

Strategic Plan

2023–2028

Prepared for

**Flemington Raritan
Public School District**

Flemington, New Jersey

Facilitated by NJSBA Field Service Department

**Gwen H. Thornton,
Field Service Representative**

November 4 and 5, 2022



New Jersey School Boards Association
Serving Local Boards of Education Since 1914

Strategic Plan

2023–2028

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Strategic Planning Process

Executive Summary

A. Educating the Board to make an informed decision.

During the fall of 2020, the board president and Superintendent on behalf of the board reached out to New Jersey School Boards Association to renew their Strategic Plan that was expiring. Due to the pandemic, the process was postponed until the fall of 2022 when participants were able to join together in person to engage in the strategic planning process.

B. State of the Schools and State of the Community Information Committees

The State of the Schools and the State of the Community reports were developed by the administrative team of the school district in collaboration with the Deputy Mayor of Raritan.

The State of the Schools and the State of the Community reports are included in the Strategic Planning Notebook.

C. Planning Council Conference

On November 4 and November 5, 2022, Gwen Thornton facilitated the Planning Council Conference. Outcomes of the conference included:

1. the vision of the future
2. the system of beliefs
3. the district mission statement
4. strengths and challenges
5. goals areas for focus
6. suggested strategies in each of the goal areas

All outcomes are included in the Strategic Planning Notebook.

D. Developing the Action Plans

The administrative team will develop overarching goals for each of the goal areas as well as action plans for implementation.

Outcomes are included in the Strategic Planning Notebook.

E. Presentation of Strategic Plan to the Board of Education

NJSBA Field Representative, Gwen Thornton will work with the administrative team to shape the presentation of the plan to the full Board of education.



BELIEFS

We believe our children learn best when:

- They feel safe in a connected learning community
- They are engaged, supported, and heard
- They feel a sense of accomplishment and take pride in themselves

We believe the role of the parent is:

- To provide a supportive and nurturing environment where their basic needs are met
- To be engaged in their children's learning and share accountability for their children's success.
- To teach respect and empathy for others

We believe the role of the community is:

- To financially support the needs of the schools
- To model good citizenship for our youth
- To support and embrace our school community actively and respectfully

We believe the role of staff is:

- To build a relationship with students and families by knowing and valuing the unique gifts and talents each child brings to learning.
- To design instruction that targets the specific learning needs of each child

- To communicate and build a partnership with families in **support** of a student's academic and social emotional well-being.

We believe excellence in education includes:

- Structure and stability
- A sense of community including family/parent involvement
- An understanding of what motivates and engages each individual student

We believe students upon graduation:

- Will evolve into lifelong learners
- Possess the competency to engage in high school
- Have a toolbox of strategies to cope with the uncertainty of life



EXISTING MISSION STATEMENT

The Flemington-Raritan Regional School District values children

Together, **WE:**

- **Foster** social, emotional, and academic growth in a safe and nurturing environment.
- **Respect** values and traditions within our families and schools.
- **Strive** to respond to the needs of our diverse and changing community.
- **Develop** the curiosity and creativity of critical thinkers to become collaborative problem solvers who meet the challenges of a globally competitive society.

**Every Student - Every Day - Every
Opportunity**



NEW MISSION STATEMENT

As a Community of One, WE:

Foster social, emotional and academic growth within a connected learning community

Respect, honor, and embrace diverse family and community values by building collaborative partnerships

Strengthen opportunities that nurture creative and critical thinkers

Develop and inspire personal excellence.

**Every Student - Every Day - Every
Opportunity**



GOAL AREA # 1

Academic Excellence for All,

Student Learning

Goal 1: The District will provide a comprehensive and rigorous educational experience that connects and expands students' knowledge while engaging and empowering all Learners to synthesize and apply their skills and understandings in meaningful ways.

Objective 1: Communicate a clear definition of rigorous educational experiences, including the phrase “highly cognitively engaged” to promote a common understanding.

Objective 2: Research and evaluate rigorous learning practices that meet the needs of all learners.

Objective 3: Implement authentic student-centered experiences that activate rigorous learning.

Objective 4: Provide the professional learning necessary to support this strategic goal.

