

# 2022-2023 District Goals



**August 18, 2022 BOE Meeting**

# GOAL 1: Expanding and Refining Special Education Programs Pre K - 12+

**Narrative:** The District has experienced a growing number of students eligible for special education and related services with a high concentration at the elementary levels. Compounding this number are the incoming students with disabilities who require multi-level resources, staff, services, and programming.

**Rationale:** The school district has outstanding programs for our special needs population staffed by exceptional employees and supportive parents. The special needs population in Wayne continues to expand beyond our current programming. The district is committed to creating programs around the needs of the student population, and we recognize that planning now will lead to better learning opportunities in the future.

The goal is to conduct a comprehensive needs assessment that will serve to align our student needs with programs and establish new programs or re-envision some of our existing programs. This goal will progress to sustainability for future elementary and secondary programming.

# GOAL 1: Expanding and Refining Special Education Programs Pre K - 12+ (cont.)

STAFF RESPONSIBLE	SUPPORTING ACTIVITY (TIMELINE)	FINANCIAL IMPLICATIONS
Director of Student Support Services, Assistant Director of Student Support Services, Assistant Principal for Student Support Services (PreK/Elem), Staff	Plan and provide professional development for the anticipated 2023-2024 school year with necessary staff members for revised and new programs. (Summer 2022)	MODERATE- TITLE II
Director of Student Support Services, Assistant Director of Student Support Services, Assistant Principal for Student Support Services (PreK/Elem)	Conduct a comprehensive needs assessment through an outside organization to identify additional special education program needs and set future actions for our Special Education Program. Revise current program descriptions. (Fall/Winter 2022-23)	Title II (federal funds) have been allocated for this program development work.
Director of Student Support Services, Assistant Director of Student Support Services, Assistant Principal for Student Support Services (PreK/Elem), Child Study Team members	Based upon needs assessment, create short and long-term program goals for programmatic change and survey Child Study Teams for possible future programs. (Fall/Winter 2022-23)	NONE
Student Support Services Administrative Team	Survey projections and CST feedback for 2023-2024 programmatic goals, staffing, and PD needs (February 2023)	NONE
Director of Student Support Services, Assistant Director of Student Support Services, Assistant Principal for Student Support Services (PreK/Elem), Elementary Principals, & Director of Facilities	Determine additional programming and identify needs (i.e. facility, curriculum, staffing). Assess current program staffing for adequacy. (Winter 2023)	MODERATE to SIGNIFICANT

# GOAL 2: Post Secondary Planning and Support

**Narrative:** Although the pandemic led to numerous students taking “gap” years and revising their post-secondary plans, it appears that the level of competition prior to the pandemic will actually intensify in the coming years. Most recent estimates from Common App suggest college applications are increasing. As of November 16, 2021, the number of college applicants had increased 13%, and the total applications submitted have increased by 22%, compared to the previous year.

**Rationale:** The combination of additional college applicants along with the practice of students submitting far more applications to account for the increased competition, means that the overwhelming majority of our high school students are likely to face fierce competition for admittance, especially at colleges and universities that were highly selective before the pandemic. Recognizing that level of competition, our high schools need to evaluate our system of weighting classes along with other factors beyond grades and test scores related to college admissions and other post-secondary credential programs to put our students in the best position possible.

**The goal** is to analyze the strengths and weaknesses of our current wide range of program and curriculum offerings to ensure that we are putting our students in the best possible position for optimizing their post-secondary plans as they pertain to college admissions. There will be a focus on the grading system, community partnerships (to expand opportunities for after-school career exploration and work experiences), and guidance department staffing and support services.

