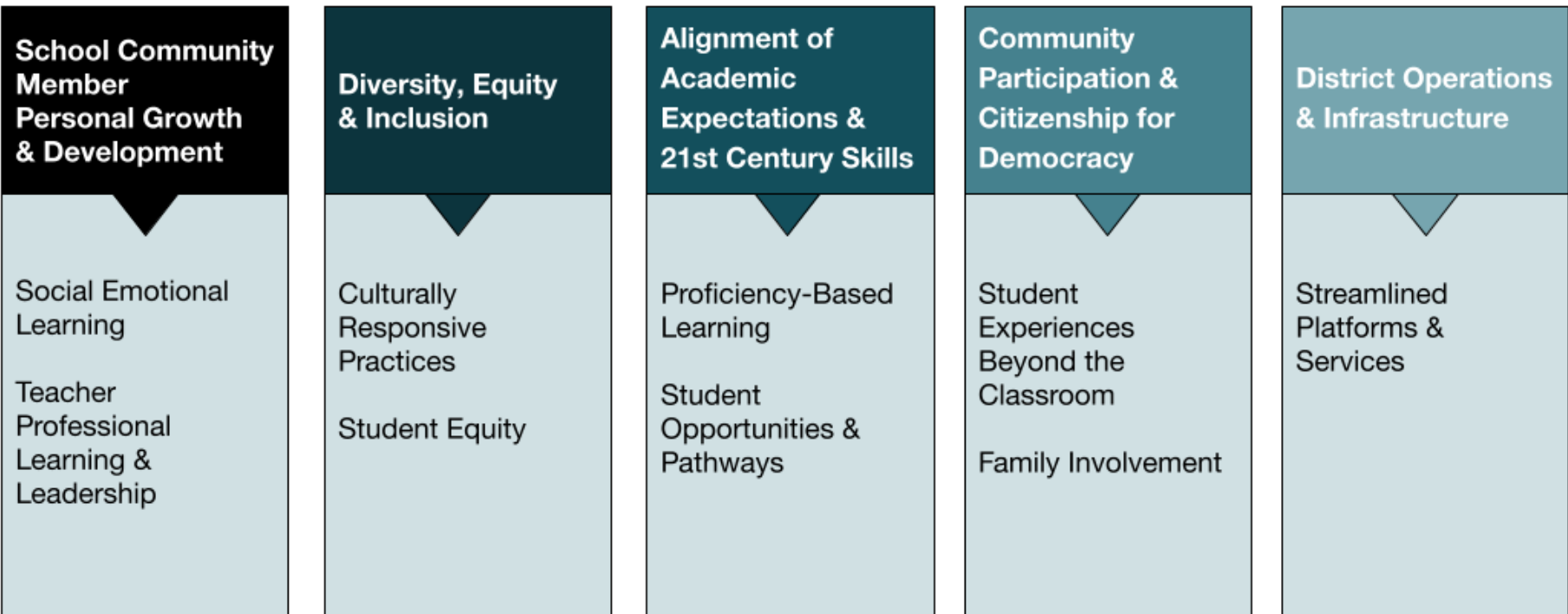# Emerson | Strategic Plan 2026

*The Emerson Board of Education is proud to present the 2021 - 2026 District Strategic Plan. Members of the school community were invited to participate during the multiple meetings and sessions held throughout 2020 and 2021.*

*This plan represents an architecture of growth for the next five years for the Emerson Public School District. This focus, priorities, and expectations of the plan are wholly centered on offering the children of Emerson the most fruitful and growth-oriented school experience possible.*

| School Community Member Personal Growth & Development | Diversity, Equity & Inclusion | Alignment of Academic Expectations & 21st Century Skills | Community Participation & Citizenship for Democracy | District Operations & Infrastructure |
|---|---|---|---|---|
| Social Emotional Learning<br><br>Teacher Professional Learning & Leadership | Culturally Responsive Practices<br><br>Student Equity | Proficiency-Based Learning<br><br>Student Opportunities & Pathways | Student Experiences Beyond the Classroom<br><br>Family Involvement | Streamlined Platforms & Services |

# Emerson | Strategic Plan 2026

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|---|---|---|
| **School Community Member Personal Growth & Development** | Social Emotional Learning | By 2026 we will have a comprehensive K-12 Social Emotional Learning (SEL) program, including classroom curriculum in health and wellness, a robust student advisory program, a discipline system focused on restorative practices, and classroom instruction methods that support students in developing effective habits and skills as lifelong learners and future members of the workforce and civil society. |
| | Teacher Professional Learning & Leadership | By 2026 we will support a culture of continuous improvement by dedicating additional time for teacher professional work as well as supporting teacher leaders and professional learning groups in assuming ownership of school and district improvement projects. We will partner with universities to provide learning and certification opportunities for our staff as well as provide internship opportunities for aspiring school district staff. |
| **Diversity, Equity & Inclusion** | Culturally Responsive Practices | By 2026 we will have improved cultural responsiveness in our schools. We will have broad cultural inclusion in both classroom content and extracurricular activities, increased support for our English Language Learners and their families, and preparing our staff and students to identify and intervene in individual as well as systemic instances of prejudice, bias, and mistreatment of others. |
| | Student Equity | By 2026 we will have systems in place to regularly review a variety of data around student performance and achievement for the purpose of identifying and addressing inequities within our classrooms and schools and supporting all students in achieving successful academic outcomes. |
| **Alignment of Academic Expectations & 21st Century Skills** | Proficiency Based Learning | By 2026 we will have a clearly articulated K-12 series of academic proficiencies around which the district focuses teaching, learning, assessment, and reporting work. Students will be able to demonstrate their competencies/knowledge/skills and we will be able to analyze and work to improve student progress at the individual and group level. |
| | Student Opportunities & Pathways | By 2026 we will have expanded and updated our programming to expose students to a variety of modern career choices and personal pursuits. We will support students by offering them choice, variety and flexibility to explore their own areas of strength and interest. |
| **Community Participation & Democracy** | Student Experiences Beyond the Classroom | By 2026 we will create additional opportunities for students to have learning experiences beyond traditional classroom instruction, with a focus on increasing their global competence and service to the community. |
| | Family Involvement | By 2026 we will have built upon the existing connections with district families via consistent communication and opportunities to learn new parenting strategies. Families will have the opportunity to experience increased offerings at the Emerson Community School and be provided with information regarding financial literacy and future educational planning. |
| **District Operations & Infrastructure** | Streamlining Platforms & Processes | By 2026 we will replace a variety of paper-based forms and systems for HR functions with an online portal. We will review our Student Information System and consider other available products in order to work towards minimizing the number of platforms accessed by our staff while maximizing the functionality to support the meaningful work of reporting student learning and managing the tiered systems of support. |

