



NORTH PLAINFIELD SCHOOL DISTRICT GOALS

2025-2026

We strive to meet our students where they are, and grow them to be successful as people when they leave our doors.

NORTH PLAINFIELD
BOARD OF EDUCATION
ADMINISTRATIVE OFFICES
MONTHLY MEETINGS
1st & 3rd WED. 7:30 PM
PUBLIC INVITED

STUDENT EXPERIENCE

1

To create an experience that allows for the full exploration of interests, life opportunities, and careers while prioritizing well-being

OBJECTIVE 1

Increase student opportunities to be academically and socially involved

ACTION STEPS

- Implementation of NPMS Cheer, NPHS Girls Wrestling, 7 clubs, NPMS Dance, 4 NPHS Courses, 2 NPMS Honors Courses
- Communicate and plan for next steps for NPHS Schedule
- Establish goals and objectives for 2026-29 Strategic Plan

OBJECTIVE 2

Seek community partners to expand civic/community involvement for students

ACTION STEPS

- Investigate implementation of NPMS Capstone Project
- Increase partnerships with community organizations for students in the NPHS Work-Based Learning program
- Increased concurrent enrollment partnerships with colleges/universities

OBJECTIVE 3

Increase opportunities to elevate readiness for college and career upon graduation

ACTION STEPS

- Reimagine NPHS Career Fair through thematic weeks and targeted programs
- Expand college and career readiness sessions led by NPHS counselors for students in Grades 9 and 10
- Strengthen the support for college applications, financial aid, test registration, and interpreting assessment results to plan for the future.

FACILITIES & SAFETY

2

To create innovative, safe and expanded learning environments in a fiscally prudent manner

OBJECTIVE 1

Plan and implement a zero tax impact referendum in 2025-26

ACTION STEPS

- Present zero tax impact referendum information to the public
- Prepare for the election on September 16, 2025
- Voting results will drive next steps

OBJECTIVE 2

Improved safety and security protocols at all schools

ACTION STEPS

- Implement Raptor security in all schools
- Implement student identification wearing in middle and high school
- Create front office protocol manuals for each school

OBJECTIVE 3

Explore and apply for alternative funding sources to sustain district growth

ACTION STEPS

- Apply for security grant
- Plan the preschool expansion project of 3 classrooms at West End School
- Publicize the state funding for the Zero Tax Impact Referendum projects, and use the over 50% state funding, should the referendum pass, for over 20 projects

SCHOOL CLIMATE & CULTURE

Strengthen a climate of respect and inclusion so that all have a sense of belonging

3

OBJECTIVE 1

Enhance district and school presence in our local and educational community

ACTION STEPS

- Mission & Vision rollout to community
- Increase out-of-district presentations and performances at conferences and regional events
- Engage in a new partnership with NJ Statewide Student Support Services (NJ4S) and GenPsych

OBJECTIVE 2

Foster a culture of diversity and inclusion

ACTION STEPS

- Administer a cultural responsiveness needs assessment to staff
- Implement Sheltered Instruction Phase 2 (NPMS and NPHS staff)
- Continue curriculum audit in the Arts Department

OBJECTIVE 3

Implementing Restorative practices to promote an inclusive mindset

ACTION STEPS

- Phase 3 of Restorative Practice implementation to begin Reflect and Repair in schools
- Leverage NJ4S in response to each school's NJ School Climate Improvement (NJSCI) results to enhance school climate and promote a more inclusive environment
- Continue First 5 and Circles in each school

TEACHER RECRUITMENT & DEVELOPMENT

Improve student outcomes by strengthening our professional learning practices and staff recruitment/retainment through a data-informed mindset

4

OBJECTIVE 1

Hire a more diversified workforce so that students are educated by professionals with relatable life experiences

ACTION STEPS

- Year 2 engagement with Kean University Minority Teacher Development Grant
- Develop and implement recruitment and retention plans for diverse staff
- Decrease the gap between multilingual students and staff

OBJECTIVE 2

Ensure all staff are supported to implement a vision for high expectations and high quality instruction

ACTION STEPS

- *Ruthless Equity* Phase 2 with staff
- Deepen the use of student learning data to drive instruction and implement individual data conferences, starting at Somerset
- Provide timely, specific, and actionable feedback through lesson plan reviews and classroom walkthroughs to strengthen instruction and support student learning.

