

# **TRENTON PUBLIC SCHOOLS**

**2021-2022**

**DISTRICT GOALS**

**108 North Clinton Avenue, Trenton, New Jersey 08609**

**GOAL AREA #1: Student Achievement**

**GOAL STATEMENT: TPS will improve student achievement by developing civic-minded, ethical, and college and career ready students through culturally-relevant curriculum.**

District Goal	Stakeholders	Resources	Timelines	Indicators of Success
<p>TPS will ensure students are exposed to the foundational reading skills necessary to read and understand grade-appropriate text (strengthen foundational reading skills development) by:</p> <ul style="list-style-type: none"> <li>Expanding understanding of grade-level standards and expectations</li> <li>Expanding understanding of instructional strategies</li> <li>Expanding efficacy in using instructional resources</li> <li>Determining student ELA performance data per district-wide implemented assessments</li> <li>Establishing instructional</li> </ul>	<p><b>Administrators:</b>            Superintendent of Schools, Assistant Superintendent of Teaching &amp; Learning, Assistant Superintendent of Elementary &amp; Secondary Schools, Supervisor of ELA &amp; WL, Supervisor of Social Studies, K-6</p> <p><b>Educators:</b>            K-5 instructional &amp; non-instructional teachers, K-5 instructional &amp; on-instructional paras</p>	<p><b>Instructional Resources:</b>            Benchmark instructional resources (English &amp; Spanish), Benchmark grade-appropriate assessments, FUNDatations, LLI intervention kits, classroom libraries and texts that represent various genre and languages</p>	<p><b>September - November:</b></p> <ul style="list-style-type: none"> <li>Determine the efficacy of Benchmark assessment and lesson implementation in classrooms</li> <li>Determine the consistency in use of FUNDatations instruction in classrooms</li> <li>Determine the efficacy of LLI intervention services in LL programs</li> <li>Determine educators’ current understanding of grade-level based ELA standards</li> <li>Audit classroom and school-level libraries to ensure representation of a variety of genre and languages</li> <li>Identify specific areas of priority needs of support: Benchmark assessment, Benchmark instruction, FUNDatations, LLI intervention, and libraries</li> </ul> <p><b>November - December:</b></p> <ul style="list-style-type: none"> <li>Create a plan to address the specific areas of priority needs of support and determine PD-specific and/or resource-specific plan of action</li> <li>Identify key presenters and resources to be secured(example topics: unpacking the standards, understanding data to inform instruction, instructional strategies to support struggling learners, intervention strategies to support struggling learners, engaging parent community, etc.)</li> <li>Propose the plan of action for approval</li> <li>Communicate the plan of action with stakeholders</li> <li>Schedule/arrange the support</li> </ul> <p><b>January - March:</b></p> <ul style="list-style-type: none"> <li>Begin support in small groups, based on</li> </ul>	<p><b>Instructional Knowledge: Informal and formal conversations about instruction with educators &amp; mid-point and final meeting to gauge K-5 teachers’ understanding and efficacy in:</b></p> <ul style="list-style-type: none"> <li>Grade-level expectations and standards.</li> <li>How to differentiate instruction based on student ability and readiness by using formative assessments and collecting anecdotal notes</li> <li>Identify specific instructional strategies to support struggling learners (Learning Loss Teachers)</li> <li>Intentional planning based on data</li> </ul> <p><b>Instructional Practice:</b></p> <ul style="list-style-type: none"> <li>Differentiated instruction based on student learning progress data</li> <li>Regular/consistent formative assessment &amp; anecdotal notes to inform instruction</li> <li>Adult-student engagement - student-centered instruction, questioning, and activities</li> <li>Direct and explicit instruction (I do)</li> <li>Intervention strategies to meet the specific needs of struggling learners</li> <li>Implementation of assessment to gauge student learning progress</li> <li>PLC discussions based on student learning progress and data to drive and inform instruction among peers</li> </ul> <p><b>Student performance:</b>            General Classroom:</p> <ul style="list-style-type: none"> <li>75% of students (inclusive of</li> </ul>