# Emerson | Strategic Plan 2026

**Strategic Plan Goal:** School Community Member Personal Growth & Development

**Subgoal:** Social Emotional Learning (SEL)

By 2026 we will have a comprehensive K-12 Social Emotional Learning (SEL) program, including classroom curriculum in health and wellness, a robust student advisory program, a discipline system focused on restorative practices, and classroom instruction methods that support students in developing effective habits and skills as lifelong learners and future members of the workforce and civil society.

| Action Steps | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|---|
| **Evaluate the social-emotional and mental health impact of current practices** | Building principals and teacher SEL committees survey staff about current programming specific to SEL (Open Circle, etc.) as well as student strengths and needs in the CASEL competencies and propose changes as needed<br><br>Teachers support students in self-assessing their own CASEL competencies | Building principals and teacher SEL committees continue collecting direct data around SEL via surveys and student self-assessments<br><br>School-based SEL committees implement a Universal Screener around student mental health and SEL competencies | Continue data collection and determine new actions based on the data<br><br>Office of CIT analyzes the effect of SEL programming and available survey data on other data in the school - discipline, referrals, etc. and looks for correlations | Continue data collection/analysis and determine new actions based on the data<br><br><br><br>*Actionable items reassessed during the 23-24 school year | Continue data collection/analysis and determine new actions based on the data<br><br><br><br>*Actionable items reassessed during the 24-25 school year |
| **Launch and expand middle and high school advisory programs** | **7-12 Character Strong Advisory Program is implemented**<br><br>EJSHS Principal proposes a new E-Day schedule to support regular advisory group meetings<br><br>Counseling department and teacher SEL/Advisory Professional Learning Group (PLG) research best practices in HS advisory programs including the specific role of an advisory leader and expectations of students | **EJSHS Schedule is modified to allow for regular advisory group meetings**<br><br>Counseling department and PLG expand Advisory Programming to include team-building icebreakers, academic support, awareness days, etc.<br><br>Counseling department and PLG conduct student survey on advisory program | Counseling department and PLG discuss intersection of Advisory Program and Portfolio Project (advisory teachers as portfolio advisors)<br><br>Counseling department and teacher PLG research software platforms for student portfolios<br><br>Counseling department and teacher PLG consider additions to advisory program including student mentors, teambuilding trips, and a parent advisory program | Pilot portfolios with grade 9 cohort via advisory program<br><br>Teachers launch selected additions to advisory program | Add a new grade 9 portfolio cohort and adjust parameters based on feedback from pilot<br><br>Counseling department and PLC design and implement a grade 10 milestone ceremony involving parental community |

# Emerson | Strategic Plan 2026

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| **Expand and refine elementary advisory programs (Villano Family Time, Memorial Buddies)** | Villano Principal reinstates Family Time monthly at Villano School with an expanded amount of time tied to SEL Health/Wellness Curriculum<br><br>Memorial Principal develops a Student Ambassadors program for third grade<br><br>Villano SEL Committee evaluates Character Strong program for Grade 6 | Memorial Principal and SEL Committee develop Class Buddies program matching students across grades for literacy and SEL lessons<br><br>Villano Principal & SEL Committee continue to review and update advisory program | Memorial Principal and SEL Committee expand the Class Buddies program to include more specific SEL skills<br><br>Villano Principal & SEL Committee continue to review and update advisory program | Principals and SEL Committees continue to review and update advisory programs | Principals and SEL Committees continue to review and update advisory programs |
| **Revise K-12 PE & health/wellnesscurricula to include SEL focus** | Teachers & School Social Workers complete curriculum work aligning to the 2020 NJSLS and the CASEL model<br><br>Office of Curriculum, Instruction & Technology and Memorial Principal coordinate In-house training in Open Circle resources PK-3 with the expectation that it will become folded into the Health/Wellness/SEL program | **New Health and Wellness SEL Curriculum is live in the classroom** | Curriculum is a "living document" to be revised and enhanced over time | Curriculum is a "living document" to be revised and enhanced over time | Curriculum is a "living document" to be revised and enhanced over time |
| **Review curriculum in other areas for social emotional learning focus** | Office of Curriculum, Instruction & Technology adds Social-Emotional Learning as an area on the district curriculum template for all new courses and revision throughout the 5 year curriculum cycle | Curriculum writers revise K-12 English Language Arts with an SEL lens | Curriculum writers revise K-12 Social Studies with an SEL lens | Curriculum writers revise remaining curricula with an SEL lens | **All district curriculum documents have SEL support explicitly noted** |

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| **Develop parent education materials and programming to support district SEL and mental health work** | Principals, Social Workers, and teachers Include SEL content in school communications to parents | Principals, Social Workers, and teachers offer on-site parent SEL specific programs and training | School-based parent/staff committees work collaboratively to update SEL content for parents and school community | Building administration offers updated and revised SEL content to the parent community. | Building administration reviews ongoing offerings and prepares to adjust in light of the next round of strategic planning |
| **Develop partnerships with both public and private entities for SEL and mental health coordination purposes** | Office of Special Services identifies local, regional and national organizations to partner with and coordinate activities and messaging | Office of Special Services reviews and recommends organizations to partner with.<br><br>Office of Special Services coordinates district partnerships with the entities identified in 2021-2022. | Office of Special Services offers both ongoing and single-event programming for the entire community with the identified organizations. | Office of Special Services offers both ongoing and single-event programming for the entire community with the identified organizations. | Office of Special Services determines long term efficacy of ongoing partnerships leading to either a continuation of the collaboration or the selection of new organizations. |
| **Revise student behavior expectations and discipline procedures to align with a restorative justice model** | EJSHS School Culture Professional Learning Group (PLG) researches best practices in Restorative Justice and peer mediation for EJSHS<br><br>School Culture PLG creates an implementation plan for EJSHS, including assigning a staff member title to make it visible<br><br>Villano and Memorial School Safety Teams revise behavior and discipline guidelines based on research<br><br>Office of CIT and Building Principals analyze discipline patterns as they relate to student demographic groups: gender, race, ethnicity, etc. | Administrators and teachers pilot restorative justice and peer mediation practices at EJSHS with the support of the School Culture PLG, counselors, and BCBA<br><br>School Culture PLG leads teacher professional development sessions around restorative justice philosophy and practices<br><br>School Culture PLG attends site visits to schools that have successfully implemented RJ practices where available<br><br>Office of CIT and Building Principals analyze discipline patterns as they relate to student demographic groups: gender, race, ethnicity, etc. | **Restorative Justice Model is fully implemented.**<br><br>Advisory PLG uses restorative justice research to inform Advisory Program lesson design at EJSHS<br><br>EJSHS School Culture PLG reevaluates Restorative Justice and peer mediation practices each year<br><br>Office of CIT and Building Principals analyze discipline patterns as they relate to student demographic groups: gender, race, ethnicity, etc. | Continue to evaluate RJ model and research best practices<br><br>EJSHS School Culture PLG reevaluates Restorative Justice and peer mediation practices each year<br><br>Office of CIT and Building Principals analyze discipline patterns as they relate to student demographic groups: gender, race, ethnicity, etc. | Continue to evaluate RJ model and research best practices<br><br>EJSHS School Culture PLG reevaluates Restorative Justice and peer mediation practices each year<br><br>Office of CIT and Building Principals analyze discipline patterns as they relate to student demographic groups: gender, race, ethnicity, etc. |