# GOAL 2: Post Secondary Planning and Support (cont.)

STAFF RESPONSIBLE	SUPPORTING ACTIVITY (TIMELINE)	FINANCIAL IMPLICATIONS
Committee members, including guidance counselors, principals, assistant principals, staff, parents, and board members	Evaluate the immediate concern of changing the weighting system and the impact of increased weighting for students in enriched classes, which currently carry no additional weighting for purposes of calculating GPA. (Spring 2022)	NONE-This was completed in the spring of 2022 after a committee was formed to evaluate the issue and will go into effect in September 2022.
Committee members, including guidance counselors, principals, assistant principals, staff, parents, and board members	Develop parent and student programs in consideration of the changing nature of college admissions. Expand community partnerships to identify internship and work/career exploration experiences for interested students. Record programs and make them available on high school guidance websites. (Fall 2022)	MODERATE DEPENDING ON COST OF PROGRAMS
Superintendent, Assistant Superintendent, Directors, Principals, Guidance Counselors, WEA	Produced enhanced Program of Studies for both high schools (Winter 2022-2023)	MODERATE
Superintendent, Business Administrator, Director of Human Resources	Budget for a guidance supervisor. (Winter 2022-2023)	SIGNIFICANT
Superintendent, Assistant Superintendent, Directors	Evaluate student outcomes based on community internships and consider expanded program opportunities for Work-Based Learning and the Senior Internship Experience.	MODERATE BASED ON INCREASED STAFFING NEEDS

# GOAL 3: Extended Day Program Analysis

**Narrative:** The Wayne Township Public Schools have a proud history of supporting families by offering reasonably priced before and after care programs at our elementary schools. Now that the worst of the pandemic seems to be behind us, we have the capacity to evaluate and enhance our existing programs, and our extended day programs are a great way to continue to support families while providing services and educational programs.

**Rationale:** Many parents have expressed an interest in having an extended day program at the Preakness School Early Childhood Center, while a recent survey completed by the District revealed a renewed interest in a middle school level extended day program. While there is a clear desire to expand the extended day program, staffing and finances remain an obstacle.

The goal is to consider expanding the extended day program to serve middle school and preschool students and to develop new and engaging programs and experiences for students attending the extended day program.

# GOAL 3: Extended Day Program Analysis

STAFF RESPONSIBLE	SUPPORTING ACTIVITY (TIMELINE)	FINANCIAL IMPLICATIONS
Superintendent, Assistant Superintendent	Survey parent community to determine interest in expanded and/or extended day programs to include pre-K and middle school students. (Summer 2022)	NONE
Committee members, including youth program specialist, superintendent, assistant superintendent, business administrator, directors, principals, teachers, parents, and board members	Assemble a committee and establish a meeting schedule and timeline. Consider internal resources for a District program, external before and after school programs, and all associated costs and factors for extended day programming. (Fall 2022)	NONE
Committee members, including youth program specialist, superintendent, assistant superintendent, business administrator, directors, principals, teachers, parents, and board members	Produce a presentation to detail all extended day program options for meeting the community's expressed interests/needs for additional extended day offerings. Consider enrichment programs to enhance current programs. (Winter 2022/2023)	NONE
Superintendent, Assistant Superintendent, Business Administrator, Directors, Youth Program Specialist	Budget for expanded extended day programs recognizing that extended day programs must operate as business entities. (February/March 2023)	MODERATE to SIGNIFICANT
Superintendent, Assistant Superintendent, and Directors	If approved, offer programs based on committee work and the community's expressed interests/needs and determine if they are feasible after the registration process is complete (Spring 2023)	NONE

# GOAL 4: Learning Management System to Enhance the Learning Process

**Narrative:** During the COVID 19 pandemic, schools had to deliver online and hybrid programs and instruction while trying to maintain a system that offered the most equitable and robust instruction to our students. During the pandemic, the Wayne Township Public Schools used digital tools and resources already on hand to maintain our instructional programs. Now, as we reflect on our experiences, we see opportunities for the district to grow and integrate numerous digital tools to make teaching and learning more efficient and effective. This is an opportune time to consider the addition of a Learning Management System (LMS) to refine and improve our overall technology platform.

**Rationale:** Learning Management systems offer many advantages when used in a school setting. They support the efficient distribution of class materials to all students, allow teachers to disseminate resources in a diverse range of formats to meet the individual needs of all students, offer parents and guardians access to their child's classroom information, and provide an enhanced platform for engagement.

The goal is to enhance the learning experience by identifying a Learning Management System for the development, implementation, and delivery of our educational programs and courses.



