

3D Strategic Plan

2022-2027

Strategic Plan Summary

Pittsgrove Township School District

Facilitated by NJSBA Field Service Department

Terri Lewis,
Field Service Representative

Jesse Adams, Jr.,
Field Service Representative



New Jersey School Boards Association
Serving Local Boards of Education Since 1914

3D Strategic Plan

2022-2027

Pittsgrove Township School District

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Acknowledgements

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Pittsgrove Township Board of Education

Dr. Emily Cannon, President
Steven DiMatteo, Vice President
Jason Berks, Board Member
Andrea Foster, Board Member
Timothy Hack, Board Member
Denzil Hardman, Board Member
Jean Sparacio Scarani, Board Member

Matthew Carey, Superintendent
Darren Harris, Business Administrator
Stefanie Fox-Manno, Chief Academic Officer

New Jersey School Boards Association

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Strategic Planning Process

Executive Summary

In December 2021, the Pittsgrove Township School District began preparations to update its strategic plan, which would be expiring in 2022. The district began by creating a Steering Committee that would oversee the process. The Steering Committee met with New Jersey School Boards Association on January 25, 2022 and several times later during the process.

The information discussed at the initial meeting included a review of the following items of business:

- commitment of time and resources
- school and community level involvement
- strategic planning to meet the needs of the district
- the Board and Superintendent's role in the process
- potential participants to be included
- options to in-person meetings

The timeline was developed with the Strategic Planning process to begin in March 2022. This would allow time for information to be disseminated and invitations to be sent to stakeholders. It was also decided that out of respect for participants' time, all meetings of the Strategic Planning Committee would be virtual. This would allow for maximum participation and consistency. The Steering Committee met again on February 28, 2022 to prepare for the upcoming Strategic Plan Working Group.

A. 3D Strategic Plan Meetings

Meeting 1: On March 1, 2022, Terri Lewis and Jesse Adams, Jr. from NJSBA facilitated the initial Strategic Planning meeting with district stakeholders. The meeting commenced at 6:00 PM. The meeting included a State of the District Report from Superintendent Matthew Carey and several small group breakout sessions. Results of this meeting include the following:

1. Strengths and Challenges/Opportunities
2. A vision of the future for the school district

The outcomes from this Strategic Planning Meeting are included in the Strategic Planning Notebook Appendix.

Based on discussion at the Strategic Planning session, a survey was developed by NJSBA to gain further insight from parents and community members to aid in developing goals

and objectives for the plan. The survey was approved by the Steering Committee on March 15, 2022.

Meeting 2: On March 22, 2022, parents and other district stakeholders were invited to a Strategic Planning review session. Matthey Carey opened the session with the State of the District. Outcomes from the March 1, 2022 meeting were shared, and the stakeholder survey was introduced to participants. The survey was advertised by the district and was open for feedback from March 22, 2022 through April 18, 2022.

Meeting 3: On April 20, 2022, the Strategic Planning Committee met to review the results of the stakeholder survey. Using this data and the information from the first planning session, they initiated the development of goals and objectives for the plan. They broke into four groups, each covering a broad focus area identified from the first planning session. From April 21, 2022 through May 2, 2022, these small groups met independently to review the data to ensure the goals and objectives reflected the actions necessary to execute the plan.

Meeting 4: All members of the Strategic Plan Committee met on May 3, 2022, to present their goals and objectives and review the work of other groups in preparation for the finalization of the plan. The goals and objectives are included later in the Strategic Plan documents.

B. Developing the Action Plans

The Superintendent and Administrative Team will develop action plans to implement the 3D Strategic Plan. The action plans should include the following:

1. The actions required to accomplish the goals and objectives
2. Select measures for accountability
3. Resources required
4. A timeline for implementation

C. Next Steps

The board will adopt the strategic plan for the district, and the administration will begin to develop and implement action plans for each of the identified goals. The plan can be placed on your website for your staff and community members. A copy of the plan should be on your board table/documents to provide a framework for your decision-making.

Pittsgrove Township School District
Mission Statement



In partnership with the community, we promote the academic and personal growth of each student through rigorous programs that support lifelong learning.

Goal Areas

The four goal areas that have emerged from the group work are as follows:

1. Facilities/Finance
2. Teaching and Learning
3. Community Collaboration
4. Technology

Focus Area #1: Facilities/Finance

Goal 1: Build a strong financial structure to improve student success and growth in addition to maintaining health and safety.

Objectives:

1. Build and share a feasibility study to inform and communicate the future plans of the district.
2. Explore additional grant opportunities and other funding/revenue/cost-sharing options available.
3. Create and communicate to stakeholders financial and budgeting practices to support the other strategic plan goals.

