

**WEST ESSEX REGIONAL SCHOOL DISTRICT
LONG RANGE EDUCATION PLAN
2016-2018**



Approved by
West Essex Board of Education
July 20, 2015

OVERVIEW

While the administrative team and faculty of West Essex Regional School District are well versed in educational best practices, the input from all stakeholders was essential in creating a Long Range Education Plan (LREP) that reflected the values of our students, parents, and community members. A survey and information explaining its importance in the development of our LREP was sent out to all faculty, students, and parents. The survey was also posted on the district's website for community members to access. The survey asked the stakeholders to identify the strengths and weaknesses of the district as well as issues they deemed important and/or wanted more information on. After collecting and analyzing the results from nearly 400 surveys, West Essex developed a schedule of 22 different presentations to address the topics/issues that the stakeholders identified. The purpose of these presentations was not only to provide important information to the stakeholders, but more importantly to allow for conversations and collaborations that would provide input towards the development of our LREP. The topics of these events ranged from college planning, PARCC accommodations, bullying, orientations, and sportsmanship. The dialogue that occurred at these events as well as at board meetings, curriculum/department presentations, and consortium/articulation meetings with the four sending districts provided the foundation for the West Essex Regional School District's Long Range Education Plan.

PRESENTATIONS, CONFERENCES AND COMMUNITY OUTREACH

1. Tuesday September 9, 2014 – **Seventh Grade Parent Orientation** with Vee Popat. Vee Popat hosts an informative evening about the expectations and rigor of Middle School. 200 parents in attendance asked questions regarding PARCC, Common Core, HIB and lunch logistics.
2. Wednesday, September 10, 2014 – **College Planning Night** with Carole Clarke. Director of Guidance, Carole Clarke, presents to parents about choosing the right college, the admissions process, financial aid and grants. 100 parents in attendance asked questions regarding records and transcripts, accommodations, timelines and deadlines.
3. Tuesday, September 23, 2014 – **College Fair** with 100 in-state and out-of-state colleges and Guidance. Representatives from colleges spoke with students and parents about acceptance requirements, school culture, and financial aid. All Guidance Counselors were available to assist and advise students and parents. Over 300 students and parents attended.
4. Tuesday, September 30, 2014 – **“Raising Strong Positive Leaders”** with Dr. Robyn Silverman. Guest speaker Dr. Robyn Silverman speaks to West Essex parents about effective parenting and character education. 150 parents attended. Parents asked questions about bullying, alcohol, school performance and extra-curricular activities.
5. Tuesday, October 14, 2014 – **“Bullying, Technology and Youth Depression”** with John Halligan. John Halligan makes his bi-annual appearance to address the middle school students about how bullying and cyberbullying caused the death of his son. John Halligan’s presentation is consistently one of the most powerful character education

presentations given to West Essex students. His plea for students to behave responsibly and sensitively resonates with students throughout their scholastic careers.

6. Wednesday, October 15, 2015 – **PSAT/NMSQT** (for students). The entire Sophomore and Junior classes take the PSAT. Scores are returned to students and West Essex. Data is examined by administration and strategies are developed and implemented in classes for addressing any weak areas identified by the data.
7. Tuesday, October 21, 2014 – **Financial Aid Night** with Carole Clarke. Director of Guidance, Carole Clarke, talks about Financial Aid and the process by which to secure assistance for college. 57 parents attended and many took notes.
8. Tuesday, October 21, 2014 – **SEPAC Workshop: “Medication and Adolescents”** with Dr. Brian Fennelly. Guest speaker, Dr. Brian Fennelly, talks about considering medication for special needs children, the benefits and drawbacks, gauging success, and academic improvement. 60 parents attended. Passionate and concerned parents had questions about specific medications, adverse reactions, specific behaviors, and duration of medication.
9. Wednesday, October 22, 2014 – **Literacy Night** with Anna Morse. Our former Supervisor of English along with 4 MS English/Reading teachers provide an informational session and several classroom activities to the 30 parents in attendance. Attendees learn about the expectations of the CCSS and participate in actual classroom activities that exemplified the reading strategies their children will be utilizing at home and in school.

