

## 2022-23 Goals for the Palmyra School District

Approved by the Palmyra Board of Education on 14 September 2022

**Goal 1: Research and facilitate changes to ensure that all students see themselves reflected equitably in our staffing, curriculum, instructional practices, intervention, advanced learning opportunities, and behavior management through the specific and measurable objectives.**

Goal 1- Objective 1:1 Promote an on-going inclusive, culturally responsive approach to leadership and instruction by focusing on implicit bias and culturally responsive practices through PLCs, coaching cycles, and targeted professional development goals at all levels

Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
1.1.1 Implement a cultural diversity district committee comprised of all stakeholders to audit existing components and determine district needs.	Ms. Lee, Ms. Sabo, Mr. Holloway, Dr. Norton, Dr. Lutchko	September 2022	June 2023	Stakeholder surveys, demographics, reflective discussions, professional development
1.1.2 Provide classroom bias professional development to all staff offered in person via the Office of Civil Rights during our spring professional developmen	Ms. Lee, Ms. Sabo, Mr. Holloway, Dr. Norton, Dr. Lutchko	March 2023	March 2023	Staff sign in sheet and professional development agenda

Goal 1- Objective 2: Work to decrease achievement gaps for targeted subgroups by implementing additional interventions at various levels for students and supporting those interventions with coaching and support for teachers. By the spring of 22-23, the district will decrease the achievement gaps in K-11 math and ELA using district benchmarks as the assessment measure by 2% over the 21-22 benchmarks (in each targeted group).

Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
1.2.1 Institute and Mandate Instructional Software to help remediate instruction while tying benchmarks to instruction. This includes I-Ready, Dreambox, CommonLit, Get More Math	Ms. Lee, Ms. Sabo, Mr. Holloway, Dr. Norton, Dr. Lutchko	September 2022	June 2023	Continuous monitoring of student/teacher usage, student achievement, and program evaluation to ensure student growth/progress. Quarterly reports to Board of Education.
1.2.2 Implementing RTI tiered level of support using multiple measures. This data driven approach will help remediate our most "at-risk" students to help streamline BSI, I&RS, and student referral process. Use of lunch labs and traditional basic skills pull out and push in models will be utilized.	Ms. Lee, Ms. Sabo, Mr. Holloway, Dr. Norton, Dr. Lutchko	September 2022	June 2023	Basic skills enrollment numbers by tier, students progress on state and local benchmark assessments as indicated on quarterly reports to Board of Education.
1.2.3 Facilitate Math and ELA Coaching Cycles with trainers to focus on equitable interventions to bridge gaps	Superintendent, Principals, Director of C&I	October 2022	May 2023	Continuous monitoring of student/teacher usage, student achievement, and program evaluation to ensure student growth/progress.
1.2.4 Analyze district data to identify current baselines and gaps; meet monthly to reflect on progress and implement practices	Superintendent, Data Coordinator, Administration, and Data Liaisons	October 2022	May 2023	Continuous monitoring of student/teacher usage, student achievement, and program evaluation to ensure student growth/progress.

Goal 1- Objective 3: Build upon gifted and advanced programming to more accurately reflect student demographics by researching equitable practices, updating the identification process, and seeking ways to expand and diversify opportunities for student participation. By the spring of 22-23, the district will close the gap between 21-22 achievement rates and goal by an additional 25% in each targeted subgroup based on the 21-22 performance data.

Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
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1.3.1 Will continue to administer the NNAT3 test at Charles Street School that will assess students in non-verbal intelligence, allowing us to capture the whole student.	Dr. Lutchko, Ms. Lee, Ms. Hagmann	March 2023	June 2023	NNAT3 results/ Compare to 21-22 successful expansion of Gifted and Talented/Make any revisions to G&T identification process
1.3.2 Partner with Equal Opportunity Schools to survey and identify students that typically would not qualify for upper level coursework.	Ms. Sabo, Mr. Toscano, Dr. Lutchko, Dr. Norton	August 2022 (Leadership Orientation)	TBD	Student Insight Cards/ List of identified students targeted for upper level coursework.
1.3.3 Develop an early proposal for improving G&T Programs in the middle school by February 2023, with finalization of details and resources needed by June 2023	Superintendent, Administration, G&T Teachers/Teams	October 2022	June 2023	NNAT3 results/ Compare to 21-22 successful expansion of Gifted and Talented/Make any revisions to G&T identification process
Goal 1- Objective 4: Ensure equitable discipline practices by analyzing internal data, researching models for restorative practices, developing an action plan for resolving any potential disproportionality, and establishing a solid post-pandemic discipline data baseline for future progress targets. By the Spring of 22-23, the district will work to ensure that our Out of School Suspension rate will be reduced by 10%				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
1.4.1 Analyze prior and current year data on regular basis to determine 1) which infractions are the most frequent, 2) if those infractions reflect an equitable or skewed demographic representation, and 3) if dispositions associated with those infractions are equitable.	Superintendent, Administration, Data Coordinator	October 2022	May 2023	Continuous monitoring, student achievement, and program evaluation to ensure student growth/progress.
Goal 1- Objective 5: Strive for increased diversity among certified staff by developing a comprehensive plan for recruitment and retention.				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
1.5.1 Network with colleges and universities that already have a more diverse student population (especially in their education department) as partners in the diverse recruitment plan.	Superintendent, Administration, Equity Team	November 2022	June 2023	Demographics, reflective discussions, professional development
1.5.2 Create a comprehensive recruitment plan to attract high quality candidates reflective of the diverse population within the district.	Superintendent, Administration, Equity Team	March 2023	June 2023	Demographics, reflective discussions, professional development
Goal 1- Objective 6: Pursue increased educational equity in curriculum by researching curriculum equity evaluations, seeking out a qualified external expert to complete such an evaluation, and start the process to complete the audit by December 2022. Identify 1-2 key focus items from the audit to address by June 2023 and develop goals and action plan for 2023-2024 school year by June 2023.				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
1.6.1 Through the RFP process, secure a contracted vendor to conduct an equity audit of the district's ELA program and then provide 1-2 key focus items to be addressed and presented in a plan by June 2023.	Ms. Lee, Ms. Sabo, Mr. Holloway, Dr. Norton, Dr. Lutchko	September 2022	June 2023	Identification and meeting of needs, identify resources and individuals to address each component, professional development, build rapport with community and stakeholders to work together and address equity needs.

1.6.2 Collaborate with the district cultural diversity committee to map out the plan for an equity audit (including timeline, resources needed, and persons involved) and support the effort for completion by June 2023	Superintendent, Administration	November 2022	ongoing	Identification and meeting of needs, identify resources and individuals to address each component, professional development, build rapport with community and stakeholders to work together and address equity needs.
1.6.3 Once findings from the audit become available, review them with the administrative team, and then with the staff and the board of education	Superintendent, Administration, Equity Team	May 2023	June 2023	Identification and meeting of needs, identify resources and individuals to address each component, professional development, build rapport with community and stakeholders to work together and address equity needs.
<b>Goal 2: Facilitate the work needed to ensure academic success and growth for all students by creating a clear vision of requisite attributes, supporting universal pre-kindergarten, increasing the numbers of students performing on or above expectations at critical benchmarks in district assessment, and ultimately improving the graduation rate through the specific and measurable goal objectives.</b>				
Goal 2- Objective 1: By November 2022, detail our district vision for what qualities and attributes support students success and growth by working in teacher teams to generate a comprehensive vision of the mindsets and skills needed to be world changers and crafting that into a thorough Student Success Profile for the Palmyra School District.				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
2.1.1 Survey staff on what makes a Palmyra student successful.	Dr. Norton, Dr. Lutchko	October 2022	November 2022	Survey and Results
2.1.2 Creation and adoption of student success profile based on surveys created and multiple stakeholder feedback.	Superintendent, Administration, Staff	November 2022	March 2023	Student success profile
Goal 2- Objective 2: Begin implementing full day Preschool to least one-third of our preschool universe (approximately 45 students) by coordinating the funding provided by the NJDOE to staff, purchase curriculum, and plan parental engagement opportunities. By the 2023-2024 school year, the Palmyra School District will increase our preschool enrollment to service at least two-thirds of our preschool universe (approximately 75 students) by surveying our existing facilities.				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
2.2.1 Hire and train paras and teachers for expanded pre-school program	Ms. Lee, C&I	September 2022	October 2022	Hiring of staff/ pending Grant approval
2.2.2 Evaluate facilities for expansion of pre-school, maximizing enrollment	Ms. Lee, C&I, administration	January 2023	June 2023	District pre-school enrollment serving two-thirds of the preschool universe
2.2.3 Attend all required preschool information sessions to develop and submit the application and budget plan by the date(s) established by the NJ DOE.	Superintendent and designees	July 2022	August 2022	Completed application and budget plan submitted to NJ DOE
Goal 2- Objective 3: Establish processes to increase the number of students reading on level by analyzing existing data, documenting baselines, charting manageable yearly progress targets, and developing strategies to support reading growth. By the spring 2023 testing cycle, <b>70%</b> of the current third grade students will be reading on grade level using fall baselines as a starting point.				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
2.3.1 Increase in Guided reading and small group practices with provided professional development	Ms. Lee, Dr. Norton, Dr. Lutchko.	September 2022	June 2023	Observations and evaluations of teaching staff, professional development agendas and evaluations

