

Lakewood School District

3-YEAR STRATEGIC PLAN

2025-2028

NOVEMBER 10, 2025

Board of Education Members

Moshe Bender, President

Heriberto Rodriguez, Vice President

Isaac Zlatkin, Board Member

Ada Gonzalez, Board Member

Shlomie Stern, Board Member

Moshe Raitzik, Board Member

Meir Grunhut, Board Member

Eli Greenwald, Board Member

Aaron Chase, Board Member

Superintendent & Business Office Administrators

Superintendent: Dr. Laura A. Winters

Business Administrator: Kevin Campbell

Assistant Business Administrator: Kristie Sussino

In-House District Attorney: Joshua Forsman, Esquire

Superintendent's Executive Team

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- ▶ Malka Stein, Supervisor of Science, Technology, Engineering & Mathematics
- ▶ Tracy Paolantonio, Supervisor of ESL/Bilingual Programs, Supervisor of World Languages & Supervisor of Testing
- ▶ Tova Feifer, Supervisor of K-2 ELA, K-2 ELA Intervention & DEAC
- ▶ Kevin Walters, Supervisor of ELA (Grades 3-12), Supervisor of Social Studies & Fine Arts, and District Anti-Bullying Coordinator
- ▶ Devorie Stareshesky, Supervisor of Special Education
- ▶ Michelle DiPietro, Supervisor of Child Study Teams
- ▶ Adina Weisz, Supervisor of Related Services
- ▶ Heni Mozes, Supervisor of Childhood Education, District
- ▶ Sara Garfunkel, Supervisor of Childhood Education, Onsite
- ▶ Tom Stead, Athletic Director & Supervisor of Health & PE

Principals

- ▶ Rich Goldstein, Lakewood High School (Grades 9-12)
- ▶ Deb Mazzeo, Lakewood Middle School (Grades 6-8)
- ▶ Aleida Salguero, Lakewood Alternative Middle School (LAMS)/MTSS/IR&S/504 Coordinator (Grades 6-8)
- ▶ Ebony Rivera, Clifton Avenue Grade School (Grades 3-5)
- ▶ Jessica Ring, Oak Street School (Preschool through Grade 2)
- ▶ Marcy Marshall, Spruce Street Elementary School (Preschool & Kindergarten)

Assistant Principals

- ▶ Michael Matson, Lakewood High School
- ▶ Deb Rolston, Lakewood High School
- ▶ Jessica Giorgiantonio, Lakewood High School
- ▶ Annette Maldonado, Lakewood High School
- ▶ Yvette Cucuro, Lakewood Middle School
- ▶ Owen Bonner, Lakewood Middle School
- ▶ Ben Lieberman, Lakewood Middle School
- ▶ Doreen Steinmetz, Clifton Avenue Grade School
- ▶ Lindsey Chirichello, Clifton Avenue Grade School
- ▶ Jennifer Patella, Oak Street School
- ▶ Marisa Kleber, Oak Street School

Directors/Managers

- ▶ Jim Trischitta, Director of Technology
- ▶ Ted Caporrino, Director of Security
- ▶ Charlie DePeri, Facilities Manager
- ▶ Jeff Frantz, Assistant Facilities Manager
- ▶ Yamila Gordon, Human Resource Manager
- ▶ Deborah Arvanitis, Payroll Manager
- ▶ Darlene Deinhardt, Benefits & Works Comp
- ▶ Jane Gulics, Director of Grants
- ▶ Diane Piasentini, Purchasing Manager

Lakewood School District Vision Statement

The Lakewood School District envisions a dynamic educational community where every learner is empowered to reach their full potential. Through collaboration, innovation, and a commitment to excellence, we strive to inspire lifelong learners who are equipped with the knowledge, skills, and values to thrive in a diverse and ever-changing world.

