Mahwah Schools

Strategic Plan 2020-2025 Update

Year Four: In Review

May 22, 2024

Mahwah Blueprint: The Vision



Our Progress…

Strategic Plan 2020-2025

Website

- Tab on our district homepage:
  - All communication posted.
  - Progress/action steps connected to each goal statement.
  - All resources connected to our school district's strategic plan and its process.

Facilities

Goal Statement - Facilities ***To create a safe, inspiring, student-centric, and progressive learning environment that will support student health and safety, while equipping our learners with the experiences and skills essential to compete in an ever-evolving world.***
• Regularly evaluate our learning spaces to assure that they are flexible enough to adjust to the changes presented by new technologies, ideas, and safety needs.
• Regularly update innovative learning spaces (inside and outside of the school building) to reflect updated curriculum, technological needs, and the diverse learning styles of all students.
• Identify outdated or under-utilized spaces (including exterior campus spaces), with an accompanying priority list, to redesign spaces with an aim to serve current and future programs and to increase productive utilization.
• Allocate funds yearly to ensure safety of all staff and students, making adjustments to building/room layout, electrical, plumbing, and HVAC to ensure that students are learning in clean/safe environments and staff feel physically comfortable in their working/learning space.

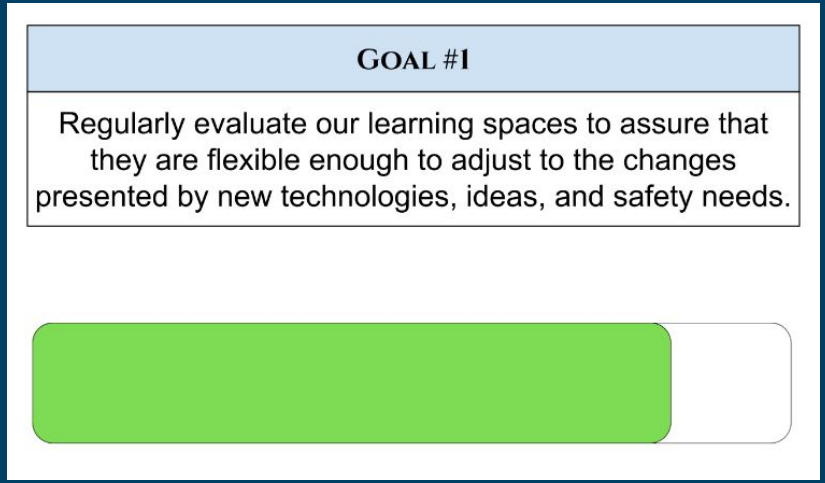
Initial Goal-Setting: From 2020

Facilities - Vision 2025



#1: Regularly evaluate our learning spaces to assure that they are flexible enough to adjust to the changes presented by new technologies, ideas, and safety needs.

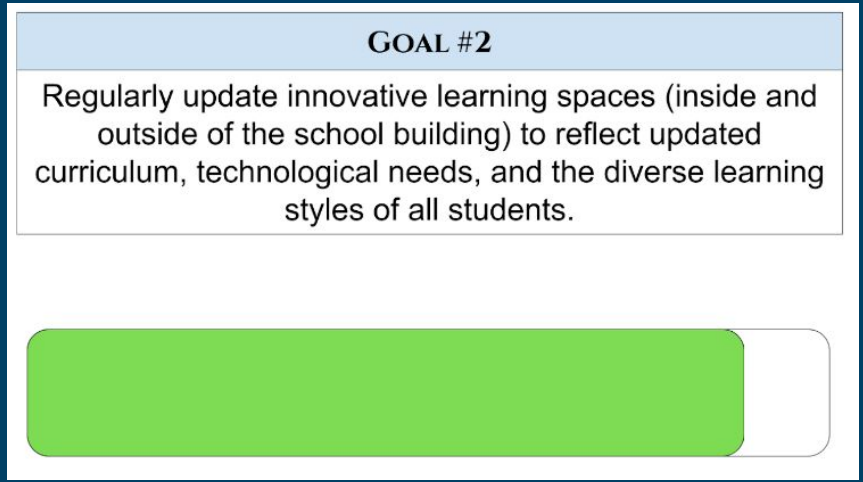
- Completed Initial Facility Audit
- Completed Audits of WiFi Infrastructure; paving, HVAC, Vehicle, and Roofing replacement schedules created.
- Regular reviews of facility needs through monthly principal meeting with CO administration and annual walkthrough with Supervisor of Building and Grounds.
- Regular Meetings between Curriculum and Technology Departments to assess Technology needs in the classrooms.
- Identifying opportunities to streamline and standardize control systems (fire, intrusion, access control, security camera, etc.)



- Update to initial Facility Audit
- Upgrade current security system (access control, camera systems)

#2: Regularly update innovative learning spaces (inside and outside of the school building) to reflect updated curriculum, technological needs, and the diverse learning styles of all students.

