

Board Goal 2021-2022

Board Goal:

- Stay abreast of technology advances and safety enhancement opportunities
- Continue quarterly monitoring of gym floors to assess potential issues with respect to mercury off-gassing
- Replace/Upgrade gym floors
- Explore the possibility of adding solar panels in district
- Support student social, emotional and educational support after returning from a pandemic

Superintendent Goals 2021-2022

Superintendent Goal: By October 31, 2021, 95% of SWSD students will take the Start Strong Assessment.

Superintendent Goal: By October 31, 2021 the SWSD will provide relevant teaching staff with training on and access to the new Promethean Boards

Superintendent Goal: By January 31, 2022, a system of accountability will be in place to monitor the social and emotional needs of all students, so that concerns are addressed in a timely manner in partnership with parents and caregivers.

Superintendent Goal: By June 30, 2022, the SWSD will partner with the Institute for Student Achievement to provide a cumulative 2 in-person days and 29 hours of virtual professional development in the area of Diversity, Equity, and Inclusion for staff.

Superintendent Goal: By December 31, 2021, the Swedesboro Woolwich School District will create a communication plan to increase its effectiveness.

Superintendent Goal: By December 31, 2021, co-curricular activities will be reinstated fully as allowed by the guidelines set forth by the NJDOE, NJDOH, and the CDC.

Superintendent Goal: By June 30, 2022, the leadership team/board of education will conduct the first three phases of the strategic planning process with all of the Swedesboro Woolwich School District stakeholders.

Superintendent Goal: By June 30, 2022, the Swedesboro Woolwich School District will develop and approve a plan to move forward with solar panels for the district.

Strategic Goals 2017-2022

Challenging all students to learn and achieve at higher levels

Committed to expand the use of technology for teaching and learning

Promote and nurture a healthy, positive climate and culture

Effective communication with all stakeholders
Expand participation in co-curricular programs
Community and school districts partnerships

Superintendent Goals 2021 - 2022

Challenging all students to learn at higher levels:

1. Problem Statement: Due to the nature of the 2020-2021 school year, state standardized testing was delayed until the Fall of 2021; therefore, the state is requiring the implementation of the Start Strong Assessment.

Smart Goal: By October 31, 2021, 95% of SWSD students will take the Start Strong Assessment.

Action Plan:

- Administrative team to create a schedule to administer the assessment during the state-approved testing window of September 20, 2021 through October 22, 2021.
- The technology department will equip the devices with the necessary testing software to perform the assessment according to state guidelines.
- The administrative team will clearly communicate with parents and caregivers the purpose of the fall administration of the assessment and proper procedures for its implementation.

In 2020 the New Jersey Department of Education allowed districts the opportunity to participate in the Start Strong Assessment to assess student learning for the 2020-2021 school year. Not all schools were required to do so. SWSD did not participate. Instead, a variety of assessments were utilized to assess student mastery towards grade level standards (LinkIt, Star, IRLA, etc.). As part of the waiver the NJDOE submitted to the United States Department of Education to exempt NJ schools from federal regulations requiring the spring assessment, the NJDOE committed to delay the administration of the assessment until the fall of 2021. The administrative team at SWSD is still waiting for specific guidance from the state in order to determine all of the necessary steps for administering the test.

Committed to expand the use of technology for teaching and learning

2. Problem Statement: During the 2021-2022 school year, SWSD classrooms will be equipped with Promethean Boards at various times; however, many classroom

teachers will not have adequate accessibility to navigate its intricacies prior to the school year.

Smart Goal: By October 31, 2021 the SWSD will provide relevant teaching staff with training on and access to the new Promethean Boards

Action Plan:

- Install the Promethean Boards as efficiently as possible as they arrive throughout the district
- Design comprehensive training opportunities for relevant staff to utilize and manipulate the devices to maximize student learning
- Provide access to the devices for staff practice using the devices
- Provide ample opportunities for students to utilize the Promethean boards to have the greatest impact on student achievement.

Due to production delays, the supply of Promethean Boards purchased by the district utilizing the ESSER funds will need to be installed later than originally anticipated. This delay will change the training strategy and the access that staff will have to navigate the device at their leisure. We must provide opportunities for staff to access the boards prior to the installation as it may occur during the school year.

Promote and nurture a healthy, positive climate and culture

3. Problem Statement: According to the 2020 Swedesboro Woolwich Parent DEI Survey, 11.9% of respondents indicated “totally untrue” or “mostly untrue” when asked if the district was committed to diversity, thus reflecting a negative perception of the district’s commitment to diversity, equity and inclusion

Smart Goal: By June 30, 2022, the SWSD will partner with the Institute for Student Achievement to provide a cumulative 2 in-person days and 29 hours of virtual professional development in the area of Diversity, Equity, and Inclusion for staff.

Action Plan:

- Promote and support inclusive teaching, learning, and professional development
- Confirm the scheduled dates with ISA to provide the necessary training to create an inclusive and equitable environment for all teachers and learners
- Examine the district hiring practices to ensure a diverse and inclusive faculty and staff
- Continue to conduct a needs assessment survey with the staff, students, and community in the area of Diversity, Equity, and Inclusion
- Create a District DEI Leader position to lead various district-wide initiatives as it relates to diversity, equity and inclusion.

