



Newark
Board of Education
Roger León, Superintendent



**The Next Decade: 2020 – 30 Strategic Plan
Year 1 Annual Report
2020 - 21**

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A Message from the Superintendent



Roger León
Superintendent

To the Honorable Members of the Newark Board of Education, Elected Officials, Staff, Partners, Parents, Students, and the entire Newark School Community:

As you are aware, our 10-year strategic plan, The Next Decade: 2020-30, was launched this past summer. At that time, I discussed the historical significance of the plan and acknowledged the reality that we have much to do and much to improve. Additionally, I promised that we would provide periodic reports on the implementation of the plan and continue to engage the community in our work.

The Next Decade Annual Report is in line with that promise. Those of you familiar with the plan know that it contains highlights and timelines representing 1, 3, 5, 7, and 10 year intervals. This annual report will provide everyone with an update on our progress in meeting the school year 2020-21 timelines for each of the strategies contained within the 6 priorities of the plan.

I would like to take this opportunity to acknowledge what an incredibly unique and momentous school year this has been for all of us. While I know we have faced challenges unlike ever before in history, I remain encouraged by the resilience and perseverance shown by our staff, parents, community members and, most importantly, our children.

The work highlighted in this report cannot adequately capture all that has been done to move our district forward and benefit our students. However, it does provide a glimpse into how our staff and community of stakeholders are committed to the faithful, diligent, and expeditious implementation of our strategic plan. I look forward to the continuation of this great work as we redefine and rebuild our educational ecosystem together.

Sincerely,

A handwritten signature in black ink, appearing to read 'Roger León'.

Roger León
Superintendent

Mission, Vision, Core Values, and Theory of Action

Mission

Our mission is to deliver an academically rigorous and culturally responsive instructional program that prepares every student for success and builds knowledge, strengthens character, cultivates ingenuity, and fosters leadership.

Vision

Our vision is to build a new educational ecosystem that provides a world-class education for every child in Newark.

Core Values

Children at the Center

Every child is a genius and it is our responsibility to keep their dreams and needs at the center of all decisions.

Commitment to Excellence

We commit to continual, strategic, innovative, and research-based improvement in order to demonstrate excellence at all levels of the organization.

Reciprocal Relationships

We provide opportunities for impactful collaboration within and beyond the organization resulting in student success.

Cultivating Agency

We empower students to become advocates for themselves and for others.

Equity

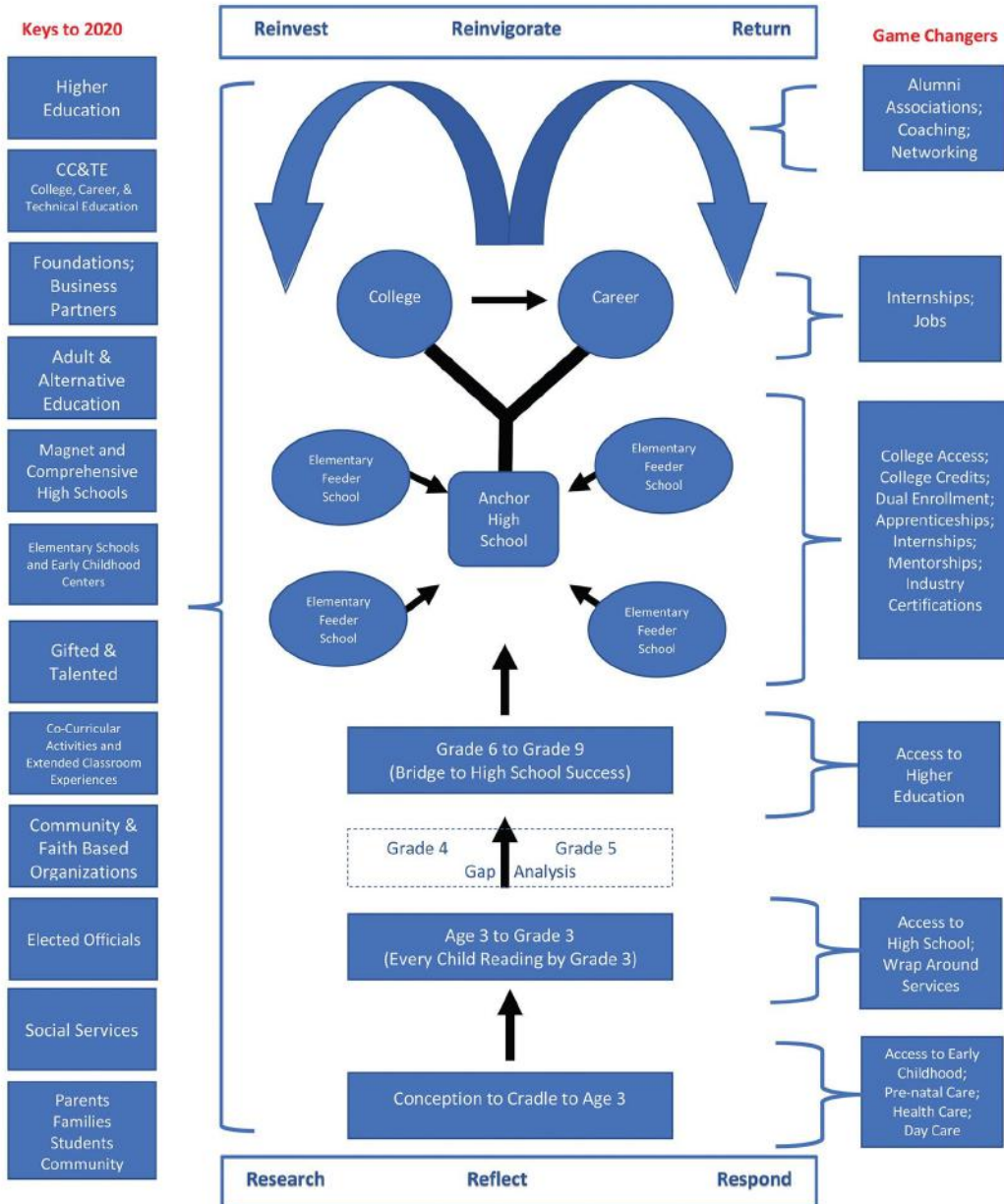
We disrupt and rebuild every practice, policy, resource distribution, and system that may act as a barrier to opportunities for all.

Theory of Action

If Newark develops an educational ecosystem that comprehensively organizes resources, stakeholders, and institutions in our city to support the success of students, then we will catalyze the system-wide transformations needed to establish and sustain a culture of equity, continuous improvement, unity, and excellence for all.

Logic Model

NPS CLARITY 2020



Priority 1: Unified and Aligned Systems



Strategy 1.1

Organize and align departments and resources to support district priorities, strategies, and initiatives.

- **Create interdepartmental structures that foster collaborative and supportive working relationships across departments.**
 - Created an *Office of Academic Services Directory* detailing all Executive Staff, Directors, Supervisors, and other staff along with contact information and department Mission, Vision, and Goals.
 - Established Executive Staff Meetings and Departmental Meetings.
- **Expand the collaborative work between district staff and principals and School Leadership Teams (SLTs) to improve student learning.**
 - Aligned monthly SLT meeting content to the goals and priorities of the district.
 - Revised SLT agendas to align with instructional priorities and the *Leadership Framework*.
 - Revised bi-weekly newsletter submissions (*Principal Points* and *Teacher Talk*) process to ensure efficient flow of information from departments to principals.
 - Redirected approval process for content and submission of *Principal Points* to the Deputy Superintendent's Office and *Teacher Talk* to the Office of Teaching and Learning.
 - Established Monthly Superintendent's Conference inclusive of Principals, Executive Staff and District Leads.
- **Develop operational policies and standard operating procedures for governing how departments and different levels of the system work together, including a master calendar, departmental mission statements, and rubrics.**
 - Developed a Master Calendar for all departments using the Whetstone Platform.
 - Developed an approval process managed by the Deputy Superintendent's Office for the management and scheduling of all requested staff development sessions.
- **Ensure the alignment of the implementation of the district strategic plan with all legislative and regulatory policies governing the district.**
 - Developed an agenda template for departments in the Office of Academic Services aligned to the district strategic plan.
 - Established timelines and expectations for the submission and collection of strategic plan quarterly reports.
 - Facilitated a mid-year reporting and review of strategic plan updates.

Strategy 1.2

Adopt a sustainable fiscal strategy and operating budget that is aligned with the strategic plan and drives district priorities.

- **Prepare a *Five-Year Revenue and Expenditures Forecast* estimating revenues and expenditure information based on past, current, and projected financial conditions for a number of district factors, including enrollment, facilities, and contracts.**
 - Purchased a financial modeling system that is being implemented for roll out to schools.
 - Developed a trend analysis based on state aid, district revenues and expenditures.
 - Reviewed and compared the current enrollment system and the weighted student funding formula for 2022-2023 budget development.
- **Develop a *Long-Range Financial Plan* that establishes a framework for equitable business and operational processes, which supports district goals, maximizes efficiencies, and minimizes cost.**
 - Solicited and received a financial status report for bonding purposes.
 - Engaged a Demographer and architectural team to develop the district's *Long Range Facilities Plan (LRFP)*. The LRFP will help identify school facilities that need major building improvements as well identify areas where new buildings are needed. This information will be used to develop a capital reserve for the district to begin working on these projects.
 - Considering the use of bond funds to assist with the issues identified by the Long Range Facilities Plan.
- **Continue to utilize the flexible elements of district and school budgets to equitably distribute resources.**
 - Encouraged staff responsible for oversight of the district and school budgets to allocate available resources based on student need and demographics. District budget review process completed and budget shared with community.
- **Ensure the allocation of additional resources to schools facing greater challenges.**
 - Utilized the weighted student funding formula to identify areas where additional resources were needed at each individual school throughout the district. Allocated specific and additional resources to schools as needed.
 - Reviewed and modified weighted student funding formula, as needed, to ensure equity across the district.
- **Provide support to principals to align school budgets to both the district and school strategic plans.**
 - Provided budget development training to all principals and their respective budget teams.

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- Provided training on the *Annual School Plan* (Allocation of Title 1 dollars), to ensure schools were properly using the funds that are available to them.
 - **Foster fiscal transparency by communicating clear guidelines for where, how, and why funds are allocated at all levels of the organization.**
 - Provided a quarterly budget forecast that highlights current usage of district funds and projects funding needed to ensure the district's financial health for the remainder of SY 20-21.
 - Disseminated to principals a template to use for the development of their budget hearing. Presentation allowed for discussion and final community input into the budget.
 - Scheduled the annual district budget hearing to provide an overview of district resources and projected expenditures by category for SY 21-22.

Strategy 1.3

Build and implement a district-wide data warehouse complete with multi-source information and unified business rules that support real-time data integration, quality control, and data mining and analytics to improve achievement, instructional practice, and organizational efficacy.

- **Establish a district-wide data team to guide the vision and uses of data across the district and support schools' data use work.**
 - Prepared summative analysis of attendance results to support the Superintendent's Monthly Board Report.
 - Launched new Tableau dashboard to improve school level efficacy in tracking application completion among students in transition grades.
 - Conducted follow-up analyses of enrollment patterns to optimize student matches in the SY 21-22 cycle.
 - Conducted two rounds of parent and Newark Teachers' Union staff surveys regarding intent to return in order to plan in-person schooling; enhanced corresponding reporting series in PowerSchool to ensure scheduling planning at the school level accounted for sibling modality assignment.
 - Conducted a series of meetings with charter leaders regarding planned shifts in the Newark Enrolls calendar and Memorandum of Understanding.
 - Oversaw the adjustments in Newark Enrolls application to improve equity in student access to weighted priorities in the matching process and reduce duplication in application submission.