Lakewood School District Mission Statement

The mission of the Lakewood School District is to provide a supportive and inclusive learning environment that fosters academic achievement, personal growth, and social responsibility for all students from preschool through grade 12. Guided by a dedicated team of educators, staff, and community partners, we are committed to nurturing the whole child by promoting critical thinking, creativity, resilience, and a passion for lifelong learning. By embracing diversity, equity, and empathy, we empower our students to become compassionate leaders and global citizens who contribute positively to society.

LAKWOOD SCHOOL DISTRICT'S

CORE
VALUES

Core
Values

BE SAFE

BE RESPECTFUL

BE RESPONSIBLE

Safe
Respectful
Responsible



2024-2025 District Schools

- ▶ Lakewood Early Childhood Center (LECC): Preschool Campus 1, 2 & 3
- ▶ Piner Elementary School: Preschool & Kindergarten
- ▶ Spruce Street School: Grades 1 & 2
- ▶ Oak Street School: Grades 3-6
- ▶ Clifton Avenue Grade School: Grades 3-6
- ▶ Ella G. Clarke School: Grades 3-6
- ▶ Lakewood Middle School: Grades 7 & 8
- ▶ Lakewood High School: Grades 9-12

2025-2026 District Schools

- ▶ Spruce Street School: Preschool & Kindergarten
- ▶ Oak Street School: Preschool – Grade 2
- ▶ Clifton Avenue Grade School: Grades 3-5
- ▶ Lakewood Middle School: Grades 6-8
- ▶ Lakewood High School: Grades 9-12

2024-2025 & 2025-2026 School Comparison

2024-2025

- ▶ Lakewood Early Childhood Center (LECC): Preschool Campus 1, 2 & 3
- ▶ Piner Elementary School: Preschool & Kindergarten
- ▶ Spruce Street School: Grades 1 & 2
- ▶ Oak Street School: Grades 3-6
- ▶ Clifton Avenue Grade School: Grades 3-6
- ▶ Ella G. Clarke School: Grades 3-6
- ▶ Lakewood Middle School: Grades 7 & 8
- ▶ Lakewood High School: Grades 9-12

2025-2026

- ▶ Spruce Street School: Preschool & Kindergarten
- ▶ Oak Street School: Preschool – Grade 2
- ▶ Clifton Avenue Grade School: Grades 3-5
- ▶ Lakewood Middle School: Grades 6-8
- ▶ Lakewood High School: Grades 9-12

School Closures as of June 30, 2025

- ▶ Piner Elementary School – Leased Building, no longer occupied.
- ▶ Ella G. Clarke School – Land Sale
- ▶ Lakewood Early Childhood Center. Campus 1 & 3 – Land Sale
- ▶ Lakewood Early Childhood Center, Campus 2 – Repurposed (Offices)

District Enrollment (as of Oct. 15)

Fiscal Year	Student Enrollment	% Change
2023-24	4,912.0	-5.01%
2022-23	5,171.0	-6.57%
2021-22	5,534.5	-4.20%
2020-21	5,777.0	-3.30%
2019-20	5,974.5	+2.69%
2018-19	5,818.0	-0.02%
2017-18	5,819.0	-1.69%
2016-17	5,919.5	-2.96%
2015-16	6,100.0	1.33%
2014-15	6,020.0	4.40%
2013-14	5,766.5	5.29%

Source: IT Department

2025-2026 Student Enrollment by School

16

Spruce Street School

Preschool & Kindergarten

Student Enrollment: 322 (as of October 26, 2025)

Oak Street School

Preschool – Grade 2

Student Enrollment: 783 (as of October 26, 2025)

2025-2026 Student Enrollment by School

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Clifton Avenue Grade School

Grades 3-5

Student Enrollment: 793 (as of October 26, 2025)

Lakewood Middle School

Grade 6-8

Student Enrollment: 779 (as of October 26, 2025)

2025-2026 Student Enrollment by School

Lakewood High School

Grades 9-12

Student Enrollment: 1161 (as of October 26, 2025)