- Refresh and enhanced Outdoor classrooms and courtyards
- JK Innovation Lab
- Installation of an upgraded WiFi System
- Media Center Renovations (MHS)
- HVAC Upgrades - JK, GW
- Window Upgrades - RR, GW, BR
- Chiller Replacement - LM
- LED Lighting in all classrooms
- New Gym Floor (RR)
- Expansion of 1:1 computer accessibility
- CNC Machine for Woodshop

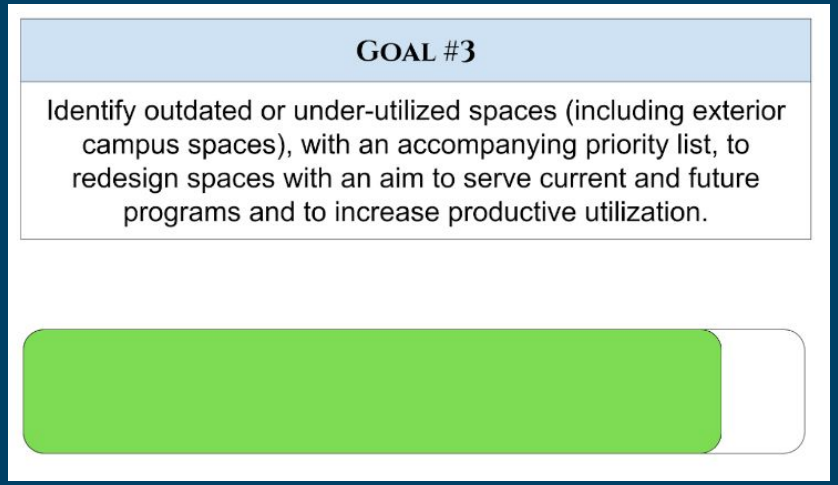


- Initial rollout of New Interactive Boards for K-5 Schools
- HVAC and Electrical Upgrades - GW
- Continued Expansion of Technology for Grades K-5

#3: Identify outdated or under-utilized spaces (including exterior campus spaces), with an accompanying priority list, to redesign spaces with an aim to serve current and future programs and to increase productive utilization.

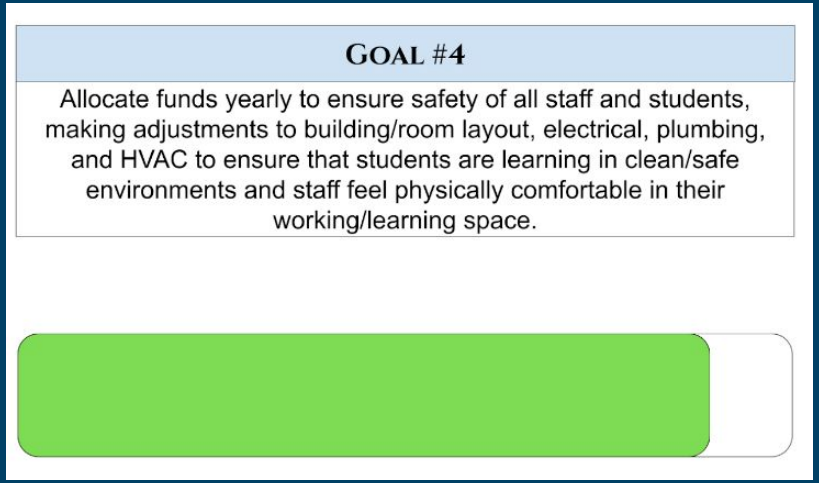
District

- Facility Audit
- Meetings with administrators and Board to review larger scale projects and initiatives
- Renovation of spaces (LM and BR) for new elementary supervisors and coaches
- Playground and interior alterations (BR and JK) to accommodate ADA needs
- Renovation to Grandstand and Track for providing improved safety and ADA accessibility
- Installation of Security Vestibules
- Relocation of concession stand to Building 5
- Created CNC Room for Woodshop



- Transition of K-3 Self-contained to Lenape Meadows
- Continued development and maintenance of of priority lists and specific school needs

#4: Allocate funds yearly to ensure safety of all staff and students, making adjustments to building/room layout, electrical, plumbing, and HVAC to ensure that students are learning in clean/safe environments and staff feel physically comfortable in their working/learning space.



District

- Development of replacement schedules for infrastructure systems (Roofing, HVAC, Paving, carpet to tile transition)
- Meetings with principals throughout the year to identify specific building needs
- Strategic utilization of reserve accounts
- Standardizing the meeting calendar for Finance and Facility Committee meetings.
- Creation of Maintenance Reserve Account

- Utilizing the refreshed facility audit and during continued meetings with the Finance and Facility Committee review and outline projects for funding in the 25/26 year and beyond
- Funding sources alternative to operating budget, reserve accounts, voter-approved referendum, grants, etc.