<p>goal per grade level/school &amp; communicating them with stakeholders</p>			<p>the identified need</p> <ul style="list-style-type: none"> <li>• Conduct regular classroom visitations and observations to ensure efficacy of the aforementioned programs</li> </ul> <p><b>February - March:</b></p> <ul style="list-style-type: none"> <li>• Review student learning progress by reviewing end of the year assessment data</li> <li>• Identify areas still in need of support</li> <li>• Share findings with stakeholders</li> <li>• Conduct a mid-point evaluation by meeting with key stakeholders to determine the areas of strengths and areas of need for each subgroup</li> <li>• Convene a mid-point meeting with educators and collect feedback, questions, and concerns</li> <li>• Administrators conduct co-observations and co-walk throughs to calibrate the current status of implementation</li> <li>• Make the necessary modifications to the initial plan of action</li> </ul> <p><b>March - May:</b></p> <ul style="list-style-type: none"> <li>• Continue to visit classrooms &amp; conduct observations to ensure efficacy of implementation &amp; understanding of standard driven, rigorous and relevant ELA instruction</li> <li>• Administrators meet every 2-3 weeks to share their findings and create action plans to assist with the progress of action plan</li> <li>• Administrators conduct co-observations and co-walk throughs to calibrate the current status of implementation</li> </ul> <p><b>May - June:</b></p> <ul style="list-style-type: none"> <li>• Review student learning progress by reviewing end of the year assessment data</li> <li>• Review student learning progress by reviewing end of the year assessment data</li> <li>• Identify areas still in need of support</li> <li>• Share findings with stakeholders</li> <li>• Evaluate the year-long progress by meeting with key stakeholders to determine the areas of strengths and areas of need for each subgroup for the 22-23SY</li> <li>• Convene a final meeting with educators and collect feedback, questions, and concerns to help plan for 22-23SY</li> </ul>	<p>Learning Loss students) will show progress in the formative assessments that are given by their classroom teachers during the ELA and Social Studies blocks throughout the year.</p> <p><b>Learning Loss Program:</b></p> <ul style="list-style-type: none"> <li>• 75% of students (in tiers 2 &amp; 3) will show progress in the formative assessments that are given by their Learning Loss teachers in ELA throughout the year.</li> </ul>
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<p>Multi-year goal: TPS will audit the current curriculum, instruction, assessment documents, resources, and programming and ensure they are meeting the needs of different learners (ELLs, SPED, LL) and include the newly adopted standard expectations for selected content areas.</p> <ul style="list-style-type: none"> <li>● Audit all adopted programming and resources (physical &amp; virtual) and determine the following: <ul style="list-style-type: none"> <li>○ Frequency of use</li> <li>○ Relevancy of program to curriculum &amp; grade-level standards</li> <li>○ Efficacy of programming</li> </ul> </li> <li>● Audit existing curricula in all subject area (grade level?) and ensure they are QSAC compliant &amp; meets the new mandated standards</li> </ul>	<ul style="list-style-type: none"> <li>● Assistant Superintendent of Teaching &amp; Learning</li> <li>● Director of Special Education</li> <li>● Curriculum Supervisors</li> <li>● Building administrators</li> <li>● Business administrator</li> <li>● Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>● Google applications</li> <li>● Instructional resources for all content areas (physical and technological)</li> </ul>	<p><u>2021-2022 SY (focus on the 2020 DOE revised curriculum)</u></p> <p><b>September - December:</b></p> <ul style="list-style-type: none"> <li>● Audit Phys.Ed/Health, World Language, Social Studies, Science, Computer Science &amp; Design Thinking, Career Readiness, Life Literacies, and Key Skills curriculum: <ul style="list-style-type: none"> <li>● Confirm compliance per QSAC</li> <li>● Confirm compliance per NJDOE revised standards</li> <li>● Confirm inclusion of instructional &amp; technological resources</li> <li>● Confirm relevant and rigorous scope &amp; pacing</li> <li>● Confirm accommodations &amp; use of the accommodations for each subgroup</li> <li>● Conduct informal &amp; formal observations of instructional practice</li> <li>● Determine professional development plan to assist and support teacher knowledge and implementation of curricular resources, strategies, and programming</li> <li>● Determine specific areas of need for additional support (PD, purchasing, instructional feedback, etc.)