Focus Area #2: Teaching and Learning

(This goal area emerged as two separate goals)

Goal 2A: Ensure that every student is equipped with the knowledge, skills, and experiences to succeed in college or a postsecondary pathway by designing academic experiences that prepare all students for college and career.

Objectives:

1. Increase AP and Dual Credit courses throughout high school (9th through 12th).
2. Increase opportunities to earn credentials and/or articulation agreements upon graduation (for all pathways - college or career).
3. Provide career fairs and/or career days annually at each academic level.
4. Provide career exploration courses/units at each grade level.
5. Increase extra-curricular and/or programming (before or after school) in the areas of SEL, STEM, and VPA.
6. Develop career pathways (programs of study) for a variety of students.

Focus Area #2: Teaching and Learning

Goal 2B: Ensure equitable access and opportunity for all students by challenging the equity gaps within the organization and rethinking and improving teaching strategies and practices.

Objectives:

1. Design and develop curriculum that supports and benefits all students.
2. Improve teaching and learning through lessons/assessments that embed the following: critical thinking, problem-solving, creativity, innovation, and leadership.
3. Improve teaching and learning through the implementation of responsive teaching (differentiated) instructional strategies in the classroom (Tier I).
4. Integrate social emotional learning (SEL) into instructional practices and classroom routines.
5. Identify and eliminate barriers that restrict access to advanced placement courses for students from ethnic, racial, and socioeconomic groups that have traditionally been underserved.

Focus Area #3: Community Collaboration

Goal 3: Strengthen the connectedness of schools and the community.

Objectives:

1. Offer opportunities for services within the community at locations accessible to the overall community (i.e., tutoring, counseling).
2. Increase offerings of school social activities and community events.
3. Develop opportunities with community partners/organizations to strengthen student experiences and programming.

Focus Area #4: Technology

Goal 4: Support and enhance the learning of all stakeholders by providing an integrated set of robust network infrastructure and educational technology platforms that are age-appropriate, cyber-safe, and well-integrated into the educational mission of the district.

Objectives:

1. Provide effective support and training for existing technology investments and develop a process for all future implementations.
2. Increase support for onsite technology-related issues for students, staff, and other building/district personnel.
3. Evaluate all-district cloud platforms for operational efficiencies, single sign-on (SSO) implementation, cyber-security considerations, and elimination of silo systems where possible.
4. Look to improve our portfolio of educational technologies with an emphasis on effective integration into the learning environment.
5. Utilize and apply technology to advance their learning in a collaborative, student-centered, and self-directed learning environment.
6. Maintain cyber-security safeguards that will protect all learners while also remaining as engaging and collaborative as possible.

Appendix “A”

Superintendent’s State of the District Report



1

Mission Statement

“In Partnership with the community, we promote the academic and personal growth of each student through rigorous programs that support lifelong learning.”

COUGARS	20	21	VISITOR
20	20	21	21
0	0	0	0
0	0	0	0
0	0	0	0

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PTSD: Who We Are

PTSD: Serving Pittsgrove Township and Elmer Borough

- Norma Elementary: PreK 3 and PreK 4
- Elmer School: K-1
- Olivet School: 2-4
- Middle School: 5-8
- High School: 9-12
- CST/Maintenance, Transportation and Central Office

- Interdistrict School Choice: 195 students, State funded program
- SCVTS Academy at APSHS: 69 students, funding through SCVTS

- In-House Services: Transportation and Maintenance Departments
- Contracted Services: Aides/Substitutes, Custodial Services, Food Service, Security and various student services

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Student Enrollment 2019-2021

School	<u>19/20</u>	<u>20/21</u>	<u>21/22 (Sept)</u>
APSHS	576	578	560 (-18)
PTMS	473	486	504 (+18)
Olivet	365	359	334 (-25)
Elmer	219	229	230 (+1)
Norma	171	147	136 (-11)
Total	1814	1799	1764 (-35)

Figures as of 9/30/21

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Enrollment by Racial and Ethnic Group 2019-2021

Racial and Ethnic Group	18-19	19-20	20-21 (June)
White	75.9	76.8	76.8
Hispanic	11.2	11.3	11.1
Black or African American	6.1	5.4	5.1
Asian	0.8	0.8	0.9
American Indian or Alaska Native	0.2	0.1	0.1
Native Hawaiian or Pacific Islander	0.1	0	0
Two or More Races	5.7	5.7	6.2

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Enrollment by Student Group 2019-2021