Initial Goal-Setting: From 2020

Social-Emotional Learning - Vision 2025



Social Emotional Learning

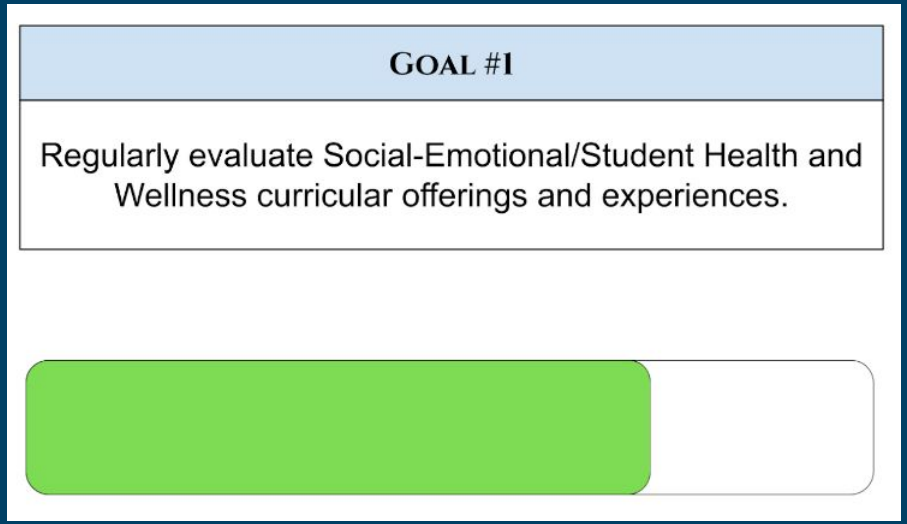
Goal Statement – Social Emotional Learning

To foster a demonstratively supportive learning environment that empowers students to be safe physically and emotionally, and allows for the healthy development of balanced and well-rounded individuals who will authentically integrate into our communities while simultaneously achieving their academic, career, and personal goals.

- Regularly evaluate Social-Emotional/Student Health and Wellness curricular offerings and experiences.
- Cultivate a learning environment that creates empathetic learners, appreciative of our diverse community and communities at large, are eager to understand the individual experiences of their peers, and recognize and value the human right of all people.
- Create programs and provide tools for parents with the resources needed to support their children both socially and emotionally.
- Build a K-12 social-emotional learning continuum, through the support of a comprehensive school counseling program and complementing SEL program, with unified language, consistent practices, and level-appropriate structures.
- Establish explicit yearly professional development opportunities for staff as it relates to social-emotional development and challenges that may occur in their classrooms in teaching a group of students with diverse backgrounds and needs.

#1: Regularly evaluate Social-Emotional/Student Health and Wellness curricular offerings and experiences.

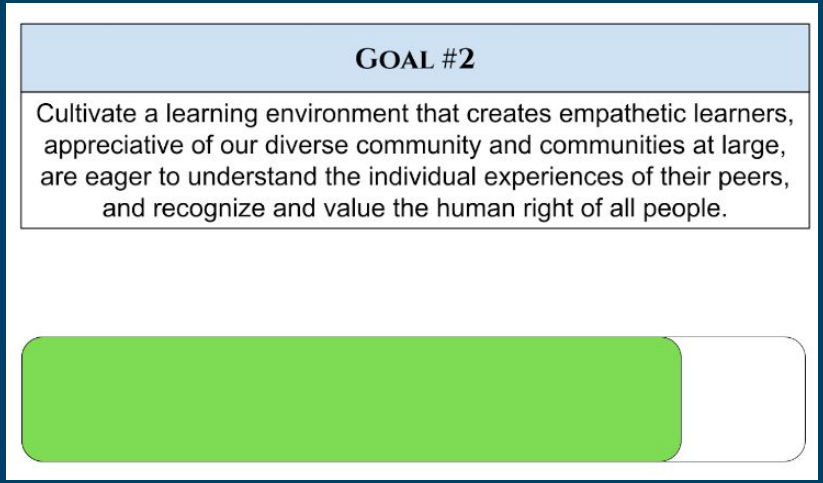
- Monitor that our curriculum and experiences are reflecting the current needs of our students.
- Created at Responsive Classroom K-2 and 3-5 curriculum.
- Created and updated the health curriculum based on state mandated requirements.
- Through our SEL coaches meetings, we review and discuss new experiences and offerings for our staff and students. SEL coaches plan all activities for schools.
- SEL Coaches are creating the SEL Handbook for teachers, a resource guide with varying experience ideas.
- SEL Coaches design all Mindful March and SEL day experiences for their school.
    - RR students could choose different "classes" led by teachers.



- Connect with Mahwah High School seniors to conduct an exit interview around their experiences with SEL.
- Inquiry stakeholders including students, parents, and teachers.

#2: Cultivate a learning environment that creates empathetic learners, appreciative of our diverse community and communities as large, are eager to understand the individual experiences of their peers, and recognize and value the human right of all people.

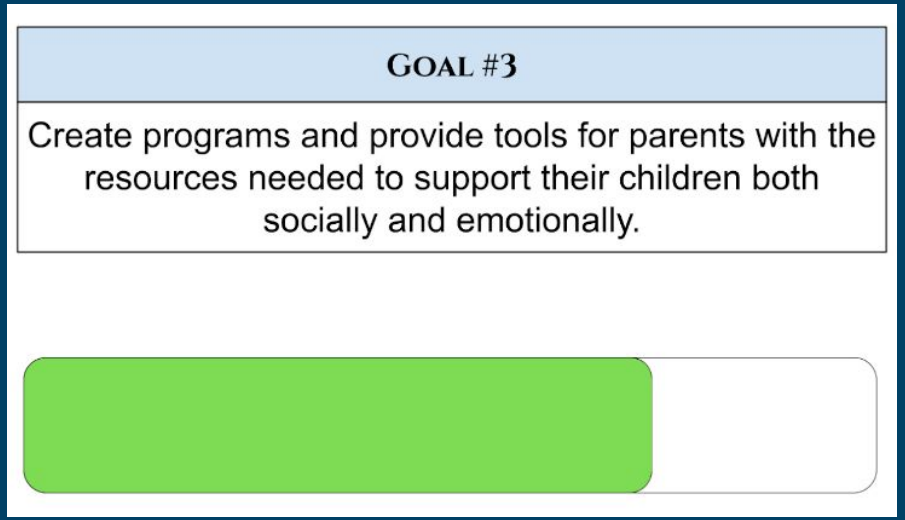
- International Day, Grades 6-12
- Diverse literature and texts
- Guest speakers sharing information about cultures and celebrations
- Thematic months based on cultures
- Expanding school calendar to include diverse celebrations of our unique cultures.
- We look for cross-school and age-group connections where students support their peers: HS tutors, Engineering Day, GEMS, HOPE Club, Science Day
- Maintain Responsive Classroom school-wide and in our classrooms.
- Habitat for Humanity Goal - Build house for local family.
- We use the CASEL competencies with students and staff.
- Maintain existing positive SEL programs in use at all schools.