Suggested objectives and strategies from all working groups.

1. Equitable access to learning
2. UDL- universal design for learning
3. Parent Academy
4. Increase programming for bilingual education.
5. Re-evaluate how we support multi-lingual learners and families.
6. Strengthening ESL instruction to align with student learning needs.
7. Address learning loss
8. Leverage technology to accelerate learning.
9. Ensure we serve gifted and talented and “middle” students' needs.
10. Allow time to focus on specific student interests.
11. Presentation skills
12. Increase student accountability.
13. Meet the needs of individual students.
14. Honor individual students' talents



GOAL AREA # 2

Social Emotional Health including

Mental Health Supports

GOAL 2: Develop a continuation of a multi-tiered system of support within the district to target the social, emotional, and mental health needs of students.

Objective 1: Utilize school and district data such as climate surveys to inform whole school and program-wide approaches to address the way children receive and engage with their environment, peers, and instructional materials.

Objective 2: Establish a district-level multi-tiered system of support team inclusive of members with various expertise including counselors, child study team members, nurses, and administration to develop a universal screener and tiers of intervention.

Objective 3: Employ community support to establish an asset-based community resource to provide parent programs and portals of support.

Objective 4: Plan professional development on signs and awareness that encourages prevention and intervention practices to address the mental health of children.

Objective 5: Identify a systemic approach for instructional practices in the classroom setting for teachers and support personnel with consideration to the triage needs of students throughout the day.

Suggested objectives and strategies from all working groups.

1. Parental portal for programs and training to address SEL and mental health.
2. Equip teachers with training to recognize signs.
3. MMTS- tiered systems of support.
4. Educate parents on challenges children face and provide everyday solutions.
5. Parent presentations on appropriate student utilization of technology and social media usage
6. Engage parents for home counseling to assist their children.
7. Hire more counselors- two to three per school.
8. Add special days without learning-more fun time.
9. Recess at all schools
10. Additional professional development and support for staff



GOAL AREA # 3

Unified Community Engagement and Outreach

GOAL 3: The district will create opportunities to foster unity between the community and the school district in order to strengthen Partnerships and develop a shared responsibility for student success.

Objective 1: Purposefully work to create a culturally unified district.

Objective 2: Cultivate family involvement.

Objective 3: Plan unified community engagement and outreach experiences.

Suggested objectives and strategies from all working groups.

1. Partner with Flemington to hold ESL classes at night for parents.
2. Access to parental supports
3. Parent Academy
4. Reach the parents at school events.
5. Forced parent engagement and time commitment.
6. Increase public attendance at school events.
7. Better communications to engage the community.
8. Utilize local news sources, social media and eblasts to share information.
9. Leverage communications channels to connect with the community.
10. Expand community partnerships with businesses and PTOs.
11. Conduct more district wide community events with purpose.
12. Connect classroom activities with local business programs.
13. Career days with community members
14. Work to create a more unified school community.
15. Making a happy and healthy workplace



GOAL AREA # 4

Staff Recruitment and Retention

GOAL 4: Create an enticing and competitive work environment to attract and retain high-quality candidates' representative of students' diverse backgrounds in the Flemington Raritan Regional School District community.

Objective 1: Increase the applicant pool and fill vacant positions.

Objective 2: Retain high-quality staff and faculty members.

Suggested objectives and strategies from all working groups.

1. Unify process and systems across the district.
2. Ensure appropriate certification for staff.
3. Develop 4-day work weeks for staff and students.
4. Yearly incentives to retain staff.
5. Support staff emotional needs to avoid "burn out."
6. Support professional development.
7. Provide mentoring and support for all new staff.
8. Provide instructional coaching.
9. Partnerships with NJ Colleges and Universities for recruiting
10. Increase partnerships with local colleges on teacher preparation programs.
11. Support the staff- "we have value."



GOAL AREA # 5

Finance and Facilities/Security

GOAL 5: Ensure the finance and Facilities needs are budgeted to upkeep and meet the needs of the growing district.

Objective 1: Prepare the District budget that targets short and long-term objectives of the district

Objective 2: Consider all stakeholders in the budgeting process to increase fiscal responsibility and awareness through communication and continued transparency.