2.3.2 Mandate use of I-Ready ELA diagnostic and instruction in grades K-8 to individualize and remediate instruction, including Tier I supports. Will also help incentivize and motivate student learning through schoolwide initiatives.	Ms. Lee, Dr. Norton, Dr. Lutchko.	September 2022	June 2023	Board of Education Data reports on student achievement. Renaissance committee on most improved students. Monthly tracking of teacher usage of system.
2.3.3 Establish a solid (all students in school for the first time in years) Dibels/F&P baseline in the fall, analyze that data and use it to target interventions	Superintendent, CSS Principal, Director of C&I, Data Coordinator, Staff	September 2022	November 2022	Observations and evaluations of teaching staff, professional development agendas and evaluations
2.3.4 Collect winter reading data and analyze growth, both overall and in connection with targeted interventions for select students and groups. Reflect on progress and refine interventions as needed. and analyze growth, both overall and in connection with targeted interventions for select students and groups. Reflect on progress and refine interventions as needed.	Superintendent, CSS Principal, Director of C&I, Data Coordinator, Staff	January 2023	April 2023	Observations and evaluations of teaching staff, professional development agendas and evaluations
2.3.5 Collect Spring data and analyze growth, both overall and in connection with targeted interventions for select students and groups. Reflect on progress and refine interventions as needed.	Superintendent, CSS Principal, Director of C&I, Data Coordinator, Staff	May 2023	June 2023	Observations and evaluations of teaching staff, professional development agendas and evaluations
2.3.6 Looking at one year of data on reading progression, develop manageable yearly progress targets needed to meet 90% by 2025-2026 and use that to create annual goals.	Superintendent, CSS Principal, Director of C&I, Data Coordinator, Staff	May 2023	June 2023	Observations and evaluations of teaching staff, professional development agendas and evaluations
2.3.7 Examine data to gauge a current baseline for our average mSGP by grade, building, and district for ELA.	Dr. Norton, Dr. Lutchko, building principals	October 2022	November 2022	NJSLA reports, and continuous monitoring
2.3.8 Identify which areas report the highest mSGP for the content area.	Dr. Norton, Dr. Lutchko, building principals	October 2022	November 2022	NJSLA reports, and continuous monitoring
Goal 2- Objective 4: Establish a long-term plan to increase student achievement on the Algebra 1 End of Course Test by analyzing prior year Algebra assessment scores to identify strengths and weaknesses within district scores as well as backwards map skill progression to target skills in prior years. Using prior year NJSLA and Start Strong data as a baseline, <b>25%</b> of students will be proficient on the Algebra I NJSLA Spring 2023 Assessment.				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
2.4.1 Institute and mandate Get More Math (GMM) instructional tool allowing for spiral review of prerequisite skills that may be missing.	Ms. Sabo, Mr. Toscano, Dr. Norton, Dr. Lutchko	September 2022	June 2023	Successful implementation of system with measurable student/staff usage. Should be coupled with increase in performance on state and local benchmark assessments.
2.4.2 Using LinkIt! to take both standards mastery assessments via the PD Liaisons and NJ SLA test prep questions.	Ms. Sabo, Mr. Toscano, Dr. Norton, Dr. Lutchko, PD Liaison	September 2022	June 2023	Standards mastery "Do Now" style quizzes in LinkIt! and test prep tests and questions delivered via LinkIt! and directly on the Pearson website.

