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November 30, 2017 - A Path to Success 2030
Setting Expectations for the Future
Complete Minutes – Consensus Items and Summary of Individual Reporting

Group 1

Consensus Report

Healthy lifestyle education
Diversity
Extra-curricular opportunity for everyone
Day of Service for entire district
Professional development

Summary of Individual Reporting

For elementary school, I wish they had more clubs
Upper elementary – Not all the kids are getting a chance to participate in the after-school clubs
More project works
More aware about healthy food
Interactive activities
Volunteering
Cultural diversity amongst staff
Grant-writing opportunity/education for teachers
Equal equity – clubs for STEM in all schools
District with celebration of the Arts
Introduction or collaboration of cultural events with neighboring communities
District-wide Day of Service
Assessment = curriculum/enriched
Team-building opportunities for teachers – PD
Mini-grants for teachers
Performing Arts – all K-8
Homebound students – connect with classroom
Schools – community activities
School/township communications
Health resources for students and families
Inclusion
Changes happen quickly
Staff-Parent involvement
Communication
Technology/STEM
Strong curriculum
Facilities – (all students)
21st Century learning
School/community relations

Group 2

Consensus Report

Bilingual education starting at kindergarten
Redistricting to allow smaller classes
Uniformity of services and programs across all six schools
Focus more on education and less on standardized tests
Continuous maintenance on both buildings and playgrounds

Summary of Individual Reporting

Gaga pit at Fleetwood
Newer and safer playground equipment
Grades K-4 supervised recess with attentive aides; structured recess
Same guidelines across the board; each elementary school operates differently. (Ex. Fleetwood's parents do not receive a note when child goes to nurse's office.)
Many parents opt-out of PARCC – less focus on PARCC testing
Better communication between principal and parent
Addition to Fleetwood, smaller classes
More cashiers at lunch for quicker checkout
Redistrict
Adding on more classes (class size)
More assemblies
Less focus on PARCC, more on education
Full-day kindergarten
Better consequences for students, both IEP and regular
Better playground supervision at recess in Fleetwood
Uniformity across all six schools
Principals communicating with each other so one school is not short-changed
Smaller class sizes
New playground equipment
Gaga pit at Fleetwood (Going back to uniformity across the board!)
Standardized tests/fairer tests
More social/person-to-person interaction
More shared services with other township entities to keep costs down
Bilingual starting early
Maintenance of buildings, playgrounds
Fleetwood problems
Second-language immersion starting in kindergarten because we are becoming a bi-lingual nation
Building maintenance kept at high level

Group 3

Consensus Report

Full-day kindergarten
Mindfulness, social-emotional, foster relationships
Cooperation and collaboration between special needs families and 504/CST
Modify facilities to meet need of population
Modify procedures to better meet the needs of diverse population

Summary of Individual Reporting

Full-day kindergarten
Expanded opportunities for students to engage with community in field trips around community
Students with special needs given better spaces and strategies to succeed
Teachers and aides given training on how to engage special needs students (i.e. ABA training)
Continue to expand technology integration in classroom, teaching coding and online skills
Free lunch offered to all children to encourage healthy eating
Expanded physical education – more than one hour per week
More aides during instructional time to provide children with diverse options to engage in (recess, arrival, dismissal)
Continue to have opportunities for parents to engage with each other, both with and without kids
Expand Science and Social Studies Curriculum
Increase CST knowledge of resources/procedures
Increased consistency in how challenges are handled and accommodations made in Special Education across staff
Children who need IEP's are no longer being denied them
The classification process is collaborative and no longer adversarial
Teachers consistently follow IEPs/504s throughout the year
Communication is automatic with parents if any concern/incident/problems or if there is something good to share
Kids are pushed to achieve to their maximum ability and not pushed through
The life skills and appropriate curriculum is being taught to those with significant disabilities
Do not say a child is too old to be taught (i.e. handwriting in middle school)
Expect more from children, staff, admin and parents
Behavior problems do have educational impact
Do not put non-high functioning kids in the transitions classroom because there isn't room elsewhere

SEPAG is parent-directed and not Sped director driven
Inclusion in extra-curricular – foster friendships with gened kids and sped kids
After-care for students with disabilities through 8th-grade
Full-day kindergarten
Fully implemented SEL/mental health support/mindfulness
Problem-based learning and assessment in all content areas
Summer support program for academics, ESL
All 8th-grade students taking algebra
Push-in support for basic skills, corrective reading, ESL, special ed (where appropriate)
STEM programming at the elementary level
Restorative practices
Full-day kindergarten with access to extra-curricular activities
Recess offered to intermediate school students and middle school students
More opportunities for parent involvement during the school day in upper grades (5-8)
All teachers and aides receive extensive training on ABA and the differences in social interaction, perception, and learning of special need students (especially high-functioning autism)
A quiet alternative waiting location for students wishing to read or engage in quiet activities during morning arrival at Fleetwood (possibly in the library)
Improved flow in the cafeteria during lunchtime to expedite the process of purchased lunches and minimize intrusion into recess – perhaps not just the entrée, but the entire lunch could be ordered (sides and milk included) and trays could be prepared and delivered to each class's lunch table with student names labeled
Orchestra offered during a time that does not conflict with Recess Runners
Dismissal directly from classrooms (at least 50-percent of students have been dismissed) so the entire student body is not all crowded into a noisy, chaotic all-purpose room – Fleetwood
Second gym/multi-purpose room at Fleetwood
Opportunity for physically-active play during indoor recess at Fleetwood
Even more social skills instruction for students
Improved communication with building level administration at Fleetwood

Group 4

Consensus Report

Full-day kindergarten
Consistent inclusion/co-teaching in all schools
Programming consistency throughout district
Less assessment/more meaningful assessment
One new initiative at a time

Summary of Individual Reporting

Full-day kindergarten
Every grade level in every school have at least one co-taught class!
More appropriate professional development
More support for the different levels of special ed
Parents taking more responsibility
More support to new staff
Classrooms working more in group settings
More aides in the classrooms
Strong professional development
Visible, positive leadership
Support for staff
Full-day kindergarten
Better system for co-teaching/inclusion
Appropriate placement/not such large academic gaps
Smaller class sizes for a more personalized education
Less assessment
Variety of ways to demonstrate learning
Students own the learning
Full-day kindergarten
One new initiative at a time
More parent involvement
Longer school day
Better system for co-teaching
More appropriate placements for students
More support for teachers

District-wide initiatives (ex. Pride)

Group 5

Consensus Report

Improved instructional methods and materials that adapt to different styles of student learning

Consistent technology experiences across classrooms/schools

Special education resources and methods are improved and shared with general ed populations (e.g. positive behavior supports)

Improve career exploration and community connections with local talent/leaders

Student health awareness (504, IEP, allergies)

Summary of Individual Reporting

Instructional techniques adopting

More community engagement (not necessarily school community)

Extra school time is devoted to clubs/career exploration

Consistent experiences in technology across schools/classrooms (i.e. all teachers and students use technology in a similar manner).