# GOAL 4: Learning Management System to Enhance the Learning Process

STAFF RESPONSIBLE	SUPPORTING ACTIVITY (TIMELINE)	FINANCIAL IMPLICATIONS
Board of Education Members, Superintendent, Assistant Superintendent, Director of Technology, Director of Secondary Education, Director of Elementary Education, Director of Special Education.	Assemble a committee including administrators, technology teacher coordinators, principals, assistant principals, teachers, and WEA officers, and parents/guardians. Consider LMS options for pilots. (Fall 2022)	NONE
Director of Technology, Teacher Technology Coordinators, Implementation Team, Superintendent, Assistant Superintendent, and Committee Members	Identify three LMS platforms for the committee to view presentations from. Select and run LMS pilots at elementary, middle, and high school levels. (Fall/Winter 2022-23)	NONE
Director of Technology and Implementation Team, Committee Members	Committee meets to evaluate pilot program feedback and make a recommendation for a District LMS preferred platform. (March 2023)	NONE
Director of Technology, Superintendent, Assistant Superintendent, Business Administrator, Technology Teacher Coordinators	Budget and plan for LMS system purchase, implementation and associated professional development training. (Spring/Summer 2023)	MODERATE to SIGNIFICANT

# GOAL 5: Multi-Tiered System of Supports

**Narrative:** Many students are still struggling to recover from the extensive academic disruptions caused by the pandemic. The District has committed to working together with our instructional staff to help our students recover from COVID-related instructional loss. The MTSS (multi-tiered system of support) model and associated professional development and coaching will be used to ensure that all teachers are able to identify the specific needs of struggling students and plan interventions accordingly. Benchmark, local and standardized assessment data will be evaluated and used in this process.

**Rationale:** While interventions and supports are largely left in the hands of teachers and administrators, a framework provides additional structure and standardizes practices. The MTSS framework better ensures that all students receive targeted support and that interventions are put in place early so that all students' learning needs are met.

The goal for the 2022-2023 school year is to continue to offer ongoing professional development in the MTSS framework with coaching support for teachers in grades 1, 3, 6, and as well as Algebra 1 teachers to ensure these staff members are properly trained and understand best practices for implementation and facilitation of this framework.

# GOAL 5: Multi-Tiered System of Supports

STAFF RESPONSIBLE	SUPPORTING ACTIVITY (TIMELINE)	FINANCIAL IMPLICATIONS
Director of Elementary Education, Director of Secondary Education, Principals and Assistant Principals	Survey Teachers to determine priority professional development needs. March 2022 Survey Teachers to assess current understanding of MTSS. May 2022	NONE
Director of Elementary Education, Building Principals	Survey Teachers to assess current understanding of MTSS. May 2022	NONE
Director of Elementary Education, Director of Secondary Education, Principals and Assistant Principals, Teachers, Counselors, Specialists, Coaches	Kickoff: Professional development to introduce MTSS and Tier 1 interventions. Teachers, Administrators, Counselors, Reading Specialists, BSIP Teachers, ELL, and other team members attend. June 13, 2022	MINIMAL-GRANT FUNDED
Director of Elementary Education, Principals and Assistant Principals, Teachers, Coaches	Grades 1, 3 and 6. Tier 1 Teachers - Implementation Launch: Data Analysis, implementation strategies, curricular review, goal setting. September 2, 2022	MINIMAL-GRANT FUNDED
Director of Elementary Education, Principals and Assistant Principals, Teachers, Coaches	Building Principals and Assistant Principals monitor and evaluate progress, support teachers, analyze data. Ongoing	NONE
Director of Elementary Education, Principals and Assistant Principals, Teachers, Coaches	Grades 1, 3 and 6. Tier 1 Teachers - Professional Development: Reflection, revision, data checks. November 2022	MINIMAL-GRANT FUNDED
Teachers, Coaches	Office Hours - Teacher support, check in December 2022	NONE
Principals, Assistant Principals, Teachers, Coaches	(3) On-site Coaching Sessions per building. Grades 1, 3 and 6. Tier 1 Teachers *Model MTSS strategies *Collaborate and Plan *Coach Fall 2022, Winter 2023, Spring 2023	MINIMAL GRANT FUNDED

**Thank You**