| Provide mental health support and resources for students, staff, and families | West Bergen Mental Healthcare (WBMHC) staff offers student mental health presentations to district staff.<br><br>WBMHC develops a link to a resource-site on the district website to access community and local resources for mental health.<br><br>WBMHC formulates a mental health newsletter to be shared with the community. | WBMH staff offers student mental health presentations to district staff.<br>WBMH staff collects, analyzes and presents mental health data trends to district administration.<br><br>WBMH continues to update the district website link with current initiatives and resources. | WBMH staff offers student mental health presentations to district staff.<br>WBMH continues to update the district website link with current initiatives and resources.<br><br>District Administration reevaluates the efficacy of the ongoing relationship with WBMH. | Actions to be determined based on mental health provider relationship | Actions to be determined based on mental health provider relationship |
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**Leadership:**
- Office of Curriculum, Instruction & Technology
- Office of Special Services
- Building Principals
- EJSHS Counseling Department
- EJSHS PLG for SEL/Advisory
- EJSHS PLG for School Culture
- Villano SEL Committee
- Memorial SEL Committee
- Curriculum Writers
- School Social Workers
- West Bergen Mental Healthcare Provider

**References:**
- Global Best Practices 1.2 Personalization and Relevance (page 8)
- Global Best Practices 2.2 School Culture (page 24)
- Global Best Practices 2.4 Transitions (page 28)
- The Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Character Strong Character Education Curriculum
- Designing Advisory Systems: Innovative Approaches From High Schools

# Emerson | Strategic Plan 2026

**Strategic Plan Goal:** School Community Member Personal Growth & Development

**Subgoal:** Teacher Professional Learning & Leadership

By 2026 we will support a culture of continuous improvement by dedicating additional time for teacher professional work as well as supporting teacher leaders and professional learning groups in assuming ownership of school and district improvement projects. We will partner with universities to provide learning and certification opportunities for our staff as well as provide internship opportunities for aspiring school district staff.

| Action Steps | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|---|
| **Formalize teacher leadership roles & provide PD support** | Office of Curriculum, Instruction, & Technology (CIT) coordinates professional development for current teacher leaders, including a possible summer institute<br><br>District Administration and Building Principals assess the need for additional stipended teacher leadership positions in chairing committees, facilitating professional learning groups, etc. | District Administration, and Building Principals adjust teacher leader roles as necessary with a focus on district-specific goals.<br><br>District Administration evaluates ongoing leadership needs and the roles that would meet them, including considering the role of administrators, full time specialists or coaches, etc. | District Administration changes internal district structures as needed following the 2022-2023 evaluation of teacher leadership roles to best support increased teacher proficiency and professional development | District Administration and designees / working group evaluates any new structures, researches the work of other districts, and review current research | District Administration continues to review and adjust Teacher Leadership roles as necessary in preparation for the 2027 - 2032 District Strategic Plan |
| **Increase dedicated time for professional development and Professional Learning Group (PLG) meetings**<br><br>**Professional Learning Groups meet regularly to support continuous improvement** | District Administration builds district schedule and calendar to include increased professional learning time for teachers regularly throughout the academic year for Professional Learning Group (PLG) meetings<br><br>District Administration researches PD structures and time allotments found in other districts both locally and worldwide | District Administration and building principals adjust district wide and school-specific schedules to create opportunities for more teacher PD time for Professional Learning Group (PLG) meetings<br><br>District Administration and Building Principals continuously assess the impact of teacher release time for professional development on district families and create alternate student supervisory | District Administration and Building Principals continue to evaluate and adjust professional learning time and structures | District Administration and Building Principals continue to evaluate and adjust professional learning time and structures | District Administration and Building Principals continue to evaluate and adjust professional learning time and structures |

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| | | models so as to not put added pressures on student homes | | | |
| **Recruit staff with multiple certifications and support current staff to expand their certifications** | District Administration reviews and confirms current certifications of existing staff<br><br>District Administration and Building Principals review needs for certifications to support district programs<br><br>District Administration surveys staff around interest in pursuing advanced/different certifications<br><br>District and school administration attends regional and virtual teacher interview and recruitment events to connect with multiply-certified candidates | District Administration coordinates formal credit-bearing instruction with local institutions<br><br>**Emerson offers programs via which staff members can earn additional certifications**<br><br>District and school administration attends regional and virtual teacher interview and recruitment events to connect with multiply-certified candidates | District Administration researches ways to offer language learning opportunities to Emerson faculty and staff<br><br>District Administration reviews and works to expand credit-bearing offerings<br><br>District and school administration attends regional and virtual teacher interview and recruitment events to connect with multiply-certified candidates | Review and work to expand credit-bearing offerings<br><br>District and school administration attends regional and virtual teacher interview and recruitment events to connect with multiply-certified candidates | Review and work to expand credit-bearing offerings<br><br>District and school administration attends regional and virtual teacher interview and recruitment events to connect with multiply-certified candidates |
| **Expand relationships with local colleges and recruit interns** | District Administration sends introductory letters/emails/personal connections to local college personnel. (i.e. FDU, MSU, Dominican, Ramapo, WPU, STAC ) | Via new connections, District Administration invites aspiring teachers to visit, observe, and otherwise connect with the district to a greater degree | District Administration begins to discuss a formal partnership with one or more local colleges for student teachers, teacher adjuncts, and other connections | District Administration finalizes a plan for formal partnership with one or more local colleges | **Emerson is the primary gateway into the profession for aspiring teachers from one or more local colleges** |

**Leadership:**

- District Administration
- Office of Curriculum, Instruction & Technology
- Building Principals

**References:**

# Emerson | Strategic Plan 2026

- [Global Best Practices 1.8 - Learning Communities (page 20)](#)
- [Global Best Practices 2.2 School Culture (page 24)](#)
- [Global Best Practices 2.7 Data Systems & Applications (page 34)](#)
- [Global Best Practices 2.8 Continual Improvement (page 36)](#)
- [Global Best Practices 3.1 Teacher Recruitment & Retention (page 38)](#)
- [Global Best Practices 3.3 Shared Leadership (page 42)](#)
- [Great Schools Partnership - Professional Learning Groups](#)

