



District Goal Update 2022-2023

Board of Education Meeting

May 25, 2023

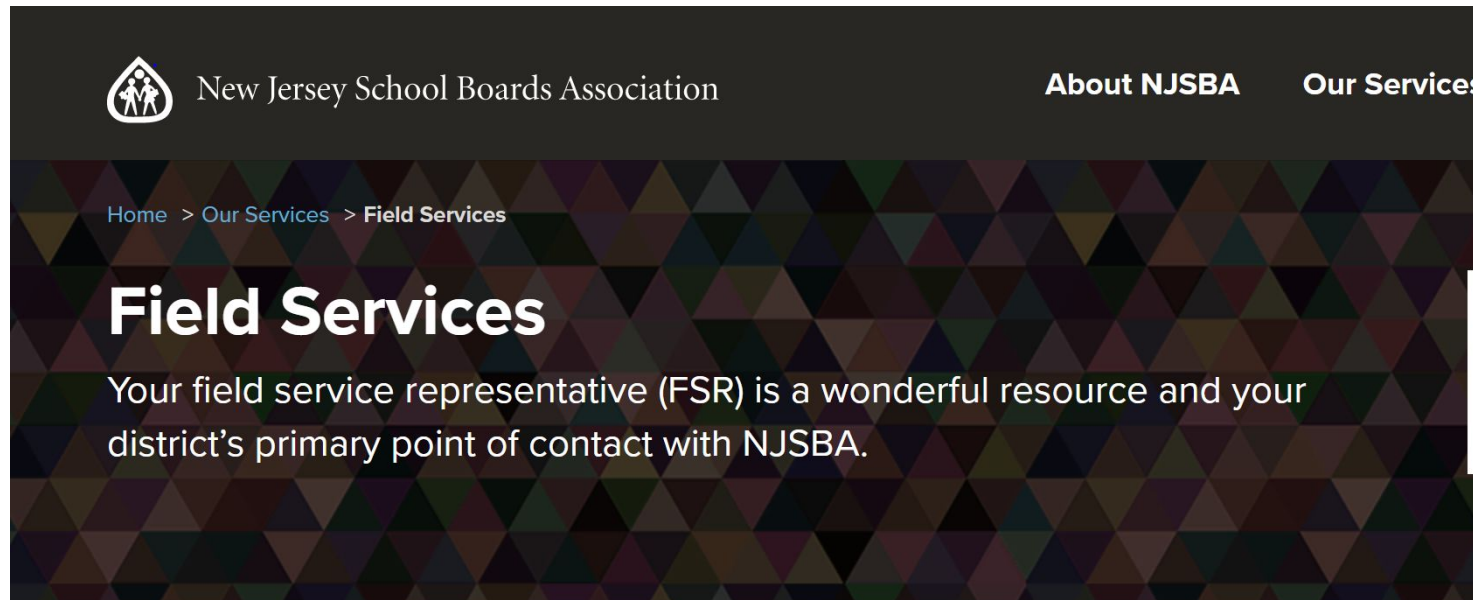
Dr. Ronald G. Taylor, Superintendent

Agenda

- 1) Brief Review of the NJSBA District Goal Process

- 2) Review of the District Goals Action Plans/Updates on Progress
 - i) Facilities (LRFP Construction Projects)
 - ii) Student Achievement
 - iii) Social Emotional Learning
 - iv) Intentional Integration Initiative (III)

District Goal Process



The screenshot shows the top portion of a website. At the top left is the logo for the New Jersey School Boards Association, which consists of a white house-like shape containing three stylized figures. To the right of the logo is the text "New Jersey School Boards Association". Further right are two navigation links: "About NJSBA" and "Our Services". Below the navigation is a breadcrumb trail: "Home > Our Services > Field Services". The main heading "Field Services" is displayed in a large, bold, white font. Below the heading is a paragraph of text: "Your field service representative (FSR) is a wonderful resource and your district's primary point of contact with NJSBA." The background of the page is a dark, textured pattern of overlapping triangles in various shades of purple, blue, and green.

Goal Setting

By setting goals for the public schools, the school board represents the community's aspirations for its students. Your field service representative can help you through the process with this valuable service, available as part of your board's NJSBA membership.

District Goal Process

The formation of District goals customarily begins with a Board of Education retreat facilitated by the New Jersey School Board Association field representative that is assigned to the applicable District.

- + The Board of Education and the Superintendent of Schools review the previous years outcomes, including challenges and triumphs.
- + The Board and the Superintendent then come to an agreement on the selected goals, understanding that some goals are so robust that they may take multiple years.
- + The goals are then formally adopted by the the Board of Education.
- + The Superintendent then takes the goals and facilitates **action plans** with the applicable School Leadership Team members. Action plans are then shared with the Board and the public and lays the road map for successfully addressing the goal(s).

District Goal Process Continued...

The formation of District goals customarily begins with a Board of Education retreat facilitated by the New Jersey School Board Association field representative that is assigned to the applicable District.

- + The Superintendent reports out action plan updates in a timely manner to the Board and the public (One important caveat, these goals often drive the goal setting of other leaders in the District).
- + **Superintendent added bi-weekly updates of District Goals for the Board (New)**
- + In the spring, the Superintendent provides artifacts and evidence of goal completion to the Board through the NJSBA Superintendent Evaluation digital portal. The Board reviews the submission and meet to discuss and ultimately issue the Superintendent's evaluation to the CSA.

Policy Process Update



Policy Process Update

- + January: The committee discussed concerns that our **existing process** took too long to review, revise and adopt policies. Decision was made to **abbreviate the process** beginning with sending policies directly to the related committees before bringing them to the policy committee
- + Due to a scheduling conflict, a policy committee meeting was scheduled early in the month. Policies went to their relative committee and then to **first read before the policy committee** was able to review them.
- + The committee actually found that it worked better to receive related committee and BOE feedback **BEFORE the policy committee made revisions** because we were able to hear everyone's feedback all at once and make one set of revisions before sending a policy to second read. This allowed the committee to functioning more effectively and efficiently. The decision was to **keep the committee meeting early in the month.**

Policy Process Update Continued...

