



2023-24 District Goal Status Update

February 12, 2024

Presentation Objectives

Support the district vision and mission by:

1. Engaging Ridgewood Board of Education trustees, families, faculty, and the public (“stakeholders”) in our district goal pursuits
2. Inviting feedback from stakeholders regarding our continuous improvement processes
3. Providing transparency regarding district efforts and anticipated outcomes



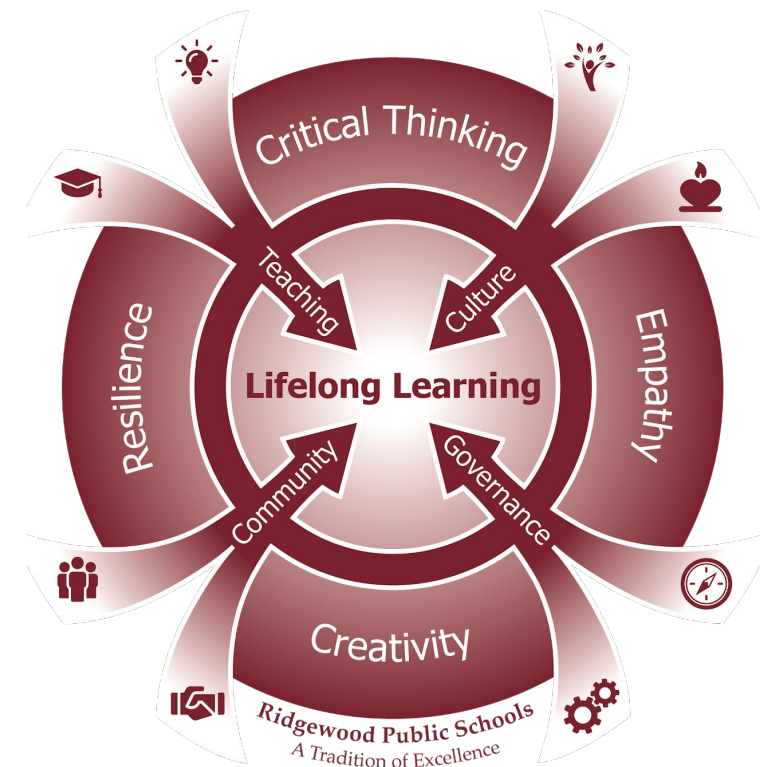
Mission and Vision

Mission Statement

The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potential to become lifelong learners and productive, responsible citizens.

Key components:

1. *Tradition of excellence and innovation*
2. *Partnership with the community,*
3. *Rich and challenging learning environment*
4. *Maximize student potential*
5. *Lifelong learning*
6. *Productive, responsible citizenry*



VISION 2024

Lifelong Learning, surrounded by the Habits of Learning (HoL), define our goals for our students. The four HoLs were identified by the Strategic Planning Committee as integral for students' success given global factors shaping the future.

The light bulb stands for the importance of teachers' commitment to innovative pedagogy to meet current and future needs.

The student "tree" stands for well-being. A tree has many branches and is the symbol of strength and stability.

The graduation cap stands for the importance of teachers' scholarship and ongoing learning.

