

Operations & Systems

STRENGTHS	CHALLENGES/OPPORTUNITIES	VISIONS – YEAR 2028
<p><i>Funding/budget</i></p>	<ul style="list-style-type: none"> Budget & 2% cap restriction Funding for growth & initiatives 	<ul style="list-style-type: none"> District has been successful at implementing and maintaining a transparent <u>BUDGET PROCESS</u> Budget for full inclusion program
<p><i>Infrastructure</i></p> <ul style="list-style-type: none"> Bond for infrastructure passed Bussing – safety outlook 	<ul style="list-style-type: none"> Infrastructure To renovate all buildings/schools – bond referendum No science labs - HS 	<ul style="list-style-type: none"> We have buildings that are safe, well-maintained, and where outdoor learning is integrated for all State-of-the art facilities Our classrooms & physical spaces are flexible and inclusive to support the full range of learning abilities
<p><i>Sustainability</i></p>		<ul style="list-style-type: none"> Nationally renowned leader in sustainable facilities, policies, & practices State-of-the-art sustainability Spacious carbon-neutral facilities & climate resilient outdoor spaces
<p><i>Organizational Systems</i></p> <ul style="list-style-type: none"> Focus on excellence Enrollment reports and projections 	<ul style="list-style-type: none"> Sustainability – all systems in each school Follow through with initiatives (sustainability) Lack of consistency Policy – including updated Census data for educational zone balance Baseline from prior strategic plan Need shared vision for district 	<ul style="list-style-type: none"> Managing change based on research & data Accountability for all <u>Incubator program</u> to allow students to work on district’s needs (tech, construction, operational) instead of outsourcing at cost (also extended to parents on volunteer basis) Strategic planning on regular intervals

Staff Success

STRENGTHS	CHALLENGES/OPPORTUNITIES	VISIONS – YEAR 2028
<i>Staffing Capacity</i>		
	<ul style="list-style-type: none"> • Understaffed • Hiring/staffing challenge – extended vacancies & reliance on subs, esp. World Languages 	<ul style="list-style-type: none"> • Teacher & TA in every classroom & paras for IEPs. 100% certified teachers & subs & certified TAs & Paras • All classes and increases in programming are staffed appropriately • Staffing for full inclusion program
<i>Staff Attraction & Retention</i>		
<ul style="list-style-type: none"> • Amazing, dedicated, committed, exceptional staff • Diversity of staff 	<ul style="list-style-type: none"> • Staff turnover with paraeducators/supporting stability of staffing • Revolving door issues • Non-renewals/staffing – impact on morale of staff and community 	<ul style="list-style-type: none"> • Our leadership is both stable and open to risk-taking. • World-class onboarding • Diverse staff
<i>Professional Development</i>		
Professional development	<ul style="list-style-type: none"> • Meaningful professional development • PD (Professional development) for staff to ensure full inclusivity • Support for staff (to improve skills) 	<ul style="list-style-type: none"> • Ongoing collaborative professional development & mentoring • World-class teacher training & development • Comprehensive plans for assessment of support for additional PD for teachers • Holistic development of teachers that is focused on transferable skills and content.
<i>Instructional Practices</i>		
	<ul style="list-style-type: none"> • Math/ELA/reading instruction training for teachers • Consistency of instruction across K-8 schools • Inconsistent quality of instruction • Tech dependent instruction 	<ul style="list-style-type: none"> • Implementing research-based teaching practices • Our teachers are not teaching to the test.
<i>Building Staff Capacity/Expertise</i>		
	Opportunity – capitalize on staff knowledge/seek out input	<ul style="list-style-type: none"> • All teachers are supported to be creative and responsive to their students’ needs while teaching the curriculum (e.g. <u>sex ed</u>)

		<ul style="list-style-type: none"> • Teachers have access to & provide great learning tools. • Teachers are trusted to develop curriculum that is scalable and inclusive • Our school community values and utilizes the talents of our educators. • Well-functioning independent support of all teachers & staff realizing their goal of bringing about equity
<i>Articulation/Collaboration</i>		
	<ul style="list-style-type: none"> • More cross-school collaboration • Articulation and communication between schools • Vertical articulation between grade bands • Building relationships 	
<i>Accountability</i>		
	<ul style="list-style-type: none"> • Oversight by building administration (inconsistent occurrence and quality) • Central office org chart – leadership/roles/responsibilities 	Accountability for all

