMS Program which will provide educators with resources and training in the Nurtured Heart Approach (NHA) and Trauma-Informed Practices to create a supportive and positive school culture that prioritizes the building of healthy relationships, recognizes every students’ greatness, and promotes the development of self-regulation strategies for 	Kristine Iarussi	Application and grant award received 2022-2023 school year. Implementation of grant for the 2023-2024 school year.

	both staff and students.		
Second Step SEL Curriculum	<ul style="list-style-type: none"> • Student Assistance Specialists push into classrooms and deliver lessons in coordination with the classroom teachers as well as continued teacher implementation of this program in all elementary schools. The unit topics are growth mindset, goal setting, emotion management, empathy and kindness, and problem-solving. 	Kristine Iarussi	School One - All homeroom teachers have administered lessons with the assistance of Student Assistance Specialist. Brunner teachers have implemented second step lessons. Evergreen teachers have implemented Second Step lessons. Coles teachers have implemented Second Step lessons. McGinn teachers have implemented Second Step lessons, some jointly with SAS.
Bullying Prevention Programs	<ul style="list-style-type: none"> • Second Step-Bullying Prevention Unit was added this year. It teaches elementary students how to recognize, report, refuse bullying, and respond to situations using bystander strategies. • Provide opportunities for Parent HIB Training <ul style="list-style-type: none"> ○ TMS (11/2022) 	<p>Kristine Iarussi</p> <p>Kristine Iarussi, Kevin Holloway, Ralph Gerace, Amanda Wolf, Lauren Markovitz</p>	<p>Brunner teachers have implemented second step lessons.</p> <p>School One - all homeroom teachers completed the required lessons.</p> <p>McGinn teachers have implemented anti-bullying Second Step lessons.</p> <p>Terrill Middle School-Parent HIB training took place; 2 HIB/upstander grade level trainings took place for students; 2 HIB staff trainings took place; Shining Forth Recognition program has been established to recognize students across grades 5-8 for exemplary, norm-establishing behavior.</p>

<p>Emotional Health Rubric: self-control and coping skills</p>	<ul style="list-style-type: none"> ● By May 2023, second-grade students will increase one level on the Emotional Health Rubric in the area of self-control and coping skills. Activities include purchasing sensory supplies and materials from a grant, training teachers on their use, working with students on how to find materials that work best for them, and organizing supplies to ensure they are available to all who need them. 	<p>Sandy Fehte, Cailin Frantz, Kim Loschiavo, and the second-grade teachers</p>	<p>Second year of EEF funding for supplies approved and ordered. Faculty meeting on 10/3 on how to use the sensory materials. Work with ABA Solutions on supporting students and using materials in the classroom.</p>
<p>Implementation of SEL program in Preschool (“Al’s Pals”)</p>	<ul style="list-style-type: none"> ● Continue to expand the implementation of the Al’s Pals program for social-emotional learning in Preschool, which is aligned to <i>The Creative Curriculum, Teaching Strategies GOLD Objectives for Development and Learning</i>, and preschool standards. 	<p>Kate Rosander</p>	<p>Preschool teachers have implemented additional lessons this year and reflected with colleagues on the successes and share best practices. Family letters continue to be shared.</p>
<p>Integrate lesson on personal safety to fulfill Erin’s Law mandate in preschool</p>	<ul style="list-style-type: none"> ● Collaborate with Student Assistance Specialists and Director of Health & Wellness to design and implement a developmentally appropriate lesson on personal safety. ● Plan and present a parent 	<p>Kate Rosander</p>	<ul style="list-style-type: none"> ● Kate Rosander, Lori Lidofsky, and April Chestang met with preschool teachers to explore sample lessons and age-appropriate texts that address the Erin’s Law mandate. ● Lesson will be designed

	<p>workshop to educate parents on Erin’s Law and the personal safety lesson that will be implemented.</p>		<p>in collaboration with Kristine Iarussi to connect with the Comprehensive Health & PE Standards with feedback from teachers.</p> <ul style="list-style-type: none"> ● Parent workshop will precede lesson implementation. ● Diane Peneno will work with the self-contained preschool teachers to adapt lessons as needed to meet the needs of their students
<p>Teen Mental Health First Aid</p>	<ul style="list-style-type: none"> ● A grant from the Mental Health Association of NJ was received on September 13, 2022, to train and certify students in grade 11 on Teen Mental Health First Aid. It is an evidence-based training that teaches teens how to identify, understand and respond to signs of mental health and substance use challenges in their friends and peers. The training gives teens the skills they need to have supportive conversations with their friends and emphasizes the importance of getting help from a responsible and 	<p>Kristine Iarussi and Dave Heisey</p>	<ul style="list-style-type: none"> ● 320 students have received the national certification of completion and 70 students received certification of participation ● Association is willing to train 2-3 additional staff as instructors for the second year of implementation