OBJECTIVE 3

Differentiated professional learning experiences based on each staff member's individual needs

ACTION STEPS

- Review the updated Danielson rubric with a stakeholder team
- Choice professional learning to occur at least once on a professional learning day
- Training and implementation of at least 4 learning walks with administrative team



District Goals

1

The graduation rate for the class of 2026 will be 93%.

2

40% (ELA) and 30% (Math) of Grade 4-8 students not meeting/exceeding will increase at least 20 points from 2025 to 2026 on NJSLA across both subjects

School Goals...

Elementary Schools' Goals

Goal 1:

Students in Grades 1–4 will demonstrate strong academic progress by achieving 100% median Typical Growth between the fall and spring i-Ready diagnostics in both ELA and Math. This measure will be calculated by averaging the median growth percentages across ELA and Math for students in Grades 1 through 4.

Action Step Summary:

- **Data-Driven Planning:** Use i-Ready data in summer and scheduled meetings to set grade-level focus areas, monitor Tier 1 progress, and revise action plans.
- **Targeted Staff Support:** Provide coaching, PLC guidance, and 1:1 teacher meetings to align instruction with assessment data and address priority standards.
- **Student Support & Recognition:** Implement targeted interventions, monitor foundational programs, and celebrate student growth after each diagnostic.

Elementary Schools' Goals

Goal 2: Improve NJCSI Results in the Area of Student Interpersonal Relationships

Based on the results of the Spring 2025 **School Culture Improvement Survey (NJSCI)**, the domain "**Negative Interpersonal Relationships**" was identified as an area of concern across all stakeholder groups. To address this, an action plan with 12 targeted strategies was developed to improve peer interactions and foster a respectful, inclusive school environment.

Quantitative Goal:

By June 2026, NP Elementary Schools will demonstrate growth in the "**Negative Interpersonal Relationships**" domain of the NJSCI by **at least 0.10 points on the 4-point scale**, as measured by a comparison for Fall 2025 and Spring 2026 survey results.

Action Step Summary:

- **Analyze & Plan:** Conduct item analysis of NJSCI results and meet with NJ4S to develop a yearlong plan of supports for staff, students, and families.
- **Train & Teach:** Provide staff training on Reflect & Repair, implement PBSIS lessons and CIRCLE scripts, and deliver guidance lessons on healthy interpersonal relationships.
- **Implement & Monitor:** Launch assemblies, restorative practices, and schoolwide routines to promote positive peer interactions; monitor impact through NJSCI data.

Somerset Intermediate School Goals

By June 2026, students in grades 5 and 6 will increase mastery of [targeted foundational math and English Language Arts standards](#), with measurable growth in both content areas as assessed by the iReady End-of-Year Diagnostic in the targeted standards.

- Grade 5 ELA - Main Idea & Key Details (RI.CI.5.2 & RL.CI.5.2)
- Grade 6 ELA - Central Idea (RI.CI.6.2 & RL.CI.6.2) and Citing Evidence (RI.CR.6.1 & RL.CR.6.1)
- Grade 5 Math - Place Value (4.NBT.A.1 to 5.NBT.A.1)
- Grade 6 Math - Number Sense (5.NBT.B.6 to 6.NS.B.2)

Goal 1 - Math

By June 2026, the percentage of students in grades 5 and 6 demonstrating mastery of targeted foundational math skills (place value concepts in grade 5 and number sense and multi-digit division in grade 6) will increase by at least 20 percentage points as measured by the iReady End-of-Year Diagnostic compared to the Fall 2025 baseline.

Goal 2 - ELA

By June 2026, the percentage of students in grades 5 and 6 demonstrating mastery of targeted reading skills (grade 5 students will improve their ability to determine the main idea and identify key details in both informational and literary texts & grade 6 students will strengthen their skills in identifying the central idea and citing textual evidence to support analysis of both informational and literary texts) will increase by at least 15 percentage points as measured by the iReady End-of-Year Diagnostic compared to their Fall 2025 baseline.