- + Policy is identified for review (Strauss Esmay alert, audit, policy chair, BOE, administration)

- + Policy is sent to the related committee for feedback

- + The policy is read and discussed at the monthly Board meeting for first read and feedback.
 - NO ACTION IS TAKEN on the policy, this is for review and discussion only
 - Existing policy remains in effect during the review process

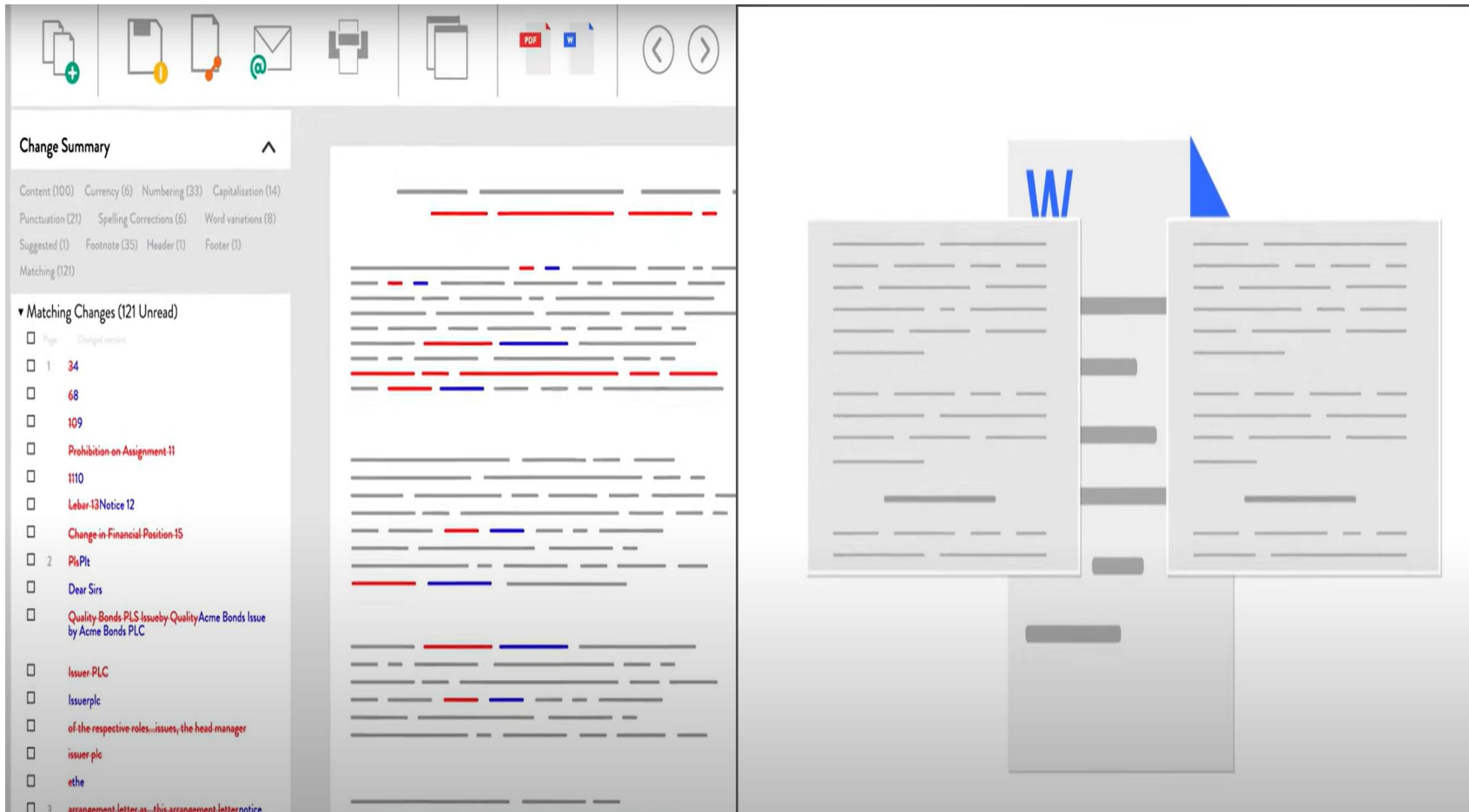
- + Policy and all feedback goes back to Policy Committee for consideration

Policy Process Update Continued...

- + Policy committee considers all feedback and makes decisions about which recommended revisions will be implemented
- + Revised version of policy goes for second read
- + If Board of Education approves policy, it is adopted and is placed on the district website
- + If the Board of Education does not approve the policy, it goes back to first read and starts the process over
 - Existing policy remains in effect as the policy goes through the review process again

Litera Desktop Compare

- + The district is [exploring software](#) that has been used by law firms and copyright offices to compare and redline documents to see if this might work for us.



2022-2023 District Goal Facilities - Action Plan



DISTRICT GOAL ACTION PLANS - FACILITIES

DISTRICT GOAL: The Superintendent of Schools will continue to lead the District’s effort toward the successful completion of our \$160M multi-year construction project. An important part of the effort is the continued regular communication on the status of ongoing construction projects with the affected school communities. In this goal, the District will provide monthly communication on the status of ongoing construction projects that include project timelines for completion, projected and current project expenses and remaining bond balance. This report should be made available to the Board and the community on the District’s website.

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
Elementary School Construction	Business Office and Facilities	Collaborating with the architect and construction management company.	<p>Marshall & Montrose - Sept. 2023. S.M. & S.M. Annex Sept. 2023.</p> <p>All construction with anticipation of delays should be complete by September of 2024.</p>	Substantial completion and occupation of the facilities.

DISTRICT GOAL ACTION PLANS - FACILITIES (Cont.)