10. Friday, November 14, 2014 – **Career Day**. Guidance brings 35 guest speakers in different professions to address students. High school students pre-register for three different sessions where they attend the speaker for the field in which they are interested. Guest speakers included engineers, photographers, therapists, business leaders, local small business operators and journalists.
11. Monday, November 17, 2014 – **District Assessment Report** with Ryan Gupta. The Director of Curriculum provided the board and attending parents/community members with the results and analysis of the district's test scores from the 2013-2014 school year including NJASK, HSPA, AP, and SAT.
12. Tuesday, November 18, 2014 – **SEPAC Workshop: Technology Presentation** with Charles Young. Supervisor of Technology, Charles Young, addressed parents about the Special Education accommodations available through classroom technology and those that will be available to students taking the PARCC exam.
13. Thursday, November 20, 2014 – **Sportsmanship Workshop: A Night about Athletics** with Damion Macioci. This evening gathered parents, teams and coaches together for a presentation by John D. McCarthy, author of *What Would Yogi Do?* The focus was on respect for athletes, coaches, and parents and how they interact.
14. Wednesday, December 3, 2014 – **A Night with the Superintendent**. Barbara Longo meets and greets attendees and provides them with an overview of the district's curricular goals and facility plans.

15. Friday, December 19, 2014 – **Alumni Q&A** with Carole Clarke. Graduates of the class of 2014 came back to visit our seniors and talk about their experiences in college. They had prepared presentations and a session of questions and answers for our class of 2015.
16. Wednesday, January 7, 2015 – **8th Grade Parent Night with Gary Suda**. Principal Gary Suda welcomes over 80 parents to the high school. He explains some of the scheduling logistics and encourages students to get involved in the multitude of activities available at West Essex High School. Department supervisors take turns explaining the curriculum and expectations of their respective departments. Guidance counselors are available and explain their role in the students' academic careers. Parents are encouraged to ask questions about all aspects of high school life.
17. Wednesday, January 7 – **Transition to College for Special Education Students** with Elizabeth Hamblet (students only). 20 West Essex students attended this unit lunch seminar with Elizabeth Hamblet from Columbia University. She distributed a questionnaire early in the presentation as a springboard for discussion and questions that the students were eager to hear. Ms. Hamblet spoke extensively on assistive technology at the college level. She strongly encouraged students to research services offered at colleges before choosing one to attend. She also spoke about the importance of maintaining GPA to become eligible for certain colleges. Her presentation also included extensive coaching about procedures and processes to get accommodations at the college of their choosing. This student only presentation was designed to have our students start to advocate for themselves with issues involving their life after West Essex.

18. Thursday, January 8, 2015 – **Free Application for Federal Student Aid (FAFSA)** with Carole Clarke. The director of curriculum walks parents through the entire FAFSA process and shows parents how to navigate the FAFSA website. 45 parents in attendance with questions mostly focused on information needed to complete the Financial Aid process.
19. Wednesday, January 14, 2015 – **Preparing for the Demands of PARCC** with Ryan Gupta. 40 parents attended. Director of Curriculum and Instruction, Ryan Gupta, speaks extensively about the expectations and format for the assessment as well as some of the features of the test. He addressed questions about graduations requirements. Sample questions from the PARCC were also displayed. There was concern about students taking the test every year. Questions arose about HSPA, placement criteria, multiple criteria, PARCC affecting GPA and especially why a child cannot “opt out” of the assessment. There were also questions about eliminating midterms and finals as a means of reducing the number of tests and amount of anxiety placed on students. Gary Suda and Vee Popat also presented the respective plans for logistics during PARCC testing, explaining that minimal interference would occur to the students’ school days.
20. Thursday, January 22, 2015 – **6th Grade Parent Night** with Vee Popat. Principal Vee Popat welcomes over 100 parents to the middle school auditorium. He explains the plethora of services available to both students and parents. Mr. Popat gave an overview of the registration process and encouraged parents to attend the upcoming registration seminar. Counselors were available. Supervisors took turns explaining the curriculum and expectations of their respective departments. Parents were given a tutorial on how to

register online. A schedule of help sessions was offered for parents that may have needed help with the online process.

