

Caldwell West Caldwell School District

Mission, Values, Vision, and Goals

2021-2026

MISSION: To foster, inspire, and champion learning for all.

VALUES and VISION:

Academic Excellence and Growth Mindset: *We value lifelong learning, fostering an environment in which we demonstrate continuous improvement in Critical & Creative Thinking, Collaboration, and Communication. We make progress toward achieving the New Jersey Student Learning Standards, welcome feedback, embrace challenges, and model perseverance and resilience.*

- High expectations and continuous improvement are essential for success.
- Students are immersed in authentic, interdisciplinary learning with real-world connections.
- Instruction is accessible, differentiated, student-centered, and supportive for all learners.
- Educators are dedicated, innovative lifelong learners whose unique strengths, reflective practice, professional growth, and responsiveness to diverse learning needs make a difference in students' lives.
- Resources are leveraged to enhance professional development, classroom instruction, communication, and student learning.
- Students have agency and demonstrate 21st Century skills to effectively collaborate and communicate, think critically, and contribute creatively in an ever-changing world.

Wellness & Balance: *We value physical, emotional, and social well-being, fostering an environment in which there is a balanced, holistic approach to success. We are committed to health and safety, creating a learning environment that supports positive growth and development.*

- School environments are safe, welcoming, culturally responsive and respectful.
- Time and resources are prioritized for social-emotional learning and mental health.
- Students utilize tools and resources to achieve academic, social and emotional goals.
- Students and staff embrace change & innovation, pursue their passions, and inspire one another.

Community, Equity, and Inclusion: *We value civic engagement, fostering an environment in which we participate in community service, are committed to equity, and promote ecological and economic sustainability. We hold ourselves to high ethical standards of character and integrity, model equity and inclusion, and treat ourselves and others with empathy, caring and respect.*

- Our curriculum, pedagogy, and communication are culturally responsive and inclusive.
- Educators provide access and proactively engage families and students through regular communication about learning goals and progress.
- Students and families have opportunities for involvement in the school community.
- SMART goals and values anchor curricular, personnel, and financial decisions.
- Communication is respectful, proactive, transparent, and clear.
- The decision-making process is collaborative and engages various stakeholders.

GOALS- The gap analysis identified the following as priority, long-range goals:

1. **Teaching & Learning:** Differentiate to increase academic achievement for all student
 - **Elementary SMART Goals:** (a) By June of 2022, 70% of students who are below grade level in reading will make 1.5 years of growth as measured by Teachers College Reading Records. (b) 100% of teachers will communicate student progress to families through report cards (3x year) and interim progress reports (2x year). (c) 100% of staff will participate and apply learning from at least three professional development sessions in research-based strategies to differentiate reading instruction (i.e. Guided Reading, PhonicsFirst, MindPlay, Foundations). (d) 100% of teachers will use assessment data to implement with fidelity research-based strategies to differentiate reading instruction (i.e. Guided Reading, PhonicsFirst, MindPlay, Foundations) as measured by classroom observations and lesson plans.
 - **Secondary SMART Goal:** 100% of teachers in grades 6-12 will use standards-aligned assessments to inform instruction as measured by formal and informal observations (walkthroughs, TLTs, lesson and unit plans, Danielson classroom observations, etc.).
2. **Student Wellness:** Promote social, emotional, and physical health through the cultivation of a safe and supportive environment
 - **SMART Goal:** By June of 2022, the number of secondary (middle school grades 6-8 and high school grades 9-12) students who agree with survey statements related to social, emotional and physical health will increase by 10%.
 - i. Create and administer a survey, aligned to district core values, to students in grades 6-8 in September of 2021
 - ii. Create and administer a survey, aligned to district core values, to students in grades 9-12 in September of 2021
3. **Equity & Inclusion:** Increase equity and inclusivity within all learning environments
 - **SMART Goal:** By June of 2022, 100% of staff will participate in ongoing professional development regarding inclusive and equitable learning environments
4. **Family Engagement:** Expand and increase engagement of, and communication and collaboration with all stakeholders
 - **SMART Goal:** By June of 2022, engagement for all families, including non-English speaking families, will improve as evidenced by increased responses to district surveys, increased participation in parent-teacher conferences, and increased parent-teacher communication related to student learning.
5. **Technology:** Improve and increase the access to technology tools and devices for all students and staff to improve instruction and foster learning
 - **SMART Goal:** By June of 2022, all students and teachers will receive, be trained in, and utilize instructional technology as evidenced by formal classroom observation data across all aspects of teaching and learning.

FIVE-YEAR MILESTONES:

The following objectives will serve as annual milestones to track progress in each of our long-range goals.

A. Differentiate to increase academic achievement for all students

Secondary:

- *By June of 2022: 100% of teachers in grades 6-12 will use standards-aligned assessments to inform instruction as measured by formal and informal observations (walkthroughs, TLTs, lesson and unit plans, Danielson classroom observations, etc.).*
- *By June of 2023, the percentage of students scoring in the proficient range on standards-aligned assessments in targeted subject areas will have increased by 10 percentage points when compared to the baseline set in 2022*
- *By June of 2024, the percentage of students scoring in the proficient range on standards-aligned assessments in targeted subject areas will have increased by 15 percentage points when compared to the baseline set in 2022*
- *By June of 2025, the percentage of students scoring in the proficient range on standards-aligned assessments in targeted subject areas will have increased by 20 percentage points when compared to the baseline set in 2022*
- *By June of 2026, the percentage of students scoring in the proficient range on standards-aligned assessments in targeted subject areas will have increased by 25 percentage points when compared to the baseline set in 2022*