- Create an opportunity for students to be part of the Thunderbird Partnership via presentations to younger grades.
- Create a peer-helping-peer program that will subsequently train peers to help each other navigate situations using the resources available in school for them.
- Create opportunity for Mahwah students to connect with nearby school communities for a common experience.

#3: Create programs and provide tools for parents with the resources needed to support their children both socially and emotionally.

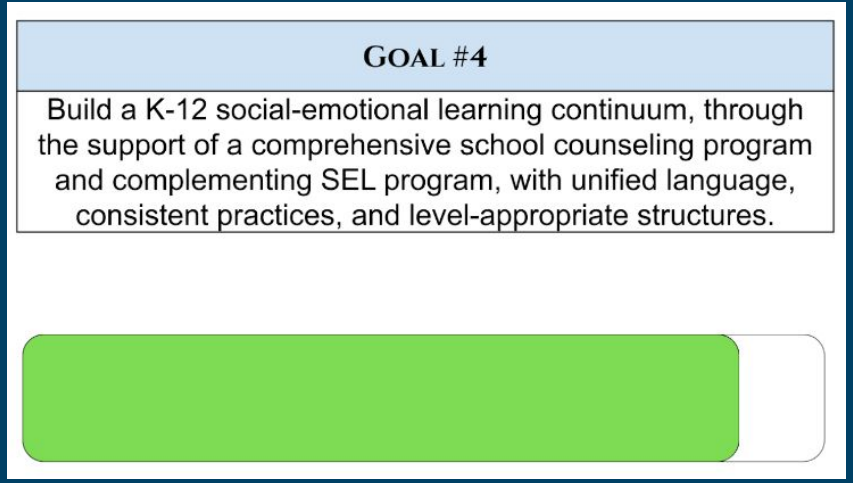
- Parent Academy: SEL presentation each year
- ESS: Supports our families and students through family counseling and parent counseling supports.
- Propio and TalkingPoints Application
- High School Guidance webpage
- Resources for community resources available to parents via guidance teams.
- Supporting Parents resource document available to staff to share with families as needed.



- Create a Parents-for-Parents resource from which parents with experience can assist other parents.
- Create a drop-in center for parent support.

#4: Build a K-12 social emotional learning continuum, through support of a comprehensive school counseling program and complementing SEL program, with unified language, consistent practices, and level-appropriate structures.

- High school students tutor elementary students.
- Created a connection to *Access for All*
- Elementary counselors K-5 coordination meetings. 6-12 transition discussions
- Added one new psychologist for 24-25 year
- Student Support Data Team meet
- Threat Assessment teams instituted 23-24.



- Create a drop-in center for academic, social-emotional, and recreational needs for students or all ages.
- Create a coordinator of mental health position.
- Conduct an annual screening of student resilience and grit that will be used to guide overarching cohort needs interventions.

#5: Establish explicit yearly professional development opportunities for staff as it relates to social-emotional development and challenges that may occur in their classrooms in teaching a group of students with diverse backgrounds and needs.

- January PD offerings yearly
- Faculty meetings and department meeting mini PDs led by our SEL coaches.
- Through the monitoring of data in our student support data teams, staff create plans for program, PD and resource needs.
- Provide a 2-year cohort training for free to staff interested in being Mahwah SEL Certified.
  - 4 hours of in house PD
  - 2 hours of in classroom labsite
  - 4 hours of independent work/research
  - 1 classroom visitation

GOAL #5
Establish explicit yearly professional development opportunities for staff as it relates to social-emotional development and challenges that may occur in their classrooms in teaching a group of students with diverse backgrounds and needs.



Curriculum and Instruction

Goal Statement – Curriculum and Instruction

To develop a rich and diverse standards-based curriculum that challenges and inspires our children through the use of essential 21st century learning opportunities, for an ever-changing society. To further build the learners' capacity for success in the areas of collaboration, critical and creative thinking, respectfully nurturing their future pathway choices.

- Regularly evaluate our curricula to ensure that our students are immersed in a well-balanced and diverse educational experience.
- Think globally about educational impact and how students can use their knowledge beyond the four walls of the classroom - rooted in inquiry, diverse perspective, self-advocacy, and civic engagement.
- Continually invest in our educators and provide professional development opportunities to increase their capacity in developing and implementing 21st century pedagogy, as well as diversity training to ensure that all staff are comfortable discussing race, equity, and equality as appropriate by grade level.
- Provide opportunities for all students to participate in authentic learning experiences that encourage them to be problem-solvers, critical thinkers, collaborative members of a group, and risk-takers.
- Create and develop relationships with organizations outside of the school building that enriches the students educational experience and prepares all students for more meaningful post-secondary options and the workforce.

