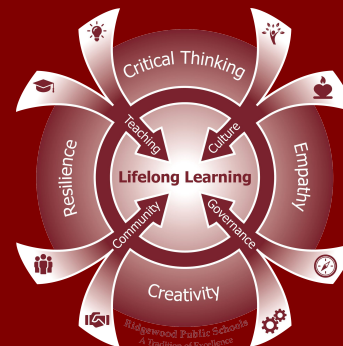




RIDGEWOOD
PUBLIC SCHOOLS

Strategic Plan Update

Examples At Work

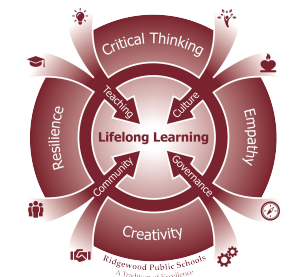
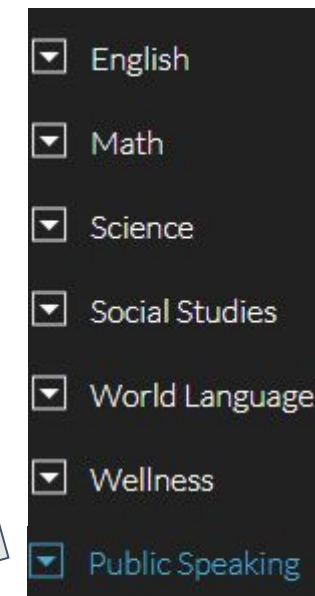
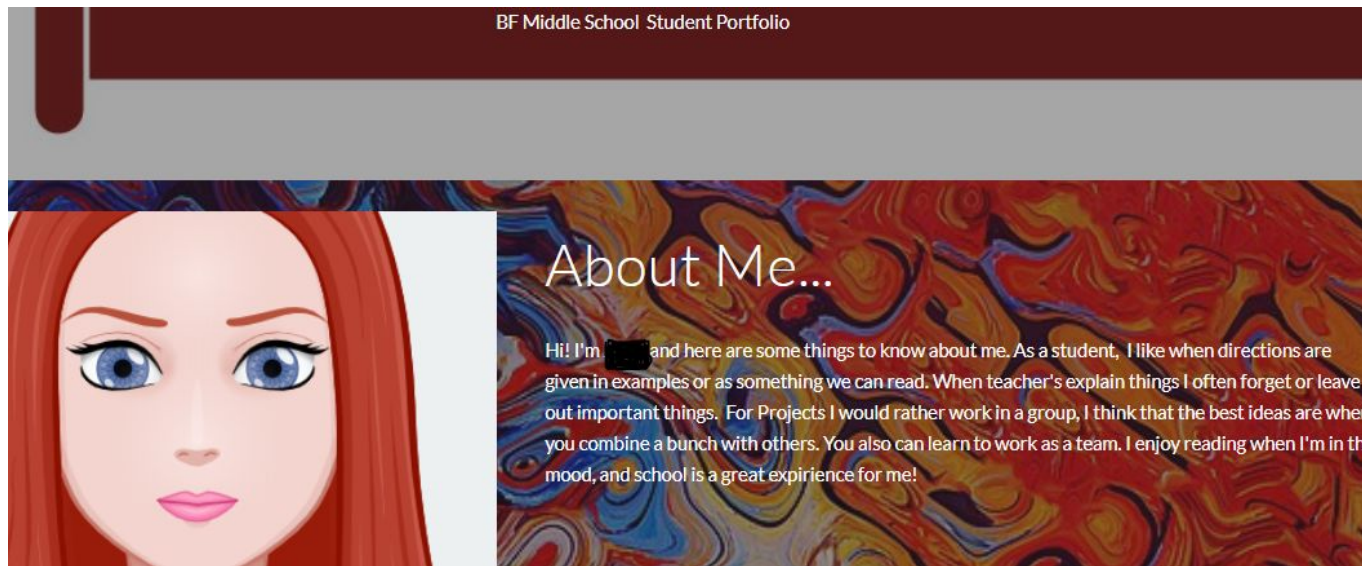


Learning

Students advance their knowledge of foundational academics while developing Habits of Learning as a path to lifelong learning, and to positively impact their contributions to school, their future workplace, and society.