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
Elementary School Construction	Business Office and Facilities	Collaborating with the architect and construction management company.	Clinton Sept. 2023	Substantial completion and occupation of the facilities. This is phase II of the Clinton construction project.
Elementary School Construction	Business Office and Facilities	Collaborating with the architect and construction management company.	Bolden, Tuscan and Seth Boyden	Finish Punch List Items.
Secondary School Construction	Business Office and Facilities	Collaborating with the architect and construction management company.	SOMS- Projected 2023 MMS-Projected 2023 CHS-Projected 2024	Substantial completion and occupation of the facilities.
Monthly status updates from EPIC Construction Mgmt.	Business Office, Facilities, and EPIC	Collaborating with construction EPIC the construction management company	All bond construction projects monthly	Reports with updates received timely and disseminated every month for website, board packet, FFT meetings, and district newsletters.

Progress Year to Date

Summary

- + 3 Elementary Schools substantially completed
- + Underhill Field completed
- + 3 Elementary Schools to be completed Summer 2023
- + 2 more Elementary Schools underway
- + Middle School bids are due June 1
- + Phase 1 of CHS up for consideration this evening

Progress Year to Date

- + Marshall & Montrose
 - Marshall has ongoing site work while waiting for permits
 - Montrose has HVAC equipment ordered and will begin next summer

- + Clinton Phase II
 - On schedule to finish 8/15/23

- + Bolden, Tuscan, and Seth Boyden
 - Substantial completion is finished and working on small projects

- + South Mountain & South Mountain Annex
 - Boiler replacement scheduled to start this summer.

- + SOMS & MMS
 - Bids for both schools will be opened on 6/1/23.

- + Underhill Field:
 - All projects complete except repairs to P.A. System.

CHS Bid Update

- + On agenda to be awarded at 5/25/23 board meeting.
 - Base Bid and Alternate #3 recommended to be awarded
 - Alternate #3 is \$2.2 Million partial roof replacement.

- + CHS Projects - Highlights
 - Student Commons Area
 - Library Renovations
 - Science Labs Renovations
 - Boiler Replacement
 - Asbestos Abatement
 - Unit Ventilator Upgrades
 - HVAC
 - Masonry

2022-2023 District Goal Student Achievement - Action Plan



DISTRICT GOAL ACTION PLANS - STUDENT ACHIEVEMENT

DISTRICT GOAL: In this goal, the Superintendent of Schools will work with the SLT and key team members to use current, as well as additional, support measures as needed to identify struggling CHS students and intervene to ensure students have access to and take advantage of the resources and supports needed in order to succeed in their courses, resulting in improved outcomes for credit accumulation and reduced disparities in course fail data.

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
Expansion of I&RS at CHS	Assistant Superintendents of C&I, A&E, Special Education and CHS Admin and guidance team	I&RS Handbook	2022-2023 School Year	I&RS Action Plans and Data
Assistant Superintendents working collaboratively to evaluate and align current interventions in use; explore additional interventions that can be used	Assistant Superintendents of C&I, A&E, Special Education	I&RS Handbook	2022-2023 School Year	I&RS Action Plans and Data
Create solid RTI process that will assist in identifying adequate interventions	Assistant Superintendents of C&I, A&E, Special Education and CHS Admin and guidance team	I&RS Handbook	2022-2023 School Year	I&RS Action Plans and Data

DISTRICT GOAL ACTION PLANS - STUDENT ACHIEVEMENT (Cont.)

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
Differentiated/Choice Professional Development & some mandatory sessions that are based on feedback and data	Assistant Superintendent of C&I	In District and out of District professional Developers	2022-2023 School Year	Sign in sheets and teacher evaluation & student data
Expand Humanities Classes	Assistant Superintendent of C&I & CHS admin/guidance team	Staff and Materials	2022-2023 School Year	Student Data
Administrators will participate in a schedule conference and coaching sessions to ensure that student academic priorities are scheduled first	Assistant Superintendent of C&I & CHS admin/guidance team	DM Scheduling	Fall 2022	Successful master schedule with school/student priorities in place
Student tutoring support	Assistant Superintendent of C&I & CHS admin/guidance team	Tutoring Company	2022-2023 School Year	Student Data
Addition of 2 Instructional Coaches	Assistant Superintendent of C&I		2022-2023 School Year	Teacher surveys

DISTRICT GOAL ACTION PLANS - STUDENT ACHIEVEMENT (Cont.)

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
Create Mandatory Educator (Teacher, Support Staff and Admin) process and procedures to automatically activate when a students struggles	Assistant Superintendent of C&I & CHS admin/guidance team		2022-2023 School Year	Student data
PD focus on tier 1 interventions in the classroom	Assistant Superintendent of C&I & CHS admin & instructional coaching teams	Professional Developers and Instructional Coaches	2022-2023 School Year	Student data
Continue to use risk ratio to analyze data on a regular basis	Assistant Superintendents of C&I, A&E, Special Education and CHS Admin and guidance team	Risk Ratio Algorithm	2022-2023 School Year	Student data and sign in sheets

Progress Year to Date

Intervention and Referral

- + The Assistant Superintendents have completed a needs assessment and an audit of the I&RS processes and procedures across the district at all levels.
- + A new handbook & related forms have been created and is under review. Revision have been made in preparation for the 2023-2024 school year.
- + We are continuing to create an Intervention Bank for use by all schools to assist with creating effective I&RS plans for our students.

