

## Priority One: Academic Programming

**Objective:** Create a district-wide system for disaggregating data in support of raising student achievement

**Leads:**

- Ms. Jimenez-Johnson, Assistant Superintendent of Curriculum, Instruction and Schools
- Ms. Davis, Assistant Superintendent of Educational Services

Step	Action	Person Responsible	Resources Required	Timeline	Evaluation Metric
1	Review, discuss and create a district-wide system for disaggregating data to support raising student achievement.	Director of Technology, Technology/Data Support Specialist, Coordinator of Information Systems, Student Information Manager, Building Administrators, Supervisors	Student Information System	January 2019- April 2020	Create data analysis tools and assessment practices to track skills development that is user friendly and transferable among grades and subject areas.
2	Create data teams to explore and recommend and implement management systems which would be a repository of student work and evidence of student progress over time, including standardized tests, formative and summative assessment in classrooms, and a variety of alternate assessment practices that mirror differentiated instructional practices (i.e., MAP scores, DRA, NJSLA, Lexia, Think Central, Moby Max)	Building Administration, Teachers, Supervisors, Technology/Data Support Specialist and Coordinator of Information Systems	Data from. MAP scores, DRA, NJSLA, Lexia, Think Central, Moby Max, Curriculum, Standards	May 2020 - September 2020 (yearly)	Input of data by staff and use of disaggregated data to inform instruction, provide differentiation and implement interventions and programs to increase student achievement.
3	Provide professional development to all staff on how to implement data analysis using formative assessments, standardized tests and differentiation to inform instruction.	Building Administration, Data Team and Faculty	Faculty/ Common Planning/ Department meeting time	September 2020 - June 2021 (yearly)	Teacher implementation of using student data demonstrated in their lesson plans, classroom visits, grade level common planning time, agendas, and surveys.
4	Administer a teacher survey	Building administration,	Google forms	May - June	Survey responses will be utilized to

	related to the newly created district-wide system for disaggregating data to enhance student achievement.	data teams	Survey	2021 (yearly)	inform the success of the district-wide system to enhance student achievement.
5	Evaluate the newly created district wide system for disaggregating data in support of raising student achievement coupled with reviewing teacher survey feedback forms.	Director of Technology, Technology/Data Support Specialist, Coordinator of Information Systems, Student Information Manager, Building Administrators, Supervisors	Implementation of newly created district-wide system for disaggregating data, survey assessment results	June -July 2021 (yearly)	Interventions and programs and work towards consistency in terms of curriculum, instructional practices and resources.

## Priority One: Academic Programming

**Objective:** Create varied pathways of learning (e.g., STEM, the ARTS and dual-enrollment opportunities)

**Leads:**

- Ms. Jimenez-Johnson, Assistant Superintendent of Curriculum, Instruction and Schools
- Ms. Cooper, Director of School Counseling
- Mr. Cliff Thompson, THS Principal

Steps	Action	Person Responsible	Resources Required	Timeline	Evaluation Metric
	<b>Phase 1- Assessment</b>				
1	Administer a student, parent and teacher Interest Survey.	Dir. of School Couns. Dir. of School Innov.	Google Forms	Nov. 2019 - Feb 2020	Survey responses that will be utilized to inform the interest of Pathways.
2	Identify pathways that align with the Perkins Course Clusters and the approved curriculum.	Building Administration, Content Supervisors, Director of School Couns. Identified Teacher(s)	Perkins Requirements from NJDOE or Course Cluster List	Feb 2020- March 2020	Development of document that includes identified Pathways.
3	Identify courses that currently exist that can be taken in sequence to form a Pathway.	Building administration, Director of School Couns. Director of School Innov. Identified Teacher(s)	Course Programing Guide Course cluster list	Feb 2020- March 2020	Edit the Program Planning Guide to include the identified Pathways.
4	Present identified Career Cluster pathways at a Board curriculum committee meeting in order to communicate progress on the development and needs for Pathways.	Assistant Superintendent of Curriculum, Instruction and Schools, Building Principal, Dir. of School Counseling	Survey results, identified pathways, revised Program Planning Guide	April 2020	Use feedback to inform refine and identify next steps towards developing the Pathways.
5	Provide information sessions to the school community regarding the identified Career Clusters based on current courses offered.	Assistant Superintendent of Curriculum, Instruction and Schools, Building Principal, Dir. of School Counseling, building committee	Survey results, identified themes	April - May 2020	School community participation
	<b>Phase 2- Planning</b>				
6	Identify teachers for new Pathways that will plan course sequence	Assistant Superintendent of Curriculum, Building Administration, Content	Teacher participation survey results	June - Sept 2020	Document outlining teacher that will develop courses

