

ELEVATING EXCELLENCE: ABOVE & BEYOND

AN OVERVIEW OF THE FIRST 100 DAYS

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ENTRY PLAN GOALS

1

Transition

2

Introduction

3

Relationship Building

4

Structures

5

Strategic Goals



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Listen

Day 1-30



Assess

Day 31-60



Learn

Day 61-120



Plan & Execute



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A photograph of four people (three women and one man) sitting on a stage in front of a blue backdrop with the Hackensack Comets logo. The image is overlaid with four large yellow circles, each containing a step of a process. The backdrop also features the Hackensack Public Schools logo and tagline at the bottom right.

Listen

Assess

Learn

**Plan &
Execute**



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Listen

Parents

- Supportive teachers and Administration
- Superb Services
- Openness to Problem Solving
- Students come home excited



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Listen

Parents

- More Diversity in Staff
- Defined social-emotional learning
- More Inclusivity for Students with Special Needs
- Opportunities for enrichment & acceleration



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Listen *Parents*

We need additional support for our kids. They use to be able to stay afterschool or during lunch to get help. What happened to that?

I am happy to see the smooth transition between the principals; the children seem very happy; they loved the previous principal, and they love Dr. Soto; it has been seamless for the children;

We have to bring back teachers going the extra mile. It would be great if the students were greeted in the mornings or not left standing in the rain when the door closes at exactly 8:30am. .



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Listen

Educators

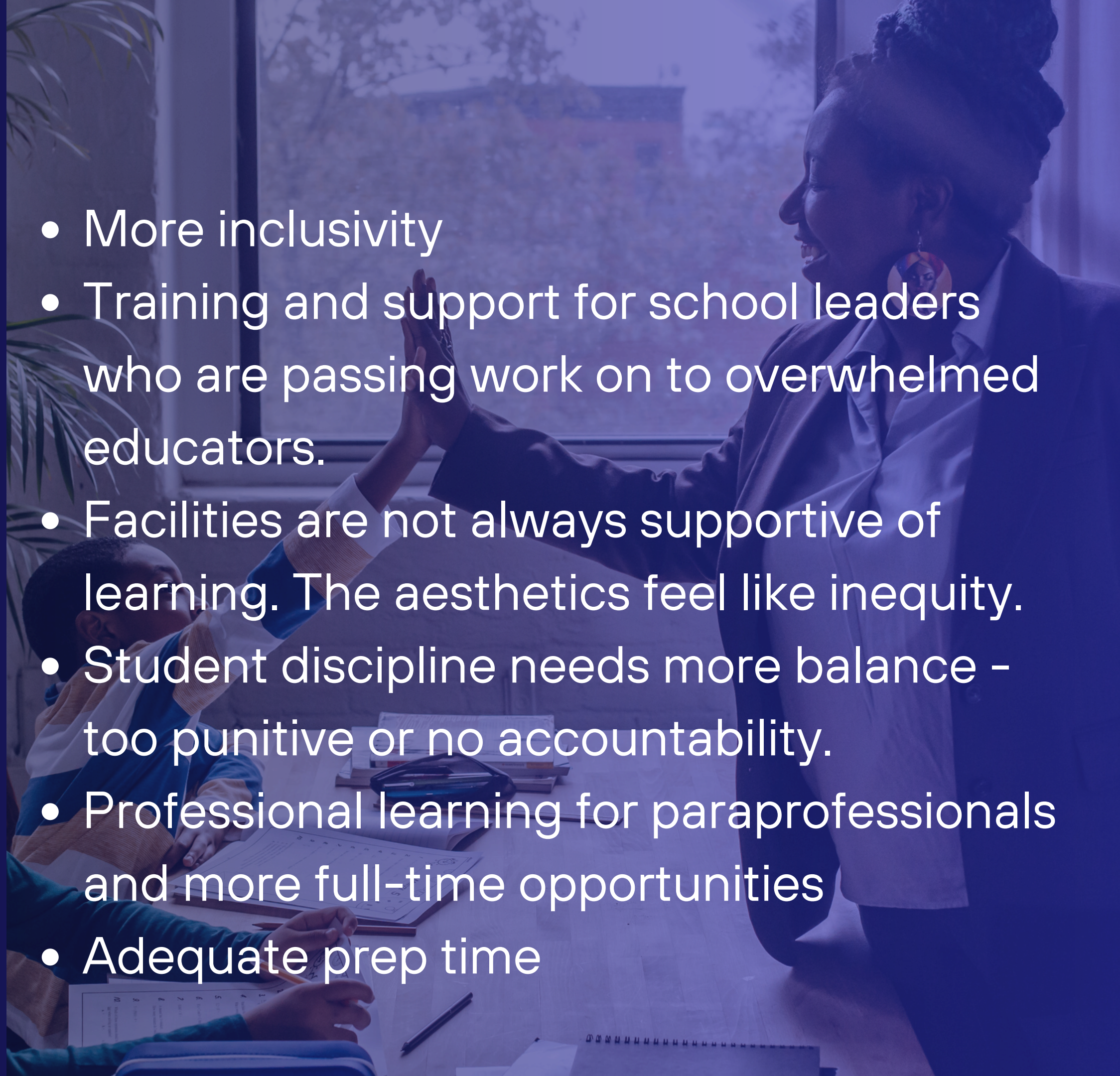
- Colleagues feel like family – Comet Pride
- Paraprofessionals feel like a part of the team.
- We love and our committed to our kids