Classroom management is done in a positive way (language is consistent).

More STEM classes

More theater options (plays, musicals, etc.)

GAP class materials for all kids at Harrington

More time in between classes

More Science Clubs

More technology/robotics options

More advanced allergy-awareness

Just as GAP has expanded to servicing all students, I would be thrilled to see other services expand to include all students (i.e. Sp. Ed. support provided to students who may need help but may not qualify for Sp. Ed.)

Putting in more brain-based research turned into best practices for teachers

Teaching students how they learn

Teach mindfulness and focus instead of just expecting it

Garden as center of learning

More behavioral assist for students who need it

Career planning education to help students figure out the world available to them and the education required to reach it

More professional learning community events for teachers and administrators so that they can share and find training and ideas from outside of the school community in other local districts

Greater access to substitutes so that more coverage is available without giving up quality or quantity for all buildings

Interaction with local business and governmental leaders so that the district can meet the needs of local job openings and give students and parents awareness of needs for career/school planning

Reintroduction of shop/career training for students/parents who may not want college career path and allow for another generation of students who can do practical work

Alternative education environments within district to assist students who do not flourish with traditional schools and allow them a pathway to success

Council of students, teachers, administrators to allow for positive behavioral interventions within the school community

Middle school research class/citation assistance learned at a younger age

More than "turnkey training" – wider professional development rollout across district of new initiatives

Allowing all the different learning styles, rather than focusing on testing

Community outreach opportunities and more community involvement

More opportunities for support in the classroom in regards to special ed services

Technology as a larger influence in schools – more learning opportunities for teachers in regard to technology and

more consistent mix of technology and traditional methods and consistent use of technology across the district

Professional development opportunities in order to continue learning and growing in our fields

Opportunities to plan with team and whole department to share ideas and how we can assist each other

Student health plans (504, IEP, Sickle Cell Disease)

Accommodating different learning styles

Field trips to relevant places

Refined curriculum

Group 6

Consensus Report

#1 school district in South Jersey (a starting point!)

Teach giving back to community

No more homework, especially K-7

Change criteria metrics (next week) on measurement of #1, academics, vocational, life skills

Vocation training (German model) feeding in corporations
Skills match job market
Career days – elementary school
Value “blue collar” talents
Stop the “put-down” of talents not traditionally academic
New training (i.e. Google) during workdays for teachers – ongoing
School start times later for 5-8 to better match circadian rhythms for 5-8 grade
Getting rid of BAD teachers – easier! Kids traumatized (most are good, but only takes one in early ed to suck love of learning out.)
More outdoor time, free play, unstructured play (bring back recess to 5th/6th grade
Stop “worksheeting” kindergartners to death

Summary of Individual Reporting

Overtired, overworked kids need better schedules to match Circadian Rhythm change that occurs during teen/Tween years
More outdoor learning opportunities
Recess- free play in 5th and 6th-grade. While everyday gym is great, it is separate and distinct from recess
Students “work-sheeted to death beginning in Kindergarten. Five – seven year olds still need much hands-on.
Kindergarten should not be the “new first grade”!
Remove bad teachers that kill love of learning
More outdoor time
More recess in K-4; add back to 5-6
Mount Laurel is recognized as #1 school district in South Jersey
All students who have enrolled graduate
Apart from class learning, students have opportunity to learn new technology/concepts
Promote teacher merits over tenure
Expose students more to be able to apply their learning in real-life situations/concepts
Teach students more about community environment they live in and how they can help/contribute
Professional development for all functions of Google Classroom
Supported extra-curricular sports/arts/clubs

Group 7

Consensus Report

Emphasis on team building, peer support, community and peer learning, empathy
Continued technology opportunities
Flexible classrooms (different learning styles, being outside, flexible seating devices)
More teacher support (aides in regular classrooms, back-ups for specializations)
Parent education on teaching methods

Summary of Individual Reporting

Emphasis on team building, peer support and peer learning
Continued technology opportunities
Flexible classrooms – different learning styles, being outside, flexible seating
More teacher support – aides in regular classrooms, back-ups for specializations
More parent involvement on the “models” being taught (more parent education)
Every child to be treated the same – Opportunities for all, specialized for the average student
Full-day kindergarten
Accountability for behavior (discipline)
More staff for specialized learning (when speech teacher is absent, no speech is given for IEP)
No more common core – depends on child’s learning
The same or more extra activities
Staying on top of technology
More emphasis on team building
Out of the box learning – outside, incorporation of electives into core learning
Learning in environment is good for you
Not to teach to test (PARCC)
Active classroom – flexible seating, standing, bounce balls, sensory items)
Active learning
Technology integration
Peer-supportive learning
Inclusion
Arts
Behavior models

Broaden opportunities
Empathy
Vocal learning; visual learning
More brain breaks – recess
Similar levels of teacher caring/concern in middle and upper elementary as elementary schools
Strong focus on kids supporting each other, especially in Hartford and Harrington where I've heard bullying concerns (Fourth-grade Buddies through 7th-grade)
Education on the way tech (electronic devices, social media) shapes the brain
Strong support for alienated/depressed kids
Continued small classes through middle/upper middle schools
Expanded aides in classes to help
Continued support of pullout programs and students who miss class for them
Continued use of learning methods
Help kids identify and develop their strengths while addressing needs
Later start times
"Find cool stuffness" – help kids find their interests

Group 8

Consensus Report

Maintained and upgraded physical buildings to accommodate optimal student learning
Remain a top school district noted for academic performance (STEAM, sports, music, trades, technology, etc.) & SPED
Students are self-aware – they know they are a citizen of their community, they are globally aware, responsible, and compassionate about their impact on others – culturally competent
Top literacy and writing instruction
Pre-K, full-day kindergarten and Extended Day

Summary of Individual Reporting

"Process learning"
Trimesters are a great idea!
Simplified Report Cards
Teach students to become lifelong learners
Hands-on learning in classes focused on STEM, trades, the Arts, technology and social careers
Strengthened writing program
A sought-after special education program, noted for individual programming including Deaf Ed and Education of the Blind
Parent networks that bridge home-school connection
A comfort level of technology to include ideas like flipped classrooms, Webquests and learning extensions
Full-day kindergarten!
Opportunities for students to learn about global issues, possibly travel
Service-learning programs
More substitute coverage
School and community training in hearing/vision/autism awareness
Revised GAP Program
Current technology for ALL schools in the district
More traveling teacher parking spaces
Elementary language classes
More behavioral support
More student support groups, mindfulness ed at all schools
Strengthened co-teaching
Structurally and socially sound schools
Diversity understanding – tolerance
Values as community and global citizens
More rigor in academic and life skills
Implementation of full-day kindergarten and Pre-K
Technology upgrade completion
Facilities upgrade completion (HVAC, roofs, parking lots, concrete work, misc. improvements at every school facility)
Schools rated in top tier in New Jersey
Maintain small class size
Have solid Math and Science programs
Teach Civics, Geography, History, Music as base courses to the younger children (problem-solving citizens)
Teach the Palmer Method!
Maintain discipline in schools!

