

2024-2025 District Goals

Every Student
Every Day
Every Opportunity

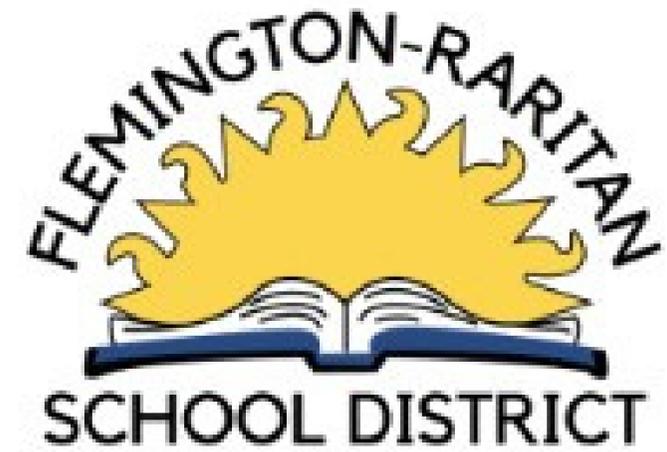
September 12, 2024

Presented by:
Dr. Kari McGann, Superintendent
Dr. Cliff Burns, Assistant Superintendent





District Goals



Provides Clear Direction- Creates a shared vision for the District.

Focuses Resources- Prioritizes the action of financial, human, and material resources.

Enhances Accountability- Establishes benchmarks for success and measures progress.

Improves Student Achievement- Focuses the District on ensuring students meet their full potential.

Promotes Continuous Improvement- Identifies areas for growth and implements strategies for improvement.

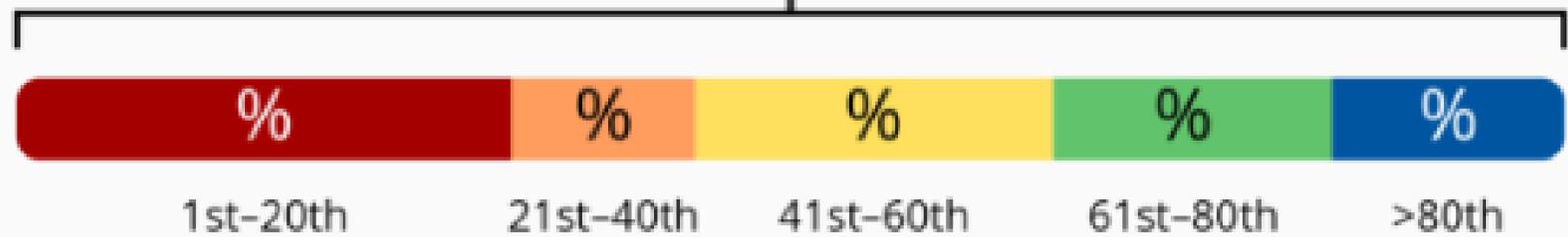
➤➤➤ Goal 1: Achievement

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.

Median
percentile

n th

Distribution of student scores
across quintiles



The goal aligns with Strategic Goal #1: Academic Excellence for All, Student Learning.

➤➤➤ Goal 1: Achievement

The total impact of at least 5% on student achievement and student growth in reading and mathematics for all students using the NWEA/MAP assessment from fall 2024 to spring 2025 is based upon baseline data.

School Year	Mathematics (Achievement)	Mathematics (Growth)	Language Arts (Achievement)	Language Arts (Growth)
2023-2024	53% Meeting or Exceeding	40% Meeting or Exceeding	50% Meeting or Exceeding	42% Meeting or Exceeding
2022-2023	51% Meeting or Exceeding	39% Meeting or Exceeding	49% Meeting or Exceeding	39% Meeting or Exceeding
2021-2022	47% Meeting or Exceeding	38% Meeting or Exceeding	47% Meeting or Exceeding	32% Meeting or Exceeding

The goal aligns with Strategic Goal #1: Academic Excellence for All, Student Learning.