Student Group	18-19	19-20	20-21 (June)
Female	50.7	51.1	51.4
Male	49.3	48.9	48.6
Economically Disadvantaged	29.9	29.4	22.6
Students with Disabilities	15.9	15.6	15.7

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PTSD: Where We Are

2017-2022 PTSD Strategic Plan:

1. Develop and implement diverse programs that focus on 21st century and career readiness skills to meet the needs of all learners.
2. Develop opportunities to expand the District's resources and create collaborative partnerships with other districts to support distinct populations.
3. Develop and improve appropriate avenues for communication and interaction with parents and key communicators/constituent groups, inclusive of low-participating groups, to provide greater opportunities for partnerships and outreach/events, while sharing what is happening in the district.
4. Develop a "cheaper way to spin the wheel" by creating efficiencies in operations.
5. Identify and address barriers to serve the needs of underserved populations, including school culture issues.

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Where We Are: Budget

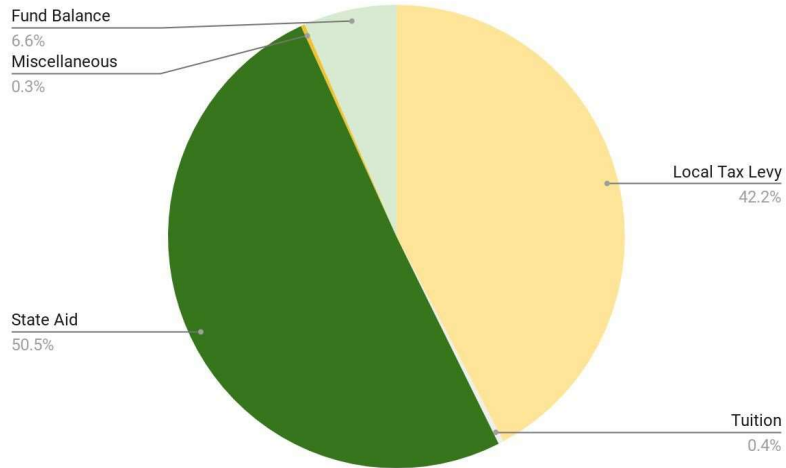
				% Increase	Average Inc.
General Budget (Grants excl)	2019-20	2020-21	2021-22	FY20-FY22	over 2 years
State Aid (Minus Ex. Aid)	16,089,015	16,024,920	16,114,822	0.2%	0.1%
Local Tax	12,956,017	13,215,137	13,479,440	4.0%	2.0%
Combined Revenue	29,045,032	29,240,057	29,594,262	1.9%	0.9%
Balances as of June 30	2018-19	2019-20	2020-21*		
Maintenance Reserve	550,000	850,010	725,010		
Capital Reserve	2,771	202,781	602,781		
Excess Surplus**	417,201	756,934	908,897		

* Estimate pending audit review

**Excess Surplus based on 2% fund balance allowance. Actual FY21 excess surplus will be less with change to a 4% allowance

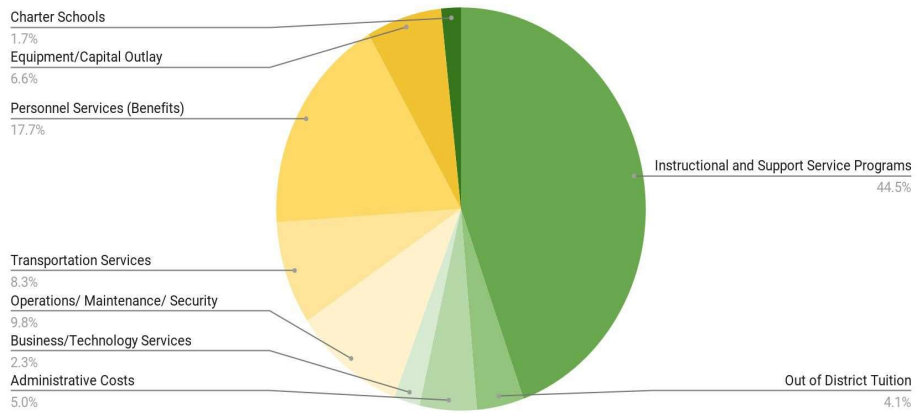
8

Where We Are: Budget Revenues



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Where We Are: Budget Expenditures