It is essential that we create a diverse, equitable, and inclusive environment where all students and staff can realize their full potential as we are all uniquely and wonderfully

made with a purpose. We will continue to provide professional development to staff and to provide proper instruction to students in the area of DEI. We will also examine our hiring processes to ensure that we are an equal opportunity employer.

4. **Problem Statement:** The proportion of mental health–related ED visits among children increased 66%, from 1,094 per 100,000 during April 14–21, 2019 to 1,820 per 100,000 during April 12–18, 2020 (Supplementary Figure 1, <https://stacks.cdc.gov/view/cdc/96609>).

Smart Goal: By January 31, 2022, a system of accountability will be in place to monitor the social and emotional needs of all students so that concerns are addressed in a timely manner in partnership with parents and caregivers.

Action Plan:

- Utilize data from climate and culture surveys to diagnose current and future areas of concern
- Provide continued professional development for staff in the area of social emotional learning
- Implement lessons for students through Comet Time that address expectations for a safe, nurturing learning community through our character education program.

As addressed in the problem statement, the frequency of youth attending medical facilities in the wake of the pandemic has greatly increased. The social-emotional health of our students (and staff) will be at the forefront of our efforts moving into the school year. A system will be created to monitor student progress and to provide a healthy and safe environment.

Effective communication with all stakeholders

5. **Problem Statement:** As of July 28, 2021, the Swedesboro Woolwich School District does not have a communication plan to effectively communicate with its stakeholders.

Smart Goal: By December 31, 2021, the Swedesboro Woolwich School District will create a communication plan to increase its effectiveness.

Action Plan:

- A committee of key stakeholders will be established to assess the current communication strategies and their effectiveness
- The committee will identify appropriate mechanisms, strategies, and opportunities to improve the quality and effectiveness of its practices
- The plan will be shared with appropriate personnel for revision and improvements

- The plan will be presented to the board of education and community.

Having a communication plan will not only increase the quality and effectiveness of district communication, but it will also be essential during a crisis or other emergency situation. It is important for the stakeholders of SWSD to be familiar with the communication modalities and processes during those most critical times.

Expand participation in co-curricular activities

6. Problem Statement: The elimination of co-curricular activities due to the pandemic has decreased the number of opportunities for students to make connections with their peers and teachers to increase their physical, social, and emotional well-being.

Smart Goal: By June 30, 2022, co-curricular activities will be reinstated fully as allowed by the guidelines set forth by the NJDOE, NJDOH, and the CDC.

Action Plan:

- Approve the reinstatement of all appropriate clubs, activities, and programs
- Approve the appropriate staff leaders for the co-curricular activities
- Develop schedules, locations, and times for the activities
- Monitor the COVID-19 data, NJDOE, NJDOH, and CDC guidelines for these types of activities and respond accordingly.

Co-curricular activities provide a learning environment for students of all academic, physical, social, and emotional abilities. They also provide a platform for students to grow closer to their peers and teachers in a forum that is often grounded in high student interest. We intend to operate as fully as possible in this arena.

Community and School District Partnerships

7. Problem Statement: At the end of the 2021-2022 school year, the district strategic plan will expire, thus leaving the district with a potential void in its mission, vision, values, and goals moving beyond 2022.

Smart Goal: By June 30, 2022, the leadership team/board of education will conduct the first three phases of the strategic planning process with all of the Swedesboro Woolwich School District stakeholders.

Action Plan:

- Phase 1: Points of Pride - February 23, 2022, 6:00 P.M.
- Phase 2: Expectations for the Future - March 30, 2022, 6:00 P.M.
- Phase 3: Creating an Action Plan - May 4, 2022, 6:00 P.M.

Utilizing the information gained during these sessions, we will begin to develop a five-year strategic plan for our district that best prioritizes our needs and expectations.

The plan will be brief and concise, so that we can best monitor and evaluate our progress towards the plan. The plan will also be user-friendly for implementation purposes.

8. **Problem Statement:** As of July 28, 2021, the Swedesboro Woolwich School District lacks a plan for implementing the usage of solar energy, causing our district to spend significantly more taxpayer dollars on electricity.

Smart Goal: By June 30, 2022, the Swedesboro Woolwich School District will develop and approve a plan to move forward with solar panels for the district.

Action Plan:

- Synnergy Savings Solutions will present at the August 11, 2021 board meeting to provide a preliminary solution for a scope of work to implement solar energy.
- Michelle Rossi, ESIP Coordinator, will meet with members of the leadership team/board of education to discuss the Energy Savings Improvement Program (ESIP), which is a funding mechanism used to finance energy efficiency upgrades at public institutions throughout New Jersey. It allows a public entity to use energy savings to pay for the cost of energy-related capital upgrades.
- Explore other possible solutions for providing solar energy and other similar conservation efforts.

In 2019, the Swedesboro Woolwich School District conducted a Local Government Energy Audit (LGEA), which is the first step in qualifying for an ESIP. The recommendations from this audit provide valuable information to assist us with the transition into projects such as the installation of solar panels, converting to LED lighting, and replacing outdated equipment that drains our energy efficiency.

Swedesboro-Woolwich School District:

“A community dedicated to inspiring life-long learners.”