		Supervisors, teachers			
7	Identify courses for Pathways that will link (spiral) into the next course	Assistant Superintendent of Curriculum, Building Administration, Content Supervisors, teachers	Program Planning Guide	Oct - Nov 2020	Creation of a Pathway mapping guide
8	Develop Master Schedule options for Pathways	Scheduling VP, Director of School Couns., Scheduling Programmers	Program Planning Guide, staff	Nov -Dec 2020	Master schedule options
10	Revise/ create courses that need to be created (curriculum written) to develop a complete Pathway and create Board motions for approval	Building administration, Director of School Couns. Director of School Innov. Identified Teacher(s)	Revised Program Planning Guide, Survey Results	Jan - Feb 2021	Development of an addendum to the current Program Planning Guide
11	Needs assessment regarding current building usage, staffing certifications and resources for the developed Pathways	Building administration, Director of School Innov., Business Administrator, Buildings and Grounds Personnel	Current building floor plan and room usage	March 2021	Development of the needs assessment document.
12	Schedule students to participate in Pathways based on current course offerings (Sept 2021)	Content Supervisors HS Scheduling VP Director of School Counselors School Counselors, CST	Program Planning Guide	March - April 2021	Schedule students to participate developed Pathways
13	Identify/create specific outcome for each Pathway	Building administration, Director of School Couns. Director of School Innov. Identified Teacher(s)	Updated Program Planning Guide	April 2021	Development of a Pathway Program Overview that outlines June opportunities for students to design an educational program aligned with possible post-secondary college or career interests.
14	Develop assessment tool for the identified Pathways	Assistant Superintendent of Curriculum, Instruction and Schools, Building Principal, Dir. of School Counseling, building committee	Program Planning Guide	May 2021	Pathway evaluation metric
15	Identify/Develop student assessment tool (e.g. NOCTI)	Assistant Superintendent of Curriculum, Instruction	Program Planning Guide	Sept - Nov 2021	Student evaluation metric

		and Schools, Building Principal, Dir. of School Counseling, building committee			
16	Present identified Career Cluster pathways at a Board curriculum committee meeting in order to communicate progress on the development and needs for Pathways.	Assistant Superintendent of Curriculum, Instruction and Schools, Building Principal, Dir. of School Counseling	Survey results, identified pathways, revised Program Planning Guide	Dec 2021	Use feedback to refine and identify next steps towards developing the Pathways.
17	Edit Program Planning Guide to reflect Pathways	Content Supervisors, HS Scheduling VP Director of School Counselors School Counselors	Program Planning Guide	Dec 2020 - Jan 2021	Updated Program Planning Guide
18	Provide professional development the school counselors regarding the identified Career Clusters	Dir. of School Counseling	Survey results, identified pathways, revised Program Planning Guide	Jan 2021	Updated Program Planning Guide
	<b>Phase 3- Implementation</b>				
19	Provide information sessions to the school community regarding the identified Career Clusters	Assistant Superintendent of Curriculum, Instruction and Schools, Building Principal, Dir. of School Counseling, building committee	Survey results, identified themes	Feb 2021	School community participation
20	Host a "Pathways Fair" to provide information to students regarding the newly created Pathways	Building Administrators Content Supervisors, Director of School Counselors School Counselors, Teachers	Updated planning programming guide, staff, school buildings, scheduling	Feb 2021	Student participation
21	Schedule students to participate in developed Pathways (Sept 2022)	Content Supervisors HS Scheduling VP Director of School Counselors School Counselors, CST	Program Planning Guide	March - April 2022	Schedule students to participate developed Pathways