- **Develop and implement cross-departmental (district-wide) policies and procedures for data collection and data sharing, including a data collection master schedule and formal processes for prioritization and coordination across departments and schools.**
 - Launched the first Newark Enrolls virtual school fair that garnered over 5000 views on the first day; successfully opened the corresponding application a month early, where over 1,000 applications were submitted in the first 90 minutes.
 - Collaborated with Information Services Division (ISD) to define data flow and security protocols in developing an application to capture projected student enrollment determined during budget hearings.
 - Inculcated new data reconciliation windows associated with lags in grade and attendance collection among asynchronous remote learners.
 - Guided collaboration between The Office of Student Information and the Office of Student Life Charter School Enrollment Lead to plan for the district's direct and centralized registration of all public school students in the city, including charters in the next year.
 - Established business rules to ensure timely verification of data submitted and released as part of the assessment cycle.
 - Tiered risk index model identifying schools at-risk implementing high stakes assessment; and established parallel tiered system of support redress and course correct.

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- Collaborated with the Offices of Communications and Food Services to successfully launch new or enhanced communication (Black Board Connect) and school lunch (Titan) systems linkages to PowerSchool.
 - Collaborated with ISD to launch a new ticketing system to comprehensively and efficiently track staff assignments associated with Enrollment, PowerSchool, and Test Coordinator responsibilities.
 - **Facilitate communication between the Central Office and schools to support data reporting, requests, and analysis.**
 - Collaborated with ISD to establish Secure File Transfer Protocol (SFTP) sites for the new Newark Enrolls charter partners to securely provide nightly rosters of student enrollment data.
 - Successfully delivered all required to date state reports on time, including the *Application for State School Aid (ASSA)*.
 - **Identify and implement performance indicators to measure the progress of the district and schools.**
 - Prepared analysis of window one of the inaugural administration of Measure of Academic Progress (MAP) in the fall.
 - Coordinated new graduation tracker reporting for current cohorts aligned to NJSMART data collection to mitigate instances where student status is unknown.
 - Collaboratively identified drivers of gaps in achievement performance and attendance outcomes by subgroup, with specific attention to impact in pandemic months, and established mitigation strategies that are supported across the Office of Academic Services.
 - **Provide professional development for data collection.**
 - Conducted training series for charter and district enrollment point of contacts to improve accuracy in navigation and parent support during the open window.
 - Managed implementation of training series for nurses as part of the successful launch of the PowerSchool Health Module that now allows the district for the first time to have a centralized, digital resource to report on the immunization and allergy status of its students.
 - Established unified PD planning across all four of the Office of Policy, Planning, Evaluation and Testing work streams (Enrollment, Testing, Student Informations Systems, and Data & Research).
 - **Establish a consistent level of data literacy across all departments and schools in the district.**
 - Trained school and central office-based teams in the use of Tableau.
 - Established bimonthly open office hour sessions for PowerSchool (PS) Clerks to deepen their understanding of system navigation and their role in supporting data accuracy; launched a corresponding newsletter, the *Clerk ChitChat*, to ensure PS clerks are aware of and plan for upcoming tasks.
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- Enhanced dashboards focused on registration and special program seat tracking associated with special education and bilingual services to support informed action for the district's most vulnerable students.
 - Cross team training provided to expand internal capacity and maintain high quality customer service.

Strategy 1.4

Attract and recruit highly effective and qualified staff who are excellent matches for the district, develop a pipeline of candidates for hard-to-fill areas, and provide support to all employees that enables and empowers them to fulfill their role in our mission.

- **Identify and implement policies, procedures, and incentives that recruit, retain, and reward the highest quality talented teachers, principals, and staff for all school and district employment units.**
 - Leveraged the Newark Teachers Union (NTU) contract agreement and policies to negotiate salaries with candidates for hard-to-staff positions.
 - Issued \$3,000-\$4,000 signing bonuses to successful applicants and \$1,000 to employees that successfully refer candidates to this subset of positions.
 - Advertised hiring incentives in geographical areas with enclave populations that share demographic backgrounds with Newark students.
 - Utilized the temporary certification process, facilitated by the New Jersey Department of Education (NJDOE), to fill hard-to-staff positions.
 - Formulated a partnership with Seton Hall University's Teaching English to Speakers of Other Languages (TESOL) program to recruit bilingual (BIL) & English as a second language (ESL) teachers.
 - Built on the existing partnership with Montclair State University (MSU) to engage students in the Teacher Education program, compel them to enter the Teacher of English Language minor program, and led them to commit to become BIL or ESL teachers in the district.
 - Engaged teachers with BIL certificates of eligibility to fulfill the requirements necessary to become eligible for a standard certification and transition into BIL or ESL teaching positions; incentivized these efforts with monetary support.
 - Continued partnership with *EdWeek*, *NJ School Jobs*, *NJ Patch*, *School Spring*, and *Handshake*, which incorporates universities nationwide, to recruit high quality candidates.
 - Established partnerships with New Leaders, for the creation of instructional leader pipelines; Teach for America to share best practices around high quality talent recruitment and retention; and the Haberman Foundation to provide hiring managers with training around best screening and interview practices.
 - Lowered instructional vacancies 39% by the end of quarter two (SY 20-21); special education teacher vacancies were lower by 54% and bilingual education teacher vacancies by 52%.

- **Establish a robust pipeline that strategically cultivates student teachers from local universities into successful applicants.**
 - Created a fluid pipeline that cultivates student teachers through the increased use of clinical interns.
 - Centralized the recruitment, tracking, and placement of clinical interns.
 - Provided training to principals and cooperating teachers on how to best support student teachers.

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- Reached the highest number of participation in the history of this program by yielding over 220 clinical interns; 118 of these participants are currently student teachers.
 - Hosted a virtual recruitment fair for student teachers that graduate in May to ensure high quality student interns are hired in the district.
 - Implemented an unofficial observation process to identify high quality student teachers so that they are referred for hire by site principals and/or administrators.
 - Continued to build on existing relationships with local universities (to include Adelphi, Caldwell, Fairleigh Dickinson, Grand Canyon, Kean, Montclair State, New Jersey City, Rutgers, Seton Hall, Wilmington and Columbia Universities) to continue to increase student teacher participation.
- **Continue to engage the state to streamline the certification reciprocity process for teachers with certifications from out of state.**
 - Established monthly meetings with the NJDOE to streamline communication regarding state certification reciprocity processes.
 - Utilized the above mentioned platform to provide feedback to the state in effort to streamline the aforementioned processes.
 - Reinstated the certification office to liaise with the county and state on behalf of employees, to assist employees with matters pertaining to certification attainment, and ensure that new hires possess the credentials required to properly fill vacancies.
- **Ensure evaluation frameworks, policies, professional development opportunities, and employee support are aligned and streamlined in order to manage employee performance and organizational growth.**
 - Migrated evaluations for non-instructional employees from Citrix and hard copy systems to a fully digital platform, Whetstone Education Management, that allows the district to track employee data longitudinally.
 - Engaged with district leadership and labor unions, in accordance with statutes and policies, to revise the evaluation process and framework language.
 - Revamped organizational data systems in Peoplesoft to allow managers and supervisors increased insights around employee performance.
 - Streamlined applicant management systems to provide disaggregated data to various stakeholders and highlight the recruitment and staffing progress.
 - Offered professional development opportunities for these systems on an ongoing basis.
 - Facilitated a partnership with New Leaders to create professional development opportunities for teacher leaders and vice principals in the principal pipeline.
 - Aligned job descriptions, performance tasks, and hiring rubrics to the Professional Standards for Educational Leaders.
 - Explored Leader Tracking Systems (LTS) used in urban school districts across the nation to allow the district to inform principal preparation, hiring, evaluation, and support.
 - Utilized the LTS to maintain a database of strength and growth areas of all candidates who interview for positions.
- **Streamline communication between Human Resources, schools and departments to align resources and opportunities for employee support that address shared needs.**

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- Established recurring meetings with School Leadership Teams (SLTs) and embedded into monthly SLT meetings to streamline communication with school leaders, better understand staffing needs, and address school leader concerns.
 - Restructured HRS support mechanisms to provide each SLTs with dedicated HRS staff in the areas of recruitment, staffing and certification.
 - Implemented virtual communication processes on the Frontline applicant management system to optimize the efficiency of onboarding, recruitment, and support.
- **Create a clear pipeline for graduates of new high school Teacher Academies.**
 - Developed contracts for Newark HS graduates such that they are able to be hired into the district upon graduation from a post-secondary teacher preparation program.
 - Partnered with the High School SLT to support staffing and recruitment efforts related to the Teacher Academies.
 - Provided dedicated support to employees serving at the various stages of the high school to teacher pipeline.
 - Collaborated with the Career and Technical Education (CTE) department and CTE vice principals to create a database of students in the Teacher Academies that will allow HRS to create touchpoints with students throughout their post-secondary careers, assist students with attaining substitute and teaching certifications, and provide students with a pathway to return to teach in the district.
 - **Identify the leading reasons that teachers exit; train leaders on relevant retention strategies; work with other departments, as well as school leaders, to develop a strategy to quickly identify teachers at risk of exiting the organization and provide support needed to help them stay with the district.**
 - Improved the process of collecting exit surveys in a manner that increases survey participation.
 - Analyzed quantitative and qualitative survey data to identify the leading causes for employee attrition.
 - Synthesized these findings into a report that can be presented to the SLTs.
 - Revamped current methods of data collection in a manner that incorporates performance data, disaggregates data according to who is completing the exit survey, utilizes a third party to improve efficiency, increases outgoing employee participation, and develops a report that can be used to support referral and retention programs.
 - Developed a matrix that assesses why an employee is at risk of leaving the organization and provided guidelines and strategies that result in employee retention.

Strategy 1.5

Develop a capital strategy aligned with the *Long-Range Facilities Plan* and strategic plan to modernize all facilities, and plan for enrollment projections, academic programs, and community needs.

- **Align all capital strategies with the *Long-Range Facilities Plan* and strategic plan.**
 - Worked with a vendor and demographer on this 5-year cycle. A DRAFT of the report has been submitted for review by district; meetings and data verification are on-going bi-weekly. In progress and on track for final deliverable in July.
- **Identify and procure innovative forms of supplemental capital funding to achieve and support the district's long-range facilities goals.**
 - Developed an expanded *Energy Savings Improvement Plan (ESIP)* - This project will provide for energy savings and major capital equipment upgrades at all schools. Request For Proposal (RFP) has been awarded and weekly meetings are ongoing for this \$100,000,000+ project. **Partnership with Johnson Controls Inc. and various other facilities consultants identifying** bonding and Energy Conservation Measures (ECM) for each building.
- **Adopt an enrollment projection methodology to plan for district growth and expansion, and school construction.**
 - Request For Proposal (RFP) is under development and in progress; a facility condition assessment is necessary to support the RFP and work is ongoing with architectural consultant, facilities consultant and New Jersey Institute of Technology (NJIT) to develop the scope and implement.
- **Integrate technology infrastructure, including hardware, software, wiring, and wireless access points into all facilities plans.**
 - Worked with HR to finalize Building Manager vacancies and the reclassification of positions as well as title realignment to Civil Service Commission (CSC) requirements.
 - Provided assistance to the Information Services Division for technological upgrades in all district buildings.
 - Worked with vendors on technology infrastructure upgrades in each building.
 - Provided facilities team with professional development (PD) which has been implemented both with web-based training and virtual training sessions. PD via off-site consultant virtual training has been attended by numerous staff to maintain various licenses and certifications for their Continuing Education Unit (CEU) requirements. COVID training and updates are in progress.

Strategy 1.6

Create a district-wide equity framework to promote equity in all systems, policies, procedures, and practices; close existing gaps in opportunity, access, achievement, expectations, and resources; and eliminate race and class as predictors of student success.

