



**STRATEGIC PLANNING MEETING
THURSDAY, FEBRUARY 16, 2012
CHERYL MILLER-PORTER STUDENT CENTER
TEANECK HIGH SCHOOL
7:30 PM**

Dr. Ivory opened the meeting with a brief review of the January 31, 2012 meeting and a review of the rules for this evening's activities.

Tonight's Discussion Question:

If we are having this discussion three years from today, and you were looking back over those three years....what would have happened at Teaneck Public Schools for you to feel happy with the progress made?

TABLE ONE

Summary of Individual Participants

1. Teaneck is ranked in the top 5 in Bergen County for academic achievement. 90% or better HS graduation rate. Consistently stellar scores on standardized tests (SAT etc.). Producing well rounded students heavily recruited by top universities. Strong arts programs and initiatives recognized on a national level.
2. Movement towards narrowing the achievement gap of special education, economically disadvantaged, Latino and African-American students. Greater movement of core student body to higher achievement levels. Increased diverse population that is more reflective and inclusive of community demographics.
3. Academic scores of students improved. HIB reports decreased significantly. Better perception that a partnership exists between home and school.
4. Shorter more effective class periods in high school. More flexibility in the TEAMS program so students are able to pursue other interests such as band and other non-core classes.
5. 100% passing rate of all levels of nationwide testing. Better trained teachers. Improving test scores, technological advances, better teachers, better metrics of teacher performance.

Consensus Report

1. Differentiated instruction for every level, advanced and special needs.
 - Improved test scores.
 - Better partnership between home and school.
 - Producing well rounded students fulfilling their potential and able to gain admittance to the university of their choice.

2. A school environment that reflects the diversity of the community with a strong partnership between home and school.
3. Improved test scores, passing rates, college admission and general perception of the excellence of Teaneck schools.
4. Improved use of technology to improve communication at all levels and promote student learning.

TABLE TWO

Summary of Individual Participants

1. Close all gaps, achievement and gender. A stronger, more proactive guidance program. Improvement on standardized exams. Parent, teacher and guidance tag team around student.
2. Higher scores on tests. Higher black student achievement to close gap. Fewer students who require tutors and additional help. More thorough student understanding of elementary skills, three R's. Less pressure to learn multiplication in third grade prior to learning and mastering subtraction.
3. A system in place for all Teaneck schools to truly welcome new and diverse groups moving into the town. A more diverse group of educators that reflect the students in the town. Bilingual, multilingual education. Increased teaching of conflict resolution skills to both students and teachers. Increase funding so children and schools will have all the educational resources they need. Decrease HS drop out rate. Increase number of students going to college.
4. Teaneck schools should have a 100% graduation rate. More extracurricular activities that appeal to the wide variance of student interests. Close the existing minority gap. More Hispanic achievement.
5. Shrink achievement gap. Increase parent participation. Multilingual communications. More help from counselors in career choice. More Teaneck community working with the public school system. Monthly seminars sharing expertise from parents and community.
6. High school math department would have improved. Clubs and organizations would be established. A firmer hand should be given to students who are performing poorly in class. Teachers be evaluated better. Pants would cease to sag.
7. Exemplary writing samples for each grade with more specific rubrics. Perform better on HSPA and NJASK. Authentic assessment within common rubrics such as oral presentations, experimentation, research modified by grade and used across schools. College and career counseling ratio reduced significantly (25-1) achieved through college counselor distinct from general guidance, teacher advisors supporting group of students and identify first generation college students and/or those with limited family support.

Consensus Report

1. Close achievement gap, gender and ethnic groups.

2. Improved multilingual communications.
3. Evaluate teachers more effectively, improve teaching skills.
4. Improve guidance/parent/student communication to actionable proactive response to students with problems.

