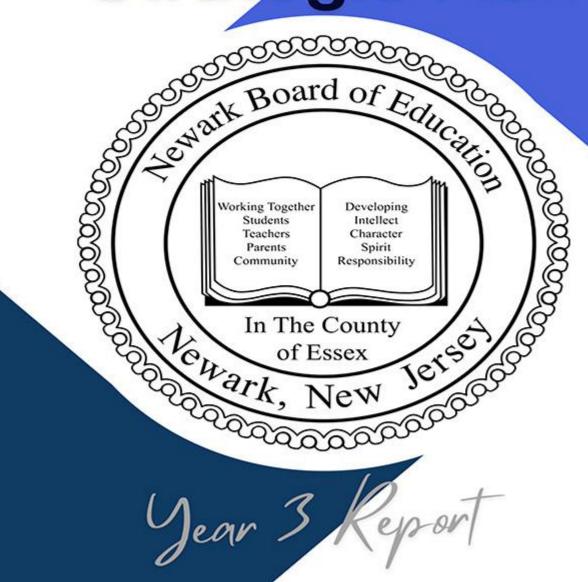
# The Next Decade: 2020-30 Strategic Plan













2 THE NEXT DECADE YEAR 3 REPORT









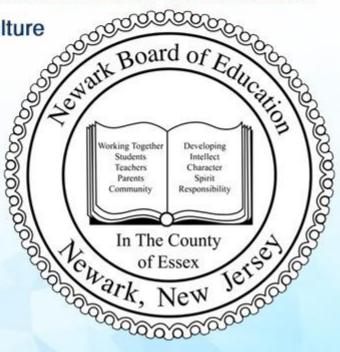




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# SUPERINTENDENT SUPERINTENDENT

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

Over the course of the last three years, we have made remarkable strides in implementing the strategies contained within our historic 10-year strategic plan, *The Next Decade: 2020-30*. At the time of its inception, we were acutely aware of the strategic plan's historical significance, as well as the gravity of the work ahead of us. In alignment with the milestones and timelines embedded within *The Next Decade 2020-30*, I am honored to share our Year Three Report which reflects the collective contributions of the Newark School Community.

While we have so much to do, and the impact of the pandemic has been real, our resolve to continue to do amazing work has not been deterred. The stakeholders responsible for assisting us in the creation and implementation of this plan have much to celebrate. The strategic plan has six priorities and 35 strategies, all grounded in our district's five Core Values. Updates in years 1, 3, 5, 7, and 10 are critical towards the mission of transforming this school district. This is the Year Three Report which will provide everyone with an update on our progress to date.

Enough cannot be said about the tremendous efforts and overall tenacity of the countless staff, students, parents, community members, and partners whose work is reflected throughout this report. The challenges solved and obstacles surmounted are a testament to the resolve and boundless efforts of the Newark School Community. Through historically difficult circumstances, we, as always, have found a way to persevere and provide the children of Newark with the excellent education they deserve.

The work outlined in this report highlights our progress towards the priorities, strategies, and timelines contained in *The Next Decade: 2020-30*. This document provides our readers with a valuable glimpse into our faithful implementation of the strategic plan thus far. I look forward to our progress toward the shared goals of the strategic plan and the amazing updates that will be in store for the Year Five Report in 2025.

Sincerely,

Roger León Superintendent



# MEET THE BOARD





#### Newark Board of Education

The Next Decade: 2020-30 Strategic Plan

The Next Decade: 2020-30 is a comprehensive road map that guides the priorities and strategies that will best help us fulfill our mission and vision over the next 10 years. It incorporates a wealth of expertise and ideas from stakeholders who represent the diversity of our communities, schools, and partners as well as the analysis of student, school, and district data. The development of NPS Clarity 2020, and now The Next Decade: 2020-30, is an example of how one strategic plan should build from one to the other. Both plans synthesize and integrate strategies from students, parents, principals, executive staff, community members, and partners to set our course to a world-class school district. The plan includes our mission, vision, core values, a theory of action, priorities, and strategies and establishes the methodology by which we will continuously assess and measure our progress.

#### 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.

# 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.

### **CORE VALUES**

#### 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.

# AGENCY

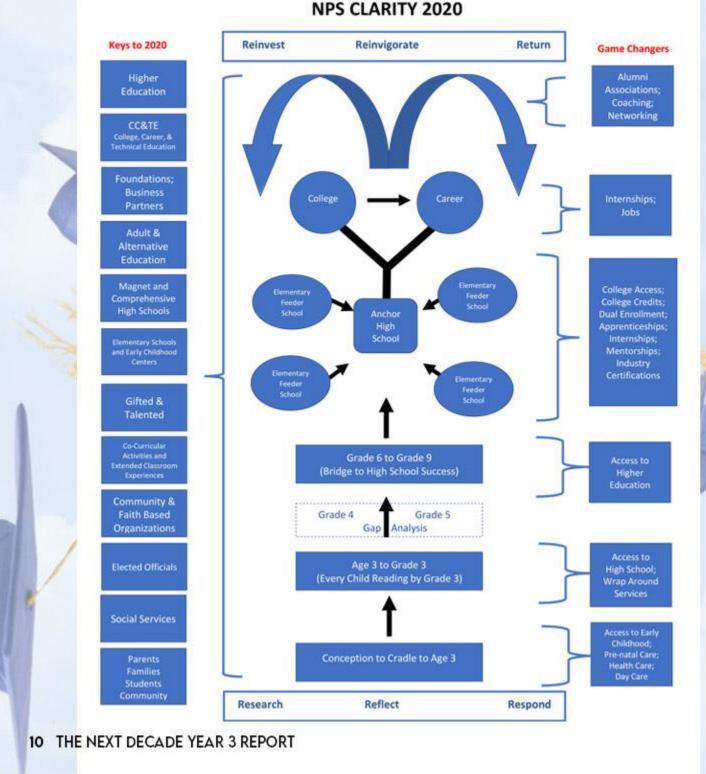
We empower students to become advocates for themselves and for others.

#### **EQUITY**

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



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.





The NPS Clarity 2020 logic model represents the new educational ecosystem the District is building to ensure that children have access to all of the opportunities and resources they need to live meaningful, productive, and sustainable lives.

The Keys 2020 on the left side of the logic model are the resources, opportunities, experiences, and stakeholders the District will organize to create a new ecosystem for our students.

The Game Changers on the right side of the logic model represent the strategies and avenues the District will use to accelerate students' access, exposure, and experiences that will propel them forward.

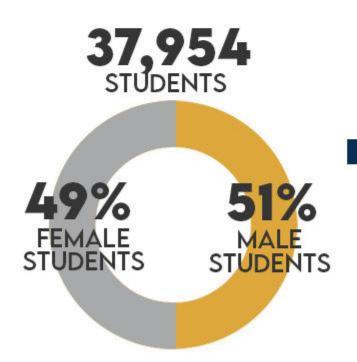
The center of the logic model represents the academic progression of children within the new education ecosystem. It defines critical transitions in children's education.



# THIS IS NBOE

62 Schools MANDATORY PREKINDERGARTEN
FOR CHILDREN AGES 3 AND 4
41 ELEMENTARY
17 HIGH SCHOOLS
4 SPECIALIZED SCHOOLS

THE MISSION OF THE NEWARK PUBLIC SCHOOLS 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.



#### STUDENT POPULATION BY PERCENTAGE

35.82% BLACK/AFRICAN AMERICAN

55.48% HISPANIC/LATINO

■7.21% WHITE

1.49% OTHER:

NATIVE HAWAIIAN OR PACIFIC ISLANDER = 0.25%

MULTIPLE RACES = 0.03%

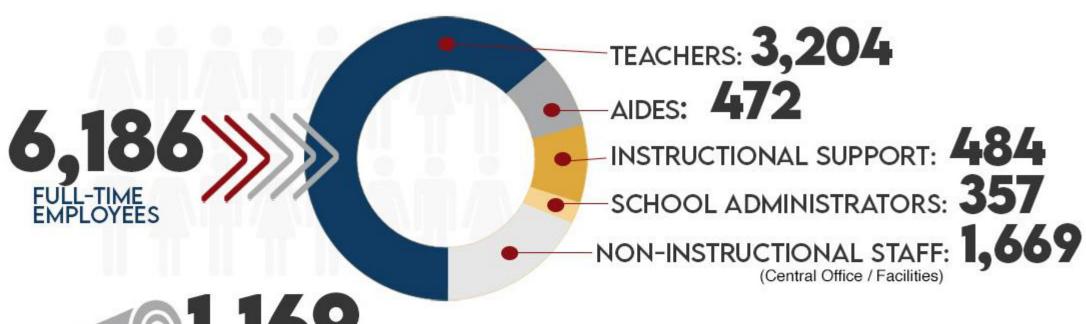
**ASIAN = 0.8%** 

AMERICAN INDIAN OR ALASKANNATIVE = 0.42%

B29 DUAL ENROLLMENT COURSES COMPLETED BY NBOE STUDENTS IN 2021-2022

DUAL ENROLLMENT STUDENT INCREASES 2020-2022: (20,8% INCREASE)

2,160 TOTAL 2022
NBOE GRADUATES
(85% GRADUATION RATION)



**©1.169 EMPLOYEES WITH** 

MASTER'S DEGREES

81.04% FREE AND REDUCED LUNCH SPECIAL PROGRAMS 24.23% 17.15% BILINGUAL/ESL

SPECIAL EDUCATION



8 8 8

#### **TRANSPORTATION**

(520 IN-DISTRICT AND 173 OUT OF DISTRICT) AND 7 SHUTTLE BUSES

NBOE HIGH SCHOOL STUDENTS

STUDENTS TRANSPORTED

NEWARK STUDENTS ELIGIBLE FOR NJ TRANSIT BUS TICKETS



#### GROWING ENROLLMENT

DURING STATE CONTROL OF NEW JERSEY'S LARGEST SCHOOL DISTRICT, ENROLLMENT DECREASED TO 35,000 STUDENTS, AN ALL-TIME LOW. NOW IN ITS THIRD YEAR OF LOCAL CONTROL, THE DISTRICT PROUDLY ANNOUNCED THAT ENROLLMENT HAS INCREASED TO NEARLY 38,000 STUDENTS AND IS GROWING.