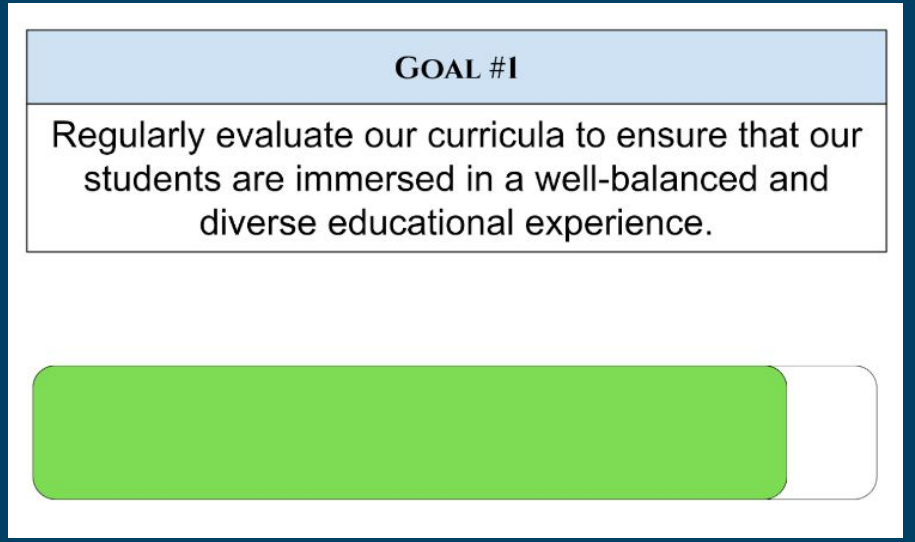
Initial Goal-Setting: From 2020

Curriculum and Instruction - Vision 2025



#1: Regularly evaluate our curricula to ensure that our students are immersed in a well-balanced and diverse educational experience.

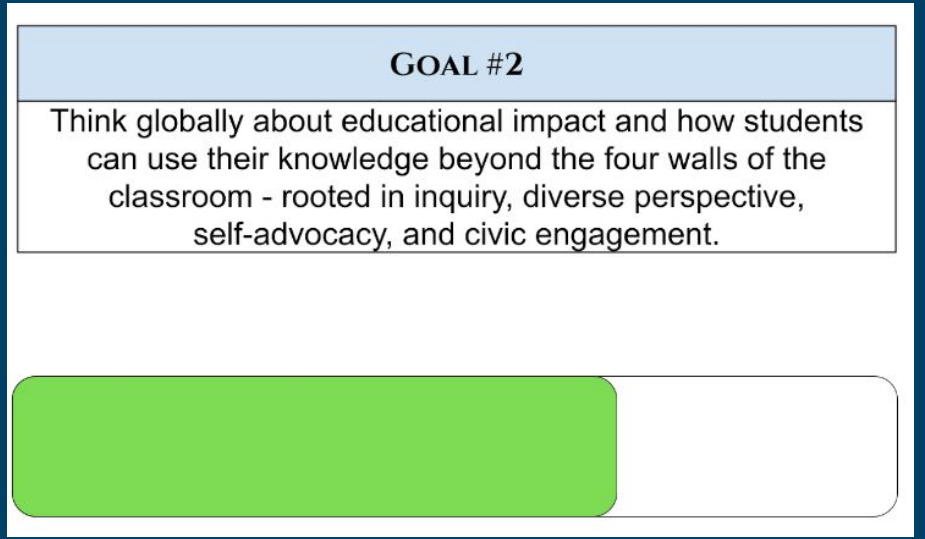
- Attain Future Ready Schools Certification for the district.
- QSAC review and updates with Atlas parameters
- Created an update schedule for all curriculum.
- Resources, book collections, curriculum points of praise and alignment documents connecting instructional topics of Diversity Equity and Inclusions.
- Integrate cultural assemblies (Mr.Zaks), International night, character education assemblies.
- Establish the use of the tiered system of support and data culture - NJTSS.
- Updated the IRS and 504 process to ensure our students receive an equitable balance of support.
- Bi-weekly meetings with other curriculum leads to discuss best practices & curriculum implementation.
- Elementary level incorporated text that represent all students - all students can see themselves and others in our literature.



Establish a model of curriculum review and writing that utilizes a continuous evaluation method which allows teachers to evaluate, discuss, and update curriculum on a regular basis.

#2: Think globally about educational impact and how students can use their knowledge beyond the four walls of the classroom -rooted in inquiry, diverse perspectives, self-advocacy, and civic engagement.

