

Mid-Year Update on District Goals



1/17/24, Presented by Jennifer Cenatiempo, Ed.D.

VISION

EMPOWER STUDENTS AND STAFF TO EMBRACE THEIR INDIVIDUAL STRENGTHS IN A SAFE, SUPPORTIVE ENVIRONMENT THAT FOSTERS A LOVE OF LEARNING WHILE PURSUING THEIR FULL POTENTIAL.

MISSION

GREEN TOWNSHIP SCHOOL DISTRICT EDUCATES EVERY STUDENT TO BECOME A CONFIDENT AND CARING LIFE-LONG LEARNER WHO COMMUNICATES EFFECTIVELY AND CONTRIBUTES POSITIVELY TO THE EVOLVING NEEDS OF SOCIETY. THE DISTRICT, IN PARTNERSHIP WITH THE COMMUNITY, PROMOTES ACADEMIC EXCELLENCE AND EQUITABLE OPPORTUNITIES FOR ALL STUDENTS.

**GOAL 1: INITIATE THE
DEVELOPMENT OF
CURRICULUM MAPS FOR
GRADES PREK-8.**

GOAL 1 – Sub Goal 1

Establish an annual plan with monthly goals for each grade level to identify curricular areas of focus for mapping purposes.

10/18/23

**QSAC Curricular Prep Meetings led by Mr. Bollette on 10/9/23 and 10/16/23.
PLC Discussions ongoing regarding curricular mapping.**

1/17/24

PLC Sessions to Discuss Content and Mapping are Ongoing.

Some staff participated in Curriculum Work on the PD Day on 1/15/24.

We have run up against a challenge as we are having staff shortages and have had to utilize PLC sessions as coverage. This limits the ability to write and map related curricula.

February to May after school Principal PLC sessions will be utilized to complete this work to ensure that we are able to navigate the goal while also remaining fully staffed.

The mapping will have the units listed with the sub units listed as well.

We will be budgeted for summer curricular writing to address the new ELA and Math standards.

GOAL 1 – Sub Goal 2

Provide training to staff via Professional Learning Community time and staff training opportunities to plan for curriculum mapping

10/18/23

Superintendent PLC Meeting, 10/23/23

Curricular Mapping

Materials presented as part of the 10/23 training to be attached.

1/17/24

After school PLC has been utilized for the purpose of discussing and analyzing curriculum.

This aligns with our QSAC preparations. The QSAC requirements include Holocaust, Amistad, LGBTQ+/Disabilities, and pacing guides. The primary and secondary resources were also reviewed.

Mr. Bollette has led a variety of meeting sessions related to this work.

Mr. Bollette led staff members on 1/15/24 to begin to map their areas. These staff members will be provided an opportunity to turn key their mapping knowledge to colleagues during our monthly PLC sessions.

Sample Mapping, Math Grade 5

Unit	Sub Unit	Duration
Place Value Concepts for Multiplication and Division with Whole Numbers (Module 1)		4 Weeks
	Place Value Understanding for Whole Numbers	1 week
	Multiplication of Whole Numbers	1 week
	Division of Whole Numbers	1 week
	Multi-Step Problems with Whole Numbers	1 week

Sample Mapping, Science, Grade 6

Unit	Sub Unit	Duration
Ecology Units		10 weeks total
	Unit 1: Matter and Energy and the Environment	3 weeks
	Unit 2: Interaction of Organisms in the Ecosystem	3.5 weeks
	Unit 3: Ecosystems- Biomes	3.5 weeks

**GOAL 2: CREATE
PARTNERSHIPS THAT
WILL ENHANCE STUDENT
LEARNING.**

GOAL 2 – Sub Goal 1

Build comprehensive partnerships with parents, staff, and community members to support instruction

10/18/23

Attended the Town Council Meeting, 9/18/23

Attended the PTA meeting, 9/18/23

Back to School Night, 9/19/23

Attended the Seniors Meeting, 9/26/23

Roundtable, 10/13/23

OEM Meeting, 10/17/23

1/17/24

Attended NJSBA Conference with board members, 10/24/23

Attended NJASA Women in Leadership Meetings, 11/16/23 and 1/9/24

Architect Meeting, 11/30/23

PTA Meeting, 11/20/23 and Santa Brunch, 12/10/23

Tri District Consortium Committee Meeting, 12/6/23

School Safety Insurance Meeting, 12/8/23

Roundtable Meetings on a Monthly Basis

Mid Year Budget Review, 1/8/24

Reading Disabilities Training For all as Partnership to Support Instruction

Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade

- The Institute for Education Science published a 123 page guide for the US Department of Education
- Published in 2016, this document provides actionable steps for grades K-3
- This practice guide grounds the four recommendations in high-quality evidence based on research studies focused on reading interventions.
- Each recommendation includes instructional practices and a short summary of the research evidence that supports the recommendation
- https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf
 - 10/23/23 – Recommendation 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge.
 - 11/20/23 – Recommendation 2: Develop awareness of the segments of sound in speech and how they link to letters.
 - 1/22/24 – Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.
 - 2/26/24 – Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Reading Disabilities Training For all as Partnership to Support Instruction

Providing Reading Interventions for Students in Grades 4–9

- The Institute for Education Science published a 204 page guide for the US Department of Education
- Published in March 2022, this document provides actionable steps for grades 4-9
- This practice guide grounds the four recommendations (multisyllabic word reading, fluency building, comprehension-building practices, and stretch texts) in high-quality evidence based on research studies focused on reading interventions.
- Each recommendation includes instructional practices and a short summary of the research evidence that supports the recommendation
- <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf>
 - 10/23/23 - Recommendation 1: Build students' decoding skills so they can read complex multisyllabic words
 - 11/20/23 - Recommendation 2: Provide purposeful fluency-building activities to help students read effortlessly
 - 1/22/24 - Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text
 - 2/26/24 - Recommendation 4: Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information

GOAL 2 – Sub Goal 2

Provide time for staff to meet with colleagues across the region to develop partnerships, discuss topics that are meaningful, and enrich the overall school experience for students

1/17/24

School Bomb Threat Training

NJCGTP Program Overview, Calendar Review, JR Model UN and Chess Information, Sessions

& Training Registration Procedures, etc.