</li> <li>● Begin developing a plan for professional support &amp; identify budgetary needs to support the actions</li> </ul> </li> </ul> <p><b>January - February:</b></p> <ul style="list-style-type: none"> <li>● Develop a plan to address specific areas of need in 3 categories: <ul style="list-style-type: none"> <li>➢ Instructional documentation (curricula)</li> <li>➢ Instructional practice (how are the curricula being interpreted and implemented?)</li> <li>➢ Instructional support (professional development)</li> </ul> </li> <li>● Finalize the budget to support the identified areas of need</li> </ul> <p><b>March - June:</b></p> <ul style="list-style-type: none"> <li>● Secure necessary support with vendors for the 22-23SY</li> <li>● Communicate the plan with building administrators &amp; elicit feedback</li> <li>● Communicate the plan to teachers and staff</li> </ul>	<ul style="list-style-type: none"> <li>● QSAC</li> <li>● Evidence of BOE approval dates on all curricula</li> <li>● Evidence of accommodations for indicated subgroups</li> <li>● Evidence of teachers' understanding of curriculum standards &amp; implementation of the standards: <ul style="list-style-type: none"> <li>➢ By the end of 2022-2023 SY: all K-5 teachers will have an understanding of: <ul style="list-style-type: none"> <li>■ Grade-level content standards</li> <li>■ Feel efficacious in implementing instructional content</li> <li>■ Can identify and use accommodations for each subgroup in their classroom</li> </ul> </li> </ul> </li> <li>● By the end of 2023-2024 SY: all 6-12 teachers will have an understanding of: <ul style="list-style-type: none"> <li>➢ Grade-level/ content standards</li> <li>➢ Feel efficacious in implementing instructional content</li> <li>➢ Can identify and use accommodations for each subgroup in their classroom</li> </ul> </li> </ul>
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<p>TPS will identify the need for and determine the pilot program of a progress monitoring system that houses student performance data as well as provide the ability for educators to analyze data and inform their instruction.</p>	<ul style="list-style-type: none"> <li>• Assistant Superintendent of Teaching &amp; Learning</li> <li>• Director of Special Education</li> <li>• Building administrators</li> <li>• School staff</li> </ul>	<ul style="list-style-type: none"> <li>• Google application</li> <li>• Student performance data</li> <li>• Access to the designated universal tools</li> <li>• Performance Matters tool</li> </ul>	<p><b>September - December:</b></p> <ul style="list-style-type: none"> <li>• Audit current progress monitoring tool and identify: <ul style="list-style-type: none"> <li>○ Current usage rate by teachers to inform instruction</li> <li>○ Current status of K-12 student performance in the areas of ELA and Math</li> <li>○ Current status of PLC conversions that are driven by student performance data and output of information from the current progress monitoring tool</li> <li>○ Determine the specific areas of needs that are not currently addressed by the adopted progress monitoring tool</li> <li>○ Establish goal/s for the 21-22SY</li> <li>○ Establish a plan of action to pilot a new progress monitoring tool to drive instruction and conversations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• BOE approved document of universal screener</li> <li>• Student performance data from the designated universal screeners</li> <li>• Professional Development series to support the specifics areas of: <ul style="list-style-type: none"> <li>○ Student performance data warehouse</li> <li>○ Teachers' understanding of how to analyze data</li> <li>○ Teachers' lesson plans that are informed by student performance data</li> </ul> </li> <li>• PLC discussions centered on student performance data (formative &amp; summative)</li> <li>• School meetings centered on student performance data</li> <li>• Formal and informal evaluation feedback centered on student performance data</li> <li>• Departmental goals centered on student performance, based on data</li> <li>• School goals centered on student performance, based on data</li> </ul>

