# 3D Strategic Plan

2021-2026



Prepared for the

Glassboro Public School District Glassboro, New Jersey

Facilitated by NJSBA Field Service Department

Terri Lewis, Field Service Representative

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New Jersey School Boards Association

Serving Local Boards of Education Since 1914

# 3D Strategic Plan

## 2021-2026

## Glassboro Public School District

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#### Acknowledgements

The Glassboro Public School District's 3D Strategic Planning process, completed during the 2020-2021 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

#### Glassboro Public Schools Board of Education

Peter J. Calvo, President
Elizabeth Volz, Vice President
Christopher Esgro, Board Member
Ryan Hughes, Board Member
June Longley, Board Member
Michele Ricci, Board Member
Lizabeth Roth, Board Member
Ben Stephens, Board Member
Stacie Tattersall, Board Member

Dr. Mark J. Silverstein, Superintendent Lisa Ridgway, Business Administrator

## **New Jersey School Boards Association**

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#### 3-D Strategic Planning Process

#### **Executive Summary**

In October 2020, the Glassboro Public School District began preparations to renew their strategic plan, which would be expiring in 2021. They started by creating a steering committee that would oversee the process. The Steering Committee was comprised of the district Superintendent, Dr. Mark Silverstein, the Business Administrator, Lisa Ridgway, Community Affairs Secretary, Jody Rettig, Director of Technology, George Weeks and High School Principal, Dr. Robert Preston. The Steering Committee met with New Jersey School Boards Association on November 2, 2020.

The information discussed at the initial meeting included a review of the following items of business:

- commitment of time and resources
- school and community level involvement
- strategic planning to meet the needs of the district
- the Board and Superintendent's role in the process
- potential participants to be included
- options to in-person meetings

The Board then contracted with NJSBA for strategic planning services and set the Strategic Planning process timeline to begin later in November 2020. It was decided that due to current conditions, all meetings of the Strategic Planning Committee would be virtual. This would allow for maximum participation and consistency.

#### A. 3D Strategic Plan Meetings

**Meeting 1:** On November 19, 2020, Terri Lewis and Jesse Adams, Jr. from NJSBA facilitated the initial Strategic Planning meeting with district stakeholders. The meeting commenced at 6:00PM. The meeting included a State of the District Report from Dr. Silverstein and several small group breakout sessions. Outcomes of this meeting include:

- 1. Strengths and Challenges/Opportunities
- 2. A vision of the future for your district

Outcomes from this Strategic Planning Meeting are included in the Strategic Planning Notebook Appendix.

Based on discussion at the Strategic Planning session, a survey was developed to gain further insight from parents and community members to aid in developing goals and objectives for the plan.

**Meeting 2:** On December 14, 2020, parents and other district stakeholders were invited to a Strategic Planning review session. Dr. Silverstein opened the session with the State of the District. Outcomes from the November 19, 2020, meeting were shared and the stakeholder survey was introduced to participants. The survey was advertised by the district and was open for feedback from December 14, 2020 through December 30, 2020.

Meeting 3: On January 11, 2021, the Strategic Planning Committee met to review the results of the stakeholder survey. Using this data and coupled with the information from the first planning session, they initiated the development of goals and objectives for the plan. They broke into three groups, each covering a board focus area identified in the first planning session. From January 11, 2020 through January 21, 2020, these small groups met independently to review the data to ensure the goals and objectives reflected the necessary actions to execute the plan.

**Meeting 4:** All members of the Strategic Plan Committee met on January 25, 2020, to present their goals and objectives and review the work of other groups in preparation for the finalization of the plan.

**Meeting 5:** A final review of the process, including the goals and objectives developed by the Strategic Plan Committee, took place on February 9, 2020. All community parents and stakeholders were invited to review the progress to date and provide feedback.

#### B. Developing the Action Plans

The Superintendent and Administrative Team will develop action plans to implement the 3D Strategic Plan. The action plans should include:

- 1. The actions necessary needed to accomplish the goals and objectives
- 2. Select measures for accountability
- 3. Resources required
- 4. A timeline for implementation

#### C. Next Steps

The board will adopt the strategic plan for the district and the administration will begin to develop and implement action plans for each of the identified goals. The plan can be placed on your website for your staff and community members. A copy of the plan should be on your board table/documents to provide a framework for your decision-making.

# Glassboro Public Schools Mission Statement



The Glassboro Public School
District creates a culture that values learning
and prepares all to think, achieve and
succeed.