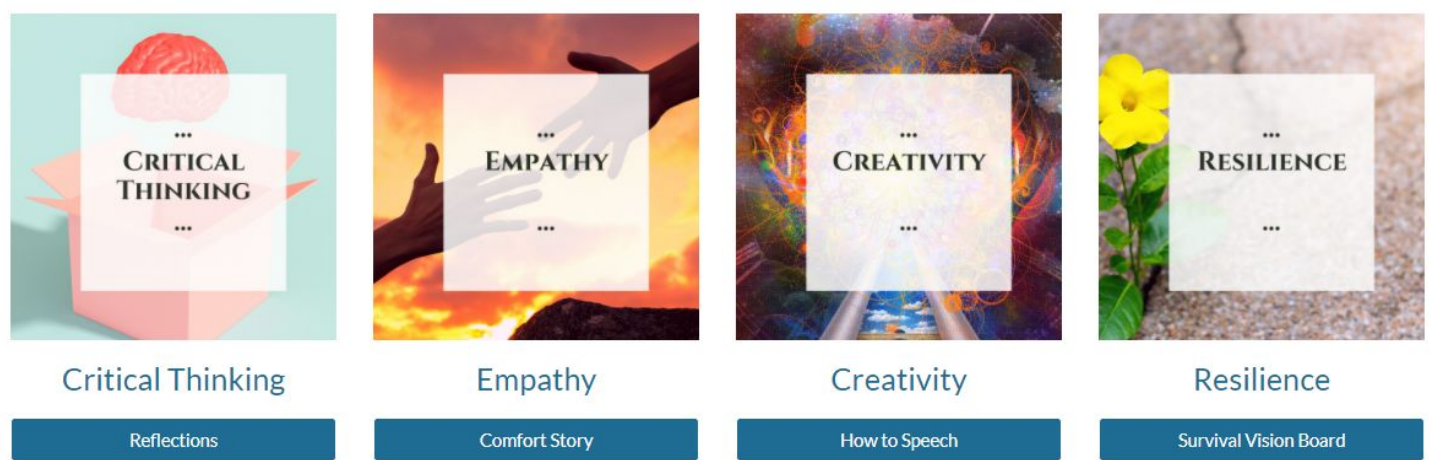
- A. Students engage in rich, challenging learning experiences that foster inquiry and require demonstration of deep knowledge and transferable skills.
- B. Students apply the Habits of Learning (critical thinking, empathy, creativity, resiliency) throughout the learning process within and across subject areas.
- C. Students regularly reflect upon the learning process and evaluate and use feedback to demonstrate growth.
- D. Students make important decisions about their learning experiences and how they will demonstrate proficiency with their knowledge and skills.

Student Portfolios



Learning

Indicator B: Habits of Learning Resilience



Survival Blog - Quarantine



Biking

During quarantine something I did that really helped throughout these 6 months was that I social distanced and went on a bike ride with some of my friends.



Board Games

A lot of nights instead of just playing on my phone, I played board games with my family every night after dinner.



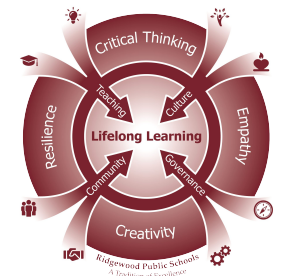
Facetiming Friends

During quarantine something I did that really helped throughout these 6 months since I couldn't see my friends a lot of the time I facetimed them when I couldn't see them in real life.



Cooking

A lot of the time my parents had to work from home so they couldn't make meals so I helped my parents prepare meals.



Learning



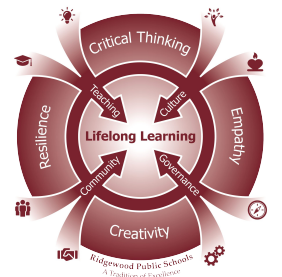
Indicator B: Habits of Learning

Empathy

Maus Argumentative Essay

Do you think that people today would be willing to make such sacrifices to give gifts to those they love?

“Yes, I do think today people would make such sacrifices to give to those they love because it is always the joy that you bring to another person that overpowers the sacrifice. I think that as human beings, we always try to get recognition for the positive actions we implement. By sacrificing something to positively impact someone's life, their happiness is the recognition for our actions. As I stated before, another person’s joy or well being overpowers the reluctance to self sacrifice.”



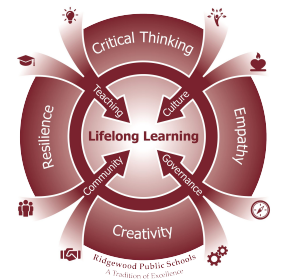
Learning



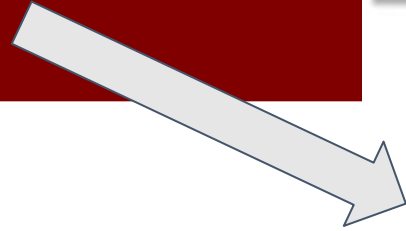
Indicator C: Reflect on the learning process

Growth Reflection (Excerpt)

“I believe that in this category of the portfolio I should earn a 4 due to my exceptional ability to grow in my writing. This characteristic can be seen in my growth from my original Outsiders Assignment writing piece to my revised piece that incorporated Ms. Hackets suggestions and comments....I realized that I needed to be more specific as to....By including this quote into the paragraph I added the detail that not only fully answered the topic question but added a transition into my next quote....Overall, I grew after this assignment because I learned that I needed to be more specific to the question. I learned that in order to deeply and fully answer the question I need to be more detailed to support my answers in my writing.”



Teaching



As the foundation of the learning process, teachers are committed to the profession, and the district supports the ongoing expansion of their content knowledge and best practices in research-based pedagogy.

