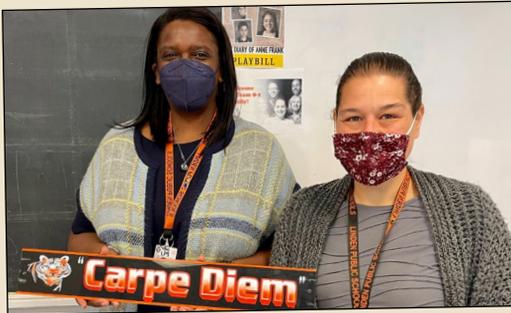




Linden Public Schools 2020-2025 Five-Year Strategic Plan



Linden 2025: Resilience, Recovery, and Realignment





Linden Public Schools

Administration

Dr. Marnie Hazelton
Superintendent

Denise Cleary
Assistant Superintendent

Kathleen A. Gaylord
Business Administrator/Board Secretary

Dr. Karen Baldwin
Human Resources Manager

Board of Education

Carlos A. Rivas
President

Samuel De La Cruz Jr.
Jennifer Flemming, Patrick Gargano,
Sheenaider Guillaume, Marianthe Manganello,
Gregory R. Martucci, Malaysia Thomas,

Facilities

Linden High School: Main building, Academy of Science and
Technology, and Academy of Excellence

McManus and Soehl Middle Schools

School No. 1, School No. 2, School No. 4, School No. 5,

School No. 6, School No. 8, School No. 9, School No. 10

Administration Building

Professional Development & Science Resource Center/

Central Registration

Maintenance Facility



Five-Year Strategic Plan INTRODUCTION

In the Fall of 2020, under the direction of the new Superintendent of Schools, Dr. Marnie Hazelton, the Linden Public Schools started the process to develop its five-year strategic operating plan. Education stakeholders, local officials, and community members participated in the process which was grounded in a cycle of performance data review, reflection, and goal setting. The District's steps to achieving our goals require that we develop and adopt a set of "practice beliefs" for the organization which form the foundation of the plan. The practice beliefs include:

- Ensuring all three and four-year-old students are ready for kindergarten.
- Closing the preparation and achievement gaps that are persistent in our learning community.
- Laser-like focus on equity and social/emotional learning;
- Creating relevant family and community partnerships.
- Leadership and teacher development using job-embedded professional learning and collaborative practices.
- Clearly articulate what we want students to know, understand, and be able to do by the end of the course.
- Standards-based best practice instruction to enhance personalized learning experiences for all students.

Each belief point reflects the overarching expectation that we, as a learning organization, will focus on equity, inclusion, high expectations, and continuous improvement. Our work within this strategic operating plan is clear – high expectations for all students and staff of the Linden Public Schools. I look forward to partnering with you as we build a learning community undergirded by resilience, recovery, and realignment.

Carpe Diem,
Marnie Hazelton, Ed. D.
Superintendent of Schools



Five-Year Strategic Plan DATA DASHBOARD

ESSA Accountability Progress

ESSA Accountability Indicator	2017-18	2018-19	2019-20
ELA Proficiency	45.4%	45.1%	
Math Proficiency	27.1%	26.2%	
ELA Growth	46	41	
Math Growth	48	47	
4-Year Graduation Rate†	89.9%	87.7%	92.4%
5-Year Graduation Rate†	89.9%	91.3%	91.8%
Progress toward English Language Proficiency	59.9%	59.7%	
Chronic Absenteeism	12.7%	12.5%	

† This table shows the most recent graduation rate for reference, but accountability calculations for a given year use the prior year's graduation rate.

PSAT, SAT & ACT - Performance

Participation Type	Average Score	Average Score	Readiness Benchmarks	Scores at or above Benchmark	Scores at or above Benchmark
PSAT 10/NMSQT – Reading and Writing	476	476	Grade 10: 430 Grade 11: 460	68.0%	61.0%
PSAT 10/NMSQT – Math	456	473	Grade 10: 480 Grade 11: 510	31.0%	39.0%
SAT – Reading/Writing	489	536	480	55.0%	69.0%
SAT - Math	469	536	530	27.0%	52.0%
ACT - Reading	19	25	22	28.0%	66.0%
ACT - English	17	24	18	48.0%	81.0%
ACT - Math	18	24	22	32.0%	65.0%
ACT - Science	18	24	23	16.0%	58.0%





Five-Year Strategic Plan DATA DASHBOARD

Accountability Graduation Rates

Student Group	Cohort 2019: 4-Year Graduation Rate	Cohort 2018: 5-Year Graduation Rate
Districtwide	87.7%	91.3%
White	96.6%	92.3%
Hispanic	88.8%	92.3%
Black or African American	83.7%	90.1%
Asian, Native Hawaiian, Pacific Islander	*	*
American Indian or Alaska Native	N	*
Two or More Races	*	*
Economically Disadvantaged Students	88.3%	93.1%
Students with Disabilities	85.5%	77.6%
English Learners	78.9%	97.1%

Enrollment Trends by Group

Student Group	2017-18	2018-19	2019-20
Female	48.9%	48.7%	49.0%
Male	51.1%	51.3%	51.0%
Non-Binary/Undesignated Gender			<1%
Economically Disadvantaged Students	55.4%	57.2%	56.2%
Students with Disabilities	16.6%	16.2%	16.7%
English Learners	8.4%	8.4%	9.2%
Homeless Students	1.2%	0.4%	0.4%
Students in Foster Care	0.3%	0.4%	0.3%
Military-Connected Students	0.2%	0.2%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

Racial and Ethnic Group	2017-18	2018-19	2019-20
White	20.3%	18.7%	17.8%
Hispanic	40.9%	42.9%	44.4%
Black or African American	34.0%	33.7%	33.2%
Asian	2.5%	2.6%	2.5%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.2%
Two or more races	1.7%	1.8%	1.7%



Five-Year Strategic Plan

ACADEMIC: Language Arts

Goals

Maximize student outcomes in Language Arts by increasing rigor, diversity, and equity throughout the scope and sequence of the curriculum. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they exhibit the capacities of a literate individual including: demonstrating independence; building strong content knowledge; responding to varying demands of audience, task, purpose and discipline; comprehending as well as critiquing; valuing evidence; using technology strategically and capably; and understanding other perspectives and cultures.