Student Count Comparison

School Year	In-District Students	Out-of-District Students	Adult HS Students	Charter School Students (Various Charter Schools)
2024 (Oct. 15 th)	4189	461	39	475
2025 (Oct. 15 th)	3826	469	26	477

Source: Realtime

Demographics (as of October 15th)

School Year	Hispanic	Black	White	Other
2024-2025	87.0%	6.0%	5.0%	2.0%
2025-2026	86.0%	7.0%	5.0%	2.0%

Source: Realtime

Multi-Lingual Student Count

(As of October 15th)

School Year	Number of ML Students
2024-2025	1836
2025-2026	1680

Due to enrollment decrease.

Source: Realtime

Free & Reduced Breakfast/Lunch Count (As of October 15th)

22

School Year	Percentage of Students
2024-2025	92%
2025-2026	90%

Source: Realtime

Special Education Students

(As of October 15th)

School Year	ICR Students	LLD Students	MD Students	Autistic Students	Resource Room Students	SCP
2024-2025	468	283	53	51	209	103
2025-2026	478	203	46	38	37	168

Source: IT Department

Staff Members

<u>School Year</u>	<u>Certified Staff</u>	<u>Paraprofessionals</u>	<u>Administrators (LAA)</u>	<u>Staff</u>	<u>Total</u>
2023-24	600	223	33	138	994
2024-25	587	197	31	132	947
2025-26	531	166	28	116	841

As of November 4, 2025

Source: Realtime

ELA (K-2 Goals)

2025-2026

- ▶ **By June 2026:** 70% of students in grades K–2 will score *at or above grade level* on **DIBELS mCLASS**.

2026-2027

- ▶ **By June 2027:** 75% of students in grades K–2 will score *at or above grade level* on **DIBELS mCLASS**.

ELA (K-2 Goals)

2027-2028

- ▶ **By June 2028:** 80% of students in grades K–2 will score *at or above grade level* on **DIBELS mCLASS**.

ELA (3-12 Goals)

2025-2026

Grades 3-5	GOAL: Increase the number of students who attain a passing score of 4 "Meeting Expectations" or 5 "Exceeding Expectations" on the NJSLA assessment by 3% from the prior school year
Grades 6-8	GOAL: Increase the number of students who attain a passing score of 4 "Meeting Expectations" or 5 "Exceeding Expectations" on the NJSLA assessment by 3% from the prior school year
Grades 9-12	GOAL: Increase the number of students who attain a passing score of 4 "Meeting Expectations" or 5 "Exceeding Expectations" on the NJSLA assessment by 3% from the prior school year

2026-2027

Grades 3-5	GOAL: Increase the number of students who attain a passing score of 4 "Meeting Expectations" or 5 "Exceeding Expectations" on the NJSLA assessment by 3.5% from the prior school year
Grades 6-8	GOAL: Increase the number of students who attain a passing score of 4 "Meeting Expectations" or 5 "Exceeding Expectations" on the NJSLA assessment by 3.5% from the prior school year
Grades 9-12	GOAL: Increase the number of students who attain a passing score of 4 "Meeting Expectations" or 5 "Exceeding Expectations" on the NJSLA assessment by 3.5% from the prior school year

ELA (3-12 Goals)

2027-2028

Grades 3-5	GOAL: Increase the number of students who attain a passing score of 4 "Meeting Expectations" or 5 "Exceeding Expectations" on the NJSLA assessment by 3.5% from the prior school year
Grades 6-8	GOAL: Increase the number of students who attain a passing score of 4 "Meeting Expectations" or 5 "Exceeding Expectations" on the NJSLA assessment by 3.5% from the prior school year
Grades 9-12	GOAL: Increase the number of students who attain a passing score of 4 "Meeting Expectations" or 5 "Exceeding Expectations" on the NJSLA assessment by 3.5% from the prior school year

Mathematic Goals

2025-2026

Grades K-2	GOAL: Increase the number of students who score on grade level as measured by the June 2026 ISIP by 3% from the prior school year.	Grades 6-8	GOAL: Increase the number of students who score at a proficient level on the Math NJSLA by 3% from the previous year.
Grades 3-5	GOAL: Increase the number of students who score at a proficient level on the Math NJSLA by 3% from the previous year.	Grades 9-12	GOAL: Close the gap between LHS proficiency rate and NJ's proficiency rates by 2% from the previous year.