> STATE CONTROL **35,000 STUDENTS**

> > LOCAL CONTROL

38,000 STUDENTS

Awarded in Scholarships to the Class of 2021





Awarded in Scholarships to the Class of 2022

CLASS OF 2021

CLASS OF 2022

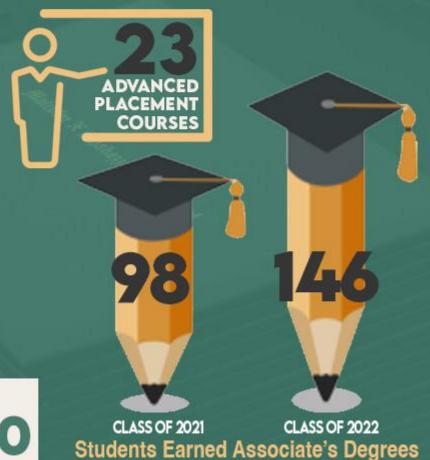
Total Amount Parents Saved by Students Taking College Courses While in High School

#### ATTENDANCE

REVIEWING DISTRICT LEVEL ATTENDANCE LONGITUDINALLY, THE THREE- YEAR TREND IN AVERAGE DAILY ATTENDANCE (ADA) ENDED IN SY 21/22 AT 92.6%

#### **GRADUATION RATES**

OVER THE LAST DECADE, THE DISTRICT GRADUATION RATE HAS INCREASED TO ITS HIGHEST AT 85% IN SY 2021-22













#### Congratulations to the Winners!



Achunike Okafor Science Park High School First Place Winner



Santiago Mosquera Barringer High School Second Place Winner



Udochukwu (Laura) Nwaneb Weequahlc High School Second Place Winner

#### NJ Governor's Award in Arts E

Azyah Fair, Freshman, Newark School of Globa Studies (also participated in last summer's VPA program production of Annie)

Award Category and Title: Theatre, Exceptions Promise in Theater Arts

Awarding Organization: NJPAC



Congratulations to Crystal Caldwe Gates Scholar



# Thomas

## NATIONAL CATHOLIC FORENSIC LEAGUE GRAND NATIONAL TOURNAMENT

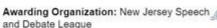


Kahyel Eaton, Senior from Central High School Speech and Debate Team became the first Newark student to compete in the finals at the national tournament.

Out of 285 competitors, Kahyel finished as the 5th Place National Champion in Oral Interpretation of Prose and Poetry.



Glory Okonkwo, Senior, Central High School Award Category and Title: Speech, Dramatic Interpretation State Champion





#### ducation

onx Invitational

ersity Tournament











#### **ESPN & Special Olympics National Unified Champion**



NJ Regional Day School







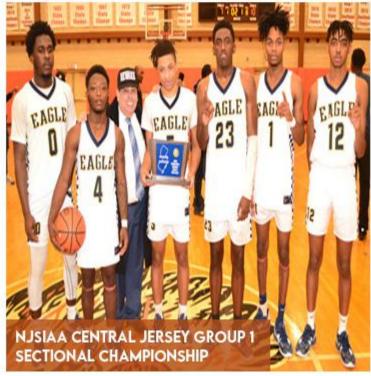
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HUMAN RESOURCE SERVICES







#### PRESENTATION OF ALIGNED AND BALANCED BUDGET

The District's \$1.3B budget is submitted on time and in balance every year. The budget is aligned with the District's strategic plan and priorities, as evidenced by the Budget Guidance provided to Principals and Department Directors for budget development.

#### WEIGHTED STUDENT FORMULA

The District develops its budget using a weighted student formula allocation that allows for various weights and financial values to be applied based upon student groups and needs, and it supports the equitable distribution of funding.

#### FINANCIAL REPORTING EXCELLENCE

The District is a member of the International Association of School Business Officials (IASBO), and it has successfully attained both the Certificate of Financial Excellence and the Meritorious Budget Award. These awards are directly linked to the Annual Comprehensive Financial Report (ACFR) and the budget.

#### FINANCIAL BEST PRACTICES

Implementation of the Quarterly Financial updates has allowed the District to transparently provide the Board and public with current financial information in support of their monthly financial reports. This tool provides a snapshot of the financial condition and allows projection of the district's financial standing throughout the year and in preparation for the conclusion of the fiscal year.

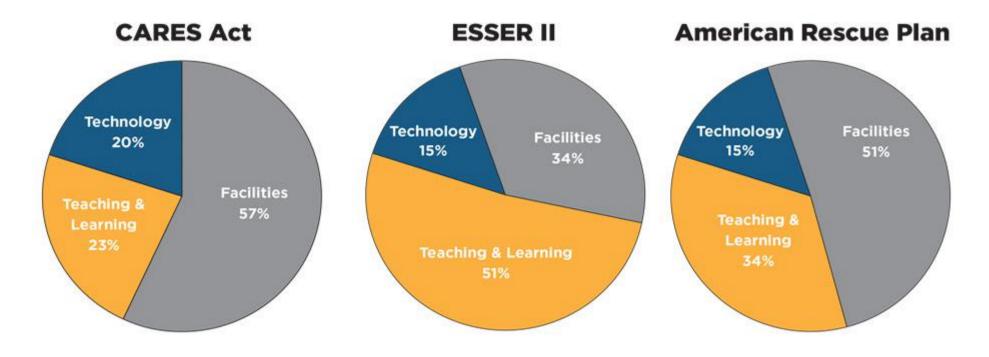
Fostering collaborative and supportive relationships across departments has been a priority of the District. The District has intentionally implemented strategies and actions to ensure more alignment of departments and systems for major institutional and operational mandates.

The budget process was an example of how seamless a required mandate could be accomplished when all departments were involved in the planning process before being pushed out to schools and other departments. Surveys from principals clearly documented that true collaboration occurred.

Additionally, the Strategic Plan Quarterly Reports, submitted every three months, required departments to communicate with one another to ensure that timelines and priorities were met. Reports were reviewed and a summary was presented at Board meetings.



#### **Elementary and Secondary Emergency Relief Fund**



Funding Source	Amount	Liquidation Date
CARES Act	\$20,676,760	October 2022
ESSER II	\$84,217,960	October 2023
American Rescue Plan	\$182,421,067	October 2024



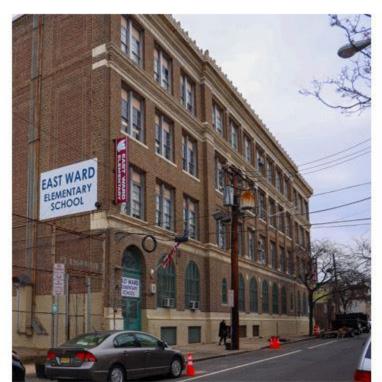
# ESSER/ARP FUNDS CONTRIBUTE TO SUBSTANTIAL EXPENDITURES IN DISTRICT

Little did the District know in SY2021, when the application was submitted for ESSER/ARP funds, just how much would be accomplished. Looking back at the thousands of suggestions from various constituent groups and reviewing how the district intentionally spread the suggestions into various budget/grant sources (ESSER II, ARP, Title Grants, District), phenomenal progress has been made that all contributes to Newark being able to meet various needs of students. When initially reviewing the surveys, there were some visible constants in requests: Teaching and Learning, Technology, and Facilities. As a result of writing the application to address these three major areas, major projects have been accomplished, all of which are aligned to the "allowable uses" of the grants.

In the area of Teaching and Learning, hundreds of curriculum documents have been written, and textbooks have been purchased to support the curriculum. Training of teachers has been provided, and the jewel initiative, tutoring of students (mornings, after school, other designated times), and a new application for the storage of student health records. Additionally, social and emotional needs are being addressed therapeutically and in the school counselor and social worker areas, along with infusion into classes. Technology exploded in the district with a systematic plan for ensuring one-to-one Chromebooks, internet access for students, adaptive equipment for students in need, charging carts, headphones, laptops for instructional staff, wireless smart boards, and updates of electrical capacity. Facilities have tackled bathroom upgrades, touchless water fountains, renovations of gyms, heating/air ventilation, electrical updates, along with smaller projects that will address the classroom environments. Security has a control center, instituted training for all security guards, and updated security equipment.