21. Thursday, February 19, 2015 – **Middle School Math: Connected Math 3** with Dana Longo. Math Supervisor Dana Longo presents to a dozen middle school parents about how Connected Math operates and the educational philosophy therein. Ms. Longo explains in detail many of the differences between how math was taught years ago compared to current approaches, how students are now expected to understand conceptually the operations they are performing. Ms. Longo teaches a mini-lesson and parents complete some algebra problems. Questions arose about PARCC and Common Core that had been addressed at previous seminars. Director of Curriculum and Instruction, Ryan Gupta, was present to address concerns and encourage parents to attend the PARCC specific meetings.
22. Tuesday, February 24, 2015 – **SEPAC Workshop: PARCC Testing** with Tania Symmons. Director of Special Services, Tania Symmons, and Director of Curriculum and Instruction, Ryan Gupta, both delivered a presentation to over 30 parents about accommodations with PARCC testing. Ms. Symmons and Mr. Gupta explained in detail the types of accommodations and accessibility features available through PARCC's online exam. Parents were concerned about homework being given during PARCC testing and Mr. Gupta assured parents that homework would be minimal to reduce any test anxiety. One parent did ask about "opting out," but was informed that there was no official "opt out" policy in NJ.

CRITICAL CONVERSATIONS, COMMON THEMES, AND QUESTIONS

The conversations and feedback from the above listed events were substantial and comprehensive. Several key themes were identified throughout the course of the 2014-2015 school year. These concerns manifested at several events where passionate parents articulated their opinions. The following topics were referenced frequently:

1. Preparedness: Educating students to be responsible, contributing members of a changing society. Are the WE curricula and extracurricular programs relevant and preparing every student for the current demands of college or the economy?
2. Expectations and rigor: What level of rigor is appropriate throughout each grade level? What are the best practices to increase rigor and maintain accountability? Managing student discomfort with rigor.
3. Testing: What standardized tests are most relevant? Provide the most valuable feedback? Promote student growth? Why take the PARCC?
4. Communication: Best practices and technology platforms to strengthen communication between all stakeholders.
5. Technology: Most appropriate uses of technology in the classroom. Technology to facilitate greater student achievement. Character education about the appropriate uses of technology. Professional development for faculty to implement technology driven programs and lessons.

DISTRICT GOALS, OBJECTIVES, AND STRATEGIES

The critical conversations and common themes that arose from the 22 scheduled events, as well as from board meetings, department/curriculum presentations, and consortium/articulation meetings with the 4 sending districts can all be categorized under 2 of our district's ongoing goals.

1. Improve student growth and achievement at every level.
2. Increase integration of new technologies in the classroom and workplace.

The broad goals mentioned above each have a set of more specific objectives and strategies for achieving. Also included below are the activities that were implemented this year to address the strategies and any forthcoming initiatives/activities that were derived from critical conversations with the stakeholders.

Goal 1: Improve student growth and achievement at every level.

Objective 1: Improve the self-efficacy and well-roundedness of the students.

Associated Presentations and Collaborations

7th Grade Parent Orientation, "Raising Strong, Positive Leaders," MS Literacy Night, Sportsmanship Workshop, 8th Grade Parent Night, Preparing for the Demands of PARCC, 6th Grade Parent Night, Middle School Math, Articulation with Sending Districts

Strategies

1. Encourage student character education through extra-curricular activities, programs, clubs and community service.
2. Offer course elective and clubs that provide for deeper curricular enrichment.

Implemented Activities

1. Board approved the offering of a STEM Club at the HS after a successful implementation of a MS STEM Club in 2014-2015.
2. Board approved the offering of 2 additional advanced academic courses for 2015-2016 - Honors Accounting and Multivariable Calculus.
3. Increased participation and course offering in Syracuse University Project Advance
4. Inducted 93 new members into the National Honor Society
5. Restructured the Intergenerational Prom resulting in added participation by senior citizens, vendors, students and staff.
6. Reviewed all extra-curricular activities to ensure the alignment to curriculum for the co-curricular and ensure the extra-curricular are viable and supported by growth in the program.
7. Hired new staff for Winter Guard and the indoor percussion.
8. Introduced a new program in improvisation for the Jazz Ensembles at the middle school and the high school.
9. Peer group sessions were held by SACs during lunches.
10. Various clubs and student organizations held numerous fundraisers throughout the year to help local and distant charitable groups.

