



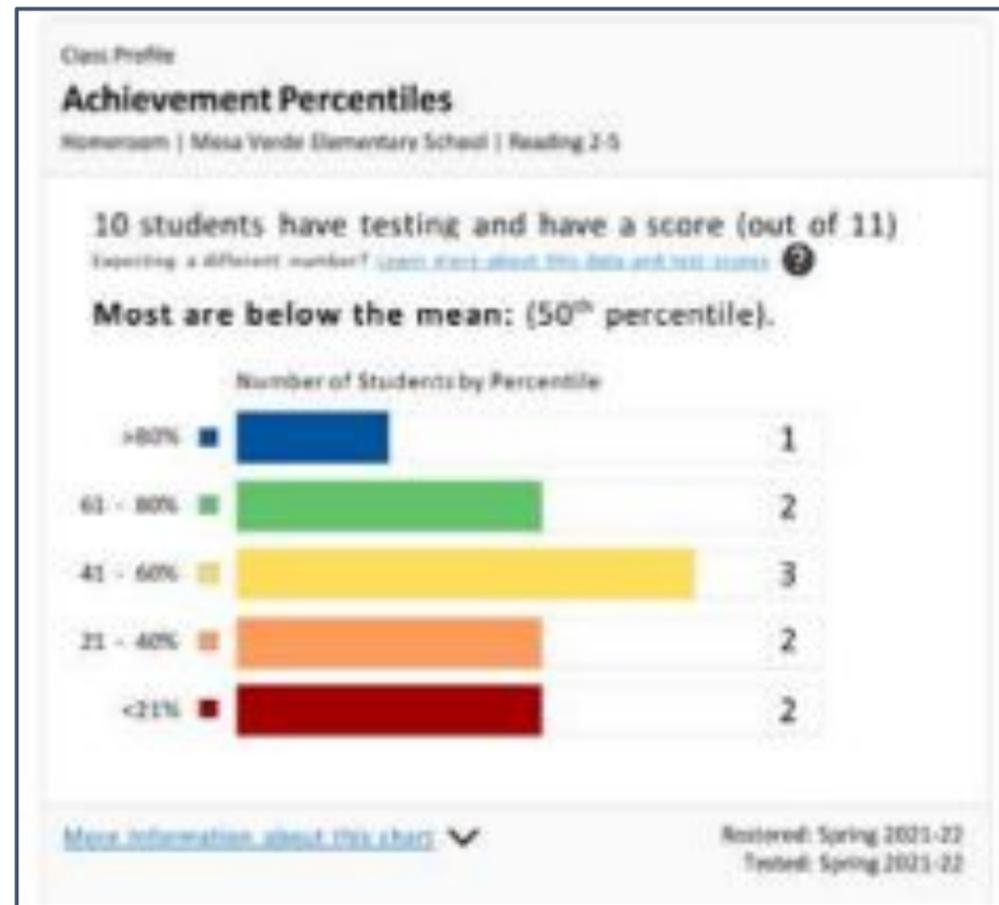
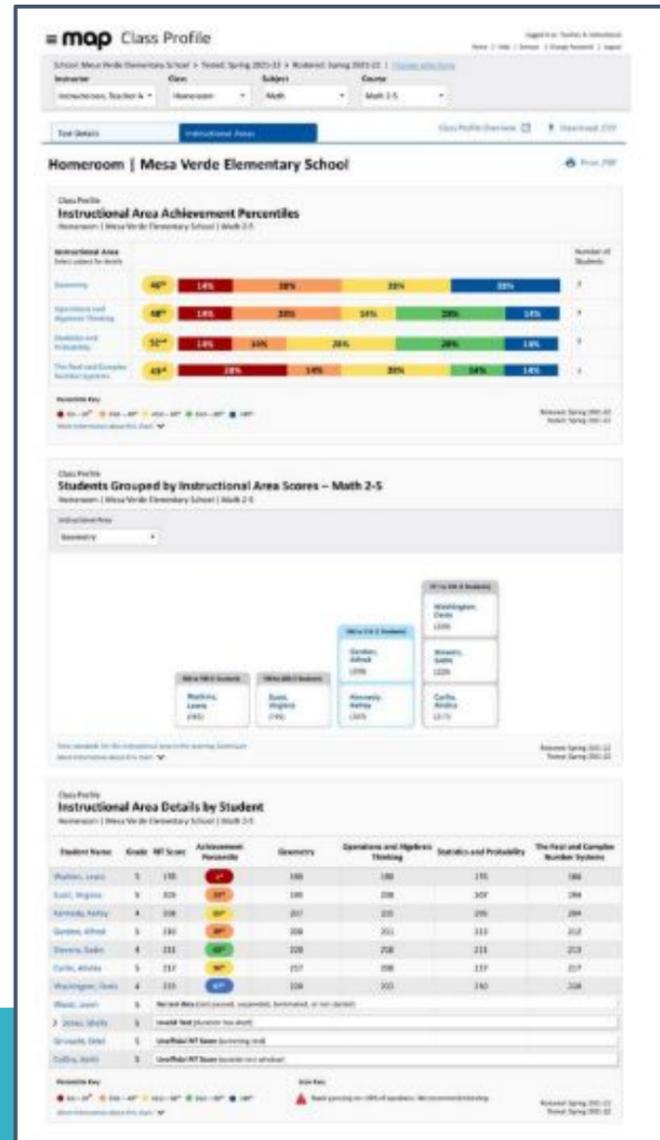
