



Marie Reynolds, Director of Communication Services  
330 Mount Laurel Road • Mount Laurel, NJ 08054  
Phone: 856-235-3387 • Fax: 856-235-1837  
mreynolds@mtlaurelschools.org • www.mtlaurelschools.org

**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)  
21<sup>st</sup> 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 8<sup>th</sup>-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 8<sup>th</sup>-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 5<sup>th</sup>/6<sup>th</sup> 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 5<sup>th</sup> and 6<sup>th</sup>-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 7<sup>th</sup>-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 5<sup>th</sup>-8<sup>th</sup> 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 3<sup>rd</sup>-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 5<sup>th</sup>-grade) have it for a whole year

Bi-lingual education for a whole year starting in 3<sup>rd</sup>-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)

21<sup>st</sup>-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 21<sup>st</sup> 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 21<sup>st</sup> 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 1<sup>st</sup> and 2<sup>nd</sup>=graders, paired with 3<sup>rd</sup> and 4<sup>th</sup>-graders

Elementary students utilizing 21<sup>st</sup> 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-8<sup>th</sup>-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 – 5<sup>th</sup> and 6<sup>th</sup>-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, 21<sup>st</sup> 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  
21<sup>st</sup> 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 21<sup>st</sup> 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 – 21<sup>st</sup> 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  
21<sup>st</sup> 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***

21<sup>st</sup> 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 3<sup>rd</sup> and 4<sup>th</sup>-grades  
Student growth goals  
Healthy work environment  
Being ready to participate in the global world  
Students ready for the 21<sup>st</sup> 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