#### **OPENING OF NEW SCHOOLS**

Opening new schools is crucial as the great city of Newark continues to grow with ongoing housing development throughout the city. The Newark Board of Education welcomes this expansion and in alignment with the District's Long-Range Facilities Plan and Strategic Plan, projects enrollment to determine the need for modernization or new facilities for identified academic programs and community needs. The District has taken a new approach with targeted curriculum that has proven to appeal existing and prospective families. The new schools that have opened or reopened are: Sir Isaac Newton Elementary School (2020-21), Newark School of Global Studies (2020-21), Newark School of Fashion & Design (2021-22), Newark School of Data Science & Information Technology (2021-22), Michelle Obama Elementary School (2021-22), and Ironbound Academy Elementary School (2022-23).







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Building Rehabilitation is an integral part of the Strategic Plan. The District is faced with many challenges with aging facilities, which happen to be some of the oldest buildings in the state of New Jersey. The facilities team has accepted this challenge and has upgraded over 500 instructional spaces including classrooms, Career and Technical Education (CTE) rooms, offices, gyms, auditoriums, and media centers. The renovations include, but are not limited to, installation of vinyl composite tiles (VCT) flooring, LED lighting, white/cork/smart boards, window shades, and painting of classrooms. The department continues to rehabilitate buildings throughout the district to ensure all students have a welcoming learning environment that will help inspire and mold future generations.

Playgrounds
INSTALLED FROM 2018-2023

MICHELLE OBAMA

DR. WILLIAM H. HORTON

FOURTEENTH AVENUE

FRANKLIN ELEMENTARY

RAFAEL HERNANDEZ

THIRTEENTH AVENUE



NEWARK SCHOOL OF GLOBAL STUDIES
NEWARK VOCATIONAL HIGH SCHOOL
MALCOLM X SHABAZZ HIGH SCHOOL
WEEQUAHIC HIGH SCHOOL
WILSON AVENUE
EACH OF THESE SCHOOLS RECEIVED
NEW FLOORING, LIGHTING,
AND PAINTING

#### GYMNASIUM UPGRADES

MALCOLM X SHABAZZ HIGH SCHOOL

WEEQUAHIC HIGH SCHOOL/EAGLE ACADEMY

NEWARK SCHOOL OF GLOBAL STUDIES HIGH SCHOOL

NEWARK VOCATIONAL HIGH SCHOOL

UNIVERSITY HIGH SCHOOL

SIR ISAAC NEWTON

MICHELLE OBAMA

JOHN F. KENNEDY

IRONBOUND ACADEMY

GEORGE WASHINGTON CARVER

NEWARK SCHOOL OF FASHION & DESIGN

BRANCH BROOK

DR.WILLIAM H. HORTON

NEWARK SCHOOL OF DATA SCIENCE & INFORMATION TECHNOLOGY

BARRINGER HIGH SCHOOL

AVON AVENUE

ANN STREET

AMERICAN HISTORY HIGH SCHOOL

WEST SIDE HIGH SCHOOL



#### upgrades **er**



### BOILER REPLACEMENT & MECHANICAL SYSTEMS UPGRADES

CHANCELLOR ANNEX LOUISE A. SPENCER ABINGTON AVENUE

DR. MARION A. BOLDEN STUDENT CENTER

DR. WILLIAM H. HORTON FRANKLIN ELEMENTARY

KANKLIN ELEMENTAKI

FIRST AVENUE

PARK ELEMENTARY

RIDGE STREET

LUIS MUNOZ MARIN



MCKINLEY

EAST SIDE HIGH SCHOOL

LAFAYETTE STREET

NEWARK SCHOOL OF GLOBAL STUDIES HIGH SCHOOL

UNIVERSITY HIGH SCHOOL CHANCELLOR AVENUE SALOME URENA DR. E ALMA FLAGG



### HUMAN RESOURCE SERVICES



#### FRONTLINE APPLITRACK

To make recruiting and hiring a faster and more effective process, the District implemented Frontline (Applitrack) in the fall of 2020 for the recruitment of instructional positions and non-instructional positions in the fall of 2021. Through this initiative, the hiring process was streamlined and enabled the right candidates to match or fit the schools.



Where Passion Meets Progress

### NBOE IS HIRING! JOIN OUR MOVEMENT



#### Non-Instructional Positions

- Clerks
- Custodial Staff
- Food Service Workers
- IT Specialists
- Security Guards

These positions will remain open until filled.



teach@nps.k12.ni.us teachnewark.com



#### ENHANCED RECRUITMENT STRATEGIES

The Newark Board of Education (NBOE) was significantly impacted by the COVID-19 global pandemic, as well as the great teacher resignation in the nation. By the end of school year 2021-22, the District had over 400 vacancies. This is more than double the average number of vacancies reported. Faced with such an arduous dilemma, the District got to work!

The Office of Human Resource Services (HRS) implemented both traditional and innovative recruitment strategies to not only attract new teacher candidates, but also to support current staff members from leaving a career that they love. Traditional strategies included but were not limited to: a new starting salary of \$62,000, a sign-on bonus of \$4,000, a \$1,000 referral bonus, and a retiree campaign. Furthermore, current staff members received a bonus as part of the District's competitive salary initiative. The District took an intentional and innovative approach to mitigate the teacher shortage through extensive investments in "Grow Your Own" (GYO) programs, such as Pathways to Teaching.

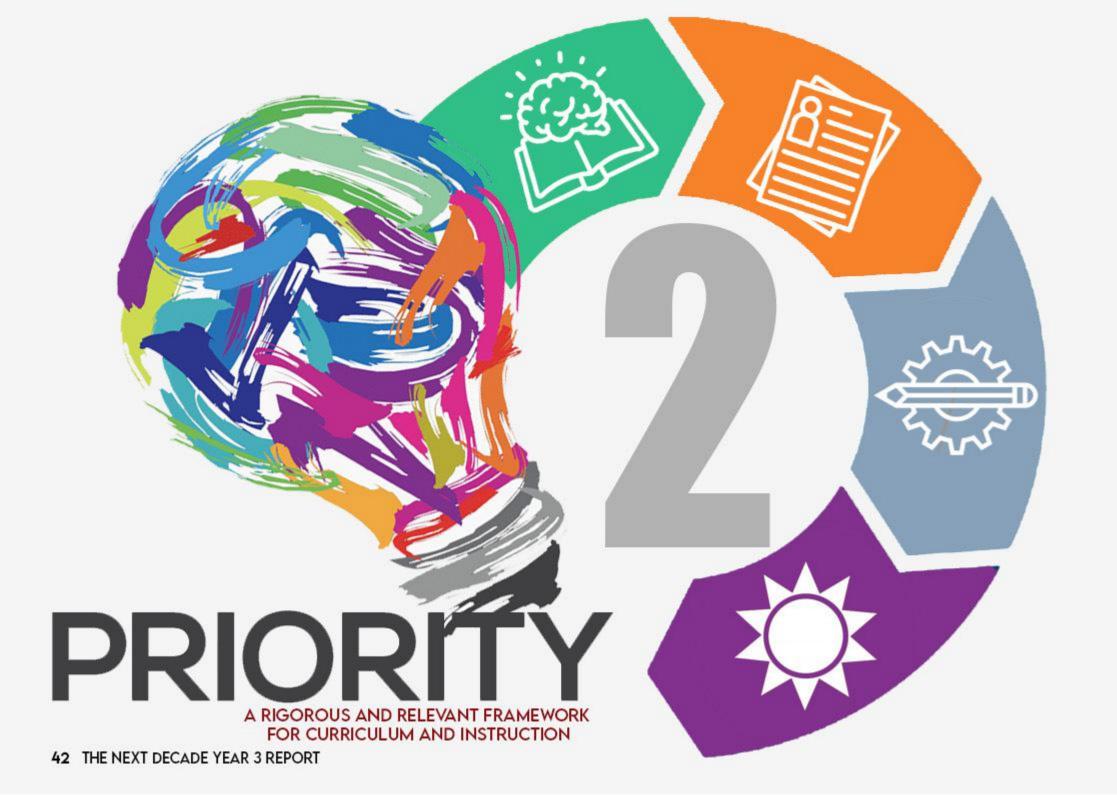
As a result, the district mentored over 200 non-instructional staff members currently working in the district towards obtaining their teaching certification. These individuals were candidates who had a bachelor's degree but were not in an instructional role (i.e. custodial workers, parent liaisons, clerks, and per diem teachers/aides). Several candidates have already completed their program and have received full-time teaching positions. HRS has partnered with Montclair State University and Rutgers-Newark to help achieve this task and help fill vacancies in hard-to-staff areas.

