



EAST RUTHERFORD PUBLIC SCHOOLS

Office of the Board of Education

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Mission Statement

The East Rutherford School District believes in and is committed to shaping lifelong and independent learners by promoting and developing critical cognitive and non-cognitive skills. The District seeks to cultivate learners who demonstrate academic grit and social-emotional resilience by teaching students how to harness sustained commitment when faced with real-world challenges inside and outside the classroom. Recognizing the importance of developing responsible citizenry within our democratic society, we teach our students to be respectful and accepting of our diverse ethnic and cultural backgrounds and perspectives within East Rutherford Public Schools and the broader community.

East Rutherford School District 2022-2023 District Goals

District Goal #1: Building a supportive and positive culture of accountability for students and staff

The East Rutherford School District believes that creating and fostering a healthy culture of accountability is imperative to the growth and overall success of all students and staff. The District seeks to promote such a culture by achieving the following goals:

- 90% of our staff will score effective or highly effective on approved Student Growth Objectives(SGOs) during the 2022-2023 school year.
- 95% of staff will achieve a Summative score of 3.0 or greater by the end of the 2022-2023 school year.
- Building Administrators will conduct at least 1 documented walkthrough of all building staff.
- Building Administrators will conduct at least 2 climate and culture surveys of students and staff by the end of the 2022-2023 school year. Results from surveys will be utilized to:
 - Improve school culture and climate,
 - Develop, implement and monitor strategic tiered response to students on the path to failing,
 - Develop an understanding of the causes and unsuccessful interventions for each student identified as failing,
 - Improve upon enhancing and adapting supportive learning spaces,
 - Create new opportunities within the schools that allow for teachers, students and parents to offer their perspectives on important topics,
 - Provide insight on how to challenge students and hold them accountable in developing self-advocacy skills as well as respectful and responsible actions **AND**
 - Identify ways to increase the use of restorative practices to help students better understand how their behaviors impact others.
- Central office administrators will conduct 2 stakeholder surveys by the end of the 2022-2023 school year. Results from surveys will be utilized to:
 - Improve District program offerings,
 - Assess professional development opportunities for staff,
 - Enhance instructional practices,
 - Create partnerships with families to increase exposure and access to District,

- Create new opportunities within the District that allow for students, staff and parents to offer their perspectives on important topics and community resources,
- Identify ways to promote academic and extracurricular activities that offer opportunities to connect with the wider community.

District Goal #2: Curriculum, Instructional Programs & Assessment

In addressing learning loss and gaps among different subgroups within the district (Gender, Economically Disadvantaged, Students w/Disabilities, Hispanic/Latino, Asian, Black/African-American, and White), in all content areas, the district will take the following action as outlined below for the 2022-2023 school year:

Curriculum & Instruction

- A major focus will be the implementation of the revised New Jersey Student Learning Standards in: Social Studies, Science, World Language, Comprehensive Health & Physical Education, Visual and Performing Arts, Computer Science and Design Thinking and Career Readiness, Life Literacies and Key Skills.
- The ERSD will highlight and focus on implementing revisions to the curriculum to embed contributions of LGBTQ+ & Individuals with Disabilities, Asian Americans and Pacific Islanders and Diversity and Inclusion.
- The District will continue to implement a co-teaching model, which lends itself to more direct one and one instruction and intervention within the classroom setting.
- The District will provide personalized professional development, K-8, through the use of educational consultants in English Language Arts, Mathematics, Science and World Language.

Assessments

- Conduct universal screenings at the beginning of the school year, of all K-8 students, to determine reading difficulties by administering the STAR Reading assessment.
- Administer MAP assessments K-4 to determine starting points and the extent of summer slide in ELA and Math at the beginning of the school year.
- Administer IXL diagnostics for ELA Grades 5-8 at the beginning of the school year.
- Conduct Savvas diagnostics for Mathematics K-8 at the beginning of the school year and progress monitor throughout.
- Conduct Fountas and Pinnell running records K-5 tri-annually.
- Administer Benchmark assessments at the end of each marking period.
- Conduct Stack Audit of assessments at least once per marking period.
- Administer progress monitoring quarterly utilizing IXL, MAP, STAR and other platforms as needed throughout the school year.