22	Evaluate the Pathways	Assistant Superintendent of Curriculum, Instruction and Schools, Building Principal, Dir. of School Counseling, building committee	Pathway evaluation metric & student assessments	May - June 2023	Data to determine the effectiveness of the Pathway and provide data for Pathway modification if necessary.
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**Priority One: Academic Programming**

*Objective: Construct theme-based programs to ensure equitable learning experiences*

**Leads:**

- Ms. Jimenez-Johnson, Assistant Superintendent of Curriculum, Instruction and Schools
- Ms. Cooper, Director of School Counseling

Steps	Action	Person Responsible	Resources Required	Timeline	Evaluation Metric
	<b>Phase 1- Assessment</b>				
1	Survey staff interest in assisting in the development of theme based programs that align to the Pathways developed at the high school curriculum	Assistant Superintendent of Curriculum, Instruction and Schools, Building Administration, Dir. of School Counseling	Survey, current curriculum	Nov. - Dec 2019	Survey responses that will be utilized to form building based committees and create theme based programs
2	Administer a student and parent Interest Survey to identify possible themes	Assistant Superintendent of Curriculum, Instruction and Schools, Building Administration, Dir. of School Counseling	Survey and themes compiled from staff interest survey	Jan - Feb 2020	Survey responses that will be utilized to inform the interest and development of theme based programs
3	Review/ compare results from Teaneck High School and middle school survey to identify possible themes	Assistant Superintendent of Curriculum, Instruction and Schools, Building Administration, Dir. of School Counseling	Pathway and Theme Survey	March - June 2020	Survey responses will be utilized to inform interest on preferred Pathways
	<b>Phase 2- Planning</b>				
4	Create a committee comprised of high school and middle school staff to collaborate on the development of the themes to coincide with the high school Pathways	Building Administration, teachers, School Counselors	Teacher interest survey	Sept - Nov 2020	Committees will develop themes that coincide with the Pathways identified at the high school and develop a Program Planning Guide
5	Identify courses that currently exist that can be taken in to reflect the identified themes.	Building administration, Director of School Couns. Director of School Innov. Identified Teacher(s) & School Counselors	Course Programing Guide	Dec 2020- Feb 2021	Edit the Program Planning Guide to include the identified Themes.
6	Needs assessment to determine the resources needed to develop theme based programs (staff, curriculum, PD) and alignment to high school pathways	Assistant Superintendent of Curriculum, Instruction and Schools, Director of School Innov., Building Administration, Dir. of School Counseling, building based committees	Current Curriculum, developed theme based programs, professional development plan	March - May 2021	Development of the needs assessment document. Results would be used to develop viable theme based programs
7	Develop an assessment tool to monitor the effectiveness of the	Assistant Superintendent of Curriculum, Instruction and	Program Planning Guide	March - May 2021	Theme evaluation metric