Listen

Educators

- More inclusivity
- Training and support for school leaders who are passing work on to overwhelmed educators.
- Facilities are not always supportive of learning. The aesthetics feel like inequity.
- Student discipline needs more balance - too punitive or no accountability.
- Professional learning for paraprofessionals and more full-time opportunities
- Adequate prep time



Listen

Educators

The ELA program is bad, but the direction is not clear. We have not had a writing program and are pulling from units of study we had previously. We do not have an outline for writing and do a lot of supplementing. For example, we have to get materials that meet the standards.

It is the students. Kids make me feel wonderful. We have wonderful colleagues.

Pile on (i.e., meeting and preps). It is overwhelming . . . constant stuff, assessments and admin items.

It is a safe place where you have the freedom to try new things, feel comfortable about taking risks, and have supportive administration. The programs have helped me become a better teacher. She mentioned the pineapple, teacher collaboration, and doing a good job weeding out the people who do not belong.

Listen *Students*

- Teachers are great, flexible, and always available for extra help
- Guidance counselors are excellent and supportive of mental health concerns and work schedules.
- Love sports, clubs, field trips, and events
- Look forward to classes where they create - hands-on projects, creative studio, 3D printing, and virtual reality activities
- Love learning about other cultures at assemblies and fairs
- Appreciate fundraising to support students who have needs

Listen *Students*

- School meals that align with student cultures
- Bathrooms need some upgrades to be cleaner, prevent flooding, and should be accessible
- Teachers try to to help students access and understanding information
- The halls are too crowded- some dont feel safe
- Academic challenges are uneven. Some things are really easy and others are challenging
- Teachers and Administrators are supportive and care about students

Listen *Students*

We have choices of classes/electives - and it's a good balance. When work is challenging I can meet with the teachers to help me through the struggle.

Stop bullying and start being nice. Some teachers make stricter rules. Kids who get suspended don't learn and keep getting in trouble. We need a better way.

Classwork doesn't match with tests. Classwork is a lot easier than what's put on the test; we are given easy problems in class, but the test has harder problems and its not fair.

The third floor is depressing IT gets hot - difficult to learn. AC is needed

Assess

- **Student Achievement Data** - identifying trends and disparities among different student groups and schools.
- **Departmental Infrastructure** - analyzing policies and procedures, budgets, and resource allocation for alignment with strategic initiatives.
- **Curriculum Alignment** - aligning to state standards, leadership skills of administrators, and effectiveness of progress monitoring systems.
- **Community Engagement** - efforts and school climate programs and reviewed district and school improvement plans and accountability trends.