Progress Year to Date

Intervention and Referral

- + We have met with several vendors to provide us with a tool that will assist us in housing our forms, maintaining documents, housing our intervention bank and other features that may be included in the program. We have narrowed our search down to two tools, with one being our preferred program.
- + Director of Access and Equity is attending random I&RS meetings across the district to gather information and target specific areas for immediate training and intervention as needed
- + Administrator training of updated I&RS process in August

Professional Development

Teachers and Staff

- August 25th & 26th - New Teacher Induction
- September 1st & 6th Staff Professional development
- October 11th
 - District PD - Montrose, Clinton, Bolden, South Mountain and SOMS & MMS (Group 1)
 - Building PD - Marshall, Seth Boyden, Tuscan, and CHS (Group 2)
- December 6th
 - District PD Group 2
 - Building PD Group 1
- February 7th
 - District PD Group 1
 - Building PD Group 2
- March 21st
 - District PD Group 2
 - Building PD Group 1

Professional Development Offerings - Examples

Academic

Everything You Need to Know About Phonics in Early Elementary	Designing Pre/Post Assessments to Drive Instruction & Create Small Groups
UG Phonics	Creating Thinkers & Problem Solvers Mathematics
Tools for Teaching Vocabulary and Improving Comprehension	Supporting Student Engagement with Newsela
Common Strategies, Lessons, & Assessments	Building Background Knowledge with Newsela
Getting Started with Raz-Kids Grade K-1	Support reading critically grades 3-5
English Department PD reading & writing 9-12	

Restorative Practices

Focus on building community within the classroom and school	Restore relationships when they have been harmed
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Access and Equity

Windows and Mirrors In STEM	Support Social, Emotional and Physical Wellness
Intro to Restorative Practices	Stress, Trauma and Learning
Integrating LGBTQIA+ into our curriculum	Uncovering the Impact of Intersectionality on Mental Health
Examining the Danger of a Single Narrative	Teaching Amistad in the curriculum
Danielson through and Equity Lens	

Professional Development Administrators

- + District Administrator Team (DAT) August 23rd & 24th, December 8th, February 23rd & June 22nd & 23rd
- + McRel Training - January 2th, February 22nd, and March 15th
- + Danielson - February 9th, March 9th, April 12th, & May 1st
- + Scheduling - September 13th, September 20th, November 1st, & December 6th

C&I Updates Continued...

RTI

- + Reviewed process and targeted area of improvement is at the Tier 1 level
- + Begin targeted intervention and collect data to drive changes
- + Continue to work on this process moving forward

Tier 1 Intervention

- + Coaching Sessions with Instructional Coaches and Supervisors
- + Behavior Management
- + Small Group Instruction
- + Data Meetings with Staff
- + Department Meetings that target individual teacher needs
- + Bank of I&RS Interventions

9th Grade Humanities Classes

- + Continue to offer this class to freshman
- + Making revisions to the curriculum this summer
- + Visited schools who have successful classes
- + PD offered to teachers

C&I Updates Continued....

Scheduling Professional Development

- + Elementary Principals attended PD to use new scheduling software
 - Will use software for the 2023-2024 Master Schedule
- + Secondary Principals attended Scheduling PD and Coaching sessions
 - Secondary master schedules for 2023-2024 reflect these supports

Student Tutoring

- + RFP was created and publicized; However we had to re-publicize and services will begin during summer school

Instructional Coaches

- + Addition of 2 secondary instructional coaches
 - Led PD sessions
 - Worked with Principals and Supervisors to lead faculty and department meetings
 - Led Teacher/Coach Cycles

C&I Updates Continued....

Risk Ratio

- + We continue to use risk ratio during our data analysis for example, risk ratio was used in looking at student enrollment in middle school and high school advanced placement courses

Chinese World Language Expansion

- + Due to the popularity of our Chinese World Language courses that were added to our Middle Schools a few years ago (previously only CHS), we are happy to announce that we will be expanding availability of these courses at both middle schools in the 23-24 sy.

Pass/Fail Methodology Growth

CHS Q1 & Q2 Data

- + **Data Trends by Department (some examples)**
 - The data indicates an overall improvement from Q1 to Q2; less failures in Arts courses.
 - The data indicates that students who failed arts classes at CHS in Q1, Q2 or both also failed another course or multiple courses.
 - The data suggests that there is not a relationship between failure numbers and experience level of teachers servicing these students.
 - 9th grade biology course less than 7% have received an F

Data Trends by Department (some examples)

CHS Q1 & Q2 Data

- 9th grade Algebra 1 33% have received an F
- The data indicates that a high number of students who failed Basic English classes at CHS in Q1, Q2 or both had a high number of absences at from School
- Data for ELL courses is misleading. Same class has two continuous periods so the number of Fs is doubled. For example, ESL Intermediate shows 6 Fs but it is 3 students with Fs. Overall, data shows improvement. All advanced ELL students improved in Q2 and 2 of the intermediate students also improved.
- Data for both quarters show that the largest percentage of Fs are in year 1 courses (that includes Spanish 2 (typically 9th graders) and college prep courses, with the lowest percentage of Fs in Honor courses.

What Teachers are Seeing - Some Examples

- + Low grades in prior classes
- + Not visiting period 9 or have a period 9 class
- + Absences, Lateness, Frequent Bathroom visits
- + Cell Phone Use in Class
- + Poor organizational Skills/Note-taking
- + Passive learners (little questions or participation)
- + Not doing HW/CW
- + Weak/Missing prerequisite math skills
- + Struggle to take tests in the physical classroom (i.e. no cell phones allowed)
- + Not try re-takes or submitting work that's accepted late
- + Struggle to answer open-ended questions

Overall Analysis of Student Failure Data

We can break this data into 4 groups

Immediate Interventions

- + Students with 1-2 Fs

Systemic Issues that need to be address next school year

- + Students who have Fs based on Attendance
- + Students with outside of the box situations (left the district, but did not unenroll)
- + Students with multiple Fs, but not for reasons 2 and 3 above

Immediate Interventions for students with 1-2 Failures

- + **Supervisor meet with teachers to discuss each individual student and create a Learning Plan. This plan could include:**
 - **In-Class Instructional Strategies**
 - Provide Guided Notes-teaching pre-requisite skills
 - Give time in class to make-up missed work
 - Have students self-assess their student habits
 - Group students to foster more discussion
 - Ask higher order thinking questions