# Emerson | Strategic Plan 2026

## Strategic Plan Goal: Diversity, Equity, & Inclusion
## Subgoal: Culturally Responsive Practices

By 2026 we will have improved cultural responsiveness in our schools.  We will have broad cultural inclusion in both classroom content and extracurricular activities, increased support for our English Language Learners and their families, and preparing our staff and students to identify and intervene in individual as well as systemic instances of prejudice, bias, and mistreatment of others.

| Action Steps | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|---|
| **Review curriculum for cultural inclusion and work to raise marginalized voices**<br><br>**Support students In exploring the ways prejudice, bias, and mistreatment affects the lives of Americans** | Office of Curriculum, Instruction & Technology adds Diversity, Equity, & Inclusion (DEI)  as an area on the district curriculum template for all courses<br><br>District and School DEI committees gather relevant resources to support curriculum and instruction | Curriculum writers revise K-12 English Language Arts with a cultural inclusion lens<br><br>Teachers specifically review the demographics of protagonists in classroom novels to look for a balance of genders and ethnic/racial backgrounds | Curriculum writers revise K-12 Social Studies with a cultural inclusion lens<br><br>Teachers specifically thread the concept of systemic racism in America through the Social Studies program content in age-appropriate ways | Curriculum writers revise remaining curricula with a cultural inclusion lens | **All district curriculum documents have Diversity, Equity & Inclusion explicitly noted** |
| **Increase the frequency and variety/breadth of extra-curricular cultural activities & offerings** | EJSHS Administrators develop student activities calendar to acknowledge various cultural awareness months and days in the school year.  Task appropriate clubs with leading programming on these days, with Unity Club taking the lead<br><br>District and School DEI committees gather relevant resources to support activities and offerings | Building Principals & school committees develop a thematic calendar at the elementary level to celebrate a different cultural group each month (Ex: Asian History Month) and begin to align speakers, assemblies, school-wide activities<br><br>EJSHS student activities programming runs on identified cultural awareness days | District and school committees examine diversity/representation in guest speaker events and field trip experiences and consider new speakers and experiences<br><br>Continue to expand the activities and experiences aligned to thematic months and days | Elementary committees build upon the 3rd grade "Heritage Day" programming and consider ways for students to celebrate their heritage meaningfully at other grade levels, such as by a visual representation within the school<br><br>Continue to review and expand cultural activities and experiences | Continue to review and expand cultural activities and experiences |

# Emerson | Strategic Plan 2026

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| **Teach staff & students to recognize and intervene in implicit and explicit prejudicial and harmful language or actions**<br><br>**Normalize educator conversations about power & privilege** | Office of Curriculum, Instruction & Technology (CIT) begins to coordinate consultant-led staff training around implicit bias and how to have conversations explicitly around race with colleagues, students, and families<br><br>Curriculum writers include specific skill lessons in Health/Wellness SEL curriculum | Office of CIT continues to coordinate staff training around implicit bias and how to have conversations explicitly around race with colleagues, students, and families<br><br>EJSHS DEI PLG and SEL PLG collaborate to Include specific skill lessons in designing EJSHS advisory curriculum | Continue to develop new lessons for staff and students to support ongoing learning and normalize the conversation topics | Continue to develop new lessons for staff and students to support ongoing learning and normalize the conversation topics | Continue to develop new lessons for staff and students to support ongoing learning and normalize the conversation topics |
| **Recruit an increasingly diverse faculty and staff** | District Administration and DEI Committee review in-district hiring practices and strategies to identify and remove opportunities for bias<br><br>District Administration researches and uses a variety of public-facing recruitment websites and resources as well as encouraging referrals from existing employees | District and School Administrators attend job fairs specifically focused on diverse hiring pools<br><br>District Administration specifically solicits interest from local university and colleges with a focus on clubs and organizations that work with diverse members of the community | District Administration and DEI Committee continue to research and implement new strategies for faculty and staff recruiting | District Administration and DEI Committee continue to research and implement new strategies for faculty and staff recruiting | District Administration and DEI Committee continue to research and implement new strategies for faculty and staff recruiting |
| **Implement a strong newcomers program to support ELL students** | EJSHS DEI PLG and Elementary committees research best practices for new students referencing newcomers programs | EJSHS DEI PLG and Elementary Committees design a newcomers program to receive new students | Evaluate and improve newcomers program based on feedback from students and families | Evaluate and improve newcomers program based on feedback from students and families | Evaluate and improve newcomers program based on feedback from students and families |
| **Increase translation support and community inclusion for ELL families** | District Administration and DEI Committee reach out to ELL families to discuss their needs and plan ways to support them<br><br>EJSHS Principal runs quarterly meetings at EJSHS in Spanish using Title 1 liaison | Technology department launches a translated version of EJSHS website.<br><br>District Administration creates a stipended position to translate school and district correspondence | District Administration researches ways to offer language learning opportunities to employees | Evaluate and improve translation support and community inclusion based on feedback from families | Evaluate and improve translation support and community inclusion based on feedback from families |

**Leadership:**

# Emerson | Strategic Plan 2026

- District Administration
- Office of Curriculum, Instruction & Technology
- District Level DEI Committee
- Teacher Curriculum Writers
- EJSHS DEI PLG
- Villano Reading Committee
- Memorial Reading Committee
- Title 1 Family Liaisons

**References:**
- [Global Best Practices 1.2 Personalization and Relevance (page 8)](#)
- [Global Best Practices 1.6 International and Multicultural Learning (page 16)](#)
- [Global Best Practices 2.2 School Culture (page 24)](#)
- [Great Schools Partnership - Indicators of Educational Equity](#)
- [Learning for Justice - Social Justice Standards: A Framework for Anti-Bias Education](#)
- [Learning for Justice - Reading Diversity Tool for Selecting Diverse Texts](#)
- [US Department of Education Newcomers Toolkit](#)
- [Welcome Kit for New ELLs](#)

## C.18A:35-4.36a

**Effective with 2021-2022 school year**

 **a.** *Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.*

*b. The instruction shall:*

 *(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;*

 *(2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and*

 *(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.*

*c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion.*

# Emerson | Strategic Plan 2026

**Strategic Plan Goal:** Diversity, Equity, & Inclusion

**Subgoal:** Student Equity

By 2026 we will have systems in place to regularly review a variety of data around student performance and achievement for the purpose of identifying and addressing inequities within our classrooms and schools and supporting all students in achieving successful academic outcomes.