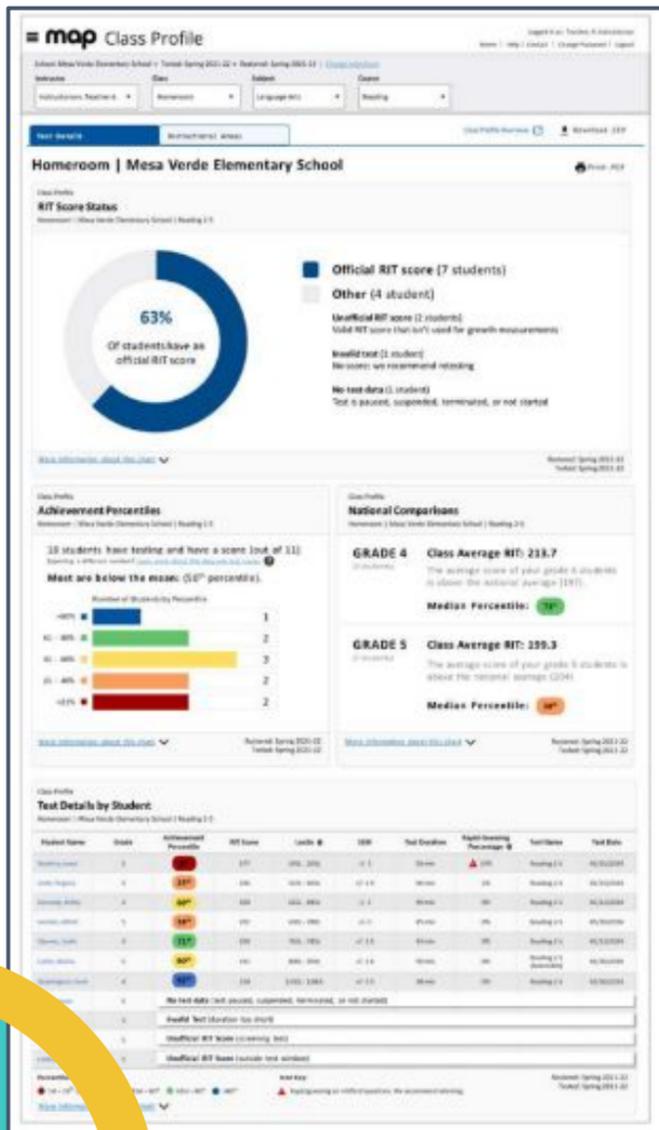
Action Steps to Achieve the FRSD 2024-2025 District Goals; A Focus on Goal #1