Action Steps:

1. Leverage Data Cycle for Continuous Improvement - Use scheduled [data checkpoints](#) (progress monitoring) to analyze student progress, guide instructional adjustments, and hold collaborative discussions on the impact of interventions.
2. Regularly Communicate Goals and Progress - Ensure academic goals and student progress are consistently communicated to staff, students, and families through assemblies, classroom discussions, and updates, fostering shared ownership of learning outcomes.
3. Target Use of Adaptive Learning Tools - Implement MyPath for 5th grade and IXL for 6th grade, using data-driven insights to personalize learning and accelerate mastery of key standards.

North Plainfield Middle School Goals

Goal 1: Achievement in Math

- During the 2025-2026 school year, grades 5-8 will implement iReady with a focus on students achieving their annual typical growth. The goal is for all grades to reach 100% or higher typical growth.
 - More targeted approaches on individual standards will be identified and progress monitored by using Standards Mastery.
 - Data cycles will assist in adjusting strategies and targeted areas throughout the course of the year.

Action Steps:

- Data Findings from 2024-25
- Administer iReady Math Benchmark
- Data Team Meeting
- Department Data Dive and Tier 1 Planning
- Student Engagement in their Data
- Walkthroughs and Check Ins on Tier 1 Plan
- REPEAT

Goal 2: Achievement in LA

- During the 2025-2026 school year, grades 5-8 will implement iReady with a focus on students achieving their annual typical growth. The goal is for all grades to reach 100% or higher typical growth.
 - More targeted approaches on individual standards will be identified and progress monitored by using Standards Mastery.
 - Data cycles will assist in adjusting strategies and targeted areas throughout the course of the year.

Action Steps:

- Data Findings from 2024-25
- Administer iReady LA Benchmark
- Data Team Meeting
- Department Data Dive and Tier 1 Planning
- Student Engagement in their Data
- Walkthroughs and Check Ins on Tier 1 Plan
- REPEAT

North Plainfield High School Goals

Goal 1:The graduation rate for the class of 2026 will be **93%** based on improving **Academic Culture and Classroom Practices**.

Rationale

Focusing on academic culture and classroom practices during high school classroom visits is crucial for continuous improvement. This approach directly impacts student learning by promoting effective strategies and fostering intellectual curiosity. It enhances student engagement and motivation through dynamic and supportive environments. Classroom visits allow for the identification of best practices and areas needing development, aligning with school-wide goals like higher graduation rates and improved test scores. Furthermore, this focus fosters professional growth among educators and provides valuable data for informed decision-making, ultimately maximizing student learning and benefiting the entire school community.

Measure

Classroom Visits/ App

Baseline:

80 Classroom Visits per month by (Admin Team - Principal, Assistant Principals)

1. Develop a shared classroom Walkthrough form that highlights key areas of focus during visits, (District App)
2. Specifically emphasizing small group collaboration, student interaction, and instructional strategies.
3. Use the shared form to track and analyze trends in small group collaboration, identifying strengths and areas for improvement across classrooms.
4. Establish a shared calendar that records the teacher's name, date of the classroom visit, and the administrator conducting the observation.
5. Provide timely, constructive feedback to the teacher, focusing on enhancing student collaboration and instructional practices.
6. Present the overall classroom classroom visit observation plan to the School Improvement Committee.

North Plainfield High School Goals

Goal 2: To improve student perceptions of negative student interpersonal behaviors by a 20% increase in positive responses on the relevant sub-domains of the New Jersey School Climate Improvement (NJSCI) survey.

Rationale

These behaviors lead to decreased academic engagement, increased emotional distress, and a hostile atmosphere that hinders the development of positive peer relationships. Despite existing disciplinary measures, these issues persist, indicating a need for a more proactive and comprehensive approach.

Measure

NJSCI Survey Results: Average of student (2.53), staff (2.13), Parent (2.03)

Baseline:

Current average of all three: (2.23)

1. Establish Clear Expectations and Reinforce Positive Behavior:

- **Action:** Co-create clear, concise, and positively-phrased expectations for student interpersonal behavior with student input.
- **Visible Display:** Prominently display these expectations throughout the school (classrooms, hallways, common areas).
- **Consistent Reinforcement:** Consistently acknowledge and reinforce positive student behaviors through verbal praise, positive notes, and recognition programs.
- **School-Wide Campaigns:** Launch school-wide campaigns or initiatives that celebrate positive peer interactions, kindness, and empathy.