| Action Steps | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|---|
| **Analyze sub-group data to identify inequities and plan Interventions** | Office of Curriculum, Instruction, & Technology (CIT) expand existing data collections and analysis tasks to disaggregate by subgroup. Examples: DRA scores, student attendance, course enrollment, standardized test scores, report card grades<br><br>Building committees and professional learning groups (PLGs) Determine the need for additional valid data measures and plan for ongoing data collection<br><br>Building committees and PLGs begin to plan interventions based on the data collected | Conduct additional data collections as planned<br><br>Office of CIT reports on disaggregated data at regular points throughout the year<br><br>Building committees and PLGs continue to plan interventions based on the data | Conduct additional data collections as planned<br><br>Office of CIT reports on disaggregated data at regular points throughout the year<br><br>Building committees and PLGs continue to plan interventions based on the data | Office of CIT and teacher PLGs begin to analyze data from proficiency-based reporting by pilot teachers<br><br>Conduct additional data collections as planned<br><br>Office of CIT reports on disaggregated data at regular points throughout the year<br><br>Building committees and PLGs continue to plan interventions based on the data | Office of CIT and teacher PLGs plan for the data analysis work to make use of the full roll-out of proficiency-based reporting in September 2026<br><br>Office of CIT and teacher PLGs continue to analyze data from proficiency-based reporting by pilot teachers<br><br>Conduct additional data collections as planned<br><br>Office of CIT reports on disaggregated data at regular points throughout the year<br><br>Building committees and PLGs continue to plan interventions based on the data |
| **Evaluate current student information system in regards to the analysis of disaggregated data** | Office of Curriculum, Instruction & Technology (CIT) researches and speaks to various vendors and their district customers regarding their products and services. | Teacher Professional Learning Group (PLG) and Committees review software options to support a new form of reporting - potentially including a learning management system and student information system | Teacher PLG and Committees narrow down software options and plan for the the piloting of top choices **(Proficiency-Based Learning Goal)** | Some teachers pilot proficiency-based reporting system (and software if available) K-12 and collect data on successes and challenges **(Proficiency-Based Learning Goal)** | Training provided for all teachers in proficiency-based reporting and new software in anticipation of a full launch for September 2026 **(Proficiency-Based Learning Goal)** |

# Emerson | Strategic Plan 2026

| | | (SIS) **(Proficiency-Based Learning Goal)** | | Administrators along with teacher PLG and Committees select and plan for purchase of software to support proficiency-based reporting **(Proficiency-Based Learning Goal)** | |
|---|---|---|---|---|---|
| **Review systems of support & interventions to work towards the success of all students** | Office of CIT & Principals review and update entrance and exit criteria for TItle 1 programs and other systems of support (Basic Skills, TSS)<br><br>Office of CIT adds supports for needful students as an area on the district curriculum template at the unit level for all new courses and revision throughout the 5 year curriculum cycle.<br><br>Office of CIT, Counselors, and CST collaborate to develop resources for staff professional learning around growth-oriented interventions at the classroom level | Principals and Counselors use entrance and exit criteria to screen for student needs at regular intervals and provide appropriate interventions<br><br>Begin to review software options for compiling data and streamlining paperwork around student supports<br><br>Office of CIT, Counselors, and CST collaborate to develop staff professional learning opportunities around growth-oriented interventions | Office of CIT considers the need for data collection around supports and interventions as a priority In narrowing software options for proficiency-based reporting<br><br>Continue to use entrance and exit criteria to screen for student needs at regular intervals and provide appropriate interventions | Office of CIT considers the need for data collection around supports and interventions as a priority in piloting and making the final selection around software for proficiency-based reporting Continue to use entrance and exit criteria to screen for student needs at regular intervals and provide appropriate interventions<br><br>Continue professional learning around meaningful intervention strategies | Office of CIT Includes intervention strategies and the use of data in the training for proficiency-based reporting<br><br>Continue to use entrance and exit criteria to screen for student needs at regular intervals and provide appropriate interventions<br><br>Continue professional learning around meaningful intervention strategies |

**Leadership:**
- Office of Curriculum, Instruction & Technology
- Building Principals
- Building Intervention & Referral Services Teams
- EJSHS Counseling Office
- Instructional Coaches
- Title 1 ASPIRE Coordinators & Family Liaisons
- District Level Diversity, Equity, & Inclusion (DEI) Committee
- EJSHS Diversity, Equity, & Inclusion Professional Learning Group

# Emerson | Strategic Plan 2026

- EJSHS Tiered Systems of Support Professional Learning Group
- Data Science Intern position via Montclair State University

**References:**
- [Global Best Practices 1.1 Equity (page 6)](#)
- [Global Best Practices 1.2 Personalization and Relevance (page 8)](#)
- [Global Best Practices 2.5 Supports and Extensions (page 30)](#)
- [Global Best Practices 2.7 Data Systems & Applications (page 34)](#)
- [Global Best Practices 3.4 Moral Courage (page 44)](#)
- [Great Schools Partnership - Indicators of Educational Equity](#)
- [The Century Foundation - Integrating Classrooms and Reducing Academic Tracking](#) (click on Contents → Additional Resources)
- [A Quick But Important Test for How Your School Perceives Students](#) (EdWeek)

# Emerson | Strategic Plan 2026

**Strategic Plan Goal:** Alignment of Academic Expectations & 21st Century Skills

**Subgoal:** Proficiency-Based Learning

By 2026 we will have a clearly articulated K-12 series of academic proficiencies around which the district focuses teaching, learning, assessment, and reporting work. Students will be able to demonstrate their competencies/knowledge/skills and we will be able to analyze and work to improve student progress at the individual and group level.