- **Assign an Executive Staff member to guide equity work across the district and explore the possibility of creating a full-time position to assume that responsibility in the future.**
 - Assigned the Director of Staff Development to guide this work; engaged in the following:
 - Served as the district liaison for equity related concerns.
 - Planned and scheduled a series of equity focused professional development sessions for district personnel.
 - Recommended and assisted in the curation of an online guide of equity resources targeted toward specific district personnel (administrators, teachers, non-instructional staff, Executive staff, etc.).
 - Facilitated the Institutional Review Board (IRB) approval and dissemination of a survey designed to ascertain perceptions of equity across the district. The results of which will be used for further planning and strategic decision making.
 - Served as the district representative on the Montclair State University/University of California Berkeley/University of Southern California/University of Colorado Ed Pre Lab team focused on equity, anti-racism and social justice.
 - Attended equity focused virtual conferences and symposia to network, build personal capacity and gather resources for use in the district.
- **Undertake a comprehensive organizational equity analysis to identify racial, economic, language, gender or disability inequities.**
 - Rolled out an Equity perception survey on 3/1/2021 to instructional and administrative staff.
- **Develop a district-wide *Equity-Plan* (In consultation with Dr. Lauren Wells, Creed Strategies and NJDOE Acting Deputy Assistant Commissioner Tonya Breland).**
 - Convened a district Equity Team that represents principals from all four school leadership teams and our General Counsel (Principals Clarence Allen (S. 17th Street St.), Dr. Sharnee Brown (Central HS), Charity Haygood (Avon Ave.), Margarita Hernandez (Wilson Ave), H. Grady James IV (Hawthorne Ave.), Alejandro Lopez (Hawkins St.), Angela Mincy (Science Park HS), Kenneth Montalbano (Luis Munoz Marin), Nelson Ruiz (Newark School of Global Studies HS) and General Counsel, Brenda C. Liss, Esq. (meetings began during SY 19-20).
 - Collaborated with district offices and departments to collect pertinent data used for analysis and planning purposes.

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- **Create an Equity Team at each school to develop school-level equity plans.**
 - Pushed back School-level equity team development due to the need to build a baseline knowledge base at the central office and among the principals and their leadership teams. To that end, the following PD and resources have been provided:
 - 8/1 Superintendent’s Opening Meeting with Principals - Required readings: *Everyday Anti-racism: Getting Real About Race in School* Edited by Mica Pollock; *Achieving Equity and Excellence* by Doug Reeves.
 - 8/12 Summer Leadership Institute – Drs. Doug Reeves (*Achieving Equity and Excellence NOW*) & Pedro Noguera (*Advancing Equity Through Capacity Building*), Creed & NJDOE (Introduced the district equity team and discussed plans for the year).
 - 8/13 Summer Leadership Institute - Dr. Ken Williams (*Embracing the Blessed Burden of Leadership*).
 - 8/14 Summer Leadership Institute - Dr. Stacey Scott (*Strategic Equity – Virtual, Live or Blended: A Guiding Light for Leaders and Teachers*).
 - 8/21 Summer Leadership Institute - Dr. Anthony Muhammad (*Overcoming the Achievement Gap Trap*).
 - 9/23 Superintendent’s Conference - Required readings: *Path to Equity* by Michael Fullan; *Equity Audits: A Powerful Tool to Transform Teaching and Learning* by Drs. Kelly Brown and Deirdre Williams; *Educational Equity: What Does It Mean? How Do We Know When We Reach It?* Center for Public Education Research Brief.
 - 10/14 Superintendent’s Conference - Dr. Ken Williams (*All Students to and Through the Bar: What Coaches Know About Equity*).
 - 10/21 Staff Development Day - Creed Equity PD for Teachers (*Understanding Equity Through a Reality Lens*).
 - 1/13/21 Staff Development Day - Creed Equity PD for non-instructional personnel (*Understanding Equity Through a Reality Lens*).
 - 2/24/21 Winter Leadership Institute - Dr. Paul Gorski, Equity Literacy Institute (*Leading for Racial Equity*); series of equity/social justice focused workshop sessions; school team planning.
 - 2/25/21 Winter Leadership Institute - Dr. Rosa Rivera-McCutchen, CUNY Lehman College Graduate Leadership Program (*Radical Care: Leading for Justice in Schools*).
 - **Develop a sustainable budget for the resources, materials, and professional learning/development needed to support equity work in the district.**
 - Allocated Title II and district resources to purchase equity focused literature and secure nationally renowned experts to conduct professional development customized to the district context.
 - Utilized a floorplan for SY 21-22 budgeting to ensure an equitable distribution of resources to schools.
 - Established a protocol that requires all vendors doing business with the district align their products and services to the strategic plan, *The Next Decade: 2020-30*.

Strategy 1.7

Develop and implement a hybrid learning plan that establishes policies, procedures, and practices for all areas.

- **Create a district task force to make recommendations concerning school operations, staff supports, student supports, instruction, and remote learning.**
 - Created a Reopening of Schools Task Force consisting of parents, students, teachers, nurses, principals, executive staff, union representation, and community members.
- **Provide hardware and WiFi access to students.**
 - Provided 37,000 chromebooks to students (one-to-one).
 - Provided 2300 WiFi hotspots to students.
 - Distributed 875 iPads to students at selected schools in grades 6-8 and Special Education students through Verizon Grant Program.
- **Develop a guidance document that clearly articulates the district's plan for extended school closure.**
 - Created a *Public Health Related School Closure Plan*.
 - Developed a comprehensive *School Reopening Plan* aligned to district and state information and trends in response to extended school closures.
 - Utilized NJDOE *The Road Back* document to develop a comprehensive School Reopening Plan.
 - Developed *Remote Learning Code of Student Conduct* in alignment with existing district policies including *Acceptable Use, Harassment, Intimidation, and Bullying*, and *Code of Student Conduct*.
 - Developed student-friendly remote learning norms for grade bands prek-2, 3-5, and 6-12 to set expectations and guidelines for student virtual learning behavior during remote instruction.
- **Create a metric that evaluates the effectiveness of Remote Learning.**
 - Distributed surveys to parents, staff, and students on Remote Learning.
 - Analyzed survey results and provided to executive staff and principals.
- **Provide professional learning for all staff on the use of online platforms and digital learning tools.**
 - Designed professional development (PD) on specific strategies to help educators better utilize online platforms and resources.
 - Facilitated PD opportunities designed to develop teachers' use of technology to enhance discrete, research based instructional strategies and infuse meaningful and significant digital learning experiences into the curriculum to deepen students' learning and understanding.

Priority 2: A Rigorous and Relevant Framework for Curriculum and Instruction



Strategy 2.1

Develop and implement a pre-K through grade 12 inclusive curricula and assessments that elevate historically marginalized voices, strengthen and sustain a focus on the instructional core, and provide opportunities to learn about perspectives beyond one's own scope.

- **Develop and share Snapshots by grade level.**
 - Completed the creation of *Snapshots* in August 2020. The snapshots are on the district webpage in English and Spanish.
- **Create curricula for Pre-AP for English I, Algebra I, Biology and World History and Geography and new CTE courses.**
 - Revised curricula for Pre-AP are on hold. High school teachers focused on the College Board Pre-AP curricula and structure.
 - Budgeted curriculum writing for summer 2021.
 - Created and approved the following CTE courses:
 - CTE Music Technology III (August, 2020)
 - CTE Public Safety I (August, 2020)
 - CTE Supply Chain Management II (August, 2020)
 - CTE Allied Health II (November 2020)
 - CTE Engineering II (November 2020)
 - CTE Dental Studies II (November 2020)
 - CTE Biomedical Science II Career & Technical Education (December 2020)
 - CTE Cosmetology I Career & Technical Education (December 2020)
 - CTE Entrepreneurial Studies II (December 2020)
 - CTE Hospitality & Travel II (December 2020)
 - CTE Advanced Manufacturing I (January 2021)
 - CTE Graphic Design II (January 2021)
 - Occupational Safety and Health Program Plan for Career and Technical Document (January 2021)
 - CTE Allied Health I (revised February 2021)
 - CTE Environmental Justice (February 2021)
 - CTE Law Studies II (March 2021)
 - CTE Culinary Arts II (March 2021)
 - CTE Public Safety II (March 2021)
- **Develop K-5 interdisciplinary curricula for social studies and language arts literacy.**
 - Created K-5 interdisciplinary curricula for social studies and language arts literacy. Grades 3-5 are under review by a local historian.
 - Created units of study. Presently are in use in the district (Date of Board adoption is included):
 - Kindergarten: Unit 1: Being Good Kindergarten Citizens (August 2020)

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- Kindergarten: Unit 2: Gracias/Thanks: A Dual Language Unit (August 2020)
 - Kindergarten: Unit 3: Families and Their Traditions (August 2020)
 - Grade 1 - Unit 1: Learning About Africa and African Culture (August 2020)
 - Grade 1: Unit 2: Neighborhoods and Citizenship (December 2020)
 - Grade 1: Unit 3: Follow That Map! Geography (December 2020)
 - Grade 1 - Unit 4: Community Needs and Economics (August 2020)
 - Grade 2 - Unit 1: Changes in Community Over Time (August 2020)
 - Grade 2: Unit 2: Learning about North America (October,2020)
 - Grade 2 - Unit 3: Wants and Needs: Economics (August 2020)
 - Grade 2 - Unit 4: The Science of Skin Color and Colorism (August 2020)
 - Grade 2: Unit 5: US Government and Constitution (September 2020)
 - Grade 3: Unit 1: New Jersey Geography: Using and Understanding Maps and Globes (August 2020)
 - Grade 3: Unit 2: Lenni Lenape and New Jersey (August 2020)
 - Grade 3: Unit 3: Enslavement, Resistance and Freedom (May 2021)
 - Grade 3: Unit 4: Civil Rights Goes to School: Sylvia Mendez, Ruby Bridges & Thurgood Marshall (August 2020)
 - Grade 4: Unit 1: Indigenous People of the Americas 1800 BCE to 1492 CE (August 2020)
 - Grade 4: Unit 2: African Civilizations: Culture and Pride (September 2020)
 - Grade 4: Unit 3: Life After 1492 (October 2020)
 - Grade 4: Unit 4: Native American Rights: Trail of Tears (August 2020)
 - Grade 5: Unit 1: Being a Writer (August 2020)
 - Grade 5: Unit 2: United States Constitution and the Importance of Words (August 2020)
- **Revise 9-12 science and 6-12 health curricula.**
 - Biology, Chemistry, and Physics curricula were Board approved (August 2020).
 - 9-12 health curricula was Board approved (September 2020).
 - K-8 Health Curricula will be developed (2021).
 - **Add supervisory personnel to the Office of Science and the Office of Social Studies.**
 - Hired Director of Social Studies (August 2020).
 - **Conduct program evaluation of K-12 visual performing arts and K-5 health.**
 - Completed program evaluation of K-12 visual and performing arts.
 - Developing K-5 Health curricula (2021).
 - **Support all students' learning by focusing on specific power standards that leverage learning across disciplines, show endurance across grade levels, and are considered by teachers to be essential.**
 - Embedded specific power standards for literacy into guidance documents for professional staff and distributed (August 2020).
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- **Cultivate district capacity in language arts literacy and mathematics to include culturally responsive content knowledge and effective classroom practices.**
 - Provided in-service focusing on culturally responsive content knowledge in February and March 2021 (Dr. Yolanda Sealey-Ruiz).

 - **Identify gaps in existing content in order to amplify historically marginalized perspectives, cultures, and backgrounds.**
 - Conducted a comprehensive review of all K-12 social studies curricula in order to determine the level of compliance with state statues such as:Amistad, LGBTQ+ and Disabilities, Holocaust and Genocide, and the financial literacy curricula requirements for grades 6-8.
 - Ensure that this work is prioritized for 2021.

 - **Research and identify Culturally Responsive-Sustaining Education (CRSE) frameworks, guidelines, and courses (i.e. Ethnic Studies) for implementation.**
 - Identified existing district resources, reviewed and revised.
 - Researched CRSE related resources.