	themes ability to prepare students for the high school Pathway	Schools, Building Principal, Dir. of School Counseling, building committee			
8	Present identified Theme Based Programs at a Board curriculum committee meeting in order to communicate progress	Assistant Superintendent of Curriculum, Instruction and Schools, Building Principal, Dir. of School Counseling	Identified themes, Survey results, needs assessment data	Oct. 2021	Use feedback to inform and identify next steps towards developing the Themed Based Programs.
9	Align theme based programs with district and state standards to develop curriculum	Assistant Superintendent of Curriculum, Instruction and Schools, Building Principal, Dir. of School Counseling, building committee, teachers	Developed theme based programs, NJSLS, current curriculum, curriculum writing funding	Nov 2021 - Feb 2022	Theme Based Program Curriculum Guide
10	Provide professional development the school counselors regarding the identified Career Clusters	Dir. of School Counseling	Survey results, identified pathways, revised Program Planning Guide	April 2022	Updated Program Planning Guide
	<b>Phase 3 - Implementation</b>				
11	Host a "Pathways Fair" to provide information to students regarding the newly created Pathways	Building Administrators Content Supervisors, Director of School Counselors School Counselors, Teachers	Updated planning programming guide, staff, school buildings, scheduling.	May 2022	Student participation
12	Provide information sessions to the school community regarding the Theme Based Programs	Assistant Superintendent of Curriculum, Instruction and Schools, Building Principal, Dir. of School Counseling, building committee	Survey results, identified themes	May 2022	School community participation
13	Schedule students to participate in developed Pathways	Content Supervisors, HS Scheduling VP Director of School Counselors School Counselors	Program Planning Guide	April - June 2022	Completed student schedules
	<b>Phase 4 - Monitor</b>				
14	Evaluate Themes	Assistant Superintendent of Curriculum, Instruction and Schools, Building Principal, Dir. of School Counseling, building committee	Theme valuation metric	May - June 2023	Data to determine the effectiveness of the Themes and provide data for Theme modification if necessary.





## Priority One: Academic Programming

**Objective:** *Deploy a clear system of support for students experiencing academic challenges*

**Leads:**

- Ms. Davis, Assistant Superintendent of Educational Support Services
- Ms. Dent, Director of School Innovation, English and ESL
- Ms. Cerilli-Levine, Director of Special Services

Revised 10/17/19

Steps	Action	Person Responsible	Resources Required	Timeline	Evaluation Metric
<b>Phase I: Assessment/Planning</b>					
1	Identify a Response To Intervention (RTI)/Multi-Tiered System of Support (MTSS) expert/consulting firm to assist with creating a sustainable RTI/MTSS model for grades K-12.	Director of Special Education, Assistant Director of Special Education, Director of Innovation ELA & ESL	Expert/consultant	November 2019	Name of RTI/MTSS expert/consulting firm
2	Take inventory of all support resources at the elementary - mathematics <b>(Year one)</b>	Committee Members	All support resources	Sept. 2019- Oct. 2019	List of Elem. support resources
3	Take inventory of all support resources at the elementary - language arts <b>(Year one)</b>	Committee Members		Sept. 2019- Oct. 2019	List of Elem. ELA support resources
4	Identify classroom teachers using research based strategies.	Director of Special Education, Assistant Director of Special Education, Principals	Lesson plans, Notes from formal and informal walk-throughs, Feedback from other administrators, Teacher feedback	Sept.-Nov. 2019 Dec.-Feb. 2019 Mar.-June 2019	Teacher Observations and Evaluations
5	Creation of School/District RTI/MTSS committee	Director of Special Education, Assistant Director of Special Education, Principals	Committee Members,	October 2019	Meeting agendas, sign-in sheets

6	Define tiers and share that information with building principals and subject supervisors <b>(Year one)</b>	Assistant Director of Special Education and Assistant Principals	NJDOE RTI/MTSS Resources	Dec. 2019	Completed flowchart
7	Identify research-based supplementary language arts and mathematics programs.	Director of Special Education, Assistant Director of Special Education, Supervisor of Mathematics	Research-based language arts and mathematics materials	Nov. 2019 - Jun. 2020	List of programs for evaluation
8	Research resources for parental support for learning, via companies and other districts	Committee Members		October - November 2019	