TABLE THREE

Summary of Individual Participants

1. Close achievement gap. Increase standardized test scores, proficient and advanced proficient. Increase number of students graduating and attending four year colleges.
2. Increase number of graduating seniors attending a four year college. Create a strong ESL program consisting of bilingual/dual language. Increase number of nonpublic (charter) students in our schools.
3. College and career readiness for all learners particularly through practical experiences that use the skills needed for success in the 21st century (higher order thinking, technology etc.)
4. Anti bullying, social/emotional foundations for learning. Integrate evolving professional development. Street congestion, monitoring playgrounds. Home and family involvement. Teacher accountability.
5. Every student excels academically. Every student has a concern for his fellow man. Student understands that wealth in life is more than material wealth. Respect for family, community, county and world.
6. Go green, improve SAT scores, improve math scores, enhance technology, more hands on curriculum, bilingual program, on-going parent participation, STEM program, curriculum to match world's needs, more integration of technology.
7. Greater community involvement, increase academic pride, more technologically proficient staff and students, greater parental support network for struggling students.
8. Character education in middle schools. Community service in middle schools. Middle school student advisory period/class. A focus on building character in Middle Schools. Mentorships, benchmark assessments, college trips, college fairs for middle school students.

Consensus Report

1. Technology infusion.
2. Closing achievement gap.
3. Community and family involvement.

TABLE FOUR

Summary of Individual Participants

1. 90% of students that took the AP received a 4 or 5. Our test scores are the highest in the state. The HS curriculum offers a variety of subjects. The AP

teachers and classes are the best in the state. TAG is eliminated because all of our children succeed and are doing well. Our athletic department has developed students that have earned them various educational opportunities at great colleges and universities.

2. More technology in classrooms. All kids on the honor roll list. Advance proficient on NJASK achieved by all kids.
3. Effective and efficient development of curriculum based on new Common Core State Standards. Increased access to technology at all grade levels. Inclusion of grammar/vocabulary studies. Increased partnerships with organizations and businesses that can support student learning. Increased number of field experiences in NYC for all students, the greatest city in the world can provide experiences in the arts, historic tours, exhibits and museums.
4. Increase vocabulary studies, teachers who are given the freedom to teach without a script, exciting learning. All students who are mathematically sound and who are able to integrate technology with the fundamentals. Competent competitive students who can successfully compete with others anywhere they go. Have a district that is able to exude the enthusiasm and thirst of knowledge that is obvious within but isn't always apparent from the outside.
5. Diversity accomplished, education gap being achieved.
6. Focus on academics primary. More participation in competitions, math, AMC 10, AMC 12, Atlantic Pacific Continental League. Essay competitions. NJ Core Curriculum is changing and changing fast, we don't have three years to make the change, what now? Learn from our mistakes.

Consensus Report

1. Vocabulary studies/grammar.
2. Technology in classrooms. Increase access to hardware and the related software. We need technology teachers.
3. Using NYC as a resource for field trips and learning experiences.
4. District curriculum based on the Core Curriculum standards.

TABLE FIVE

Summary of Individual Participants

1. Higher levels of achievement. More use of technology in classroom instruction. Exciting curriculum that engages all students. Restoration of early reading program. More students taking AP tests and passing (3+). Less teaching to the test.
2. Increase test scores. Improved teacher/administrator evaluations. Improved matriculation to four year colleges. Improved financial aid for students leaving. Middle school progress improved. More differentiated education. Wider based parental involvement. Improved district finances. Better inclusion of nonpublic students/family.

3. To promote goal of increased student enrollment/success in honor and AP courses in high school, district has created and instituted a structural program across all grade levels and curriculum to promote necessary skills and work habits necessary for success at advanced levels. Comprehensive schedule of benchmark assessments. K-8 necessary for a student to meet for promotion with support and remediation integrated throughout curriculum has been initiated and carried out equitably.
4. 80% of students off to four year colleges. Increase diversity of racial groups in the school system. Teachers are evaluated on merit and the success of their students. Increased participation in AP and honors curriculum.
5. Taking an interest and investing time in middle of the road students. Improving overall grades not just standardized test scores.