| Action Steps | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
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| **Identify cross-content standards and indicators - Core Literacy** | Core Literacy Professional Learning Group (PLG) at EJSHS does initial professional learning around reading and writing in the content areas | Core Literacy PLG continues learning to deepen understanding around content area reading and writing and disciplinary literacy; action research begins/teachers try techniques, strategies, etc. | Core Literacy PLG works with members of each department to draft suggested curriculum revisions and enhancements by adding specific goals and skills in disciplinary literacy to each discipline; teachers implement and reflect.<br><br>Core Literacy PLG informs and/or leads professional development for colleagues in grades 7-12 | **All courses in grades 7-12 include literacy instruction.**<br><br>Continue professional development and curriculum revisions based on implementation | Continue to monitor for growth and adjust or support based on implementation and feedback |
| **Teach and assess identified Habits of Work (HOW) alongside the academic curriculum** | Middle School Teachers use existing Habits of Work (HOW) rubric for Q1 & Q3 self assessments and mid-year conferencing<br><br>EJSHS HOW Professional Learning Group (PLG) researches best practices to create inventory of priority HOW elements<br><br>EJSHS HOW PLG and elementary committees determine priority HOW elements from grades PreK-12 | Habits of Work (HOW) Professional Learning Group (PLG) designs lessons to teach and develop HOW at beginning of year (or each quarter) in junior high in conjunction with advisory program<br><br>Counseling department and HOW PLG discuss intersection of HOW and advisory program as well as a parental reflection component<br><br>Counseling department | **Habits of Work are reflected on student report cards in grades K-9**<br><br>Middle School teachers pilot specific HOW lessons<br><br>Counseling department presents HOW to parents and guides them in reflection component<br><br>PLGs collaborate to update Advisory curriculum to include | Habits of Work are reflected on student report cards in grades K-10<br><br>High School teachers pilot HOW lessons<br><br>HOW PLG draws connections between HOW and specific career paths | Habits of Work are reflected on student report cards in grades K-11<br><br>**Habits of Work lessons are fully integrated into the advisory program in grades 7-12** |

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| | | sketches out intersection of HOW and Tiered Systems of Support (TSS)<br><br>Elementary committee drafts a revised elementary school report card template to reflect HOW replacing Behaviors That Support Learning<br><br>Elementary teacher committees begin to develop elementary Habits of Work Rubrics or Learning Progressions | specific HOW lessons<br><br>HOW PLG design responsive lessons/actions for students getting a "1" on HOW and build into TSS as a universal screener<br><br>HOW PLG begins to discuss intersection of HOW and portfolio | | |
| **Identify content area graduation standards and performance indicators** | Proficiency Based Learning (PBL) Pilot Professional Learning Group (PLG) teachers identify content area standards and performance indicators for specific skills used in units of instruction in grades 7-12 | All teachers review NJSLS and identify key proficiencies for graduation and backwards plan (vertically articulate) individual grade level expectations down to grade 7 - Adjacent grade levels will work together to set boundaries and expectations | All teachers in grades K-6 backwards plan graduation proficiencies down to individual grade level expectations. Adjacent grade levels work together to set boundaries and expectations | **Comprehensive draft of graduation standards and performance indicators is in place K-12**<br><br>Continue to monitor and adjust based on classroom pilots and any NJSLS updates | Continue to monitor and adjust based on classroom pilots and any NJSLS updates |
| **Prepare parent education materials and conduct public forums** | Elementary principals prepare parent education materials for K-5 parents around the current standards-based report card | Teacher PLGs prepare parent education/communication materials around the ongoing proficiency-based learning work in each building<br><br>District and building administrators and pilot teachers host parent meetings for families of students in pilot teacher classrooms to explain the purpose of the proficiency-based reporting pilot and gather feedback throughout the year | Teacher PLGs prepare parent education/communication materials around the ongoing proficiency-based learning work in each building<br><br>District and building administrators and pilot teachers host parent meetings for families of students in pilot teacher classrooms to explain the purpose of the proficiency-based reporting pilot and gather feedback throughout the year | District and building administrators and pilot teachers host parent meetings for families of students in pilot teacher classrooms to explain the purpose of the proficiency-based reporting pilot and gather feedback throughout the year | District and building administrators prepare parent education materials to support full launch of proficiency-based reporting in September 2026 |

# Emerson | Strategic Plan 2026

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| **Develop scoring criteria** | PBL Pilot PLG teachers develop scoring criteria for specific performance indicators in grades 7-12 | All teachers in grades 6-12 create scoring criteria for one marking period worth of performance indicators, after or along with the vertical integration work being done | All teachers in grades 7-12 expand scoring criteria to cover all skills in their primary course<br><br>All teachers in grades K-6 begin work on scoring criteria | All teachers in grades 7-12 tune and revise scoring criteria<br><br>All teachers in grades K-6 complete scoring criteria | **Solid draft of scoring criteria in place K-12**<br><br>Teachers at all grade levels tune and revise scoring criteria |
| **Align performance indicators** | | PBL Pilot PLG begins to map the graduation standards and performance indicators to specific courses and units | Teachers in grades 6-12 to map the graduation standards and performance indicators to specific courses and units using examples generated by the PBL pilot teachers | Teachers in grades 6-12 review and adjust their mapping<br><br>Teachers in grades K-5 map the graduation standards to specific units | **All graduation standards and performance indicators are mapped to courses and units**<br><br>Maps are referenced in lesson/assessment planning and regularly revised during our normal curriculum cycle |
| **Develop a reporting system** | | PBL Pilot PLG begins to sketch out a potential proficiency-based reporting system for grades 6-12<br><br>Teacher PLG and Committees review software options to support a new form of reporting - potentially including a learning management system and student information system (SIS). | PBL Pilot PLG continues to sketch out a potential proficiency-based reporting system for grades 6-12<br><br>Elementary teacher committees discuss data collection over time for K-5 proficiencies - what would a running gradebook look like here?<br><br>Teacher PLG and Committees narrow down software options and plan for the the piloting of top choices | Volunteer PK-12 pilot teachers use candidate reporting system(s) instead of current systems for at least one marking period. Administrators work with pilot teachers to connect new and old systems for students and parents<br><br>Teacher PLG uses teacher and administrator feedback to narrow down options for reporting systems<br><br>Central office plans for reporting system purchase | **New reporting system software goes live**<br><br>Training provided for all teachers in proficiency-based reporting and new software in anticipation of a full launch |

| Revise the student transcript | | | | EJSHS counseling department begin to review student transcript formats from other districts using proficiency-based reporting | EJSHS counseling department proposes transcript updates to align with proficiency-based reporting |
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**Team Members:**
- Office of Curriculum, Instruction & Technology
- Building Principals
- EJSHS PLG for Core Literacy
- EJSHS PLG for Habits of Work
- EJSHS PLG for Proficiency Based Learning Pilot
- Villano Curriculum, Instruction & Assessment Committee
- Memorial Great Schools Partnership Committee

**References:**
- Global Best Practices 1.3 Academic Expectations (page 10)
- Global Best Practices 1.4 Proficiency-Based Education (page 12)
- Global Best Practices 1.5 Assessment Practices (page 14)
- Global Best Practices 2.4 Transitions (page 28)
- Great Schools Partnership - Proficiency Based Learning Planning Guide
- Great Schools Partnership - Planning for Proficiency
- Great Schools Partnership - Habits of Work
- Great Schools Partnership - Report on Habits of Work Separately

# Emerson | Strategic Plan 2026

**Strategic Plan Goal:** Alignment of Academic Expectations & 21st Century Skills
**Subgoal:** Student Opportunities & Pathways