Mathematic Goals

2026-2027

Grades K-2	GOAL: Increase the number of students who score on grade level as measured by the June 2027 ISIP by 3% from the prior school year.	Grades 6-8	GOAL: Increase the number of students who score at a proficient level on the Math NJSLA by 3% from the previous year.
Grades 3-5	GOAL: Increase the number of students who score at a proficient level on the Math NJSLA by 3% from the previous year.	Grades 9-12	GOAL: Close the gap between LHS proficiency rate and NJ's proficiency rates on the Math NJGPA by 2% from the previous year.

Mathematic Goals

2027-2028

Grades K-2	GOAL: Increase the number of students who score on grade level as measured by the June 2027 ISIP by 3% from the prior school year.	Grades 6-8	GOAL: Increase the number of students who score at a proficient level on the Math NJSLA by 3% from the previous year.
Grades 3-5	GOAL: Increase the number of students who score at a proficient level on the Math NJSLA by 3% from the previous year.	Grades 9-12	GOAL: Close the gap between LHS proficiency rate and NJ's proficiency rates on the Math NJGPA by 2% from the previous year.

Science Goals

2025-2026

Grades K-5

GOAL: Increase the number of students who score at a proficient level on the Science NJSLA by 3% from the previous year.

Grades 6-8

GOAL: Increase the number of students who score at a proficient level on the Science NJSLA by 3% from the previous year.

Grades 9-12

GOAL: Increase the number of students who score at a proficient level on the Science NJSLA by 3% from the previous year.

Science Goals

2026-2027

Grades K-5	GOAL: Increase the number of students who score at a proficient level on the Science NJSLA by 3% from the previous year.	Grades 9-12	GOAL: Increase the number of students who score at a proficient level on the Science NJSLA by 3% from the previous year.
Grades 6-8	GOAL: Increase the number of students who score at a proficient level on the Science NJSLA by 3% from the previous year.		

Science Goals

2027-2028

Grades K-5	GOAL: Increase the number of students who score at a proficient level on the Science NJSLA by 3% from the previous year.
Grades 6-8	GOAL: Increase the number of students who score at a proficient level on the Science NJSLA by 3% from the previous year.

Grades 9-12	GOAL: Increase the number of students who score at a proficient level on the Science NJSLA by 3% from the previous year.
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Social Studies Goals

2025-2026

Grades K-5	GOAL: Increase the number of students who attain a passing score of 75% on the district-wide assessment by 3% from the prior school year.
Grades 6-8	GOAL: Increase the number of students who attain a passing score of 75% on the grade-level assessment by 3% from the prior school year.
Grades 9-12	GOAL: Increase the number of students who attain a passing score of 75% on the grade-level assessment by 3% from the prior school year.

Social Studies Goals

2026-2027

Grades K-5	GOAL: Increase the number of students who attain a passing score of 75% on the district-wide assessment by 3.5% from the prior school year.
Grades 6-8	GOAL: Increase the number of students who attain a passing score of 75% on the grade-level assessment by 3.5% from the prior school year.
Grades 9-12	GOAL: Increase the number of students who attain a passing score of 75% on the grade-level assessment by 3.5% from the prior school year.

Social Studies Goals

2027-2028

Grades K-5	GOAL: Increase the number of students who attain a passing score of 75% on the district-wide assessment by 3.5% from the prior school year.
Grades 6-8	GOAL: Increase the number of students who attain a passing score of 75% on the grade-level assessment by 3.5% from the prior school year.
Grades 9-12	GOAL: Increase the number of students who attain a passing score of 75% on the grade-level assessment by 3.5% from the prior school year.