Community Engagement and Communication

STRENGTHS	CHALLENGES/OPPORTUNITIES	VISIONS – YEAR 2028
<i>Involvement/Engagement</i>		
<ul style="list-style-type: none"> • Active Parent advocacy & involvement (MFEE, Bilingual PAC, etc.) • Strong PTA/parent communities • Community engagement • Location and access • Diversity of community • Shifted to elected BOE 	<ul style="list-style-type: none"> • Need shared vision for district and community engagement • More diverse leadership in school organizations (SATp/PTA) • Community engagement – scheduling • Broader parent/community engagement 	
<i>Community Partners</i>		
<ul style="list-style-type: none"> • Great community partnerships and opportunity to give input • Progressive and forward-thinking values 	Utilizing the community	<ul style="list-style-type: none"> • District & BOE have cultivated a functioning, working <u>PARTNERSHIP</u> with the town and town council • Our school community values and utilizes the talents of our community members
<i>Parental Support</i>		
	<ul style="list-style-type: none"> • District prioritizing consistent offerings of support to families • Communication about student progress at middle school and high school • Consistent communications across classrooms/schools: teacher-family, principal-family, district-family 	Parent academy/tools
<i>Transparent Communication</i>		
Communication - external	<ul style="list-style-type: none"> • Lack of transparency!!! – Communication of decision making/rationales • Communication around staff challenges/transparency • Need to clarify the process for communication • Clarify and drive consistency in use of technology for communication • Communication between BOE and community • (Over)(Mis) communication • Lack of responsiveness 	<ul style="list-style-type: none"> • We have a universal/communication & information platform • Effective communication model/outreach (team approach) • Culture of communication so all stakeholders feel they have info they need and the path to get questions answered and resolved.

<i>All Voices Heard</i>		
	<ul style="list-style-type: none">• Open & honest dialogue. Some voices are silenced or amplified• Lack of communication to diverse group of stakeholders (who are not “hand-picked”)	

Achievement for All

STRENGTHS	CHALLENGES/OPPORTUNITIES	VISIONS – YEAR 2028
<i>Opportunity Gap</i>		
<p>High achievement for some demographic groupings/growth in the demographic groupings</p>	<ul style="list-style-type: none"> • Addressing achievement/opportunity gap - remediation • Learning loss due to COVID and meeting pre-pandemic academic levels • Disparity of achievement for particular demographic groupings • Addressing various achievement levels 	<ul style="list-style-type: none"> • We have addressed the harms of Covid and have the means to assess our students’ capabilities so that we know that students graduating now are able to do the same work as students graduating pre-Covid. • Closed the achievement gap • Opportunity gap is notably closing • Individualized approach for academic growth for all students
<i>Curriculum</i>		
<ul style="list-style-type: none"> • OG/IMSE (Orton Gillingham/Institute for Multi-Sensory Education) • Strong curriculum • Creative programs 	<ul style="list-style-type: none"> • Standardizing K-8 math • Science of Reading implementation plan – (long-term plan) • Need more focus on math/ELA/reading • Academic Science HS – Need to improve learning (hands-on) • Climate change standards need to be implemented – cross curricular 	<ul style="list-style-type: none"> • Curriculum is integrative, true, honest, and fair; socially just. • Inclusive curriculum • Implemented and maintained a functioning and productive AMISTAD curriculum • Strengthen 9th grade programs/curriculum/adaptable transition to HS • Sustainability education - renowned leader in sustainability curricula • K-3 focus on literacy • K-3 focus on reduction of technology • National leader in STEAM programming and achievement
<i>Student Supports</i>		
<p>Tutoring & mentoring 1:1 device program</p>	<ul style="list-style-type: none"> • Dollar-for-dollar match for tutors • Actualizing equity of opportunity for students – the giving of greater support to those in need • Tech misuse in school – personal/academic (IXL Learning site) • Provide study skills options for all students (with/without IEP). How to manage “items of distraction” (e.g. cell phones) 	<ul style="list-style-type: none"> • <u>Inclusion class model</u> format in every class at every school • Classrooms capped at 24 students • Culture of more effective and equitable interventions for students falling behind

	<ul style="list-style-type: none"> • More organization in study hall courses • Why are there so many free periods at MHS? 	
<i>Data & Accountability</i>		
<ul style="list-style-type: none"> • Increased attention to outcome data • Data K-12 • Focus on excellence 	<ul style="list-style-type: none"> • Lack of accountability • Need more metrics • Need measurable goals for specific growth for all demographic groupings on NJSLA • Middle school test scores • Evaluation and accountability 	<ul style="list-style-type: none"> • No student slipping through cracks and entering MHS without basic math & reading skills – accountability • Accountability for all • Strong evidence of student growth across the achievement spectrum •
<i>Special Education</i>		
<ul style="list-style-type: none"> • Comprehensive Sp. Ed. • Strong Sp. Ed. Execution in K-5 • Special Ed programs – ABA, LRE, MAP 	<ul style="list-style-type: none"> • Create stronger programming for Special Ed. • Provide consistent services for special needs – OT, PT, etc. • Creating more opportunities for students with IEP/assistive technology • More opportunity to provide feedback to Spec Ed staff – especially therapists • A clear understanding of the inclusion of special needs across the district • More community based instruction for special needs students • Transition to Gr 6-8 Sp. Ed. 	<ul style="list-style-type: none"> • Assistive/adaptive technology/equipment (universal design)
<i>Magnet Program</i>		
<ul style="list-style-type: none"> • Magnet theme/Arts/SVPA program • Magnet system/exposure to programming/arts/ • Sports • Magnet system – great choices, promotes agency 	<ul style="list-style-type: none"> • Magnet system – review algorithm and strength of individual programs/themes • Need for a comprehensive review of the magnet system: themes, start times, specialty courses, overall placement • Marketing of differentiation between 	<ul style="list-style-type: none"> • Magnet system – review algorithm and strength of individual programs/themes • Comprehensive review of magnet system