By 2026 we will have expanded and updated our programming to expose students to a variety of modern career choices and personal pursuits. We will support students by offering them choice, variety and flexibility to explore their own areas of strength and interest.

| Action Steps | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
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| **Expose K-12 students to a variety of careers** | Elementary administration and EJSHS Counseling Department collaborate on determining best PK-12 practices to promote career choice and pathways. | Elementary principals consider opportunities for parent visitors to share their careers with kids<br><br>Elementary principals and teachers look for career connections in school events such as Hour of Code | EJSHS Principal and Counseling Office coordinate with Elementary Principals to create cross-school building career exposure opportunities. | School Administrators work with their respective building staff to offer career-based programs focused on a wide variety of exposure. | District administration coordinates with local business leaders to offer career exposure to students<br><br>District Administrative Council discusses career exposure effectiveness and modifies planning accordingly |
| **Make use of new technology tools to offer meaningful virtual / hybrid learning experiences** | EJSHS Counseling Office replaces current in-person "home instruction" for extended student absences with virtual learning (as appropriate) | EJSHS Principal and Counseling Office Identify pilot courses for virtual or hybrid learning for course credit, including English 4 and Physical Education<br><br>EJSHS Principal and Counseling Office evaluate the potential for asynchronous learning and/or evening courses in conjunction with the Emerson Community School | EJSHS teachers pilot identified courses using hybrid or virtual model<br><br>EJSHS Counseling Office conducts survey on pilot hybrid experience<br><br>EJSHS Principal and Counseling Office explore partnerships with other districts to increase offerings for virtual or hybrid experiences | EJSHS teachers adjust practice based on pilot and add additional hybrid/virtual courses<br><br>EJSHS Principal and Counseling Office evaluate the possibility of a hybrid learning requirement for 2025-26 | **All EJSHS students have the opportunity to participate in a virtual or hybrid learning experience in preparation for the post-secondary learning environment** |
| **Increase the ability of EJSHS students to earn college credits for their advanced** | | EJSHS Counseling Office designs dual-credit program in conjunction with Bergen Community College<br><br>EJSHS Counseling Office | EJSHS Counseling Office runs qualifying courses as dual-credit for HS students<br><br>EJSHS Counseling Office plans for expansion of | EJSHS Counseling Office expands dual-credit program<br><br>EJSHS Counseling Office and Principal chart out future courses to design an | EJSHS Counseling Office continues expanding dual-credit program towards an associate's degree program |

| high school coursework | | evaluates certifications of colleagues and submits syllabi to BCC | dual-credit programming | associate's degree program concurrent with highschool course requirements | EJSHS Counseling Office considers five-year high school programs for some students |
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| **Update woodshop & engineering facilities and programming with a green design priority** | | EJSHS administration and teachers visit STEM labs at other schools and conduct needs analysis of our current facilities and elective course pathways | EJSHS administration and teachers propose and budget for renovations of Woodshop classroom<br><br>Office of Curriculum, Instruction & Technology (CIT) along with EJSHS Principal and teachers lays out a new course sequence for an elective STEM program with a green design priority<br><br>EJSHS Principal evaluates staffing implications for a new program | EJSHS and Central Office renovates existing woodshop to accommodate STEM programming<br><br>Office of CIT and Curriculum writers create curriculum for new STEM courses with a green design priority<br><br>Central office allocates staff FTE to new program and hire as needed | **All EJSHS students have the opportunity to engage in elective coursework around engineering and green design** |

**Leadership:**

- Central Office
- Office of Curriculum, Instruction & Technology
- Building Principals
- EJSHS Counseling Office
- Curriculum Writers

**References:**

- Global Best Practices 1.7 Technology Integration (page 18)
- Global Best Practices 2.3 Multiple Pathways (page 26)

# Emerson | Strategic Plan 2026

**Strategic Plan Goal:** Community Participation & Citizenship for Democracy

**Subgoal:** Student Experiences Beyond the Classroom

By 2026 we will create additional opportunities for students to have learning experiences beyond traditional classroom instruction, with a focus on increasing their global competence and service to the community.

| Action Steps | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
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| **Incorporate service learning experiences for K-12 students** | EJSHS School Culture Professional Learning Group researches best practices in service learning, including resources from the Maryland DOE<br><br>EJSHS School Culture Professional Learning Group identifies partners for grade-level service experiences | EJSHS Teachers lead 9th grade class trip related to a service learning experience, including student opportunity for input on the focus and direction of the service work<br><br>EJSHS Principal creates Service Learning Coordinator job description<br><br>EJSHS School Culture Professional Learning Group creates process for individual students to log service hours | EJSHS Teachers lead 9th and 10th grade class trips related to service learning experiences<br><br>EJSHS Principal identifies staff member for Service Learning coordinator position | EJSHS Teachers lead 9th, 10th, 11th grade class trips related to service learning experiences<br><br>EJSHS Counseling Department Incorporates service learning credit into Program of Studies | **Students in Grades 9-12 participate in service-learning trips and experiences as a high school requirement for graduation** |
| **Integrate experiential learning for K - 12 students** | District Administration researches and visits various experiential learning public and private programs | District administration determines experiential learning needs and creates requisite budgetary space and staff positions with the consultation of school-based leadership | School principals pilot experiential learning programs at their various levels. Feedback is collected and shared based on overall experience | Next steps are TBD dependent upon the 2023 - 2024 pilot programs | Next steps are TBD dependent upon the 2023 - 2024 pilot programs |
| **Develop a local senior internship program available to EJSHS seniors** | EJSHS School Counseling Department develops framework and guidelines for a locally-run internship program<br><br>EJSHS Principal Identifies 2 SLE certified staff members to coordinate internships | **Launch Emerson internship framework with 10-20 12th-grade students**<br><br>Continue to build network of internship sites | Expand internship availability to 20-30 students<br><br>Continue to build network of internship sites | Expand internship availability to 30-40 students<br><br>Continue to build network of internship sites | Expand internship availability to 40-50 students<br><br>Continue to build network of internship sites |

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| | Internship coordinators build local network of internship sites | | | | |
| **Expand extracurricular clubs program at the elementary schools** | Memorial Principal and teachers begin discussing and planning Memorial clubs following the Villano School model<br><br>Villano Principal and teachers begin Lego Robotics Club at Villano School | Memorial Principal and teachers pilot a lunchtime book club at Memorial School<br><br>Memorial Principal budgets for club stipends and reviews logistics for after school clubs | **Offer after school clubs program at Memorial School** | Review and revise club offerings and logistics based on participation and feedback | Review and revise club offerings and logistics based on participation and feedback |

**Leadership:**

- Building Principals
- EJSHS School Counseling Department
- EJSHS School Culture Professional Learning Group
- EJSHS Service Learning Coordinator
- EJSHS Internship Coordinator