Addressing safety concerns – “all students” feeling like they belong – physical/social/emotional
All kids – not some – adequate preparation for high school – hit the ground running
Rigor - increased level of deep engagement of content – “light” learning vs. “deep” learning
Teachers seem equipped, but not necessarily challenged across content areas – depending on who student has, they learn more
Lifelong learning – Continued variety in clubs/activities – more engagement for fund-raising to offset costs for those experiences which level the playing field – helps kids find interests/passion beyond the school day
Literacy – Rigorous, challenging curriculum at 5-6 and 7-8 level, diverse curriculum challenging the standard norm in all courses, pushing students to think beyond their zip code
Global awareness and cultural competency – Safer environment for inclusive activities and people, because we live together does not make us diverse – true respect and value for culture, religion and race
Technology for purpose, not for show

Group 11

Consensus Report

Preschool for ALL
Full-day Kindergarten
Curriculum alignment/Teacher communication between all schools in district as well as Lenape
Development of the whole child (academic/social/emotional)
Greater emphasis on student-driven learning experiences
Expansion of STEM Programs
Stronger Science curriculum in 5th-8th grades

Summary of Individual Reporting

Mindfulness
Parent classes for teaching Math
Small class sizes
Maintaining current initiatives for teachers
Full-day kindergarten for students
Rigorous but depth-driven curriculum, rather than massive quantities of curricula
Connection and development of the whole child, not just academic growth
Preschool for all students
Manageable report cards
Less testing and required testing
Early childhood/ preschool program opportunities for ALL students
Producing well-rounded students – confident academically and socially – whole child
Classroom and learning opportunities that are more student-centered/focused – not such an emphasis on testing/teacher –directed instruction
A strong preparedness connection from elementary to upper elementary to middle to high school
Full-day kindergarten and preschool for all children in the community
Better alignment of curriculum of Mount Laurel Schools with Lenape
Expansion of current STEM programs to lower grades, including expansion of extra-curricular STEM Programs
Expansion of Math level differentiation to lower grades and allow students who are able to move ahead
Well-rounded students - mindset
Stronger Science Curriculum – 5-8
Teacher communication between schools – elementary to Hartford, Hartford to Harrington, Harrington to Lenape (What is working; what is not working)
More support for teachers, especially in middle school when kids' brains are wonky
Middle school- more zero tolerance on verbal, physical altercations. There is too much of that. Remind parents of anti-bullying policy signed
Projects that showcase multiple areas of study – English, math, tech, etc.
Incorporating more of the mathematical mindset mentality starting in elementary school

Group 12

Consensus Report

Consistence across elementary schools
Full-day kindergarten
Supporting teachers with new initiatives – realistic expectations
Less emphasis on testing – more on individual achievement
Providing necessary services efficiently
Trusting parent input
Outdoor classrooms
Memorable, engaging lessons

Summary of Individual Reporting

Trust parent input – I&RS

Diversity, make teacher evaluation fair

Teacher flexibility – less pressure

Make core curriculum content standards more realistic

STEM – consistency across all schools

Funding for supplies and school grounds, complete playgrounds

Not such an emphasis on testing

Curriculum balance – allow for teachers to be more creative

Solid school report card

More realistic state expectations

Full-day kindergarten

Consistency in all elementary schools

Full-day kindergarten

Teach typing

Translation of teacher lingo (i.e. encoding, decoding, cvc) so parents understand

Outdoor classrooms

Technology classes to help younger kids utilize Google Classroom easier “parent tutorial”

Better scheduling – less half-days for conferences

Parents shouldn't have to fight to get services – Wilson, Math Services – teachers bringing kids to I&RS should be listened to

Provide support at foundational grades to meet expectations

More opportunities to integrate learning into real life, practical hands-on learning

Balance literacy, but not too much emphasis on testing

No homework because instruction is so meaningful

Supported teachers through change and not giving them too much

Consistency between all the schools

Full-day kindergarten

All students reaching fullest potential

Different age-appropriate playground equipment

Technology in kindergarten

A good balance of individualized assessments

Outdoor classrooms

Diverse classrooms

Hands-on Science

Newer playground equipment

“No bullies” – (my 7-year old daughter)

Continued use of Google Drive & Google Classroom

Memorable and engaging lessons that eliminate the need for homework as review or to “let parents know what’s going on”

Full-day kindergarten

Integration of technology

Continued integration of STEM and STEAM

Continuity across elementary schools

Balanced literacy – basics in early grades

Authentic texts – not just anthology

Spacing out new initiatives – don't overwhelm staff

Communication from school as successful as communication from district

Hands-on Science

Group 13

Consensus Report

Full-day kindergarten

Increased STEM/STEAM

Increased coding classes

Improved communication for transition to Lenape for mainstream and special education

Meet the needs of all level of students, including the mid-level students

Summary of Individual Reporting

Updated technology

Better communication for transition to Lenape High School

Full-day Kindergarten

Updated curriculum
STEAM/STEM Programs
Full-day kindergarten
Technology Programs

Group 14

Consensus Report

Exposure to different career pathways, K-8
Parent Academics/ parent access to curriculum
Innovative scheduling
Stronger relationship with Lenape
Full-day kindergarten with focus on early childhood ed – preschool & kindergarten (single school)
Expanded services and staff to address behavioral, social and emotional needs

Summary of Individual Reporting

Innovative schedule
Expanding extra-curricular programs
More high school offerings at middle school
Expanded shared programs between HMS and Lenape
Cooperative use of staff/students/facilities between HMS and Lenape
Ongoing enhancement of technology to keep up with advancements
Partnerships with corporations/organizations/other schools and communities within US and around the world
Full-day kindergarten with a focus on early education
Early childhood center for preschool and kindergarten
Expanded services and staff to address behavioral, social and emotional needs of students
Counseling center for families and children after school (located in schools)
Increased inclusion of special needs students
Increase use of technology – coding classes
Exposure to different career pathways in elementary and middle schools
Full-day kindergarten
More parental responsibility in child's education
Better ways of dealing with bullying. Parents should be held more accountable for child's behavior.
Improvement with transitioning students from Mount Laurel to Lenape
Guidelines/classes for parents to understand curriculum to help their children with homework

Group 15

Consensus Report

More special ed supports/teachers
Better school lunches (food and management)
Less testing (benchmarks)
Full-day Kindergarten
More positive and nurturing environment in Grade 5-6
Better transition from elementary school to Hartford (anxiety/stress levels VERY HIGH)