## **Goal Areas**

The three goal areas that have emerged from the group work are:

- 1. Curriculum and Instruction
- 2. Facilities/Finance
- 3. Community Engagement

#### Goal Area: Curriculum and Instruction

**Goal 1:** Increase our focus on content-rich curriculum and create eager learners who desire to be challenged.

- 1. Develop World Language Model Program
- 2. Increase access to and participation in rigorous academic classes, including honors and AP classes
- 3. Rewrite prerequisites for classes; consider open enrollment (i.e., College Board) across the board
- 4. Rewrite Program Planning Guide to invite more understanding of different levels of classes
- 5. Promote dual credit program with RCSJ/ Rowan U./ FDU and others
- 6. Conduct an equity audit of existing curriculum
- 7. Define culturally relevant content and instruction
- 8. Identify a variety of content worthy of immersion
- 9. Work with curriculum committee to implement culturally relevant teaching strategies
- 10. Align PD with goal and objectives

#### Goal Area: Curriculum and Instruction

**Goal 2:** Increase opportunities for elementary students to experience more hands-on activities and authentic tasks and for secondary students to take courses in a variety of trade-based and technical career fields, including content reflective of necessary adult skills.

- 1. Include SEL/Mental Health
- 2. Provide financial literacy course
- 3. Offer CAD/Coding
- 4. Develop partnerships with local trade unions, contractors, and mechanics
- 5. Develop a career mentorship program
- 6. Revise existing co-op program at GHS to incorporate work experience and skills relevant for succeeding in a career field
- 7. Pursue grants or hire a grant writer to procure funding
- 8. Develop maker spaces for elementary aged students (i.e., robotics, woodworking, computer science)
- 9. Explore introducing extracurricular clubs at the lower elementary level
- 10. Create STEAM program at lower elementary level
- 11. Align PD with goal and objectives

## Goal Area: Facilities/Finance

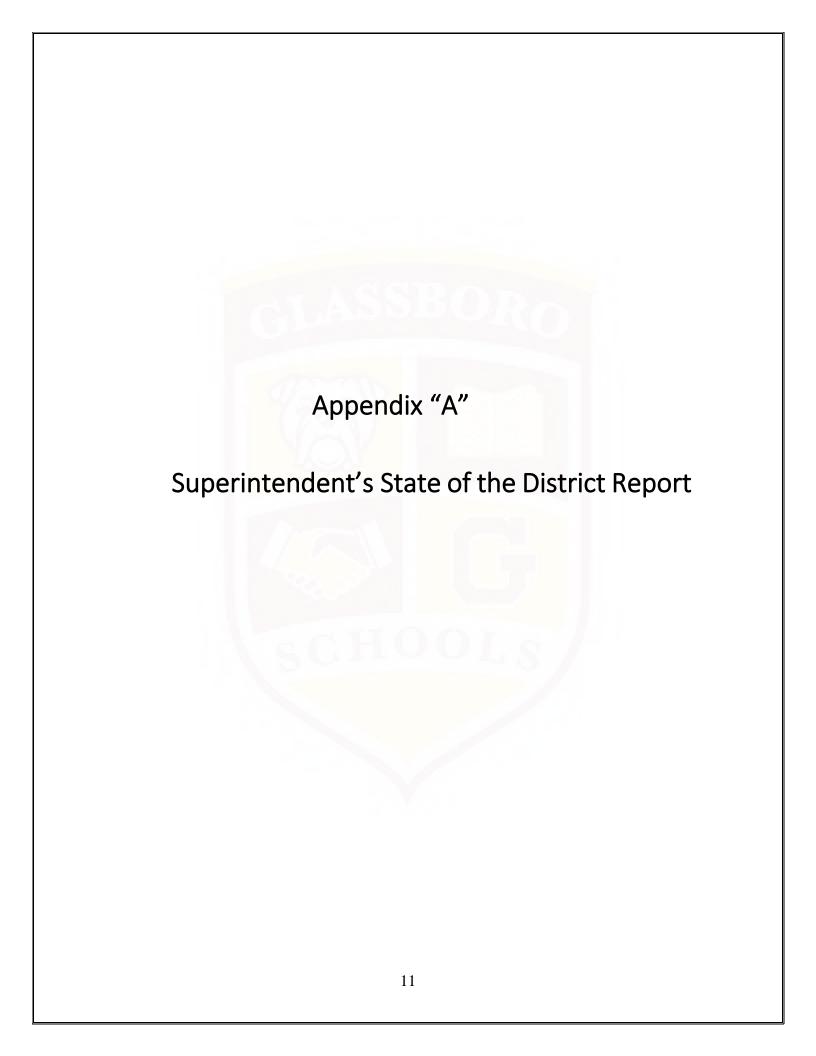
**Goal 3:** Create a safe and secure learning environment equipped to deliver educational programs that will prepare our students for the future.

- 1. Optimize district space to reflect declining enrollment trends and reduced state aid.
- 2. Upgrade classrooms and other spaces to meet the needs of educational programs and services to students.
- 3. Enhance technology in our buildings that will reflect current and future needs.
- 4. Upgrade district infrastructure for safety and efficiency
- 5. Research and develop alternate funding sources for facilities projects

### Goal Area: Stakeholder Engagement

**Goal 4:** Position Glassboro School District as a diverse, exceptional educational system that adds value to the community at large.