#### ENSURING EQUITABLE COMPENSATION

In March 2022, the District finalized a 4-year labor agreement with the union representing Special Police Officers, in which salary increases of 3.1% annually were achieved. In May 2022, the District finalized a 5-year successor labor agreement with Local 32, which represents office employees and supervisors, in which setting paid time off (PTO) allotments and increasing compensation was a priority. The average annual increase achieved was 3.23%. In June 2022, the District completed a re-opener labor agreement with the Newark Teachers Union (NTU) raising salaries to \$62,000 for classroom teachers in years one to eight and increasing salaries of classroom teachers above year eight by \$500 annually for the next 2 years. In July 2022, the District successfully completed negotiations with the City Association of Supervisors & Administrators (CASA) on a 6-year successor labor agreement which increased compensation for District administrators. The average annual increase was 3.2% over the duration of the agreement.











### ACCELERATED LEARNING OPPORTUNITIES



& ACADEMIC PROGRAMS







CAREER & TECHNICAL EDUCATION







## ACCELERATED LEARNING OPPORTUNITIES





# COMPREHENSIVE HIGH SCHOOLS MET CANDIDACY STANDARDS FOR ACCREDITATION

Barringer HS, Central HS, West Side HS, Weequahic HS, and Malcolm X Shabazz HS were accepted as Candidates for Accreditation by the Middle States Commission on Elementary and Secondary Schools (MSA-CESS). MSA-CESS is a 130-year-old organization that has 2700 schools accredited in 50 states and 100 countries. The accreditation process will support the continuous improvement of schools and the district as a whole.

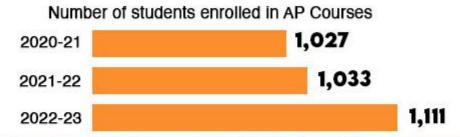
East Side is accredited as of 2018 with an expiration date of May 2025.





### INTERNATIONAL BACCALAUREATE AND ADVANCED PLACEMENT

Since SY19/20, the District has expanded its school level implementation of the International Baccalaureate program. It is now implemented in three high schools: Science Park HS, East Side HS, University HS. Participation in college readiness preparation such as Advanced Placement (AP) assessments increased over this same period.









In June 2022, 149 students from Bard Early College, East Side High School, and West Side High School students graduated with their high school diplomas and Associate's degrees; an increase of 23 students since 2020.

At East Side and West Side, students received 66 credits and earned a Liberal Arts Associate's Degree.



### debic in 8th Grade

8th-grade students in eighteen schools enrolled in an Algebra 1 course for the 2022-2023 school year.

More students have access to Algebra I sooner!

Algebra 1 is now offered to 8th graders at

ABINGTON AVENUE IVY HILL DR. WILLIAM H. HORTON PESHINE AVENUE FRANKLIN ELEMENTARY SOUTH STREET GROVER CLEVELAND ELEMENTARY

ANN STREET LAFAYETTE STREET AVON AVENUE OLIVER STREET FIRST AVENUE QUITMAN STREET THIRTEENTH AVENUE HARRIET TUBMAN SCIENCE PARK HIGH SCHOOL HAWKINS STREET UNIVERSITY HIGH SCHOOL

A pre-algebra curriculum for 7th-graders has been implemented to support students' readiness for Algebra I and beyond.







# CURRICULUM & ACADEMIC PROGRAMS





Since 2020, the Office of Teaching and Learning, in collaboration with teachers, coaches, and department chairs, have authored more than 200 new curriculum documents. This work has been essential in creating a sturdy foundation upon which innovation, deep learning, and academic progress will be made. The District is devoted to designing culturally responsive curricula that embody intentional best practices, interventions, and assessments. With the guidance and support from the 13 offices across Teaching and Learning, educators engage in professional development that is driven by authentic student work and analysis of data, thereby ensuring the district's commitment to students becoming life-long learners well-positioned for success.

# wrucul



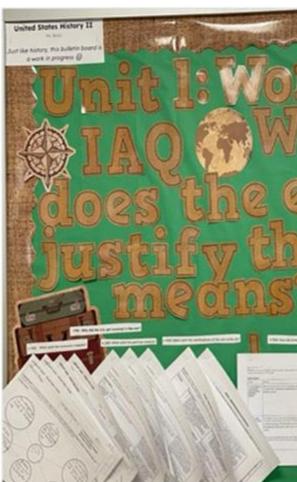




# Curriculum

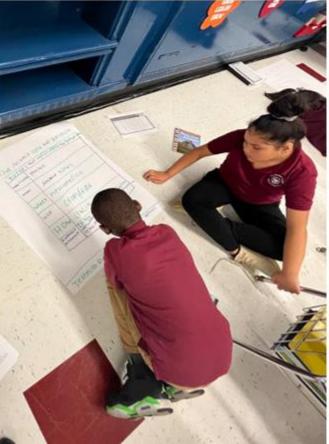
Across content areas and grade levels, students are engaged in interdisciplinary, project-based curricula that draw on their histories, backgrounds, identities, and experiences to make their learning relevant and meaningful. In grades K-5, history and civics are brought to life through integrated ELA units that were reviewed in partnership with Junius Williams, Newark's official historian and former Student Nonviolent Coordinating Committee (SNCC) advocate. In grades 6 to 12, the Amistad Curricula is infused throughout 68 new inquiry-based social studies units where students use primary and secondary sources to develop a deep historical understanding of race and the contribution of Black people to the United States. High school students can choose from electives in African American History and Latin American/Caribbean History. In 2022, the District added Greek Mythology, African and Indigenous Folklore, Tall Tales, and novel studies to the District's 3rd-5th grade ELA curriculum.











#### **EXTENDED**

### - CLASSROOM -EXPERIENCES

Students at every grade level participate in high-quality, real-world experiences that amplify their classroom learning.





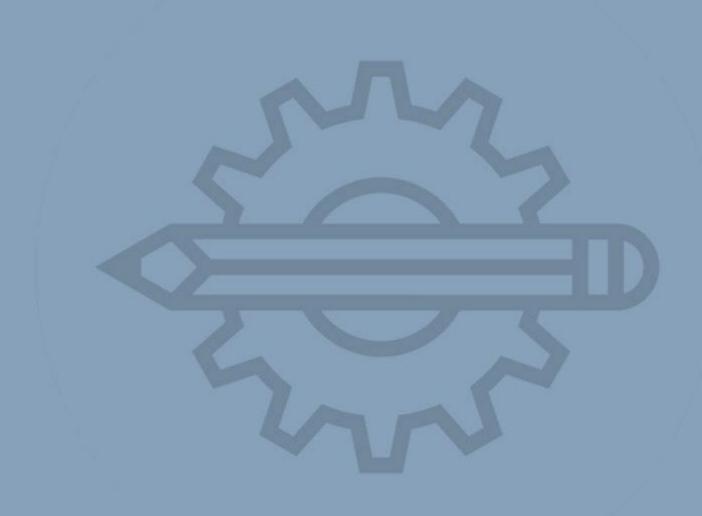




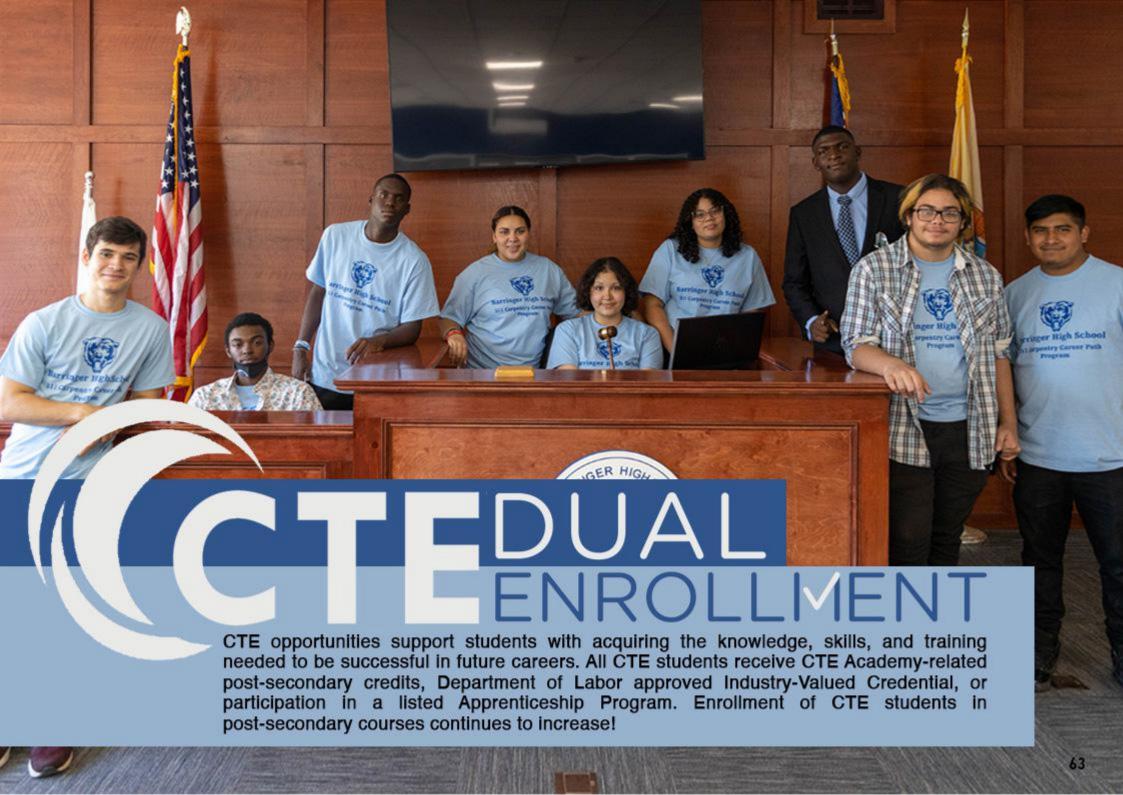








# CAREER & TECHNICAL EDUCATION



# SCHOOL, Redesign

The District's High School Redesign is a 3-part strategy that involves Academies within the Comprehensive High Schools while partnering with district magnet schools, higher education institutions, and professional organizations. This approach increases the integration of academic core instruction into Career and Technical Education (CTE) programs of study, and provides higher education and internship opportunities to students.



