Summary of Individual Reporting

More support staff (aides)
More Special Ed services – Inclusion – that is the true model of inclusion
More special ed teachers – the special ed teachers are spread too thin
I would like to see the transition improved to Hartford; the students flounder in fifth-grade; there needs to be more support for them
Communication improved in grades 5 and 6; students come from loving, nurturing K-4 school and do not get that in 5/6
Theater program at Hartford & Harrington to feed to Lenape
Can we improve our Humanities program, NOT just our technology/STEM
Improved and more appropriate report cards
Less benchmarking, more teaching
Better programming to support at-risk kids without IEPs
More support staff (aides)
More co-teaching opportunities
More ESL teachers
More special ed teachers per grade level (Parkway)
A "Spanish" special
Five days/week Prep (Parkway)
Have students go to special during common planning time

Better school lunches
Less testing (benchmarks)
"Sister school" activities
Uniform procedures among ALL schools
Not enough subs in district
Better transition to "middle school" – Hartford doesn't have its own "personality"
Better situation with transportation
Lunch program improved – lunch time in elementary schools
Discipline program included/enforced
Full-day kindergarten
More aides in classroom and for recess
Growth mindset throughout district – kids, teachers, admin.
Increase in STEM activities in all grade levels
Positive, nurturing environment in all schools, but especially at the middle schools
Increase in effective PD for teachers of gifted learners that can lead to their needs being met (i.e. more teacher understanding that allows students to feel heard)
More focused gifted needs being given at middle school (not just academics)
Decrease in the amount of benchmarks given in order to create more time for natural learning
More thematic type learning

Group 16

Consensus Report

Enhanced community/business involvement
Enhanced technology – multiple types of technology accessible throughout the day
Additional support for character development/social/emotional learning
More non-traditional learning spaces
District service-learning matching middle/elementary/high school students

Summary of Individual Reporting

Enhanced early childhood education
Full-day kindergarten
Enhanced technology – multiple types of tech accessible throughout day
Different types of learning spaces in schools
Facilities upgrade – revamp media centers
Additional curricular offerings at middle school
Multi-age classrooms
Continued supports for social/emotional growth and character development
Continued parent/community involvement
District-wide service learning
Continue to think outside the box to where the district can go
Less testing!
Even smaller class sizes K-2 (automatic addition of class after 18 students)
An aide in every classroom for at least one-half period or one-half day in elementary
Fresh social studies curriculum that has a strong civics component
A set of 5 iPads for every classroom
Organized outreach for our ESL parents across the district
Match-up each elementary school with a partner elementary school in Mount Laurel
Increased ability/encouragement of cross-school collaboration for evening enrichment programs for families (i.e. STEM activities)
Release time for teachers scheduled into the year to observe each other, videotape each other and collaborate to improve teaching in a non-judgmental way
More local businesses coming into schools to share expertise/sponsor enrichment programs for families/students
Grant-writer for district

Group 17

Consensus Report

All-day kindergarten
Additional aides to help for more one-to-one time, help with differentiated instruction
Better home/school connection in 5-8
Smaller class sizes at Hartford
Expand parameters of special services and GAP

Summary of Individual Reporting

Full-day kindergarten

More aides to help with those who need, so those who get it can keep learning

Strict discipline for those who disrupt class

Recess – need to be outside and active

Hartford – better communication/stronger parent/teacher/admin relationship

No grades in specials

GAP extended into 5-8 (not just specials – exploratory time)

More individualized instruction; more 1:1; more help with individual needs

More focus on process in lower grades, not scores/grades

Hartford – lunch seating, discipline, no recess

Lunch – rushed, organization, service provider, parents not informed

New discipline format – encourage RR, don't take away recess, stop punishing all for actions of few

Preschool for all residents

Full-day kindergarten

Expand Child Study Team – better relationship with parents

Expand special services to more students – easier to receive those services

More aides to help the overall class

More organized lunch schedule

Expand summer school communication/availability

Group 19

Consensus Report

One-on-one conversations/group meetings, with the teacher (once or twice a month)

Give the students the opportunity to visit real workplaces

Bilingual education for a whole year starting at 3rd-grade

Full day of kindergarten

Later start time

Summary of Individual Reporting

Reduce three tests as a maximum

Have weekly letters sent home on what students are doing in class

Expand the time of teaching of a foreign language (start in 5th-grade) have it for a whole year

Bi-lingual education for a whole year starting in 3rd-grade

Full-day Kindergarten

Have American Education Week more (parents coming in joining students)

More experience in presentations (teamwork)

Give students the opportunity to visit real workplaces

Uniforms for students, shows the equality

Recess for older students

A maximum of one long test a day

No more pop quizzes

Elementary school should be way easier

Don't have any tests

Meetings more often and gather around more

Have a day to talk to parents and conference

Learn and teach more languages

More American Education Week visits

Leadership meetings often

Group 21

Consensus Report

Full-day kindergarten

Technology (Chromebooks, iPads go home)

21st-Century skills in curriculum

Fix the sub issue

Summary of Individual Reporting

Student Chromebooks can be taken home by students

Full-day kindergarten

Advanced instructional technology programs for all subjects

More basic skills with teachers

Daily math support after school

More curriculum supervisors
Additional AP at Hartford/Harrington
Testing Coordinator who is not a supervisor
More math time at HMS/new schedule
Re-vamp pre-k
Free pre-K for all
Eliminate the achievement gap
Diverse staff
Mental health needs
Maternity leave for teachers (more support)
Virtual reality Science
Substitutes
Students using e-textbooks
iPads for students without phones
Send notes/assignments through phone/iPad
Make students download educational apps (Quizlet, Google classroom)
Get kids engaged with games about the lesson (ex: Kahoot)
Full-day kindergarten
iPads – ideally 1:1, but a small number per class is practical
Increase in continuing education money
Safety – drills during the lunch periods, before and after school
Increase variety of clubs for all grades – at the elementary levels, some clubs are limited to certain grades
Increase in availability of substitutes – increase pay?
More nurses
Math Night
Increase in teachers
More character education lessons
Building improvements
Support at lunch or after-school for curriculum
Preschool for all students
Summer programs
Building improvements - playgrounds
School team-building for staff
Increase in behaviorists
Increase in school spirit
More Ed Camp style PD
Increase in funding for teachers' PD
Non PARCC-based curriculum (Math/Language Arts)
Study Period (Harrington)
Student growth
Better social studies curriculum
Facilities updates
No more Common Core
People skills involved in curriculum
More life skills taught
One period Language Arts
Maintain current grade configuration – good opportunity for transition in smaller setting
Building improvements
Student success – graduation rates
Full-day kindergarten
Progressive technology equipment/resources materials – keep up with innovation
Stable increased budgets and staffing to maintain class sizes
Creative curriculum – shift from standardized tests, opportunities for individual learners, GAP-type programs for all students
Summer school – optional opportunities to strengthen areas of weakness
Parent education on new educational methods
Teach basic cursive writing – still needed