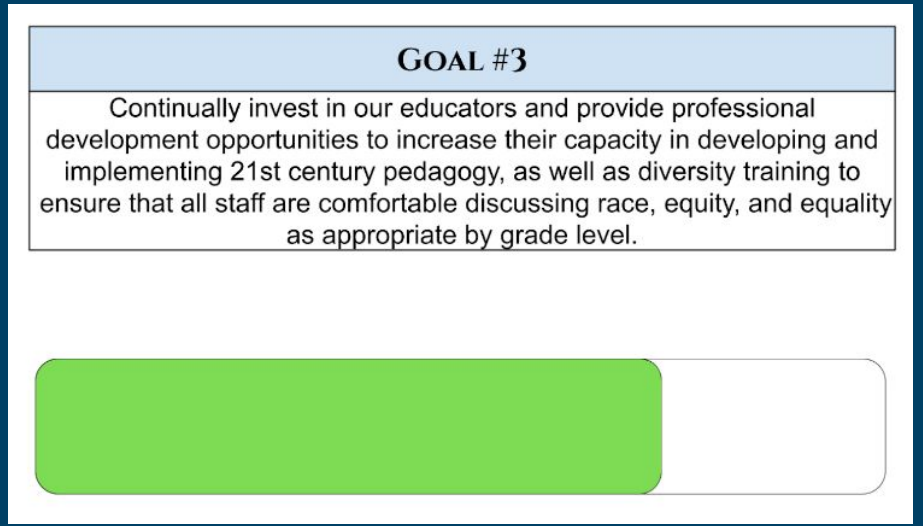
- Habitat for Humanity
- Courses and Clubs that promote the inquiry, diverse perspectives, and civic engagement: Project Citizen, Problem Solvers MHS,
- MHS Students training to be Poll officials
- Mevo experiences: hydroponic gardens, ramapo mountain clean up, support our science days.
- International Day moved from 9-12 to a 6-12 experience (next include all)
- Cross school and classroom collaboration: engineering week, science day, GEMS, Ridge visits to MHS, MHS to Ridge on Pathway program.
- RR G&T painted the Center for Food action wall
- Thunderbird externship and internship program.
- Diamond Challenge through University of Delaware in our entrepreneur class.



- "Give-Back Day" - incorporating the organization and coordination with a non-profit where our students and staff can all get involved in give-back time to the community.
- Partner with the HSO to create school wide community project days or events where students are part of the planning and execution of the project.
- Grade levels will have a culminating experience that results in a real world connection - a visit, providing a service, a distribution of a product, a performance, for a connected entity.

#3: Continually invest in our educators and provide professional development opportunities to increase their capacity in developing and implementing 21st century pedagogy, as well as diversity training to ensure that all staff are comfortable discussing race, equity, and equality as appropriate by grade level.

- A two year training program on tiered system of support, data analysis.
- Training of Tier 2 and supporting for the diverse learner needs, with more to come.
- Provide training on PBL classrooms at the lower level.
- PD opportunities throughout year: Sept, Oct, Jan, March
- January is teachers teaching teachers
- Teacher contract allows for choice PD reimbursements yearly.
- SIOP trained cohort representing each school, grade level, and department.
- Secondary teachers ELA and Humanities departments trained on facilitating conversations on understanding perspectives



- Create a district PD hub: ALLUDO
- Build capacity of our staff to have discussion surrounding topics of Diversity Equity and Inclusion as well as be able to identify needs of their students through an equity lens.

#4: Provide opportunities for all students to participate in authentic learning experiences that encourage them to be problem-solvers, critical thinkers, collaborative members of a group, and risk-takers.

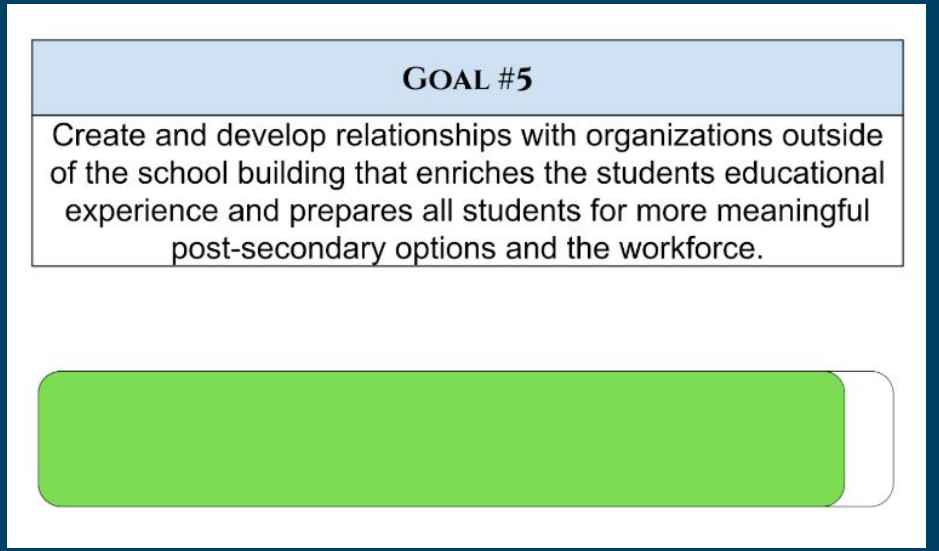
- Elementary project-based learning experiences in each classroom.
- Thunderbird Partnership experts weekly in our district at all levels in all schools.
- DECA participant enrollment grew from 49-78
- Middle School Social Studies PBLs throughout the courses.
- Volunteer/Community Service Fair MHS
- Cross school/age peer connections and collaboration: MHS woodworking class went to LM LLD class to do a Home Depot activity, dentists and nurses came into special needs classroom, LM and RR students cooking together, GEMS, Grade 5 ambassadors for grade 3 visits at JK.
- Project Outreach (problem solvers) - TA program - students helping students at MHS

GOAL #4
Provide opportunities for all students to participate in authentic learning experiences that encourage them to be problem- solvers, critical thinkers, collaborative members of a group, and risk-takers.