## Phase II - Implementation

9	Where appropriate, implement research-based supplementary multisensory reading programs.	Director of Special Education, Assistant Director of Special Education, Director of Innovation ELA & ESL	Research-based multisensory reading materials and training	July/August 2019 Sept. 2019 - Jun. 2020	Student progress reports
10	Where appropriate, implement research-based supplementary mathematics programs.	Director of Special Education, Assistant Director of Special Education, Supervisor of Mathematics	Research-based mathematics materials and training	Nov. 2020 - Jun. 2021	Student progress reports
11	Develop/outline a continuum of in-district special education programs and services.	Assistant Superintendent of Educational Services, Director of Special Education, Assistant Director of Special Education, Coordinator of Child Study Team	Compilation of in-district special education programs	December 2019	Completed flowchart
12	Train staff for co-teaching opportunities.	Director of Special Education, Assistant Director of Special, Principals	Compilation of in-district special education programs, Internal and external trainers for co-teaching professional development, co-teachers, substitutes if needed	November 2019 January 2020 February 2020	Completed professional development

13	Develop co-teaching pairs.	Committee Members	Internal and external trainers for co-teaching professional development, Administration and teachers	Sept. 2020 - Jun. 2021 Sept. 2021-Jun. 2022	Schedule/assign co-teaching pairs by Sept. 2021
14	Propose a 9-12 LLD program continuum at Teaneck High School for the 2020-2021.	Assistant Superintendent of Educational Services, Director of Special Education, Assistant Director of Special, Subject Supervisors, Principals	Compilation of in-district special education programs, Internal and external trainers for professional development/scheduling , Curriculum	Dec. 2019 - Apr. 2020	Schedule/staffing accommodating LLD program
15	Create opportunities for parent forums: Collect data on parent needs for academic support.	Building administrative teams	Parent contacts, Skyward/voice message blast to parents/guardians	October 2019	Sign in sheets. Follow up email survey

## Priority One: Academic Programming

**Objective:** *Improve course offerings for academically gifted learners*

**Leads:**

- *Ms. Dent, Director of School Innovations, ELA & ESL*

Phase One: Assess Current Program Effectiveness					
Steps	Action	Person Responsible	Resources Required	Timeline	Evaluation Metric
1	Strategically observe current gifted and talented classrooms for the following indicators: student engagement, cognitive demand of tasks, instructional rigor and career and college readiness	Director of Innovation Supervisor of Gifted and Talented Programs Principals	Classroom Visit Forms and Protocols	October 2019 - June 2020	Observation feedback forms
2	Review the program’s impact on student achievement via interviews with elementary, middle and high school students	Director of Innovation Supervisor of Gifted and Talented Programs	Surveys	October 2019 - June 2020	Survey responses
3	Create a committee who will review current practices related to identification, curriculum offerings, assessments and extended learning opportunities (e.g., field trips, discovery opportunities and/or project-based assignments)	Director of Innovation Supervisor of Gifted and Talented Programs Committee members: teachers, administrators and content areas supervisor	Staff time Committee Members	October 2019 - June 2020	Decisions and findings related to identification, curriculum offerings, assessments and extended learning opportunities
4	Review the program’s impact on student achievement by analyzing both descriptive and comparative data sets Descriptive data sets: Adv. Pl. scores SAT and ACT scores NJSLA results Comparative data sets: Three year trends Sub-group analysis	Director of Innovation Supervisor of Gifted and Talented Programs Committee members: teachers, administrators and content areas supervisor	Staff time Committee Members Data sets (e.g., NJSLA data, MAP data, and AP data and PSAT, SAT and ACT data)	October 2019 - June 2020	Decisions and findings related to program’s impact on student achievement