Group 22

Consensus Report

Full-day Kindergarten
Cultural classes to reduce bias
Realignment and equitable distribution of students and resources

Increase extra-curricular
Being able to write letters and old-time writing format
Geography classes

Summary of Individual Reporting

Full-day kindergarten
Full inclusion
Realignment
More student-led classrooms
Full-day kindergarten with developmentally-appropriate curricular teaching and learning in place
Content literacy practices embedded across all content areas
Narrative report cards, eliminate letter grades, focus on student strengths and address areas of need
More professional development training for teachers
Looping at the lower grades
More pressure to learn another language in lower grades
Cultural classes to lower ignorance of other students to breakdown barriers of misunderstanding between peers
More sports programs to keep students active in lower grades at school and after school day
Better food!
A rotate/drop schedule to help students and teachers manage their weeks in middle school
Teachers being able to use their knowledge attained in higher education to teach pupils, rather than a rigid “to the book” curriculum that does not benefit students or teachers

Group 23

Consensus Report

Student support – more staffing in classroom and more remedial classes, to encourage students and help them feel successful
Leveled classes to meet more students learning needs and smaller class sizes at the middle schools
Student ownership of their school and their actions by learning social interaction, mediation, and compromise. Need to have classes starting in elementary schools, Ongoing learning.
Discipline codes need to be followed – all students held accountable for behavior
Teaching for ownership of knowledge
Less focus on standardized testing, more on projects, activities and student-created projects, and 21st Century skills
Students becoming life-long learners
Bring back home ec (cooking, sewing) and shop, life skills

Summary of Individual Reporting

Middle school engineering track for students – something like Lenape’s “Project Lead the Way”
Students below grade level are given more support to develop skills to allow them to be successful
Smaller class sizes in middle school
Positive learning environment
Students engaged in social community service
Student-led learning groups
Less concentration on formalized testing and more stress on activities and creation of their ideas
Teaching for ownership of knowledge
Student ownership of the school, to respect their community and each other
Student success – individual
One period per day teaching and practicing social interaction, mediation and compromise
Increase staff in classroom to support students
Reduce number of things to be covered so there is time to work on cross-curriculum projects
Less subject material covered – more in-depth instead
Activity and project-based learning
Reduce testing
Students being accepted into well-renowned colleges/universities
It is hopeful that we will have a better support plan for special education students in all of their classes (including specials, electives, etc.)
Less emphasis on state testing and more time put into 21st Century learning
There would be an overall more positive school climate and close to 100-percent mutual respect between adults and students
Following discipline code

Group 24

Consensus Report

Give teachers flexibility to appropriately deal with disruptive students while allowing those students who wish to learn to do so.

More opportunities for students to display their creativity and talent vs. forcing to work as a team

Teach children social interaction skills and the ability to cope with rejection and failure

Have teachers teach based on their own education and experience vs. relying on Professor Google

More gourmet food

Summary of Individual Reporting

Every student has to respect the teacher, the classroom and the students around them

Teachers teach and explain to the class with their own words about the topic, rather than telling students to go on the computer for help

More independent work time to let students express their own creativity and work rather than making EVERYTHING a group project

Better food at cafeteria

More time throughout the year for parents to interact with teachers during school

More transparency for parents to be engaged in their child's daily workload

Teachers have more flexibility to choose field trip locations which board members may not be aware of

Teach children more social interaction skills and the ability to cope with rejection and failure

Give teachers more flexibility to appropriately deal with disruptive students while allowing those who wish to learn to do so

Have more "bring your parents to school" days

They should have a "sorting hat" ceremony for incoming students at Harrington Middle School

Group 25

Consensus Report

Advanced Science Program (for advanced students)

Inclusion for all levels of socio-economics, race and culture

Full-day kindergarten

New student and parent inclusion/orientation/orientation

HMS house competitions

More extracurricular programs open to all – music, art, and clubs

Inter-school communication

Summary of Individual Reporting

More involvement in lab-work related to Science

All the grades should educate or involve more Science

Opportunity should be given to all students interested in extra-curricular areas/clubs

Art and Music opportunity should be provided all students who are interested (i.e. opting for one, they will miss another though they are interested in more than one)

Elementary school mentorship program between 1st and 2nd=graders, paired with 3rd and 4th-graders

Elementary students utilizing 21st Century skills and teaching their classmates

New student/parent acclimation program (where new parents learn about various topics pertaining to their school)

Full-day kindergarten

Parent presentation nights (where parents and teachers learn some of the changes in education and programs)

All schools receive the same resources and share best practices in teaching

New classroom/teaching set-up that provides an opportunity for differentiation and learning styles embedded in the framework

Full-day kindergarten – high quality, developmentally appropriate

A strong early childhood continuum from preschool to third-grade

Students who are socially and emotionally competent

A focus on honoring, respecting and including all cultures, family makeups

An innovative hands-on, minds-on curriculum from p-8th-grade

Equity for all students, especially those of color and those who are socio-economically "disadvantaged"

More infusion of multi-disciplinary projects and lessons

Very happy with dedication of teachers and district

More projection needs to be done as a display to the outside world

Will bring in more dedicated parents and students and improve district as a whole

Recently heard of parents who moved to nearby district because of rating display, which I feel is completely incorrect

Advanced Science for all students; HMS – few students benefit from SeaPerch and MATE

Two math periods instead of two LA periods at HMS

More focus on Science in elementary schools

Library during lunchtime at HF like HMS
Back to paper report cards
Pull-out GAP through HF and HMS like elementary schools
House competitions at HMS
More clubs in elementary schools
Three levels of LA just as there are three levels of Math
Advanced Science program

Group 26

Consensus Report

Full-day kindergarten
Expansion and improvement of STEM programs
Focus on writing and language
PD that leads to more innovative teaching and learning
Improved facilities

Summary of Individual Reporting

Funding resources for elementary STEM Programs
Professional development opportunities for teachers (@my School, outside of school)
Additional technology – iPads, robotics, laptops for kindergarten
Equitable STEM labs in every school
Full-Day kindergarten in all buildings
Fifth-day elementary special – Spanish teacher per school
Flexibility in curriculum in elementary – professional development
More special education teachers per school
Take laptops home!
Improved buildings
More space for STEM class in every school
More money towards technology
More PD for teachers inside and outside the district
Additional STEM teacher in each school
Flexible scheduling for classroom teachers to allow for different types of learning to take place
Full-day kindergarten
More special ed teachers to co-teach in more classrooms and offer pull-out instruction to more students
Better writing skills!
Best standardized test scores in NJ
More teachers who are inspiring
More homework for students
Stronger integration across socio-economic backgrounds
Targeted effort to learn best practices from school districts across America
Value obtained from new laptops
One to one computer to student ratio
Full-day kindergarten
Improved facilities/buildings
Expand STEM and STEAM in grades K-4
Expanded Math/Science curriculum, more choices
Expanded language offerings
Flexible scheduling