 - **Develop a partnership between leaders in the field, local colleges and universities, and NPS to develop a district CRSE course sequence that provides micro-credentials to instructional and other staff.**
 - Began work with Dr. Yolanda Sealy Ruiz (February 2021).
 - Scheduled curriculum work with Dr. Gholdy Muhammad (June 2021).

 - **Provide all special education learners with the resources required to participate in the general education curriculum.**
 - Engaged staff members in the Office of Special Education in weekly meetings with the Office of Teaching and Learning to be informed about the academic direction and progress in the district.
 - Facilitated Professional Development for the Office of Special Education and conducted PD for K-12 Special Education teachers.

 - **Implement the Individualized Education Plan (IEP) process with fidelity.**
 - Trained School teams on the referral process.
 - Ensured the student evaluations were conducted within IEP State guidelines and timelines.
 - Developed IEPs for eligible students by having IEP teams who were knowledgeable of guidelines and skilled in writing strong plans.

Strategy 2.2

Develop a digital learning platform that enables students, teachers, and caregivers to actively engage with educational content in classroom or virtual settings.

- **Integrate a learning management system (LMS) in support of a learner-centered learning environment.**
 - Selected Schoology as a potential Learning Management System (LMS).
 - Reviewed the product in (Fall 2020, March 2021).
 - Held meetings with key stakeholders from January 2021 to the current time. These meetings have served to introduce and garner feedback from the Executive Director of Instructional Technology, Deputy Superintendent, principals.
 - Meeting with Newark Teachers Union (NTU) officers and City Association of Supervisors and Administrators (CASA) representatives (March 2021) to introduce them to LMS (Schoology) and gather support and commentary.

- **Model and reinforce healthy and acceptable uses of technology throughout the district and schools.**
 - Focused use of technology in all professional development sessions, stressed technology usage, provided materials and guidance documents.

- **Ensure assistive technologies are used as needed and are available on demand for all English language learners and all special education students.**
 - Held specific professional development sessions and office hour topics to ensure that the needs of these learners are being met.
 - Engaged these departments in conversations in regard to current and potential future platforms to ensure the needs of these students are met.

- **Develop teachers' use of technology to enhance discrete, research based instructional strategies and infuse meaningful and significant digital learning experiences into the curriculum to deepen students' learning and understanding.**
 - Provided workshops and other PD opportunities designed to develop teachers' use of technology to enhance discrete, research based instructional strategies and infuse meaningful and significant digital learning experiences into the curriculum to deepen students' learning and understanding.
 - Offered weekly office hours for teachers to participate, ask for assistance and to clarify confusions.

- **Provide opportunities for students to use technology to produce and share their demonstrations of learning to more authentic audiences such as publishing their work to the internet.**
 - Reviewed current educational technology platforms to ensure students are provided with these opportunities.

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- Used this review as well as curricular needs to ensure adjustments will be made in platforms as needed for 2021-22, including budget adjustments to ensure students have more opportunities to produce and share demonstrations of learning.
 - Focused professional development and office hour sessions on specific strategies to help educators better utilize the platforms and resources available to produce and share their demonstrations of learning.

Strategy 2.3

Develop a cognitive-learning approach to pedagogy and instruction that deepens understanding of the science of learning and centralizes knowledge building as core to improving the academic achievement of all students, including English language learners, students with special needs and struggling learners.

- **Prevent reading difficulties in pre-K to grade 2 by educating all teachers, academic interventionists, teacher coaches, and vice principals in foundational aspects of early literacy (including writing) through the Offices of Teaching and Learning and Special Education.**
 - Provided professional development to academic interventionists.
 - Provided Wilson Reading and Orton Gillingham Training.
- **Develop Individual Learning Plans for each student who is identified through assessments as underperforming.**
 - Developed training for teachers and teacher coaches (start date August 2021).
- **Determine key power standards and focus school-wide and district-wide attention on developing these standards.**
 - Identified and selected Dr. Douglas Reeves to provide professional development on power standards.
 - Created a guidance document identifying power standards for ELA and mathematics. Included standards in curriculum documents (August 2020).
 - Introduced to administrators the power standards during the August Leadership Institute.
- **Deepen learning by establishing teacher clarity through the development of learning intentions, success criteria, and daily instructional tasks.**
 - Produced curriculum documents that included learning intentions, success criteria, and daily instructional tasks. These documents also include methods for feedback.
- **Build precision in pedagogies and accelerate through digital technologies and collective capacity building;**
 - Provided principals and central office administrators with professional development focusing on deeper learning. Session connected teacher clarity work that identified problems of practice and PLC inquiry cycle with the concept of deeper learning.
 - Provided professional development to K-12 special education teachers on conceptual mathematics and modification, and on evidence-based reading and writing strategies (March 2021).

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- **Implement Response to Intervention District Guide in all schools.**
 - Revised *Response to Intervention Guide Book* (January 2021) to address the multiple needs of students. Multi-Tiered Systems of Supports (MTSS) were developed and presented to the Board of Education for approval.

 - **Develop teacher uses of accommodations during classroom instruction to ensure student use during benchmark and state standardized assessments.**
 - Reviewed the professional development plan created by the Office of Special Education (November 2020). Provided consulting services to address professional needs of special education teachers.
 - Participated in PD review by West Ed (February 2021).
 - Provided in-service to K-12 special education teachers on evidence-based strategies for reading and writing (March 2021).

 - **Build teacher and leader capacity in a conceptual understanding of mathematics.**
 - Provided professional development to K-12 teachers and administrators on conceptual mathematics and modifications (March 2021).

 - **Develop trackers for students at grades 3 and 6 who are at risk and link these trackers to grade 9 students.**
 - Established a graduation tracker in Tableau
 - Utilized MAP Growth Analysis to predict student performance on the ACT and SAT.
 - Established a tracker in Tableau that identifies and tracks students at-risk based on the New Jersey Student Learning Assessments (NJSLA).

 - **Research and develop Sheltered Instruction Observation Protocol (SIOP)**
 - Completed (Spring 2020)

 - **Ensure assistive technologies are used as needed and are available on demand for all English language learners and special education students.**
 - Provided English Language Learners and Special Education students with assistive technologies through the acquisition of 1-1 technology (chromebooks).

 - **Research middle and secondary programs to improve academic outcomes for students.**
 - Led a focus group dedicated to understanding juried research about middle school education. Team members for this focus group included science, ELA, social studies and mathematics (October 2020 - February 2021).
 - Provided direct instruction to middle school teachers in Reciprocal Teaching (October 2020).
 - Provided direct instruction to middle school teachers in the implementation of word study (October 2020).
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- Surveyed high school principals to determine their commitment to working with the National Urban Alliance.
 - Provided direct support to teachers, administrators and students at the secondary level.
 - Collaborated with the Cornwall Center to continue the development of Freshmen Success Network. This work has grown to include principals from each high school in the development of a ninth grade tracker.

- **Implement Pre-AP courses in 8 high schools.**

- Selected high schools in (June 2020).
- Arranged Pre AP curriculum and materials for all participating schools.
- Provided professional learning for all teachers and administrators (August 2020 - September 2020).
- Monitored and supported Pre AP courses (Office of Teaching and Learning).

Strategy 2.4

Implement a district-wide assessment system that is aligned to curricula, integrates multiple measures, and allows accessibility and modifications for students with disabilities and English language learners.

- **Procure benchmark and progress monitoring assessments for K-12 in the areas of reading, mathematics, and science.**
 - Secured the new Measure of Academic Progress (MAP) for use during SY 20-21.
 - Trained test coordinators and central office staff to administer the assessment.
 - Tested Grades K-11 students using MAP Growth Assessment.
 - Provided analysis on MAP Growth performance.

- **Implement district developed writing assessment.**
 - Created district assessments for writing based on annual summer reading.
 - Trained English staff developers and English department chairs to administer the writing task.
 - Administered writing task to all students in grades 3 and higher and a discussion task for K-2 students.

- **Research social studies benchmark assessment and progress monitoring.**
 - Researched availability of social studies benchmark assessments and determined this assessment would need to be created in-house.
 - Established funding for consultants to write assessments.

Strategy 2.5

Integrate social emotional learning (SEL) into the instructional program through curriculum design and professional development.

- **Survey central office coaches, supervisors, and directors to identify supports needed to help them readjust and plan long-term for post COVID-19.**
 - Developed staff self-care resources.
 - Posted monthly resources in *Teacher Talk* and *Principal Points* to support district staff.
 - Launched a staff support group (March 3, 2021 - June 23, 2021).

- **Ensure collaboration between the Offices of Teaching and Learning and Student Life to articulate the dispositions and skills related to SEL and provide central office staff with research related to SEL.**
 - Utilized the RethinkEd platform to support all students with Social Emotional Learning. Social Worker IIs attended monthly PD on SEL topics related to the core Collaboration for Social Emotional Learning (CASEL) competencies. These PD sessions are then turn-keyed to school level staff.
 - Presented professional development SY 20-21.
 - Coping with Traumatic Events: Support for Adults and Children
 - Peer Mediation and Managing Relationships
 - How to Identify systems of support
 - Resiliency takes practice
 - How to practice empathy in the classroom and beyond
 - How to embed culturally responsive teaching into your classroom
 - Leveraging Social Emotional Learning to promote Equity
 - Strategies for Managing Stress
 - Overview trainings were provided to all Leadership Teams
 - Workshops for parents at the Parent University and Title I Conference
 - Professional Development (December - February) for PE/HE teachers
 - School Counselors, and Social Worker IIs
 - Professional Development for grant schools re: Project Prevent and Safe and Supportive is monthly based on cohort

- **Create an SEL guidance document for curriculum development**
 - Provided all curriculum writers with a new unit plan document that includes fields for social emotional learning.

- **Provide research-based SEL training to central office staff and principals.**
 - Provided curriculum writers with ongoing PD to create a meaningful curriculum that includes attention to culturally responsive pedagogies and social emotional learning.
 - Engaged in PD with Dr. Kate Anderson Foley, designed to attend to social emotional learning.

Strategy 2.6

Ensure curricula for college and career programs are executed with fidelity across all schools, increase the integration of academic core instruction into Career and Technical Education (CTE) programs of study, and provide higher education and internship opportunities.

- **Establish partnerships and pipeline programs with institutions of higher learning that lead to the enrollment of NPS graduates.**
 - Established Meaningful Partnerships.
 - Allied Health: Newark Beth Israel Medical Center, Rutgers School of Nursing, & Berkeley College
 - Biomedical Science: Clara Maass Medical Center
 - Carpentry: J. Fletcher Creamer & Son, Inc. & Northeast Carpenters Union
 - Computer Networking Cybersecurity: Cisco & Verizon
 - Culinary Arts: Hudson County Community College, Greater Newark Convention and Visitors Bureau, & Del Frisco's Frisco's Steakhouse
 - Dental Studies: Delta Dental & CB Education Consulting, LLC (NELDA)
 - Engineering: Stryker Corp. & New Jersey Institute of Technology
 - Entrepreneurial Studies: Kean University
 - Environmental Studies: PSEG & Kean University
 - Graphic Design: Kean University
 - Hospitality & Tourism: Fairleigh Dickinson University & KKD Tourism Advisors
 - Law Studies: Rutgers Law School & McCarter & English, LLP
 - Public Safety: Drug Enforcement Administration, Newark Police, Rutgers University, & Essex County Cops 4 Kids
 - Supply Chain Management: Rutgers Business School & Google Creative Labs
 - Teacher Education: American Federation of Teachers & Montclair State University
- **Utilize higher education and industry partners to review curriculum.**
 - Contacted and shared CTE curriculum with CTE partners for constructive feedback and inclusion of recommendation that strengthen curriculum.
 - Reviewed the course sequences that were created for the four year pathways.
 - Approved by the Newark Board of Education (August 2020)
 - CTE Music Technology III Curricula
 - CTE Public Safety I Curricula
 - CTE Supply Chain Management II Curricula
 - Approved by the Newark Board of Education (November 2020)
 - CTE Allied Health II Curricula
 - Dental Studies II Curricula
 - Engineering II Curricula
 - Approved by the Newark Board of Education (December 2020)
 - CTE Biomedical Science II Curricula
 - CTE Cosmetology I Curricula

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- CTE Entrepreneurial Studies II Curricula
 - CTE Hospitality & Travel II Curricula
 - Approved by the Newark Board of Education (January 2021)
 - CTE Advanced Manufacturing I Curricula
 - CTE Graphic Design II Curricula
 - Approved by the Newark Board of Education (February 2021)
 - CTE Allied Health I Curricula (revised)
 - CTE Environmental Justice Curricula
 - Approved by the Newark Board of Education in (March 2021)
 - CTE Allied Health I Curricula (revised)
 - CTE Culinary Arts I Curricula (revised)
 - CTE Culinary Arts II Curricula
 - CTE Hospitality & Travel III Curricula
 - CTE Law Studies II Curricula
 - CTE Public Safety II Curricula

Priority 3: Strength-Based and Responsive Culture



Strategy 3.1

Communicate a shared vision and plan for developing, supporting, and sustaining positive culture and climate in all classrooms, schools, and departments across the district.

