



EAST RUTHERFORD PUBLIC SCHOOLS

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EAST RUTHERFORD PUBLIC SCHOOLS 2020-2021 DISTRICT GOALS

District Goal #1: Curriculum, Instruction, Assessment & Standards

In order to address the academic advancement of different subgroups within district, (Gender, Economically Disadvantaged, Students w/Disabilities, Hispanic/Latino, Asian, Black/African-American and White), in the areas of Mathematics and ELA across grade levels during the 2020-2021 school year, the district will take the following action steps: Expand upon its co teaching model, continue to improve upon lesson planning by delving further into Webb's Depth of Knowledge in conjunction with Blooms' Taxonomy and increase the rigor of educators' SGOs by showing one-year growth in eight months. Teachers will continue to assess their assessments to ensure that they are aligned with the standards and are reflecting the appropriate rigor.

Through a scheduling committee, the district will examine the feedback regarding schedule changes that were implemented in 2019-2020 and what adjustments if any, needs to be done for the 2020-2021 school year. The District will promote student-centered learning by continuing to provide Instructional Coaches in English Language Arts, Mathematics and Science at both the elementary and middle school level. For the 2020-2021 school year, two English Language Arts instructional coaches will be working with the elementary school teachers with a focus on balanced literacy and one at the middle school. An additional special education teacher will be assigned to the elementary school to further expand co-teaching and small group instruction for all students.

Implementation of Walk-Throughs will be expanded and a closer look at walk through data to gain further insight on instructional needs of the district. District Administration will continue to implement a program or incentive to address the Chronic Absenteeism at Faust and McKenzie Schools in the following demographic areas; Two or More Races, Economically Disadvantaged Students, & Students w/Disabilities. Finally, as indicated, the budget will provide new formative assessment tools, teaching materials and supplies to support the implementation of the New Jersey Student Learning Standards and NGSS, to promote problem -based learning as well as acquiring more technology to be infused in instruction across all content areas.

Current and prior year assessments will be reviewed by grade level to determine strengths and weaknesses. Teachers will be required to develop and integrate cross- content area lessons. The district will assess the implementation of its three-year technology plan. The plan will continue to be a working document with possible revisions throughout the next year.

To increase participation by all subgroups of students in state mandated assessments the district has taken the following action steps:

1. Worked on aggressively increasing staff awareness regarding the importance of the data derived from such assessments. Staff have been exposed to data trends and their implications in instruction and learning. This increase in exposure has led to more teacher buy in regarding the importance of state assessments.
2. Special education staff received training regarding the Essential Elements and the Dynamic Learning Maps. This exposure has afforded these staff members increased opportunities to scaffold instruction within their classrooms.
3. Child study team members have been encouraged to approach conversations with parents in Individualized Education Meetings regarding state testing participation from the perspective of growth mindset. By using this approach, parents will develop a greater understanding of how data derived from these assessments can actually show growth and gains that their child is making relative to their peers.

4. The district has also worked on bringing together like-minded administrators, teachers and board of education members to review our district/school(s) participation rate data and other anecdotal data. This was done through our DEAC, SCIP, PLC and department meetings.
5. Finally, the district has conducted public presentations regarding state assessments, the importance of the data and the district's participation rate.
6. Future action steps by the district will be inclusive of but not limited to, conducting more informational sessions with parents and community members regarding the assessments.
7. The child study team, school counselors and other key stakeholders will continue to target specific subgroups with information regarding accommodations for English Learners and students with disabilities or alternate assessments (Dynamic Learning Maps and ACCESS for ELLs);
8. Conduct a meeting with the Special Education Parent Advisory Group on the NJSLA and DLM and the accommodations and accessibility features available to students during testing.

District Goal #2: School Construction & Renovation Projects

Applicable Land Use Designations and Zoning Districts

The East Rutherford School District shall coordinate with the Municipality so that the proposed 4th & 5th grade school facility site is consistent with the applicable land use designations and policies of the comprehensive plan, as well as the regulations of the applicable Zoning Districts. Pursuant to Borough ordinance and building codes, the East Rutherford School District and Municipality will consider the site plan as it relates to environmental concerns, health, safety and welfare, and effects on adjacent property. In addition, road capacity and traffic concerns will be evaluated.

School Siting Consistency with the Comprehensive Plan and Public School Facilities Programs

The East Rutherford School District shall implement and maintain procedures designed to closely coordinate with the School Board and School Municipality in order to provide consistency between the construction and renovation phases of the comprehensive plan school facilities programs, such as: a) Greater efficiency for the School Board and the Municipality by the placement of schools to take advantage of existing and planned roads, water, sewer, parks, and drainage systems; b) Improved student access and safety by coordinating the construction of new and expanded schools with road and sidewalk construction programs; c) The location and design of schools with deliveries, sound barriers other community facilities to take advantage of shared use opportunities; d) The expansion and rehabilitation of existing schools to support district's vision of academic excellence.

Sustainable Design

The East Rutherford School District shall encourage the use of sustainable design and performance standards through the use of DiCara & Rubino Architects and EPIC Construction Management Firm, such as using energy efficient technologies and cost effective materials to reduce long-term costs.

Fiscal Responsibility

The East Rutherford School District will continue to work within the allotted bond payment and town contribution to ensure that all construction and renovations projects are completed while maintaining a financially sound yet comprehensive school budget.

School Community Stakeholder Communication

The East Rutherford School District will continue to update school community stakeholders on all phases of its school construction and renovation plans. Communication will be shared at the start, during and upon the completion of each of the phases. Photo and description will also be part of the communications.

District Goal #3: Special Education Programs

To ensure legal compliance and provide some cost containment while still meeting the identified needs of special education students, during the 2020-2021 school year, the District plans to...

1. Increase the number of students in the in-class support instructional setting
2. Decrease the number of students in the self-contained instructional setting
3. Increase the number of Preschool Disabled students educated in our general education Preschool programs
4. Continue to review & revise District procedures to ensure that State timelines are met for the evaluations and development of IEPs
5. Develop and implement a Life Skills Program at the middle school

District Goal #4: 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 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 are 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.

District Goal #5: Communication & School Community Engagement

Continue to broaden engagement with parents, students, and community, while developing practices to increase parental engagement in the educational process

1. Continue to offer parent training through our Parent Academy
2. Continue to host an International Night event in order to promote the diverse cultures in our district
3. Continue to encourage parent participation on advisory councils, such as the Special Education Advisory Committee
4. Continue to work with community partners to ensure safety and security of our students
5. Encourage parents, students and teachers to participate in feedback surveys