Immediate Interventions for students with 1-2 Failures

- + **Supervisor meets with teachers to discuss each individual student and create a Learning Plan. This plan could include:**
 - **Flexibility Strategies**
 - Push back dates to allow more review
 - Accept work late
 - Modify Questions
 - Reduce HW
 - Allow/Remind about Retakes
 - Allow note/notecards on assessments

Immediate Interventions for students with 1-2 Failures

+ Supervisor meet with teachers to discuss each individual student and create a Learning Plan. This plan could include:

- Contact Strategies

- Give students printed copies of their grade reports
- Contact Parents Directly Coordinating with Counselors
- Give extra credit for period 9 visits
- Hold 1 on 1 conferences with students on missed work
- Constant reminders on missed work

Students with Failures due to Absence & Students with Outside of the Box Situations (left the district, but did not unenroll)

- + Ensure that students have full schedules with no gaps
- + New Assistant Principals geared to attendance and discipline so that there is a specific focus
- + Assistant Principals conduct seat time remedy and/or attendance contract quarterly (this could lead to Saturday Schools)
- + Consider taking students to truancy court
- + Follow up more aggressively with students who left the District but who haven't withdrawn from CHS
- + Consequences for absences and tardies

Students with Multiple Fs, but not for Previous Reasons - Systemic Changes at CHS 2023 - 2024

- + Have this data (including MP 3 & 4) for summer planning
- + Reallocate CHS Administrator responsibilities so that individual responsibilities will focus on projects (discipline, attendance, data analysis) rather than grade-level tasks
- + Establish a Ninth Grade Academy with a focus on transitioning students to CHS bringing a culture of success to our new students including Freshman Seminar class and ELA & Math labs for failed thoughts classes in 8th grade.

Students with Multiple Fs, but not for Previous Reasons - Systemic Changes at CHS 2023 - 2024

- + Rearrange CHS schedule to have more structure for Conference Period for older students
- + Reorganize STEM classes opening access to Chemistry in Sophomore year
- + Create a structured STEM lab periods 1-9 with focused supports for students returning after an extended leave or content help.
- + Tutoring support for students
- + Expand counseling Annex/SLAM Lab to include National Honor Society mentoring/tutoring supports
- + Revamp Cougar Academy

2023 - 2024 K-8 Curriculum Planning and Launching

- + **K-5 Math 2023-2024 school year, which includes**
 - New Math program adoption
 - K-5 teachers will receive implementation Professional Development
 - Instructional coaches will support ongoing implementation (In-classroom support, PLCs, Grade level meetings, etc.)
 - Building math leads will coordinate building information and serve as a resource for teachers
- + **ELA 2023-2024/2024-2025 school year, which includes**
 - K-8 tenured teachers are no longer required to attend Teachers College coaching sessions.
 - K-8 Non-Tenured teachers will be required to attend Teachers College coaching sessions. The focus will be on components of a literacy lessons, phonics, assessment and instruction, and writing.
 - K- 2 Professional Development will focus on phonics instruction (using outside staff developer & in-district staff)
 - Grades 3-5 Professional Development will focus on phonics & spelling instruction, topic based reading & writing instruction (using outside staff developer & in-district staff)
 - Grades 6-8 Professional Development will focus on vocabulary & grammar instruction, topic based reading & writing instruction (outside staff developer & in-district staff)
 - Summer 2023 - vet new phonics programs for K-3 and pilot new program in classes across the District with a full implementation plan for 2024-2025.

AP Growth Update



- AP enrollment is up year over year
 - ✓ **From 1282-1548 Students**
- Number of students identifying as Black increased by 51 (from 161-212)
 - ✓ **Increase of 32%**
- Number of students identifying as Latinx has increased by 23 (from 19-42)
 - ✓ **Increase of 121%**
- Number of students identifying as Multiracial has increased by 44 (from 145-189)
 - ✓ **Increase of 30%**

Partnership with EOS has resulted in a year over year increase in our AP Course enrollment