Suggested objectives and strategies from all working groups.

1. Cyber-security
2. More sophisticated security systems
3. Voting security while school is in session.
4. Research grant opportunities
5. Need to bring in community voices to look at our books to help determine where we can save monies creatively in this economic climate-we cannot raise taxes.
6. Mandatory budget line items for yearly contributions to capital resources
7. Continued re-evaluation.
8. Upkeep and maintenance within our buildings
9. Increase instructional spaces.
10. Proactively prepare for population growth
11. Preschool expansion
12. Reduced class sizes.
13. Maintain class size limits.
14. Unify buildings.



Our Strengths and Challenges

Strengths

1. Staff and administration are great.
2. Invested community.
3. Strong and diverse professional development
4. Teacher leaders
5. Communication: district, school, and classes
6. Building security
7. Supporting diverse populations... continued efforts
8. Technology for students and staff
9. School/District Climate
10. Evolving programs in light of the times

Opportunities

1. Ever growing population-early childhood and beyond
2. Covid echo
3. Mental health
4. Diversity: ELL population and other subgroups
5. Appropriately certified staffing
6. Transportation
7. Facilities/space
8. Education Training-Access for All-Tier 1
9. Cyber security/security
10. Unified processes and systems across the district

Strengths

1. Google classroom
2. Building security
3. Student Diversity
4. Facilities
5. Technology
6. Teacher quality
7. Supportive quality
8. Supportive community
9. Literature rich classrooms
10. SEL resources
11. New programs: STEM, ESY, After school music



Opportunities

1. Staff Diversity
2. Academic performance- ELA
3. Attendance
4. Instructional space
5. Community involvement
6. Need to unify buildings.
7. Teacher recruitment
8. Staff involvement-after hours and events
9. Field trips/equity
10. Service the “middle” students

Strengths

1. People want to be involved.
2. Caring, intelligent, committed faculty and staff.
3. Progressive and proactive
4. Resilient wants unity.
5. Ready to serve.
6. Open and receptive to new ideas
7. Facilities
8. Communication
9. Transparency

Opportunities

1. Growth
2. Academic gaps in subgroups
3. Social-emotional needs
4. Socialization times for kids
5. Staffing/teacher shortages
6. Mental health
7. Teach burnout.
8. Transportation
9. Learning loss due to COVID-19
10. Maintain funding to support all of the above



Strengths

1. Class 3 Officers and security
2. Class sizes
3. Small town feel
4. 1 to 1 technology
5. Summer learning opportunities
6. Community partnerships such as Go Hunterdon and Link
7. After school enrichment
8. Special Education programs

Opportunities

1. Recruit and retain staff.
2. Class sizes
3. Meeting the needs of multilingual learners and families
4. Increase access to summer learning.
5. Transportation
6. Ongoing state mandates- un/underfunded and changing.



APPENDIX A

Group Work Mission Statements



The Flemington-Raritan Regional School District values children. As a community of one, WE:

- Foster social, emotional and academic growth in a safe and nurturing environment**
 - Respect values and traditions within our families and schools.**
- Strive to Provide meaningful opportunities for students to embrace and honor different cultures.**
- Develop the curiosity and creativity of critical thinkers to become collaborative problem solver who meet the challenges of a global competitive society.**

Every Student- Every Day- Every Opportunity

- Foster social emotional and academic growth with a connected learning community**
 - Respect and honor values with our families and schools building partnerships with families to support each child's educational journey.**
- Strategically respond to the needs of our diverse and changing community**
 - Develop the curiosity and creativity of critical thinkers to become collaborative problem solvers who meet the challenges of a globally competitive society.**

Every Student- Every Day- Every Opportunity

Together, We:

- Prepare students to be productive, empathetic, and compassionate citizens.
- Respect and honor our community values within our families and schools.
- Challenge engage and inspire our students to strive for personal excellence.