Consensus Report

1. Improved achievement, test scores, benchmarks, curriculum change from K-12.
2. Increased depth and breath of community/parental involvement.
3. Increase vocational/technical education and internship or work study program.

TABLE SIX

Summary of Individual Participants

1. Closing the academic achievement gaps (racial, ethnic, gender, socio-economic) but without excessive focus on standardized testing or losing what is most valuable about our schools – commitment to education of whole child and nurturing of multiple intelligences and abilities.
2. Increased parental involvement. More programs for learning disabled children in district. Maintain current programs and retain quality teachers.
3. Full day preschool for all students. Improved or expanded program for autistic children 6th grade and up. Collaboration between all schools and community involvement. More parent groups within each school and community. More training in district and out of district on teaching various special children.
4. Retention, competitive sports, activities for middle schools, community-parent-service-involvement, improve communications on training, mentoring, uniformity.
5. Mandatory community service beginning in elementary school. Uniformity in dress (uniforms). No incidents of bullying in the last 3 years. Buddy program partnership. Most admissions to college and going on for doctorates. High percentage of students coming back to serve the community.

Consensus Report

1. Closing the academic achievement gap.
2. Improve commitment to education of whole child.
3. Improve communications with and involvement of community/parents.

TABLE SEVEN

Summary of Individual Participants

1. Increase use of technology. Expanded pre-school. Greater integration of the arts. Connecting families with services. Expanded library services in schools.
2. Excellent state test scores. Increase in high academic programs. Many financial difficulties resolved.
3. Bring back vocational studies. Revive all arts to highest level, high test scores, higher graduation rate, better public perception, better public relations, having removed under-performing teachers and staff.
4. Encourage/celebrate academic achievement (athletics). High school teachers more tech savvy. Modify tenure system. Balance budget with students needs. Progress in achievement gap.
5. Increased parental involvement/engagement. Greater participation/enrollment in Honors/AP classes at high school. Narrowing of the “achievement gap.”
6. Vocational studies, no achievement gaps. All children believe that achievement is good. Elementary children all feel comfortable in classes. Children able to work at own pace in subject areas. Children know how to take tests.

Consensus Report

1. Narrow the achievement gap.
2. Individualized/differentiated classroom practice.
3. Greater integration of the arts.

TABLE EIGHT

Summary of Individual Participants

1. Regardless of Honors or Gifted program participation, every student is engaged in meaningful work and projects that promote in them a love of learning and respect for other’s perspectives. Conflict mediation training for students at various grade levels.
2. Technology is in use to enhance and inform how children learn. Interactive applications are available to inspire and address individual learning styles.
3. I do believe modern technology and staff experience in school can and do help and there are so many disadvantages for children learning, in that they learn in an easy way.
4. Implementing common core standards. Move toward portfolio assessments.
5. Higher expectations of students. Fun, exciting tasks that students complete. Communities’ faith in the administration of schools. Students becoming excellent writers, critical thinkers and enjoy going to school. Consistency of practice across classes and schools.

6. Return to more performance/project based assessment that prepares our students for college and real life work (as opposed to the current over emphasis on preparing children for standardized tests). We can develop our own Teaneck performance/project based assessments that measure research, critical thinking and presentation skills. Return to more emphasis on conflict resolution training for students.
7. Tracking kids in college do they stay? Graduate? Find out from them.

Consensus Report

1. Design curriculum and assessment that promote deep understanding that goes beyond standardized tests (move away from standardized test prep).
2. Use of technology that adapts to students learning styles – interactive applications.
3. Find out how well our students are doing after they graduate to make sure we are doing as well as we think.
4. Consistency of practice across classes and schools – high expectations – best practices not just pockets of excellence.