Learn

*Members of the Hackensack community are **passionate**, **committed**, and take great **pride** in the assets and possibilities for our schools.*



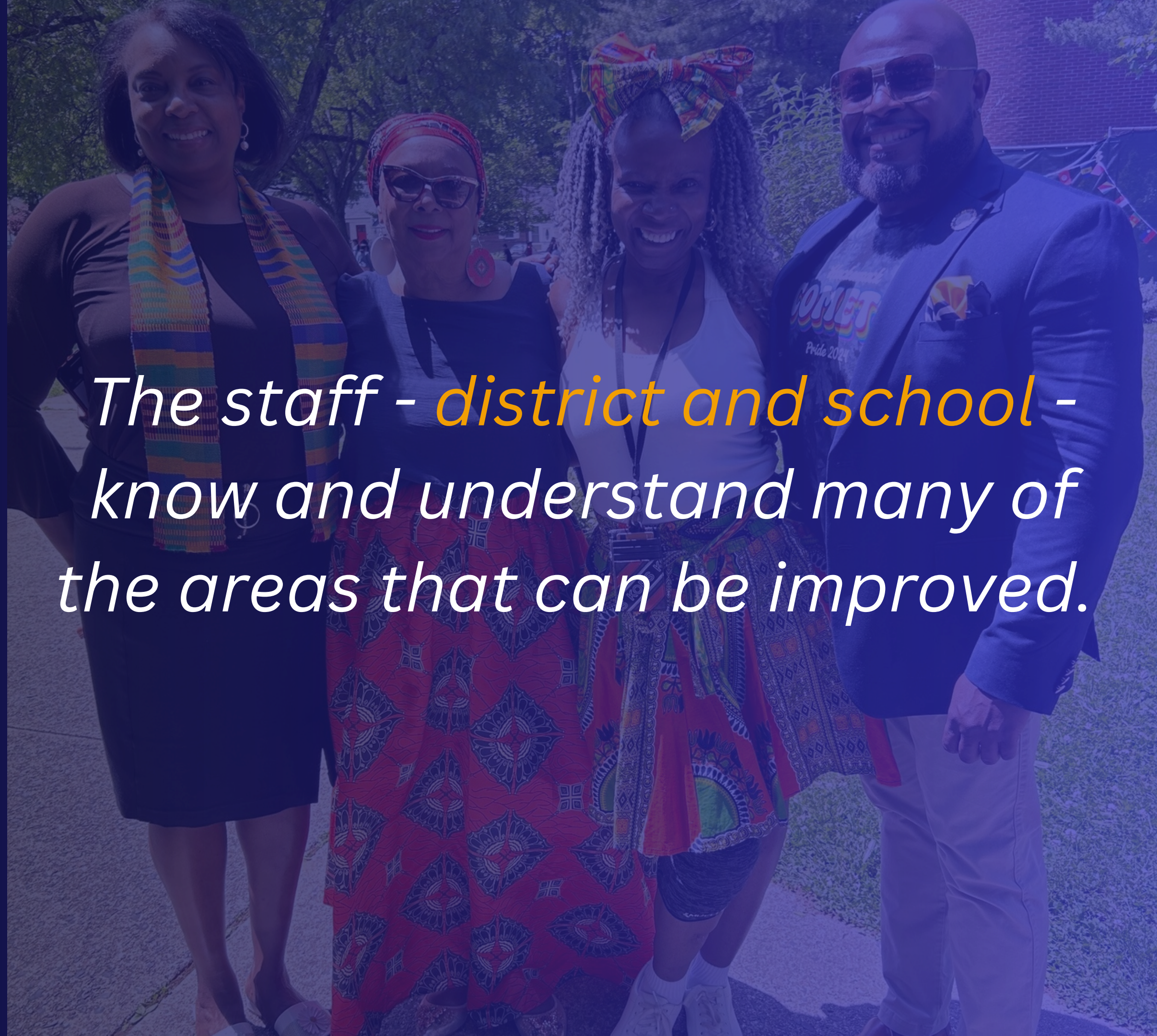
Learn

*Educators at **all levels** need
better tools to support the
diverse needs of learners in the
district.*



Learn

*The staff - district and school -
know and understand many of
the areas that can be improved.*



Learn

We can and must do more.