- **Develop a district-wide Positive Culture Rubric to guide the transformation of culture throughout the district.**
 - Developed a district survey that captures culture and climate and submitted to the Office of Policy, Planning, Evaluation and Testing.
 - Utilized the data from surveys to develop the positive culture rubric.
 - Allowed results of student self-assessment to serve as baseline data to address the social emotional needs of students.

- **Provide professional development in schools and across departments in order to provide all employees and students with a sense of physical and psychological safety, affirmation, and belonging.**
 - Planned and implemented the following professional development sessions.
 - Coping with Traumatic Events: Support for Adults and Children (Student Support Teams)
 - Peer Mediation and Managing Relationships (Student Support Teams)
 - How to Identify Systems of Support (Student Support Teams)
 - Resiliency Takes Practice (Student Support Teams)
 - How to Practice Empathy in the Classroom and Beyond (Student Support Teams)
 - How to Embed Culturally Responsive Teaching into Your Classroom (Student Support Teams)
 - Leveraging Social Emotional Learning to promote Equity (Student Support Teams)
 - Strategies for Managing Stress (Student Support Teams)
 - Psychological First Aid (Student Support Teams)
 - Symptoms of Adjustment Reactions (Student Support Teams)
 - Practical Strategies for Educators (Student Support Teams)
 - Supporting the Grieving Student (Student Support Teams)
 - Coalition to Support Grieving Students and Grief – Sensitive Schools (Student Support Teams)
 - Professional Self-Care (Student Support Teams)
 - Commemoration and Memorialization (Student Support Teams)
 - Understanding the Behavior Which put Students at Risk for Self-Harm (Student Support Teams)
 - Division of Child Protection & Permanency (Student Support Teams and Child Study Teams)
 - Building Resilience (High School Counselors)
 - Mindset & Behaviors for Student Success (High School Counselors)
 - Educational Stability School Based Model (Student Support Teams)

Strategy 3.2

Implement processes and practices to infuse a collaborative, equity driven, and responsive culture and promote communication and trust throughout the system.

- **Develop structures for diverse stakeholder groups (teachers, parents, partners, and central office staff) to continue to collaboratively design, implement, and monitor the policies and procedures that shape district culture.**
 - Collaborated regularly with diverse stakeholder groups.
 - Newark City of Learning Collaborative, Advisory Board
 - Brick City Peace Collaborative
 - Newark Community Museum Committee
 - Newark Special Education Parent Advisory Council
 - Secondary School Parents Council
 - Special Education Parent Advisory Group
 - Shared Office of Student Life (OSL) framework and provided the vision for the transformation of climate and culture that is being created.
 - Included in framework the structure that will allow for continued collaboration as the department moves forward in the planning of program design, policies, programs and practices.

- **Support and provide professional development and training to increase collaborative decision-making; and design a “United Culture” campaign that builds on existing programs and practices to promote positive beliefs and messages through various activities at the district and school levels.**
 - Created and shared a mission statement.
 - Started work on how a “United Culture” campaign would roll out to the district community with emphasis on promoting positive beliefs and messages.
 - Built strong collaborations by having OSL staff participate on advisory boards and district committees.
 - Shared professional development and events calendar with all partners and schools to encourage mandate attendance.
 - Trainings:
 - Rainbows for All Children (Student Support Teams)
 - Peer Mediation (Student Support Teams)
 - RethinkEd Social Emotional Learning Support (Student Support Teams)
 - Crisis Team (Selected Support Team Members)
 - Understanding the Behavior Which Put Students at Risk for Self-Harm Part I & II (Student Support Teams)
 - Division of Child Protection & Permanency (Student Support Teams)
 - ASCA: Building Resilience (High School Counselors)
 - ASCA: Mindset & Behaviors for Student Success (High School Counselors)
 - McKinney Vento & Educational Stability School Based Model (Student Support Teams and Child Study Team Members)
 - NAVIANCE (High School Counselors)

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- Free Application for Federal Student Aid (High School Counselors)
 - Deferred Action for Childhood Arrivals (High School Counselors)
 - National College Athletic Association Clearing House (High School Counselors)
 - Harassment Intimidation and Bullying (Student Support Teams)
 - Activities and programs at the district and school levels that promoted positive beliefs and messages.
 - Uniquely You Girls Summit (13 Elementary/Middle Schools)
 - Transition to High School presentations given to new 9th grade students (High Schools)
 - Week of Respect 2020 (All Schools) Artifacts submitted by Harassment Intimidation and Bullying Specialists
 - Random Acts of Kindness Week 2020 (Elementary/Middle Schools) Artifacts submitted by Elementary School Counselors and Social Worker 2s
 - Free Application for Federal Student Aid workshops have been scheduled for parents/guardians and students in multiple languages (High School Students/Parents)
 - Deferred Action for Childhood Arrivals (High School Students/Parents)
 - Harassment Intimidation and Bullying (Students/Parents)
 - Newark Board of Education Virtual College Fair 2021 (Class of 2021)
 - Newark Board of Education Virtual College Fair 2022 (Class of 2022)
 - Group guidance and counseling services (All Schools)
 - Staff Self-Care weekly support sessions are occurring in response to Covid-19

Strategy 3.3

Build the capacity of the Office of Student Life, including all necessary staff and resources, to support the development of positive cultures in all schools and departments.

- **Allocate and deploy resources to the Office of Student Life (including staff, professional development and training, and technology).**
 - Disseminated a needs assessment.
 - Purchased identified resources.
 - Technology
 - Laptop with Camera
 - Wireless Mouse
 - Headset
 - Desktop Printer
 - Lamination Machine (Elementary/Middle School Counselors Only)
 - Supplies & Resources
 - Plexiglass Desk Partitions
 - Social Emotional Learning (Libraries and materials to work with students, training materials, and resource manuals)
 - Office Supplies
 - (Orders were processed for staff that requested additional materials/resources for SEL rooms-These items were delivered to the schools.)
 - Platform Access
 - Rainbows for All Children platform
 - RethinkEd
 - NAVIANCE (HSC Only)
 - Attire (Truancy Only)
 - 3 in 1 Coat
 - Long Sleeve Shirt
 - T-shirt
 - Golf Shirt
 - McKinney Vento
 - Bookbags
 - Hygiene Kits
 - Uniform Vouchers
 - ShopRite Gift Cards
 - Flyers and Documents Translated into Four Languages
 - Trainings
 - Rainbows for All Children (All Schools)
 - Peer Mediation (All Schools)
 - RethinkEd Social Emotional Learning Support (All Schools)
 - Crisis Team (Subset of Schools)
 - Understanding the Behavior Which Put Students at Risk for Self-Harm Part I & II (All Schools)
 - Division of Child Protection & Permanency (All Schools)
 - ASCA: Building Resilience (High Schools)

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- ASCA: Mindset & Behaviors for Student Success (High Schools)
 - McKinney Vento & Educational Stability School Based Model (All Schools)
 - NAVIANCE (High Schools)
 - Free Application for Federal Student Aid (High Schools)
 - Deferred Action for Childhood Arrivals (High Schools)
 - National College Athletic Association Clearing House (High Schools)
 - Harassment Intimidation and Bullying (All Schools)
 - Additional staffing requests made and approved.
 - Social Worker MSW to provide behavioral support and crisis intervention for students on the district level. The primary job is to help develop programs to assess and aid students with mental health or substance abuse problems.
 - Supervisor of Student Support Services.
 - Collaboration with Human Resources to utilize current memorandum of understandings with colleges/universities to provide internships for social workers.
 - Collaboration with Human Resources to create partnerships and memorandum of understandings with colleges/universities to provide internships for school counselors.
 - **Create the operational infrastructure necessary to provide differentiated, timely, and ongoing support to SLTs and schools.**
 - Reviewed, revised and edited several manuals to create a comprehensive guidebook.
 - Disseminated to Student Support Teams resources and materials to support student academic, career, and social emotional growth.
 - **Work with principals to determine their school culture and climate needs and develop culture and climate plans.**
 - Shared data from culture and climate survey with principals, once OPPET completes individual school reports, thereby allowing data to drive the creation of a school culture and climate plan.
 - Budget approved new position of supervisor to lead work.

Strategy 3.4

Establish an array of ongoing and diverse opportunities for staff, parents, students, and partners to plan for strategies to connect learning to students' lives and promote student learning in the community.

- **Communicate clear and consistent expectations for the integration and engagement of students, families, communities, and partners into district, departmental, and school planning.**
 - Attended monthly meetings with Newark City of Learning Collaborative (NCLC), participated on the NCLC Advisory Board (partnership of community-based organizations, local government, foundations, corporations, and higher education). Shared goal is to increase the proportion of Newark residents with a degree or credential beyond high school to 25% by 2025 and ultimately sustaining Newark's college-going culture beyond 2025.
 - Participated in weekly Brick City Peace Collaborative (BCPC) meetings. BCPC meetings are held to reduce violence and strengthen relationships between law enforcement, the community, and the school district.
 - Attended weekly Newark Community Museum Committee meetings. The focus of this partnership is to develop a conflict resolution center. The space to be used will be a repurposed precinct.
 - Met with the Newark Special Education Parent Advisory Council monthly.
 - Attended monthly meetings with the Secondary School Parents Council and the Special Education Parent Advisory Group.
 - Revised High School guidebook (inclusion of parents).
 - Planned Parent University and Title I Parent Conference (inclusion of parents).
 - Shared resources with board members for virtual parent tours.

- **Provide professional development for the Office of Family and Community Engagement, school leaders, parent organizations, and Parent Liaisons on evidence-based models for community engagement.**
 - Scheduled district program specialists in the Parent Engagement Office to attend a three-day Leadership Institute. The Institute focused on evidenced-based practices to strengthen school programs of family and community engagement for student success.
 - Delivered monthly professional development to parent liaisons on best practices for engagement and shared resources.

- **Provide the resources required for the ongoing participation of all stakeholders.**
 - Created a parent liaison hub and shared all resources available.