2.4.3 Create a 'Success in Algebra' PLC to dissect available released problems, test specifications, practice tests, and prior year scores in order to identify priority standards and skills for test success.	Superintendent, PMS/PHS Principals and Math Team, Supervisor of C&I	October 2022	December 2022	Successful implementation of system with measurable student/staff usage. Should be coupled with increase in performance on state and local benchmark assessments.
2.4.4 Develop integrated test prep practices and strategies to be implemented in the Algebra I course for ongoing test-like practice problems.	PMS/PHS Principals and Math Team, Supervisor of C&I	October 2022	May 2023	Successful implementation of system with measurable student/staff usage. Should be coupled with increase in performance on state and local benchmark assessments.
2.4.5 Use the mathematics standards coherence map to trace critical Algebra skills back to 8th, 7th, and 6th grade supporting skills.	PMS/PHS Principals and Math Team, Supervisor of C&I	October 2022	May 2022	Successful implementation of system with measurable student/staff usage. Should be coupled with increase in performance on state and local benchmark assessments.
2.4.6 Develop integrated focus strategies to target those critical supporting skills in 6th, 7th, and 8th grade where applicable as early support for future year success.	PMS/PHS Principals and Math Team, Supervisor of C&I	October 2022	December 2022	Successful implementation of system with measurable student/staff usage. Should be coupled with increase in performance on state and local benchmark assessments.
2.4.7 Examine data to gauge a current baseline of our average mSGP by grade, building, and district for Math.	Superintendent, Administration, Data Coordinator	October 2022	November 2022	Continuous monitoring, student achievement, and program evaluation to ensure student growth/progress.
2.4.8 Identify which areas reported the highest mSGP for Math.	Superintendent, Administration, Data Coordinator	October 2022	November 2022	Continuous monitoring, student achievement, and program evaluation to ensure student growth/progress.
Goal 2- Objective 5: Continually improve 4 year graduation rates by examining reasons for drop out, identifying best practices for retention, and developing intervention strategies using peer mentoring. Working from baseline data from the last several years, the district's goal is to attain a 4-year graduation rate of 93.7% for the Class of 2023.				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
2.5.1 Establish a graduation committee to explore various components of this goal, collect data and research, reflect, and brainstorm future steps.	Superintendent, Principals, Equity Team	October 2022	June 2023	Meeting agendas
2.5.2 Research the process through which data is coded and submitted at the district to calculate our official graduation rate for state reporting to improve the coding portion of graduation rate scoring.	Superintendent, Principals, Equity Team	October 2022	November 2022	OnCourse and NJSMART reports, data reports
2.5.3 Research best practices in retention, motivation, and engagement to improve graduation rates through improved climate and culture.	Superintendent, Administration	October 2022	January 2023	Meeting agendas
2.5.4 Begin implementing identified interventions with all high school students but also including the current 9th grade, the class of 2026, who is noted in the 5 year goal.	Superintendent, Administration, Equity Team	November 2022	June 2023	Policy/Regulation updates, parent communications, small group instruction, guidance reports