HIB Law Update

Understanding the Power and Responsibilities of the School Climate Team

Addressing Student Mental Health Issues

Youth Mental Health First Aid Course

WIDA ELL Standards - Identify & Support ELLs through Unit Activities

WCSLHA “Diagnosis & Eligibility: Requirements for Assessments, Reports & Decision Making”

Creative Curriculum Workshop

Building Healthy Learners: Information, Activities & Lessons

BTAM Team Training

GOAL 2 – Sub Goal 2

Provide time for staff to meet with colleagues across the region to develop partnerships, discuss topics that are meaningful, and enrich the overall school experience for students

1/17/24

Save Ellis Island Professional Learning Program

Pension Update

Preschool Overview

Food Service Update

Purchasing

Audit Review

Using Patterns of Strengths & Weaknesses to Identify SLD

CST Training Series, Difficulties & Disputes

New and Experienced Bilingual/ESL/ELS Supervisors and Coordinators Training

Making the Most of CDK

CDK Personnel EOY Review

Educator Training: Evidence Based Reading Instruction PD

Wilson Training

GOAL 2 – Sub Goal 3

Provide staff with monthly opportunity to share their perspectives, thoughts, and ideas about partnerships

10/18/23

PLC Meetings

Staff Survey – Conference Planning

Staff Survey - 10/9/23 PD Day Input and planning for 1/15/24 PD Day

1/17/24

Climate and Culture Meeting, 10/30/23

Staff PLC Meetings, 11/13 and 11/20

Climate and Culture Meeting, 11/27/23

Staff PLC Meetings, 12/4 and 12/18

Climate and Culture Meeting, 12/11/23

Staff PLC Meetings 1/8/24 and 1/22/24

Climate and Culture Meeting, 1/15/24

School Safety Team / Administrative Meetings, 10/19/23, 11/16/23, 12/14/23, 1/18/24

Union Leadership Meetings – Weekly Basis

GOAL 2 – Sub Goal 4

Host Superintendent led meetings with various stakeholder groups to create inroads to local and regional stakeholder groups for the purpose of developing partnerships

10/18/23

10/5/23 – Letter regarding volunteer opportunities and engagement meetings sent out

10/18/23 – Reminder for engagement meetings sent out

1/17/24

NJSBA Meeting held at Green, 12/4/23

Transportation Meeting request and held with Lenape Valley, 12/19/23

Insurance Meeting, 1/11/24

CST Legal Training, 1/4/24

**GOAL 3: CONTINUE TO
ENSURE CONSISTENT AND
EFFICIENT
COMMUNICATIONS WITH
ALL STAKEHOLDERS AND
PROVIDE OPPORTUNITIES
FOR COMMUNITY
INVOLVEMENT.**

GOAL 3 – Sub Goal 1

Develop a variety of committees to ensure that stakeholders are provided with opportunities to access district administration on a variety of topics

10/18/23

Host opportunities to gather feedback and engage with our public

District Wellness, 10/18/23

Parent Advisory, 11/15/23

Farm to School, 12/13/23

1/17/24

Weekly and Bi-Weekly Principal Updates

Quarterly Superintendent Updates

Weekly Main Office Updates

Posting of materials to the digital backpack and online

Attendance at all community centered events including Veteran's Day,

Holiday Concerts, Tree Lighting, and PTA Events

GOAL 3 – Sub Goal 2

Utilize the district website to communicate and offer feedback loop via survey opportunities for stakeholders to ensure that the communication is working as intended

10/18/23

District Website Updates include reorganizing principal and superintendent content and pages

Updating COVID Response Page

Updating Building and Facilities Content

Sending Letters to the Parents about events going on in district

Survey to be sent out at the end of October regarding communication

1/17/24

Working to monitor content on the district website to ensure that it is current and accurate

Engaging in various conversations with the stakeholders on the value and usefulness of the website

There has been a sentiment shared about the website being less than user friendly. This will be an area that we survey our community on and will present the results of that survey in our year end update.

GOAL 3 – Sub Goal 3

Ensure district communication regarding students including district report cards, progress monitoring, response to intervention, and other student centered communications are timely and provide parents with opportunities to support the success of their child

10/18/23

10/9/23, Training on our systems including RTI and 504

Systems will be utilized to push notifications and create a more student centered approach to communication and updates

1/17/24

Report Card Updated to reflect Fountas and Pinnell Reading Levels

We reduced the redundancy in the report cards.

There were issues with the paper copy of the report card being sent out. There was rich conversation about it being sent out via mail versus with the students. There is a need for further conversation regarding this process and implementation.

Administration worked collaboratively with the teachers to make revisions to the report card to streamline and clarify the report card in the standards based grading bands.

We are working to determine if there are digital resources that we can link to the website and share out to the community to support the parents' ability to utilize the resources.

Thank you for
allowing me to
provide this update!

Over the next several months, we will be working to continue to develop our strategies to reach our goals and support all students to reach success!