Flemington-Raritan School District
Dr. Kari McGann, Superintendent of Schools



District Goals

Goal #1: The District will demonstrate at least a 2% increase in **student achievement** and at least a 3% increase in **student growth** for a total impact of at least 5% in reading and mathematics for all students using the NWEA/MAP assessment from fall 2024 to spring 2025.



District Goals

Goal #2: The Superintendent will develop, in partnership with the building principals, director of pupil services, and the assistant superintendent, a behavior chart of consequences for grades K-8 with grades 5-8 by September 2024 and grades K-4 by April, 2025. Charts will outline clear, consistent, and equitable consequences for behavior ensuring the charts include both preventative measures and restorative practices aimed at promoting positive behavior.

Level 1 Infractions (May include but not limited to)*:

Minor Disruptive Behavior	Failure to Meet Classroom Expectations and/or Rules	Careless Abuse of School Property	Misuse of Technology	Inappropriate and/or Profane Behavior	Non-compliance with School Policies
Excessive Talking	Failure to meet classroom expectations and/or rules	Minor vandalism which is not permanent	Misuse of technology such as: Attempting to access inappropriate content, trying to bypass the network content filters and/or access a VPN, engaging in cyberbullying, data theft or plagiarism, deliberately damaging the physical device, etc	Inappropriate and/or profane language Lying, cheating, or misrepresentation	Non-compliance with dress code
"Fooling" around	Unprepared for class and/or instruction	Careless and/or abuse of school property			
Throwing objects	Not completing academic work				
Unruly play/horseplay	Sleeping in class				
Not following directions	Tardiness to class				
Not keeping hands to self	Failure to return forms				
	Eating or drinking outside of designated areas				
	Out of assigned area without permission				

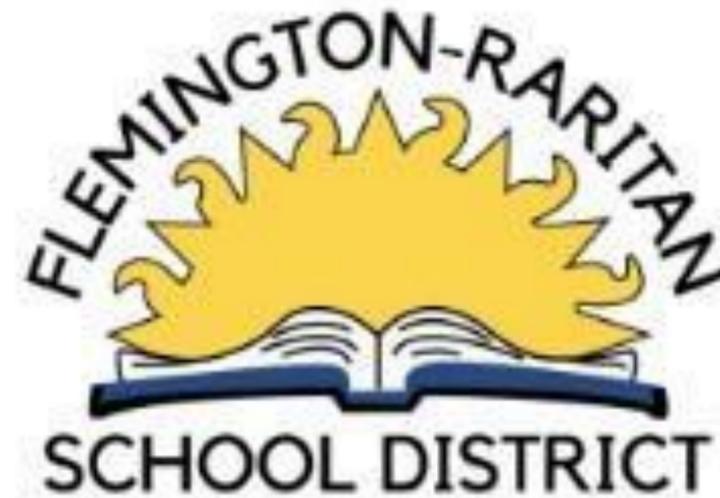
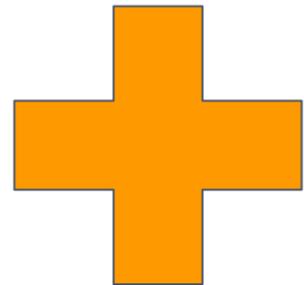
Level 2 Infractions (May include but not limited to)*:

Attendance and Presence Violations	Behavioral and Disciplinary Violations	Safety and Security Violations	Technology and Communication Violations	Location-Specific Violations
Not attending or cutting class	Disrespect and or Defiance in language or actions	Safety violations	Inappropriate use of cell phone which is considered non-criminal	Bus infraction
Habitually late to class	Unacceptable actions or inappropriate language and/or gestures	Gang activity or affiliation display which is considered non-criminal		Cafeteria violation
Habitually late to school	Continued non-compliance with dress code	Unauthorized sale or distribution of materials which is considered non-criminal		
Leaving class or school without permission	Menacing statements which are considered non-criminal	Petty theft or stealing which is considered non-criminal		
Unauthorized presence outside of the school building		Forgery which is considered non-criminal		



District Goals

Goal #3: Implement at least three (3) of the ten (10) Flemington-Raritan Regional School District Education Association's (FREA) January 2024 suggestions to alleviate the workload for faculty and staff.