TABLE NINE

Summary of Individual Participants

1. Small class size, especially at the elementary level. Expanded library/media services. Expanded TAG program. Achievement gap closed.
2. AMS equivalent for English at the middle school for advanced kids. Less emphasis on standardized testing. Reforming principal tenure rules. Reform teacher tenure rules. Now that NJ has been granted NCLB waiver, more creativity in the classroom and monitoring individual progress. Trips.
3. District-wide school uniforms as a reflection of school culture, respect and equity.
4. Best of the diversity of Teaneck represented/celebrated. Achievements in science in all grades. Spanish taught beginning first grade.
5. Just to let the children learn more of everything.
6. Reputation as a forward thinking district not focused on passing a test but focusing on 21st century skills. Strong reading and writing. Computer literacy, typing plus. Communication skills with respect. Critical thinkers, middle school sports.

Consensus Report

1. Focus on 21st century skills.
2. Less emphasis on standardized tests.
3. Uniformity among the schools.
4. School uniforms.

TABLE TEN

Summary of Individual Participants

1. Smaller class sizes, improved infrastructure in school buildings (wireless, computers etc.), less teaching to the test, test taking, greater parental support, PTO etc.
2. Smaller percentage of students dropping out of high school, large percentage of students applying to highly competitive colleges, larger percentage of students receiving more scholarships to attend college, more technology in the schools.
3. Consistent delivery of specialized services, training and implementation across schools. See the student and teach using their strengths. Real differentiated instruction. Teaching of the whole child, physical, intellectual, spiritual (merging themselves in the world). Teaching the 21st century child with 21st century methods and means.
4. Preschool for all kids, smaller class size, high expectations for all students, textbooks available online. Highly competent leader/principal. More technology, laptops and SmartBoards. Utilize frequent data monitoring/measurements of students' needs. No gym for kids with above average grades, let them take a homework study course so they don't have to stay up late to do homework.
5. Universal preschool, smaller class size, curriculum for kindergarten, instructional leadership, improved/updated facilities (furniture), support services for general population students who need extra help (resource room in technology).
6. Clearly defined and articulated curriculum K-12, more support services for our youngest learners, not necessarily special education students (resource center, literacy/math coach). Universal preschool, stronger mentorship program, small class sizes, better technological infrastructure and SmartBoards, iPads. More resources at early grades, not just top-heavy monies directed to middle and high schools.

Consensus Report

1. Better technology PreK-12.
2. Better support systems for all students at all grade levels.
3. Universal preschool to get our students off on a great start.

TABLE ELEVEN

Summary of Individual Participants

1. Improvement of SAT, ACT scores. Intramural sports, chess club, debating team, speaking widely about health and nutrition.
2. iPad/Tablet for all students. Improved achievement and evidence of strong yearly growth. Increased number of academic scholarships. Increased fiscal responsibility through cost savings like shared services. Full implementation of parents/guardians/students using Skyward reporting.

3. As a public school system rate in the top 25-50 schools in New Jersey. All children at least 90% testing above proficiency on NJASK. Improved use of resources, doing more with what we have – budget! Secure more grants and private donations.
4. Stronger math and science student population. Significant increase in Ivy League acceptance of Teaneck students. Measureable and strategic plans to academically mentor students and family (emphasis – men).
5. Higher graduation rate, better since school pride, improvement in after school activities, average class size decrease, options for trade learning.
6. A support system for girls and boys that is introduced to children in the third or fourth grade and bridged to middle school from elementary school. Also bridged from middle school to high school. A well organized and run basketball program for young ladies and young boys. Dress codes (uniforms).

Consensus Report

1. Secure public grants, private donations. Do more with less. Increased fiscal responsibility.
2. Student and parent coaching (life coaching). Tutoring and mentoring. From early age nutrition and health awareness.
3. Options for trade learning.