### CTE ACADEMIES THROUGH THE YEARS

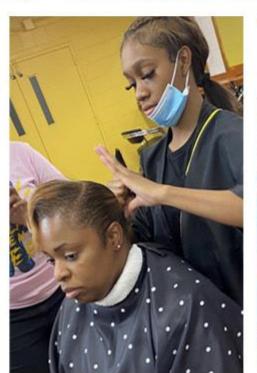
School Year	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
Total Academies	15	19	25	26
New Academies	Allied Health Biomedical Science Carpentry Cinematography Computer Networking & Cybersecurity Cosmetology Culinary Arts Engineering Entrepreneurial Studies Graphic Design Hospitality & Tourism Law Studies Music Technology Supply Chain Management Teacher Education	Computer Science Cyber Security JROTC Manufacturing Engineering	Dental Studies Data Science Diplomacy Fashion & Design Global Business Infomation Technology	Enviromental Studies













THE NEXT DECADE YEAR 3 REPORT









#### **CTE EXPERIENCES**

CTE students engage in extended experiences that deepen their knowledge about careers and associated education requirements. College and university visits are critical experiences that help students connect how higher education is related to their Academies. Job site visits offer students a critical window into the various types of Academy-related job environments. The participation of Academy students in the CTE Student Organizations (CTSOs) is an integral part of the CTE curricular experience. CTSOs provide curriculum and classroom resources for all CTE students to participate in industry aligned challenges that are engaging for students. They learn leadership skills and can network with students and other professionals from across the State. During the Summer, students enrich their learning by participating in CTE Summer Programs, such as internships, apprenticeships, and dual-enrollment postsecondary courses.







The District's Summer Programs offer a variety of academic and enrichment opportunities to over 10,000 students, from the District 's youngest learners entering Kindergarten, through rising high school seniors. At the elementary sites, students are engaged in academics in the morning and enrichment activities in the afternoon, which are coordinated by the Office of Extended Learning Time, in collaboration with several community-based partners. Student learning is extended on field trips to Turtle Back Zoo, the Liberty Science Center, the Newark Museum, and other amazing locations! In addition to enrichment activities such as dance and swimming, the District offers a Summer STEM Academy, the Newark Educational Technology Summer (NETS) Camp, the Summer Visual and Performing Arts Academy, and so much more. At the conclusion of the summer programs, each school organizes a Showcase that displays the incredible work that captured student engagement, and a Fun Day is provided for students and staff.









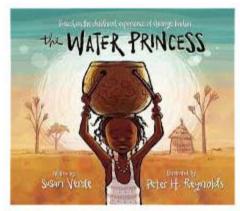


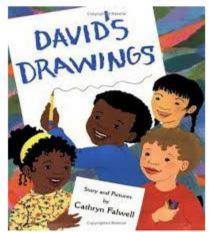


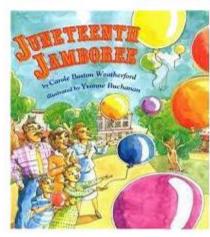




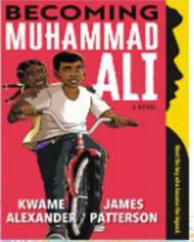
Every summer students have an incredible opportunity to read books that are mirrors of themselves and windows into other worlds! Readers go on a literary journey as they encounter people, communities, and cultures that might be very similar to or different than their own. Students find stories about family, belonging, friendship, community, empathy, and so much more.



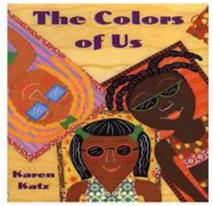


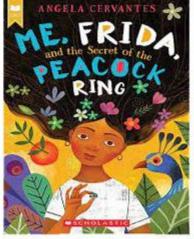


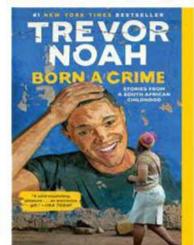














CLICK ON THE LINKS BELOW
TO ACCESS THE FULL READING LISTS

**SUMMER 2021** 

**SUMMER 2022** 











# STUDENT AND FAMILY SUPPORTS





The Newark Board of Education partnered with Mentor Newark with the vision of creating school-based mentoring programs for grades 9-12 to support and sustain a positive school culture and climate within the school and community. Since the initiative's inception, seven high schools have launched mentoring programs that also include mentoring partnerships with local organizations and businesses. For the 2022-2023 school year, an additional 5 high schools are in the process of developing and launching programs.





The Newark Board of Education revised its High School Graduation Requirements, effective with the Class of 2022, to include the completion of the FAFSA/NJAFAA application. The Office of Student Life developed a comprehensive FAFSA/NJAFAA system of support for parents, students and school stakeholders. A three-part series of evening meetings were hosted throughout the District for parents and students in collaboration with Rutgers University Newark's Financial Aid Office. The District also challenged the school learning community with a FAFSA TikTok Challenge in developing an awareness video about the importance of completing the FAFSA.





## PRE-COLLEGE PROGRAMS

The Office of Student Life actively maintains pre-college programming and initiatives as an ongoing thrust. Partners include NJIT GearUp/Trio, Talent Search and Upward Bound programs, various Rutgers Pre-College Programs, LEED, as well as Urban League. Resources are geared towards 6th-12th grade students and support college and career readiness, mentoring, and test taking strategies. The District hosted its Pre-College and Enrichment Fair in the spring of 2022, in which various programs and opportunities were showcased virtually.



# Back

#### CITY-WIDE BACKPACK EVENT

To kick off the 2022-2023 school year, the Office of Federal Programs & Grants partnered with Amerigroup to host a back to school event for families at Mount Vernon Elementary School. Over 1,500 participants received bookbags, groceries, books and various school supplies.













#### McKinney-Vento Resource Hour and

# RESOURCE DAY EVENTS

In October 2021, the Office of Student Life launched the McKinney-Vento Resource Hour designed to provide support and resources to school-based student support staff in connection with outside local agencies that provide services to the district's homeless and displaced population. Additionally, the department hosted a McKinney-Vento Family Resource Day in June of 2022 in partnership with the Family Assistance Resource Center. Clothing, toiletries, and small household items for registered and eligible families were provided during the event.

















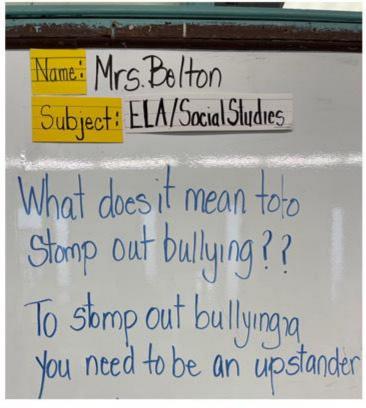
### CULTURE AND CLIMATE



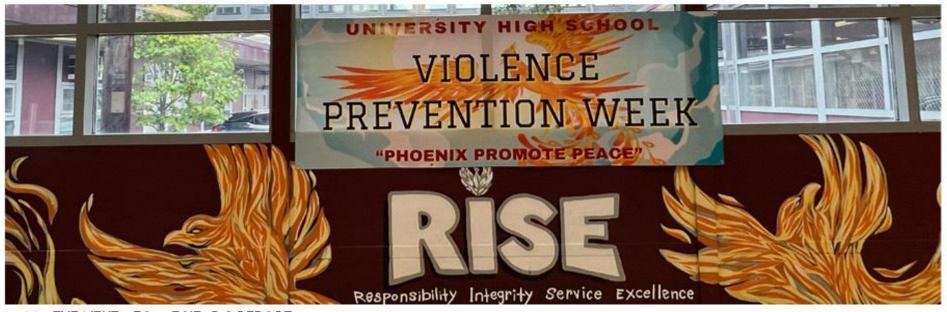
#### RESTORATIVE PRACTICES

#### **HIB Prevention and Awareness**

The Office of Student Life examined and recalibrated the systems for training, collection of documents, and mandated program accountability for Harassment, Intimidation and Bullying (HIB) reporting and provided schools with resources and Restorative Practices strategies. Schools provide artifacts on lessons and activities that are implemented within schools as part of mandated programming under the Student Anti-Bullying Bill of Rights.