District Goals

Goal #4: The District will assign a grant coordinator and a grant committee to research potential grants from federal, state, and local sources, as well as private foundations, and subscribe to grant databases and newsletters to stay informed of funding opportunities.

a. The District will apply to at least six (6) new grants for the 2024-2025 school year that significantly impact instruction, learning, and facilities, not including applications to current grants such as the preschool education award.



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Connecting Strategic Goal to District Goal #1: Academic Excellence for All, Student Learning-

The District will demonstrate at least a 2% increase in student achievement and at least a 3% increase in student growth for a total impact of at least 5% in reading and mathematics for all students using the NWEA/MAP assessment from fall 2024 to spring 2025.



Connecting to our Strategic Plan, in 2023-2024

Began with a leadership book student on "The Wisdom of the Bullfrog" by Admiral McRaven

GOAL 1: Academic Excellence for All, Student Learning 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 1.1: Communicate a clear definition of rigorous educational experiences, including the phrase "highly cognitively engaged," to promote a common understanding.					
STRATEGIES	ACTIVITIES	PERSON(S) RESPONSIBLE	RESOURCES	TIMELINE	ACHIEVED & EVIDENCE GATHERED
a. Establish a "Rigorous Learning Committee" through an Ad Hoc Committee	<p>*Meet at least quarterly to discuss progress and implementation.</p> <p>*Develop a definition of rigorous learning, including the phrase "highly cognitively engaged"; create common vocabulary between grade levels and schools to clearly articulate district understanding of the goal.</p> <p>*Create a shared drive of links and articles.</p>	Superintendent	<p>Book studies</p> <p>Professional articles</p> <p>Conferences & Workshops</p> <p>List of best practices</p>	<p>Fall 2023</p> <p>Spring 2024</p> <p>Spring 2025</p>	<p>✓</p> <p>✓</p>
b. Research professional resources that support the district's study of Rigorous Learning	<p>*Begin with a leadership book study on <i>The Wisdom of the Bullfrog</i> by Admiral McRaven. Book on leadership lessons, organizational transitions, ethical dilemmas, etc.</p> <p>*Continue with another book, <i>Creating Cultures of Thinking</i> by Ron Ritchhart, to establish a common understanding.</p> <p>*Professional Development Committee will research other resources.</p>	Assistant Superintendent, Principals, Superintendent's Rigorous Learning Committee.	<p>Wisdom of the Bullfrog by Admiral McRaven</p> <p><i>Creating Cultures of Thinking</i> by Ron Ritchhart</p> <p>http://www.pz.harvard.edu/professional-development</p> <p>Dylan William: Formative Assessment PD Resources</p>	<p>Fall & Winter 2023</p> <p>Winter 2023</p> <p>Fall 2024</p>	<p>✓</p> <p>✓</p>

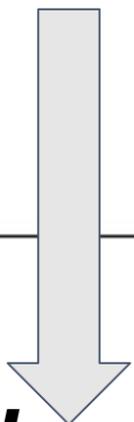


Objective 1.2: Research and evaluate rigorous learning practices that meet the needs of all learners.

STRATEGIES	ACTIVITIES	PERSONS RESPONSIBLE	RESOURCES	TIMELINE	ACHIEVED & EVIDENCE GATHERED
a. Evaluate current practices in district classrooms.	*Conduct walkthroughs during and after school to assess the physical environment, expectations, and engagement.	Assistant Superintendent, Principals, Department		By June 2024	✓
	*Engage teachers in reflection about current practice. *Work with a consulting company to evaluate current Language Arts (Reading and Writing) practices and build the capacity of adult learners to promote a student-centered classroom.	Team Assistant Superintendent, Principals, and Supervisors (via Pre- and Post-Conferences) Language Arts Supervisor	Danielson Evaluation Model	Throughout the 2023-24 school year	✓
b. Evaluate current report cards in K-6 to ensure clear communication about rigorous learning practices.	*Invitation to district teachers and staff to establish a report card committee to evaluate the 5-6 grade level report card. *Create an action plan for a timeline of events for the evaluation of report cards, which includes interviews and/or surveys with teachers and administrators. *Review curriculum and other school	Assistant Superintendent and Report Card Committee	RFIS Grading Guide and Modified Report Card for 5-6 grade level	Fall of 2023-Spring of 2024	✓