Group 27

Consensus Report

Improvement of students' performance in years of school transitions
Mindfulness built into curriculum – teach children how to cope with disappointment and create a mental awareness program, grit, determination, and personal/individual responsibility
Clear transitions between each grade that show growth and independence in an attempt to prepare for high school and beyond
A stronger, revamped, modernized code of conduct. We need consistence in elementary school before they move to upper schools

Summary of Individual Reporting

Masonic model – high-risk behavior students (gifted and talented and broken families)
Summer programs for all types of learners at all levels – not just special needs
Always stay current with technology

Recess – 5th and 6th-grade
Fifth and sixth-grade – more elementary
Stronger curriculum – Language Arts and Math – to learn and not to teach to test
Follow-up on testing from supervisors – compacted Math
Specialized classes – Math/Language Arts
Stronger code of conduct – bullying and discipline
Differentiate for different types of learners – high level/average and middle learners, low level
Teach children to cope with disappointment
Discipline policy revamped
New handbook – updated
Full-day kindergarten
Mindfulness built into curriculum
Teachers need more support
Code of Conduct – consistency in elementary years before students move to upper schools
Mental health
Consistency within grade levels within a school and in the district – class trips, parties, creative activities, rigor, differentiated learning
Clear transitions between each grade that shows growth, independence in an attempt to prepare children for high school and beyond
All of our schools are schools and parents look forward to going to
Overhead projectors in every room
More students with personal/individual responsibility
Strong guidance departments in every building
Improvement in performance of students in transition years – 5 and 7

Group 31

Consensus Report

Building stronger relationships with community – churches (support for families in need) – businesses (assist with job readiness, etc. – healthcare
Summer school
Full-time behavioral support for social/emotional needs for students and staff – FBA/Psychologist solely dedicated to student needs
Creating more opportunities for student exploration – Maker spaces – Students more willing to learn when they research what they want to learn
Facilities upgrade to meet expansion

Summary of Individual Reporting

Full-time behavioral/support staff to address social/emotional health of 5-8 grade students
FBA
Counselor wholly dedicated to behavioral issues
Increase in instructional time/extra PD for students to explore their interests
Upgrade of facilities – many buildings showing their age
Stronger relationships with community organizations (churches, businesses, Ethel Lawrence Center)
Align education with career pathways – jobs
Teach students not only the IQ, but EQ and inter-personal skills, communication, presentation, creativity, innovation
Can we make class participation into grade system?
Students, parents and schools more interacted on students
Enrichment projects with employers and government
A strong mentorship program
A sense of belonging for minority students
Proper placement and handling of at-risk/special needs students (full behavioral support staff)
Full technology integration (training and implementation)
Continuing Ed opportunities (full reimbursement)
Smaller class sizes consistently
Community Ed (helping parents with the curriculum)
Upgrade facilities within schools – should represent growth in tech
Increase/offer time for students to explore areas of interest

Group 33

Consensus Report

Hands-on vocational electives
Lunch and Learn
Later start for middle school

Half days for PARCC

More support services for staff and students (basic skills, counseling)

Small-group supervised study hall (like work study)

Summary of Individual Reporting

More support services such as basic skills, guidance, "homework" period

Study skills classes – more choices for classes, more elective classes

Elective for study hall

Study Skills class

More support services – basic skills, counselors

Emotional needs met

Lunch and learn

Hands-on classes

Built-in study hall

Higher expectations for students – not just grades, but effort too

More effective discipline code

Hands-on, trade classes – whole child

More emphasis on learning process instead of letter grade

Support personnel for emotional and psychological issues students have

Recess for Harrington – they need a break especially during the marking period they have health instead of gym

More support services for challenged learners, students with emotional needs

Continue with 1:1 technology and training for teachers

Vocational training options

At Harrington, scheduling where as many challenged learners as possible can receive math and language arts instruction prior to sixth-period

HMS lunch periods where students spend 20 minutes in the cafeteria and 15 minutes outside

Return to study hall in every student schedule at HMS

Group 35

Consensus Report

Stay up-to-date on new technology

More leadership and mentoring opportunities

Collaboration with other districts

Methods of enhancing school pride

Summary of Individual Reporting

Character-building education/reinforce appropriate school relationships

Professional development to support community integration (direct line)

Continue to make engaging lessons that benefit the whole child

Strategize division of resources/stay up to date on new technologies

Collaboration with other school districts

Chromebooks/technology

Student teams/involvement

Curriculum considering students

School recognition

Student openness/teacher trust

Guidance counselor/office staff introduction

Programs – student empowerment (bullying, G.R.E.A.T. etc)

Continuous improvement and attention to technology development

Continuous and improved focus on student-leadership programs (e.g. STEM, SeaPerch and MATE, Leadership Circle, empower students to be leaders)

Mentorship program for students (student – student, teacher-student)

Internship programs – partner with businesses to give students real world exposure at early age

Alliance programs with other top-performing school districts to share ideas (collaboration)

Group 36

Consensus Report

Business partnerships – Shark-tank type classes (build business acumen, entrepreneurial skills)

Engagement of lower-level learners

Diversity-sensitive training, hiring teachers more reflective of community population

Innovative curriculum, not status quo, more engagement, meaningful instruction. Not test prep or to increase test scores. Stimulate love of learning.

Full-day kindergarten

Put Grade 5 back to elementary buildings
Increased funding for student-mentoring opportunities
Increased tech opportunities (Maker Spaces, 1-1 throughout district, new active/smart boards)

Summary of Individual Reporting

More business involvement in the schools and students' lives
Increase funding for mentor involvement with our students
Further engagement of the lowest learners/ more intense work with gifted
Higher test scores
More technology
Innovative curriculum – not one that holds children back
Making certain involvement
Teaching staff more reflective of community population
Increased tech opportunities (maker spaces, 1:1 throughout district, new active/smartboards)
Full-day kindergarten
Fifth-grade back to elementary?
Greater community/school relationships/activities
Full-day kindergarten
Open dialogue with teachers, students and parents
Increase after-school programs to tutor/mentor students who need additional help
Sensitivity workshops for uncaring teachers
Incorporate outside the box thinking – design and shark tank program
Revisit lunch procedures
Career – business involvement

Group 37

Consensus Report

Mental health/mindfulness in the schools – more trained professionals in the schools to support this
Smaller class size
Process not so much the product
Child-centered learning
All elementary schools should be uniform