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Plan



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Plan



Plan

Theory of Action

If the District creates a culture of high expectations for teaching and learning, meaningful collaboration through the *development and implementation of clear support systems/structures*, and *provides the resources to engage in data-driven practices*, then schools will make *data-informed decisions* that will ensure instructional practices are *rigorous and differentiated* to meet individualized student needs that support student *academic achievement and social-emotional development* and provide all students *equitable access to a high-quality education, fostering a true culture of excellence.*



Execute

Teaching & Learning



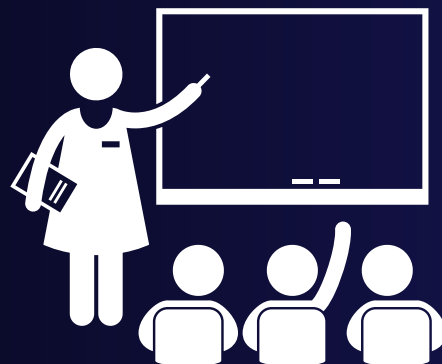
Examine current curriculum: Identifying opportunities to enhance and improve current instructional materials and replace them with high-quality materials that meet the needs of the diverse learners in the school district.



Address overcrowding in middle school: Reduce the size of the middle school. The school will split into two academies – one serving grades five and six and one serving grades seven and eight. Hire a second principal to support a reduction in overcrowding and focus on improving academic achievement.



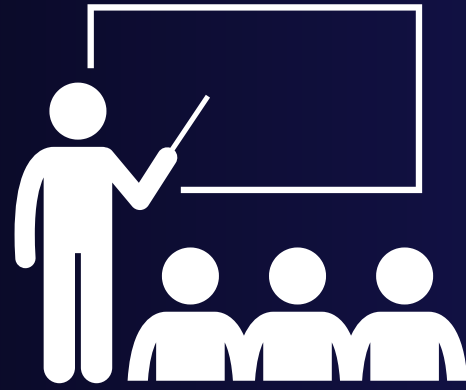
Develop a Professional Learning Plan: Collaborate with district and school-based staff to identify professional learning opportunities in instruction, operations, and leadership development.



Support teachers in delivering standards-based instruction across all content areas through leadership development, the implementation of high-quality instructional materials, and instructional coaching.

Execute

Data Driven Decision Making



Data Use for Instruction: Identifying high-leverage opportunities to improve teaching and learning and the use of data to provide and improve standards-based instruction. This will include building internal capacity to deliver standards-based instruction with innovative approaches to delivering culturally relevant and sustaining pedagogy. Deepen instructional leadership development amongst school-based staff and district leadership.



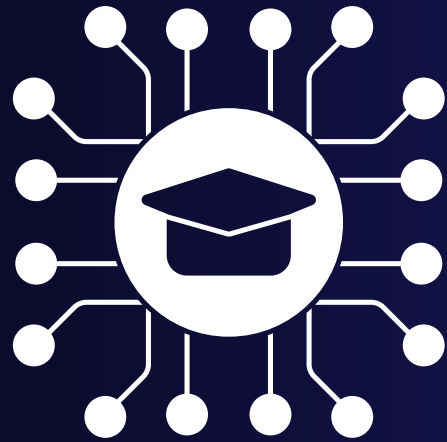
Data Use in Operations: Anchor district, school, and classroom decision-making in high-quality data. Deepen data-driven decision-making in operations, structures, and policy. Focus on creating more transparency, literacy, and agility with data systems and data content.