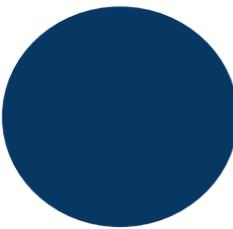


Conducted walkthroughs during and after school to assess the physical environment, expectations, and engagement.



Evaluated report cards in K-6 to ensure clear communication about rigorous learning practices.





This Year, in 2024-2025, steps to meet our strategic plan goals and District goals:



Objective 1.4: Provide the professional learning necessary to support the rigorous educational experiences strategic goal.					
STRATEGIES	ACTIVITIES	PERSONS RESPONSIBLE	RESOURCES	TIMELINE	ACHIEVED & EVIDENCE GATHERED
a. Maximize professional learning opportunities for staff and faculty members.	<ul style="list-style-type: none"> *Consider problem-based learning, "making thinking visible," and equitable deeper/critical thinking practices. *Identify and acquire presenters for district professional development days. *Utilize feedback from surveys and committees to meet students' academic needs. *Provide funding and logistical support to provide "classroom-embedded professional learning opportunities. 	Professional Development Committee and Team. Assistant Superintendent Supervisors Assistant Superintendent	http://www.pz.harvard.edu/thinking-routines Routines (Harvard) http://www.pz.harvard.edu/professional-development Language Arts PD Presenters (K-12)	Professional Development Days throughout the years Professional development in ELA, Math, and Science: 2024-2025 2025-2026	✓

Maximize professional learning for staff and faculty members.

Identify and acquire presenters for district professional development days.

Utilize feedback from surveys and committees to meet students' academic needs.



Provide collaboration time for educators to create opportunities in their classrooms.



Provide for “field trips” during PD days.

Conduct a District-level review of NJSLA data, including a comparative analysis of District vs. State performance and individual sub-populations’ performance.