AP Growth Update

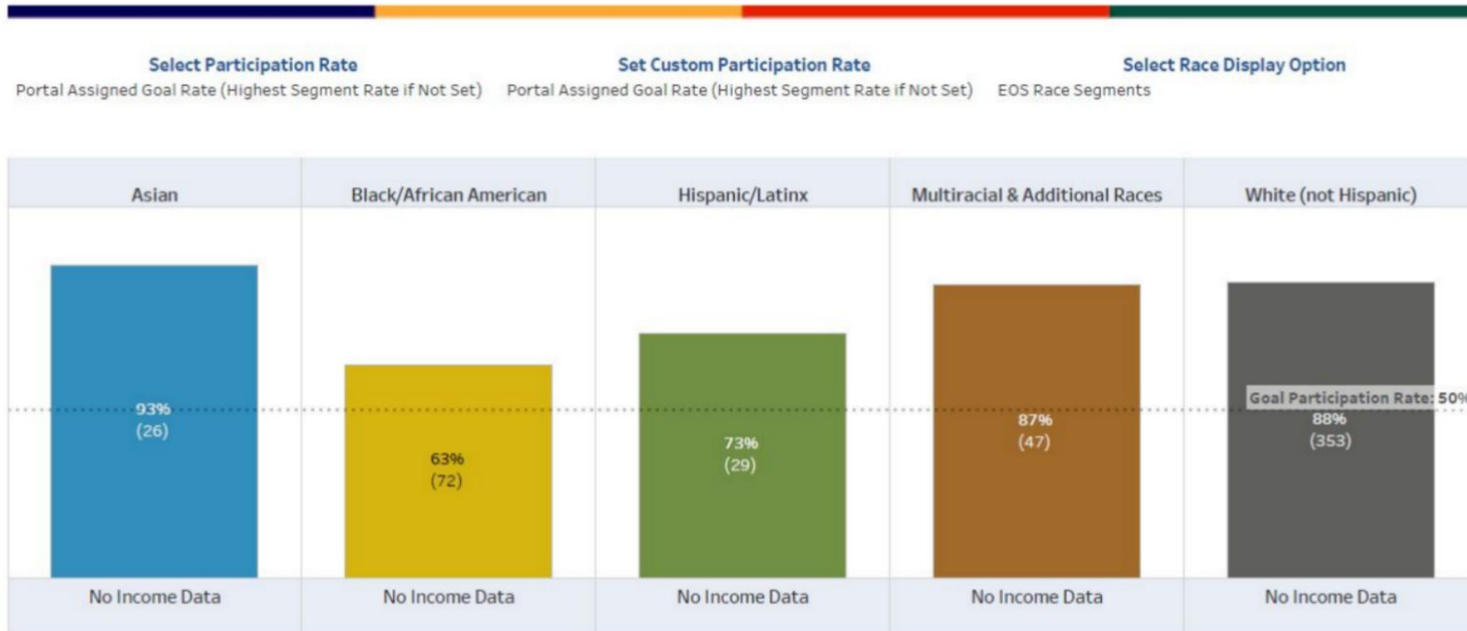
Columbia High School

2023-24 Expected Opportunity Chart for Columbia High School

67% of Course Requests Received*

148 Low-Income & Students of Color in Rising 11th and 12th Grades are **Expected** to Participate in AP courses

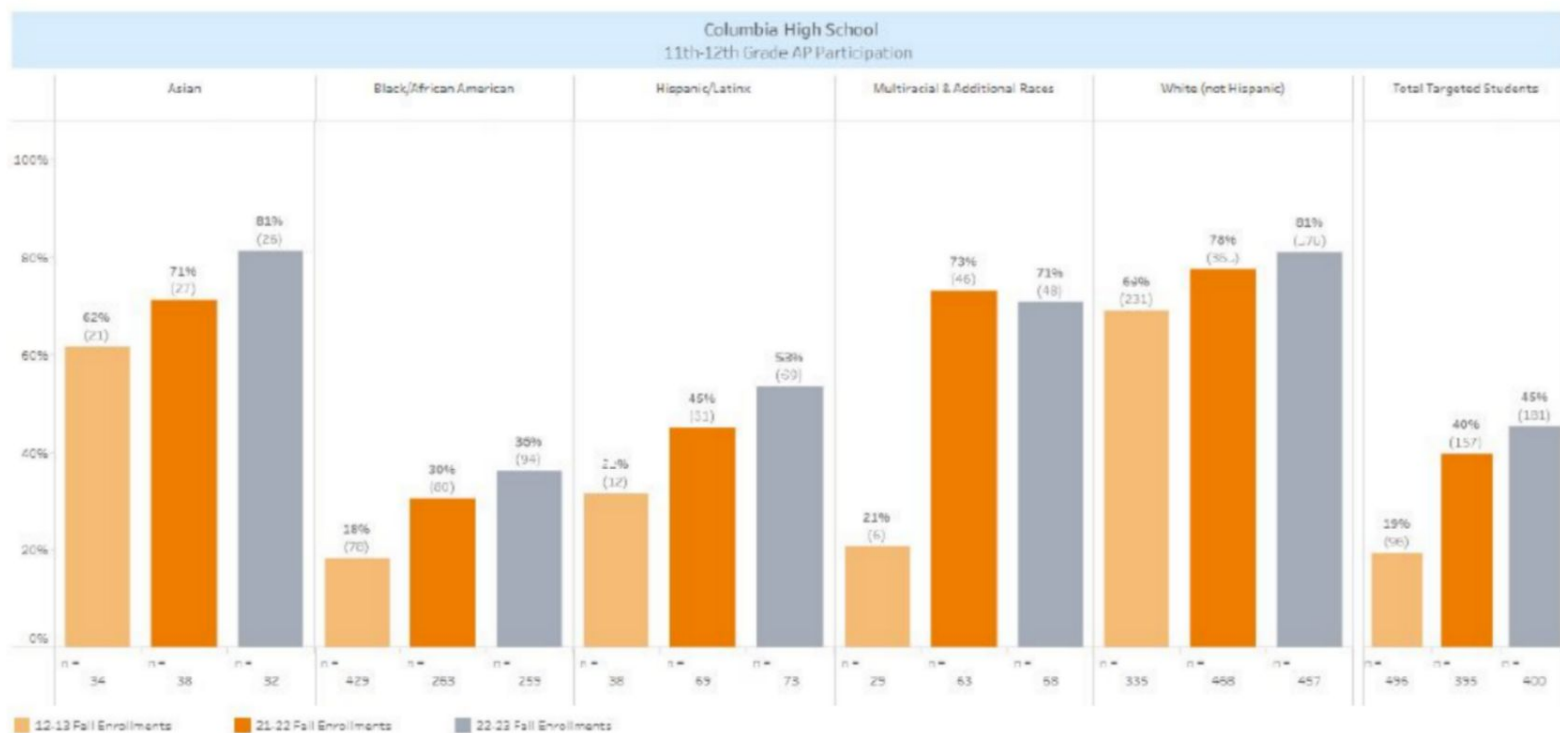
0 Low-Income & Students of Color to Add to Realize Goal Rate of 50% Participation in AP Courses



AP Growth Update

EQUAL
OPPORTUNITY
SCHOOLS

Columbia High School



2022-2023 District Goal SEL - Action Plan



DISTRICT GOAL ACTION PLANS - SEL, RESTORATIVE PRACTICES/C&I

DISTRICT GOAL: The Superintendent of Schools will continue to lead the District’s efforts to address longstanding discipline disparities by replacing punitive discipline measures with restorative practices supported by an overall investment in social emotional learning measures. In the 2022-23 school year, the District will advance these efforts by leveraging investments in social emotional learning (SEL) and restorative justice practices and professional learning. The District will create a detailed draft plan* for implementing a comprehensive SEL/Restorative Justice program across the PreK - 12 continuum and share progress through regular updates to the Board.