- 1. Using multiple channels to share our message by adopting various multimedia opportunities.
- 2. Increase social media presence across the district through building, teacher, counselor level links.
- 3. Partner within the community to promote diversity (e.g., CommUnity Day Event). Continue to promote and participate in community events through culture clubs, music programs, band, orchestra, etc.
- 4. Schedule open houses for incoming parents or others to explore programs.
- 5. Highlight Early Childhood programs, Academies, Gifted and Talented, Co-Curricular/Athletic programs, and other value-added programs.
- 6. Develop employer partnerships for internships, apprenticeships, and mentorships in collaboration with college & career readiness programs.
- 7. Broaden PDS across the district and share best practices and accomplishments with stakeholders.





State of the Schools

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# GPSD Mission Statement:

Glassboro Public Schools create a culture that values learning and prepares all to think, achieve and succeed.







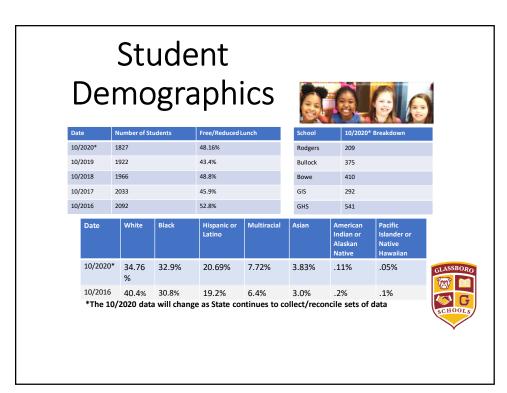
# Demographics

Glassboro Residents by Age	Under 18	20-24	65 and Over	Median Age
2019 Quick Facts Census Website	18.5%	Not Provided	11.9%	Not Provide d
2014 American Community Survey	19.4%	17.0%	10.7%	27.6
2010 Census	19.4%	20.2%	10.7%	28.4

**Borough Population estimate** – 20,288 in 2019 (from Census Website, V. 2019)



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# State Aid

Years	General Fund Aid	Emergency Aid
2020-2021	\$14,546,391	N.A.
2019-2020	\$14,832,606	\$1,511,644
2018-2019	\$14,754,327	\$1,786,395
2017-2018	\$16,571,091	N.A.
2016-2017	\$16,554,309	N.A.



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# Staffing



Category	Total
Total of Employees	409
(As of 11/10/2020)	
Minority Employees	86
Employees Hired Since 2/2010	264
Employees with Degrees	260

## **Buildings**



	Budget for	2020/2021 Maintenance Budget for Purchased Svc.*
25,800	\$46,255	\$53,656
1,800	\$26,379	\$28,376
3,215	\$29,347	\$23,094
2,500	\$18,266	\$16,850
7,600	\$7,673	\$15,996
2	.5,800 ,800 ,215	Maintenance Budget for Purchased Svc.*  5,800 \$46,255 ,800 \$26,379 ,215 \$29,347 ,500 \$18,266

+ = Oldest Building \* = COVID-19 Year

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## **Buildings**

School	Capital Needs
GHS	\$4,140,000.00
GIS	\$8,268,000.00
Bullock	\$9,638,000.00
Rodgers	\$4,567,000.00
Bowe	\$4,125,000.00



**Note:** For GIS, costs may escalate in upcoming years as we will have continuing environmental testing and a March 2022 deadline for NIDEP-mandated remediation for contamination stemming from the removal of an underground fuel storage tank decades ago. The GIS property is also impacted by gasoline-related contaminants that appear to be from two former gasoline station sites on Delsea Drive.

## Student Achievement/Programs

#### Technology

- Added new cloud-based services, including Schoology and Seesaw Learning Management Systems, security applications
- Hired a full-time technology coach, who now serves in a 12-month instructional, supervisory role. Went from 1.5 to 4 technicians
- Supplied 1:1 devices for K-12. Pre-K will also have devices in 2020/2021
- Supported learning by increasing capacity for both wired and wireless networks, now 1GB Internet Connection. To increase in 2021
- · Virtualized storers and increased storage capacity to 22TB
- Expanded security services including panic buttons and combinin voice services with paging systems



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## Student Achievement/Programs