#### CULTURE and Climate Surveys



A crucial element of the Newark Board of Education is to provide and maintain a positive, nurturing, and supportive school environment and foster an opportunity for stakeholders to provide feedback. Since Spring 2020, the District has provided students, parents, and staff with an annual culture and climate survey that is administered in the Spring to assist school leadership teams with planning and implementing school strategic plans, and developing programing through the School-Wide Support Team (SST). Over 11,000 stakeholders completed the Culture and Climate Survey during the 21-22 survey administration in which Interpersonal Skills, High Standards and Expectations, Academic Behaviors, and Monitoring of Teaching and Learning were the domains that reported the highest favorability.









ENHANCING OUR EMOTIONAL TOOLKITS TO STRENGTHEN OURSELVES AND OTHERS

In March 2022, the Office of Student Life held their first professional development conference at Rutgers University-Paul Robeson Center. Over 140 school counselors, social workers, and other school-based support staff attended workshops in areas around SEL, Solution Focused Mindset, Eight Dimensions of Wellness, Modern Day Training Solutions, Yoga and Medication for Educators, Supporting Healthier Habits and School Environments, Changes in the Practice of Division of Child Protection and Permanency (DCP&P), Transgender+Non-Binary Identities 101, Breaking the Cycles of Violence, and Conflict Resolution through Forgiveness, Resilience, and Toxic Masculinity.

















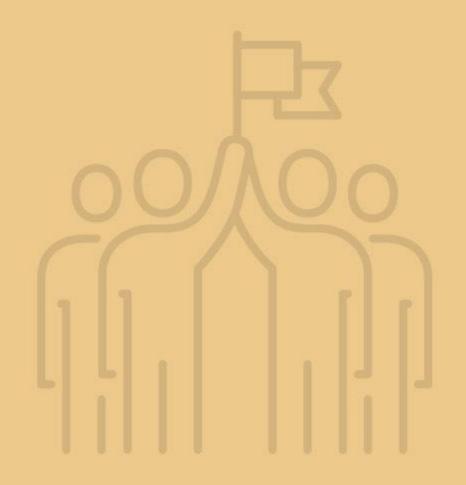
#### PROFESSIONAL LEARNING OPPORTUNITIES











# PROFESSIONAL LEARNING OPPORTUNITIES





## **ACADEMIC SERVICES**









The Office of Academic Services (OAS) provides professional learning opportunities for teachers and school leaders throughout the school year. These experiences include:

- District-wide staff development days
- Curriculum aligned workshops by the Office of Teaching and Learning (T&L)
- School Leadership Team (SLT) Meetings led by the Assistant Superintendents for Principals,
   Vice-Principals, and Department Chairpersons
- Professional Learning Communities (PLCs)
   facilitated by school-based leadership teams and teachers, in collaboration with T&L, the Office of Special Education and the Office of Early Childhood
- Principal Coaching from esteemed, retired Principals for the District's first and second year Principals
- The Annual Woman's Leadership Conference



The Superintendent's Council of Leaders was created in 2020, one each for high school students, parents, and teachers. The Superintendent meets with these Councils throughout the year to provide the members with important information and to receive critical feedback from them to help inform decisions. The Council of Student Leaders is composed of one student representative from each grade level of every high school. The Council of Parent Leaders is comprised of Parent Liaisons and the leads of the various schools' parent associations. The Council of Teacher Leaders is made up of representatives from the various elementary grade clusters (PK-2, 3-5, and 6-8), as well as representatives from each grade level in the District's high schools. The Council of non-NBOE school leaders include charter, private, and parochial representatives from different capacities.









#### PARTNERSHIPS FOR

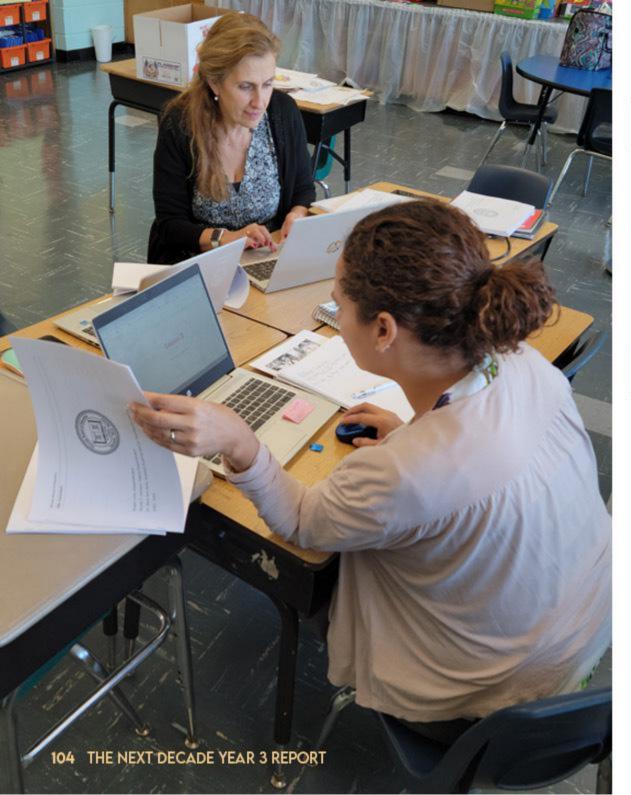
### ROFESSIONAL

LEARNING





COLLEGE/UNIVERSITY	PROGRAMS
Montclair State University	Leadership Pipeline Program Bilingual/Bicultural Tuition Teachers of English as a Second Language (TESL) Tuition Urban Teacher Residency Program Transformative Education Network (TEN) Teacher Preparation Program Teacher of Students with Disabilities (TOSD) Tuition Reading Specialist Certification Program New Teacher Orientation and Professional Development Clinical Intern Program
Rutgers University-Newark	Rutgers Jumpstart Program (Preparation for Praxis CORE Exam) Rutgers University Alternative Route Teacher Certification Courses Clinical Intern Program
Caldwell University	Clinical Intern Program
Grand Canyon University	Clinical Intern Program
Seton Hall University	Clinical Intern Program
New York University	Clinical Intern Program
Rowan University	Clinical Intern Program
Fairleigh Dickinson University	Clinical Intern Program
Kean University	Clinical Intern Program



# BELIEVE IN OU / MY PLC GRANTS

Teachers are vital to the success of Newark students. Using ESSER II and ARP funding, the district provided opportunities for teachers to apply for funding through two grant initiatives. With the I Believe in You grant, teachers could apply for up to \$1,000 to demonstrate how they are helping students learn to think critically and solve problems. The I Believe in My Professional Learning Community (PLC) grant provides teachers, possessing a broad vision of what it means to teach and learn, the resources needed to pursue self-designed professional learning experiences. Teachers apply and utilize the funding to enhance their students' learning.







## Leadership

PIPELINE

Operating under the premise that the principal is the key lever of change, the district joined a Principal Pipeline Learning Community (PPLC) sponsored by The Wallace Foundation. The pipeline is a strategy to support all instructional leaders and produce a continuous flow of viable candidates with the capacity to cultivate school improvement and increase student achievement. Partnering with Montclair University, aspiring and rising leaders participate in the Newark/MSU Leadership Master's Program in which the district was able to provide all eligible participants with a \$5,000 grant to help assist with their tuition. Since Fall 2020, thirty five employees have joined the Aspiring Leaders program and more than seventy five employees have joined the Rising Leaders program.













### & LATINO MEN RISING COALITION

The Black Men Rising Coalition (BMRC) and the Latino Men Rising Coalition (LMRC) are alliances for combined action to support male educators of color as candidates for future leadership roles in the district. This alliance is designed to create a professional learning community that will provide the district's male educators of color a space to seek counsel, network, engage in male empowerment activities, and obtain both personal and professional growth and development. The Black Men Rising Coalition (BMRC) launched in Spring 2021 and The Latino Men Rising Coalition (LMRC) launched in Fall 2021.

BMRC + LMRC joined forces to achieve this common purpose in Spring 2022. This merger was acknowledged via the BMRC + LMRC Kick-off Event in March 2022. During this event, The Panasonic Foundation awarded a \$25,000 grant to support the district's mission to develop male leaders of color. In October 2022, the BMRC + LMRC participants were introduced to a leadership series designed to support the men in becoming better educators by focusing on the importance of cultural awareness, utilizing tools and strategies to successfully manage work/life balance, and recognizing personal biases.







fall 2021, the District launched Parent University incorporating a series of topics and workshops designed to engage and support families. Similar to a traditional university schedule, Parent University is designed to extend opportunities for parents and caregivers to participate in meaningful and extended learning experiences on given topics. These free, self-paced learning sessions are offered on various relevant topics including FAFSA, healthy eating, and facing adversity. Workshops are intended to help parents become better equipped to support their children's learning.

In addition to Parent University, every year the district hosts an annual Title I Parent Conference, which provides a day of learning for families to gain knowledge, connect with other families, and learn about valuable community resources available. These intentional system-wide learning programs provide ongoing parent and family engagement that supports student success.