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
Social Emotional Professional Development for teachers	Assistant Superintendents of C&I, A&E & Special Education	Steve Fiedeldey	2022-2023 School Year	Sign In Sheets Behavioral Referrals Culture and Climate Action Plans
Suicide Screening tool	Assistant Superintendent of Special Education		2022-2023 School Year	I&RS data Suicide Screening Handbook & Related Materials

DISTRICT GOAL ACTION PLANS - SEL, RESTORATIVE PRACTICES/C&I (Cont.)

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
PD opportunities for teachers - Mindfulness and Yoga for students	Assistant Superintendent of C&I	In District Professional Developers	½ Day PDs	Sign In Sheets Behavioral Referrals
Restorative Practices Professional Development	Assistant Superintendents of C&I & A&E	TSL Consulting	2022-2023 School Year	Sign In Sheets Behavioral Referrals Culture and Climate Action Plans
First 2 weeks of school letter and ongoing “class meetings”	Assistant Superintendents of C&I, A&E & Special Education	Letter to Staff	2022-2023 School Year	Culture and Climate Action Plans
Challenge Day for Secondary Schools	Secondary Principals	Challenge Day Leaders	Spring 2023	Sign In Sheets Behavioral Referrals Culture and Climate Action Plans
Respect Week at all schools	Principals	Respect Week Fliers/Letters	October 2022	Behavioral Referrals Culture and Climate Action Plans
Gaggle	Senior Leadership	Subscription to Gaggle	2022-2023 School Year	Data from Gaggle I&RS Data

DISTRICT GOAL ACTION PLANS - SEL, RESTORATIVE PRACTICES/C&I (Cont.)

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
School Culture and Climate Implementation Plans (to include elements of SEL and restorative justice)	Assistant Superintendent of A&E	Culture and Climate Action Plans	2022-2023 School Year	Culture and Climate Action Plans
Reframing of Restorative Justice as school culture and climate and not just a punitive response to discipline	Assistant Superintendent of A&E	TSL Consulting	2022-2023 School Year	Behavioral Referrals Culture and Climate Action Plans
Examination of <u>Little Book of Restorative Justice</u>	Assistant Superintendent of A&E	<u>Little Book of Restorative Justice</u>	2022-2023 School Year	Behavioral Referrals Culture and Climate Action Plans
Review of Restorative Justice Partnership Implementation Guide	Assistant Superintendent of A&E	Restorative Justice Partnership Implementation Guide	2022-2023 School Year	Behavioral Referrals Culture and Climate Action Plans
Leadership studies into best practices on RJ implementation	Assistant Superintendent of A&E	Leadership studies	2022-2023 School Year	Behavioral Referrals Culture and Climate Action Plans
Continue to closely monitor student suspension trends and possible inequities.	Assistant Supt and Director of A&E	Powerschool	2022-2023 School Year	Suspension information

Progress Year to Date

Social Emotional Professional Development for teachers (some examples)

- + Integrating LGBTQIA+ into our curriculum
- + Uncovering the impact of intersectionality on mental health
- + Proactively addressing mental health via restorative practices
- + Compassionate Witnessing
- + Motivation by leveraging the happiness advantage
- + Practical Mindfulness for the Early Years

Suicide Screening tool

- + Standard Operating Procedure and related forms have been created and gone through multiple revisions
- + Legal is providing final review
- + Procedure will be ready for training and implementation in the upcoming school year

Progress Year to Date

First 2 weeks of school letter and ongoing “class meetings”

- + Dedicated the first two weeks of school for community building between staff and students throughout the district and required dedicated community building activities to continue throughout the school year in classrooms

Challenge Day for Secondary Schools

- + All three secondary schools hosted Challenge Day

Week of Respect at all schools

- + All schools participated in Week of Respect in Oct with activities and events that focused on belonging and increasing anti bullying throughout schools.

Progress Year to Date Continued...

School Culture and Climate

- + All schools created culture and climate plans that focused on building positive school cultures and climates
- + Asst Superintendent of Access and Equity conducted culture and climate school visits and met with administrators and teams in schools
- + Director of Human Resources analyzed data from exit interviews and surveys to assist in monitoring school building culture and climates
- + Director of Access and Equity provided direct support to Anti Bullying Specialist and monitoring of internal HIB investigation and reporting procedures

Progress Year to Date Continued...

Reframing of Restorative Justice as school culture and climate and not just a punitive response to discipline

- + Shifting focus of restorative justice from an alternative to exclusionary discipline to a foundation for positive culture and climates that build healthy relationships, create just and equitable learning environments, and repairs harm and transforms conflict
- + District and school leadership engaged in an comprehensive book study of the *Little Book of Restorative Justice in Education: Fostering Responsibility, Healing, and Hope in Schools* by Drs. Katherine Evans and Dorothy Vaandering

Progress Year to Date Continued...

Continue to closely monitor student suspension trends and possible inequities.

- + Assistant Superintendent of Access and Equity continues to support schools in handling of suspension to ensure that schools have put in place restorative approaches and reentry plans for students who have been suspended
- + Consistent monitoring of suspension data each month
- + Conducted meetings with Columbia High School administration on suspension data

Social Emotional Learning (SEL) and Adult Well Being

- + Directors of Access and Equity and Curriculum and Instruction led a workgroup to examining SEL frameworks to recommend a base framework for SEL in SOMSD
- + Directors of Access and Equity, Human Resources, and Curriculum and Instruction have begun developing an adult well-being plan for SOMSD

2022-2023 District Goal Integration - Action Plan



DISTRICT GOAL ACTION PLANS - INTENTIONAL INTEGRATION INITIATIVE (III)

DISTRICT GOAL: The South Orange Maplewood School District’s Intentional Integration Initiative (III) will continue to be led by the Superintendent of Schools. As we monitor and grow our intentional integration efforts at the elementary level, the Superintendent of Schools will ensure all elementary schools are positioned to support a diverse range of learners. The Superintendent of Schools will continue to keep the District community updated on the III. In this goal, the Superintendent of Schools will monitor and recommend enhancements in the implementation of the assignment algorithm.