			<ul style="list-style-type: none"><li>● <b>December - June:</b><ul style="list-style-type: none"><li>○ Convene a meeting with stakeholders and:<ul style="list-style-type: none"><li>■ Communicate the plan of action with necessary stakeholders</li><li>■ Elicit feedback on plan</li></ul></li><li>○ Construct a phase 1, 2, 3 plan of implementation, training, and accountability</li><li>○ Identify budgetary needs and confirm availability of budget</li><li>○ Identify necessary resources to support full adoption of the new progress monitoring tool</li><li>○ Identify different levels of involvement: curriculum supervisors, directors, building-level administrators, teachers and staff</li><li>○ Identify priority areas of need &amp; potential platforms to assist with the specific areas of need</li><li>○ Prepare a presentation to be shared in each building, grade-level/content areas, administrative meetings, as well as districtwide meetings</li></ul></li></ul>	
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**GOAL AREA #2: Parent/Community/Partnership Engagement**

**GOAL STATEMENT: To increase community partnerships, parent engagement and access to resources/services/systems to further support student achievement and improve schools’ culture and climate.**

District Goals	Staff	Resources	Timelines	Indicators of Success
<p>Strengthening and enhancing the home-school connection:</p> <ul style="list-style-type: none"> <li>● establishing PTOs at all schools</li> <li>● emphasizing the full utilization of school/district websites</li> <li>● supporting parents to use ParentPortal to better monitor student progress, engage with instruction, grades and encourage communication with teachers.</li> <li>● Make Channel 19 operational with programming and public notices</li> </ul>	<p>Local Administrators, Parent Liaisons, Technology Department, Communications Officer</p>	<ul style="list-style-type: none"> <li>● Parents Anonymous Inc.,</li> <li>● Learning Alliances,</li> <li>● PowerSchool,</li> <li>● PTO.org,</li> <li>● School Support staff,</li> <li>● Student Chromebooks in every home,</li> <li>● Recommendations of FCC audit</li> </ul>	<p>PTO will be in place by January Parent Portal- Quarterly Website- ongoing Channel 19- November</p>	<p>Parent Sign Up Sheets, monthly activities PowerSchool report Channel 19 Station becomes operable PTO are fully functioning</p>
<p>Strengthen communication between members of the Board of Education and the Office of the Superintendent, specifically regarding events occurring in the district:</p> <ul style="list-style-type: none"> <li>● Interpretive services availability during board meetings</li> <li>● Host quarterly Town Hall meetings to engage the community in discussions on school improvement and current district initiatives</li> <li>● School Redistricting Community Meetings</li> <li>● ESSER Community Forum</li> </ul>	<p>Superintendent's Office, Local Administrators, Parent Liaisons, Union Leadership Members Grants Manager</p>	<ul style="list-style-type: none"> <li>● Community Stakeholders,</li> <li>● demographers report,</li> <li>● WIMG AM 1300 radio station,</li> <li>● Flyers,</li> <li>● Social Media,</li> <li>● Robocalls,</li> <li>● Latino Spirit-Viva la Vos</li> </ul>	<p><b>October - June:</b> Interpretive Services <b>October-November:</b> Town Halls-Redistricting Esser Community Forum- Oct 14th Weekly TVRadio Broadcast</p>	<p>Parent Sign Up Sheets for town halls Esser Board Approval Redistricting board approval Contracted interpreters- Spanish to English &amp; English to Spanish</p>

<p>Develop, post, and advertise a series of webinars designed to provide parents with helpful information on topics like ACES, financial management, and parenting tips concerning learning</p> <ul style="list-style-type: none"> <li>● Parent Connect Educational Series: <ul style="list-style-type: none"> <li>○ Parent as Leaders Trainings</li> <li>○ Business &amp; Financial Literacy Program</li> <li>○ Health, self care</li> </ul> </li> </ul>	<p>Parent Coordinator, Program Manager- Community &amp; Family Outreach</p>	<ul style="list-style-type: none"> <li>● District Website,</li> <li>● flyer,</li> <li>● social media, and robo calls,</li> <li>● Project Chat-Temple University,</li> <li>● DREAMS-NJDOE,</li> <li>● Parents Anonymous,</li> <li>● African American Culture Collaborative, NAACP, ORT</li> </ul>	<p>Monthly</p>	<p>Parent Sign Up Parent Evaluation Forms for workshops</p>
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**GOAL AREA #3: Developing the Whole Child**

**GOAL STATEMENT: Every Child in every School should be healthy, safe, engaged, supported and challenged.**

District Goals	Staff	Resources	Timelines	Indicators of Success
<p>Explore the Implementation of a Trauma Informed Care approach to and Professional Development for all certified instructional staff, and support staff.</p> <p>Explore the phenomenon of unconscious bias, and racism and the impact the aforementioned may have on the teaching and learning process</p>	<ul style="list-style-type: none"> <li>● Assistant Superintendent-Elementary</li> <li>● Supervisor of Guidance</li> <li>● Principals</li> <li>● Vice Principals</li> </ul>	<ul style="list-style-type: none"> <li>● Print and electronic resources</li> <li>● Consult with other NJ school district officials implementing this initiative</li> </ul>	<p><b>July - August</b></p> <ul style="list-style-type: none"> <li>● Research a proven organization to provide professional development in the area of Trauma Informed Care</li> </ul> <p><b>September - February</b></p> <ul style="list-style-type: none"> <li>● Research a proven organization to provide professional development in the area of unconscious bias and racism and their respective impact on the teaching and learning process</li> </ul> <p><b>February - March</b></p> <ul style="list-style-type: none"> <li>● Identify professional development opportunities to expand understanding on Implicit Bias and Impact on teaching &amp; Learning to attend during the 21-22 SY.</li> </ul>	<p><b>By August 2021:</b></p> <ul style="list-style-type: none"> <li>● Write an RFP to secure a vendor to provide K-12 support in the area of Trauma Informed Care</li> <li>● Identify and create a space/schedule for professional development to occur in this area.</li> </ul>