TABLE TWELVE

Summary of Individual Participants

1. Investment in technology for all schools, teacher laptops, laptop carts for all grade levels, 21st century libraries in all schools, alternative schools/trade schools, student resources, support groups, FORUM in middle school, intramural sports on the middle school level.
2. Students have achieved higher level NJASK scores. Parents have a bigger role in student academic performance, students are worked with individually, concerning the help that they need in certain subjects. More leadership roles for students.
3. Programs for music and arts that aren't on lists for cuts. Stable language programs, not so much focus on standardized tests, sports programs for younger ages, middle and elementary school students.
4. Not one child is struggling; every child is getting services as needed regularly. More core related clubs, science, math etc. All children are challenged daily academically, more peer counseling, kindergarten is mandated full-day.
5. There has been a steady increase in parent participation in school activities. Nonpublic parents are supporting and encouraging improvements in the public school system. At risk students have been making consistent academic progress.
6. Caregivers Conversations in Application (Pedro Nogeira). Full continuum of special education services and understanding. Green quality lights and air quality control. Competitive technology in all buildings.

7. Achieved/made progress in closing the achievement gap. National Blue Ribbon district. Academic/cultural celebrations regularly and yearly, collectively. Leadership/mentorship professional communities. Recognition of professionals via Teacher/Administrator of year, week, month.
8. Grant writing.

Consensus Report

1. Increase parent/community involvement with academics etc.
2. Increase technology 21st century all grades.
3. Decrease achievement gap.
4. Increase services for all struggling students.
5. Leadership roles for students in middle school.
6. Alternative and vocational schools.

TABLE THIRTEEN

Summary of Individual Participants

1. Authentic integration of technology into instruction. Collaborative partnerships with the world, authentic global learning opportunities. Students engaged and passionate about reading, mathematics, science and social studies. Student achievement scores increased.
2. Increase in standardized test scores. School uniforms for high school and middle schools. Maintain funding for special programs, trip, full day kindergarten and busing.
3. Lower dropout rate, charter school cooperation with all schools, improved hand written output, not computer. Uniforms for all, no shorts for girls, proper dress for teachers, men and women. Live teachers not computer classes.
4. Dress code for teachers and kids, no Facebook on school grounds, small classroom.
5. School uniforms, kindergarten elementary school at schools such as Hawthorne, less technology in schools.

Consensus Report

1. School uniforms/stricter dress code – enforcement (eliminates sagging etc.)
2. Integration and collaboration of technology that is authentic in content.
3. Maintain funding for special programs, trips, full-day kindergarten, busing, extracurricular etc.

TABLE FOURTEEN

Summary of Individual Participants

1. Progress on meaningful renewable curriculum, with lesson plans and calendar in all subject areas. Staffing, movement, new policy regarding professional growth.

2. Every elementary school has implemented reading and writing workshop, where students develop the skills needed to be successful in later grades and a love of reading and writing. Parent/school connection outreach that supports parents, informs parents and encourages parents to be involved with their children's school experience. Kindergarten – grade four schools.
3. The transition between kindergarten and grade one and the transition between grade four and grade five and the transition between grade eight and grade nine will have become seamless.
4. Success in support for preschool families, re: cognitive development, language developments, problem solving evidenced by former children in literacy support programs. Clarity and support.
5. Concentrate on early childhood education, early intervention. That is where inequality starts. The reason early education is important is that you build a foundation for school success. Therefore, identify all at-risk children in any childhood grade. Then fund all resources that are necessary for those children to produce at grade level. We need all our children to be lifelong readers who can think critically.
6. Technological progress, every high school senior issued an iPad/computer with a 3.0 GPA from 9th to 12th grade.

Consensus Report

1. Outreach to parents/families starting at birth, supporting language development, problem solving, critical thinking, creating a culture that values education.
2. Consistent curriculum and implementation across district in all buildings smooth out transition and articulation between grades and teachers to support the students.
3. Technology in the schools should reflect the culture that students live in – enhance learning.

Dr. Ivory thanked the participants and reminded everyone that the next and final meeting will be held on Thursday, March 22, 2012, 7:30pm in the Cheryl Miller-Porter Student Center, third floor, Teaneck High School.

The focus of the March 22nd meeting will be "Creating an Action Plan".

Minutes will be sent to all of tonight's participants that provided an e-mail address at sign-in.