**References:**

- Global Best Practices 1.6 International and Multicultural Learning (page 16)
- Global Best Practices 2.3 Multiple Pathways (page 26)
- Global Best Practices 2.6 Time and Space (page 32)

# Emerson | Strategic Plan 2026

**Strategic Plan Goal:** Community Participation & Citizenship for Democracy

**Subgoal:** Family Involvement

By 2026 we will have built upon the existing connections with district families via consistent communication and opportunities to learn new parenting strategies. Families will have the opportunity to experience increased offerings at the Emerson Community School and be provided with information regarding financial literacy and future educational planning.

| Action Steps | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
|---|---|---|---|---|---|
| **Standardize communication to families around knowledge and skill goals for upcoming units** | Pilot teachers identify content area standards and performance indicators for specific units of instruction in grades 7-12 **(Proficiency-Based Learning Goal)** | All teachers review NJSLS and identify key proficiencies for graduation and backwards plan down to grade 6 **(Proficiency-Based Learning Goal)** | Teachers in grades K-5 backwards plan graduation proficiencies down to their grade levels **(Proficiency-Based Learning Goal)** | Elementary Committees develop a template and norms around letters home to families at the beginning of each unit for grades K-6 sharing the key knowledge and skill goals

EJSHS Principal and Academic Coordinators review the EJSHS Syllabus template with an eye to student and parent communication regarding the knowledge and skill targets for each unit | Elementary teachers pilot unit communications in Math and ELA

EJSHS teachers revise syllabus documents to reflect the graduation standards and performance indicators, to be systematically with students and parents |
| **Develop a family academy** | School-based committees determine grade and age-level appropriate academic, social and emotional topics from a PK-12 lens with special attention given to topics that engage the entire family including children and parents experiencing the program together | Committees at each school initiates at least one single topic-specific family-based program. It could be either onsite or remote depending on how society and expectations progress over time | Committees host additional family-based programs

Building Principals and Committees explore the possibility of Emerson-based academy/programs shared with fellow districts and begin to develop partnerships | Continue to evaluate and expand Family Academy programming | Continue to evaluate and expand Family Academy programming |
| **Increase offerings at** | Central Office and Community School Director evaluate the | Community School introduces additional offerings | Community School launches partnership and/or affiliate | Continue to evaluate and improve Emerson Community | Continue to evaluate and improve Emerson Community |

# Emerson | Strategic Plan 2026

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| **the Emerson Community School (ECS) for shared learning experiences for the whole family** | goals and offerings of the ECS with an eye towards expansion of services and greater interest from the larger community. Special attention will be given to topics that engage the entire family as well as offerings that support students and community members towards certificates or career readiness | Community School explores partnership with other local community schools as well as a possible affiliation with BCC to offer credit and/or credential-bearing courses | programming | School | School |
| **Partner with families to provide financial literacy education & support** | | | Office of Curriculum, Instruction & Technology, EJSHS Principal, and Counseling Department Plan Financial Literacy 2.0 programming or course (college savings, earnings forecast, FICO, etc.) with connections considered to student advisory portfolio work | EJSHS Principal and Counseling Department host family financial literacy programming | Continue to evaluate and improve Financial Literacy Education and Support |
| **Develop avenues for community members to become involved and support the schools** | EJSHS Principal launches new Quarterly Key Communicators Meetings, including presenting annual School Goals and discussing progress through the year | Central Office, Building Principals and Parent Groups (PTA, etc.) discuss feasibility of Emerson Education Fund at school or district level | Predicated upon the 2022 - 2023 feasibility study, charter EEF 501(c)3 (organizational structure, grant writing process, fundraising guidelines, network with school) is considered for implementation. | EEF Steering Committee/Executive Board begins their first operating year. Committee develops fundraising guidelines for college savings account (utilize fundraising energy for Project Graduation) for college savings campaign | **Emerson Education Fund is fully operational and disburses funds and resources via their standing committees and developed by-laws.** |

**Leadership:**
- Central Office
- Office of Curriculum, Instruction & Technology
- Building Principals
- EJSHS Counseling Department
- EJSHS Academic Coordinators

- Elementary Committees
- Community School Director

**References:**
- [Great Schools Partnership - How to Develop Your Own Community Engagement Policy](#)
- [Great Schools Partnership - Community Conversation Checklist](#)
- [Great Schools Partnership - Strategies for Facilitators of Community Meetings](#)
- [San Francisco Office of Financial Empowerment](#)

# Emerson | Strategic Plan 2026

**Strategic Plan Goal:** District Operations & Infrastructure

**Subgoal:** Streamlined Platforms & Services

By 2026 we will replace a variety of paper-based forms and systems for HR functions with an online portal. We will review our Student Information System and consider other available products in order to work towards minimizing the number of platforms accessed by our staff while maximizing the functionality to support the meaningful work of reporting student learning and managing the tiered systems of support.

| Action Steps | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 |
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| **Transition to a paperless system for HR forms and functions** | Central office implements HR/payroll portal for all employees.(Paystubs, w-4,s-2, 1095-c, 403B etc.) | Central office implements electronic submission of payroll vouchers | Central office implements online system for LOA (sick, personal etc.) as well as PD requests | Monitor new systems and adjust as needed | Monitor new systems and adjust as needed |
| **Evaluate current student information system in regards to efficiency and combination of necessary services** | Office of Curriculum, Instruction & Technology (CIT) researches and speaks to various vendors and their district customers regarding their products and services. | Office of CIT assesses current platforms connected to the SIS and discusses requirements for a new system with stakeholders<br><br>Teacher Professional Learning Group (PLG) and Committees review software options to support a new form of reporting - potentially including a learning management system and student information system (SIS) **(Proficiency-Based Learning Goal)** | Teacher PLG and Committees narrow down software options and plan for the the piloting of top choices **(Proficiency-Based Learning Goal)** | Some teachers pilot proficiency-based reporting system (and software if available) K-12 and collect data on successes and challenges **(Proficiency-Based Learning Goal)**<br><br>Administrators along with teacher PLG and Committees select and plan for purchase of software to support proficiency-based reporting **(Proficiency-Based Learning Goal)** | Training provided for all teachers in proficiency-based reporting and new software in anticipation of a full launch for September 2026 **(Proficiency-Based Learning Goal)** |

**Leadership:**

- Central Office
- Office of Curriculum, Instruction & Technology
- EJSHS Proficiency-Based Learning Professional Learning Group

- Elementary Committees

**References:**
- Global Best Practices 1.7 Technology Integration (page 18)
- Global Best Practices 2.7 Data Systems & Applications (page 34)