			<p><b>April - June</b></p> <ul style="list-style-type: none"> <li>Register and attend a session for professional develop and to turnkey to admin during summer retreat</li> </ul>	
<p>Professional development that empowers all staff to identify and assess the impact that Adverse Childhood Experiences (ACES)</p> <p>Each school will be introduced to the impact of ACEs and Trauma on student behaviors, brain development and the correlation to academic outcomes.</p>	<ul style="list-style-type: none"> <li>Assistant Superintendent-Elementary</li> <li>Building administrators</li> <li>Supervisors</li> <li>Teachers</li> <li>Counselors</li> <li>Support Staff</li> </ul>	<p>Gina Hernadez of Prevent Child Abuse &amp; The Child Wellness Institute</p> <p>Mary Reece of NJPSA/FEA (Addressing ACEs and Trauma through a Healing Centered Engagement Model (HCE Project))</p>	<p><b>August - September</b></p> <ul style="list-style-type: none"> <li>All administrative, instructional and support staff to receive introduction into trauma, ACEs and their respective impact on a child's ability to learn.</li> </ul> <p><b>September</b></p> <ul style="list-style-type: none"> <li>Assistant Superintendent and Supervisors create a turnkey presentation to provide to principles. (Inclusive of presenter notes)</li> <li>All teachers to receive an overview to Trauma Informed Care by building administration.</li> </ul> <p><b>September - December</b></p> <ul style="list-style-type: none"> <li>All school faculty and staff (K-12) to</li> </ul>	<p><b>By June 2022:</b></p> <ul style="list-style-type: none"> <li>Increased understanding of how trauma and ACEs impact a child's learning readiness (pre/post survey data analysis)</li> <li>Improved teacher : student relations</li> <li>Teacher will be better equipped to address the behavioral needs of their students</li> <li>Decrease in exclusionary practices as a form of corrective action when compared to pre pandemic rates *</li> </ul> <p>* impact of pandemic may skew data results as students trauma may be exacerbated</p> <ul style="list-style-type: none"> <li>Application for selected TPS to be accepted into NJPSA/FEA HCE Project based on meeting qualifying criteria</li> </ul>

			<p>receive Trauma 101 Professional Development provided by Prevent Child Abuse &amp; The Child Wellness Institute</p> <p><b>October - November</b></p> <ul style="list-style-type: none"> <li>Explore the partnership with NJPSA/FEA for potential enrollment in the next cohort of schools to implement the HCE Project (application deadline 10/22/21)</li> </ul>	
Developmentally appropriate school schedules	<ul style="list-style-type: none"> <li>Assistant Superintendents (Elementary, Secondary &amp; Teaching &amp; Learning)</li> <li>Building administrators</li> <li>Supervisors (K-12 ELA, Math, ESL/Bilingual)</li> <li>Special Assistant of Enrollment, Reporting, Scheduling &amp; Guidance</li> <li>Teachers</li> </ul>	<ul style="list-style-type: none"> <li>Assistant Superintendents (Elementary, Secondary &amp; Teaching &amp; Learning)</li> <li>Building administrators</li> <li>Supervisors (K-12 ELA, Math, ESL/Bilingual)</li> <li>Special Assistant of Enrollment, Reporting, Scheduling &amp; Guidance</li> <li>Teachers</li> </ul>	<p><b>July - September</b></p> <ul style="list-style-type: none"> <li>Actively &amp; Aggressively monitor enrollment numbers to ensure all students are provided with an developmentally appropriate scheduled which provides equitable learning opportunities and alignment with state and district requirements</li> </ul> <p><b>September - October</b></p> <ul style="list-style-type: none"> <li>Students enrolled in special programs needs (ELL &amp; Sped)</li> </ul>	<p><b>By October 2021:</b></p> <ul style="list-style-type: none"> <li>All schools will implement developmentally appropriate student schedules, designed to fulfill all state and district requirements</li> <li>All support teachers will have schedules aligned to the needs of their specific student population.</li> </ul>