Strategy 3.5

- Develop district-wide practices, activities and norms that promote social and civic responsibility and a district commitment to social justice.
- **Communicate the importance of addressing the social issues directly impacting the conditions in which children live and learn.**
 - Created two new fields: Social Emotional Learning (SEL) Focus and Culturally Responsive Pedagogy (CRP) in curriculum format (July 2020).
 - Created 137 new curricula using the new format (SY 20-21).
 - Developed a more relevant and representative curriculum (SY 20-21).
 - Established external committees and partners to review curriculum.
- **Develop and act upon a collective strategy to secure the policies and funding necessary to deliver high-quality education.**
 - Established within the Office of Teaching and Learning (T&L) a weekly schedule for the directors, special assistant, and Assistant Superintendent to meet weekly.
 - Established separate weekly one-on-one meetings with each director and the Assistant Superintendent to promote unity of vision, convergent and divergent thinking, problem framing and solving to source possible projects (September 2020).
 - Established monthly T&L meetings beginning to source ideas, share relevant research, and opportunities for grants that support the strategic plan (July 2019).
 - Established a consistent focus at Teaching and Learning meetings that are guided by four data sources: *The Next Decade Strategic Plan*, *New Jersey Quality Single Accountability Continuum (NJQSAC)*, curricula, and emerging achievement data beginning (July 2020).
 - Ensured dialogue among Offices of T&L and Special Education focused on the flexible use of funding through Fund 20, competitive grants, foundations, and reallocation of Office of T&L and Office of Special education funds to support the strategic plan.
 - Partnered with Joseph C. Cornwall Center for Metropolitan Studies (Rutgers University - Newark) to help the Office of Academic Services focus on current research and grants.
 - Developed a collaborative response between the Cornwall Center and the Office of Teaching and Learning in response to the Kellogg Racial Justice 2030 grant.
 - Presented priority foci to funders.

Priority 4: Continuous Learning for All



The more YOU know...the more THEY grow.

Parent University

Strategy 4.1

Provide the Office of Staff Development and other central office departments the necessary staff and resources to create a districtwide culture of continuous learning and the fiscal support to provide professional development for all employees, both instructional and non-instructional, as well as extended-learning opportunities for parents and guardians.

- **Design, develop, and implement a research-based plan to systematically provide staff and stakeholders with professional development.**
 - Engaged in a process of research and exploration of systemic professional development for the staff and stakeholders. This research includes documenting best practices from various district partners, both professional and academic, to ascertain that which is best suited for use in the district.
- **Ensure the office has the staffing needed to support professional and continuous learning needs system-wide.**
 - Evaluated the capacity and capabilities of the team and considered critical staff decisions with guidance from the Deputy Superintendent.
- **Develop mechanisms to continually evaluate faculty and staff and tailor training programs based on their development need.**
 - Planned and strategized with the instructional department heads from Teaching and Learning to ensure professional growth opportunities are aligned to the strategic plan and address the needs of faculty and staff as reflected in evaluation and student achievement data.
- **Coordinate with departments to deliver district-wide professional development and training.**
 - Provided professional development and training opportunities to instructional and non-instructional personnel throughout the year and utilized the following professional development days for system wide learning:
 - August 1, 5, 12-14 & 21, 2020 - Summer Leadership Institutes for principals and other school leaders
 - September 2, 2020 - Staff Development Day #1
 - October 21, 2020 - Staff Development Day #3 (Day #2 is school based)
 - January 13, 2021 – Staff Development Day #4
 - February 24 & 25, 2021 - Winter Leadership Institutes for principals, and other school, and district leaders
 - March 10, 2021 – Staff Development Day #5
- **Develop and implement an annual calendar that reflects district-wide priorities as well as opportunities for differentiated professional development and continuous learning for all staff and parents and guardians.**

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- Maintained and managed an annual calendar with district priorities in the office of the Deputy Superintendent.
 - Publicized and shared Professional Development opportunities via biweekly editions of *Principal Points* and *Teacher Talk*.
 - Deployed the Whetstone platform to manage and track professional development offerings and registrations.
- **Survey parents and guardians to assess continuous learning needs and interests.**
 - Enlisted school leaders, teachers and parent liaisons to engage parents regarding their needs and interests and communicate that information to district leadership.
 - Incorporated questions to gauge the learning needs and interests of parents into the evaluation forms used for the spring Parent University sessions (April 24, 2021).
 - Provided parent liaisons with professional development during the month of April that will prepare them to administer surveys that target specific goals for families and to use tools that capture families' interests and needs to provide adequate and engaging workshops for parents and guardians.
 - Surveyed families via the district-wide, *Give Me 5* initiative (September 2020 and January 2021). Families were asked about specific needs of their children and explicitly encouraged to share their experiences with remote learning.
 - Engaged parent liaisons in discussions regarding the needs and interests that have been communicated to them by their parents/families in an effort to improve the services provided by the district.

Strategy 4.2

Adopt standards for professional development to guide the design, evaluation, and funding of professional and extended-learning opportunities provided to educators, district employees, partners, and families.

- **Assess professional development activities for alignment with the New Jersey Professional Development Standards for Educators and National Staff Development Council Professional Development Standards.**
 - Created state-mandated professional development plan to ensure all professional development activities align with the standards.
 - Aligned professional development activities with the district's professional development plan.
 - Posted NJ Professional Development Standards on the district website for easy reference.

- **Create a framework for implementation and progress-monitoring metrics of professional development and continuous learning activities.**
 - Researched implementation and progress monitoring frameworks.
 - Assessed impact of professional development activities by analyzing evaluations completed by participants after all professional development sessions.

Strategy 4.3

Implement a district wide Leadership Pipeline to guide the identification, selection, placement and retention of school leaders for the district.

- **Adopt Leadership Standards.**
 - Identified the *Professional Standards for Educational Leaders (PSEL)* as the Newark Standards and began the process of aligning documents and practices to those standards.
- **Partner with a college/university on a preservice preparation program.**
 - Established a cohort of graduate students enrolled in the Montclair State University (MSU) program- began in the fall of 2020.
 - Conducted an information session for instructional personnel and others who were recommended by their principals/directors and expressed an interest in applying to the next educational leadership cohort at MSU.
- **Identify a project director.**
 - Assigned the Director of the Office of Staff Development.
 - Serves as the district liaison for Leadership Pipeline information.
 - Planned and scheduled a series of Pipeline professional development sessions for district participants.
 - Recommended and assisted in the sharing of district resources for participants to reference (*Professional Standards for Educational Leaders, Strategic Plan, Reopening Plan, District Protocols*).
 - Attended Leadership Pipeline virtual conferences to build personal capacity and gather resources to use in the district.
- **Revise Principal job description.**
 - Revised the principal job description to be better aligned with the *PSEL* standards and the 5-year Pipeline implementation plan. Subsequent work sessions with representatives from the office of Human Resources Services (HRS) are being planned to further refine the document.
- **Create authentic experiences for candidates.**
 - Created a bank of experiences that are aligned to the *PSEL* and the strategic plan.
 - Developed a spring schedule that will focus on budget, school reopening, curriculum/Professional Learning Communities.
 - Provided a schedule of district board meetings and budget hearing for participants to attend.
 - Evaluated potential partnerships with professional development providers to support the Leadership Pipeline.

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- **Establish a Leader Tracking System to provide data for succession planning.**
 - Engaged representatives from HRS to begin preliminary talks about the Leader Tracking System.
 - **Prioritize essential Leadership Pipeline elements and their costs.**
 - Analyzed budget and philanthropic resources to support the Leadership Pipeline.
 - **Establish a process for recommending pipeline candidates.**
 - Disseminated a Leadership Pipeline interest survey in the fall along with a principal recommendation form to assist in vetting candidates.
 - Selected participants for participation in consultation with the assistant superintendents. Held an introductory meeting (February 26, 2021).
 - Planned spring sessions to engage the participants - March 17, March 25, March 31, April 22, May 20, June 17, 2021.
 - **Build stakeholder support for the pipeline.**
 - Shared the district's Pipeline strategy at the Rutgers-Newark Cornwall Institute conference - Fall 2020.
 - Shared updates on the district's Pipeline strategy with the Newark Board of Education's Program and Instruction committee meeting - (Winter 2021).

Strategy 4.4

Create a Professional Development School (PDS) to serve as a strong vehicle for educational change and innovation.

- **Research exemplary models of professional development and laboratory schools.**
 - Created a subcommittee of directors and supervisors charged with researching exemplary models of professional development and laboratory schools (October, 2020).
 - Contacted the Joseph C. Cornwall Center for Metropolitan Studies (Rutgers University-Newark), to secure an initial literature review that was shared with the subcommittee (October 2020).
 - Presented to the directors from the Office of Teaching and Learning (T&L) regarding key research about Professional Learning Schools (December 2020).
 - Provided an overview of research about Professional Development schools to T&L personnel in partnership with the Joseph C. Cornwall Center (January 2021).

- **Establish a district team to conduct site visits and professional learning.**
 - Identified additional representatives from various central office departments to join the subcommittee on site visits.

- **Develop a school design plan.**
 - Identified additional representatives for the subcommittee responsible for the development of the Professional Learning School plan/design.

Strategy 4.5

Implement Professional Learning Communities (PLCs) with fidelity to guide the continuous improvement of learning outcomes for all students.

- **Connect the central functions of the district (policy, governance, curriculum and instruction, and human resources) to PLCs.**
 - Provided training to district administrators on the functions of PLCs (Douglas Reeves).
 - Follow-up training to targeted schools at school sites (Douglas Reeves).
 - Presentation (February 2021) to all principals and central office staff on the relationships between.
 - PLC Inquiry Cycle
 - Teacher Clarity
 - Capacity Building
 - Problems of Practice
- **Bridge school and district level continuous improvement efforts.**
 - Presented on the problems of practice at all School Leadership Teams (December 2020).
 - Engaged external consultants on the capacity building of PLCs focusing on collective efficacy, feedback, instructional approaches, use of research (November 2020).
- **Build capacity within all PLCs to apply a cycle of continuous improvement to engage in inquiry, action research, data analysis, planning, implementation, reflection, and evaluation.**
 - Presented on the problems of practice to the English Language Arts (ELA) coaches (November 2020).
 - PLC Coaching support provided to non-tenured Principals and their teacher teams.
- **Provide schools the flexibility needed to develop schedules that maximize personnel and reorganize time to allow for effective PLC implementation.**
 - Provided sessions to administrators on best practices for scheduling PLCs and navigating problems of practice that prohibit student achievement.

Strategy 4.6

Build capacity to provide technology-based professional development and continuous learning opportunities.

- **Create a district-wide Professional Development Technology Plan.**
 - Established a committee to create a district-wide Professional Development Technology Plan.
 - Reviewed and identified professional development needs for all stakeholders.
 - Reviewed platforms and tools needed for the successful implementation of the plan and began choosing and acquiring these tools.
 - Established metrics to monitor and measure the effectiveness of the plan and the overall impact of the professional development on the productivity of the stakeholders that receive training.

- **Establish and support virtual learning environments that meet the needs of staff, students, and families, including access and training.**
 - WebEx
 - Offered support for WebEx for all district users and expanded the hosting rights to teachers, administrators, main office clerks, school counselors, etc. through the Information Services Division (ISD).
 - Supported an average of 155,000 WebEx meetings and training sessions that are conducted on a monthly basis across the district with participants joining from the US and across the globe.
 - Established and supported virtual Main Offices through WebEx to assist parents and other stakeholders virtually during the pandemic.
 - Reviewed Power Analytics offered as part of the platform to provide deep insight into the usage, quality of service and security of the platform for all training sessions.
 - Office 365
 - Established a partnership with Microsoft for training of staff and teachers with Microsoft Office and related accessories.
 - Conducted multiple training sessions to the Office of Special Education including instructional and support staff, with emphasis on accessibility features for supporting delivery of instructions and communication with the Special Needs Population. Training has been provided at no charge to the district.
 - Smart Board Training
 - Negotiated with our Smart Board vendor TEQ for training of teachers as part of our Smart Board purchases. Free introductory training will be provided to teachers whose schools purchase Smart Panels. Free quarterly training on more advanced topics will also be available to teachers both virtually and in-person.
 - Cyber Security Training
 - Secured Cyber Liability Insurance for the district that includes a free Cyber Security training for all staff.
 - OTIS

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- Encouraged educators to access the material that aligns with our strategies and platforms.
 - Updated playlists (March 2021) to highlight new content.
 - Reviewed analytics on usage to determine future playlists and training pathways.
 - Office of Educational Technology
 - Addressed educator concerns and knowledge through weekly office hours and professional development sessions.
 - Provided professional development on specific platforms that tie to strategies educators can use in the classroom to impact student growth.
 - Updated and created educators' resources and published them to the appropriate district staff development hubs.