Students – Educators- Families
Community United

Together, We:

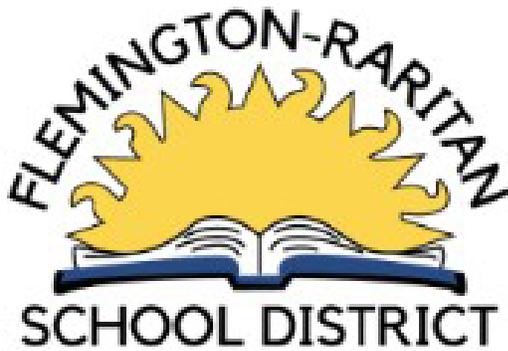
- Foster social, emotional, and academic growth in a safe, nurturing, and mindful environment**
 - Respect values and traditions within our families and schools to unify the community.**
- Strive to build self-initiated, life-long learning skills to meet the needs of our diverse and changing community.**
- Develop the curiosity and creativity of critical thinkers to become collaborative problem solvers who meet the challenges of a globally competitive society.**



APPENDIX B

State of the Schools and Community Report





State of Schools Flemington-Raritan Regional School District



State of the Schools

A. Characteristics of School and Climate

Flemington-Raritan Regional School District offers a vast array of services with a small-town community feeling. School principals and vice-principals know every student by name, and there is a sense of belonging, community, and responsibility that accompanies the children as they enter the buildings each morning. Teachers work tirelessly to provide a rich learning environment in their classrooms the Flemington-Raritan Regional School District Community is filled with active stakeholders who work together with the Board of Education and administration to move the district forward positively.

Flemington-Raritan Regional School District is a K-8 district with six schools serving a population of approximately 3100 students in four elementary schools, one intermediate school, and one middle school. The school district is part of a whole system of education. The district partners with the community to provide high-quality education for students and professional development for staff. Parents hold high expectations for their children's personal and educational success. Parent and community involvement support and enhance classroom and district programs.

Each of the six schools in the district enjoys an active PTO that drives various activities throughout the year such as special assemblies, Field Days, walkathons, basket auctions, and more. Community members are invited to attend events like Talk-a-Latte with the Superintendent, theater performances presented by J.P. Case Middle School, instrumental and choral concerts, and more. In addition, many of the students and staff have come together to support the community through food drives, and clothing donations to benefit the community.

The Flemington-Raritan Regional School District is very active in using technology and various forms of social media such as Twitter and Facebook to communicate with the general public. Teachers often use Twitter to share various lessons and activities, allowing the families of our students to be a highly valued glimpse into the school day. Email servers, District web pages, and local area press relay the accomplishments and special activities of our students to the community and beyond.



State of the Schools

B. Student Population

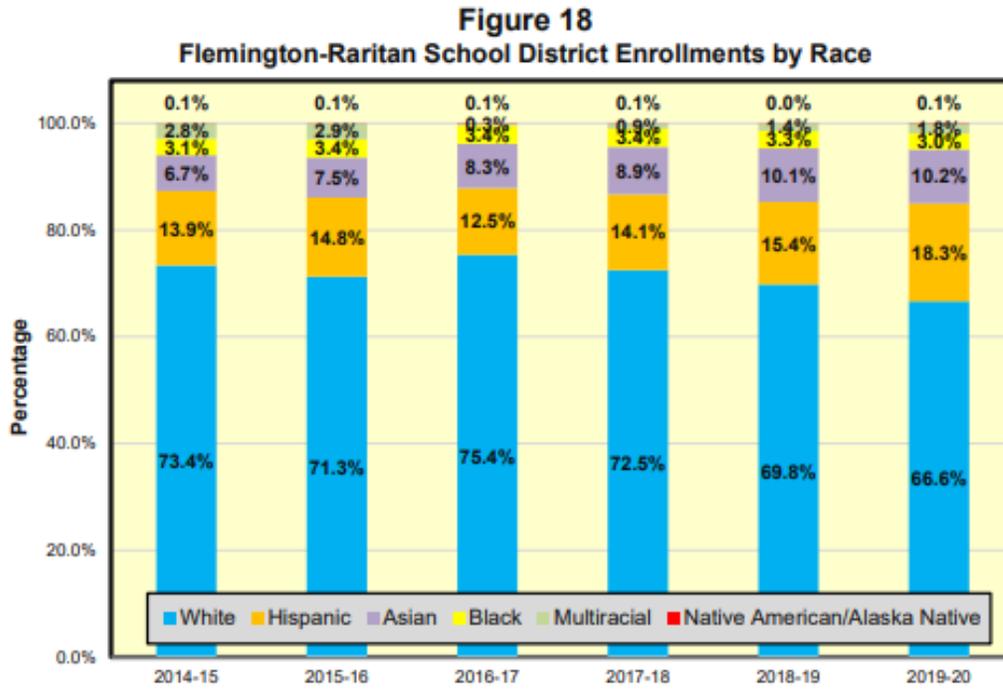
Flemington-Raritan student population has changed over the last 5 years. In Figure 18, total enrollment is shown by race for the Flemington-Raritan School District from 2014-15 to 2019-20. In the NJDOE enrollment database, the races listed are White, Hispanic/Latino (“Hispanic”), Asian or Native Hawaiian/Other Pacific Islander (“Asian”), Black or African American (“Black”), Native American or Alaska Native, and Two or more races (“Multiracial”).