			<p><b>September - November</b></p> <ul style="list-style-type: none"> <li>Balancing of classroom to maximize opportunities for student engagement</li> </ul>	
Development of a revised Student Code of Conduct	<ul style="list-style-type: none"> <li>Assistant Superintendents (Elementary, Secondary, School Support)</li> <li>Managers of School Support</li> <li>TEA Leadership</li> <li>Principals</li> <li>Vice Principals</li> <li>Guidance Counselors</li> <li>Behavior Specialists</li> </ul>	<ul style="list-style-type: none"> <li>Explore Zones of Regulation professional development for staff</li> </ul>	<p><b>July - August</b></p> <ul style="list-style-type: none"> <li>Committee of various stakeholders created to research and draft a revised Student Code of Conduct</li> </ul> <p><b>Sept - October</b></p> <ul style="list-style-type: none"> <li>Provide a draft of a revised Code of Conduct to Assistant Superintendents for feedback</li> <li>Submit draft to TBOE Committee</li> </ul> <p><b>November - December</b></p> <ul style="list-style-type: none"> <li>Approval by TBOE for implementation</li> </ul> <p><b>January - February</b></p> <ul style="list-style-type: none"> <li>Principals meeting to discuss and review new code of conduct</li> <li>Turnkey session for building faculty and staff, provided by building admin.</li> </ul>	<ul style="list-style-type: none"> <li>Board approved Revised Student Code of Conduct to be implemented K-12</li> </ul>

			<p><b>February - June</b></p> <ul style="list-style-type: none"><li>● Implementation of new Student Code of Conduct</li></ul> <p><b>March - June</b></p> <ul style="list-style-type: none"><li>● Implementation of new Student Code of Conduct</li></ul>	
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**GOAL AREA #4: Staff Development and Well-Being**

**GOAL STATEMENT: The District’s professional development and well-being plan engages all employees to positively impact the achievement of every student.**

District Goals	Staff	Resources	Timelines	Indicators of Success
<p>To explore the concept and provide professional development to staff on the theory of Restorative Practices.</p> <p>Implement Restorative Practices to ensure students are held accountable but learn from their mistakes, take responsibility for their actions and reconnect with others involved or the broader (school) community by providing resources to support teachers and administrators.</p>	<p>Assistant Superintendents</p> <p>Executive Director of HR</p> <p>Principals</p> <p>Teachers</p> <p>Counselors</p> <p>Support Staff</p>	<p>International Institute for Restorative Practices</p> <p>Assistant Superintendents</p> <p>Principals</p>	<p><b>October 2021</b> Meet with the International Institute for Restorative Practices (IIRP). Discuss possible implementation and rollout for TPS.</p> <p><b>October/November 2021</b> Write proposal, develop budget and identify funding sources for RP professional development and implementation</p> <p><b>November 2021 - January 2022</b> Submit proposal to board accepting Restorative Practices as a district-wide initiative.</p> <p><b>November 2021 - January 2022</b> Identify names of district staff members to attend the “train the trainer” professional development.</p> <p><b>January - February 2022</b> Work with IIRP to develop professional development implementation schedule</p>	<ul style="list-style-type: none"> <li>● Evidence of BOE approval of Restorative Practices Proposal</li> <li>● Evidence of exposure to training on Restorative Practices to teachers, administrators, school counselors and support staff</li> <li>● Evidence of teachers’ understanding of Restorative Practices &amp; implementation of the practices:               <ul style="list-style-type: none"> <li>➤ By the end of 2022-2023 SY: all secondary teachers will have an understanding of:                   <ul style="list-style-type: none"> <li>■ Restorative Practices</li> <li>■ Feel confident in implementing classroom Restorative Practices strategies</li> <li>■ Be familiar with terminology used in Restorative Practices</li> </ul> </li> </ul> </li> </ul>