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### SCHOOL-WIDE

#### Systems of Support

During the 2021-2022 school year, the District launched an intensive one-year training program for all School-wide Support Teams (SSTs). The purpose of the training was to build an ecosystem of support that established structure, protocol, and procedures to support students. SSTs utilize Tier 1 supports to proactively address the classroom and school-wide supports to create predictable, productive, and protective environments. 100% of schools have been trained on systematically utilizing SSTs to address the multi-dimensional needs of students and staff.





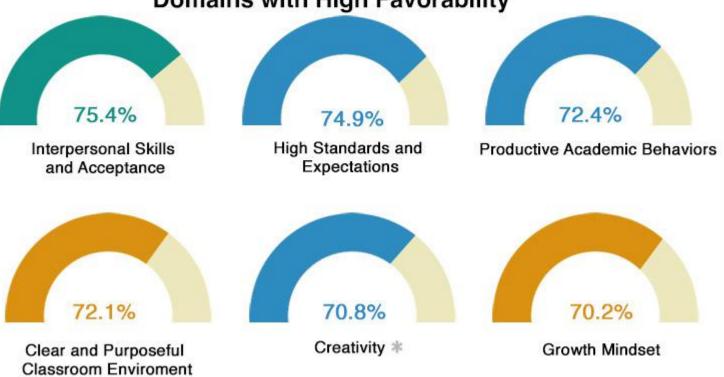
The District is making Social and Emotional Learning (SEL) a systemic component of learning so that student well-being and academic success are equal priorities in the District. A district-wide scope and sequence was developed and introduced to teachers in their professional learning communities (PLCs) to support a building-wide implementation of SEL. Student Support Teams and School Leadership Teams receive training on RethinkEd and Mental Health to cultivate a culture and climate that embraces and infuses SEL across all academics during the school day as well as creating safe and caring classrooms.



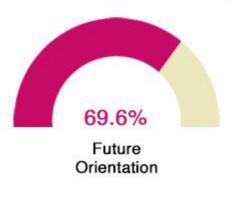
#### **SCHOOL CULTURE &** STUDENT WELLNESS

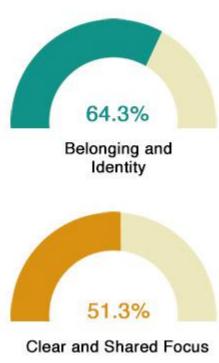
During SY21-22, 8,220 elementary and high school students across the District took the Culture and Climate Survey in the Spring. 63% of the participants were in grades 3-9. The data from the survey was analyzed and shared with district and school leaders to inform both district and school-wide programming and support.

#### Domains with High Favorability



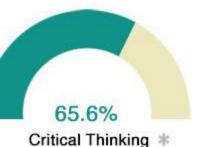
#### Domains



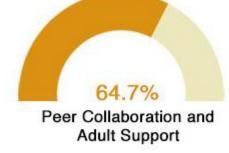


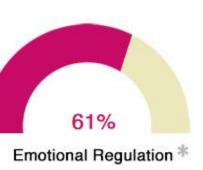
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#### with Medium Favorability

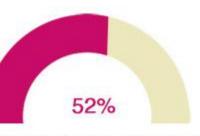


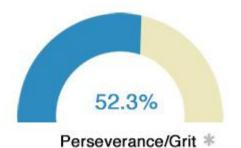
and Self-Reflection











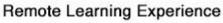
Communication of Academic rogress and Student Efficacy

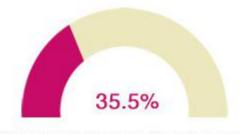




#### Domains with Low Favorability







Parent and Community Influence in Learning Environment



#### TRAININGS TO EQUIP AND STRENGTHEN SPECIALIZED ASSISTANCE

The District has differentiated their professional development sessions to equip school social workers and counselors in addressing an array of student needs: academic, behavioral, social emotional, and mental wellness. Trainings were focused on Solution Focused Counseling, crisis response, trauma focused counseling, suicide prevention, and restorative practices.

The District's crisis team has expanded to twenty-one members in 2022-2023. The trauma-focused cognitive behavioral therapy training that the crisis team received provides the necessary strategies and skills to provide psychoeducation to staff and students, parenting skills on how to observe and manage loss, and assist a student in processing a traumatic event.



#### STUDENT ASSISTANCE COORDINATORS

The Office of Student Life onboarded three Student Assistance Coordinators (SACs) in 2022 to ensure that students have access to a district-wide support team of specialists to provide prevention and early intervention strategies that address substance use and abuse. Their work focuses on establishing new protocols that follow NJ laws, supporting the needs of the district, and offering specialized assistance for substance awareness, substance related crises, and prevention/intervention services.







## conception Cradle

The Newark Board of Education is the only school district in New Jersey implementing a groundbreaking program built on supporting young families as they develop and continue their academic careers. The Office of Early Childhood (OEC) Conception to Cradle Birth to Age 3 is an initiative that targets and supports Newark families and students that are expecting and/or new parents. This initiative aims to decrease maternal health disparities. increase parent and child education, and focus on strengthening families from the moment of conception. This free and confidential program provides assistance to families in the areas of education, health, and overall well-being. Collaboration between schools, hospitals, and community partners is essential in providing a program that encompasses all of the local resources available to families in a timely manner.





### 2021-2022

The Office of Early Childhood Head Start program utilizes data to determine the needs of preschool children and families. The SY 21-22 Head Start Self-Assessment data and the analysis of the 21-22 Program Information Report (PIR) indicated a need to support families in ensuring children are up-to-date, both for their preventive as well as primary medical care, oral care, and oral health care.

EARLY DETECTION, MANAGEMENT,
AND TREATMENT OF SENSORY,
DEVELOPMENTAL, SOCIALEMOTIONAL, BEHAVIORAL
DISABILITIES.

In Quarter 4, 20% of students had vision concerns. Vision to Learn has provided free glasses to students at Head Start locations.

#### NUTRITION AND PHYSICAL ACTIVITY

In Quarter 4, there were 260 obesity concerns and 28% (73) of these parents were provided nutrition education. Program-wide all families have been offered a nutrition workshop in English and Spanish. Families have also been provided resources addressing physical activity and nutrition through weekly email blasts.

### UNIVERSAL AND CONTINUOUS ACCESS TO AGE APPROPRIATE HEALTHCARE

Although families have access to medical & dental care, just over 50% of children received a physical exam and dental exam

90%

of families established medical & dental homes 25%

Receiving vision treatment

9% Hearing Concern

26%

BMI ≥ 95th percentile

#### TREATMENT OF ASTHMA

MANAGEMENT AND

85% of parents that have a child with asthma have a completed care plan and participated in one asthma education event.

Improve the well-being and quality of health for children and their families so children are able to thrive in Kindergarten and beyond.

58
Completed
Care Plans



First Lady of New Jersey Tammy Murphy visited the Newark Board of Education during Summer 2022, as the district hosted its first "Road Trip to Pre-K" event at Belmont Runyon Elementary School. The Road Trip to Pre-K is an annual Head Start Community Resource initiative designed to showcase programs in the community and highlight important milestones from conception to Pre-K, and beyond. The journey begins with Head Start and Pre-Kindergarten families interacting with community leaders, various district departments, and helpful staff members. Some stops on The Road Trip include a chance to meet with social service technicians, members of Newark Enrolls, Health Services, Food Services, and experience many fun-filled activities and prizes.



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#### TRANSITION TO HIGH SCHOOL

The District's guide and process for transitioning 8th grade students from middle to high school has proven successful. The District supports students' readiness for high school through accelerated learning opportunities at high schools as well as on-campus opportunities at local colleges and universities.

#### TRANSITION TO POST-HIGH SCHOOL







The District aims to increase the number of seniors prepared to enter and succeed in a post-secondary education environment while contributing to the world community. An annual college fair is held in the fall and spring to support this vision. Colleges/universities continue to offer onsite admissions to seniors at the fairs.

#### SPECIALIZED TRANSITION BEYOND THE CLASSROOM







Students participate in specialized instruction targeting the development of life and employment skills. This occurs through work-based experiences and community-based instruction at local retailers and organizations. These programs support students as they move beyond the classroom walls and engage within the world of work.









## VISUAL & PERFORMING ARTS PARTNERSHIP













The Newark Board of Education continues its partnership with AileyCamp, a branch of the Alvin Ailey American Dance Theater Arts in Education and Community Programs to ensure students in the middle grades, ages 11-14, have a range of opportunities to engage, stretch, and grow over the summer. AileyCamp is a summer day camp where pre-teens are "turned on" to dance, and come to respect the discipline of dance as a physical activity which requires athletic ability comparable to skills demanded by any sport. The program uses the power of dance to enrich and positively impact the lives of students over the summer which extends into the regular school year and beyond. AileyCamp culminates with a final performance on stage at the New Jersey Performing Arts Center in the Victoria Theater.