#### Schools

- Social Emotional Learning has been a focus at many of our schools
- PDS network with Rowan, including Professors in Residence
- Academies (17 School Choice/OOD Academy Students, 40 In-Distric
- Advance Placement Courses
- GHS has a graduation rate of 95% & a retention rate of 99% (students returning for sophomore year)
- GHS students generally earn a composite SAT score of approximately 1050 with a slight drop this past year
- Implementation of NWEA-MAP Assessment has given us a better tool to gauge student's success on NJSLA standardized tests and has helped to inform lesson planning and instruction
- GIS 18/19 data NJSLA Algebra I 80% met/exceeded, Geometry 100%, Level Math 38%, and ELA 48%
- $\bullet \;\;$  GIS SIG Grant, in last year, supplemented instructional offerings and technolo



## Student Achievement/Programs

- Renaissance program at Bowe promotes student achievement and positive behavior. Bulldogs of character
- Bullock similarly has a schoolwide Positive Behavior Supports Program and incorporates mindfulness into its day
- Bullock bases its Language Arts Literacy Program on upon the foundations of Balanced Literacy and uses Eureka Math, Seesaw and Zearn
- Bullock's fall 2020 NWEA-Map Baseline Data Grades 1 3 Mean RIT ELA above the national norms, Grades 1 – 2 – Mean RIT – Math above the national norms, with Grade 3 – Mean – RIT Math below National Norms
- Rodgers' Pre-K grant is in 2<sup>nd</sup> year
- Rodgers uses the Creative Curriculum Program, which helps address Pre-K students' academic and SEL needs
- For Kindergarten, Language Arts Literacy Program is based on Balanced Literacy; Eureka Math is also used
- Also at Rodgers, Basic Skills for Language Arts, ESL, and extended school year



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## Student Achievement/Programs

#### **Special Education**

- 17.4% of district students receive Special Education
- Each school as Multiple Disabilities Programs, Learning and Lang.
  Disabilities Program at Bullock and Bowe, ABA/Autism Class at Rodgers,
  Pre-K Disabled Class at Rodgers, and inclusion classes at each school that
  welcome students from other districts
- Future programming would include expanding our MD/Autism Classes BSI
- Basic Skills Supervisor position began in 2016
- K-6 programming uses Fountas & Pinnell Leveled Libraries & Leveled Intervention System
- GIS works with students on writing using RACES (Restate question Answer, Cite evidence, Explain/expand, Sum it up) Method



## Student Achievement/Programs

BS

- GHS offers full-year courses for BSI students, as well as a test prep course for students. Support in ELA and Math (4 teachers). Tutoring in prior years
- District visited GHS scheduling and continues to do so
- · Staffing/funding shortages currently affect BSI
- Rodgers BSI ELA support (1 teacher now, 2<sup>nd</sup> had been used intermittently in prior years)
- Bullock –BSI ELA support (3 teachers now, 4 in prior years). None for BSI Math, but this was intermittently provided in last 4 years
- Bowe –ELA support for BSI (1 teacher now, 3 in prior years). None for BSI Math, but this was intermittently provided in last 4 years
- GIS ELA support for BSI (3 teachers now, 1 who was added in last 4 years)



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## Student Achievement/Programs

Gifted and Talented/Academics, Leadership and Problem Solvers Program

- Celebrated its 10<sup>th</sup> year in 2019-2020 with 105 participants that year
- Grades 7-8 Law Adventure Program, which sponsors Mock Trial Cases
- Grade 6 Stock Market Game
- Grades 4-5 Explored and researched National Parks, later incorporated the research into their own books using Book Creator Program
- Grade 3 Built projects using magnetic building blocks from Littlebits Kits. Two teams built their own rovers
- Grades 1-2 Enjoyed non-fiction selections, exploring characters and concepts. Later created STEM projects to connect with the stories

## Maximizing Resources/Sustainability

- Operations participated in the NJ Clean Energy/NET ZERO LED Program to receive a complete rebate on the \$41,000 cost for LED lighting at Bullock. Will investigate whether this can be done in other district locations
- That department has saved the district money in many instances by taking on projects (e.g., painting, disinfecting) itself instead of using a contractor
- Microfiber rags are used to effectively grab 99% germs and save money
- Operations now uses green items such as Green Select Bathroom Cleaner and Green Foaming Hand soap
- Transportation supervisor stemming from shared transportation services with Delsea
- Pitman transportation jointure where GPSD would transport Pitman special education.
- · Borough partnerships have resulted in new tennis courts COVID Funding
- COVID/Cares Funding pursued/received by district
- GHS saves through shares services with Delsea Swimming and Clayton -Wrestling



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## Maximizing Resources/Sustainability

- Receive \$8,404 in School Choice Funding per School Choice/OOD Academy Student. Supports junior and seniors Academy Members taking classes at Rowan
- SIG allowed GIS to add a counselor to address SEL needs of students
- GIS maximizing resources with a decline in staff 4 members since 2017
   (1 Special Ed./Sciences, 1 Special Ed./Lang. Arts, 1 General Ed./Language Arts, 1 Asst. Principal)
- Bowe PDS Committee received a grant from NJ Inclusive Educational Technical Assistance Program for developing more inclusive practices.
- Rowo staff work to design/devolon in-house PD.