Elementary:

- *By June of 2022: 65% of students in grades 1-6 will be on grade level in reading as measured by TC Running Records.*
- *By June of 2023, 70% of students in grades 1-6 will be on grade level in reading as measured by TC Running Records.*
- *By June of 2024, 73% of students in grades 1-6 will be on grade level in reading as measured by TC Running Records.*
- *By June of 2025, 76% of students in grades 1-6 will be on grade level in reading as measured by TC Running Records.*
- *By June of 2026, 80% of students in grades 1-6 will be on grade level in reading as measured by TC Running Records.*

B. Promote social, emotional, and physical health through the cultivation of a safe and supportive environment.

- a. By June of 2022, the number of secondary (middle school grades 6-8 and high school grades 9-12) students who agree with survey statements related to social, emotional and physical health will increase by 10%.
 - i. Create and administer a survey, aligned to district core values, to students in grades 6-8 in September of 2021
 - ii. Create and administer a survey, aligned to district core values, to students in grades 9-12 in September of 2021
- b. By June of 2023, the number of students who agree with student survey statements related to social, emotional and physical health will increase by 5% from September of 2022.
 - i. Create and administer a survey, aligned to district core values, (include questions regarding students' ability to maintain a healthy balance between school and life, friends, family, etc.), to students in grades 6-8 in September of 2022.
 - ii. Create and administer a survey to students in grades 9-12 (include questions regarding students' ability to maintain a healthy balance between school and life (friends, family,

etc.) and include post-graduate students asking questions related to their preparedness for college or careers in September of 2022.

- c. By June of 2024, the number of students who agree with student survey statements related to social, emotional and physical health will increase by 5% from September of 2023.
- d. By June of 2025, the number of students who agree with student survey statements related to social, emotional and physical health will increase by 5% from September of 2024.
- e. By June of 2026, the number of students who agree with student survey statements related to social, emotional and physical health will increase by 5% from September of 2025.

C. Increase equity and inclusivity within all learning environments

- Professional development, resources, and practice:
 - i. *By June of 2022:*
 - 1. 100% of staff will apply learning from professional development regarding inclusive and equitable learning environments and culturally responsive pedagogy as observed in lesson/unit plans and instruction.
 - 2. The district will reduce the number of special education referrals from school personnel by 15%.
 - 3. The district will demonstrate a 5% increase in the number of students with IEPs who participate with their general education peers for more than 80% of their day.
 - 4. The district will increase access to materials that are representative of diverse populations in 100% of K-12 classroom libraries/media centers.
 - ii. *By June of 2023: 100% of staff will have engaged in PD and applied learning around strategies to create and use content and language objectives to support English Language Learners as observed in lesson/unit plans and classroom instruction.*
 - iii. *By June of 2024, performance of identified sub groups on standards-aligned assessments in targeted subject areas will increase by 5 percentage points when compared to the baseline set in 2021-2022.*
 - iv. *By June of 2025, performance of identified sub groups on standards-aligned assessments in targeted subject areas will have increased by 10 percentage points when compared to the baseline set in 2021-2022.*
 - v. *By June of 2026, performance of identified sub groups on standards-aligned assessments in targeted subject areas will have increased by 15 percentage points when compared to the baseline set in 2021-2022.*
- *Comprehensive Equity Plan*
 - i. By June of 2023, the district will conduct a needs assessment to develop and implement a State-approved three-year Comprehensive Equity Plan.
 - ii. By June of 2025, the district will have successfully completed its State-approved three-year Comprehensive Equity Plan.

D. Expand and increase engagement of, and communication and collaboration with all stakeholders.

- *By June of 2022, engagement for all families, including non-English speaking families, will improve as evidenced by increased responses to district surveys, increased participation in parent-teacher conferences, and increased parent-teacher communication related to student learning.*
- *By June of 2023, increase the collection of student and parent feedback related to school experiences (including post graduate students), as evidenced by administration, collection, and review of survey data.*
- *By June of 2024, develop a school sponsored program with resources, as well as engage and create partnerships with community stakeholders, to ensure that students will develop an*

appreciation for local and global service, as evidenced by student participation, with community stakeholders, in a variety of local and/or global volunteer opportunities.

- *By June of 2025, schools will develop and establish parent participation platforms to increase opportunities for parental engagement and involvement, within the school community, as evidenced by a minimum of one organized parent visitation day, within a given grade level or department.*
- *By June of 2026, all graduating seniors will demonstrate an appreciation of local and/or global service, as evidenced by completion of a minimum of twenty hours of community service.*

E. Improve and increase the access to technology tools and devices for all students and staff to improve instruction and foster learning

- *By June of 2022, all teachers will use technology to enhance or differentiate instruction at least once a week; By the end of 2022, Library/Media, STEM and Computer Science curricula are updated to reflect the NJSLS Computer Science and Design Thinking Standards*
- *By June of 2023, all teachers and students will use technology to enhance or differentiate instruction across a unit.*
- *By June of 2024, all teachers and students will use technology to enhance or differentiate instruction across two units.*
- *By June of 2025, all teachers and students will use technology to enhance or differentiate instruction across an entire subject (elementary) or three or more units (secondary).*
- *By June of 2026, all students and teachers will have received, been trained in, and utilized technology to enhance and differentiate instruction as evidenced through classroom observations included in the 1:1 initiative across all aspects of teaching and learning.*