	<p>trusted adult.</p> <ul style="list-style-type: none"> • 10% of high school staff received an all-day training on October 10, 2022, to become certified in Youth Mental Health First Aid to support students. 		
Professional Development	<ul style="list-style-type: none"> • Provide relevant PD for staff 	Robert McGarry	<p>The following sessions were included in the March 10th PD Day Schedule:</p> <ul style="list-style-type: none"> • Building a Resilient Classroom Culture for Your Students and for You • Cultivating a Culture of Well-Being • How Have You Relaxed Today? Neurographic Art • Serious History, Serious Games: Using Mission US in the Classroom to Foster Historical Empathy • Teaching Stress Management Practices to Middle Schoolers • The Power of Affirmations, Law of Assumption, and Re-Wiring Your Brain • Using Play to Support Children's Expression and Social-Emotional Learning

<p>Parent workshops on the importance of play for supporting child development</p>	<ul style="list-style-type: none"> Plan and present parent workshop series on the importance of play in consultation with experts in early childhood development 	<p>Kate Rosander, Lisa Rebimbas, and Diane Peneno</p>	<ul style="list-style-type: none"> April 18, 2023 - “Play to Grow: Using Play to Support Children’s Expression and Social Emotional-Learning” workshop presented by Christian Bellissimo, play therapist April 25, 2023 - “Play-Based Strategies to Support Sensory and Speech-Language Development” workshop presented by district Occupational and Speech Therapists
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***Objective 2:** Design learning experiences that will develop students to be critical consumers of information, to make educated, well informed decisions, considering multiple perspectives in the decision making process.*

Description	2022-2023 ACTION	Lead Collaborator	Progress
<p>Middle School Curriculum and Schedule</p>	<ul style="list-style-type: none"> Review and enhance the use of time at the middle school level in order to have our master schedule reflect what we value most: student achievement and choice 	<p>Jocelyn Dumaresq and Kevin Holloway</p>	<p>Last year, the Middle School Redesign Team collected data from teachers and other districts and evaluated options for future years. This year, we began laying the groundwork for a partial departmentalization of 5th grade as early as the 23-24 school year as well as creating a rotating drop schedule for 6th-8th grades possibly</p>

			for the 24-25 school year. As a function of this schedule, students would have more time in band and chorus, more opportunities to participate in electives, and more individualized instruction in mathematics.
Supporting Individual Growth Needs in Reading	<ul style="list-style-type: none"> Analyze MAP Growth Reading and MAP Fluency data to support teachers in educating the whole child. Conduct a Case Study - Identify students to follow as case studies (discuss data, trends, noticings, and wonderings with the BSI team). 	Kelli Dunston	<p>Training was given on analysis of MAP scores during PD day</p> <p>Analyzing MAP Growth Reading data to help measure the impact of Foundations Level 1.</p> <p>Analyzing MAP Growth Reading data with the ELA B.S.I. team during department meetings to deepen teacher understanding.</p>
Community-Based Instruction and Life Skills	<ul style="list-style-type: none"> Providing opportunities within our schools, as well as out in the community, to foster real-world, functional skills in a natural learning environment. Pilot visits to the JCC to allow students to experience fitness and recreation and in the community. 	<p>Andrea Tomesko and the Department of Special Services</p> <p>Andrea Tomesko, Special Education Teachers and Department of Special Services Staff</p>	<p>Many opportunities have taken place on the MS and HS levels already and will continue through June, as well as during ESY. Outings and tasks will be ongoing for the 23-24 school year.</p> <p>Students visited the JCC twice this year.</p>
K-12 Comprehensive Health Curriculum	<ul style="list-style-type: none"> Committees will develop new proficiencies after examination of current 	Robert McGarry, Kristine Iarussi, Curriculum Committees	Proficiencies have been developed for K-12 based on the NJ standards. Curriculum to support the new

	<p>proficiencies and new state standards.</p> <ul style="list-style-type: none"> • Parent survey and focus groups will inform the work. • Department meetings to prepare PE/Health Teachers for the curriculum change 		<p>proficiencies has been developed for 6-12th grade. Elementary curriculum will be created this spring/summer. A new pacing guide for 11th grade health will be created this summer along with new drug and alcohol lessons.</p>
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Objective 3: *Expand and diversify clubs and extracurriculars at all levels.*