➤➤➤ Goal 2: Student Behavior

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 K-4 by April 2025.

The chart of consequences will outline clear, consistent, and equitable consequences for behavior and ensure that the chart includes both preventative measures and restorative practices aimed at promoting positive behavior.

The goal aligns with Strategic Goal #2:

Social-emotional health, including mental health support.

➤➤➤ The Code of Conduct



Levels of Response: Level 1
 Level 1 infractions include behaviors that disrupt the learning environment and occur within the classroom. Infractions, support/interventions, and consequences will be addressed and documented by the classroom teacher. All support/interventions and consequences must be implemented before referring to the school administration.

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 and/or profane language	Non-compliance with dress code
"Fooling" around		Careless and/or		Lying, cheating, or	
Throwing objects	Unprepared class and/or instruction				
Unruly play/horseplay	Not completing academic work				
Not following directions	Sleeping in class				
Not keeping hands to self	Tardiness to				

Levels of Response: Level 2
 Level 2 infractions include prohibited behaviors during school, during school-sponsored activities on and off school property, and while students travel to and from school on district-provided transportation. Misconduct that meets the definition of a level 2 infraction is referred to an administrator for appropriate disciplinary action within guidelines established by the building administration.

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		

The administration retains the right to adjust the level of support, intervention, or consequence as they deem appropriate.

Level 1 Supports/Interventions/Consequences

- Ensuring student has a positive experience
- Conference with student

The administration retains the right to adjust the level of support, intervention, or consequence as they deem appropriate.

Level 2 Supports/Interventions/Consequences

- Any Level 1 intervention or consequence
- Documented warning

➤➤➤ Goal 3: Staff Support

Implement at least 3 of the 10 Flemington-Raritan Regional School District Education Association January 2024 suggestions to alleviate the workload for faculty and staff.

Requests include but are not limited to:

1. More time for teachers to complete their most pressing tasks- flexible time during PD days and monthly faculty meetings;
2. Observations not during conference or report card weeks; narrow “warning” window to 1-2 weeks;
3. Virtual conferences on certain dates, in-person on other dates;
4. Cut down on the number of new curricula or initiatives in the same or subsequent school years.

The goal aligns with strategic Goal #4: Staff Recruitment and Retention.