			<p><b>February - March 2022</b> Provide all TPS administrators with “Putting Theory into Practice for School Staff and Administrators” professional development.</p> <p><b>March - June 2022</b> Provide Restorative Practices Training to all Trenton Public School staff.</p>	
Develop a Leadership Academy, based on the Professional Standards for Educational Leaders, that will provide support, training and exposure to aspiring administrators.	<p>Superintendent</p> <p>Assistant Superintendents</p> <p>Human Resources</p>	<p>NJPSA</p> <p>Professional Standards for Educational Leaders</p>	<p><b>November 2021 - January 2022</b> Develop monthly professional development topics for aspiring administrators.</p> <p><b>November 2021 - January 2022</b> Identify and reach out to possible presenters/facilitators of monthly sessions.</p> <p><b>December 2021 - January 2022</b> Identify the first cohort of aspiring administrators. Invite them to a professional development series.</p> <p><b>February - June 2022</b> Facilitate monthly professional development sessions.</p>	<p><b>By June 2022:</b></p> <ul style="list-style-type: none"> <li>• The Leadership Academy structure and program design has been developed.</li> <li>• The first cohort of the Leadership Academy would have completed at least 3 monthly professional development sessions.</li> </ul>
Establish an annual PD planning process that develops a district professional development plan that is aligned to district goals and the strategic plan goals.	<p>Superintendent</p> <p>Assistant Superintendents</p> <p>Curriculum Supervisors</p>	<p>District Goals 2022-2023</p> <p>Strategic Plan</p>	<p><b>Action Steps:</b></p> <p><b>November 2021 - June 2022</b></p> <ul style="list-style-type: none"> <li>• Create and conduct a needs assessment to determine instructional and SEL priorities</li> </ul>	<ul style="list-style-type: none"> <li>• The district’s 2022-2023 professional development plan is aligned and supports the district goals and strategic plan.</li> </ul>

	<p>Principals</p> <p>ScIP Teams</p> <p>Professional Development Committee</p>	<p>Results from school and teacher surveys</p> <p>School Based Professional Development Plan 2022-2023</p>	<ul style="list-style-type: none"> <li>● Analyze student achievement data and teacher observation data to determine instructional priorities</li> <li>● Analyze other student data (e.g., attendance, suspensions, HIB) to determine SEL priorities</li> <li>● Incorporate teacher input in supervisors' development of district PD plan</li> <li>● Ensure district PD and school PD planning overlap in the planning stage for alignment and resource-pooling purposes</li> <li>● Ensure supervisors have access to school PDP plans and school staff are aware of district PD plans</li> <li>● Align PD plan goals to strategic plan goals</li> <li>● Ensure all PD plan goals have a measurement for student achievement and teacher practice</li> </ul> <p>Provide professional development on how to construct and facilitate professional development sessions</p>	<ul style="list-style-type: none"> <li>● The district professional development plan provides vertical and horizontal articulation</li> </ul>
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<p>School staff will receive professional development on the importance of a school - home connection as a method to increase student attendance and engagement.</p>	<p>Assistant Superintendents</p> <p>Supervisors</p> <p>Principals</p> <p>School Staff</p>	<p>Attendance Works</p>		<p>School staff will understand their role as the Tier 1 step in contacting families regarding student attendance.</p>
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**GOAL AREA #5: Facilities/Infrastructure**

**GOAL STATEMENT: Create a safe and secure learning environment equipped to deliver 21st century programs to ensure students are prepared to succeed in their choice of college and/or career.**

District Goals	Staff	Resources	Timelines	Indicators of Success
Ensure all classroom windows are operable and or repaired.	Facilities Administrator, Facilities Managers, Head Custodians & Mechanic & Laborers	Contractors, Architect & Engineer, In-house maintenance & custodial staff	<b>July 2021 - June 2022</b>	All windows are operable.
Installation of air conditioning in 80% of all instructional classroom spaces.	Facilities Administrator, Facilities Managers, Head Custodians & Mechanic & Laborers	Contractors, Architect & Engineer, In-house maintenance & custodial staff, City Code & State officials	<b>July 2021 - June 2022</b>	80% of all instructional classroom spaces have air conditioning.
Project at 9th Grade Academy	School Business Administrator, Facilities Administrator, Facilities Managers, Head Custodians, Mechanic & Laborers	Project Manager, Contractor, Architect & Engineer, In-house maintenance & custodial staff, City & State Code Officials	<b>January 2021 - November 2021</b>	District has a Certificate of Occupancy and students are occupying the space.
Project at TCHS Main	School Business Administrator, Facilities Administrator, Facilities Managers, Head Custodians	Project Manager, Contractor, Architect & Engineer, In-house maintenance & custodial staff,	<b>January 2021 - November 2021</b>	District has a Certificate of Occupancy and students are occupying the space.