ESL/Bilingual Goals

2025-2026

Grades K-5	GOAL: Increase the number of students who attain a passing score of 4.5 or higher on the ACCESS test by 3% from the prior school year
Grades 6-8	GOAL: Reduce the number of long term MLs (>6 yrs) by 3% through targeted interventions and enhanced instructional supports
Grades 9-12	GOAL: Increase the number of students who earn the Seal of Biliteracy by 3% from the prior school year

2026-2027

Grades K-5	GOAL: Increase the number of students who attain a passing score of 4.5 or higher by 3% from the prior school year
Grades 6-8	GOAL: Reduce the number of long term MLs (>6 yrs) by 3% from the prior school year
Grades 9-12	GOAL: Increase the number of students who earn the Seal of Biliteracy by 3% from the prior school year

ESL/Bilingual Goals

2027-2028

Grades K-5	GOAL: Increase the number of students who attain a passing score of 4.5 or higher by 3% from the prior school year
Grades 6-8	GOAL: Reduce the number of long term MLs (>6 yrs) by 3% from the prior school year
Grades 9-12	GOAL: Increase the number of students who earn the Seal of Biliteracy by 3% from the prior school year

Special Education Goals

Goal: Strengthen Inclusive Practices and Promote Inclusive Opportunities for Students

Increase meaningful inclusion for students with disabilities by continuing to strengthen our inclusion classrooms and providing targeted small-group instruction. The district will continue data meetings with instructional and special education coaches to review student progress and ensure that all learners are continuously advancing. Through ongoing implementation of a Multi-Tiered System of Supports (MTSS), the district will promote intervention, data-driven decision-making, and effective instructional strategies that foster success for all students. The district will also continue to reduce the number of students spending less than 40% of their school day with general education peers, ensuring that appropriate supports are in place for meaningful participation and achievement

Special Education Goals

Baseline Data

School Year	# of Students (Less than 40% of day with GE peers)	Change from Previous Year
2022–2023	506	—
2023–2024	424	↓ 82
2024–2025	253 (EOY)	↓ 171

Source: Special Education Department

Special Education Goals

2025-2026

- ▶ Reduce the number of students spending less than 40% of their day with general education peers from 253 to approximately 225.

Conduct monthly data meetings with special education coaches and self-contained teachers to review student progress and identify students who are demonstrating continuous growth and readiness for increased inclusion opportunities.

- ▶ Provide ongoing support by special education coaches, as needed, based on follow-up from data meetings. Coaches will assist teachers in implementing effective instructional practices, classroom visits, to strengthen instruction for students.

Preschool Goals

2025-2026

- ▶ By the end of the school year, 90% of teachers will demonstrate fidelity to the new curriculum, as measured by implementation checklists and classroom observations, and at least 75% of preschool students will show measurable improvement in literacy objectives according to the fall-to-spring assessment data on Teaching Strategies GOLD.

2026-2027

- ▶ By the end of the school year, 95% of teachers will demonstrate fidelity to the new curriculum, as measured by implementation checklists and classroom observations, and 75% of students will meet or exceed expected the widely held expectation for literacy objectives according to the fall-to-spring assessment data on Teaching Strategies GOLD.

Preschool Goals

2027-2028

- ▶ By the end of the school year, 100% of teachers will maintain high fidelity scores to the new curriculum, as measured by implementation checklists and classroom observations and 80% of students will meet or exceed expected the widely held expectation for literacy objectives according to the fall-to-spring assessment data on Teaching Strategies GOLD.

Related Services Goals

2025-2026

- ▶ The Related Services Department will monitor that all related services (e.g., speech therapy, occupational therapy, physical therapy, feeding therapy) are provided according to the frequency, duration, and setting specified in the student's IEP regardless of therapist absences.