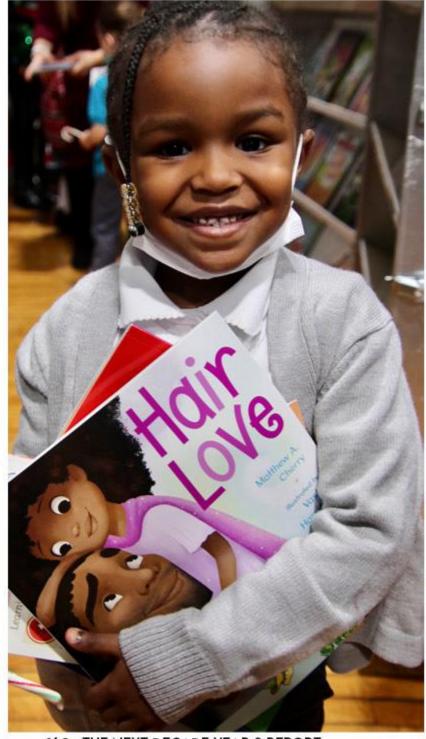






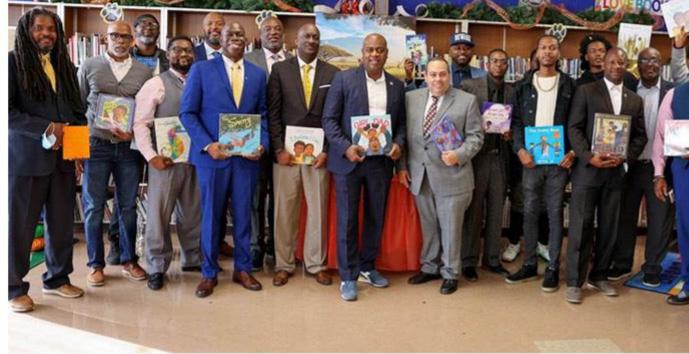
## SCHOOL & COMMUNITY PARTNERSHIPS







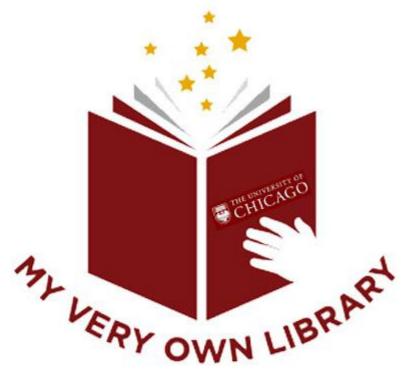




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Since 2019, with the intervention of District administration, the number of participating Newark schools in the My Very Own Library (MVOL) initiative has increased to 100%. Through this initiative, thousands of students and families have expanded their home libraries as a result of the District's efforts to foster a love of reading for elementary students.

MVOL is a District partnership with the University of Chicago and the United Way that focuses on increasing access to books and learning resources from Scholastic Publishing Company at no cost to the students or schools. As a hands-on, comprehensive program, MVOL offers students the opportunity to select their books and helps them deepen their love of reading through family literacy events, community engagement, and author visits. Every school has a MVOL Coordinator who supports this work. In 2022-2023, Parent Liaisons were brought in to strengthen parent engagement and bolster participation in school-wide literacy events. Through the Scholastic Book Fairs, schools can use Scholastic Dollars toward classroom libraries, school supplies, and classroom materials.



The Malcolm Jenkins Foundation started the Financial Literacy Program designed to engage the high school students and their families with Financial Literacy and planning for a wealthy future. This partnership is working in Newark School of Fashion and Design, Newark School of Data Science & Information Technology and Newark School of Global Studies.

This four-year commitment of up to \$40,000 will serve as the District's response to enhancing educational concepts, the activities of its students, and building families and communities economically. The goals of this partnership are aligned with the District's mission to deliver an academically rigorous and culturally responsive instructional program that prepares every student for success, builds knowledge, strengthens character, cultivates ingenuity, and fosters leadership.





# SAFE & SUPPORTIVE SCHOOLS GRANT

The Supportive Schools Newark initiative, awarded under the U.S. Department of Education Mental Health Services Demonstration Grant, trains and places school-based mental health service providers into demonstration schools. Since the grant was awarded in December 2019, students from various schools have received free mental health services provided by Fairleigh Dickinson University Psychology graduate students.

The goal of the The Supportive Schools Newark grant is to provide resources to schools and to increase their capacity to provide mental health counseling services. The funding also included the creation of Therapeutic Learning Centers which serve as a safe, calming, and nurturing environment for students and staff.

Let's go to Work!



### **PROJECT**

## (F) (E) (D)

Project F.E.E.D. (Friends Ensuring Every Dinner) is an initiative through Power Changes Lives Inc. that has partnered with the District to provide families with healthy meals. In the Fall 2021, the District started the partnership with Project F.E.E.D. In the 2021-22 school year, there were 10 participating schools, each receiving 150 prepared meals once a week from a local Newark restaurant. Phase I started in September 2021 and ended in January 2022. Restaurants within the local community connected with Project Feed to feed families on a weekly basis. There were a total of 30,000 meals distributed to families.



































Sustainable Jersey for Schools is a certification program for K-12 public schools. The program provides guidance, support, and recognition to schools that implement steps to be sustainable in their operations and are proactive in preparing students for the challenges they will face in the future.

In 2020, the District received Bronze certification for all District schools which led to the District being honored with the 2020 Sustainability Make Sense Award for being leaders in the State for Sustainability. In 2022, the District once again received the Bronze Certification. Three schools (Salome Ureña, Thirteenth Avenue, and First Avenue) received Silver Certification.

## MAYOR'S HONORS SCHOLAR PROGRAM

The Newark Mayor's Scholars Program is a scholarship program initiated with the Office of the Newark Mayor Ras J. Baraka and New Jersey Institute of Technology. The program was established in 2019 and supports students that live in Newark and meet the eligibility requirements for admission to the Albert Dorman Honors College at NJIT. In 2022, eleven students received a four-year housing scholarship covering the full cost of on-campus room expenses, in addition to their Honors merit award. Students are recognized for their academic and service accomplishments. The Newark Mayor's Scholars Program seeks to foster the future leaders of Newark and nation by providing this distinguished honor.

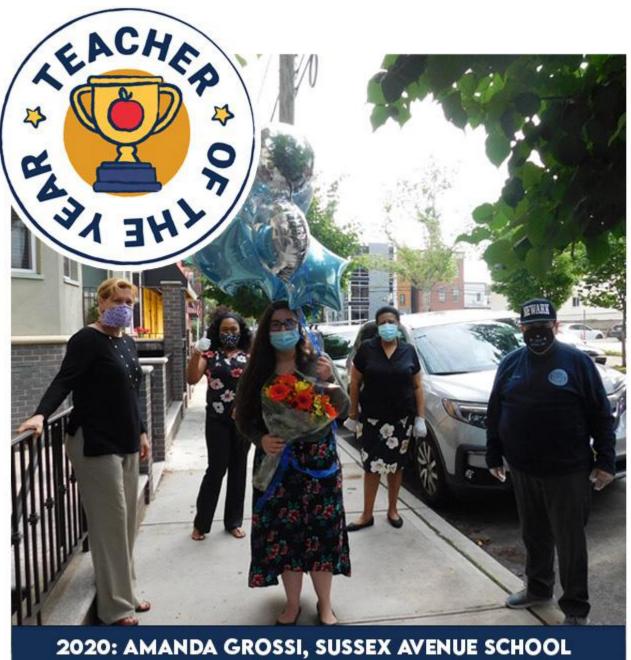














2021: DEJANEE MARTINEZ, BRUCE STREET SCHOOL



FOR THE DEAF



2022: JESSICA CRUZ TAVARES, LAFAYETTE STREET SCHOOL

## VISIT FROM THE DEPUTY SECRETARY OF EDUCATION





**U.S. Deputy Secretary of Education Cindy Marten continues** "ARPStars" Tour with a visit to NBOE Highlighting Best **Pandemic Recovery Practices** 



During the visit, Deputy Secretary of Education Cindy Marten met with students and educators at Oliver Street School for a discussion on pandemic recovery best practices. She also visited East Side High School and engaged with students who participate in the Girls Who Code program, spoke with teachers to discuss tutoring strategies, and engaged in a discussion with student leaders from the Montclair State University Red Hawks Rising dual enrollment program.

















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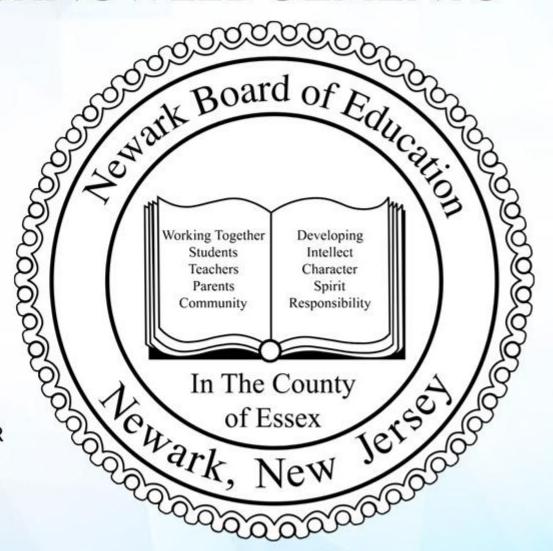




## YEAR 3 REPORT ACKNOWLEDGEMENTS

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THE NEXT DECADE: 2020-30 STRATEGIC PLAN





Newark Board of Education 765 Broad St. Newark, NJ 07102