## Maximizing Resources/Sustainability

- Bullock will focus on moving forward to become a "universal" Title I school to use federal funding to support literacy and math through broadening BSI programming
- Pre-K grant has enabled Rodgers to offer full-day Pre-K
- Pre-K expansion aid will enable Rodgers to partner with Head Start in 2021/2022
- The school aims to continue investment in early learning, looking for ways to expand its universe to provide Pre-K opportunities to all Glassboro 3- and 4-year-olds
- The district annually provides a budget presentation to the community, and Key Communicators Meetings have also been used to share updates
- The superintendent also presents budget to staff at faculty meetings



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## Promoting/Rebranding

- New district logos and website promote/rebrand our district
- More than 530 district articles appearing in last two years, television coverage for big events (graduation drive through celebration, new tennis courts, powder puff, some assemblies)
- District office uses FB, Twitter and School Messenger used to supplement as local news and media organizations merge or fold
- District staff have presented at the National PDS Conference, showcasing district programs
- Several staff members teach at the college level, enhancing reputation of our district
- · Superintendent mentors future superintendents and principals
- District holds Academy Open Houses. Added Biomedical Academy Track, which supplements our STEM and Fine & Performing Arts School Choice Academies
- In cases where students leave the district for another choice district, principals reach out to parents



## Promoting/Rebranding

- GHS currently rebranding, LED sign, working with standardized pantone colors, and in final design stage of a mascot, incorporating the history of Glassboro
- GHS Italian Dancers perform for the community and music groups do also
- GIS has a very active Facebook page. Presents programs to parents and grandparents in the community
- Bowe's Renaissance theme, Bowe Pr1de, promotes school spirit, as does its Bulldog Ready Mantra. The school uses its mascot logo in conjunction with its Bulldogs of Character program, recognizing students who promote pillars of character. Newsletters and morning announcement video broadcasts feature

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## Promoting/Rebranding

- Bullock has Mugs, a new kid-friendly mascot. The school maintains a strong social media presence on Facebook and Twitter, enhancing community relationships and highlighting school/district news. Its Hollybush STARS program serves as a positive beacon in the community
- Rodgers posts frequently on Facebook. The new Pre-K Academy programs inform parents. Both Rodgers and Bullock staff are part of a grant, from NJDOE and multiple organizations that is providing, them with training entitled, "Transforming Early Childhood Leadership- Year 2. This will further enhance those schools
- Pre-K Academy Learning programs inform parents. Both Rodgers and Bullock staff are part of a grant, from NJDOE and multiple organizations that is providing, them with training entitled, "Transforming Early Childhood Leadership- Year 2." This will further enhance those schools



## Parent/Community Partnerships

- Rowan and district PDS partnership prepares student teachers (493 in pass 5 years, including clinical practice plus other categories of preparation)
- Regular partnership meetings with Rowan, Borough and District
- Rodgers Early Childhood Council, Pre-K Parent Academy Workshops, School Parent Advisory Committee Family Literacy/Math Nights and Dances, parent/community volunteers, field trip chaperones, Scholastic Book Fairs
- Bullock PTO events and Dining for Dollars, Parent Advisory Committee's Real Talk with Principal, Parent Workshops, Family Dances/Movie Nights, parent/community volunteers, field trip chaperones, Scholastic Book Fairs
- Bowe Parent Advisory Committee, PTO supported events like school dances, grade level trips, Family Fun Night, Battle of the Books, Real Men Read, Let Girls be Girls, field days, Kidz Pack (partnership with local church to provide food snacks on weekend

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## Parent/Community Partnerships

- GIS Parent Tech Night in Community, GIS Grandparents Gone Wired, Community Bootcamp with GIS, Food Outreach to 15 Families March-June, Parents SIG Positive Action (SEL) Parenting Classes, The Hangout (safe place for students after school at GIS), Oops! I missed Back to School Night at Boys & Girls Club
- GHS monthly parent meetings, routinely seeking input from stakeholders, booster clubs that provide students with financial support and bolster extracurricular programs, numerous Rowan partnerships