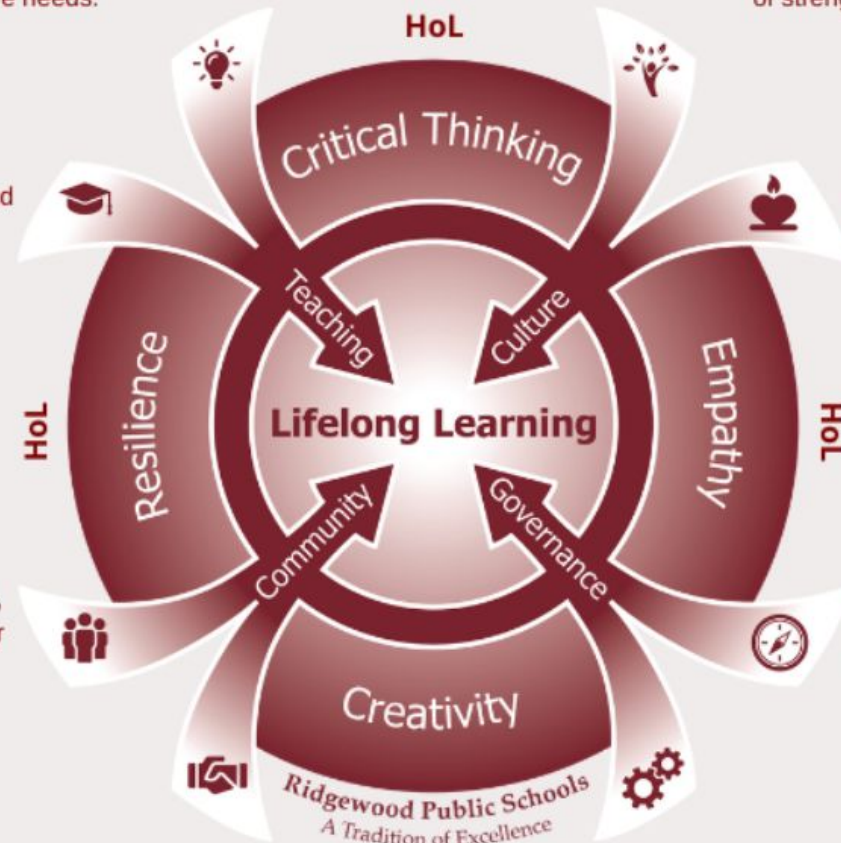
The heart with the flame stands for a culture where students can pursue their passions - what they love and what sets a fire within each individual.

The people icon represents the many, the diverse talents, that are part of our community.

The compass stands for the importance of our governing leadership to provide direction and guidance that aligns with our vision and mission.

The handshake stands for partnership and the importance of developing relationships across the broader community to enhance student learning.

The gears stand for the role of governance in ensuring smooth operation of the district, tending to facilities, organization, and implementation of district responsibilities.



Explanation of Tables

Activity	Status	Current Actions	Pending Actions
<i>Brief description of activities</i>	<i>See color code below</i>	<i>Actions completed or in process</i>	<i>Actions not yet begun -or- (dependent on process outcomes)</i>

Status key	Description
Established	<i>Activities are established and subject to continuous improvement</i>
In Process	<i>Activities are in process</i>
Initialized	<i>Preliminary activities have begun</i>
Not yet begun	<i>Not yet initialized</i>
Tabled	<i>Activities placed on hold</i>



District Goal #1 - Evaluate and Update the District's Strategic Plan

The 2019-2024 Strategic Plan is in its final year and must be updated. This process will be rooted in evidence-based decision-making and stakeholder engagement.

Actions that will indicate progress toward attaining this goal may include:

1. Develop a timeline for engaging stakeholders in the research and development of a new multi-year strategic plan
2. Develop and present a State of the Schools Address that uses multiple measures to assess the success of the 2019 Strategic Plan
3. Identify a consultant to develop the next five-year strategic plan.
4. Incorporate the following priorities within the strategic plan:
 - i. The articulation of a Profile of a Graduate from RHS
 - ii. The articulation of the role that generative artificial intelligence and machine learning will play in our vision for student outcomes, strategy and programs
 - iii. The articulation of an updated college admissions process in a "test-optional" application environment
 - iv. The articulation of a coherent strategy to address mental health needs of students and professionals
 - v. The exploration of options to ensure that our courses and programs prepare students for what the future holds, possibly to include internships, field placements, and exposure to various professions through collaboration with alumni, local residents, and futurists.
5. Educate families regarding our efforts using the district website and social media accounts. Strategies may include parent education events and FAQ documents for areas of interest, such as rankings and ratings, science of reading etc.