2. Promote Empathy and Perspective-Taking:

- **Action:** Incorporate activities that encourage students to understand and appreciate diverse perspectives and experiences. (restorative practices work)
- **Guest Speakers:** Invite guest speakers who can share personal stories related to overcoming interpersonal challenges or promoting understanding.

3. Early Identification and Intervention:

- **Action:** Train staff to recognize early warning signs of negative interpersonal behaviors (e.g., social isolation, changes in mood, increased arguments).
- **Referral System:** Ensure a clear and accessible referral system for students, staff, and parents to report concerns about interpersonal behaviors. (RFA)
- **Counseling and Support:** Provide readily available counseling services, peer support groups, and mental health resources for students involved in or affected by negative behaviors.

4. Track and Analyze Discipline Referrals:

- **Action:** Continue to meticulously track discipline referrals related to interpersonal behaviors.
- **Trend Analysis:** Analyze referral data to identify patterns in location, time, individuals involved, and types of behaviors. This data can inform targeted interventions.

5. Gather Qualitative Data:

- **Action:** Conduct student focus groups, anonymous surveys, and informal check-ins to gather qualitative insights into student experiences and perceptions of interpersonal behaviors in the school



Bridge Program

What's New for 2025-26

Expansion on career exploration.

A stronger focus will be placed on exploring trade schools and certification programs. Visits for Harrison students in grades 9 through 12 have been set up for:

- Lincoln Tech
- Raritan Valley - Career Training Programs
- New Jersey City University - Workforce Development
- Universal Technical Institute
- JCPL
- Rutgers



Elementary Curriculum

What's New for 2025-26

- New Language Arts Curriculum (K-2)
- TCI Social Studies pilot (3&4)
- MyPath expanded to grades 1-4

- New Intervention Teacher protocols
- Coaching protocols
- More Guided Practice in Mathematics



Athletics

What's New for 2025-26

Implementation of a strength and conditioning coach to oversee the weight room and provide sport-specific training for student-athletes.

Establish a **Student-Athlete Leadership Council (SALC)**

Continue to enhance school spirit and pride using athletic graphics and visual branding throughout campus, including key areas such as the Main Gym, Main Gym Foyer, Wrestling Room, Upper Krausche Field, and the Field House.



Health and Physical Education

What's New for 2025-26

PLT4M implemented into the Health and Physical Education classrooms. The platform provides students with the opportunity to take ownership of their progress, allowing them to learn at their own pace while receiving structured guidance.

Strength & Conditioning Elective

Through collaboration with the New Jersey Physicians Advisory Group, implement more opportunities to recognize students for making positive and healthy decisions. Further develop the "Yes You Can" ambassador program, providing students with leadership opportunities and empowering them to serve as positive role models within the school community.



Bilingual/ Dual Programs

**What's
New for
2025-26**

K-4

Bilingual Transitional class at West End for Grades 3 and 4
Additional ESL teacher

5 - 6

Full Time Bilingual Program (Social Studies)
Additional ESL teacher

7 - 8

Spanish Honors Program (Reimagination of the “Dual Language Program”)

- Grade 7 students will take Spanish 3 Honors
- Grade 8 students will take Spanish 4 Honors
- Trajectory towards Pre-AP in Grade 9 and more AP courses in grades 10 & 11

9-12:

VISTA Higher Learning

- Adoption and Full implementation of the ESL (English as a Second Language) Curriculum
- Complete Curriculum writing update

Continuation of Sheltered Instruction Best Practices



College and Career

What's New for 2025-26

- Reimagine NPHS Career Fair through thematic weeks and targeted programs.
- Expand college and career readiness sessions led by NPHS counselors for students in Grades 9 and 10.
- Strengthen the support for college applications, financial aid, test registration, and interpreting assessment results to plan for the future.



What's New for 2025-26

Fine and Practical Arts

- Continued growth in career-ready skill development (i.e. digital art, AP Art and Design)
- Increased emphasis on curricular relevancy in practical arts courses- meeting our students where they are.