#5: Create and develop relationships with organizations outside of the school building that enriches the students educational experiences and prepares all students for more meaningful post-secondary options and the workforce.

- Increased college credit/relationships for Dual Enrollment: Seton Hall University, Fairleigh Dickenson University, NJIT, Ramapo College, Saint Elizabeth's University, Saint Thomas Aquinas, Bergen Community College (We have 24 dual enrollment courses)
- Trade schools: HoHoKus School of the Trade, Eastwick College, Bergen Technical School, Bergen Science Academy
- Internships and Externships we have grown from below ten to over 20…next year we are over 40!
- Seal of Biliteracy & Career Pathway Endorsement starting with Class of 2024.
- Work based learning opportunities for special education students.
- Trips for elementary, specialized programs (ELL/special) into the community. Special LLD program going on monthly trips.
- Developed a Pathway and Thunderbird Partnership systems for informing the community of credit options.



- Create ML trips
- Students can earn micro-credentials.

Initial Goal-Setting: From 2020

Community Connections - Vision 2025



Community Connections

Goal Statement - Community Connections

To create enriching collaborations for our students that engage community-based experts and highlight meaningful, real-world experiences, both in and out of the classroom. To further promote the continued transparent and honest communication amongst the Mahwah Community.

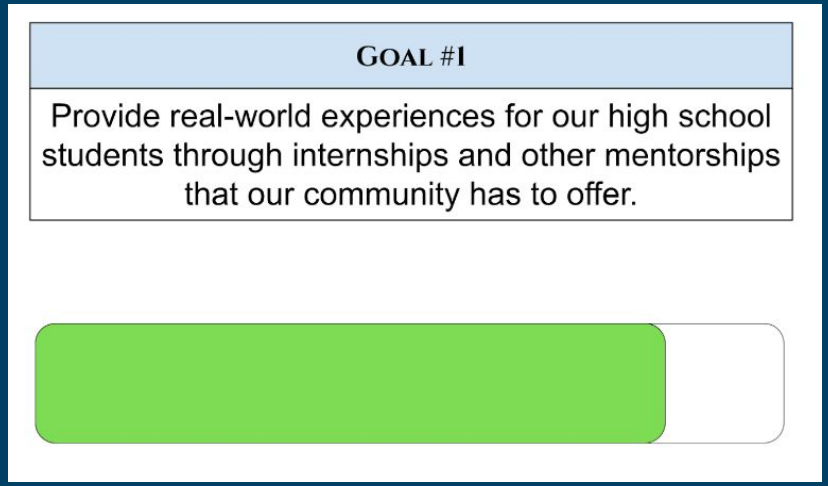
- Provide real-world experiences for our high school students through internships and other mentorships that our community has to offer.
- Develop a program that supports and guides new/current families through the educational experience/student and family ambassadors in each school.
- Engage local experts with our schools to expand career education and to support the curriculum with authentic voices, insights, and experiences.
- Explore how our schools support our diverse population and identify how to serve all groups more effectively.

#1: Provide real-world experiences for our high school students through internships and other mentorships that our community has to offer.

- The growth of our Thunderbird Partnership Program across the district.

- Career Pathways Program, with our middle school antecedent courses to provide exposure to our students.
    - Government and Social Sciences
    - Business Administration
    - Performing and Communication Arts
    - STEAM Visual and Integrated Design
    - STEAM Engineering and Technology
    - STEAM Information and Computer Science Technology
    - STEAM Biotechnology Research and Health Sciences
    - Option-Two Programs

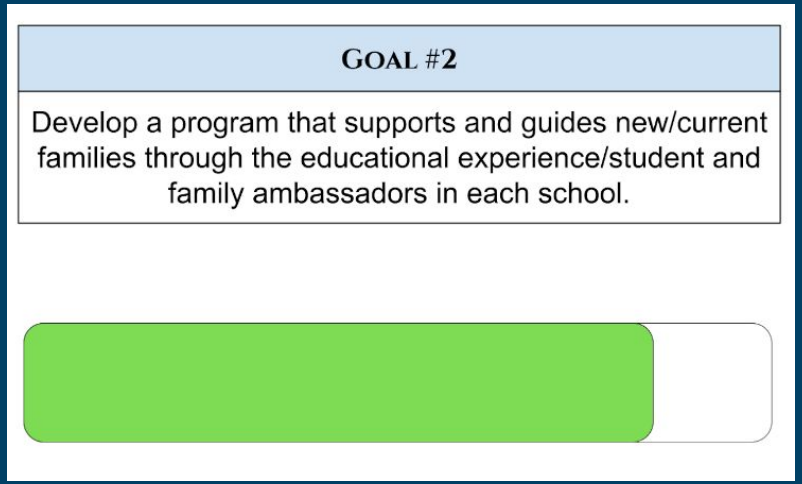
- Piloting our Internship and Externship Program at Mahwah High School during Summer 2023, with significant expansion in program and participation amongst our students.