Description	2022-2023 ACTION	Lead Collaborator	Progress
Administrative Support for Athletics and Activities	<ul style="list-style-type: none"> • Reorganize the administration of the high school to include an Assistant Principal for Athletics and Activities. • Implement an “Adopt a Team” program through which administrators can observe and support student athletes engaging in student life outside of the classroom. 	Dave Heisey	The superintendent and HS principal have modeled the “adopt a team program”. There is an increasing interest in administrators attending sporting events to support student-athletes, parents, and coaches.
Featured Club Support and Expansion	<ul style="list-style-type: none"> • The continuation and facilitation of the TMS Agents for Change Student Leadership Group; Continuation of the TMS History Day Club; Establishment of Elementary Lego Adventure Club. 	Ralph Gerace	Report out in June.
ESports Team	<ul style="list-style-type: none"> • Provide support for the SPFHS Esports team. 	David Heisey	The e-sports Overwatch Team were the State Champions!

Middle School Sports	<ul style="list-style-type: none"> Investigate the potential impact of creating a district funded middle school sports program. 	Ryan Miller	Value still being investigated; cut vs. no-cut. Cost is a factor, about \$10,000 per team added. Transportation is a factor as well as safe facilities to play. Might consider more intramural activities such as Ultimate Frisbee, Handball, etc.
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Objective 4: Support the development of student agency through authentic learning, (e.g. STEAM, the arts, and counseling at all levels.).

Description	2022-2023 ACTION	Lead Collaborator	Progress
Lego Adventure Club	<ul style="list-style-type: none"> Evergreen will host a Lego Adventure Club for 4th graders in the evenings 	Erin Mullman and Ralph Gerace	Lego Club met weekly and presented final projects at Science Fair.
SPFHS High School Heroes (Junior Achievement USA)	<ul style="list-style-type: none"> JA High School Heroes provides authentic leadership opportunities for high school students. High school students improve their understanding such as effective civil leadership, techniques that further teamwork, problem solving techniques to solve personal problems, etc. From December 2020 - April 2023 members of the SPFHS FBLA will travel to each elementary school and deliver lessons to students on topics that connect to the standards they are learning but in the 	Sarah Kaeli	<p>Joint collaboration between FBLA and Tomorrow's Teachers teaching lessons to students in grades 1-4 at McGinn.</p> <p>Completed at School One- April 14, 2023</p> <p>High School Heroes is scheduled to come to Evergreen on April 28, 2023</p>

	context of life literacies.		
Community Based Instruction and Life Skills	<ul style="list-style-type: none"> Providing opportunities within our schools, as well as out in the community, to foster real-world, functional skills in a natural learning environment. 	Andrea Tomesko, DOSS	Many opportunities are currently taking place on the secondary level and will continue to do so through June and ESY. Opportunities will be on-going for the 23-24 school year.
Social Issues Projects	<ul style="list-style-type: none"> As part of exploring the essential question, ““Can everyday citizens make a difference?”” students in the Performance Assessment Design Initiative (PADI) class will develop action plans to address social issues. 	Heidi Novik, Amy Rutkowski, Colleen Gallagher, Victoria Vanoni, Susan Eryan and Jill Zarr, Robin Stayvas and Brooke Kaska-Esposito	Report out in June.
National History Day Club	<ul style="list-style-type: none"> Students at Terrill Middle School will develop projects and present according to the NHD guidelines 	Philip Yap, Noel Baxter, Ralph Gerace	Students have created projects and presented at Regional National History Day contest.
SPF STEM Expo	<ul style="list-style-type: none"> Students at Nettingham and Terrill Middle Schools develop projects to address a problem. 	Guida Faria, Lynne Cinella, David Knoblock	The 2nd annual SPF STEM Expo was held on Thursday, April 13th. There were about 25 different projects that students designed and were judged by different scientists.
Career Day	<ul style="list-style-type: none"> Present students and staff with multiple life experiences of our community to expand their thinking and connect their learning to 	Sasha Slocum	McGinn Career Day will include over 35 presenters on April 28th

	real-world		
Lego Robots and Spheros, Coding	<ul style="list-style-type: none"> Engage every McGinn 4th grader in building and programming a Lego Robot Have students participate in Hour of Code Activities 	Sasha Slocum and John Lohn All elementary principals	<ul style="list-style-type: none"> Every fourth grader successfully completed a cycle with the Lego Robots Many students in grade 1-4 experimented with Spheros