Action Year 1

- Create digital portfolio of student exemplars and best practices for each power standard available to all teachers at all grade levels.
- Reimagine final exams/projects at the secondary level.
- Create committee of teachers to research Language Arts materials inclusive of gender, racial, and socioeconomic equity at both elementary and secondary levels.
- Review and research new programs and resources at the elementary level; begin to make contacts with companies in preparation for new resource.
- Partner with Union County College to offer high school students dual enrollment in credit-bearing English 101 course.

Action Year 2

- Develop K-12 Writing Across Curriculum initiative and coordinating professional development (PD).
- Develop an exploratory committee to evaluate potential resources and programs at the elementary level.
- Enhance vertical articulation, specifically in 5th to 6th grade,

- to ensure equity of resources across schools and teachers.
- Implement suggested materials into existing curriculum.
 - Continue to assess benchmark and state testing scores, continue data analysis of standardized test scores.
 - Implement new final exams/projects at the secondary level with focus on differentiation and equity.
 - Create vertical articulation team to enhance collaboration between grade levels, specifically from fifth to sixth grade, to ensure equity of resources across schools and teachers.
 - Instructions Learning Teams (ILTs) and Professional Learning Communities (PLCs) will conduct interschool and intraschool visits to view exemplary best practices.
 - Implement professional development aligned with ELA data sets, evaluation, and Strategic Plan.

Action Year 3

- Continue to assess benchmark and state testing scores; continue data analysis of standardized test scores.
- Decide on elementary program and resource for following school year with input of committee and classroom teachers.
- Continue Writing Across Curriculum initiative and PD.

Action Year 4

- Continue to assess benchmark and state testing scores; data analysis of standardized test scores.
- Continue vertical articulation.
- Implement new program and resource at elementary level; provide PD for teachers.
- Continue Writing Across Curriculum initiative and PD.

Action Year 5

- Survey stakeholders.
- Continue vertical articulation.
- Continue to analyze standardized test scores.
- Continue PD and implementation of elementary program and resources.
- Review Writing Across Curriculum initiative by surveying stakeholders and examining test scores.



Five-Year Strategic Plan

ACADEMIC: Math

Goals

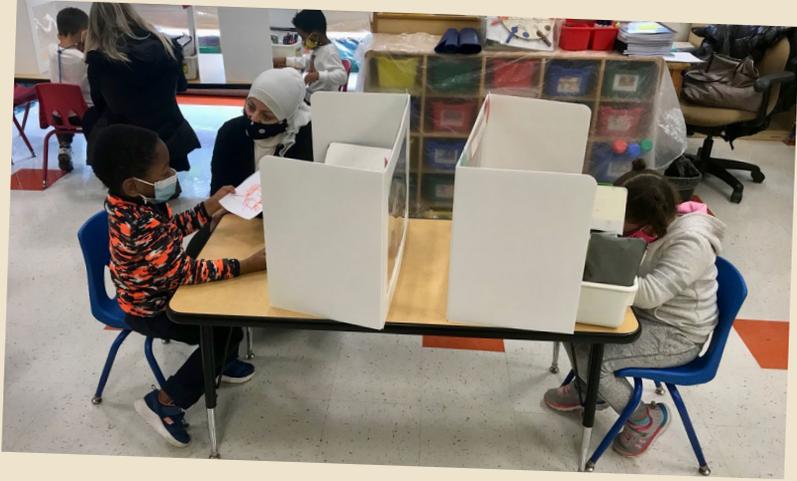
Establish a more cohesive, equitable research-based K-12 mathematics program that will challenge and support Linden's diverse school community.

Action Year 1

- Begin to research accredited K-12 mathematics programs.
- Analyze standardized test scores and align outcomes with professional development for teachers and principals.
- Align and modify K-12 curricula, pacing guides, and programs to identify instructional priorities without undermining deeper learning, while ensuring inclusion of each and every learner.
- Enhance vertical alignment.

Action Year 2

- Budget for resources and professional development.
- Continue to analyze standardized test scores.
- Create an exploratory committee to evaluate potential new resources.
- Foster collaborative learning via peer inter-classroom and intra-classroom visitation.
- Develop benchmark assessments.
- Initiate intensive professional development for middle school math teachers in effective instructional practices in math, with a focus on Algebra.
- Plan for Algebra for all in the 7th and 8th grades.
- Continue with professional development for teachers, coaches, vice principals, and principals on how to utilize data to improve instruction.
- Align professional development objectives with Danielson rubric.



Action Year 3

- Purchase and provide professional development for K-5 staff.
- Develop curriculum writing/pacing guides.
- Develop benchmark assessments.
- Continue to analyze standardized test scores.
- Continue with professional development for teachers, coaches, vice principals, and principals on how to utilize data to improve instruction.
- Review assessment data and make recommendations that will lead to improvement.

Action Year 4

- Purchase and provide professional development to Grade 6-12 staff.
- Develop curriculum writing/pacing guides.
- Develop benchmark assessments.
- Continue to analyze standardized test scores.

Action Year 5

- Analyze and make recommendations about student outcomes in accelerated Algebra.
- Continue to analyze and revise curriculum and pacing guides.
- Continue to analyze standardized test scores.



Five-Year Strategic Plan

ACADEMIC: Science

Goals

Ensure that Science curriculum is consistent with the letter, spirit, and intent of the New Jersey Student Learning Standards for Science, inclusive of assessments that measure the three-dimensions of science learning, promote equity and fairness, and leverage both formal and informal teacher professional learning.

Action Year 1

- Utilize the New Jersey Student Learning Standards for Science (NJSLS-S) program rubric to examine the following criteria: All Standards, All Students, Explaining Phenomena or Designing Solutions.
- Conduct an assessment inventory of current assessments in K-12 science classrooms.
- Conduct surveys to identify goals for relevant and meaningful science PD opportunities.

Action Year 2

- Utilize the NJSLS-S program rubric to examine the following criteria: Three Dimensional, Integrating the Three Dimensions for Instruction and Assessment.
- Develop and enhance Science assessments that are problem driven, three-dimensional, include engineering, and include a variety of opportunities for students to demonstrate their competencies.
- Continue to utilize the tiered implementation workshops for teachers that are new or new to grade level (ongoing).

