

Glassboro Public School District Fostering Diverse Schools Comprehensive Plan

1. Overview:

Through the CITRS initiative, open access for enrollment in Honors/AP courses, and the AVID Elective, the Glassboro Public School District will increase socioeconomic diversity amongst the staff and student population and improve performance in both academics and climate/culture.

The specifics of this plan are outlined below and will be posted on the Glassboro Public School District website. The fulfillment of each phase and accomplishment of each goal, along with supporting quantitative and qualitative data, will be provided. Collaboration and support for the plan will be garnered through promotion and the formation of a Key Communicators group, which will meet bi-monthly during year one.

2. Comprehensive Needs Assessment:

- NJ School Report data from the 2021-2022 school year indicates that 37.5% of students within the district are economically disadvantaged. Demographics within the district are diverse; the primary ethnicities are White (34.1%), Hispanic (23%), and Black or African American (31%). The community is becoming more diverse, as evidenced by a 4% increase in Hispanic students over the past two school years.
- The NJ School Report revealed that 17.6% of economically disadvantaged students met proficiency requirements, compared to 30.9% at the state level. Economically disadvantaged students fared worse than their non-economically disadvantaged peers, who demonstrated 38.3% proficiency.
- A comprehensive selection of AP courses is offered, however, only 12.8% of students in the district have opted for one or more of these courses; 11.3% of students have taken one or more AP exam. This pales in comparison to the state levels of 34.5% and 28.4%, respectively.

3. Goals and metrics to Determine Success:

- To increase enrollment in Honors level and Advanced Placement courses at the secondary level by 20% by 2025.
- To increase enrollment in the AVID Elective course by 50% each school year through the 2025-2026 school year.
- To reduce Tier 1 infractions by 25%, Tier 2 infractions by 25%, and Tier 3 infractions by 35%, district-wide, by 2025.

4. Timeline:

- 2022-2023: Begin CITRS implementation district-wide, offer AVID Elective course to eligible freshmen students, expand AP course offerings by opening an additional section of AP English and training a new teacher, pilot AP exam preparation materials.
- 2023-2024: Continue CITRS implementation and expand character initiatives by implementing daily lessons in every building, expand AVID Elective to include grades 8 and 10 by recruiting and training two new teachers, expand AVID Site

Team, require AVID students grade 10 and up to take at least one AP or Honors level course, train additional AP teacher, procure AP exam preparation program (Albert.io), promote AP courses at family/community events.

- 2024-2025: examine archived artifacts from CITRS initiative in preparation for application for National School of Character, expand AVID Elective to include grades 7 and 11 by recruiting and training 2 new teachers and expanding AVID Site Teams, require AVID students in grades 9-11 to take at least one Honors or AP course.

5. Cost Estimates for improving socioeconomic diversity in schools, classrooms, and educational programs:

- CITRS - \$42,000
- AVID Program - \$28,500
- Professional Development - \$10,000
- Additional staff, including benefits - \$200,000
- Materials/programming - \$5,000
- Family Nights/community outreach - \$9,100
- EAB climate and culture survey - \$20,000

6. Professional development activities that support educators in creating safe, supportive, and inclusive learning environments:

- Annual AVID Ignite and AVID XP training for all AVID Elective teachers, Site Coordinator, and District Director. One time training for AVID Site Team members.
- District-wide opening day in-service training on CITRS and follow up training throughout the school year.
- College Board AP teacher training.
- College and career fairs to recruit new staff members of diverse backgrounds.

7. Actions that build capacity to collect and analyze data that provide information for transparency, evaluation, and continuous improvement, including data that supports meeting diversity goals for students and educators, and equitable access to, and success in, programs and activities:

- An anonymous survey, organized with EAB, to staff regarding best practices for improving the climate and culture of classrooms throughout the district.
- Data from a variety of sources, including district level benchmarks, surveys, and performance data will be used. Data provided by the School Performance Report will provide objective measures of performance from a separate agency/entity.

8. An approach to sustaining robust ongoing engagement with families, students, community members, and educators:

- Family Nights focusing on curriculum, academic programming/course offerings, and the AVID program will yield additional collaboration between staff and students, families, and community stakeholders.

9. A comprehensive set of strategies designed to improve academic outcomes for all students at each of the following levels: (1) LEA, (2) school, and (3) classroom:

- LEA - CITRS, Family Nights
- School - AVID (Thomas E. Bowe School, Glassboro High School), open access to Honors courses (Thomas E. Bowe School, Glassboro High School), open access to AP courses (Glassboro High School)
- Classroom - CITRS character lessons

10. Specific methods for disseminating lessons learned during implementation:

- Lessons on character, choices, and social emotional learning to instill positive virtues and values.

11. Evidence of schoolwide approaches:

- Though year one of the CITRS initiative has just concluded, it is schoolwide in every building. The AVID program is expanding exponentially, with the goal to take the program schoolwide at Thomas E. Bowe School by 2025 and at Glassboro High School by 2026.