

**SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD, NEW JERSEY
PUBLIC BOARD MEETING
September 20, 2021**

RESOLUTION 4202

FOR ACTION

SUBJECT: APPROVE DISTRICT GOALS 2021-2022 SCHOOL YEAR

BE IT RESOLVED THAT the Board of Education approve the following District Goals for 2021-2022 school year as presented:

A. Facilities

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. **The secondary school construction projects should be fully developed, with timelines for regulatory approval, design, stakeholder review and construction and ready to be submitted for code review by March 31, 2022.**

Examples of possible indicators may include:

- Bi-weekly construction status updates that are easily accessible to the community
- Timely notification of any construction delays and any potential impact to project completion
- Ongoing monitoring and reporting of contractor compliance with district protocols

Measurable subgoals will include:

- By December 31, 2021, the district will present evidence of planning with architects on project design for renovations at the middle schools and construction/renovations at Columbia High School
- Within 30 calendar days of receiving code approval from the State, the district will advertise and begin receiving bids for the approved project

B. District Integration

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 with the goal of a coherent approach to academic and social-emotional intervention and supports to be consistently implemented across all elementary schools.

The goal of the method of assigning students shall be that each elementary and middle school closely reflects the district as a whole. 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 following:

- Implementation of the assignment algorithm at the elementary level
- Expansion of integration efforts to the middle school level which will positively impact incoming 6th graders enrolling in September 2022
- Establish a coherent approach to intervention and supports across our elementary schools.

Measurable subgoals will include:

- By November 30, 2021, the District will conduct a review, and share findings with the Board, of the I&RS Implementation Process to identify inconsistencies and redundancies with a plan for addressing them.
- By January 30, 2022, the District will develop and implement tools and protocols for the operation of intervention team meetings, including a consistent schedule and process across schools.
- By February 28, 2022, the Superintendent of Schools will present to the Board the methodology for integrating the middle schools and an update on the plan for uncoupling of Marshall and Jefferson Elementary Schools so that each serves students in Kindergarten through 5th grade.
- By June 15, 2022, the District will develop a district-wide approach to implementing a multi-tiered system of supports.
- By June 15, 2022, school placement letters will be issued to incoming and rising kindergarten and 6th grade families.

C. Teaching and Learning/Student Achievement

SOMSD students live in a diverse community with rich cultures and histories. The District understands that our students' diverse cultures are an asset and should serve as a foundation to accelerate learning for all students. Research has shown that engaging in curriculum and instruction that is culturally responsive increases student engagement, attendance, and overall performance. **By June 1, 2022, the Superintendent of Schools will establish a District-wide shared definition of CR-SE (Culturally Responsive-Sustaining Education) and share an action plan beginning in the 2022-23 school year to align resources, curriculum and staff capacity-building efforts in the following areas:**

- Welcoming & Affirming Environment
- High Expectations & Rigorous Instruction
- Inclusive Curriculum & Assessment

Examples of possible indicators may include:

- Adults demonstrate that they know about and value students' lives outside of the classroom and school
- Social-emotional supports embedded in all aspects of schooling
- Adults create spaces for student voices to be heard
- Coherent PK-12 approach to implementing restorative practices
- High expectations & rigorous instruction are grounded in cultural competence
- Teachers examine practice from the lens of the learner

- Teachers amplify the assets of students to make learning relevant and meaningful.
- Curriculum is personalized and differentiated to tap into the culture of learners while developing critical consciousness
- High-quality instructional materials reflect diversity (including race, ethnicity, language, gender, etc.) in content and text, including the protagonists within and authors of the texts
- Develop common language, format and protocols for standard-objective-assessment alignment specifically for lesson planning

Measurable subgoals will include:

- By November 30, 2021, the District will establish a coherent and equity-framed approach to calculating and sharing data with the Board and the public that includes overall breakdowns by race, gender, ELL and Special Education and presents data by disproportionality cuts including composition, risk index and relative risk ratio. All reporting data (including but not limited to suspension, access to AP/Honors, Special Education and ELL classification and academic performance) will be calculated and shared using this framework.
- By January 31, 2022, the District will establish a shared approach to planning instruction grounded in the Understanding by Design (UbD) framework that explicitly addresses CR-SE tenants (listed above) along with a plan for ongoing professional learning support for teachers.
- By March 31, 2022, the District will establish a comprehensive and detailed approach to implementing restorative practices across the PreK - 12 continuum. The plan should include professional development for classroom teachers and other staff and must address the approach to tier one, two and three restorative practices.
- By March 31, 2022, the District will establish a comprehensive plan for increasing access, participation and performance in AP and Honors courses at Columbia High School.

D. Staff Recruitment/Retention/Development

The Superintendent of Schools will foster purposeful adult learning communities to build capacity of educators to create welcoming and affirming environments that center students' lived experiences and make learning responsive, rigorous and relevant. These communities of practice should provide educators with concrete opportunities to learn from one another, to join in community with each other and to strengthen their daily practice.

Measurable subgoals will include:

- By January 31, 2022, the District will establish a re-development of the professional learning community (PLC) structure to ensure focus is consistently aligned to District goals in service of student outcomes. PLC structure re-design should address protocols for collaborative learning, use of student work, progress monitoring and roles/responsibilities.

- By January 31, 2022, the District will conduct a rigorous review and examination of hiring practices/procedures to surface potential hidden biases. Based on the findings, the District will revise accordingly and share updated hiring practices by March 1, 2022.
- By February 28, 2022, the District will gather qualitative data from a diverse pool of staff (by gender, race, position), as well as analyze data provided during exit interviews, to understand possible indicators for increasing retention by strengthening the development of a welcoming and affirming environment for SOMSD staff.
- By June 15, 2022, based on gathered data the District will share a plan to strengthen the culture of belonging, inclusion and affirmation for SOMSD staff.

E. Access & Equity

SOMSD is committed to creating a welcoming and affirming environment for our students and families as a building block for ensuring access and equity for all. The district is also committed to examining our systemic processes to ensure that we abide by existing law and regulations, instill an attention to detail, and examine for bias and unintended consequences. The focus on this goal will be the first experience our children and families have with SOMSD: registration and onboarding for a new school year.

In this District Goal, the Superintendent is tasked with reviewing the District's registration process with an intentional equity lens. While understanding that the Board has a fiduciary responsibility regarding residency, the focus of this goal is rethinking our enrollment processes for our PreK thru 12 continuum. **By June 1st, 2022, the Superintendent of Schools will present to the Board impact data demonstrating improved outcomes in the registration and onboarding process for students and families.**

Examples of possible action steps:

- Root cause analysis to uncover any areas subject to implicit bias/harm and inefficiency in existing processes
- Identification of any bottlenecks in the registration process, from initiation to finalized onboarding in the district

Measurable subgoals will include:

- By December 15, 2021, the Superintendent of Schools will report to the Board a detailed gap analysis on current state, along with recommendations on the registration, onboarding and residency check processes
- By March 1st, 2022, the Superintendent of Schools will provide evidence of implementation of the above mentioned recommendations