Action Year 3

- Utilize the NJSLS-S program rubric to examine the following criteria: Relevance and Authenticity, Student Ideas.

- Develop and enhance science assessments that use student work to guide the development and evaluation of tasks and include time in space for teachers to analyze and learn from assessment data and student work.



Action Year 4

- Utilize the NJSLS-S program rubric to examine the following criteria: Building on Students' Prior Knowledge.
- Develop and enhance science assessments that are appropriately coherent so meaningful comparisons can be made across classes, grade levels, courses, and schools.

Action Year 5

- Review and finalize the NJSLS-S Program Rubric and adjust curriculum as needed.
- Review and ensure professional development for Science teachers includes accountant focus, active learning, coherence, is ongoing and reflective, and fosters the development of common vision and instructional/assessment practices.



Five-Year Strategic Plan

ACADEMIC: Social Studies

Goals

Increase the connection between historical and current events through the use of various sources, materials, and methods designed to elevate student comprehension, motivation, and engagement.

Action Year 1

- Create a department, or cross department (with language arts), meeting to determine best practices being utilized in various classrooms as well as common struggles. Compile a list of possible tools to enhance student engagement.
- Assemble sample lessons on current events over the past year that were tied into the curriculum. This is simply an exemplar for the entire department to emulate.
- Discuss what challenges are being faced with relation to subject comprehension during a year-opening PD. Once more specific weaknesses are discovered, develop department action plans. Discuss subject pacing and prioritizing as a department by subject.

Action Years 2-4

- Determine with mid-year check-ins at Monday meetings new or continuing struggles, and create partners to assist each other and observe each other when possible or necessary. Establish pineapple chart type of collaboration.
- Share within the department current-event tie-ins to the current pacing of the curriculum monthly or when appropriate.
- Discuss pacing and challenges regularly and implement and monitor the action plan. Gear quarterly portfolios toward measurement of subject understanding, and subject-specific (i.e. USII) PLCs will analyze the success of specific parts of the curriculum.



Action Year 5

- Check and discuss collaboration and make future plans for collaboration.
- Complete a department survey breaking down the frequency and success of current-event implementation.
- Determine the weak points of the curriculum and determine what further modification to pacing needs to occur.





Five-Year Strategic Plan

ACADEMIC: Special Education

Goals

Increase programs offered within the district as a continuum of services from pre-school to age 21 and identify the components needed to successfully transition students into a less restricted environment.

Action Year 1

- Survey parents on their perception regarding the district's inclusive practices.
- Explore the reason why the majority of students are not participating in a less restrictive environment.
- Explore other districts that are already successful with 18-21 programs and services. Seek support from county agencies for development of our own in-house transition program.
- Start developing a network of employers who are willing to host our students with job coaches to do job sampling tasks (ex. Walgreens, restaurants, doctor's offices, etc.).

Action Year 2

- Provide professional development for staff on inclusion.
- Develop a criteria for placement of students in an inclusion setting.
- Leverage LEAPP meeting to discuss inclusive practices based on parent survey from year 1.
- Visit other districts that implement inclusive practices for increasing time spent with non-disabled peers.
- Turn-key information learned to stakeholders and begin to develop a structure for implementing more inclusive practices.
- Provide Child Study Team training on inclusive practices and the criteria for placement.
- Identify students eligible for new program and work with input from parents on determining needs and what type of job

training options are possible.

- Budget line items to support the infrastructure and resources needed to implement inclusive practices.

Action Year 3

- Continue to provide professional development to staff on inclusive practices.
- Provide Child Study Team training on inclusive practices and the criteria for placement.
- Pilot a program based on area of needs to increase the time students will be in general education with meaningful instruction and participation.
- Train job coaches to accompany students in the community with job sampling opportunities.
- Budget line items to support the infrastructure and resources.

Action Year 4

- Continue to pilot the program from year 3 providing more inclusive opportunities for students with disabilities.
- Continue PD for staff on inclusive practices.
- Continue to measure the amount of time students with disabilities are with non-disabled peers.
- Pilot job training class for eligible students to create schedules that include classroom and community-based instruction with support from job coaches.
- Budget line items to support the infrastructure and resources.

Action Year 5

- Review the data from Year 3 through Year 5 and evaluate, make recommendations on how to sustain practices and expand opportunities with non-disabled peers.
- Assess progress of the new program with data collection on number of students who obtained gainful employment, survey of students, parents, and staff.
- Budget line items to support the infrastructure and resources.



Five-Year Strategic Plan

ACADEMIC: Instructional Technology

Goals

Enhance and expand instructional technology platforms, software, and curricular components to provide equitable opportunities and meet the learning needs and styles of all students. Continue to manage and maintain the district's Apple one-to-one technology program.

Action Year 1

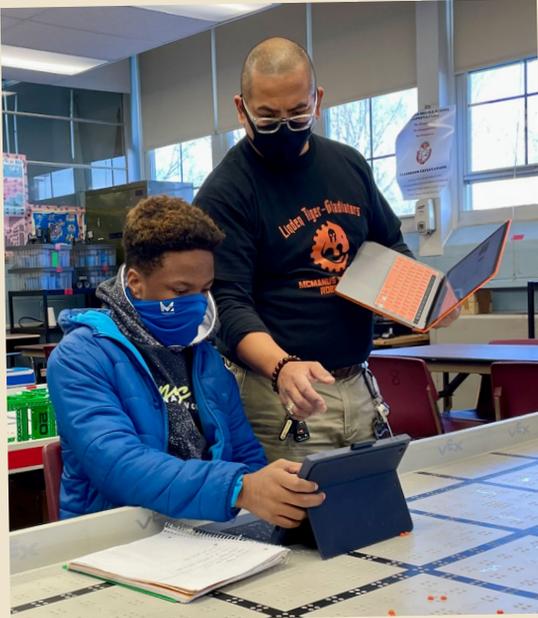
- LHS staff and students MacBook Air refresh.
- Expand one-to-one iPad usage for Pre-K.
- Introduction of new LMS-Seesaw for elementary students.
- Align and modify K-12 curricula, pacing guides, and programs to identify instructional priorities without undermining deeper learning, while ensuring inclusion of each and every learner.