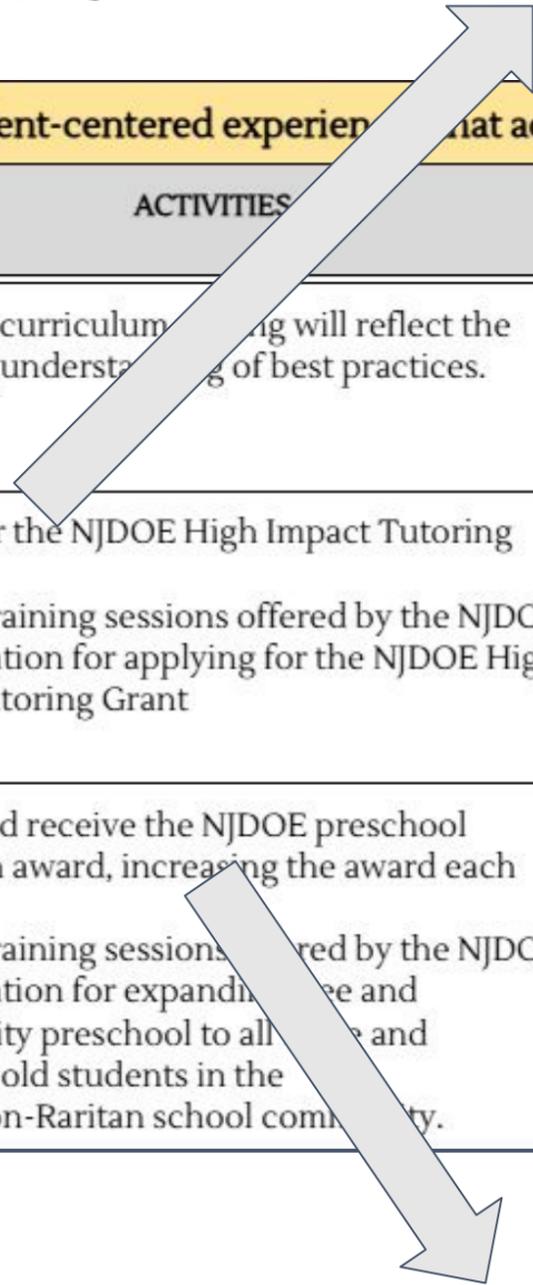
	<p>*Investigate updated teacher evaluation instruments and utilize this initiative to focus attention on improving tier 1 classroom instruction.</p> <p>*Provide professional learning activities designed to better staff’s understanding of the mental health needs of students and the use of strategies to increase student wellness.</p> <p>*Seek and fund specialized professional learning opportunities that encourage teachers to serve as instructional leaders and coaches.</p>	<p>Supervisors</p> <p>Assistant Superintendent Supervisors</p> <p>Assistant Superintendent Administrative Team Personnel Department</p> <p>Administrative</p>	<p>Funding Professional learning time</p> <p>Professional reading Funding Frontline</p> <p>Funding for...</p>	<p>2026-2027 2027-2028</p> <p>2024-2025</p> <p>2025-2026</p>	
b. Provide collaboration time for educators to create opportunities in their classrooms.	<p>*Provide for “field trips” during PD days.</p> <p>*During faculty meetings and district PD days, allow for collaboration between and across grade levels and subject areas.</p>	District Leadership Team		Spring and Fall 2024-2025	
c. Leverage data to improve student outcomes	<p>*Conduct a District-level review of preliminary NJSLA data, including a comparative analysis of District vs. State performance and individual subpopulations’ performance.</p> <p>*Conduct building-level, administrative “data dives” to identify areas of strength and opportunities for growth in English Language Arts and Mathematics. Develop building-level goals and action plans to be implemented.</p> <p>*Building principals will share yearly building goals at the November board of education meetings.</p>	<p>Assistant Superintendent Administrative Team Superintendent</p> <p>Assistant Superintendent Administrative Team Superintendent</p> <p>Building Principals</p>	<p>NJSLA data NWEA and MAP</p>	<p>2023</p> <p>Fall, 2024</p> <p>Fall, 2025</p> <p>Fall, 2026</p> <p>Fall, 2027</p> <p>Fall, 2028</p>	<p>✓ ✓ ✓</p>



Apply for the NJDOE High Impact Tutoring Grant.



Objective 1.3: Implement authentic student-centered experiences that activate rigorous learning.					
STRATEGIES	ACTIVITIES	PERSONS RESPONSIBLE	RESOURCES	TIMELINE	ACHIEVED & EVIDENCE GATHERED
c. Curriculum (per revision schedule) will include rigorous thinking strategies.	*Summer curriculum will reflect the emerging understanding of best practices.	Supervisors and teacher writers		Summer 2024, Summer 2025	✓
d. Address student learning through high-impact tutoring, targeting grades 3 and 4 and potentially additional grades.	*Apply for the NJDOE High Impact Tutoring Grant *Attend training sessions offered by the NJDOE in preparation for applying for the NJDOE High Impact Tutoring Grant	Business Administrator Assistant Superintendent Elementary Principals Math and LA Supervisor	NJDOE Homeroom	Grant Application: August 2023 through October 2028	✓ ✓
e. Implement free and high-quality preschool to all three and four-year-old students across the District utilizing a preschool expansion award from NJDOE	*Apply and receive the NJDOE preschool expansion award, increasing the award each year. *Attend training sessions offered by the NJDOE in preparation for expanding free and high-quality preschool to all three and four-year-old students in the Flemington-Raritan school community.	Business Administrator Assistant Superintendent Director of Pupil Services Director of Educational Facilities Supervisor of Special		Grant Application: August 2023-2028	✓ ✓ ✓



Apply and receive the NJDOE preschool expansion award increasing the award each year.



Introducing the Flemington-Raritan School District Building Principals to share more about action steps to achieve District Goal #1