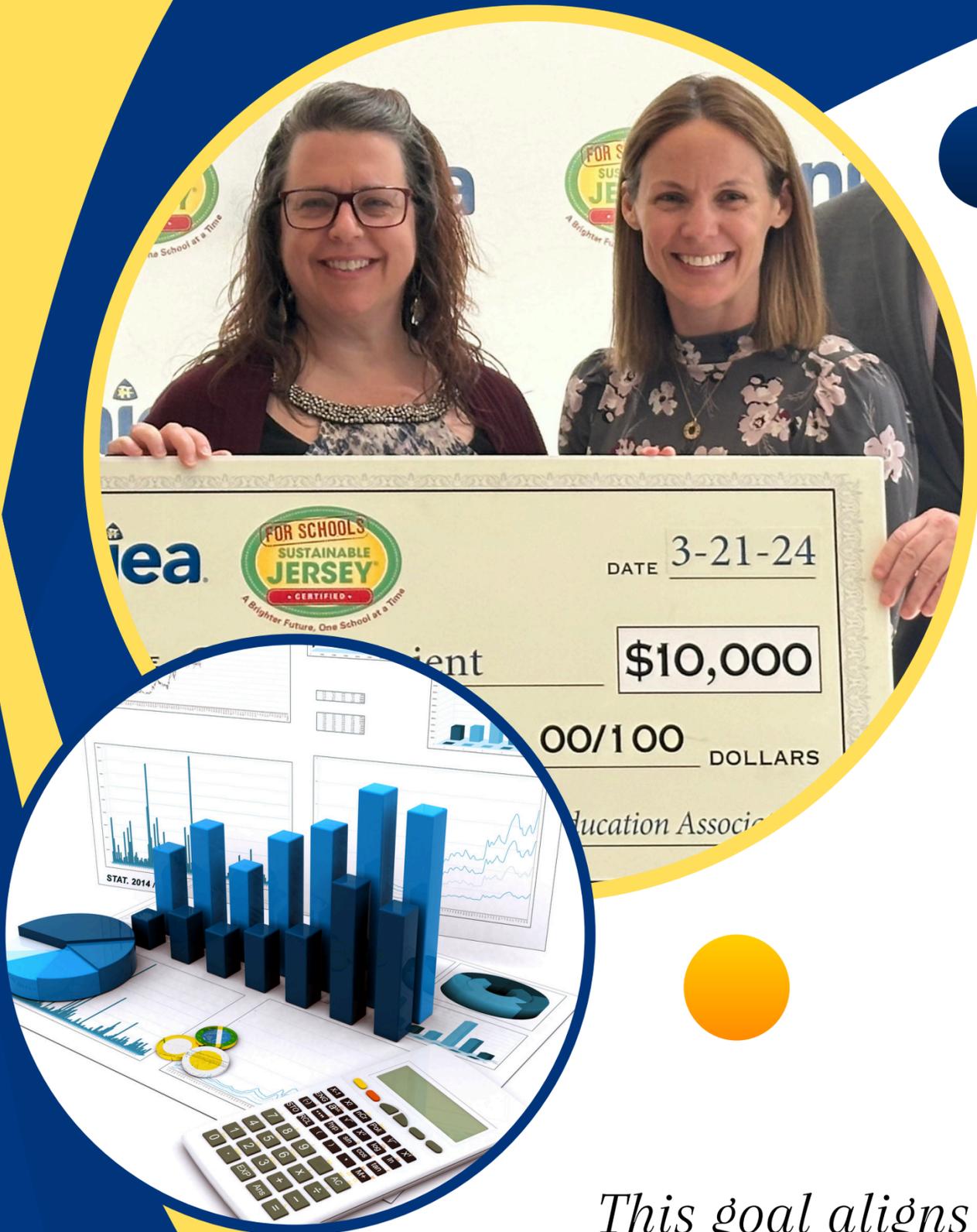


➤➤➤ Goal 4: Budget

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 about new funding opportunities.

The District will apply to at least 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.

This goal aligns with Strategic Goal #5: Finance & Facilities/Security.