Objective 5: *Enable students to explore multiple pathways to success, (e.g. colleges, trades, certification) through apprenticeships, mentorships, and community-based opportunities.*

Description	2022-2023 ACTION	Lead Collaborator	Progress
Career and College preparation	<ul style="list-style-type: none"> Support student enrollment in Naviance registration and introduction (grade 9), Career Inventories (Gr 10), the official start to the college search process (Gr 11), College Applications and matriculation (Gr 12) 	Tim Donahue	Students in 9th grade have been granted access to Naviance and begun learning about the program. Students in grade 10 have started working on career inventories. 11th grade students have begun their college search process and 12th grade have submitted their applications. Final student decisions for college matriculation to be made by 5/1/2023.
Dual Enrollment	<ul style="list-style-type: none"> Develop Dual Enrollment and Articulation Agreements with local Colleges and Universities to include course offerings in the Program of Studies for 2023-2024 	David Heisey and Robert McGarry	We are offering Business 101 in the 23-24 school year and plan to offer Spanish in 2024-25. These courses are offered through the Union College of Union County.

Expansion of Vocational Skills and Community-Based Instruction for Secondary Self-Contained Students	<ul style="list-style-type: none"> • Create an additional Vocational Skills class at the high school • Create new/additional opportunities for students to assist within the school day/buildings • Trips within the community • Phase one of A Daily Living Space at the high school • Student partnership/work readiness within district media centers 	Andrea Tomesko and Department of Special Services	All action steps are in place and on-going. Extensive work is scheduled to begin on the Daily Living Space in the immediate future.
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Objective 6: Assist students in navigating and understanding the resources their communities provide, (e.g schools, SP-F, local government, historical landmarks, outstanding citizens).

Description	2022-2023 ACTION	Lead Collaborator	Progress
Engage elected officials in learning activities.	<ul style="list-style-type: none"> • Mayors of both communities will collaborate with students in the Performance Assessment Design Initiative program. • Identify places in the elementary curriculum where it would be appropriate to engage elected officials. • Create opportunities for students in 7th grade US History and Civics to engage with local officials. 	Brooke Kaska- Esposito and Noel Baxter	Students at Terrill competed in the Union County Law Day competition sponsored by the Union County Judiciary; two students won contests and will attend an awards ceremony in May

Related Professional Development	<ul style="list-style-type: none"> • Provide relevant PD for Staff 	Robert McGarry	<p>The following sessions were included in the March 10th PD Day Schedule:</p> <ul style="list-style-type: none"> • How Do We Know What to Believe? Claim Testing • Shady Rest Tour and Presentation
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Goal 3: Community Partnerships and Engagement

To create a communication system that utilizes appropriate channels so all stakeholders receive information that is timely, concise, clean, and balanced. These channels will be utilized to cultivate and continue awareness of existing and future community partnerships that will enhance the student experience and the larger district.

Objective 1: Identify which types of information are delivered through which channels of communication to reach all stakeholders.

Description	2022-2023 ACTION	Lead Collaborator	Progress
District Health and Wellness Fair	<ul style="list-style-type: none"> • Collaborated with mental health awareness club to host a night for adults in students' lives to learn best ways to support their mental health • Approx. 20 providers presented on many mental health topics 	Kristine Iarussi, Dave Heisey, Rick Dorry, Mackenzie Conway, School Counselors, and Student MHAC	Took place on March 16, 2023

High School Athletics Schedules	<ul style="list-style-type: none"> Free use app for google and apple mobile devices to communicate up to date athletic schedules for all High School Sports. App is available for all at “SPFHS Athletics” (App is active and currently available.) 	Ryan Miller	App is loaded and in use. Spring coaches have begun to populate the site with results and photos.
Media Center Open House	<ul style="list-style-type: none"> Media Center Open House facilitated in collaboration with the SP / Fanwood Public Libraries 	Kevin Holloway and Phillip Yap	Report out in June.
Parent workshops on the importance of play for supporting child development	<ul style="list-style-type: none"> Plan and present parent workshop series on the importance of play in consultation with experts in early childhood development 	Kate Rosander, Lisa Rebimbas, and Diane Peneno	<ul style="list-style-type: none"> April 18, 2023 - “Play to Grow: Using Play to Support Children’s Expression and Social Emotional-Learning” workshop presented by Christian Bellissimo, play therapist April 25, 2023 - “Play-Based Strategies to Support Sensory and Speech-Language Development” workshop presented by district Occupational and Speech Therapists

Objective 2: Create and maintain consistent messages between schools.