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
Comprehensive Evaluation of Year Two III	SLT, Integration Consultant,		December 2022 - January 2023	Summary of findings and updated III microsite
Data Validation for predetermined enrollment populations (sibling preference, special needs, ELL)	Academic Supervisors, Registrar, Special Services Supervisors, School Based Clericals, SLT		February 2023 - April 2023	Algorithm Outcome/Output
Development of a Google Survey (collect sibling preference information)	SLT		May 2023	Survey Document

DISTRICT GOAL ACTION PLANS - III (Cont.)

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
Issue all placement letters to families of rising K/6th grade students	Integration Team		June 2023	Placement Letters
Survey of Families Experience with Year 2 of III	SLT		January 2023 and May 2023	Survey Document
Focus group with Kindergarten teachers and Administrators who have been part of III for at least 2 yrs	Assistant Supt. A & E and C & I and Communications		February 2023	Qualitative Data Collected
Public Forum to share Alves report, findings from family survey and educator focus groups	SLT		May 2023	Summary of findings, surveys and focus groups
Professional Development for Educators to Support III	Asst Supt C & I, A & E, and Student Services		2022-2023 School Year	Qualitative and Quantitative Data Culture and Climate Action Plans

DISTRICT GOAL ACTION PLANS - III (Cont.)

Major Activities	Board/Staff	Resources	Timelines	Indicators of Success
Restorative Practices	Asst Supt C &I, A & E, and Student Services	TSL Consulting	2022-2023 School Year	Qualitative and Quantitative Data Culture and Climate Action Plans
Anti-Bias Anti Racist PD	Asst Supt C &I, A & E, and Student Services	Fiedeldey Consulting	2022-2023 School Year	Qualitative and Quantitative Data Culture and Climate Action Plans
SEL PD	Asst Supt C &I, A & E, and Student Services	Fiedeldey Consulting	2022-2023 School Year	Qualitative and Quantitative Data Culture and Climate Action Plans
SEED PD	Asst Supt C &I, A & E, and Student Services	Marcia Hicks and Pat Hurley	2022-2023 School Year	Qualitative and Quantitative Data Culture and Climate Action Plans

Progress Year to Date (Placement)

- + Rising Kgn, 1st grade, 2nd grade, 6th grade and 7th grade 2023-2024 placements letters have been issued. More than 2500 students are now placed via the Intentional Integration Initiative.
- + Made improvements to the sibling preference placement process utilizing multiple sibling data sources (less than 10 sibling placement corrections across grade K and 6 placements for SY23–24 as of 5/18/23)
- + III Stakeholder Survey was developed and launched in January. BOE Presentation was shared which included response rate for both students and families. Feedback was utilized to update the spring version of the III Survey which was launched on May 31.
- + Superintendent and Alves Group presented to BOE and public a review of III Year 2 as well as III survey results from January

Progress Year to Date (Placement)

- + May 31 III Survey Update- While the questions for the most part did not change we removed the “neutral” response option. To increase parental response rate we will be,
 - Leaving the survey open until June to hopefully increase participation.
 - Bringing laptops to the next few Board meetings and school events for onsite parental survey participation.
 - Preparing an Admin guide for teachers to assist students.
 - Updating our parental letter with Student ID numbers. A simple click will place the ID on the google form. This cross reference will also allow for greater security and protection of validity will simultaneously providing more access.

Progress Year to Date (Placement)

- + Marshall/Bolden Unpairing for 2023-2024 is completed.
 - Placed 140 + students through the Marshall / Bolden unpairing process.
 - Parental Survey was utilized.
 - Rising 3rd Grade Placement letters issued.
 - Parental appeals were reviewed (5).
 - Beta testing for current and future cohorts (2024-2025 & 2025-2026) have been launched via the Alves Group.
 - We are comparing the impact of this work when applying it to grade levels that have already been through our III Algorithm placement process.

Progress Year to Date (Transportation)

- + Parallel Process initiated (Policy Mileage Considerations, BOSE Proposal, 2nd Question/Annual Budget, and Hazardous Route Update.
- + Transportation funding considerations presented to the Board of School Estimate (BOSE) in the Fall (Oct 2022).
- + Feedback was discussed internally and with the BOE FFT Committee.
- + 3rd Party/ Engineer brought in for both Emergent Relief Hazardous Route Review and Districtwide Analysis

Progress Year to Date (Transportation)

- + BOSE Presented with route design and funding possibilities including mileage/distance impact and bus capacity (March 2023).
- + Final Transportation Designs were discussed in FFT, then supported in via second question of the BOE's Annual Budget Process. (Preliminary March 2023, Final Budget Hearing April 2023).
- + Final BOSE Presentation received formal support (May 2023).
- + Transportation Policy Update has been discussed in both BOE Policy Committee and BOE FFT Committee, expected to be finalized no later than summer 2023.

Future Considerations...

- + Alves Group Recommendations for possible waitlist methodology.
 - Committees are considering adding a **SES waitlist** to Policy 5120 which is our, Assignment of Students Policy. This would not include seats being held for Special Services or English Language Learners.

Next Steps



Next steps...

The Superintendent is now updating the artifacts/evidence connected to the aforementioned updates to the NJSBA Evaluation Platform (including the NJSBA Standards below). After which the Board will be alerted that their formal review process can begin.

New Standards & Indicators

Now	General Responsibilities	Mission, Vision, Core Values	New
	Instructional Leadership	Governance, Ethics Professional Norms	
	Personnel Administration	Operations Management	
	Financial Management	Curriculum, Instruction, Assessment & School Improvement	
	Chief Executive Officer	Community of Care, Equity & Family Engagement	
	School/ Community Relations	Professional Capacity/ Community	