	the schools to promote the Magnet system	
<i>Pathways</i>		
<ul style="list-style-type: none"> • Universal PreK • Prepare students for life after high school • CTE pathways • Dual enrollment • High School Continuing Education opportunities – senior option • Expansion of pathways for students at the secondary level 	<ul style="list-style-type: none"> • Need for college guidance (all levels) • Relevant preparation for African American and other children post-high school 	<ul style="list-style-type: none"> • Universal PreK for all at every elementary school • Remove TRACKING – create on ramps & multiple pathways to advancement • Preparing students for 21st Century careers • Dual enrollment/ certification programs/ trade and skills for all • High level courses & honors will reflect school district demographics
<i>Variety of Opportunities</i>		
<ul style="list-style-type: none"> • Diverse variety of course offerings/ opportunities at all levels • Wide range of exploration for students • Wide arts & STEM program • High school class offerings & elective choices 	<ul style="list-style-type: none"> • Need a better mixture of all course offerings • Music & arts across schools 	Innovative programs
<i>Skills Developed</i>		
		<ul style="list-style-type: none"> • Critical thinking, service learning, and project-based learning help create good citizens and community members. • All students learn in interdisciplinary, collaborative ways about 21st century challenges (<u>climate change</u>) • Demonstrate flexibility, adaptability in civic engagement • Holistic development of students that is focused on transferable skills and content. • Our school community values and utilizes the talents of our students • Schools, teachers, & students using technology in <u>thoughtful, critical</u> ways to prepare for not over reliance in later life. No tech for the sake of tech.

Equitable, Safe, & Healthy Learning Environment

STRENGTHS	CHALLENGES/OPPORTUNITIES	VISIONS – YEAR 2028
<i>Diversity, Equity, & Inclusion</i>		
<ul style="list-style-type: none"> • Equity is priority • Diversity, equity, inclusion • Desire to be inclusive • Cultural diversity • Diversity of students • Diversity by design • District history • Culturally responsive teaching 	<ul style="list-style-type: none"> • Lack of advancing equity for black families or families of different cultures • Lack of advancement for Black families and children/anti-black culture • Clearly defining equity versus equality and policies that truly support equity • Need to find more innovative ways for children to be included • This is not a true equity system 	<ul style="list-style-type: none"> • K-12 student equity advocates • Equity for African American students is a priority • Inclusive spaces • Preserved leadership in diversity & integration • Implemented and maintained a functioning and productive AMISTAD curriculum
<i>SEL</i>		
Increased emphasis on social-emotional wellness	<ul style="list-style-type: none"> • More mental health support • Cares/SEL emphasized at all K-5 schools 	<ul style="list-style-type: none"> • Cumulative social-emotional learning K-12 • Fully integrated supports & mental health system • All students receive social-emotional tools to successfully navigate life. • Individualized social-emotional support
<i>Safe Learning Environment</i>		
Restorative Justice	<ul style="list-style-type: none"> • Lack of accountability for HIB specifically when it comes to black children/upholding HIB law • Criminalization of black boys, girls, and their parents and parents of other races who are parents of black children 	<ul style="list-style-type: none"> • Safe learning environment • Relevant protective factors for students • No harassments or assaults • Students love learning and love school • Full Restorative Justice (RJ) implementation in all schools • Restorative justice and relational well-being are integrated into the whole district as a practice and cultural norm
<i>Healthy Habits</i>		
	<ul style="list-style-type: none"> • Start times not aligned to students needs • Changing start times • Align school starts times with scientific findings • Extend the school day 	<ul style="list-style-type: none"> • School start times matching neurological research • School start time & flexible learning time/calendar • Evidence-based policies to support nutrition and sleep hygiene and play time

	<ul style="list-style-type: none"> Align attendance policy with reality of infectious diseases 	<ul style="list-style-type: none"> <u>School day</u> was structured to provide maximum benefits & <u>flexibility</u> for students and staff: later school start times, period 0 & 10 (for those who want it) and a staggered school days for evening learners. Comprehensive review of school start times
<i>Extracurriculars</i>		
<ul style="list-style-type: none"> Wide variety and number of extracurricular and sports activities available (at some schools) Great extracurricular and sports opportunities 	<ul style="list-style-type: none"> Middle school sports equity Lack of middle school sports Middle school after-school activities ROBUST recreation/enrichment program with transportation Vibrant before and after school K-12 programs 	