Description	2022-2023 ACTION	Lead Collaborator	Progress
District Logo	<ul style="list-style-type: none"> • Create a district logo that provides a visual representation of the district’s mission. 	Joan Mast	The community was presented with several logo options. A vote was taken and the new district logo was introduced.
District Newsletter	<ul style="list-style-type: none"> • Publish a monthly district newsletter 	Joan Mast	Published monthly after every board meeting.
District Alma Mater	Utilize the alma mater as a tool to coalesce the community around a common vision, “All to Here Belong”	Wayne Mallette and Music Department	Is now frequently a part of school programs, sung at graduation, the band plays in at sporting events and it is the opening song of the board meeting recordings on Youtube.

Objective 3: *Identify community experts who can partner with the district utilizing their particular expertise, (e.g. technology, communications, redevelopment planner).*

Description	2022-2023 ACTION	Lead Collaborator	Progress
Women in STEM & Business Career Night	<ul style="list-style-type: none"> • Engage community members in presenting the first SPFHS Women in STEM and Business Night 	Sarah Kaeli, Marjorie Fitzgibbons, Cindy Prybella, and Kristine Lockwood	<p>Successfully hosted the event on November 8th.</p> <p>Keynote speaker Dr. Natalie Azar.</p> <p>Community members and past graduates hosted sessions with high school students related to their experiences in sales, research, finance, and computer science.</p>
Raider Robotics	<ul style="list-style-type: none"> • Approve a local engineer with Picatinny and former Robotics 	Peter Pitucco, Matthew Ducker Duffy	Mr. Bradley not only volunteers his time with the Robotics team but has

	coach to be a volunteer coach with the HS Robotics Team		also provided the robotics team with a grant opportunity from Picatinny to support the purchase of materials to build the robot.
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Objective 4: *Communicate the district resources, (e.g. supports for health and wellness).*

Description	2022-2023 ACTION	Lead Collaborator	Progress
Caregivers Corner	<ul style="list-style-type: none"> ● Continue to publish the monthly newsletter. ● Include topics to promote mental health and wellness for families with students in grades PreK-5. 	Kristine Iarussi	Ongoing
District Crisis Response	<ul style="list-style-type: none"> ● Verify information ● Contact Superintendent’s office, Tier 2 and 3 staff, and Traumatic Loss Coalition ● Develop messaging and resources as well as a schedule to share information ● Notify Tier 1 staff ● Organize staff to provide information and classroom support for entire school ● Notify the parent community ● Prepare support rooms ● TLC and counselor visits 	Dave Heisey, Kristine Iarussi, and Central Office	All actions were completed. Imagine provided additional staff and student support by providing group process in the weeks following the event.

	<p>to classrooms directly impacted</p> <ul style="list-style-type: none"> • TLC provided group counseling for students in need • Coordinate support for middle school 		
Professional Development	<ul style="list-style-type: none"> • Provide PD opportunities for Social Studies teachers to engage with community partners 	Noel Baxter	<p>The following sessions were included in the March 10th PD Day Schedule:</p> <ul style="list-style-type: none"> • Shady Rest Tour and Presentation

Objective 5: *Communicate and articulate partnerships for the whole community.*

Description	2022-2023 ACTION	Lead Collaborator	Progress
Kean Partnership with Students and Student Teachers	<ul style="list-style-type: none"> • McGinn School Teachers and Principal have been working with Kean University professors to mentor sophomore field, junior practicum, and student teachers 	Sasha Slocum, Dr. Susan Polirstok, Professor of Special Education at Kean, Professor Ron Karsen, Lecturer, Dorothy Lusk, Susan Bradley, Kristen Cecchini, Candice Testa, Perri Fuerst, classroom teachers	This was done at School One as well. (Kate Szczubelek, Meredith Sackheim, student from Kean)
Special Education Parent Advisory Group (SEPAG)	<ul style="list-style-type: none"> • The Superintendent and Department of Special Services Administrators have teamed with a group of parent leaders to implement monthly meetings for special education programs. A Special Education Parent 	Joan Mast, Lisa Rebimbas, Diane Peneno, Andrea Tomesko	<p>School One- principal met with school SEPAG representatives twice during the school year</p> <p>HS-Dr. Heisey and Andrea met with HS reps</p> <p>Evergreen- Principal met with</p>

	Advisory Group, or SEPAG (sea-pag) is a state-mandated, district-level, parent-driven group charged with providing input to the local school district on system-level challenges in special education and related services.		school representatives and attended a meeting.
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Goal 4: Facilities and Infrastructure

To improve and expand facilities so that we can provide safe, accessible, and innovative modern spaces for all students that are sustainable (“green”).