Appendix "B" Strengths and Challenges

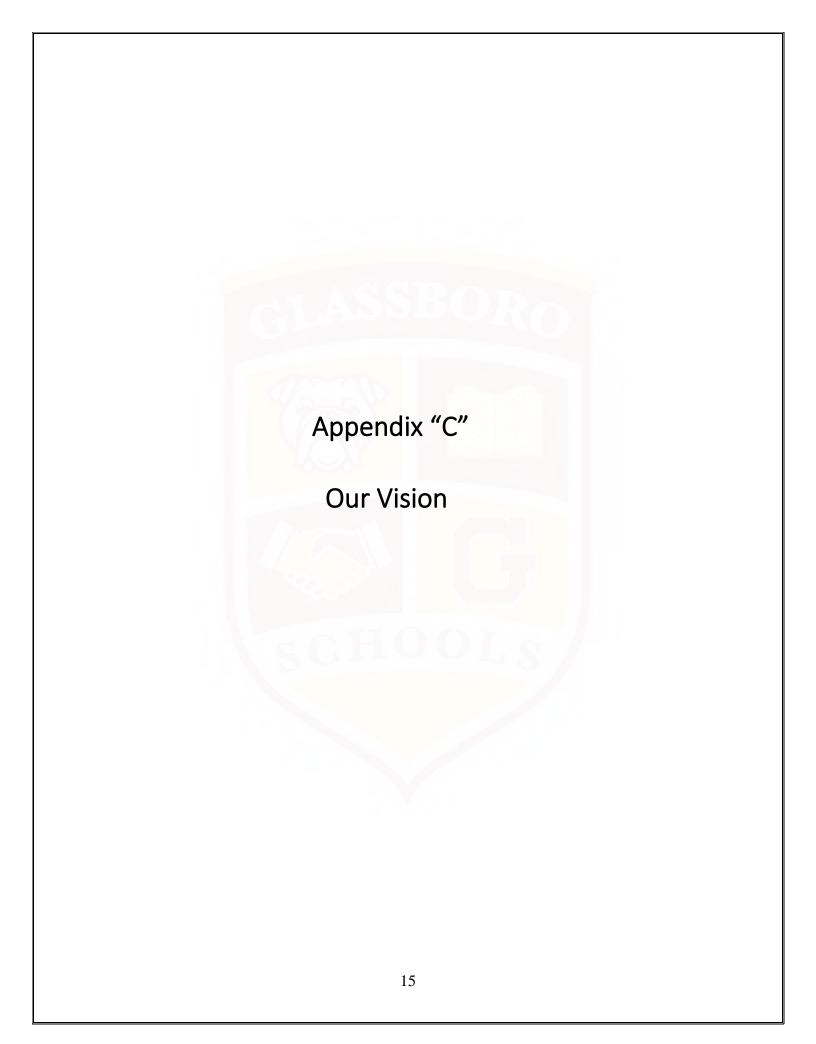
# Glassboro Public School District Strategic Planning Committee Outcomes

## Strengths by Group

Group 1	Group 2	Group 3
Diversity	Relationship w/ Rowan/STEM Academies/PDS-PIRs	Diversity
Teamwork	Relationship w/ the Boro	Variety of Activities
Academies/Partnerships with Rowan	Opportunities for families to be engaged in each building	Variety of Communication Vehicles
The recruitment of diverse, talented teachers	Talented staff/Tech Savvy/Close knit groups in each building	Supportive Community
Branding/competitiveness (small, but mighty)	SEL programs/Mindfulness programs/buy in from staff and parents	Relationship with RU
Commitment of staff	Collaboration between buildings	STEM Program
Committing to programs (pre-k)/initiatives	Diverse community – religion, race, ethnicity/Prepares our students for the world	Small Size / Wide Opportunity
Personalized feel, close-knit community	Maintenance/custodial staff doing anything that is asked	Collaboration among staff members
Publicity	Partnerships/Shared Services	Academies
Communication/transparency	Supports for low-income students/i.e., breakfast program	Strong SEL
Technology (1-to-1)	Before and after school programs	MAP testing
Opportunities/offerings (sports, clubs, music)	Safety & Security/SROs relationships/partnership with GPD	Activity advisors

## **Challenges by Group**

Group 1	Group 2	Group 3
Budget cuts/concerns	Reduced Funding	Branding (keeping up to date)/Communication breakdowns (outdated links, info, differing information from multiple sources on social media)
Facilities	Declining student enrollment	Funding
Loss of strong HS teachers	Reduction of staff	More unified curriculum
Weakness in AP Program (Physics / Comp Sci)	Finding creative ways to keep costs down	Better representing/reflecting our diverse population with curriculum/code of conduct. Promoting equity
Grounds/Stadium/Fields	Finding alternative funding sources	Maintaining student enrollment after grade 8
Attracting/retaining residents/students	Buildings are aging/Facilities	Rowan's expansion
Continuity across campuses	Housing crisis in Glassboro/Rowan University/Rental properties replace family homes	Rigor/expectations/accountability
Prospects of declining enrollment possibly due to fewer family rentals	Qualified bus drivers	Promoting success after high school/college aspirations/opportunities following GHS graduation
Parental involvement (small group of very active folks) (RSC)	Certain certifications are difficult to find	School Choice Program (cap limiting)
Only one full day devoted to professional development-district wide (KM)	Nursing	Facilities
	Transition of staff/Refilling positions	Music (equipment, uniforms)
	Training for staff on SEL, restorative practices (consistency)	Parent Involvement
	Training of staff to effectively implement the SAMR model/technology	