Intervention

- Gaps in learning will be addressed in small groups or individualized instruction. Special education students in need of additional instructional support will receive small group instruction via ELA and Math labs twice per week or more, depending on their individual needs.
- At-risk students and those who fall within other subgroups will receive ELA and Math intervention after school twice per week at the Elementary level and four times per week at the Intermediate and Middle school levels. Summer Enrichment sessions will also be offered to at-risk and struggling learners.
- Those students who meet the criteria will be admitted into our Basic Skills Program at the Elementary level.
- Our cusp students will receive additional Reading and Basic Math Skills Intervention during exploration periods at the Middle School level
- Gifted and Talented students grade 3 will receive pull out instruction as needed. Gifted and Talented students 4th-8th grade will be provided with an individualized learning plan.
- Students K-8 will receive Enrichment for all through STEM/STEAM.

- Individualized and small group reading instruction will be offered to students who meet the criteria.
- Online platforms such as Freckle, Star Renaissance Learning, IXL, Reading Eggs, Foundations and Mathseeds will continue to be utilized to provide targeted online intervention and extended practice for students within the various subgroups.
- Social-Emotional sessions will be embedded throughout the instructional day and during prescribed periods at each building.

District Goal #3 Diversity & Equity

To ensure that the core values that guide practice towards academic excellence for ALL students in the East Rutherford School District. The District will promote:

- R** – Respectful relationships with students and families
- E** – Expectations of high academic achievement outcomes for ALL
- M** – Multicultural responsive teaching
- I** – Inclusion & Access to all school-sponsored programs, activities & initiatives.
- N** – Networking & Partnerships with community, faith-based, business, & higher education organizations
- D** – Diversity & Multilingualism
- E** – Equity: equitable treatment, opportunities, and resources
- R** – Responsibility & Accountability

Educational equity is based on the principles of fairness and justice in allocating resources, opportunities, treatment, and success for every student. Educational equity programs promote the real possibility of equality of educational results for each student and between diverse groups of students. Equity strategies are planned, systemic, and focused on the core of the teaching and learning process (Bitters, B.A., 1999). Bradley Scott, Ph.D., (Director of the Equity Assistance Center at IDRA) has proposed six objectives of education equity:

Objective 1: Comparably high academic achievement and other student outcomes

As data on academic achievement and other student outcomes are disaggregated and analyzed, one sees high comparable performance for all identifiable groups of learners, and achievement and performance gaps are virtually non-existent.

Objective 2: Equitable access and inclusion

The unobstructed entrance into, involvement of, and full participation of learners in schools, programs, and activities within those schools.

Objective 3: Equitable treatment

Patterns of interaction between individuals and within an environment characterized by acceptance, valuing, respect, support, safety, and security such that students feel challenged to become invested in the pursuits of learning and excellence without fear of threat, humiliation, danger, or disregard.

Objective 4: Equitable opportunity to learn

At a minimum, the creation of learning opportunities so that every child, regardless of characteristics and identified needs, is presented with the challenge to reach high standards and is given the requisite pedagogical, social, emotional, and psychological supports to achieve the high standards of excellence that are established.

Objective 5: Equitable resources

Funding, staffing, and other resources for equity-based excellence that are manifested in the existence of equitably assigned qualified staff, appropriate facilities, other environmental learning spaces, instructional hardware and software, instructional materials and equipment, and all other instructional supports, are distributed in an equitable and fair manner such that the notion that all diverse learners must achieve high academic standards and other school outcomes become possible.

Objective 6: Accountability

The assurance that all education stakeholders accept responsibility and hold themselves and each other responsible for every learner having full access to quality education, qualified teachers, challenging curriculum, full opportunity to learn, and appropriate, sufficient support for learning so they can achieve at excellent levels in academic and other student outcomes.