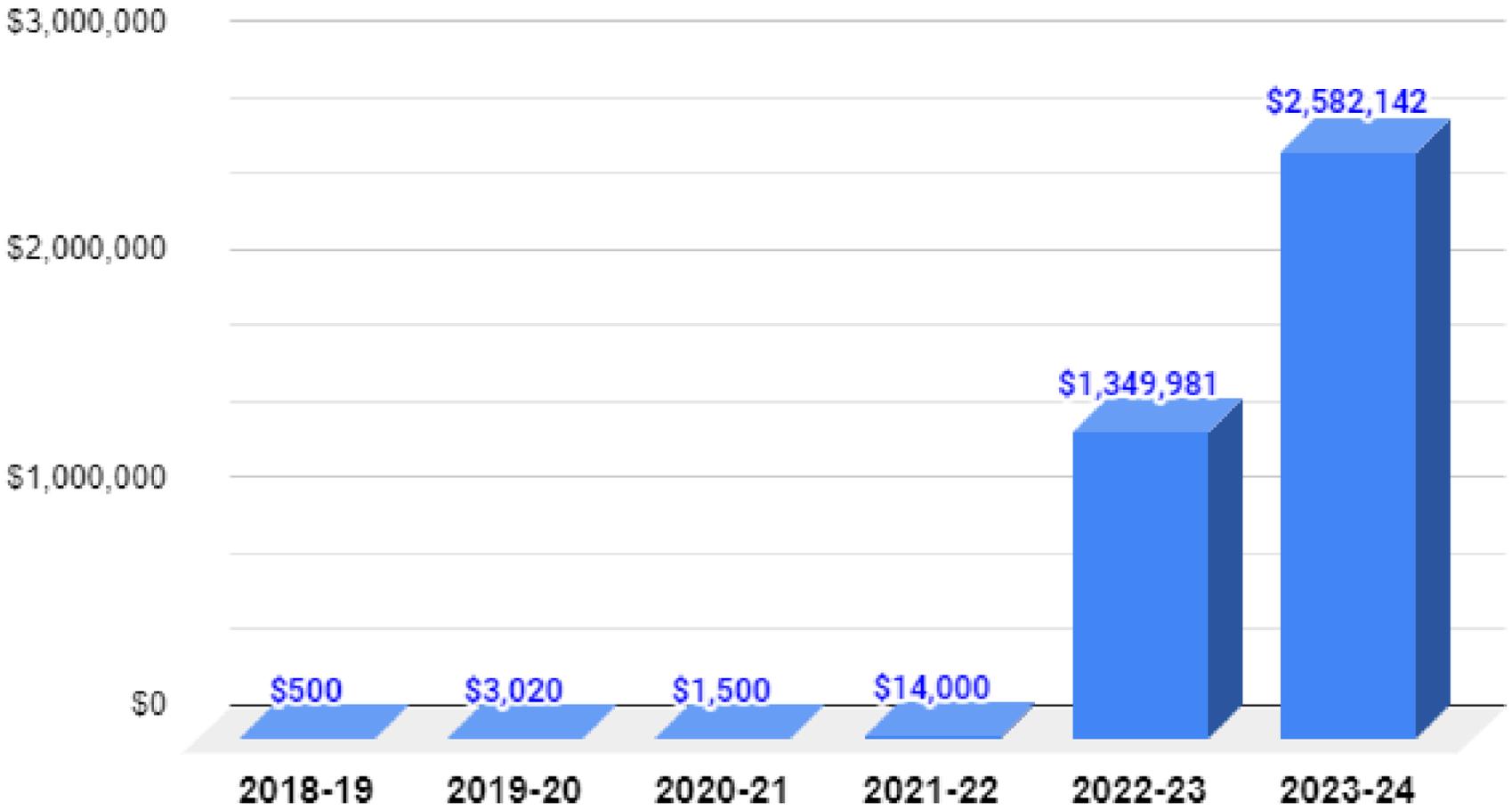
Goal 4: Budget

A few of the District's 2023-2024 grant applications*:

- High Impact Tutoring Grant- \$324,480
- Preschool Expansion Grant- \$2,219,912
- New Jersey STEM Pathways Network-\$500
- Sustainable New Jersey for Schools-\$27,250
- Culture and Climate Grant-\$0.00 (Didn't receive \$200,000)
- School-Based Mental Health Grant-TBD Potentially \$4,375,000

*Graph does not funds through the District's awards from Special Education Medicaid Initiative (SEMI) or the Individuals with Disabilities Education Award (IDEA)

Funding Through Applications 2018-2024



This goal aligns with Strategic Goal #5: Finance & Facilities/Security.