Summary of Individual Reporting

Mental health in the schools
Smaller class sizes
More integration amongst academic levels
Mindfulness in the classrooms
Child centered learning
Small class size in all grades
Staff that is trained in all areas
More guidance counselors in schools
Support for all students – not just Special Ed and Gifted NOW
Full-day kindergarten
More Special Ed support
Keep class sizes small
Child-centered learning
More focus on thinking
Less focus on standardized tests
Integration
Less fund-raising
Discipline/Uniforms

Group 41

Consensus Report

Maintain infrastructure to keep pace with township growth and expansion
Continuation of increased awareness of the many cultural differences within our community
Increased awareness and implementation of systems of positive behavioral supports and developmentally appropriate instruction

Summary of Individual Reporting

Communication between administration and teachers, specialists, regarding Developmental Growth vs. Academic Expectations

Exposure to practical application of what is taught academically (perhaps through connections with local industries)
Technology connectivity – expanding communication globally (beyond classroom, 21st Century Learners)
Manageable caseloads for specialists, CST, staff, allowing each student proper supports
Awareness of the many cultural differences within our community
Parent/community training to make connections to learning and emotional/developmental needs
Succession planning
Sustainability – long-term plan, funding
Adequate funding
Continue providing a continuum of services
Implementation of PBSIS (Positive Behavior Support in Schools) that is research-based and district-wide (not just aspects of a program)
Continued emphasis on whole child
Increased awareness of what is developmentally appropriate by age with programming and instruction to match as well as consultation with professionals within the district who have training in these areas
Infrastructure of town sustains itself with population growth, demographics, etc.
Keep the needs of children first!
Remain steadfast with technology advancements
Continue reaching out to community for involvement

Group 42

Consensus Report

Curriculum improved – coordination, rigor/vertical articulation/parental feedback/anecdotal evidence
Restructure 5-8 grade plan, K-5, 6-8
Plan to meet students' mental health needs – alternate settings for troubled students, increased guidance resources for staff and students
Culture improved – culture affects student and staff experience. It is the ability to teach and learn. Should be #1 priority!

Summary of Individual Reporting

Improved curriculum coordination
A complete and developed investment in school culture that facilitates an environment conducive to learning
High quality and purposeful professional development
A plan to produce mentally and emotionally prepared teens
Increased Guidance Department
Better transition from HF to HMS – workload, maturity
21st Century rules/student handbook
Improvement in job/work ethic in students
A safer environment in the schools
Better curriculum for K-6, Math and ELA
Tougher discipline for 3-8
More of a realistic idea of what Lenape is going to be like for HMS students
Communication skills
Handwriting improvement
Labor peace
Relevant writing curriculum
Preparing students for high school and beyond
Improvement in Parent/Teacher communications
Eliminate Hartford School concept, return to 6,7,8 MS concept and k-5 buildings
Expand technology offered and used
Expand sports and after-school programs
Restructure 5-8 school plan
Behavioral needs
Curriculum
Culture
Student mental health
Elementary behavioral plans that minimize distractions in class
Stronger transitions from elementary to HF
Language Arts curriculum in Gr. 3-8 that teaches how to write successfully for High school and college
Visible, positive administration across district
Complete schedule change at HF with more small, focused snippets of learning coupled with fun, physical activity.
Opportunities for students to socialize outside of homeroom group
HF kids able to sit at minimum-on team – at best with peers as desired for lunch (If not possible, we need to rethink a 5-6 school!)

Recognition for staff who go above and beyond
Guidance needs additional support at HF
Character building and kindness programs
5-6 should still have Responsive Classroom
Less invite-only clubs at HF
Better bus drivers
More musical activities
More club days
Stronger transition from elementary to HF
Stricter teachers
Kinder staff everywhere
Harder tests
Stricter HIB
Better 21st Century Skills

Group 43

Consensus Report

Determine valuable data and assessments
Mental/physical health of all – stakeholders, buildings, climate, culture
Real-world and interdisciplinary learning opportunities (Authentic)
Targeted quality PD
Increase staff and resources to support ALL Learners

Summary of Individual Reporting

Full-day kindergarten
Dedicated, trained, multi-disciplinary teachers (Corrective reading, basic skills math)
Continual update of technology
Curriculum and vision that pushes for reflective lesson-planning and risk-taking
Trimesters
Restructuring of marking periods/conferences
Dedicated co-teaching model
Highly trained support staff
Supervisors who are able to coach rather than have to evaluate
Continued small class sizes
Professional development opportunities expanded and funded
Clean/healthy buildings
A new approach to discipline
Positive climate/culture that limits unnecessary stress and focuses on mental and physical well-being of ALL stakeholders
Creative and innovative curriculum and teaching opportunities
Brain-based schools full of life and color
Collaborative opportunities for all stakeholders
Limited assessment
STEAM opportunities
Screening for all new students
Health trainings
Responsive classroom – yearly refreshers
Co-Teaching
Reflective lesson planning
Consistent expectations – curriculum, grade levels, behavior plans
Conferences more often for struggling students
Prepare students to be thoughtful citizens
Politics within the classroom/community – how to handle the climate of our world with our students
Balance – emotional, educational, social – 16 Habits of Mind reinforcers
I&RS behavior screenings for all new incoming students, especially to the district
Appropriate class sizes – aides in every room, clean buildings
Embrace diversity – tie-in with curriculum, managing differences
Health trainings – CPR, Epi-Pen
STEAM opportunities across district
Social skills
Coaching
Clean/healthy buildings
Full-day Kindergarten

Limit varied forms of assessment- stick with few valuable assessments – (Link-it, Journeys Benchmark, F&P, PARCC, Invest. Benchmark)
Training for classroom interventions
RTI Model – interventions available to all teachers, not just SPED/Specialists
Quality Professional Development determined by need of staff in building
Behavioral support
Positive climate
Authentic learning practices
K-5; 6-8
Increase community involvement
Effective/fair consequences and reinforcements for behavior
Citizenship – preparing for the future
MORE Co-Teaching opportunities – not just one per grade level
Investment in technology
Well-trained support staff
Buildings
Co-Teaching
PD – focus on student learning
Technology
Moving away from textbook-based instruction in all areas – especially reading. Reading instruction needs to be grounded in authentic real-world practice (trade books) not from a basal reading program. (Teacher the reader, not the text.)
Move away from teaching students to be “good students” rather than problem-solvers, thinkers, etc.
Authentic instructional practices that produce real readers and writers, etc. not test takers
Move away from Journeys
Authentic assessments
Professional development directly correlated with student achievement
Co-Teaching (full day models with appropriate support for the success of the students – it works! (30 minutes of support here and there does not.)
Cohesion between all aspects of school (grade level, CST, special ed, etc.)
Leadership roles for staff
Events that bring school/family/community together
Up to date equipment and furniture
Easy to read report card
Global citizens
Real-world learning – 21st Century learning
Students feel valued and invested in their schools
Student growth – Use Data!
Students are learners, not just test-takers
Administrative coaching
Fun
Positive Climate and Culture