Proposed Strategies/Activities

1. Increase character education programs regarding social media, academic integrity, and responsible use of technology.
2. Promote students' artistic talents in the school and in the community.
3. Increase visibility and awareness of West Essex's arts programs, co-curricular and extracurricular clubs, and other school activities by visiting and hosting elementary school students from our sending districts.
4. Provide a platform for teachers of electives to promote and showcase their courses to students.
5. Explore additional/alternative activities to increase school spirit.
6. Pilot a rotating schedule at the Middle School.

Objective 2: Improve classroom instruction

Associated Presentations and Collaborations

PSAT (for students), District Assessment Report, Preparing for the Demands of PARCC, all Curriculum/Department Presentations, faculty meetings, department meetings, PD days on 9/2,3/14; 10/13/14; 1/19/15; and 2/17/15

Strategies

1. Implement complete Danielson rubric for observations and evaluations of teachers..

2. Offer professional development opportunities and support for teachers (webinars, tutorials, in-house)
3. Develop, monitor and assess achievement of Student Growth Objectives (SGOs)

Implemented Activities

1. Administrators worked with teachers to develop SGOs and all SGOs were evaluated..
2. Data from classroom observations were used to guide professional development (PD) for teachers.
3. The entire district migrated to Google (became a GAFE district) for greater accessibility and to use associated applications.
4. Professional development consistently available to accommodate migration to Google.
5. Administration continues to train all staff and new teachers as they are hired (New Teacher Orientation and New Teacher Meetings).
6. Administrators and staff meet regularly in PLCs to work on lesson plans, common assessments and to analyze data.
7. Training and articulation has begun in grades 4-12 in preparation for the new NGSS (Next Generation Science Standards).
8. The middle school explored alternate scheduling plans.
9. Principals and supervisors met with teachers to discuss areas of weakness and strength as identified by the Danielson rubric.
10. Professional development was given to all teachers about the increased academic expectation to be assessed by PARCC in 2015.

11. Supervisors continued to implement common assessments with PARCC-like formatting and questions in all content areas to increase alignment and accountability.
12. New texts were adopted to align with Common Core State Standards.

Proposed Strategies/Activities

1. Allow teachers to observe their peers for learning opportunities and professional development.
2. Continue to seek ways to maximize instructional time for students and teachers (ie: elimination of midterm or final exams).
3. Conduct more frequent classroom walkthroughs to collect data such as instructional practices, formative assessments, curriculum implementation, rigor, and use of student Chromebooks.
4. Utilize Google to allow administrators to more efficiently collect, review, and provide feedback on lesson plans submitted by the teachers.
5. Develop tiered SGOs for teachers to more accurately measure the growth of students with varying learning abilities.

Objective 3: Raise academic expectations.

Associated Presentations and Collaborations

7th Grade Parent Orientation, 8th Grade Parent Night, 6th Grade Parent Night, College Planning Night, MS Literacy Night, PSAT (for students), Sportsmanship Workshop, District Assessment

Report, Preparing for the Demands of PARCC, all Curriculum/Department Presentations, faculty meetings, department meetings, PD days on 9/2,3/14; 10/13/14; 1/19/15; and 2/17/15

Strategies

1. Align teacher assigned grades with student knowledge and skill level.
2. Emphasize critical thinking, analysis and application (high levels of Bloom's).
3. Require cumulative and skills-based learning on major assessments.
4. Continue vertical articulation, working backwards from AP

Implemented Activities

1. Rigor of assessments were aligned with the expectations of PARCC across all subject areas.
2. Department meetings have been a focus for teachers to work on common assessments and common planning. Vertical articulation has been a part of the professional development time this year. Teams have been informed of cluster areas in need of improvement in grades 7 and 8 for the identified students.
3. Administrators will continue to work with teachers with regard to understanding the cycle for identifying areas of assist for target students, implementation of instructional strategies as required, review of student work, and follow-up through formative assessment and the sharing of protocols on assessing student work.
4. Increased vertical articulation in music and art with the sending districts resulting in a successful Buddy Day, the alignment of instrumental resources, and collaboration on curriculum and instruction.