District Goal #1 - Strategic Planning

Activity	Status	Current Actions	Pending Actions
Timeline for new strategic plan	In process	Inventory of successful outcomes of prior 5-year plan	(for budget consideration)
Identify a consultant to develop new plan	In process	Four prospective firms interviewed; quotes obtained	(for budget consideration)
Develop State of the Schools Address	In process	Surveys developed; initial data analysis reported in NJSLA and college admissions presentations	Survey distribution, further achievement analysis (pending NJSLA data release)
Incorporate priorities into strategic plan	Initialized	Initial Gen AI training provided, college admissions, mental health efforts, program innovation	Formal timelines to be embedded in new plan; "Profile of a Graduate"
Use website and social media to educate families	Established	Website cleanup; social media accounts secured and fully active; parent engagement sessions; Superintendent Coffee recordings	Transition to new website; FAQ page practices; integrated system of family education

District Goal #2 - Reevaluate and Formalize the RPS Plan for Inclusivity

By auditing the current state of inclusive practices and resources, the district hopes to continue to ensure positive outcomes for all students and to promote a diverse and inclusive student body. The employment of a qualified consultant may be necessary to appropriately address this goal, budget permitting.

Actions that will indicate progress toward attaining this goal may include:

- a. Analyzing the proportionality of student diversity (racial, ethnic, economic, gender, neurological, physical and developmental backgrounds) and barriers to student success within:
 - i. Course enrollments
 - ii. Extracurricular activities
 - iii. Discipline rates
 - iv. Attendance and tardiness
 - v. Survey responses
 - vi. Academic outcomes
- b. Analyzing the racial, cultural and gender diversity among district and vendor employees within various job classifications.
- c. Establishing an advisory committee to ensure equitable and inclusive recruitment and retention practices and consistent process guidelines
- d. Evaluating the effectiveness of school diversity, equity, and inclusion committees
- e. Identify support needed for faculty, staff and school leaders in developing understanding of the unique needs of students from various backgrounds

District Goal #2 - Inclusivity

Activity	Status	Current Actions	Pending Actions
Proportionality (students)	In process	Student data warehouse development; survey preparation	Analysis to be included in State of the Schools Address
Proportionality (employees)	In process	Personnel data review; survey preparation	Analysis to be included in State of the Schools Address
Employee advisory committee	Initialized	Goal #2 Committee is tentatively serving in this capacity	Formal committee design
Evaluate School DEI Committees	In process	Each school has an established and functioning DEI Committee	Establish norms for schools; establish district-level committee
District DEI Training	Initialized	Committee is obtaining quotes for vendor or university partnerships; seeking grant opportunities	(for budget consideration)

District Goal #3 - Evaluate ELA and Math Programs

Reevaluate ELA and Math curricula, scope and sequences, resources, and practices with consideration of peer-reviewed research and emerging instructional trends

Actions that will indicate progress toward attaining this goal may include:

1. Establish data systems to evaluate trends in student achievement and other success indicators
2. Clarify the scope and sequences of learning to ensure pedagogically sound transitions between grades and the transitions between schools
3. Evaluate core and supplemental curriculum resources to ensure alignment with curricular goals and evidence-based practice
4. Evaluate our professional learning systems to ensure that our staff are prepared to nurture consistent and high-quality educational outcomes for students
5. Inventory our existing systems for identifying students with unique learning needs
6. Articulate student habits of work and self-regulation practices that support every child in reaching their potential

District Goal #3 - Math and ELA

Activity	Status	Current Actions	Pending Actions
Data systems	Established	Unified data warehousing system; automated chronic absent reports implemented	Identify automation, benchmarking, and dashboarding needs
Scope and sequence	In process	Elementary/Middle and Middle/High transitions examined; secondary Math sequence under eval; K-5 ELA program eval	Facilitate grade 5-6 and 8-9 articulation meetings; affirm or modify math sequence; vertical articulation
Resource evaluation	In process	Science of Reading alignment K-5 ELA; Systems of identification (below)	Program evaluation across subjects
Professional learning	In process	Field experts identified (Natalie Wexler, Molly Ness); faculty surveys in development	Survey data collection, comprehensive planning for 2024-25 prof dev
Systems of identification	Initialized	Benchmarking (LinkIt!) expanded (now Gr 2-8); School-based Intervention and referral services (I&RS) in place and under review	Intervention systems audit needed; recommend expansions universal screening practices
Habits of work	In process	Habits of work defined; initial training provided	Full scale training and implementation