Action Year 2

- Procurement of new MacBook Air laptops for all certificated staff.
- Creation of a committee to review and evaluate apps and educational platforms.
- Expand STEM instruction into the elementary technology curriculum.
- Provide meaningful PD for instructional technology based on classroom visits.
- Continue to advocate for Apple Distinguished Educator
- Development and introduction of new technology courses for LHS students, such as game/app design, cyber-security, and computer repair.

Action Year 3

- Maintain one-to-one devices for all students and staff.



- Curriculum writing for middle school technology programs.
- Continue to review and recommend apps and educational platforms.
- Offer expanded computer science courses.

Action Year 4

- Maintain one-to-one devices for all students and staff.
- Refresh curriculum for elementary technology program.
- Continue to review and recommend apps and educational platforms.
- Review the newly implemented LHS technology courses to ensure positive student learning outcomes.

Action Year 5

- Budget and recommend new one-to-one devices for LHS students and staff.
- Refresh curriculum for middle school technology program.
- Continue to review and recommend apps and educational platforms.



Five-Year Strategic Plan

ACADEMIC: Career/Technical Education

Goals

Increase opportunities for students to participate in CTE classes and explore options for apprenticeship experiences, with a focus for advanced CTE students to achieve certification in their chosen subject area.

Action Year 1

- Conduct needs-based assessments and surveys to identify goals and opportunities for CTE training, certification and apprenticeships.
- Increase training opportunities for CTE teaching staff.
- Investigate future certification options for CTE students.

Action Year 2

- Develop CTE advisory committee of experts.
- Collaborate with other CTE schools to identify and develop best practices.
- Identify areas for improvement within the CTE curriculum.
- Expand computer science CTE program.

Action Year 3

- Continue to use data collected from assessments and surveys to drive and develop CTE opportunities.
- Continue the development and implementation of initiatives that strengthen student engagement and success through CTE learning.
- Determine how best to build a common resource library of best practices and exemplars.
-

Action Year 4

- Continue to use data collected from assessments and surveys to drive and develop CTE opportunities.



- Strengthen the capacity of the CTE cohort of in-district experts through the examination of data.
- Continue the development and implementation of initiatives that strengthen student engagement and success through CTE learning.
- Build and establish the common resource library of best practices and exemplars for CTE subjects.

Action Year 5

- Continue to use data collected from assessments and surveys to drive and develop CTE opportunities.
- Strengthen the capacity of the CTE cohort of in-district experts through the examination of data.
- Continue the development and implementation of initiatives that strengthen student engagement and success through CTE learning.
- Build and establish the common resource library of best practices and exemplars for CTE subjects.



Five-Year Strategic Plan

ACADEMIC: Bilingual/ESL

Goals

Foster the academic success of English/multi-language learners through improving our capacity to use the home languages of our magnet schools as a resource and bridge to biliteracy. Increase the number of ELLs graduating with the Seal of Biliteracy.

Action Year 1

- Develop biliteracy knowledge base among teacher leaders.
- Provide professional development on practical, and research-based approaches to biliteracy instruction that recognize and build on the cultural, linguistic, and academic repertoires of students and teachers. Develop a cadre of teachers with expertise in this area.
- Provide professional development on L2 assessments that may be used to expand opportunities for LPS students in less commonly taught languages to qualify for the Seal of Biliteracy.
- Create a committee of English as a Second Language (ESL) and World Language teachers to plan and implement opportunities for elementary Spanish Heritage learners.
- Initiate after school workshops in targeted language groups to develop biliteracy and prepare students for success on Seal of Biliteracy assessments.
- Initiate “Pathway to Biliteracy” in collaboration with New Jersey Teachers of English to Speakers of Other Languages (TESOL) and Foreign Language Educators of New Jersey (FLENJ), where we will assess 8th grade target participants in Year 1 of 5-year plan to determine their current proficiency levels in both L1 and L2 (first and second languages). We will use the data gathered to support these students through their progression to 12th grade when they will take the qualifying examination for the SEAL of Biliteracy.



Action Year 2

- Develop biliteracy knowledge base at the department level.
- Provide professional development and support to all bilingual/ESL teachers to develop understanding how students develop biliteracy and how to differentiate instruction accordingly, as well as best practices in biliteracy.
- Create teacher committees to research materials and resources congruent with the goal of fostering academic success through biliteracy.
- Create teacher committees to review and revise curriculums to ensure that biliteracy strategies are addressed and to enhance links to students' home language and culture.
- Provide after school workshops in targeted language groups to develop biliteracy and prepare students for success on Seal of Biliteracy assessments.
- Continue analysis of annual ACCESS and Stamp testing data.

Action Year 3

- Expand biliteracy learning opportunities and improve teaching and learning through cross-curricular partnership.
- Build cross-curricular partnerships and expand existing ones (i.e., World Languages/Heritage Spanish) to support the development students' biliteracy.
- Partner with World Languages to develop and implement new and revised culturally relevant curriculum that will connect to students' home language and culture, using it as an asset



towards building academic literacy.

- Continue to provide after school workshops in targeted language groups to develop biliteracy and prepare students for success on Seal of Biliteracy assessments.
- Continue analysis of annual ACCESS and Stamp testing data.

Action Year 4

- Continue to expand biliteracy learning opportunities and improve learning and teaching through cross-curricular partnerships.
- Implement new curriculum/ new classes devised in Year 3 of the plan.
- Expand Heritage Spanish learning opportunities at the Elementary level.
- Partner with the IB program to assess the feasibility of offering an IB content class in Spanish.
- Continue analysis of annual ACCESS and Stamp testing data.

Action Year 5

- Assess of five-year program outcomes.
- Measure program impact through an analysis of data collected through Access testing, Stamp testing, and local assessments to determine growth in participating students' current proficiency levels in both L1 and L2 (home and second language).
- Continue analysis of annual ACCESS and Stamp testing data.



Five-Year Strategic Plan

ACADEMIC: Gifted & Talented/IB/AP

Goals

Ensure that student acceptance into the International Baccalaureate, Gifted & Talented, and future Advanced Placement programs remains equitable and represents the broad diversity of all students in the Linden Public Schools.