Goal 2- Objective 6: Work towards attaining science assessment scores at or above state average by examining test specifications to reflect test-like tasks in the curriculum, establishing annual progress targets, and targeted areas for improvement in specific content. Using prior years as baseline data, the district will aim to attain an increase of 10% on the proficiency percentage for 5th Grade, 8th Grade, and high school.				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
2.6.1 Create a 'Science Success' PLC that includes science teachers grades 3 through 12 and administrators to dissect available released test specifications, practice problems, and score data to identify priorities for improving student success	Superintendent, Administration, Testing Coordinator, Staff	October 2022	June 2023	agendas, working documents, identified membership of PLC
2.6.2 Integrate a blend of test-like tasks to prepare students for test methodologies and project-based learning to deepen conceptual understanding and mastery into science courses across all grades.	Superintendent, Administration, Staff	November 2022	June 2023	LinkIt, College Board webinars, LMS
2.6.3 Once priority areas for grades 5, 8, and 11 assessments have been identified, examine the standards and their articulation to work backwards: build 5th grade assessment priority focus tasks into grades 3, 4, and 5; build 8th grade assessment priority focus tasks into grades 6, 7, and 8; and build 11th grade assessment priority focus tasks into grades 9, 10, and 11.	Superintendent, Administration, Staff	November 2022	June 2023	Curriculum planning and working documents in OnCourse
<b>Goal 3: Effectively begin implementation of our Palmyra Early College High School and Career Pathways Program by aligning students with feeder courses for the planned pathways, including courses aligned with RCBC and / or Stockton University, and seeking out partnerships for ongoing expansion in future years. By the end of the 22-23 school year, we will have an increase of students being awarded dual credit by at least 10% (we had 34 occurrences in the 21-22 school year) and we will add at least 2 more dual credit courses (we currently have 38). Finally, the district will have secured official state approvals for 2 of the 3 initially planned CTE programs/pathways.</b>				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
3.1.1 Continue to work with the NJ DOE to obtain approvals for all CTE proposals.	Mr. Toscano, Ms. Sabo, Dr. McBride, Dr. Norton	September 2022	March 2023	Official documentation from NJ DOE demonstrating CTE approvals.
3.1.2 Working with RCBC, Stockton University and other colleges and universities to evaluate, write and adopt curriculum that will provide for dual credit.	Mr. Toscano, Ms. Sabo, Dr. McBride, Dr. Norton	September 2022	June 2023	Adopted agreements between the Palmyra BOE and affiliated colleges and universities.
Goal 3- Objective 2: By December 2022, formalize a plan to be presented to the Board that demonstrates how the district capitalizes on local strengths to extend learning outside of the classroom and into the community by fostering connections and forging partnerships with local businesses and/or trades, inviting those local vocational partners to participate in career fair events, and begin planning future internship opportunities together.				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
3.2.1 Facilitate departmental and grade level team discussions to brainstorm what type of real-world experiences and opportunities would best supplement in-house learning to develop partnerships with local businesses and trades.	Superintendent, principals, staff	October 2022	February 2023	Meeting agendas, site visits, and on-site presentations with businesses and trades.
3.2.2 Identify local organizations that could supplement district learning outside our four walls and establish partnerships, determine what steps must be taken to collaborate with them, and set up the process for those internships and real-world learning opportunities to begin.	School administration, Director of C&I, Director of Student Services, staff	January 2023	June 2023	Surveys, collaboration with Workforce Development Board and Rotary, solicitation of businesses, and on-site trade/job fairs.
Goal 3- Objective 3: Formalize a plan to be presented to the Board by June 2023, demonstrating a comprehensive district community service component within the curriculum that allows for collaboration with local partners to identify local service opportunities to be integrated into our program.				

Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
3.3.1 Audit service learning in the existing curriculum, determine where opportunities exist to implement new service learning initiatives by surveying teachers	Ms. Lee, Ms. Sabo, Mr. Holloway, Dr. Norton, Dr. Lutchko	September 2022	June 2023	Surveys, curriculum updates, lesson plans, board presentation
<b>Goal 4: Prepare for district and programmatic expansion by facilitating and analyzing a local population study, developing a budget plan to support upgrades over the next five years, and beginning the application process to attain Sustainable Jersey for Schools Silver Certification through the specific and measurable goal objectives.</b>				
Goal 4- Objective 1: By December 2022, prepare for both population and programmatic expansion and sustainability by utilizing the completed population study, to develop a concrete plan for sufficient funding to support the necessary upgrades.				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
4.1.1 Research and estimate the cost of expansion to make the necessary upgrades to accommodate 10 year anticipated population growth, state of the arts standards, and Sustainable Jersey improvements over the course of the next five years.	Superintendent, Business Administrator, Administration, Architect of Record	October 2022	December 2022	Formal studies, meeting minutes, presentations, budget reports, architectural and engineering reports.
4.1.2 Discuss, brainstorm, and propose sources for attaining the necessary funding based on the estimate developed.	Superintendent, Business Administrator, Administration, Architect of Record	November 2022	December 2022	Formal studies, meeting minutes, presentations, budget reports, architectural and engineering reports.
Goal 4- Objective 2: In order to begin the process for achieving Sustainable Jersey for Schools Silver Certification, form a green team and identify 3 priority items and 8 categories for action to be taken by Spring 2023 towards obtaining bronze level.				
Major Actionable Items	Staff	Starting Date	Due Date	Evidence/Artifacts/ Indicators of Success
4.2.1 Research the criteria and goals of school and district Green Team and identify staff members that meet those criteria to form school/district Green Teams as determined by the group, as well as dedicated Green Team coordinators for each.	Superintendent; Administration, Staff	October 2022	November 2022	Sustainable Jersey website, resources, community connections, score
4.2.2 Once the district has established one or more Green Teams for school/district planning, those teams should review the process for Sustainable Jersey Silver Certification and the various actions that can be submitted within the application process.	Superintendent, Green Team (s)	November 2022	December 2022	Sustainable Jersey website, resources, community connections, score
4.2.3 The green team(s) should identify (by January) at least three priority items to be implemented during the 22-23 school year and document the process for submission (throughout the year).	Superintendent, Green Team (s)	November 2022	January 2023	Sustainable Jersey website, resources, community connections, score
4.2.4 The green team(s) should identify (by January) at least 8 Categories for Actions to be taken and start working to plan out the steps needed for those actions (throughout the year).	Superintendent, Green Team (s)	November 2022	January 2023	Sustainable Jersey website, resources, community connections, score

<b>List of Adjustments and Focus Areas for 2022-2023</b>					
1.	mSGP (mean student growth percentage) - examining existing data to gauge a current baseline is being examined in ELA and Math separately				
2.	mSGP - identifying which areas reported the highest mSGP is being examined in ELA and Math separately				
3.	all other areas of mSGP will be looked at but are no longer considered priority for goal/objective purposes				
4.	NJSLA Science Assessment - growth percentage is 10% above baseline from 2021-2022 for 5th grade, 8th grade, and high school science				
5.	Original Goal 3 Part A: this subsection was collapsed into Goal 3 as part of Career Technical Education (CTE); there was too much redundancy between 3A, 3B, and 3C				
6.	Community Learning (originally part of Goal 3, Part A) will be a focus through all grade levels, but is removed as a measurable goal item (lower priority)				
7.	Communications/Evaluation of Programs (Goal 3, Part A) will be a focus throughout district, but is removed as a measurable goal item (lower priority)				
8.	Communications/Calendar/Survey of Programs (Goal 3, Part A) will be a focus through district and BOE review, but is removed as a measurable goal item (lower priority)				
9.	Comprehensive SEL for students and staff (Goal 3, Part B) will be a focus throughout district; but removed as a goal item				
10.	Wellness Teams (Goal 3, Part B) will be a focus throughout the district, but removed as a goal item.				
11.	Ratios Goal 3, Part B) will continue to monitor class sizes for optimal delivery and support, but item removed as a goal item				