- A. Teachers foster creative, collaborative, and outcomes-based learning environments to develop lifelong learners and productive global citizens.
- B. Teachers apply consistent proficiency expectations while supporting differentiation, student choice, and personalized learning options.
- C. The district is committed to the ongoing professional learning of teachers to advance their content knowledge and pedagogy to foster student success.

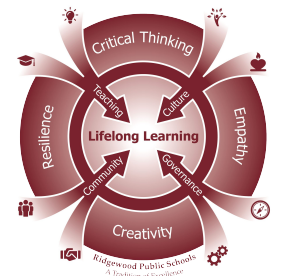
New Teacher Induction has been expanded to a four year program, facilitated by department supervisors, with teacher demonstration of knowledge and skills integrated in Years 2, 3, and 4.

Year 1: Learn about the district and important topics for success in Year 1

Year 2: Expand your instructional repertoire and redesign lesson/unit

Year 3: Find your leadership interest and design a leadership project

Year 4: Reflect on your journey and share your “reimaginings”



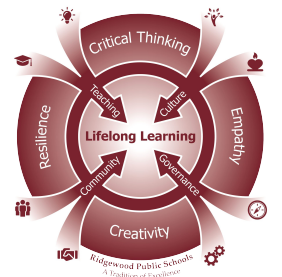
Culture

70 staff members have begun professional learning sessions related to building cultural competence



All students learn in a culture that embraces passion and perseverance while fostering a spirit of empathy that develops socially and emotionally resilient learners.

- A. The culture respects and capitalizes on our diverse community by encouraging and supporting open collaboration and communication.
- B. The culture fosters acceptance through empathy and positive social-emotional learning.
- C. The culture provides a learning environment where students, teachers, and parents find meaning, respect, and love for the learning process.
- D. The culture supports a growth-mindset with a focus on creativity and experimentation.



Governance

Communications

Quick Link on the District Website

All students are supported by visionary leadership that is mindful, creative, and adaptable, while embracing collaboration with stakeholders to encourage innovation and vision to sustain the district's commitment to excellence.

- A. District facilities contribute to positive student learning experiences by maintaining safe facilities while creating and enhancing active learning spaces for current and future needs.
- B. A spirit of collaborative inquiry fosters "moonshot thinking" to advance innovative ideas and creative problem-solving.
- C. Communication with stakeholders is consistent and transparent, advancing the district's mission and vision.



BOE AGENDA



BOE MINUTES



COMMUNICATIONS



BOE WEBCAST



REFERENDUM



STAFF DIRECTORY



CURRICULUM

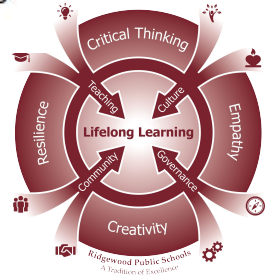


REGISTRATION



SPECIAL PROGRAMS

[Communications Central](#)



Community

The district promotes a shared vision by nurturing positive relationships across the broader community that harnesses diverse skills, life lessons, knowledge, and real-world understandings.

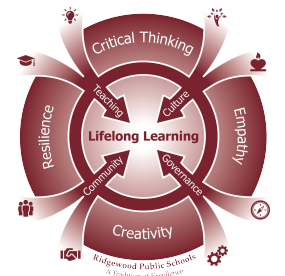
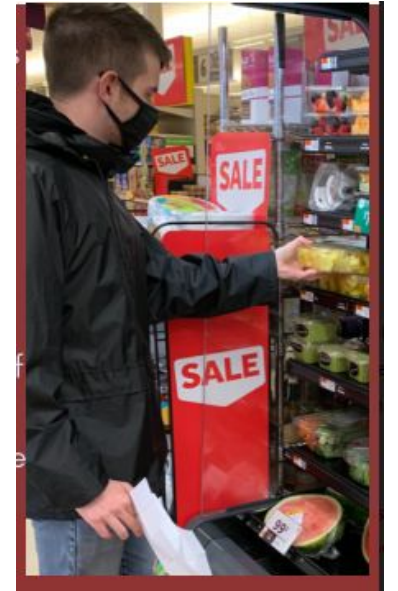
- A. Meaningful relationships between staff and students are leveraged to enhance our learning community.
- B. Schools foster meaningful partnerships between students and the local, national, and international communities that enhance student educational experiences across multiple pathways.
- C. The district and the community have systems and structures that engage and include all students, families, and the broader community to connect and extend learning beyond traditional settings.

Recent Developments:

- Partnership with the REED Foundation is being explored, including potential internships with their hydroponic farm in Hackensack
- Communication with Chamber of Commerce to promote the program and raise awareness
- Trial internships at a local business are beginning



School Transition & Employment
Program for Student Success



Thank you....

- Administrative Team
 - Teachers
 - Students

...for your ongoing commitment to the goals of the Strategic Vision for the Ridgewood Public Schools