Action Year 1

- Appoint a Director of Equity in Education
- Review and implement recommendations from the 2020 IB evaluation report.
- Continue advancing the visibility of the IB program including increased signage and awareness of the benefits of the program via LPS social media, LHS/district website, and other media sources.
- Review programs annually; compare enrollment demographics with school and/or district demographics. Analyze and address as needed.

Action Year 2

- Identify Advanced Placement course offerings for the 2022-2023 school year (minimum of five courses).
- Identify Advanced Placement teachers and provide professional development.
- Update the Linden High School 2022-2023 course guide to include Advanced Placement courses.
- Create methods to increase awareness of the IB program at the middle school level.
- Identify systems to increase the number of students earning an IB diploma.
- Hold systemic meetings to collaboratively plan across IB subjects and the core.
- Increase IB collaborative planning and reflection meetings to

address vertical and horizontal articulation.

- Encourage additional Linden High School staff members to become involved in the IB Educator Network.
- Revise the IB admissions criteria for the diploma programme so that the grade review is not seen as a barrier.
- Host parent seminars on preparing and supporting students interested in IB, AP, and G&T.
- Increase the number of students participating in Gifted and Talented.
- Reassess the cognitive assessment tool at the elementary level that is used as the first step into the G&T program.
- Review programs annually; compare enrollment demographics with school and/or district demographics. Analyze and address as needed.

Action Year 3

- Offer Advanced Placement courses at Linden High School.
- Provide ongoing professional development for AP teachers.
- Provide ongoing academic support for students in AP courses.
- Create methods to increase awareness of the IB program at the middle school level.
- Review programs annually; compare enrollment demographics with school and/or district demographics. Analyze and address as needed.

Action Year 4

- Reassess the teacher recommendation and other secondary steps of assessment for acceptance into the G&T program.
- Review programs annually; compare enrollment demographics with school and/or district demographics. Analyze and address as needed.

Action Year 5

- Review all steps taken over the past 4 years to find what approaches have been successful.
- Review programs annually.



Five-Year Strategic Plan

ACADEMIC: Professional Development

Goals

Design and implement professional development that is driven by district, school and individual needs as identified through data-based practices; increase opportunities for teachers and staff to participate in professional development designed with horizontal and vertical articulation in mind relative to subject areas and grade levels.

Action Year 1

- Conduct needs-based assessments and surveys to identify goals for relevant and meaningful PD opportunities.
- Increase PD offerings for teachers and staff throughout the school year. Design offerings that focus on vertical and horizontal articulation within grade levels and subject levels.
- Determine best ways to identify and train in-district experts to conduct future PD.
- Embed reflective practices into PD.

Action Year 2

- Align PD with strategic plan and evaluations
- Utilize needs-based assessments and surveys to continue to identify goals for relevant and meaningful PD opportunities.
- Establish a PD cohort of in-district experts in order to deliver content and to continue developing them.
- PD will be managed by human resources manager and assistant superintendent.

Action Year 3

- Continue to use data collected from needs-based assessments and surveys to drive PD.
- Strengthen the capacity of the PD cohort of in-district experts through the examination of data.

- Continue the development and implementation of initiatives that reinforce vertical and horizontal articulation and reflective practices within PD.
- Determine how best to build a common resource library of best practices and exemplars.

Action Year 4

- Continue to use data collected from needs-based assessments and surveys to drive PD.
- Strengthen the capacity of the PD cohort of in-district experts through the examination of data.
- Continue the development and implementation of initiatives that reinforce vertical and horizontal articulation and reflective practices within PD.
- Build and establish the common resource library of best practices and exemplars for the four core subjects.

Action Year 5

- Continue to use data collected from needs-based assessments and surveys to drive PD.
- Strengthen the capacity of the PD cohort of in-district experts through the examination of data.
- Continue the development and implementation of initiatives that reinforce vertical and horizontal articulation and reflective practices within PD.
- Build and establish the common resource library of best practices and exemplars for all subjects.





Five-Year Strategic Plan

ACADEMIC: Teacher Efficacy

Goals

Establish conditions to build district-wide collective teacher efficacy that will positively impact the social and emotional and academic growth of our students.

Action Year 1

- Expand ILT experience to identify and grow leaders.
- Embed 5 conditions of collective efficacy in the design of PD practices.
- Review action steps and recommendations from the Educational Insights LLC review focus question: What are the shared missions, visions and values of individual Linden PLCs and how it relates to efficacy?
- Conduct/Review teacher efficacy beliefs survey led by consultant.
- Enhance professional learning communities for increased effectiveness of professional development:
 - Identify district “Experts” to build a library of resources and tools.
 - Establish team time.
 - Establish common planning.

Action Year 2

- Deepen implementation of effective Professional Learning Communities (PLCs) in all schools for increased effectiveness of professional learning across the District.
- Continue embedding the 5 conditions of collective efficacy in the design of PD practices.

Action Year 3

- Deepen implementation of effective Professional Learning Communities (PLCs) in all schools for increased effectiveness



of professional learning across the District.

- Continue embedding the 5 conditions of collective efficacy in the design of PD practices.
- Review, revise, revamp previous steps.

Action Year 4

- Deepen implementation of effective Professional Learning Communities (PLCs) in all schools for increased effectiveness of professional learning across the District.
- Continue embedding the 5 conditions of collective efficacy in the design of PD practices.
- Review, revise, revamp previous steps.

Action Year 5

- Deepen implementation of effective Professional Learning Communities (PLCs) in all schools for increased effectiveness of professional learning across the District.
- Review, revise, revamp previous steps.
- Implement and review pre/post needs assessment survey.
- Evaluate the work done during the 5-year action cycle.



Five-Year Strategic Plan

CLIMATE & CULTURE: Recruitment and Hiring

Goals

Establish recruitment and hiring practices that are committed to attracting and retaining diverse candidates to work in an environment that is inclusive, equitable, and welcoming to all.