Objective 1: Maintain and upgrade facilities through green and sustainable solutions (HVAC, roofing, accessibility).

Description	2022-2023 ACTION	Lead Collaborator	Progress
Five Year Facility Plan	<ul style="list-style-type: none"> Segregate projects for a potential referendum or capital reserve 	Nick Crupi and Christopher Jones	Planning has started with new architects.
New Cleaning Protocols	<ul style="list-style-type: none"> Implement new green cleaning procedures Obtain Green Cleaning Certification 	Nick Crupi and Christopher Jones	Green cleaning procedures have been initiated and training continues. Certification is expected by the end of the year.
HVAC Upgrades and Expansion	<ul style="list-style-type: none"> Upgraded rooftop units at three schools 	Nick Crupi and Christopher Jones	Two additional rooftop units planned to be upgraded. ESIP

	<ul style="list-style-type: none"> Initiated review of ESIP program that would expand HVAC 		review to be part of a five year facility plan.
Implementation of Frontline Central	<ul style="list-style-type: none"> This Frontline Module will assist us in moving many paper forms and processes online including the employee onboarding process, employee contracts and reappointment notices, personal information changes, payroll related documents and much more. Frontline Central will bring all of our Frontline human capital management solutions together (Recruiting & Hiring, Absence Management, & Professional Growth). With a centralized self-service home page to display vital employee information from across Frontline’s HCM suite and highlight items requiring attention, we hope to create efficiencies, maintain compliance, and empower employees to manage their personal information. 	Peter Pitucco	Frontline Central went “live” on April 14, 2023. More progress details will be available over the next 2 months.

Objective 2: *Create innovative spaces to promote learning that prepare children for their future and the education of the whole child, (e.g. network/internet, labs, recreational spaces, media centers and auditorium).*

Description	2022-2023 ACTION	Lead Collaborator	Progress
SPFHS Life-Skills	<ul style="list-style-type: none"> Capital Project - To be bid in Spring 2023 	Nick Crupi and Christopher Jones	Plans are currently drawn up by architects.
Enrollment Projections and School Capacity	<ul style="list-style-type: none"> Explore options and funding mechanisms to address increased enrollment and programmatic initiatives. 	Joan Mast, Christopher Jones and Robert McGarry	Investigating overflow options including renting space, renting temporary classrooms, and creating flexible spaces.
Architect RFP	<ul style="list-style-type: none"> Award contract in January 2023 	Nick Crupi and Christopher Jones	Completed.

Objective 3: *Annually analyze the district's transportation plan to meet the state requirements and the needs of the community in a fiscally efficient manner.*

Description	2022-2023 ACTION	Lead Collaborator	Progress
Execute changes in processes as it relates to transportation	<ul style="list-style-type: none"> Upgrade transportation software Assign district drivers to complex routes 	Marisol Rodriguez and Christopher Jones	Complete. Transportation software has been upgraded. District drivers have been assigned to difficult routes.
Expand bus fleet to increase reliability and decrease cost	<ul style="list-style-type: none"> Investigate costs, new driver pool, and parking 	Marisol Rodriguez and Christopher Jones	Set for board approval.

Objective 4: *Prepare for the possibilities of: 1. Mandated universal Pre-K; 2. Expanding before care/after care.*

Description	2022-2023 ACTION	Lead Collaborator	Progress
Before and After Care (BAC) Task Force	<ul style="list-style-type: none"> Review options based on agreed-upon criteria 	Jeanne Cleary, Christopher Jones, Committee including educators	New provider, Right at School, was selected following a

	<ul style="list-style-type: none"> • Committee meetings, established goals to improve services and address costs, drafted competitive bid, a committee to review presentations and recommend a provider for AY 2023-24 	and business department staff	<p>competitive bid process. Parent workshops held at all elementary schools. Planning visits held at elementary schools with the principals to prepare for licensing visits. Continued communication with RAS regarding hiring and enrollment. Holiday and single session program dates TBD. (Enrollment as of 4.27.23 is 366)</p>
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