Strategy 4.7

Implement a Parent University that includes a system-wide learning program to provide resources, learning opportunities, and linkages for on-going parent and family involvement and community engagement that supports student learning.

- **Create a district-wide plan to deliver comprehensive learning opportunities to parents/caregivers.**
 - Created Fall and Spring Parent University with workshops and sessions to help build parent capacity to increase student success.
 - Hosted Virtual Title I Conference: 1-day conference including workshops in English and Spanish with 400 people in attendance.
 - Provided monthly professional development (PD) sessions for all parent liaisons to provide support and build capacity of what is provided to parents at school sites.

- **Identify areas of interest and need.**
 - Surveyed Parent Liaisons on needs for how they can best support families. Two major needs identified: Technology and Social Emotional Learning (SEL).
 - Surveyed Parents and Community Partners for input on topics and sessions for Parent University.

- **Establish partnerships with community organizations and local colleges and universities.**
 - Leveraged partnerships with community organizations and higher education institutions to support sessions at Parent University.
 - Engaged in partnerships with community organizations to address parental needs at individual or multiple schools.
 - Established partnerships with Rutgers University, Essex County College, and Seton Hall University for dual enrollment offerings that provide communication and opportunities for parental engagement.

- **Secure funding for innovation.**
 - Ensured that schools provide funding through district and federal programs for parent engagement.
 - Solicited grants to provide for parent involvement activities district wide.

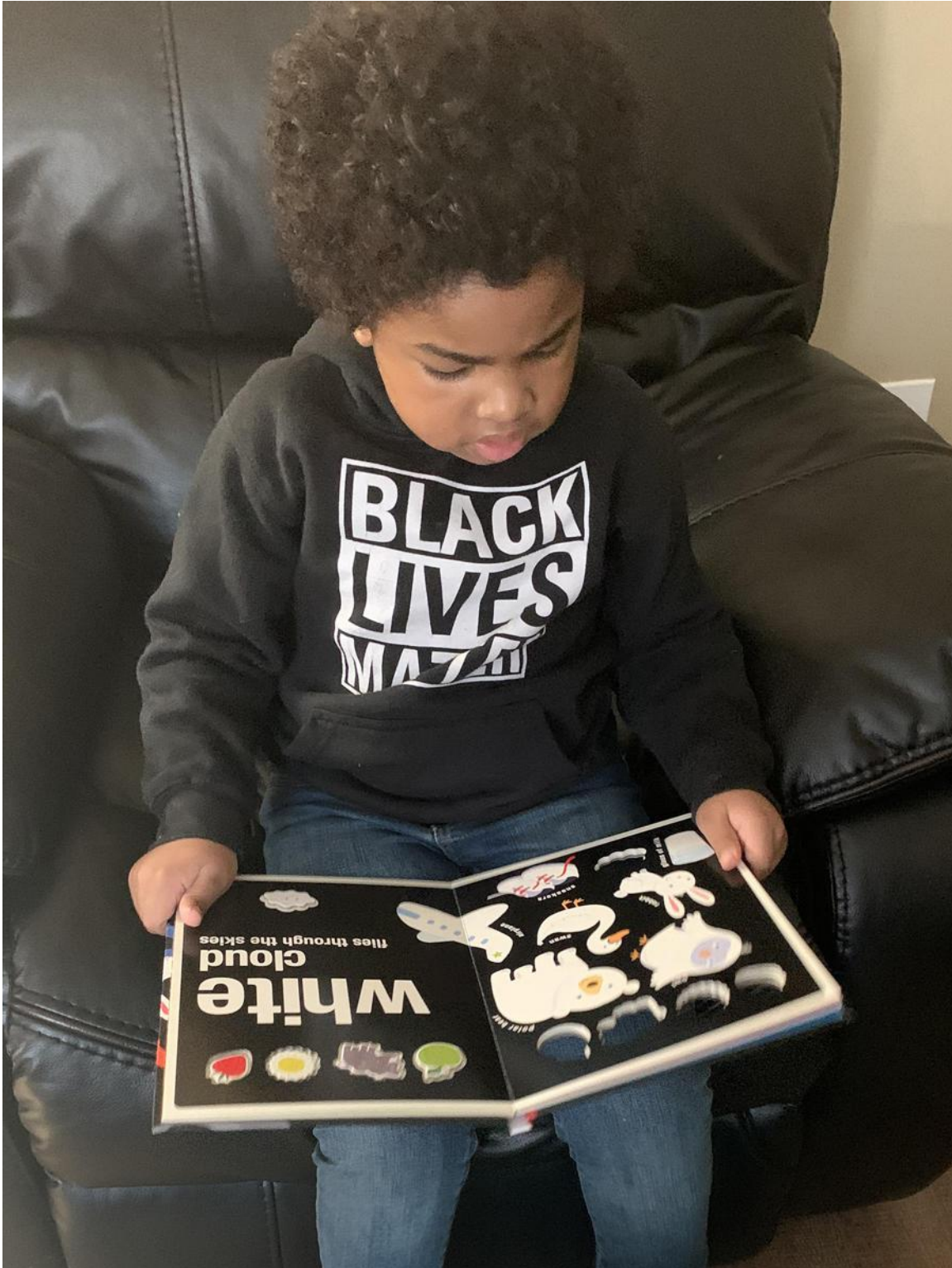
- **Adopt standards for family-school partnerships.**
 - Prepared for the adoption of standards by participating in a 2-day leadership institute to prepare leaders for partnerships and to enable them to facilitate school-based Action Teams for Partnerships (ATPs). The team's purpose will be to engage all families and community partners in ways that support student success in school.

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- **Assess existing programs for alignment with standards.**
 - Analyzed the approaches and structures for professional development utilized within existing systems employed by parent liaisons.
 - Monitored compliance of alignment to federal requirements.

 - **Provide research models and best practices for engaging and empowering parents to be partners and advocates for their children.**
 - Conducted research on best practice models used by other districts to overcome obstacles that schools face in promoting family and community engagement.
 - Provided monthly Parent Institute Newsletters on the district website for families to help in developing academic skills, social emotional learning, discipline and responsibility of their children to promote student achievement and school success.

 - **Design an on-line and virtual learning portal to provide parents, other caregivers, and community members with access to extended and continuing education opportunities.**
 - Created Fall and Spring Parent University which included a series of 39 virtual workshops (September 2020 and April 2021).
 - Hosted a virtual Title I Parent Conference which included 17 sessions (December 2020).
 - Created Parent Liaison Hub with district and community resources to streamline information to parents.

Priority 5: Integrated System of Supports



Strategy 5.1

Ensure the continuous alignment of the Office of Student Life and school-based Student Support Teams (SSTs) with best practices, research, and policy for comprehensive student supports.

- **Develop a district-wide policy and implement an evidence-based framework for providing student supports.**
 - Reviewed, edited, and revised *Student Support Team Resource Framework*.
 - Conducted a needs assessment on status and functionality of district-wide Student Support Teams.
 - Identified Student Support Team members (SY 20-21).
 - Developed Professional Development Plan for Student Support Teams (SY 20-21).

- **Create a handbook for SSTs that is aligned to the New Jersey Tiered System of Supports and Social-Emotional Learning State Standards.**
 - Reviewed, edited, and revised *Student Support Team Manual* to include Social Emotional Learning Standards.

- **Coordinate community and school-based supports and services to target both academic and nonacademic barriers to learning.**
 - Forged a partnership and met on a continuous basis with community agencies, educational institutions, city and health departments, foundations, various service providers, etc. to identify supports that address student needs in the social and emotional and academic areas.
 - Shared supports and services with Student Support Team Members.
 - Updated resources on the Newark Board of Education website.
 - Community and School-Based Academic and Nonacademic Providers/Supports:
 - Upward Bound, Seton Hall University
 - Pathways to College
 - Scholars Educators Excellence Dedication Success
 - The Wight Foundation
 - New Jersey Law and Education Empowerment Project (NJLEEP)
 - Science Medicine and Related Topics (SMART), Rutgers New Jersey Medical School
 - Rutgers Business School Office of Diversity Program
 - Center for Pre-College Programs, New Jersey Institute of Technology
 - W.E.B Dubois Scholars Institute
 - Cooperman College Scholars
 - Leaders of the 21st Century
 - Newark Museum Explorers
 - Educational Talent Search Program, New Jersey Institute of Technology
 - Public Health: Outbreak, Communities and Urban Studies (PHOCUS), Rutgers School of Public Health
 - Rutgers Future Scholars

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- Berkeley College Summer Workshop
 - Center for Pre-College Programs, Abbott Leadership Institute
 - High School Academic Support Program, Newark Public Library
 - Rutgers United Behavioral Health Center
 - Family Support Organization of Essex County
 - Division of Child Protection and Permanency
 - Partnership for Children of Essex (PCE)
 - PerformCare
 - 2NDFloor: Youth Helpline of New Jersey
 - NJ211
 - Family Service Bureau of Newark
 - Hetrick-Martin Institute: New Jersey
 - Rutgers Immigrant Community Assistance Project (RICAP)
 - Victoria foundation
 - United Way (Newark Thrives)
 - NY Red Bulls-Soccer for Success
 - US Soccer Foundation-Soccer for Success
 - Newark Trust for Education
 - New Jersey Principals & Supervisors Association-Healing-Centered Engagement
 - Planned Parenthood
 - Hello Fresh
 - Table to Table
 - Provided access to NAVIANCE, a college and career readiness platform, to high school students.
 - Scheduled *Free Application for Federal Student Aid (FAFSA)* workshops for parents/guardians and students. Rutgers University-Newark provided workshops in Spanish.
 - Held Pre-College Program Fair (October 28, 2020).
 - Held Newark Board of Education Virtual College Fairs October 9, 2020 and March 18, 2021. Offerings included Free Application for Federal Student Aid, college essay writing, and National Collegiate Athletic Association Clearinghouse workshops.
- **Communicate consistently and routinely about the importance of student supports.**
 - Shared information and resources during professional development, virtual office hours, monthly newsletters, weekly emails, flyers, website postings, and submissions to *Principal Points*, and district events.
 - Translated documents related to McKinney Vento and Harassment, Intimidation & Bullying into multiple languages.
 - Held monthly meetings with.
 - Newark City of Learning Collaborative
 - Brick City Peace Collaborative
 - Newark Community Museum Advisory Committee
 - Newark Special Education Parent Advisory Council

Strategy 5.2

Build and strengthen capacity across the district to provide an array of Student Support Services. Continuously monitor implementation and evaluate supports at both school and district level.

- **Dedicate the resources, personnel, and structures to provide ongoing training and professional development for all necessary district and school personnel.**
 - Mandated and new programming trainings occurred on the district's monthly professional development days and on other scheduled days for targeted staff (i.e. school social workers, guidance counselors, attendance counselors, truancy task force, aides, etc.).
 - Provided materials and resources to Student Support staff that support social emotional and academic growth (laptop computers, software, resource materials, supplies, etc.).
 - Adjusted Framework/scope and sequence to ensure trainings and resources are utilized.

- **Deploy a coaching model for all school- based student support staff, including school counselors, social workers, attendance counselors, security guards, and classroom aides.**
 - Provided needs assessment to team members.
 - Training differentiated according to needs.
 - Provided whole group trainings on identified topics.
 - Provided one on one sessions, as needed, with the Director or supervisors of OSL, for additional support or platform tutorials.
 - Assigned a mentor to newly appointed high school counselors.

- **Develop an annual calendar that reflects ongoing and meaningful student support programs, resources, and opportunities.**
 - Created annual calendars of events with recurring meetings, professional development and events for SY 2020-2021. As new opportunities surfaced that addressed staff needs, notification for training with dates were immediately disseminated.
 - Shared activities, events, and resources from outside agencies/organizations with Student Support Team Members.