The population in the school district is becoming more racially diverse over time. While Whites are the largest race in the district, consisting of 66.6% of the student population in 2019-20, their percentage has declined by 6.8 percentage points since 2014-15. Hispanics, which are the second-largest race, make up a slightly larger share (18.3%) of the population in 2019-20, gaining 4.4 percentage points since 2014-15.

Asians are the third-largest race at 10.2% in 2019- 20, which is a gain of 3.5 percentage points from the 2014-15 percentage (6.7%). The percentages of Blacks have been fairly stable, ranging from 3.0%-3.4%, while the percentages of Multiracial students were very small, ranging from 0.3%-2.9%. The number and percentage of Native American or Alaska Native students were insignificant.



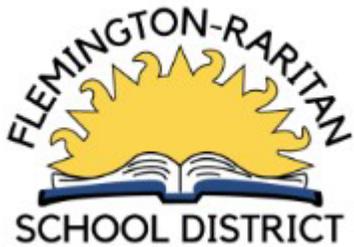
State of the Schools



C. Academics

Flemington-Raritan is known for its strong schools, academic excellence, and special education services including preschool. The district maintains high standards while meeting the changing academic, social, and emotional needs of the student population. The COVID-19 pandemic created a substantial learning loss for students. The learning loss for students was significant. Students in subgroups such as economically disadvantaged, students of color, and students of special education disproportionately suffered greater academic losses.

Flemington-Raritan Regional School District language arts learning was more significantly affected than mathematics. Statewide assessments and internal assessments are used to monitor student growth data and performance. Students and subgroup populations are identified for additional support. Local assessment data is used to plan for additional support and opportunities in the fall and summer.



State of the Schools

Specific schools and grade levels are identified for comprehensive and targeted support in language arts and mathematics. For example, grades 3 and 5 during the 2020-21 school year are targeted for support in reading literature and informational text. Students in grade 5 are targeted for support in research simulated tasks and comparing multiple texts to ascertain important points and key details. In mathematics, geometry strands are targeted for support in 4th grade.

The Flemington-Raritan Regional School District is one of over 3,000 school districts that administer NWEA's Measures of Academic Progress (MAP) Growth assessment. Unlike state-mandated tests, the Flemington-Raritan Regional School District administers the MAP Assessment three times per year: in the Fall, Winter, and Spring. ¹ The NWEA MAP assessments are used to establish students' performance levels in reading and mathematics. Information from MAP growth assessments is used to project students' performances. Success is carefully monitored and measured by comparing students' projected scores with actual scores. Students who do not meet or exceed their projected scores are receiving additional support.

The NWEA is administered to more than 95% of the district's students between the 2nd and 5th weeks of the beginning of the school year. The tests are computer-adaptive, meaning that the difficulty of test questions increases or decreases in response to a student's performance. Relative to state-required tests which are fixed form and non-adaptive tests. The NWEA adaptive assessments are designed to more precisely capture achievement at the high and low ends of the achievement distribution ².

