

**SCHOOL DISTRICT OF SOUTH ORANGE AND MAPLEWOOD, NEW JERSEY
PUBLIC BOARD MEETING
August 25, 2022**

RESOLUTION 4340

FOR ACTION

SUBJECT: APPROVE DISTRICT GOALS 2022-2023 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. **In this goal, the District will provide monthly communication on the status of ongoing construction projects that include project timelines for completion, projected and current project expenses and remaining bond balance. This report should be made available to the Board and the community on the District's website.**

Examples of measurable subgoals may include:

- The middle 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 no later than December 31, 2022. Within 30 calendar days of receiving code approval from the State, the district will advertise and begin receiving bids for the approved projects.
- The Columbia High School and Ritzer Field construction projects should be fully developed, with timelines for regulatory approval, design, stakeholder review and construction and ready to be submitted for code review no later than February 28, 2023. Within 30 calendar days of receiving code approval from the State, the district will advertise and begin receiving bids for the approved project.
- The District will review and continue enhancement of its comprehensive safety and security plans, procedures and mechanisms in the district schools. The plans and procedures, which shall be in written form, will provide for: the protection of the health, safety, security and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations.

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. 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 implementation of the assignment algorithm.**

Measurable subgoals will include:

- In order to monitor and respond to students' and families' experiences, the Superintendent of Schools will administer "Experience Surveys" in January 2023 and May 2023 to the SOMSD Kindergarten and First Grade families. The Superintendent of Schools will conduct a rigorous review of the school assignment data and Experience Survey results and will present the Board with information on adjustments to District strategy, school supports and professional development initiatives in support of the III.
- By February 28, 2023, The Superintendent of Schools will present to the Board the plan for the transition of the Marshall and Bolden Elementary Schools so that each elementary school serves students in Kindergarten through 5th grade, with Delia Bolden serving Kindergarten by September 2023.
- By March 31, 2023, The Superintendent of Schools will develop a robust transportation plan which will increase access to transportation district wide for elementary students as part of the ongoing evolution of the Intentional Integration Initiative.
- By May 31, 2023, the Superintendent of Schools will analyze the potential budgetary impact of losing Title I for a particular school or the district overall. Recognizing the Title I status is not determined by the district, the plan should have timelines for when the district anticipates the loss of Title I designation(s) and present potential solutions and mitigation strategies.

C. Student Achievement

In this goal, the Superintendent of Schools will work with the SLT and key team members to use current, as well as additional, support measures as needed to identify struggling CHS students and intervene to ensure students have access to and take advantage of the resources and supports needed in order to succeed in their courses, resulting in improved outcomes for credit accumulation and reduced disparities in course fail data.

Examples of progress towards this goal may include:

- A review of benchmark data using June 2022 credit accumulation.
- By Fall 2022, the Superintendent and/or his designee will present to the Board (or C&I Committee) data showing students in danger of failing one or more courses along with a plan to address and improve this data by the end of the first semester.
- By Winter 2023, the Superintendent will share fail data with comparison data from 2021-22 and include a full report on which strategies and intervention resources were used to support student success in the first semester.
- By Spring 2023, the Superintendent and/or his designee will present to the Board (or C&I Committee) data showing students in danger of failing one or more courses along with a plan to address and improve this data by the end of the year.
- By June/July 2023*, the Superintendent will share fail data with comparison data from 2021-22 and include a full report on which strategies and intervention resources were used to support student success in the first semester.

*This data may not be available for consideration for the Superintendent's evaluation.

D. Curriculum and Instruction

The Superintendent of Schools will continue to lead the District's efforts to address longstanding discipline disparities by replacing punitive discipline measures with restorative practices supported by an overall investment in social emotional learning measures. In the 2022-23 school year, the District will advance these efforts by leveraging investments in social emotional learning (SEL) and restorative practices professional learning. **The District will create a detailed draft plan* for implementing a comprehensive SEL/Restorative Justice program across the PreK - 12 continuum and share progress through regular updates to the Board.**

- Possible action steps for consideration by the administration may include:
 - An audit of existing SEL and Restorative Practices (using an established tool like the [CASEL](#) rubric).
 - Strategic use of social emotional learning (SEL) expert frameworks (for example: [CASEL](#)) to teach all our students to develop healthy relationships, problem solving, self-reflection, empathy and strengthen communication skills.
 - Plans to activate SEL content in older grades (6-12) to improve practices and procedures around communication and conflict resolution.
 - Continued Professional development/training for all classroom teachers, students and other staff on SEL and Restorative Practices with a focus on how to incorporate them into the classrooms.
 - Communications and trainings of parents and community members around SEL and Restorative Practices
 - Clearly defined roles and responsibilities for all staff, guidance, admin and the SEL /RJ Coordinator at each building.
 - Clearly defined practices at each tier of intervention (prevention/universal, targeted intervention and intensive intervention).
 - Recommended/identified resources needed to support the successful implementation of the plan.
 - Recommended revisions to the Code of Conduct to align with new structures/procedures within the plan (e.g., peer mediation, restorative circle, repair plan, etc.).
 - Timeline for shifts and implementation along with plans for assessing the effectiveness of the plan.

*Please refer to extensive existing plans like [this one](#) as you design a plan for SOMSD.