Success Indicators:

- ▶ 100% of providers trained on documentation and compliance procedures
- ▶ Sample monthly Talk Trac service log reviews conducted by Related Services Department to determine compliance with IEP

2026-2027

- ▶ The Related Services Department will refine and expand its monitoring system to ensure ongoing compliance and conduct quarterly audits of Talk Trac therapy service logs, provide feedback to therapists, and implement corrective action plans for any compliance gaps.

Success Indicators:

- ▶ Quarterly compliance reports
- ▶ Decrease in missed services and documentation errors
- ▶ Corrective actions completed within 30 days of identification

Related Services Goals

2027-2028

- ▶ The Related Services Department will continue to maintain high levels of compliance as per the IEP regardless of therapists absences by using data-driven improvement, professional development, and ongoing monitoring practices to ensure compliance.

Success Indicators:

- ▶ ≥99% compliance in service delivery and documentation on Talk Trac based on IEP therapy mandates
- ▶ 100% compliance with make ups sessions due to therapists absences being made up according to IEP mandate

MTSS YEAR 1 25-26 SY

What does “Time Out of Routine” look like in our school?

TOR: Any occurrence of a student being removed from an activity/routine to an alternative space, either in or out of the classroom, because of behavior concerns.

(The Office of PBSIS & NJDOE)

LEAD SEB DATA GOALS (TO REVIEW & APPROVE)

By the end of 2nd MP, define TOR as a district & Analyze Time Out of Routine by School with School-wide Teams to ensure contextualization. (What does TOR look like for our grade levels and context? How is it being tracked? If it is not, what can we feasibly begin to track this year?)

By the end of 2nd MP, Define & Evaluate Existing SEB Data Collection Procedures by School (What are we already collecting? *Is the collection process consistent? How accurate is the data we have? Is training needed? Does it answer the MTSS questions we are looking to answer?*)

By 3rd MP, take first steps to expand beyond incident reporting by reviewing fidelity tools and using it to clarify Tier One Classroom expectations. (What small steps can we take to collect Tier 1 & Tier 2 data? Which Tier One PBSIS Classroom Evaluation Tool would be most helpful in strengthening Universal Practices? See PBIS Central in MTSS Hub)

By the end of 4th MP, engage in Continuous data Improvement measures (Are there any vulnerabilities within the data? Are there any inconsistencies? What is our commitment for Year 2 SEB Data Collection?)

ANNUAL SEB DATA GOAL 25-26 SY:



Expand school and district wide capacity to engage in MTSS Problem Solving protocols for SEB concerns by collecting valid, reliable, and bias-free SEB Data during 2 or more pre-planned data reporting cycles at each K-12 campus by June 20, 2026.

MTSS Office Support:

The MTSS Office exists to provide data coordination needs, curated resources and support implementation fidelity.



MTSS YEAR 2 26-27 SY

What does “Time Out of Routine” look like in our school?

TOR: Any occurrence of a student being removed from an activity/routine to an alternative space, either in or out of the classroom, because of behavior concerns.

(The Office of PBSIS & NJDOE)

LEAD SEB DATA GOALS

By the end of 1st MP of year 2, use a Tier One Classroom Observation Tool to proactively identify Tier One SEB Supports across grades K-12. (What do SEB supports look like? What do the trends reveal in terms of PD needs and systems related issues?)

By the end of 2nd MP, release SEB Screener & begin school-wide bi-monthly pre-planned reporting cycles in response to SEB Screener outcomes. (Who needs help? How will we use Tier 1 & Tier 2 interventions to help? How will we monitor implementation of interventions?)

By the end of 3rd MP, use fidelity and monitoring tools to evaluate SEB Implementations. (Are the kids getting the help intended? Are the interventions followed with fidelity? Are there any problems to address?)

By the end of 4th MP, monitor intervention outcomes for the year. Engage in Continuous data Improvement measures (Are there any vulnerabilities within the data? Are there any inconsistencies? What is our commitment for Year 3 SEB Data Collection?)