Strategy 5.3

Implement prevention and early intervention strategies that include a full continuum of services to address the basic needs of all students in classrooms and schools in order to decrease the need for higher-level services.

- **Establish a Prevention and Early Intervention Team.**
 - Identified I&RS team members at each school (SY 20-21).
 - Identified Preschool Referral and Intervention Team members at all Early Childhood Centers and Preschool Collaborative Sites (SY 20-21).
- **Assist schools in implementing prevention and early intervention systems and strategies.**
 - Provided ongoing training to schools on Social and Emotional Learning with RethinkEd (SY 20-21).
 - Provided ongoing training to schools on academic and behavioral strategies for at-risk students with Goalbook (SY 20-21).
 - Utilized data to determine if academic and behavioral strategies are implemented and successful with students (SY 20-21).
- **Identify emerging areas of needs across schools and the district.**
 - Reviewed Rethink data to identify trends and additional training and support for schools (SY 20-21).
 - Reviewed Goalbook data to identify trends and additional training needs for schools (SY 20-21).
 - Reviewed Powerschool data to identify attendance trends in the district and schools (SY 20-21).
 - Reviewed Special Education referral data to identify schools with high referral and provide assistance with intervention and strategies (SY 20-21).
 - Reviewed data to determine targeted areas of emerging needs per SLT and district (SY 20-21).
- **Assist schools to address barriers to learning and re-engage disconnected students.**
 - Reviewed MAP data to identify learning gaps for students (SY 20-21).
 - Developed action plans for students to address learning gaps (SY 20-21).
 - Ensured implementation of action plans (SY 21-22).
- **Provide training to utilize accommodations and prevention programs systematically as early interventions.**
 - Provided training to school staff on Goalbook to assist teachers with identification of accommodations to assist at-risk students (20-21)
 - Provided training on RethinkEd to support early intervention and identification of students with social and emotional concerns (SY 20-21).

Strategy 5.4

Strengthen and amplify specialized assistance, crisis, and emergency support, including procedures and services necessary for crisis and emergency situations and specialized assistance programs for students and families with intensive special needs.

- **Implement consistent policies and procedures for reporting, documenting, and analyzing crisis and emergency data.**
 - Implemented policy and procedures from file codes 5141.6 and 5118.2. Recommendations for revisions or updates will occur, when needed.
 - Provided Google to crisis teams for reporting purposes and uploading of pertinent information.
 - Shared alerts from the Drug Enforcement Agency and the Newark Police Department with the Department of Student Life. Notifications alert the department of a student's exposure to a traumatic event (arrest, overdose, shooting, death of a family member or any other type of critical event).
 - Referred displaced students and families to McKinney Vento/Homeless Liaison for resources.
 - Shared documentation in Google folder.
 - Analyzed crisis and emergency data.

- **Update all schools' crisis and emergency plans.**
 - Developed procedural guide for crisis and emergency in progress.
 - Shared Newark Cares alerts.
 - Developed procedural guide and referral process for homeless and displaced students.

- **Ensure all schools have crisis and emergency response teams in place.**
 - Trained crisis and emergency response teams.
 - Trained School Student Support Teams to provide support to students who have experienced loss, grief, trauma, or become homeless or displaced.

- **Conduct annual training on crisis and emergency preparedness.**
 - Trained district crisis and emergency response teams (David J. Schonfeld, MD, FAAP National Center for School Crisis and Bereavement).
Focus: Supporting Student in the Aftermath of Crisis
Topics:
 - Psychological First Aid
 - Symptoms of Adjustment Reactions
 - Practical Strategies for Educators
 - Supporting the Grieving Student
 - Coalition to Support Grieving Students and Grief – Sensitive Schools
 - Professional Self-Care
 - Commemoration and Memorialization

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- Trained Office of Student Life, Office of Special Education, and parent liaisons on the McKinney Vento & Educational Stability School Based Model.
 - **Ensure the availability and viability of emergency support resources for students and families.**
 - Provided Student Support Teams access to various platforms and resources.
 - Shared grief and loss resources with schools.
 - Provided materials to the Office of Student Life, Office of Special Education, and Parent Liaisons in multiple languages to support displaced and homeless students/families.

Strategy 5.5

Support student transitions to minimize interruptions in student learning including transition plans for new students, grade-level transitions, students returning from juvenile facilities, special education students, and school transfers.

- **Develop a district-wide policy that supports a continuum of transition needs.**
 - Developed district-wide procedures on transition for students with disabilities.
 - Established committee to review procedures on students returning from juvenile facilities.
 - Reviewed existing Newark Board of Education procedures on the return of students from juvenile facilities.
 - Reviewed I&RS procedures to assist with development of a district-wide continuum of student needs.

- **Identify and remediate persistent systemic barriers to successful student transitions.**
 - Identified persistent systematic barriers for students using district available data.
 - Met with district staff to discuss systematic barriers for student transitions.
 - Reviewed attendance data to identify systematic barriers for students.
 - Utilized Powerschool and attendance data to identify students not in attendance at school and class and to identify at-risk students in need of support.
 - Utilized the summer school bridge program to assist with systematic barriers from middle school to high schools and referred to attendance counselors for follow up.
 - Utilized advisory periods for middle and/or high school students to support and identify barriers for students and referred to guidance and social workers for actionable next steps.
 - Assigned students to after school and/or tutoring programs for academic support and transition from grade to grade.
 - Used Advanced Placement (AP) and/or International Baccalaureate (IB) programs to transition students to higher academic levels.

- **Establish a transition protocol that is reviewed and updated annually based on student data.**
 - Formed a study/action group to research and create a transition protocol based on the various student data to determine appropriate transition protocol procedures and develop a guide for use in schools.

Strategy 5.6

Collaborate with community stakeholders to implement the *Healthy and Ready to Learn Plan* to ensure immunizations, physicals, and other health and child development screenings are up to date, children are meeting developmental milestones, and early childhood needs are being addressed with high-quality interventions and care.

- **Convene the Early Childhood Advisory (ECAC).**
 - Convened in May, June, November 2020 and February 2021.
 - Defined what it means for a child to be Healthy and Ready to Learn (HRL) and the purpose of the *Healthy and Ready to Learn Plan*.
 - Submitted Plan to the Superintendent with a recommendation for approval.
 - Gathered information on what resources exist that promote positive child outcomes.
 - Began the development of a webpage to share services with the greater community.
 - Completed the first draft of the *Healthy and Ready to Learn* brochure.
 - Reviewed Mid-Year Outcomes for the State Preschool Program.
 - Identified preschool programs' strengths and areas for improvement and provided recommendations.

- **Begin implementation of the Conception to Grade 3 Consortium.**
 - Convened and approved the District's definition of "Healthy and Ready to Learn" and the purpose of the Plan.
 - Created a Consortium Working Committee to inform the drafting of the Memorandum of Understanding (MOU) that will be used by the District to develop partnerships with hospitals, clinics and social service agencies.
 - Assigned a licensed social worker to engage school-age parents in the *Healthy and Ready to Learn Plan*.

- **Review preschool program implementation.**
 - Developed and shared with stakeholders, bi-monthly reports that provide service area updates on the District's preschool programs.
 - Developed and shared with stakeholders quarterly reports of the District's progress towards its achievement of Pre-Kindergarten Programs' annual objectives.
 - Conducted school based self-assessment meetings with school leaders, school staff, central office support staff to review school-based outcomes, identify best practices and establish corrective action plans.

- **Support transitions as children move from preschool through grade 3.**
 - Offered webinars for teachers on the transition process for rising kindergarten students.
 - Provided families access to "Welcome to Kindergarten" videos developed by kindergarten teachers.
 - Shared *Learning Snapshots* for grades Pre-K thru Grade 12 with community.

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- Convened a Pre-K thru Grade 3 Transition Committee to review the systems that are in place, planned together to address gaps, connect learnings, and identify the adult learning needs.
 - Engaged in the NJ Department of Education's K-3 Self-Assessment Validation System to review progress in the following areas: Program Leadership and Administration, Curriculum, Instruction, Assessment and Professional Learning and Parent, Family and Community Engagement.

Priority 6: Strong Reciprocal Partnerships



Strategy 6.1

Establish and staff the Office of Strategic Partnerships to enhance the district's and schools' engagement with the many external organizations that provide resources, programs, and supports to schools and students.

- **Identify executive-level leadership to support partnerships.**
 - Referred the selection of an executive level position to the Superintendent.
- **Research how other school districts coordinate partners to better understand best practices.**
 - Researched other large school districts including Philadelphia and Charlotte.
 - Held meetings with the Philadelphia School District.
 - Reviewed best practices.
 - Requested information from Great City Schools.
- **Solicit feedback from current and past partners on their experience with the district and schools.**
 - Identified May 2021 as the timeline for the dissemination of survey to partners.
- **Develop a Strategic Partnership Plan to coordinate partners and volunteer resources.**
 - Shared draft plan, based on research with the Philadelphia School District, with the Deputy Superintendent and legal team for feedback.
- **Align partners with the goals and priorities of the strategic plan.**
 - Ensured there is alignment with partners and goals based on feedback from partner surveys.
 - Disseminated *Strategic Plan* to all partners and community organizations.

Strategy 6.2

Implement a partnership framework that communicates a vision for mutually beneficial and accountable partnerships, strengthens relational ties, and integrates partnership evaluation.

- **Adopt research-based partnership standards, rubrics, checklists, and assessment tools.**
 - Determined selected standards and resources that best aligned with the needs of the district.
- **Develop district policies, guides, and resources for partnership development.**
 - Shared draft plan that was based on research with Philadelphia school district, with the Deputy Superintendent and legal team for feedback.
- **Standardized partnership procedures and processes (Memorandum of Understanding (MOU), monitoring, assessment, and reporting).**
 - Submitted draft plan for proposed procedures and processes to legal for review.
- **Conduct a comprehensive, data-driven assessment of school-wide needs and assets.**
 - Created a needs assessment survey to determine needs for schools.
- **Use district-level partnership inventory to assess whether the distribution of partnerships across schools is equitable.**
 - Collaborated to ensure when grants are available schools are selected equitably across the district.
 - Created a survey for principals to assess the district-level partnerships.

Strategy 6.3

Create a public “*Children, Youth, and Families Compact*” identifying common goals and formalizing shared commitment across the ecosystem to collectively attain the identified goals.

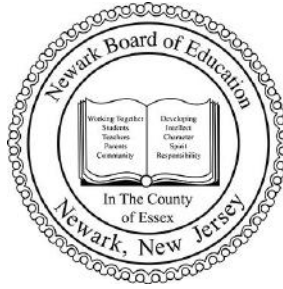
- **Create a high-level steering committee to generate broad participation and ownership over the compact development process.**
 - Convened a steering committee including parents, district staff, students and community members in April 2021 to provide comments and feedback on the district’s current school, parent, student compact.
 - Finalized draft of the compact in May 2021.
 - Planned for the dissemination of final compact to school administrators in August 2021.

- **Identify financial resources to manage the compact development process effectively.**
 - Determined that additional financial resources to create the compact are not needed at this time.

Strategy 6.4

Develop and implement a strategy for collaboration with local and national philanthropic organizations.

- **Hire a Philanthropic Liaison.**
 - Identified a staff member in the Office of Federal Programs and Grants as the Philanthropic Liaison.
- **Collaborate with the Education Funders Group to align funding and district priorities.**
 - Contacted Education Funders Group.
 - Disseminated the district's *Strategic Plan* to funders to ensure alignment of funding to schools.
- **Expand relationships with New Jersey philanthropic organizations.**
 - Met monthly with Newark grant organizations to collaborate and coordinate grant efforts across the city.
- **Develop a comprehensive funding strategy.**
 - Completed a Comprehensive Needs Assessment as part of the district's ESEA application. This assessment will identify top priority needs. Executive staff will determine how best to align funds strategically to meet needs.



Roger León
Superintendent

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