	Mechanic & Laborers	City & State Code Officials		
Improvement in the maintenance and grooming of school grounds.	Facilities Administrator, Facilities Managers, Head Custodians & Mechanic & Laborers Grounds Keepers	Community Partners, Head Custodians & Grounds Keepers	<p><b>Action Steps:</b></p> <p><b>Phase I</b> <b>October 2021 - June 2022</b> Every school is manicured on a weekly basis</p> <p><b>Phase II</b> <b>Landscaping</b> <b>October 2021 - June 2022</b> Weeding, hedge trimming and tree pruning will be done as needed.</p>	Manicured landscaping throughout the District.
Establishing a timeline for the completion of TCHS Football field project with lighting.	Facilities Administrator Facilities Managers Athletic Director School Business Administrator	Project Manager Contractor, Architect, Engineer City & State Code Officials City Council Members City BA Purchasing Agent District Scorers Athletic Director Planning Board Grounds Keepers	<p><b>Action Steps:</b></p> <p><b>October 2021</b> Design was completed for football field Athletic Director approved design Submitted design to Planning Board for approval</p> <p><b>December 2021</b> Planning Board approvals completed</p> <p><b>January 2022</b> Public Bidding <b>February 2022</b> Board approval of successful vendor</p>	Students are able to utilize the new field.

			<p><b>March 2022</b> Issuance of purchasing order to contractor to begin project</p> <p>Completed anticipated date: <b>August 2022</b></p>	
<p>Thorough review of the five year facilities plan, inclusive of establishing timelines that will allow for the completion of needed projects during the summer and other times when buildings are not occupied by students.</p>	<p>School Business Administrator Facilities Administrator, Facilities Managers, Head Custodians Mechanic &amp; Laborers Special Assistant/Enrollment</p>	<p>Educational Goals &amp; Priorities Reconfiguration Plan Facility Utilization Enrollment Reports Technology Plan Baseline level of cameras and physical security infrastructure School Development Authority SchoolDude System Work Order Forms Facilities Checklist M1 M2 Reports Facilities Audits Architect</p>	<p><b>Action Steps:</b> <b>November 2021</b> Review data Evaluate Plan</p> <p><b>December 2021</b> Submission of data to Office of School Facilities</p> <p><b>March 2022</b> Anticipated NJDOE final determination letter of approval</p>	<p>The review has been completed and developed inclusive of all projected school projects for the upcoming school year.</p>

**GOAL AREA #6: Financial Management**

**GOAL STATEMENT: Create a safe and secure learning environment equipped to deliver 21st century programs to ensure students are prepared to succeed in their choice of college and/or career.**

District Goals	Staff	Resources	Timelines	Indicators of Success
<p>Ensure the budget is aligned with the instructional priorities as well as support school needs, student specific needs, and adequately supports the district's mission, vision, and goals.</p>	<p>School Business Administrator, Assistant Business Administrator, Accounting Staff,</p>	<p>Strategic Plan, Academic Plan, Instructional Resources, Budget Guidance, Administrative CAP Limit guidance, Expenditure Data from prior three years, Prior year budget data, Superintendent Leadership Department Heads Principals School Leadership Teams</p>	<p><b>Action Steps:</b>  <b>November 2021</b>                      Budget Calendar                      Conversations on Non-negotiables                      Leadership Budget Guidance   <b>January 2022</b>                      Principal Budget Guidance   <b>February 2022</b>                      Present Tentative budget to Board Operations Committee                      Request for Proposals/Bids 2022-23   <b>March 2022</b>                      Budget Submission</p>	<p>Budget approved by County Superintendent, County Business Administrator &amp; Board.</p>
<p>The district will receive the Certificate of Excellence in Financial Reporting issued by the Association of Business</p>	<p>School Business Administrator, Asst. Business Administrator, Accounting Staff</p>	<p>Board Secretary &amp; Treasurer reports                      Financial Statements                      School demographic data</p>	<p><b>Action Steps:</b>  <b>August 2021 - October 2021</b>                      Sample Testing                      Accounting                      Accounts Payable</p>	<p>Award is granted to the School District.</p>

<p>Officials International for the 2021 CAFR.</p>		<p>Management Reports Comprehensive Annual Financial Report GASB Regulations</p>	<p>Purchasing Bids Request for Proposals Financial Statements ASSA Bilingual Programing Special Programing Human Resources</p> <p><b>November 2021</b> Finalizing Reports</p> <p><b>December 2021</b> Public presentation of FY 21 Budget to Board Members</p>	
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