



EAST RUTHERFORD PUBLIC SCHOOLS

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EAST RUTHERFORD PUBLIC SCHOOLS 2021-2022 DISTRICT GOALS

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

In order to address learning loss and 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 in each of the major content area as outlined below:

- I. **English Language Arts and Mathematics**: During the 2021-2022 school year, the district will implement the following action steps to address learning loss as well as promote the academic advancement of our students:
 - Curriculum will be adjusted as needed to meet students at their present levels.
 - MAP and STAR assessments will be administered in both subjects to determine gap areas as well as students' readiness levels.
 - Gaps in learning will be addressed in small group or individualized instruction. Special education students in need of additional instructional support will receive small group instruction via ELA and Math labs once or twice per week, depending on their individual need.
 - At risk students and those who fall within other subgroups will receive ELA and Math intervention after school twice per week. 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 also receive additional reading and basic math skills intervention.

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. Online platforms such as Freckle, Star Renaissance Learning, IXL and Reading Eggs will continue to be utilized to provide targeted online intervention and extended practice for students.

The district will also continue to provide instructional coaches in English Language Arts and Mathematics, both at the elementary and middle school level.

In English Language Arts, the instructional coaches will continue working with teachers to revise the curriculum, implement balanced literacy, conduct reading assessments, host lunch and learn sessions as well as conduct demo lessons as requested by teachers. Departmental/grade level team meetings will be utilized for tracking data on student progress as well as the development of rigorous benchmark assessments aligned to the NJSLS and cross content area lessons. Articulation and coaching sessions will be scheduled to promote further dialogue centered around: vocabulary development, reading intervention strategies, implementation of the district's newly revised curriculum, student centered learning and co-teaching. Additionally, teachers will receive professional development in the use of: Intervention Lessons, Guided Reading and using Reports and Data to inform instruction. The ELA department at both schools will seek to integrate on a wider scale, more culturally diverse reading literature into its curriculum in order to expose students to diversity and hopefully

more materials with which students can identify. A multicultural training will be offered to all staff at the beginning of the school year. The district will continue to host parent academies to garner parent involvement as well as to provide useful and meaningful strategies to parents to assist their children with reading and writing at home.

In Mathematics, Coaches will conduct lunch and learn sessions addressing research based and best practices in addressing learning gaps. Additionally, departmental/grade level team meetings will allow for the development of rigorous lessons and assessments aligned to the NJSLs and the district's curriculum. The mathematics curriculum will be monitored and revised as needed. Student achievement data will be analyzed and instruction will be reviewed continuously.

II. **Science:** For the 2021-2022 school year, the East Rutherford School District will revise, enhance and or adjust Science curricula by implementing the following action steps:

- Teachers grades K-4 will receive professional development in ways to more effectively incorporate NGSS into their Science instruction. They will delve deeper into elementary standards and develop a better awareness of the importance of the Science and Engineering Practices. They will learn how to create a more student centered classroom and they will also develop an understanding of how elementary Science forms the foundation for grade 5 assessment. These grade levels will also learn about the three dimensions and performance expectations. Teachers will learn to use phenomena as a starting point for their lesson, construct explanations and arguments for the phenomena using CER (claims, evidence, reasoning) and explore the value of student-generated models to represent ideas.
- At the middle school level, teachers will continue to receive professional development regarding Grade-band analysis of the Science and Engineering Practices (SEPs). Teachers will learn how to collectively examine the grade 6-8 SEP bands and assign newly introduced middle school SEP "components" to a particular course (s) i.e. assign the component to Science 6, Science 7, and/or Science 8. Analysis of assessments (tests, quizzes, labs, activities, etc.) to ensure NGSS alignment will be a major focus as well.
- Professional development will be provided through PRISM Institute at Montclair State University and Rutgers University. A PRISM coach will be assigned to the elementary school as well as the middle school. Departmental/grade level team meetings will allow for the development of rigorous benchmark assessments and infusing the ELA and Mathematics standards. Overall, the curriculum will be revised to reflect the new NJSLs by September 2021.

In addition to the major content areas, the following will be priority and major focus areas district wide for the upcoming school year: (a) Professional development to be offered in subject areas such as: Science, Visual and Performing Arts, World Languages, and 21st Century Life and Careers in order to be prepared for full implementation September 2021. Additionally, preliminary preparatory work will begin in areas such as Comprehensive Health and Physical Education, Social Studies and Technology in order to meet the implementation deadline of September 2022 (b) refining our district wide social emotional learning program, (c) conducting curriculum revisions to meet NJDOE implementation timelines as well as to reflect diversity and equity, (d) providing professional development aligned to individual teacher needs through various mediums inclusive of but not limited to the coaching model as well as (e) further refining the district's I&RS System to reflect more effective progress monitoring processes and procedures.

District Goal #2: School Construction & Renovation Projects

Upon the successful passage of the referendum, the board will oversee and support the Superintendent and designated staff on all related projects, budgets and timelines ensuring strong communication with the community stakeholders. Work collaboratively with the Municipality and vendors to ensure project success in all phases from development to completion.

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 2021-2022 school year, the District plans to...

- I. Continue to increase the number of students in the in-class support instructional setting
- II. Continue to decrease the number of students in the self-contained instructional setting
- III. Increase the number of preschool disabled students educated in our general education preschool program
- IV. Implement a life skills program at the middle school
- V. Increase behavioral supports for students and families

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

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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
 - Understanding the NJSLs across content areas such as Mathematics and English Language Arts
 - Mental Health

- Technology Bootcamps
2. Promote increased frequency of Superintendent updates through email blasts, website updates, Board of Education Communication, building level newsletters and social media updates
 - COVID-19 Updates/Department of Health/CDC Updates
 - Construction & Renovation Updates
 - Emergency Blasts
 - Inclement Day School Closures
 3. Continue to host an International Night event in order to promote the diverse cultures in our district
 4. Continue to encourage parent participation on advisory councils, such as the Special Education Advisory Committee
 5. Continue to work with community partners to ensure safety and security of our students
 6. Encourage parents, students and teachers to participate in qualitative feedback surveys