Performing Arts

- Reimagined performance opportunities
- Increase out-of-district performance opportunities at state and regional levels (Grades 4-12)
- Concurrent enrollment pilot with Stockton University
- Modernization of instructional spaces and equipment



Humanities

What's New for 2025-26

5th and 6th Grade: Students using begin to use iReady's MyPath in small group rotations

Formalized common assessments and progress monitoring through iReady's Standards Mastery

7th and 8th Grade:

8th Grade Literacy: Combined Reading and Writing classroom structure

Literacy Training and Coaching for Grade 8

Formalized common assessments and progress monitoring through iReady's Standards Mastery

High School:

Expand the scope of the College Readiness Now program through Raritan Valley Community College

Exploring AP Classroom as a main support for our AP courses and teachers.



Mathematics

What's New for 2025-26

Grade 1-4: Students are using the **My Path** program through i-Ready in grades 1-4.

5th & 6th Grade: Students are using the **My Path** program through i-Ready and utilizing Standards Mastery for tier 1 progress monitoring focused on school goals.

6th–8th Grade: Select teachers are piloting either the **Math & You** or **EnVision** programs to determine which best meets the needs of our students.

High School:

Introduction of **AP Calculus BC!** AP classes will continue to utilize the UWorld platform to prepare students for the rigor of AP exams.

Partner with Stockton for concurrent enrollment courses.



Preschool

What's New for 2025-26

Expansion and Classroom Restructure

- Expand seat offerings for 3-year-olds
- Move to a mixed-age classrooms serving 3- and 4-year-olds

Literacy Curriculum Expansion

- Focus on vocabulary development to support language growth
- Increased emphasis on phonemic awareness (hearing and working with sounds)
- Strengthening letter identification skills using cognate
- Introducing sound-symbol relationships to connect letters with their sounds

Additional Support Staff

- Additional resource/intervention teacher added to:
 - Provide targeted academic support using ESI screener and GOLD data
 - Assist with the implementation of IEP goals in the classroom
- New social worker/ PIRS (Pre K Intervention & Referral Specialist) added to:
 - Support social-emotional learning (SEL)
 - Provide PIRT, Tier 1 and 2 support



Science, Technology & Engineering

What's New for 2025-26

5th Grade:

- Teachers will utilize science, ELA, and math data to create action plans and prepare students for the Science NJSLA.

6th–8th Grade:

- Science teachers will continue implementing the new OpenSciEd-aligned curriculum.
- All STE teachers will continue developing, administering, and analyzing high-quality, rigorous common assessments to increase student performance.

High School:

- Biology, Chemistry, and Physics teachers will pilot OpenSciEd, Biozone Biology for NGSS, Savvas Miller & Levine Biology, Savvas Experience Chemistry, and Savvas Experience Physics Programs.
- All STE teachers will continue developing, administering, and analyzing high-quality, rigorous common assessments to increase student performance.

High School AP Courses:

- AP teachers will to utilize the College Board platform along with UWorld to prepare students for the AP exams.
- Teachers will conduct ongoing, in-depth data analysis of prior data along with assessment data to identify areas of growth in preparing students for the AP exams.



Special Education

What's New for 2025-26

Co-Teaching Professional Development – ALL IN Inclusive Education (NPHS Staff)

- All NPHS staff will participate in co-teaching professional development.
- Three full-group PD sessions throughout the year focused on inclusive practices and co-teaching strategies.
- Three small-group coaching sessions to support implementation, collaboration, and reflection.

Expansion of ULS with News2You for LLD and MD Classrooms

- ULS will be expanded to include News2You in all LLD and MD classrooms.
- News2You includes current events and functional literacy content.
- ULS Benchmark assessments will be implemented in fall, winter, and spring.
- Benchmarks will support data collection and guide instructional planning.

Developing Plans to Fade Instructional Paraprofessional Support in IEPs

- Review each student's current level of support and progress toward IEP goals
- Identify opportunities to build self-reliance and scaffold independence
- Collaborate with teachers, therapists, and families to develop a fading timeline
- Monitor student performance and adjust support as needed
- Document the plan and progress clearly in the IEP and progress reports

An aerial photograph of a school sports field, likely a football field, with a red semi-transparent overlay. The field is green with white yard lines and numbers (10, 20, 30, 40, 50). A large red 'A' logo is visible on the field. In the background, there are bleachers, a large school building with a grey roof, and a baseball field. The text 'Questions or Comments?' is written in white, bold, sans-serif font across the center of the red overlay.

**Questions or
Comments?**