Group 44

Consensus Report

Early intervention – building social skills, Full-day Kindergarten, summer programs
Building improvement – STEM labs, added classrooms to maintain smaller class sizes
Support staff determined by student needs, not per building

Summary of Individual Reporting

Building improvements
Full-day kindergarten
Differentiation options
Teamwork – taught and modeled
Project-based learning
STEM labs in every buildings
Seamless technology integration
Social/emotional learning
Time for collaboration between teachers/specialists
Responsible use of technology
Yoga
Building improvements
Continued small class sizes

Full-day kindergarten
Three marking periods
Summer Pre-K program
Small class sizes
Students working and helping in community – Ex: students visiting elderly
Full-day kindergarten
Summer intervention programs with transportation
Easy to read report cards – “less is more”
More parent volunteers
Spanish teacher in each school
More classrooms
More community events highlighting student achievements
EKO – learning based
Full-day kindergarten
Play-centered kindergarten
Full-day ELL support (currently works between schools)
Bathrooms in all kindergarten rooms
Recycling

Group 45

Consensus Report

Emphasis on learning as opposed to test scores
Early intervention
21st Century learning skills (empathy, global awareness. Life-long learners, language acquisition)
True recycling
Trimesters – true, authentic assessments
Healthy working and learning environment
Simplified updated report cards

Summary of Individual Reporting

21st Century learning
Continual rising of test scores
LM Garden/CROP Share with community
STEM LIFE
Life-long learners
Trimesters
Spotless, clean healthy buildings
Stop over-testing
Continued support systems
Advance all proficient readers
More staff outings
Self-confidence
A comprehensive, thorough, well-researched, authentic language learning program at the early childhood and early elementary level
Minimum of two sessions per week with a trained educator in a language – someone who can be flexible and work within the constraints of each particular school setting
Genuine and effective recycling / “green” efforts district-wide, township-wide, aligning with state/county/international standards
Continued support and expansion of “electives” or specials, like visual art, music, library/media, STEM, etc. These are not just “prep” periods for general ed teachers or vehicles to serve the district’s latest “trend”, “bandwagon” initiatives. They are inherently valuable and we are so fortunate to have kept them! Let’s not lose them!
Stronger collaboration learning opportunities across the district, state, county, and global community
Healthy school environments trickling down from administration to teaching/support staff to students
Respect for each one’s contribution to the school and community
Education, open-mindedness, constructive dialogue
Stop over-testing, appropriate organic assessment
Emphasis on learning – not test scores
Students being life-long learners
More reading specialists to provide support for 3rd and 4th-grades
Student growth goals
Healthy work environment
Being ready to participate in the global world
Students ready for the 21st Century

Strong collaborative skills
Trimesters
Respectfulness for all 0 teacher to teacher, teacher/students, Student to student
Strong supportive environment for all
Continue students individualized needs met
Students with special needs having the best placement
Technology skills strong for the competitive

Group 46

Consensus Report

Full-day Pre-K and kindergarten
Diversified teaching staff (culturally, gender, etc.)
Increased administrative support (assistant principal, supervisor)
Increased Social Support Services – (student support, parent support, counseling, etc.)

Summary of Individual Reporting

Teacher diversity
Student support groups – split families, non-traditional parents: grandparents, aunts, uncles
Charity adoption/sponsorship per school or district
Teacher – female to male ratio
Full-day kindergarten
Full STEM, tech labs
More flexible scheduling to pursue additional ideas for different learning/teaching
Social skills education
Social worker
Technology Curriculum
Parent support tools
Full day preschool – nap-time
Expanded preschool programming
Full-Day Kindergarten
Improved capacity to serve students with special needs
Diversified teaching staff
Paraprofessionals receive ongoing training/professional development
Increased social support services (counseling, social worker, etc.)
Administrative support (Asst. Principal/Supervisors) to assist with the balance of management and instructional leadership

Group 47

Consensus Report

Rigorous higher standards for all students to prepare for high school demands
Full-day kindergarten for all students
Providing more differentiated supports for all students
Continue to offer a broad array of extra-curricular activities in younger grades
Introduce language classes in early grades
Upgrade facilities for students and staff

Summary of Individual Reporting

US Dept. of Education STEM 2026 document
Phenomenon-Based Learning
Differentiating for students – challenge supports
Honors open to all students – no restrictions – provide supports
Increase rigor to prepare for High School and match demands (note taking, study skills)
Enhanced academic supports and school schedules to promote success for all students in meeting rigorous standards
Parent social network
Enhanced early childhood programs – Pre-K and K
Full-day kindergarten for all children with high quality programming
Technology fully integrated in all content areas – math, science, social studies, literacy and language arts
STEM curriculum in all grades for all students
Upgraded facilities throughout the district to serve all students and staff
Academics – Rigor to be built from the younger grades on the expectations based on the high school standards
Better differentiated learning practices in classrooms
Language classes to be introduced from younger grades as one of the subjects
Better transition to high school

Strong science modules
Professional development – Teachers to be updated with current/best practices to teach core discipline subjects – to promote integrated learning
Extra-Curricular Activities – Children to be given soft skills - public speaking workshops from younger grades as specials
Social-community clubs in younger grades to involve them in different projects
Create Community of Practice at the school district
Rather than depending more on computers, laptops, need to make the students memorize and keep in mind
Need to come up with more pro-active programs
Get together/ social network among parents and students belonging to different classes
Sharing and improving innovative ideas
Identifying student weakness and strength, improving it with other students and sharing
Schools for kids before 4 ½
School is the place of a second home for a child. The children should be taught moral values, respect towards elders, etc.
Extra-curricular activities should be progressed
More of sports activities and physical activities
Inter-school competitions should be conducted for development of child

Group 48

Consensus Report

More consistent collaboration with Lenape
School culture that embraces diversity and promotes equity/access for all students
Full-day kindergarten
Teaching with Best Practices for brain-based learning and student-centered, authentic opportunities (All the time.)
Innovative curriculum and collaboration
Technology integration (i.e. STEM labs)

Summary of Individual Reporting

Improved test scores
Culture that promotes diversity – Educate and celebrate
Unified sports
Unified educational Philosophy
Later start time
K-5/6-8
Full-day kindergarten
Able growing, increased capacity at all levels
Continuing partnership with high school district to ensure/strengthen middle to high school transition
Energy/ideas toward authentic learning
Teaching with best practices for brain-based learning
Full-day kindergarten
Technology integration
Student-driven/centered learning
Equity and access for all students to all programs
Innovative curricular opportunities
Increased numbers of staff on Innovation Teams
Elementary STEM labs
Integrated technology
Innovative collaboration of teachers
Student-centered/Project based learning
Commitment to WHOLE student – Arts, Science, etc.
Embracing growth mindset – Neuro-research