ANNUAL SEB DATA GOAL 26-27 SY:



Expand school and district wide capacity to engage in MTSS Problem Solving protocols for SEB concerns by collecting valid, reliable, and bias-free SEB Data during 2 or more pre-planned data reporting cycles at each K-12 campus by June 20, 2027.

MTSS Office Support:

The MTSS Office exists to provide data coordination needs, curated resources and support implementation fidelity.



MTSS
YEAR 3
27-28 SY

What does “Time Out of Routine” look like in our school?

TOR: Any occurrence of a student being removed from an activity/routine to an alternative space, either in or out of the classroom, because of behavior concerns.

(The Office of PBSIS & NJDOE)

LEAD SEB DATA GOALS

By the end of 1st MP release SEB Screener & begin school-wide bi-monthly pre-planned reporting cycles in response to SEB Screener outcomes (Who needs help? How will we use Tier 1 & Tier 2 interventions to help? How will we monitor implementation of interventions?).

By the end of 2nd MP, use Fidelity Tools to evaluate Tier One SEB Supports (What do SEB supports look like? What do the trends reveal in terms of PD needs and systems related issues?)

By the end of 3rd MP, use fidelity and monitoring tools to evaluate SEB Implementations. (Are the kids getting the help intended? Are the interventions followed with fidelity? Are there any problems to address?)

By the end of 4th MP, monitor intervention outcomes for the year. Engage in Continuous data Improvement measures (Are there any vulnerabilities within the data? Are there any inconsistencies? What is our commitment for Year 3 SEB Data Collection?)

ANNUAL SEB DATA GOAL 26-27 SY:



Expand school and district wide capacity to engage in MTSS Problem Solving protocols for SEB concerns by collecting valid, reliable, and bias-free SEB Data during 2 or more pre-planned data reporting cycles at each K-12 campus by June 20, 2027.

MTSS Office Support:

The MTSS Office exists to provide data coordination needs, curated resources and support implementation fidelity.



CST Goals

2025-2026

Foundational goal: Achieve and maintain IEP procedural compliance as measured by Indicators 9 and 10 ensuring all requirements of N.J.A.C.6A are met for students with disabilities.

► **2025-26** Auditing and foundational training

Objective 1: Establish a standardized IEP review protocol.

Action: Create and implement a comprehensive IEP compliance checklist based on N.J.A.C. 6A:14 regulations. Create an IEP Review Team.

Q Success metric: All IEPs developed or reviewed during the year are cross-checked using the new protocol.

Objective 2: Address common areas of non-compliance through targeted training.

Action: Provide professional development sessions to all CST members and special educators on recurring compliance issues, such as adhering to timelines, properly documenting parent consent, and incorporating measurable goals.

Success metric: All relevant staff complete mandatory training and pass a compliance knowledge check.

CST Goals

2026-2027

- ▶ **2026-27:** Inter-departmental collaboration and quality assurance

In addition to Objectives for 2025-26:

Objective 1: Implement a peer-review and feedback system.

Action: Establish a structured process where CST members peer-review a sample of IEPs each month to ensure quality and compliance before finalization.

Success metric: Monthly peer-review meetings are held, and feedback is incorporated into practice, with documented improvements in IEP quality.

CST Goals

2027-2025

- ▶ **2027-28:** Continuous improvement and stakeholder empowerment

In addition to Objectives for 2025-26 and 2026-27:

Objective 1: Conduct annual monitoring and establish self-correction protocols.

Action: Organize a yearly internal audit, simulating a state monitoring visit to identify and correct any remaining areas of non-compliance.

Success metric: An audit is conducted and a corrective action plan is developed as needed.

Objective 2: Create a culture of compliance and accountability.

Action: Present an annual report on IEP compliance to CST

Success metric: Report demonstrates a sustained high level of compliance and outlines a plan for maintaining and improving standards.