Aligning Goals and Spending: Continue to create efficiencies in district spending by creating explicit alignment between school spending and articulated goals and alignment to student outcomes.

Execute

Professional Development & Support



Develop a district-wide academic improvement plan that outlines specific strategies for raising student achievement levels, including curriculum enhancements, instructional strategies, and assessment practices. The plan will include systems to monitor the progress of academic improvement efforts, establish benchmarks, and hold educators and administrators accountable for results.



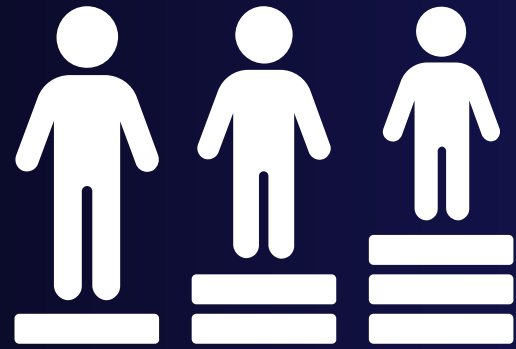
Develop a plan to provide additional support programs and intervention support for students at risk of falling behind academically. Define and establish an SEL plan that promotes students' social and emotional well-being, incorporating SEL curriculum and support services to address non-academic needs.



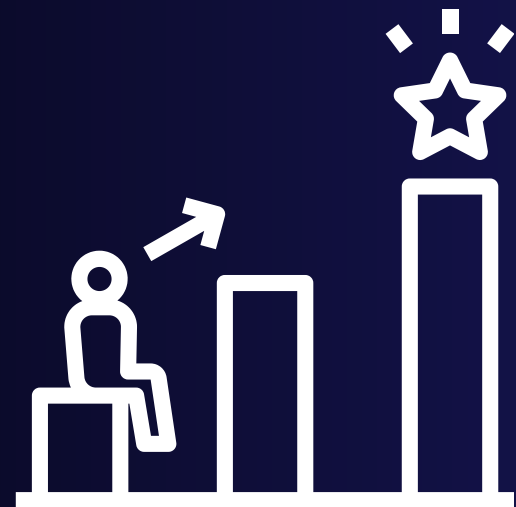
Develop the district's professional development plan to meet the needs of personnel (principals, teachers, and Central District staff). Determine to what degree the learning experiences are differentiated to meet the diverse learning skills and experience level, job-embedded, student-achievement focused, foster the formation of professional learning communities, and how the impact of the support is measured.

Execute

Equitable Access for All Learners



Establish an Equity and Inclusion Task Force to address diversity gaps and create strategies for fostering an inclusive learning environment.

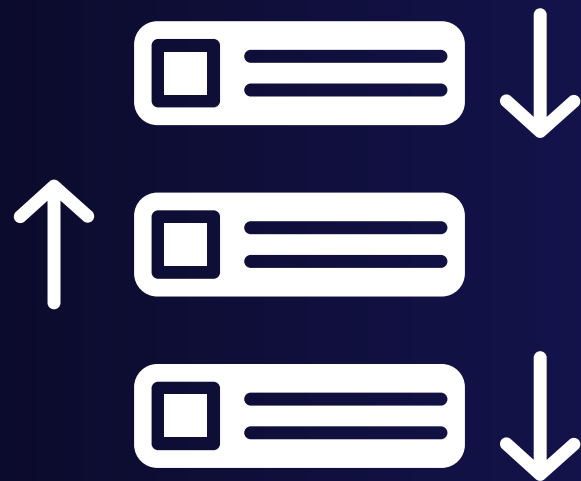


Define clear, measurable goals and objectives aligned with the district's mission and vision, as informed by the learnings in the first 100 days. These goals will address areas such as *academic achievement, equity and inclusion, student well-being, professional development, and community engagement*.



Develop a CTE and postsecondary education support plan.

Execute



Next Steps

Convene Teams

Prioritize & Plan

Write & Publish

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Thank you



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