Action Year 1

- Identify underrepresented groups.
- Identify present policies and plans that address diversity and equity in terms of teachers, administrators and training programs.
- Use quantitative and qualitative data to evaluate programs and processes and identify barriers that may deter inclusivity and opportunity for all.
- Evaluate policies, messaging, and behavior to ensure each advances diversity and inclusion goals and objectives. Work to create plan to modify as necessary.
- Align district artifacts, espoused beliefs, and underlying culture towards equity and diversity.
- Offer opportunities for district-wide and targeted discussions/professional development (e.g., Town Hall meetings, roundtables, and small group discussions) on issues related to diversity and inclusion, such as unconscious bias, disability inclusion, and other critical topics.
- Establish goals.

Action Year 2

- Provide training and education in collaboration on diversity and inclusion matters.
- Establish partnerships with minority serving programs and organizations to maximize the district's ability to attract a diverse pool of applicants for employment.
- Widen reach - extend recruitment to out of state candidates -

- bring awareness to and assist with obtaining reciprocity.
- Conduct outreach and recruitment at job fairs and other events hosted by various organizations supportive of diverse communities.
 - Recruit and train diverse mentors.
 - Identify potential mentees.
 - Establish development opportunities.
 - Implement and administer a fair and systematic approach for recruiting, evaluating, and selecting individuals for employment at all levels and inclusive of professional development programs.
 - Implement and administer a fair and systematic approach for the selection of individuals designated to serve on and participate in interview committees or selection panels to ensure representation and diversity.
 - Collect and analyze applicant data to track and monitor employment trends and inform outreach and recruitment strategies. Use data sources to inform outreach and recruitment strategies.
 - Appoint director of state and federal grants.
 - Provide transparency in hiring.

Action Year 3

- Continue to engage in strategic outreach and broad recruitment, utilizing a variety of sources including diverse professional organizations, to maximize the districts' ability to attract a diverse pool of applicants for employment opportunities. Engage with colleges and universities, including Historically Black Colleges and Universities, Hispanic Serving Institutions, Tribal Colleges and Universities, and other minority-serving institutions, through career fairs, networking and recruiting events., including disability advocacy groups and veterans.
 - Use employee feedback, to create, update, and implement action plans to improve organizational culture and encourage leadership approaches that support employee engagement and belonging; and address specific employee concerns.
- Establish mentorship programs with current and new teachers



from underrepresented groups.

Action Year 4

- Identify additional opportunities for partnership/mentoring/support starting early – throughout college. Look to make connections and build relationships with college freshman and even high school students who show interest in teaching.
- Create teacher apprenticeship programs.
- Identify teacher candidates within the district and create a plan of support for assisting aides, paraprofessionals and other district employees in reaching goal of becoming teachers.
- Create a plan to bring interested parents and community members into schools to help out in classrooms. Provide them with increasing responsibility and experience and support them towards certification.
- Create partnerships with universities to hold classes for teacher preparation in the evenings and at schools in the district.

Action Year 5

- Evaluate success in meeting goals and ensuring that diverse participation, perspectives, and voices are represented in all facets.



Five-Year Strategic Plan

CLIMATE & CULTURE: Social Emotional Learning/Truancy

Goals

Research indicates that a positive school climate impacts student achievement, reduces dropout rates, decreases incidences of violence, and increases teacher retention. Measuring school climate is a data-driven strategy that explores the social, emotional, academic, and civic aspects of student learning. Through an integrated approach of measuring school climate and culture, and developing a teaching and learning framework to teach core SEL competencies, the district will foster a student-centered Social Emotional Learning initiative designed to provide students with skills that will help them successfully navigate daily challenges and support them in achieving academic and life success.

Action Year 1

- Initiate professional learning plan for all district administrators to learn the five core competencies of SEL and develop common language for SEL in the district.
- September 2021 professional learning for all faculty and staff on SEL core competencies and strategies for curriculum integration.
- Gather results in spring 2022, report out strengths and needs, develop action plans, and seek resources as needed”
- At LHS, continue the development of program articulation, professional learning, and facility renovation for the creation of a 9th Grade Academy to address academic, social and emotional elements of the student transition to high school.
- Establish a sub-committee to address SEL needs and ways to address truancy concerns.
- Identify possible slogans to be used on all communication related to SEL/Truancy. Potential slogans:
 - Your presence matters.
 - Here on purpose, for a purpose.



Action Year 2

- Conduct Comprehensive School Climate Inventory (CSCI) survey off all stakeholders in all schools. (Parents, Students, Staff)
- Continue SEL allocated time built into the elementary schedule.
- Identify a district wide SEL curriculum or framework to be used K-12.
- Further professional development offered to district staff on the 5 SEL Core Competencies. This will provide additional opportunities to support student success.
- Establish programming that addresses all stakeholders on the correlation between student attendance, achievement and the importance of education. This programming will include professional development, parent workshops, and the consistent implementation of Attendance Review Teams (ART) in each school.
- Implement a district-wide/school based incentive program that rewards students for making good choices in school. Expansion of Live School web based program in all elementary schools and both middle schools to ensure consistency and equity throughout the district.
- Establish quarterly Parent Universities on various mental health topics.
- Create resource page on district website with local resources for parents/families.

Action Year 3

- Conduct a district-wide baseline survey on SEL understanding for all stakeholders. Utilize the results from the survey to appropriately implement SEL programming.
- Reassess SEL needs and make necessary adjustments.
- Establish mentoring programs between LHS upperclassmen and both middle schools, to develop student SEL/leadership skills within targeted age groups.
- Hold quarterly Attendance Review Team (ART) roundtable meetings with teams from around the district to discuss areas of opportunity and best practices in addressing attendance trends.
- Continue quarterly Parent Universities.

Action Year 4

- Reassess SEL needs and make necessary adjustments.
- Establish programming at LHS that creates a mentoring program between alumni and current LHS students.
- Establish mentoring program within each elementary school.
- Continue quarterly Parent Universities.

Action Year 5

- Conduct a district-wide survey on SEL understanding for all stakeholders. Utilize the results from the survey to appropriately implement SEL programming.
- Continue quarterly Parent Universities on ways to support children.
- Establish a Career Series at LHS that allows professionals to speak with students about identified professions, requirements to become a member of the profession, and the overall experience.
- Conduct a post-assessment on established goals to determine overall efficacy of the implemented plan.