5. Introduced 2 new course electives: Honors Accounting and Multivariable Calculus.
6. Increased STEM labs and problem-based learning in all Science classes.
7. Biology teachers (2) engaged in 2nd year of STEM program with Stevens Institute.
8. Introduced new adaptive online program (Edmentum) for MS Summer Improvement Program.

Proposed Strategies/Activities

1. Implement STEAM lessons and activities in the arts.
2. Reevaluate current offerings in the arts and seek to add courses that provide our students with more rigor and readiness for college and career.
3. Increase and build on existing partnerships with universities such as Montclair State, Rutgers, William Paterson, Caldwell, and Syracuse.
4. Provide time for teachers to collaborate on and plan more interdisciplinary lessons to emphasize the connection between different subject areas to students (ie: Journalism with Media Production, Calculus with Physics, Health with Anatomy, CAD with Geometry,...).

Objective 4: Improve AP scores.

Associated Presentations and Collaborations

District Assessment Report, Curriculum/Department Presentations, Advanced Placement PLCs, department meetings.

Strategies

1. Provide meeting times for AP Roundtable (PLC) and vertical articulation
2. Use test prep materials and strategies.
3. Analyze test data from previous year's results and provide analysis to teachers.
4. Provide teacher training and summer institutes.

Implemented Activities

1. Approved two teachers to serve as readers for the AP exams.
2. Continue to offer pretest sessions by teachers to prepare students for the test.
3. Continue to send teachers to AP training and refresher workshops offered by the College Board.
4. Support teachers in updated AP syllabi as per the College Board Requirement.
5. Created an email group for all AP teachers to collaborate and communicate.
6. Supervisors were given data from AP scores in the summer and shared the results with individual AP teachers at the start of the year.
7. All AP teachers are a part of electronic discussion groups throughout the country.

Proposed Strategies/Activities

1. Provide the opportunity for more students to qualify for AP classes while maintaining the rigor and expectations of the course.
2. Offer an Advanced Placement Computer Science B course once implemented by The College Board.

Objective 5: Improve SAT scores.

Associated Presentations and Collaborations

PSAT (for students), College Planning Night, College Fair, District Assessment Report, Curriculum/Department Presentations, Advanced Placement PLCs, department meetings.

Strategies

1. Analyze PSAT results and use to guide prep courses and classroom strategies.
2. Offer SAT prep electives and/or lunchtime programs.
3. Incorporate SAT content and strategies into Math and Language Arts curriculum.
4. Incorporate SAT vocabulary into Language Arts and Social Studies curriculum and assessments.
5. Offer to all Juniors a diagnostic SAT test.

Implemented Activities

1. Providing PD to staff on format and expectations of new SAT exam.
2. Revise curriculum in grades 7 through 12 to address new SAT.
3. Provided sophomores with a practice PSAT aligned to the new SAT exam.
4. All juniors were given a full-length online diagnostic test offered by College Board during the first week of school; results used to guide instruction and SAT program.
5. PSAT results were used for placement consideration of students into AP courses.

6. Increased writing exercises in the sciences and math.
7. Continue the math/science initiative to problem solve and utilize mathematical skills in science.
8. Provided time during the school day for all juniors to take the newly revised practice SAT exam.

Proposed Strategies/Activities

1. Utilize resources from Khan Academy and The College Board to provide practice and instruction on the newly revised SAT exam.
2. Provide training to staff on the expectations and format of the new SAT exam.
3. Emphasize the study of vocabulary in the context of the course content and assigned reading in alignment with expectations of the new SAT exam.

Objective 6: Improve reading and writing skills.