Small Group Work – Our Vision for the District Outline the Article – Questions to Ask:

#### Where are we now?

- We are in a positive transition where we are moving in the right direction, but we understand which obstacles we face/will face.
- We have strong leadership with administrative engagement/support. Our administrators are forward thinking and have great ideas.
- District that offers a lot but is dealing with reduced funding and declining enrollment
- Beginning stages of the PEEA preschool program in Glassboro

#### What do we look like in 2026?

- Distinct roadmap for success for diverse outcomes (college, trades) with direct student involvement, tactile learning in elementary grades, involvement of alumni, less emphasis on compliance and more on creativity/innovation, handson experiences in a variety of experiences to foster interest
- Competitive music programs, championship sports teams, self-sufficient initiatives (recycling, solar) through NJ Sustainable Schools
- Expansion of music in early years
- New band uniforms, instruments, equipment not using hand-me-downs
- Shared educational campus with Rowan (shared building use, shared grounds)
- We have a fund (that is full and replenished regularly) to enable families who
  have limited resources to participate fully in activities where costs might be
  prohibitive
- Blending of in-person & online learning platforms
  - Development of troubleshooting/problem solving
- Individualized Learning experiences/Tailored to needs of students/variety of mediums
- Dual language/immersion programs
- Guest Educators from districts outside NJ, outside the US (widen perspectives)
- SEL skills/conflict resolution/resiliency
  - For students and staff
- Data A single platform to house data (student, staff, etc.)
- Portfolio Management System to track progress (longitudinal data)

- Our schools are where parents want to come because of what is offered (STEM, CAD, biomedical, robotics lab, full Rowan partnership, baccalaureate program, trade/industrial arts/union partnership, Great Minds/core knowledge district, performing arts, etc....), the opportunities after high school/for college
- A district that is offering a wide range of attractive programs for all levels (from AP and academies to tech/shop/business courses)
- Career exploration throughout the grades
- Technical/vocational programs/academies
- 100% students in college/careers
- Space and budget for any qualified GPSD child to participate in academies do not have to hope there are still slots after out-of-district kids are placed
- Expanded enrollment from across S. NJ through mixed live and virtual instruction
- Facilities we all can be proud of/inside on out/"A destination"
  - Communitywide effort
  - Buildings/athletic fields
- Glassboro receives funding for construction of a brand new state-of-the-art preschool facility. The preschool expansion has enticed families to move into the area; expanding enrollment to maximum capacity!
- Updated labs/classrooms
- Updated Media Centers
- Seminar Rooms in every building
- Maximized use of building space
- New Stadium and concession stands outside restrooms (purpose host meets/games, generate funds)
- Established culture of learning from top down where students are supported throughout and work to solve problems
- Top 10 in Southern NJ
- A model of efficiency, sustainability, and a green school district
- 12 K building of our athletic, performing arts program
- Expanded use of BYOD for students to mirror business world activities
- Strong family relations and collaboration and strong parent involvement, especially at an early age (Pre-K-5)
- Programs that involve the entire family throughout the school year, not just parents/students
- Summer programs to support students/families and strengthen connections with the community

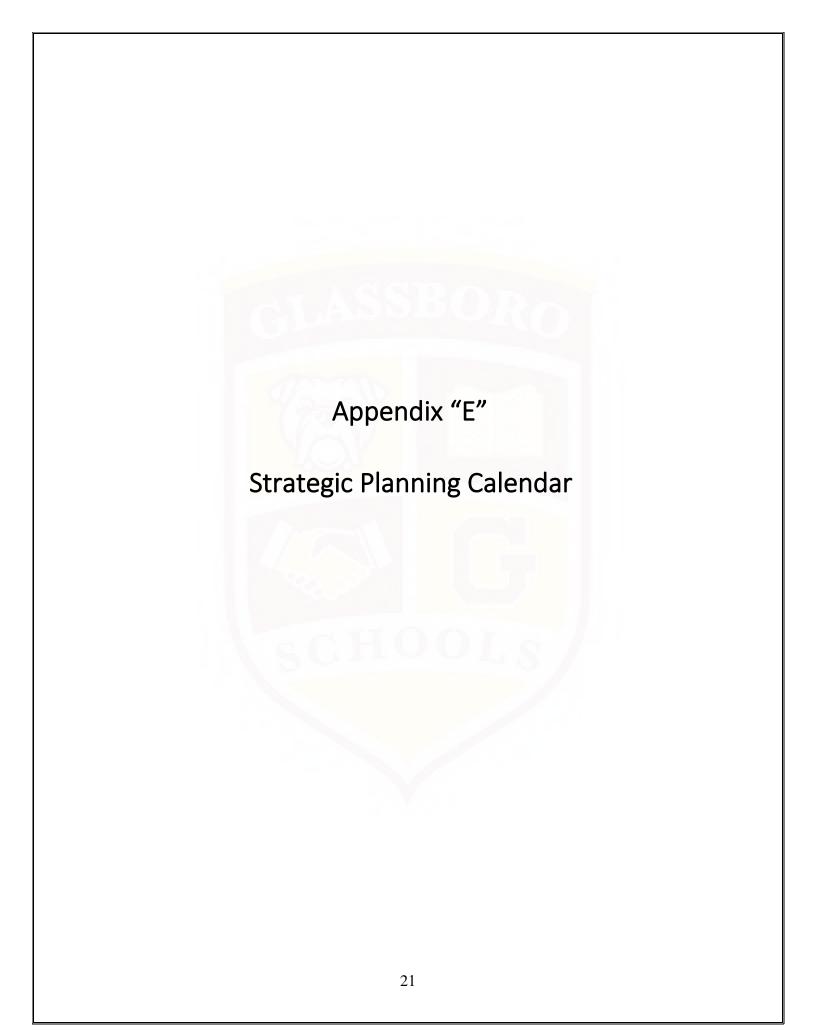
#### What did we do to get there?