District Goal #4 - Reevaluate the State of the District's Finances and Facilities

Actions that will indicate progress toward attaining this goal may include:

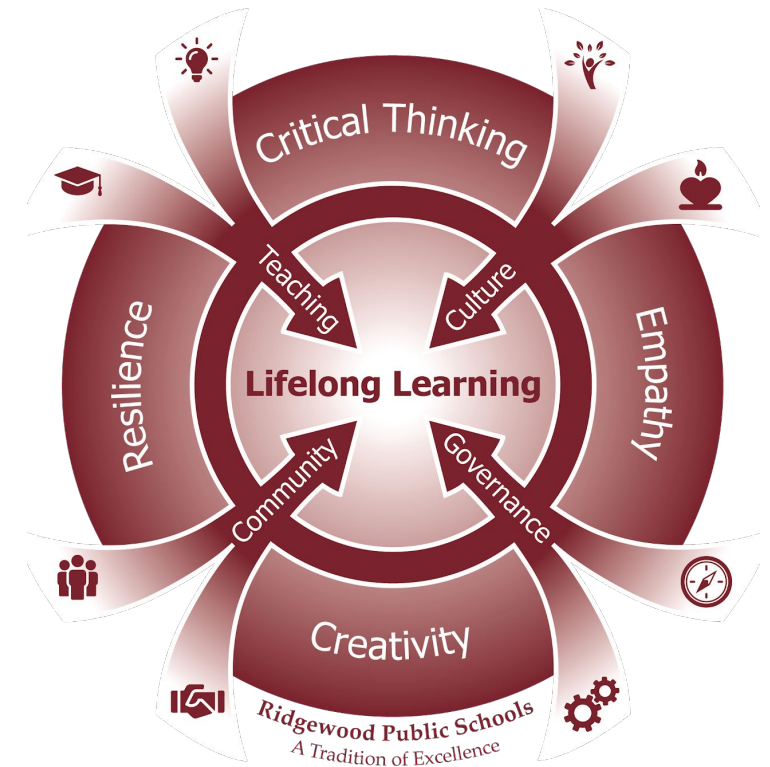
1. Complete a comprehensive review and audit of the 2022-23 school year budget, including an analysis of reserve status over time
2. Establish a 2023-24 budget projection that ensures that planned expenditures are fully funded, including preventive maintenance
3. Develop a comprehensive 2024-25 budgetary presentation that includes a multi-year trend analysis of prior revenues and expenditures
4. Conduct a facilities needs assessment, giving consideration to prior studies
5. Develop a master site plan for each RPS property, including ambitions for learning spaces and extracurricular features that reflect the Ridgewood Tradition of Excellence
6. Assess the security of each school and district building
7. Develop a system for evaluating the efficacy of vendor services

District Goal #4 - Finance and Facilities

Activity	Status	Current Actions	Pending Actions
2022-23 audit	Established	2022-23 Annual Comprehensive Financial Report provided to the Board	Incorporate 2022-23 considerations in 2024-25 budget process
2023-24 budget projection	In process	Partial budget freeze implemented in January; line item status under review	Detailed projection
2024-25 budget presentation	In process	School and dept budgets proposed and reviewed comprehensively; position control roster updated	Finalization of 2024-25 budget proposal and presentation
Facilities assessment & master plans	In process	All known urgent and important facilities improvements identified; architect of record selected	(comprehensive assessment to be considered in budget proposal)
Security	In process	Monthly Village/RPS safety meetings, District Security Team established	(security items to be considered in budget proposal)
Vendor services	In process	Revised position to monitor vendor services (including transportation)	Recommendation of qualified candidate

Takeaways

1. The 2023-24 District Goals and the 2019-2024 Strategic Plan remain important and relevant
2. The RPS administrative team is supporting our progress while considering stakeholder input.
3. The 2024-25 Budget Process and 2024 State of the Schools Address remain major milestones in the goal completion process.





Questions and Feedback



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