Associated Presentations and Collaborations

7th Grade Parent Orientation, 8th Grade Parent Night, 6th Grade Parent Night, MS Literacy Night, department meetings, Curriculum/Department Presentation

1. Emphasize writing in all subject areas.
2. Align writing assignments, assessments, and expectations with CCSS.
3. Provide shared PD with sending district English teachers grades 5-8.
4. Provide PD for teachers in non-ELA content areas.

Implemented Activities

1. Implementation of Writer's Workshop model in all English classes
2. Additional writing program planned for 15-16 school year for teachers through Rutgers.
3. PARCC or AP rubric used to assist students in writing.
4. Professional Development for teachers in grades 5,6, 7 and 8 have taken place this year with the National Writing Project.
5. MS Social Studies and English departments met and articulated horizontally to better support cross-curricular writing.

Proposed Strategies/Activities

1. Partner with Rutgers University to provide English and Reading teachers training that builds on the foundation of the National Writing Project.
2. Increase the number of cross-curricular reading and writing assignments.
3. Broaden the range of topics, genres, and themes for both assigned and independent readings to promote greater student interest in reading.
4. Provide teachers and students with training on writing effective college essays.

Objective 7: Prepare parents, students and staff for PARCC

Associated Presentations and Collaborations

7th Grade Parent Orientation, 8th Grade Parent Night, 6th Grade Parent Night, Preparing for the Demands of PARCC, SEPAC Workshop: PARCC Testing, Board Presentation

Strategies

1. Inform the parents on the new PARCC assessment.
2. Align assessments to PARCC and CCSS.
3. Provide test prep for the online assessment.
4. Prepare teachers for the implementation of PARCC.

Implemented Activities

1. Prepared Do Now questions that are similar to PARCC format and expectations
2. Held a MS “Prep Rally” to motivate the students for the PARCC.
3. Using Title I funds to provide at risk students with supplemental instruction in Math and ELA that is aligned to PARCC.
4. Held evening and morning presentations to parents and the community regarding the format and expectations of the PARCC assessment.
5. Provided PD for teachers on creation of PARCC-like questions and assessments.
6. Every student in the tested grades took the PARCC practice test online in their math and English classes.

Proposed Strategies/Activities

1. Continue to provide PARCC information to parents through board meetings, evening presentations, and the district website,
2. Motivate more students to take the PARCC assessment and to perform to the best of their ability.

Objective 8: To increase the communicative abilities of World Language students.

Associated Presentations and Collaborations

Curriculum/Department Presentation, department meetings, World Language Presentation to the Board of Education.

Strategies

1. Emphasize communication in target language.
2. Increase assessment of oral proficiency.
3. Implement STAMP assessment.
4. Implement a theme-based curriculum with common benchmark assessments.
5. Provide teachers with content-specific PD.

Implemented Activities

1. Added a new Latin teacher to replace online learning
2. Added a new Italian teacher to address growth in enrollment.
3. Implemented STAMP assessments to measure student growth and determine readiness for next level of WL.
4. Used the data from assessments results to inform instruction for the WL students.
5. Used the data from assessment results to inform instruction for the WL students.
6. All teachers were given PD on the communicative approach to teaching.

7. New books were purchased to supplement the curriculum in the areas of theme based instruction with more communicative approach for all WL classes.
8. Supervisor and Director of Curriculum met with WL teachers to emphasize the importance of communication in the target language.
9. Teachers were given time to plan thematic units and common assessments.
10. Observations of WL classes were conducted to monitor implementation of communicative approach.

Goal 2: Increase integration of new technologies in the classroom and workplace.

Objective 1: Utilize technology to strengthen communication between school/parent, teacher/parent, teacher/student, school/community.

Associated Presentations and Collaborations

7th Grade Orientation, 8th Grade Parent Night, 6th Grade Parent Night, “Bullying, Technology and Youth Depression,” SEPAC Workshop: Technology Presentation, Preparing for the Demands of PARCC

Strategies

1. Increase use of district website as main sources of communication with parents and community.
2. Increase use of Genesis and parent portal to provide more grade information and to disseminate important documents and forms electronically.