State Aid

School Year	State Aid	Net State Aid
2018-2019	\$ 25,447,446.00	\$ 22,788,200.00
2019-2020	\$ 26,932,859.00	\$ 26,325,513.00
2020-2021	\$ 26,992,528.00	\$ 17,134,744.00
2021-2022	\$ 26,852,429.00	\$ 11,605,727.00
2022-2023	\$ 27,147,043.00	\$ 11,939,420.00
2023-2024	\$ 30,410,453.00	\$ 12,442,542.00
2024-2025	\$ 31,445,546.00	\$ 8,605,943.00
2025-2026	\$ 33,492,591.00	\$ 3,409,118.00

Source: Business Office

State Aid Advances

State Aid Loan Year	Amount of State Aid Advance	State Aid Payments/Approvals	Comments
2014-2015	\$4,500.00	June 30, 2015 One-time payment	
2015-2016	\$0.00	n/a	
2016-2017	\$5,640,183	July 1, 2016 One-time payment	To address deficits in the 2015-2016 SY
2017-2018	\$8,522,678	December 1, 2017 One-time payment	
2018-2019	\$28,182,090	Four payments: December 1, 2018, March 1, 2019 May 1, 2019, June 1, 2019	
2019-2020	\$36,033,862	Three payments: March 1, 2020, April 1, 2020 July 2020	

Source: Business Office

State Aid Advances

State Aid Loan Year	Amount of State Aid Advance	State Aid Payments/Approvals	Comments
2020-2021	\$54,541,711	Four payments: March 1, 2021, April 1, 2021, May 1, 2021 June 1, 2021	
2021-2022	\$0.00	n/a	ESSER FUNDS
2022-2023	\$27,704,046	May 1, 2023 One-time payment	ESSER FUNDS
2023-2024	\$93,489,390	Three Payments: January 27, 2023, February 27, 2024 April 30, 2024	
2024-2025	\$80,000,000	Two Approvals: February of 2025 (\$65 million) and August of 2025 (\$15 million)	
2025-2026	\$100,000,00	TBD	Request is subject to change.

Source: Business office

Extraordinary Aid

School Year	Extraordinary Aid
2018-2019	\$ 7,844,223.00
2019-2020	\$ 10,007,998.00
2020-2021	\$ 18,223,076.00
2021-2022	\$ 17,345,485.00
2022-2023	\$ 14,866,253.00
2023-2024	\$ 14,456,921.00
2024-2025	\$ 16,696,536.00
2025-2026	TBD

Source: Business Office

Special Education Medicaid Initiative (SEMI)

School Year	SEMI
2018-2019	\$1,247,037.27
2019-2020	\$1,036,715.08
2020-2021	\$1,273,673.56
2021-2022	\$1,176,884.96
2022-2023	\$1,781,705.37
2023-2024	\$1,137,348.75
2024-2025	\$587,869.63
2025-2026	\$93,660.79 (As of 11/4/2025)

Decrease in funding is due to Medicaid Reimbursement reductions.

Source: Business Office

NP Transportation Aid

School Year	NP Transportation Aid	LSTA Payment
2020-2021	\$ 2,156,975.00	\$25,855,084.00
2021-2022	\$ 2,602,173.00	\$24,780,889.80
2022-2023	\$ 3,719,759.00	\$26,624,294.00
2023-2024	\$ 5,484,434.00	\$31,058,950.00
2024-2025	\$ 7,785,215.00	\$30,301,865.00
2025-2026	TBD	

Aid-in-Lieu (AIL) per Student - \$1,177

Source: Business office

DRTRS

DRTRS	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
Transported Reg. Public School Students	4,363	4,340	4,024	4,152	3,760
Transported Special Ed Students	763	798	1,014	742	912
Transported NP Mandated Students	23,135	23,259	23,229	24,742	24,258
Aid-In-Lieu (AIL) (NP Students)	564	1,704	2,233	1,516	1,574

Source: Transportation Department/DRTRS