D. Emotional and Mental Health

Youth and young adults experienced a unique set of challenges during the COVID-19 pandemic; isolation from peers, adapting to virtual learning, and changes to sleep and other routines. Schools must recognize the significant impact these experiences have on students' mental health and the importance of providing the education, care, and support they need³

¹ Goldhaber, D., Kane, T., McEachin, A., Patterson, T., Staiger, D. (2022) [The Consequences of Remote and Hybrid Instruction During the Pandemic. National Center for Analysis of Longitudinal Data in Education Research.](#)

² Goldhaber, D., Kane, T., McEachin, A., Morton, E. (2022). [A Comprehensive Picture of Achievement Across the COVID-19 Pandemic Years Examining Variation in Test Levels and Growth Across Districts, Schools, Grades, and Students.](#)

³ [NAMI: Mental Health by the Numbers](#)



State of the Schools

In Flemington-Raritan, we have seen an increase in the number of students affected by trauma as evidenced by the increase in the number of “Handle With Care” notices to the Superintendent, Building principals, and guidance counselors. Handle with Care notifications are to provide information to school officials after a law enforcement officer has responded to, or encountered an incident involving a traumatic event where a child is present. The notice does not include details of the incident, rather, shares that a child that is enrolled in our schools has experienced an adverse childhood experience.

These “adverse childhood experiences” (ACEs) can be broad sweeping and include young people experiencing violence, abuse, or neglect, witnessing violence in the home, or having a family member attempt or commit suicide. Because their brains are not fully developed, children may not have the capability to process and respond to ACEs. As a result, they must often continue about their day and attend school, as if they did not just experience a possible life-altering event. And because the school is unaware that the child was recently exposed to a traumatic event, teachers may unwittingly compound the problem by disciplining the child for behavioral or performance issues when those issues may be linked to the child’s traumatic exposure ⁴

A significant number of students are challenged with mental health concerns that disrupt their learning and their peer relationships. Flemington-Raritan Regional School District guidance counselors have reported the overwhelming amount of support needed for students which include crisis intervention, referrals to the local hospital, and symptoms of suicidal ideations.

Schools must provide comprehensive mental health support systems. Flemington-Raritan Regional School District provides an array of support and services for students’ social and emotional well-being. Systems are built in three schools, Robert Hunter Elementary School, reading Fleming Intermediate School, and JP Case Middle School. A partnership with Effective School Solutions provides a strong foundation of professionals including psychologists, school social workers, school counselors, and school nurses in strategic collaboration with students, families, and community health and mental health partners⁵.

⁴ [Directive Establishing “Statewide Handle With Care” Program. State of New Jersey Attorney General’s Office, 2020.](#)

⁵ [Advocating for Comprehensive School Mental Health](#)



State of the Schools

A significant number of students are challenged with mental health concerns that disrupt their learning and their peer relationships⁶. Effective School Solutions (ESS), the District partner in mental health support services, reported at the 4/25/22 Board of Education meeting that there were 199 urgent clinician/student sessions, 631 therapeutic check-ins, and 324 family sessions among the four ESS clinicians at Robert Hunter, Reading-Fleming Intermediate School, and J. P. Case Middle School. (RH, RFIS, JPC).

The Flemington-Raritan Regional School District guidance counselors have reported the overwhelming amount of support needed for students which includes crisis intervention, referrals to the local hospital, and symptoms of suicidal ideations. In the 2021-2022 school year, eight (8) students received home/bedside instruction for suicidal ideation. Of the eight, seven were middle school students.

Flemington-Raritan Regional School District provides an array of support and services for students' social and emotional well-being. Systems, with Tier 3 mental health services in place in three schools, Robert Hunter Elementary School, Reading Fleming Intermediate School, and JP Case Middle School

The New Jersey Department of Education and Flemington-Raritan Regional Schools recognize that healthy students are better learners and that many factors can impact a student's academic attainment and overall health. The New Jersey Department of Education and the district support wellness policies and practices that address the physical, social, and emotional needs of students.