Five-Year Strategic Plan

CLIMATE & CULTURE: School Safety

Goals

Maintain an environment that protects the health, safety, and welfare of the entire school population by establishing a proactive, comprehensive approach to school safety practices and response to crises.

Action Year 1

- Increased staff training related to school safety, including simulated drills on a regular basis as a means for further education in this area, apart from scheduled monthly drills.
- Begin increased dialogue and discussion with the Linden Police Department, including regular meetings related to emergency preparedness and partnering opportunities.
- Reevaluation of Crisis Plans, further ensuring of district alignment of safety procedures across all schools/buildings.

Action Year 2

- Host district/school parent nights to discuss the importance of existing protocols, rationale for preparation, and allow parents to further understand security measures overall.

Action Year 3

- Provide each school crisis team with advanced training, particularly in the area of trauma response.

Action Year 4

- Complete reunification plan, having worked through the extensive process with both community officials and stakeholders.

Action Year 5

- Update locking system for all classroom doors.



Five-Year Strategic Plan

CLIMATE & CULTURE: Restorative Practice

Goals

Build strong relationships between students and staff to create a more positive school climate that will increase equity by empowering a diversity of voices and reduce disparities based on race and other factors.

Action Year 1

- Assess the baseline readiness through discussion and questionnaires to gauge perceptions of the quality of relationships between faculty, students, and staff.
- Use existing policies and procedures, strategic plans, and school climate data to develop a plan that fits the needs of the district to improve overall climate.

Action Year 2

- Provide professional development to all staff from skilled instructors, who are also practitioners themselves:
 - Support all staff to better identify and understand proactive and responsive implementation of restorative practices.
 - Introduce staff to restorative practices.
 - Use circles effectively.
- Implement staff skills and provide coaching through observation and performance review.
- Form professional learning communities (PLCs) to help foster a culture of support and ongoing professional learning.
- Implement surveys to assess progress made toward competency development, skill proficiency, perception of school and work climate, and overall satisfaction with coaching and other indicators of good implementation.
- Identify policies and practices within each handbook that could move from a punitive to a restorative approach.



- Design and communicate a clear understanding of expectations, norms, and dialogue protocols to staff, students, family members, and community stakeholders.

Action Year 3

- Utilize survey data to plan and implement additional supports as needed.
- Continue PLCs and coaching, supplemented by advanced professional development for additional staff:
 - Some selected staff receive support to analyze and apply proactive and responsive restorative practices in greater depth.
 - A few staff receive support to evaluate and reinforce the full continuum of restorative practices throughout the school system:
 - Aggression replacement training.
 - Restorative responses to adversity and trauma.
 - Restorative leadership development: Authority with grace.
 - Motivational interviewing.
- Continue surveys that assess progress made toward competency development, skill proficiency, perception of school and work climate, and overall satisfaction with coaching and other indicators of good implementation.

Action Year 4

- Utilize questionnaires for school-based staff that assess culture change.
- Reaffirm with staff how the understanding and commitment to utilizing restorative practices.
- Develop sustainability plan that includes continual professional development and coaching for staff.
- Implement an action research project to collect holistic forms of data from staff, students, family members, and community stakeholders as to overall satisfaction with the program.

Action Year 5

- Implement a mentoring program for 5th Grade, 8th Grade, and 12th Grade students to be peer liaisons in their respective buildings.
- Provide training to students at a district level so peers can connect across school buildings at their appropriate grade level.
- Hold community nights for parents and community members to learn about restorative practice and how it can be utilized to bridge the home-school connection.
- Invite all to the conversation to learn how dialogue protocols, conferences, and circles work.





Five-Year Strategic Plan PARENT INVOLVEMENT/ COMMUNITY ENGAGEMENT

Goals

Maximize the opportunities that robust school/community partnerships provide to maintain open lines of communication for the shared benefit of our schools, families and community; and encourage greater participation in the educational decision-making process to promote inclusivity for families of all backgrounds.

Action Year 1

- Translate all district correspondence.
- Form LPS parent liaison team.
- Appoint alternate district representatives to Linden Chamber of Commerce and Linden Industrial Association.
- Record and provide parent screencasts in important topics (ie; accessing report cards, etc.).
- Begin implementation and soft rollout of district mobile app (Summer 2021).
- Transition website to coordinate with district emails (www.lindenps.org).

Action Year 2

- Launch and publicize mobile app and Blackboard Mass Notification System.
- Translate all district and school correspondence and messaging via Blackboard Mass Notification System.
- Increase membership of the LPS parent liaison team.
- Record student and family testimonials to promote district strengths for families transitioning to the middle and high school.
- Publish community partnerships on district and school websites.



Action Year 3

- Establish Union County community outreach event.
- Establish and publicize community partner recognition event (“Partners in Excellence”).

Action Year 4

- Establish parent community resource event.
- Expand use of the LPS mobile app.

Action Year 5

- Expand bilingual outreach programs.
- Continue to cultivate and highlight community partnerships.
- Continue to evaluate the need for parent resources.





Five-Year Strategic Plan FACILITIES & FINANCE: Technology Infrastructure

Goals

Develop digital equality, implement the NIST Cybersecurity Framework, improve MTTR (mean time to respond and resolve) for tech issues, improve network infrastructure by utilizing grants and federal programs (e-rate etc.) and expand technology for special education students.

Action Year 1

- Deploy hotspots to students from T-Mobile Project 10 Million.
- Begin implementing the NIST Cybersecurity Framework.
- Administer cybersecurity training for all staff.
- Develop cybersecurity and IT policies and procedures.
- Place techs strategically in buildings to improve Mean Time to Recovery (MTTR).
- Purchase new mGig switches.
- Establish a PD program for technicians and engineers.
- Migrate some services and applications to the cloud.
- Research and adapt assistive technology for special education students.

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Action Year 2

- Support Project 10 Million.
- Continue implementing the NIST Cybersecurity Framework.
- Continue cybersecurity training for all staff.
- Develop remaining cybersecurity and IT policies and procedures.
- Implement vendor risk assessment procedures.
- Evaluate building tech needs.
- Start procuring Wi-Fi 6 infrastructure.
- Continue migration to the cloud.