- Seek to expand our Thunderbird Partnerships to include a wider range and variety of potential offerings inside our classrooms.
- Continue to expand our high school's Internship and Externship Programs.
    - Continue to evaluate our enrollment in those programs
- Take a closer look at our curricular trajectory related to capstone opportunities for our seniors, in conjunction with our Career Pathways.

#2: Develop a program that supports and guides new/current families through the educational experience/student and family ambassadors in each school.

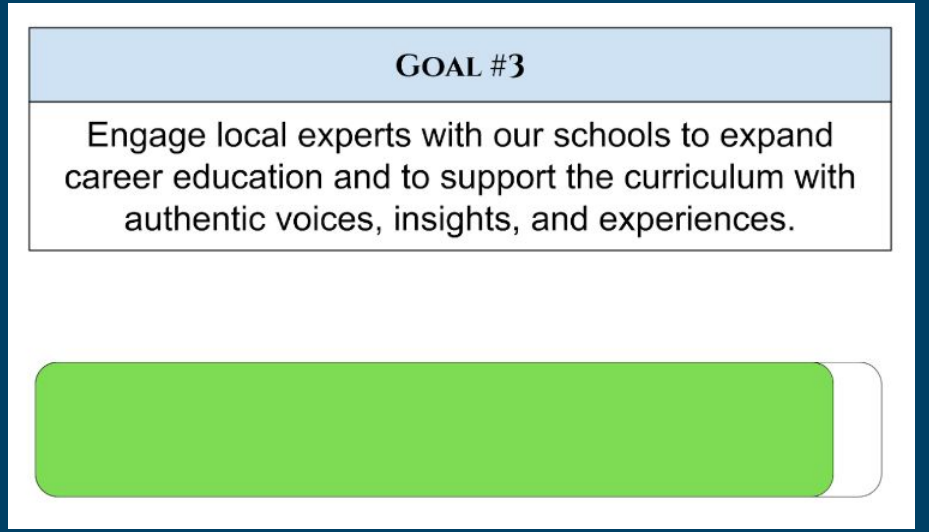
- Worked to convey information to our new families on a more consistent basis.
- T-Bird Talks Roundtable Series
- Increased intentional branding of the school district, highlighting the many achievements and accomplishments of our students, our faculty, and our programs.
    - Award Programs - FutureReady, School of Character
    - Local and National Articles
- Engaged with Laura Bishop Communications, LLC, to audit our district-wide communications strategy.



- Need to continue our work in building in systems that welcome new families to the district, while also providing those families with district-specific information.
- Continue our work in partnering with our schools' home-school organizations to propel this work forward.

#3: Engage local experts with our schools to expand career education and to support the curriculum with authentic voices, insights, and experiences.

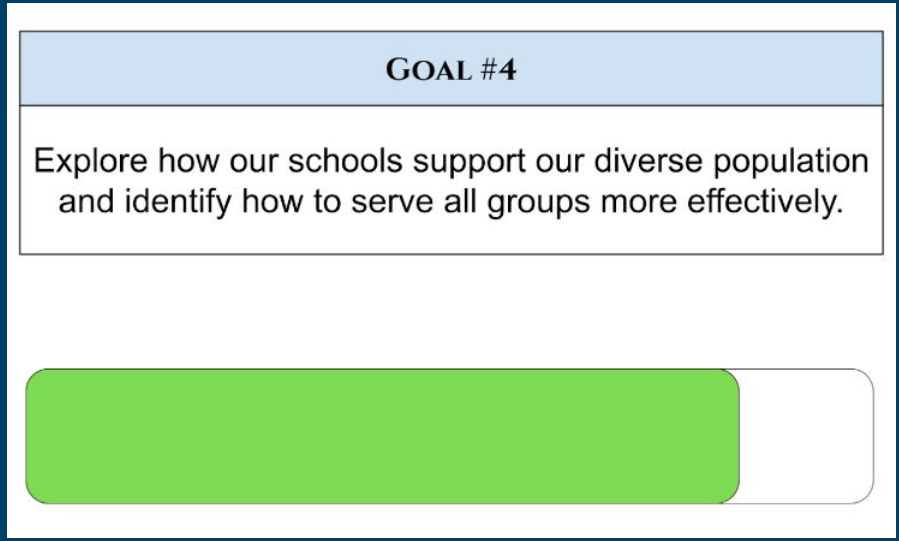
- Career Pathways provide opportunities for students, with preliminary segue into these programs from our middle school.
- Increased branding for the district, inclusive of published articles and formal presentations, along with more overt presentations and messaging to our community through a range of venues, from the building-based and district-wide perspectives.



- Focus efforts on providing secondary students with career fair opportunities.

#4: Explore how our schools support our diverse population and identify how to serve all groups more effectively.

- Engaged in our inclusivity audit across the district.
- Multilingual (ML) have been introduced with our TalkingPoints application, to engage with families new to the district/area and new to the country.
- Increase in dual enrollment course offerings at Mahwah High School.
- Intentional opportunities for student-partnerships across the school district.
    - Enhanced Transition Experiences - (Grades 3-4, 5-6, 8-9)
- Parent Academies address a range of timely themes for our district's families, from grades PreK-12.



- Continue to brand our Dual Enrollment Programs and expand those offerings for students, across additional courses, connecting with additional partnerships with higher education organizations and university programs.
- Continue in building and sustaining our trade school connections.

#MahwahConnects