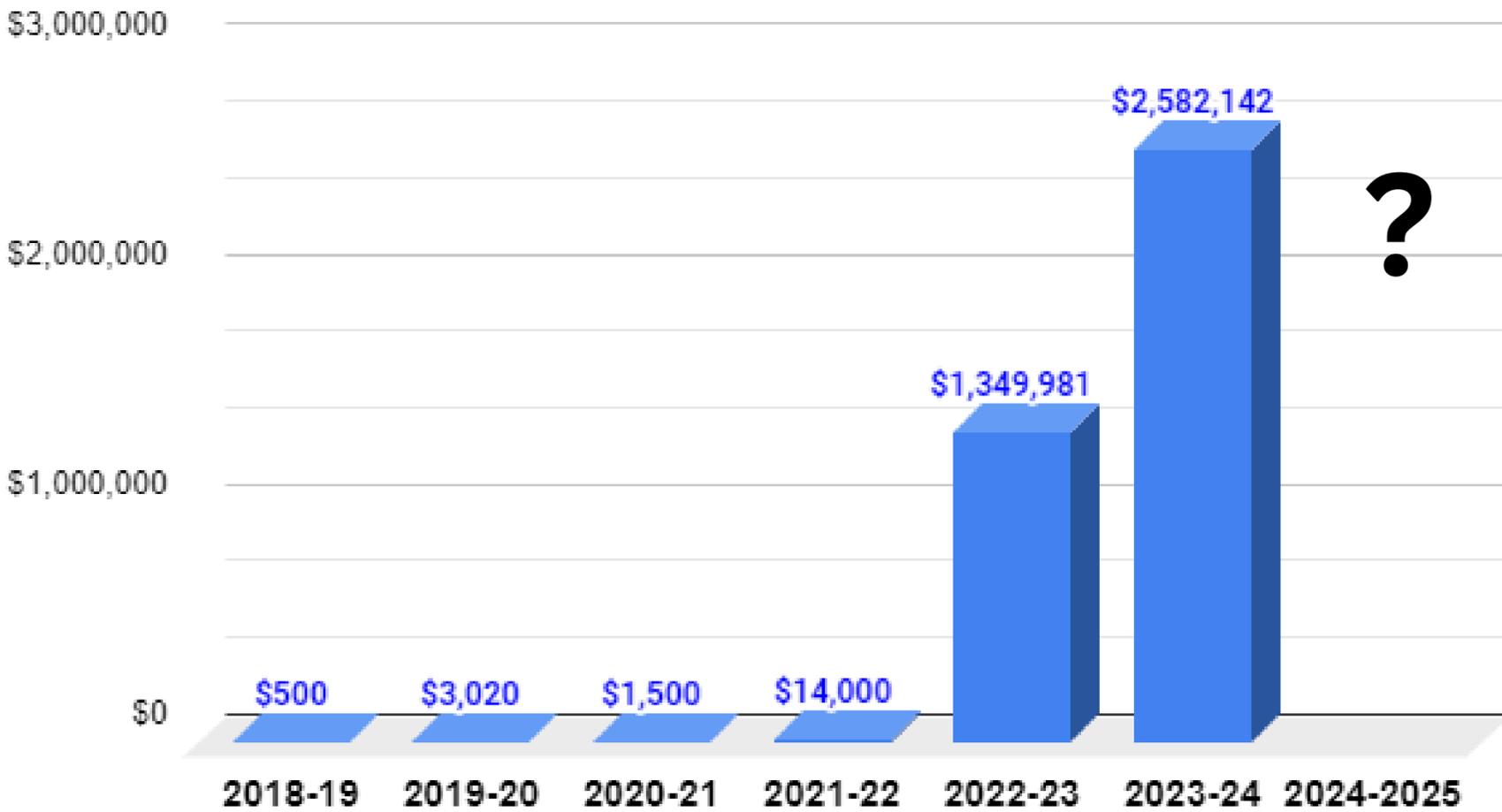
Goal 4: Budget



The District is reviewing multiple federal, state, & public grants, including but not limited to:

- Toshiba American Federal Grant
- Tractor Supply Grants 4 Growing
- Pets in the Classroom Grant
- Bill & Melinda Gates Foundation
- Michael & Susan Dell Foundation
- Costco
- Shell Oil Company
- Wells Fargo Foundation Grant
- Saucony Run for School Grant
- USDA Farm to School Grant
- and others.

Funding Through Applications 2018-2025



This goal aligns with Strategic Goal #5: Finance & Facilities/Security.

Next Steps

- School Principals are establishing building goals by analyzing student assessment data with school teams
- District-level administrators and supervisors are setting goals to align with strategic and district goals
- Presentation of building goals in November at the public board of education meeting

QUESTIONS, COMMENTS