Action Year 3

- Support Project 10 Million.
- Continue evaluating and improving the NIST Cybersecurity Framework.
- Finalize the Wi-Fi 6 infrastructure.
- Monitor bandwidth usage.
- Perform network penetration.
- Evaluate remaining apps and services for cloud readiness.

Action Year 4

- Support Project 10 Million.
- Continue evaluating and improving the NIST Cybersecurity Framework.
- Evaluate and enhance cybersecurity training.
- Refresh all core switches.
- Evaluate vendor risk assessment procedures.

Action Year 5

- Research alternatives to Project 10 Million.
- Continue evaluating and improving the NIST Cybersecurity Framework.
- Evaluate cybersecurity training based on needs.
- Replace main distribution switches.



Five-Year Strategic Plan

FACILITIES & FINANCE:

Finance

The district will continue to deliver the services and instructional support commensurate with enrollment changes, while offering the necessary financial planning for students, staff, and instructional programs.

In order to provide an effective and efficient fiscal atmosphere, the district will procure sustainable sources of operating and capital funding to achieve and support all of the district's strategic goals. We will continue our commitment to proactive fiscal planning strategies that provide long-term projections of the key financial drivers.

Central Administration will maintain prudent levels of financial reserves for long-term financial solvency, thus enabling the district to continue to provide safe, properly equipped, well-maintained, updated facilities and infrastructure, that support our mission, strategic plan, and educational programs.





Five-Year Strategic Plan

ADDITIONAL RESOURCES

Adopted 2020 NJ Student Learning Standards (NJSLS)

<https://www.nj.gov/education/cccs/2020/>

NJ Learning Standards for ELA

<https://www.nj.gov/education/cccs/2016/ela/>

NJ Learning Standards for Math

<https://www.nj.gov/education/aps/cccs/math/>

NJ Learning Standards for Science

<https://www.nj.gov/education/aps/cccs/science/>

NJ Learning Standards for Social Studies

<https://www.nj.gov/education/aps/cccs/ss/>

NJ Learning Standards for Technology

<https://www.nj.gov/education/aps/cccs/tech/>

NJ Learning Standards for Visual and Performing Arts

<https://www.state.nj.us/education/aps/cccs/arts/>

NJ Learning Standards for World Languages

<https://www.nj.gov/education/aps/cccs/wl/>

Technology Plan for Digital Learning

<https://www.state.nj.us/education/techno/localtech/tpdl/>

NJDOE Special Education

<https://nj.gov/education/specialed/>

NJ Association for Gifted Children

<https://www.njagc.org/>

International Baccalaureate Program

<https://www.ibo.org>

Title 1 School/Family/ Community Engagement

<https://www.nj.gov/education/title1/program/parent/>



Five-Year Strategic Plan ADDITIONAL RESOURCES

School Preparedness and Emergency Planning

<https://www.state.nj.us/education/schools/security/>

International Institute for Restorative Practices

https://www.iirp.edu/images/IIRP_SaferSanerSchools_Program_Overview_19-08-09.pdf

School Performance Reports

<https://rc.doe.state.nj.us>

Social And Emotional Learning Resources

<https://www.state.nj.us/education/students/safety/sandp/sel/>

<https://casel.org/>

<https://www.positiveaction.net/what-is-sel>

<https://www.common sense.org/education/toolkit/social-emotional-learning>

<https://www.edutopia.org/social-emotional-learning>

http://www.actforyouth.net/youth_development/professionals/sel/





Five-Year Strategic Plan COMMITTEE MEMBERS

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Angela Adragna, Michele Altobelli, Jorge Alvarez, Mackenzie Anderson, David Antunes, Cynthia Apalinski, Janice Argentiere, Karen Baldwin, Shirley Barthelus, Julie Becker, Lauren Bosio, Erin Brewer, Dawn Calvano, Pamela Caporale, Ricardo Ciprian, Denise Cleary, Amanda Cortinas, Rita Dafonseca, Eloy Delgado, Ryan Devaney, Thomas Donachy, Patricia Donegan, Chris Drejaj, Edith Duckett, Sandy Fenelus

Mercedes Fernandez, Peter Fingerlin, Anthony Fischetti, Jan Flanagan, Nicole Frankonis, Kelly Gallagher, Destiny Garcia, Kathleen Gaylord, Monica Goncalves, Gregory Grasso, Janine Guderian, Joseph Gurski, Wayne Happel, Bartholomew Healy, Debra Heffernan-Louka, Marnie Hazelton, April Hill, Yelena Horr , Lin Lin Hu, Juliet Jachowski, Nancy Jonson

Brenda Kaneaster, Christopher Kolibas, Rosalia Kolibas, Kelly Koziol, Kevin LaMastra, June Lazaro, Gwendolyn Long, Matthew Lorenzetti, Annabell Louis, Carolina Luna, Jan Macha, Emily Makarewicz, Michael Manning, Alex Maresco, Tanya Martin-Cooper, William Mastriano, June McIntyre, Gary Miller, Kayla Miller, Lawrence Miranda, Richard Molinaro, Angelo Monaco, Tristan Mondesir, Shaliek Moore

Suzanne Olivero, James Orth, Slawek Pajak, Angela Paternostro, Michael Pekosz, Eliana Pe aranda, Sobeida Pe aranda, Atiya Perkins, Ashley Jo Piascik, Sabine Posy, Dona Preston, Angela Principato, Amanda Proctor, Renzo Revalo, Megan Roberts, Sabina Robinson, Michelle Rodriguez, Suzanne Rothauser,



Five-Year Strategic Plan COMMITTEE MEMBERS



Joseph Scaldino, Laura Scamardella, Isabella Scocozza, Courtney Serpone, Dina Silverman, William Simonitis, Victoria Sirleaf, Jennifer Smith, Marie Stefanick, Rokhsana Suggs, Fatema Sumrein

Patricia Tartivita, Stephen Thorpe, Dominick Tripodi, Zareena Uddin, Christine Urbanczyk, Madhurima Vangipuram, Carolina Vasquez, Steven Viana, Jennifer Veltre, Sylvie Villarino, Theresa Vitale, David Walker, Michael Walters, Lauren Williams, Kcyronne Zahir, Margaret Zucosky