According to the New Jersey Department of Education which referenced a 2021 report from the Substance Abuse and Mental Health Services Administration, of individuals ages 13-17, 14% experienced mood disorders, 32% experienced anxiety disorders, and 19% experienced behavior disorders. Common diagnoses for children aged three to 17 years include attention deficit hyperactivity disorder (ADHD parentheses, behavioral / conduct problems, anxiety, and depression⁷

Flemington-Raritan Regional School District had positioned itself to support families to recognize the early signs of mental, behavioral, and developmental disorders. The district has partnered with

⁶ [2020 Mental Health By the Numbers](#)

⁷ [New Jersey Department of Education Mental Health](#)



State of the Schools

Effective School Solutions to provide social and emotional support services to families and foster skills necessary to address challenges during school years. In doing so, the Flemington-Raritan Regional School District has contributed to the overall emotional and social, well-being of students

⁸.

E. Education as a Career

Significant staffing issues remain a large concern in Flemington-Raritan Regional School District. In addition to regular education teachers, special education teachers, and special Area teachers continue to see gaps in the number of personnel available to Support education. As an example of the significant staffing issues, the rate of psychiatrists, psychologists, clinical social workers, counselors, therapists, and nurses in New Jersey was reported to be 500 to 1 in schools, indicating little access to educational content compared to states such as Massachusetts, where the rate was reported to be 180 to 1⁹.

Flemington-Raritan Regional School District has faced significant teacher shortages which began during the COVID-19 pandemic. Throughout the pandemic, the district faced significant challenges in attracting and retaining teachers, especially in special education, bilingual education, science, technology, engineering, math, child study team members, and early childhood education.

The Secretary of Education has implemented a call to action to address the teacher shortage. Secretary Cardona called on Governors, School Districts, Superintendents, and state policymakers to address teacher shortages in a number of ways, including increasing teacher compensation.

To support reducing teacher shortages, the Flemington-Raritan Regional School District is taking multiple steps. First, the 2022-2027 agreement between the Flemington-Raritan Education Association and the Flemington-Raritan Board of Education provided a competitive wage by increasing teachers' starting salaries and agreeing to an increase in salary guides with a percentage increase in salaries every year, over the next five years. In addition, to further support to decrease the teacher shortages in the District, the Flemington-Raritan Regional School District brought back

⁸ [Substance Abuse and Mental Health Services Administration](#)

⁹ [New Jersey Comprehensive school-based Mental Health Resource Guide](#). February 2022 (12).



State of the Schools

into the education association teachers assistants to continue to build on developing in-house teacher candidates.

Moreover, the district continues to hold conversations to extend partnerships with local higher education institutions to entertain ideas modeled after higher education institutions in Dallas Texas where teacher residents, as part of their clinical experience serve in the school three days per week and will then either tutor or act as a substitute one day per week ¹⁰. Conversations continue with higher education institutions to investigate the possibility of creating paid teacher residency apprenticeships to serve short-term workforce needs, specifically focusing on building a talent pipeline in education. The district seeks to provide career-embedded learning opportunities for higher education teacher candidates to serve as residents from the college completing internship hours and then will either tutor or act as a substitute 1 day per week. The district continues to partner with higher education institutions to allow teacher candidates to complete the requirements for teacher certification while working in the district to provide additional support to future educators.

Currently, the Flemington-Raritan Regional School District has 563 full-time employees and 84 part-time employees. According to the 2020-2021 New Jersey School Performance Report, Flemington-Raritan¹¹ teachers have an average of 13.3 years of experience in teaching in public schools, with an average of 11 years teaching in the district. In Flemington-Raritan, 75% of teachers have four or more years of experience teaching in the district. The ratio of students and staff members in the district is a 9:1 ratio of students to teachers and a 143:1 ratio of students to administrators. The majority of the district teachers are female with 88% identifying as females. Twelve percent (12%) of the teachers in the district are male with less than 1% identifying as non-binary or undesignated gender.

The diversity of teaching staff is minimal. According to the 2020-2021 New Jersey School Performance Report, 95% of teachers are white, 3.8% Hispanic .6% black or African American, and .6% as Asian. Zero percent (0%) of teachers identify as American Indian or Alaska Native, Native Hawaiian or Pacific Islander, or two or more races.

¹⁰ U.S. Department of Education Fact Sheet: [The U.S. Department of Education announces Partnerships across States, school districts, and colleges of Education to meet Secretary Cardona's call to action to address the teacher shortage.](#)

¹¹ [New Jersey Department of Education School Performance Report, District Summary 2020-2021](#)

APPENDIX C

Action Plans