3. Post district, school, teacher, and student activities and achievements on school website
Newsletter and local media.
4. Continue to improve College Acceptance Information via E Docs

Implemented Activities

1. Utilized text messaging for parents/guardians for communication
2. Migrated from Microsoft Outlook to Google Mail.
3. Improved the web page and added more quick links for more user friendly access (LREP, PARCC).
4. Implemented online selection of elective courses through Genesis parent portal.
5. Seniors applying to colleges utilized E-docs for majority of college applications which allows for tracking of all applications.
6. All scholarship, guidance programs and grading information are posted on the Guidance Department section of our school website.
7. Created informational webpages for students, parents, and the community to access regarding PARCC assessment, LREP presentations, Google mail, 1:1 Chromebook initiative.
8. Implemented REMIND.COM to address the new policy/laws on student/staff communication.

Proposed Strategies/Activities

1. Provide greater transparency to parents on how student grades are calculated in Genesis.

2. Provide daytime and evening presentations to parents on the use of their child's Chromebook.
3. Provide resources to staff, students, and parents regarding Chromebooks and proper use of technology.

Objective 2: Allow for greater access to technology for administrative purposes, curriculum enhancement, and improved communication.

Associated Presentations and Collaborations

SEPAC Workshop: Technology Presentation, Curriculum/Department Presentations

Strategies

1. Increase the number of classrooms with Smart Boards.
2. Train both students and staff on the use of educational technology.
3. Provide PD on Smart Board, Google Docs, Google Drive, Google Sheets, Google Slides, Google Classroom, Chromebooks, iPads and other classroom technology so teachers can infuse into the curriculum effectively.

Implemented Activities

1. Converted from Microsoft to Google (Mail, Calendar, Docs,)
2. Implemented 1:1 Teacher laptop and 1:1 student Chromebook initiatives
3. Increased wireless capabilities by adding access points and increasing bandwidth
4. Director of Technology and Educational Technology Coordinator provided group and individual Google training opportunities to all staff

5. Offering summer Turnkey Training to staff members representing all departments and both buildings
6. Teachers checked out class sets of iPads, laptops, or signed into computer labs to infuse technology into their lessons and assessments.
7. Implemented new online PD system to provide the mandatory trainings for all employees.
8. Implemented new internet-based budget and personnel management program (Alio) as of July 1, 2015.

Proposed Strategies/Activities

1. Utilize Google Classroom to maximize and create a more efficient way to support our curriculum.
2. Increase the use of Google Docs and Google Forms to streamline the sharing and collection of information.
3. Explore updated technology such as interactive whiteboards and software so that we are up to date with the newest trends in educational technology.
4. Authorize our Supervisor of Technology and Educational Technology Coordinator to lead the exploration and research of educational technologies in order to continuously provide our students with the skills and tools that reflect our ever-changing learning environment.
5. Utilize our Supervisor of Technology to lead in the assessment, improvement, and planning for technology related to school safety (building access, cameras, security systems, etc.).

SUMMARY

The purpose of West Essex Regional School District's Long Range Education Plan is to provide a framework of academic goals, objectives, strategies, and proposed activities that address the needs of all stakeholders involved - administrators, teachers, students, parents, and community members. Input from the stakeholders was obtained through surveys, board meetings, consortium/articulation meetings with sending districts, administrative meetings, and conversations from 23 scheduled presentations. All of the issues identified by the stakeholders fall under two broad goals that West Essex strives towards achieving every year.

1. Improve student growth and achievement at every level.
2. Increase integration of new technologies in the classroom and workplace.

The questions, comments, conversation, and collaborations reaffirmed the importance of these two ongoing goals. Input from the various stakeholders provided new strategies and activities to achieve the goals. Some activities were initiated immediately during the 2014-2015 school year, while other proposals may be implemented over time. West Essex believes that this Long Range Education Plan provides the framework for the development of district goals for the next three years. This document should be a fluid educational plan that allows West Essex to monitor, assess, revise, and update as the need arises. The West Essex Regional School District continues to integrate activities that have been very successful traditions and has initiated new activities based on collaborations with its stakeholders. All activities are in line with our goals to improve student growth and achievement and to effectively provide our students with the 21st century technology skills needed to be successful in college and careers.