- Writing/applying for grants
- Increased parent/family involvement
- Recruiting/retaining diverse, highly qualified staff who reflect and understand our population and our goals
- Considering student input
- Promoting racial equity
- Use future emergency aide to build facilities that will allow us to support our programs
- Increase Rowan Involvement to assist in offering students more STEM and Business opportunities
- Increase in AP Class Offerings and Electives; re-introduce "shop" classes
- Small Class Sizes
- Teacher mentors to small groups of students and individually
- Reallocation of funds (as needed)
- Ability to share resources across schools
- Preschool Expansion grant/funding and need for programs for 3 and 4 year old students
- Partnership with local businesses for enhanced funding for things like playground renovation/expansion, etc.
- Financial and facility contributions from Rowan relative to the expansion of the University
- Partnerships with EdTech providers to enable mixed learning sessions
- Increase shared services and sustainable practices to both save \$ and save the
  environment.
- Funding/alternative sources
- Selling a vision to the community
- Tap into students to beautify interior/exterior of buildings
- Need to engage parents; build PTOs; Online platforms for PTOs, parent groups
- 12-K curriculum that reflects the diversity of our population and that prepares students for college and career in 2026 and beyond
- Project based learning
- Problem solving
- Technical/vocational programs/academies Facilities that can support these programs
- More continuity in SEL practices across the district
- Partnerships with community

# Student Focus: What experiences, knowledge, skills, etc., do we need to develop to prepare our students for life after Glassboro School District?

- Life skills (job interviews, public speaking, resume writing, critical thinking, study habits, executive functioning skills, building relationships, digital media efficacy, communication skills)
- Social skills and the ability to interact with others outside of the digital world
- Moral character/humility
- Variety of career opportunityies available to students
- Continued opportunities to earn college credit/take courses, but perhaps also expanded knowledge for non-college careers
- Internships/mentorships for high school students in their applied area of study/future (local businesses, firms, theater groups, etc.)
- Technical training schools, vocational experiences
- Life skills (home economics, auto repair) along with some basic business skills
- Skills that will provide student with strong identity/self-esteem/ sense of community and pride
- Time management, study skills
- Life skills
- SEL skills/Coping Skills/Dealing with Adversity
- Problem solving skills
  - Developing the skill set to be able to problem solve in a variety of situations
- Project Based Learning
- Independent thinkers/learners
- Tech Savvy
- Opportunity

Appendix "D" **Community Survey Glassboro Public School District Strategic** Plan Survey Results - January 2021



## Glassboro Public School District Strategic Planning Calendar

November 2, 2020	District Steering Committee meets with NJSBA to outline process and review timeline for strategic planning initiative.
November 6, 2020	District Steering Committee meets with NJSBA to refine process and set calendar for plan.
November 19, 2020	Strategic Plan Committee meets – discusses strengths and challenges of the district and establishes vision for the next 5 years.
December 14, 2020	Community stakeholder meeting to review progress to date and initiate district wide survey.
December 14-30,2020	Survey available to community stakeholders.
January 11, 2021	Strategic Plan Committee meets to review results of survey and begin development of goals and objectives.
January 25, 2021	Strategic Plan Committee meets to share and review goals and objective of all focus areas.
February 9, 2021	Community Stakeholder meeting to review progress to date, share goals and objectives established by Strategic Plan Committee.
February 24, 2021	Strategic Plan presented to district Board of Education for approval.