## Phase Two: Research and Prepare

Steps	Action	Person Responsible	Resources Required	Timeline	Evaluation Metric
1	Develop a district philosophy regarding gifted and talented education objectives	Director of Innovation Supervisor of Gifted and Talented Programs	Staff time Committee Members	October 2020 - June 2021	Decisions made regarding gifted and talented education objectives
2	Review and decide on best practices to be utilized in our gifted and talented classrooms. Items to be decided upon will include: identification of gifted learners, instructional best practices and grouping (e.g., pull-out structures, gifted classes and/or extra-curricular opportunities)	Committee members: teachers, administrators and content areas supervisor	Staff time Committee Members Research regarding best practices for gifted education	October 2020 - June 2021	Decisions made regarding identification of gifted learners, instructional best practices and grouping (e.g., pull-out structures, gifted classes and/or extra-curricular opportunities)
3	Create a process which addresses the creation of curriculum, assessment and instruction for gifted programs <u>Questions to be asked:</u> 1.) Does the curricula go beyond content to include depth, interdisciplinary concepts and process? 2.) Are pre- and post-test assessments designed to measure students' mastery?		Staff time Committee Members Research regarding best practices for curricula, assessment and instruction	October 2020 - June 2021	Decisions made regarding curriculum, assessment and instruction for gifted learners
4	Identify professional development sessions for staff members who are working with gifted learners. Professional development opportunities may include the following: instructional planning, differentiation, assessment and enriching content curricula		Staff time Committee Members Research regarding preparation for staff members who work with gifted learners	October 2020 - June 2021	Decisions made regarding professional development for teaching staff members
5	Create a district "map" of the opportunities available for gifted or accelerated learners. This		Staff time Committee Members	October 2020 - June 2021	District map of opportunities

	district “map” will serve as a blueprint for programs offered to students by grade and/or content (where appropriate)				
6	Develop an implementation plan for gifted education to be executed in the 2021-2022 school year. Plan will be executed in phases in order to ensure high-quality implementation with appropriate supports		Staff time Committee Members	October 2020 - June 2021	Completed implementation plan for gifted education in TPS
7	Share and communicate the implementation plan with key stakeholders	Director of Innovation Director of Communication Supervisor of Gifted and Talented Programs Committee members: teachers, administrators and content areas supervisor Director of Communication	Communication outlets (e.g., district-blast, website, faculty meetings)	October 2020 - June 2021	Communication logs and artifacts
8	Identify key stakeholders (e.g., teachers, administrators) and align and execute training opportunities	Director of Innovation	Professional development time Budget for professional development sessions	October 2020 - June 2021	Professional development logs and attendance feedback
9	Draft, revise or create curriculum and assessments as outlined in the implementation plan	Director of Innovation Curriculum Writers Teachers	Curriculum writing time Budget for curriculum writing	June 2021 - August 2021	Curriculum Document

### Phase Three: Implementation & Monitoring

Steps	Action	Person Responsible	Resources Required	Timeline	Evaluation Metric
1	Begin to implement the Gifted and Talented Implementation plan	Director of Innovation Supervisor of Gifted and Talented Programs Principals Teachers	Implementation Plan Aligned Curricula and Assessments	September 2021-June 2022	Implementation of curricula and classes aligned to the Gifted and Talented Implementation Plan
2	Strategically observe current gifted and talented classrooms for the following indicators: student engagement, cognitive demand of	Director of Innovation Supervisor of Gifted and Talented Programs Principals	Classroom Visit Forms and Protocols	September 2021-June 2022	Observation feedback forms

	tasks, instructional rigor and career and college readiness				
3	<p>Review the program’s impact on student achievement by analyzing both descriptive and comparative data sets to monitor the gifted and talented effectiveness:</p> <p>Descriptive data sets:  Adv. Pl. scores  SAT and ACT scores  NJSLA results</p> <p>Comparative data sets:  Three year trends  Sub-group analysis</p>	<p>Director of Innovation  Supervisor of Gifted and Talented Programs  Committee members:  teachers, administrators and content areas supervisor</p>	<p>Staff time  Data sets (e.g., NJSLA data, MAP data, and AP data and PSAT, SAT and ACT data)</p>	<p>September 2021-June 2022</p>	<p>Decisions and findings related to program’s impact on student achievement</p>