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What We Are: Facilities

- Norma School
 - Built in 1953, estimated \$2.2 million in updates/repairs
- Elmer School
 - Built in 1973, estimated \$1.9 million in updates/repairs
- Olivet School
 - Built in 1930, additions/upgrades 1957, 1966, 1992, estimated \$2.8 million in updates/repairs
- PTMS
 - Built in 1989, addition/upgrade 1999, estimated \$4.3 million in updates/repairs
- APSHS
 - Built in 1976, estimated \$15.4 million in updates/repairs
- CST/Maintenance Building and Warehouse
 - Converted house on Almond Rd. Requires upkeep and maintenance
- Transportation Hub
 - Converted structure, bus lots, gas pump, mechanic bays, 35 buses
- Central Administration
 - Structure built in 1989, Requires upkeep and maintenance

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PTSD: Where We Are

PTSD Staff: 255 total

- Administration: 17
- Certified Staff: 166
- Support Staff: 72

Contracted Service Providers: total contract estimated (\$2.54 million)

- ESS (aides): Staff 43, Cost \$1,100,00
- ESS (substitutes): Staff 30, Cost \$260,000
- Sodexo (food service): Staff 22, Cost \$0 (self-sustaining)
- ABM (custodial): Staff 24, \$930,000
- KDNFS (Security): Staff 6, Cost \$250,000
- SCSSSD: Various CST services, as needed

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Where We Are: COVID-19

The past 2 years of PTSD's COVID-19 response:

- 2019-20: Fully virtual from March 16th- end of the school year.
- 2020-21: The Road Back: Began the year on a hybrid schedule, ended the year on an abbreviated schedule for PTMS and APSHS, with a full schedule for the elementary schools.
 - 109 Confirmed Positives
 - 1,057 Students Quarantined (* some students quarantine multiple times)
 - 168 Staff Quarantined (* some staff quarantine multiple times)
- 2021-22: The Road Forward: Full schedule for all 5 schools
 - 346 Confirmed Positives
 - 2282* Students Quarantined (* some students quarantine multiple times)
 - 103* Staff Quarantined (* some staff quarantine multiple times)

COVID-19 Grant Funding:

- CARES: \$273,211
- ESSER II: \$1,176,959
- ARP: \$2,702,291

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PTSD: Points of Pride



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Schalick High School Advanced Placement Offerings

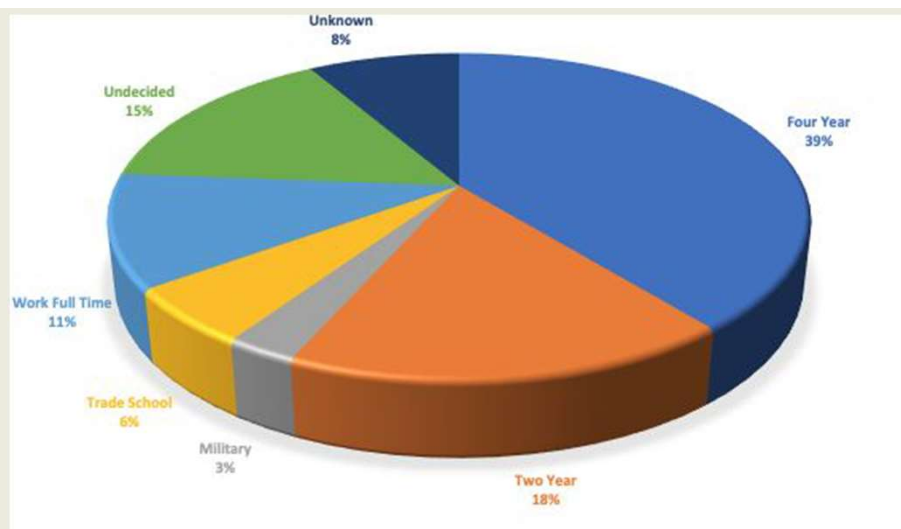


AP English Literature and Composition
 AP English Language and Composition
 AP United States History
 AP Calculus AB
 AP Biology
 AP Computer Science
 AP Statistics
 AP Studio Art/2D Drawing & Design
 AP Physics 1*
 AP Psychology*
 AP Music Theory*

**VHS Courses*

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Post-Graduation Plans Class of 2021



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A.P. Schalick High School

- **National Honor Society (NHS) Induction** (Goal 1)
- **World Language, Music, & Art Honor Society Induction** (Goal 1)
- **School Messenger Announcements, APSHS Bulletins, Student Emails, Remind, Facebook, Instagram and Website Communications. Announcements are emailed and broadcast live to students daily** (Goal 3)
- **Renaissance Program** - PRIDE Tickets, Staffulty of the Month, Academic Honors (Goal 1)
- **Youth Services Commission Grant** - Supports APSHS Mentoring Program and ATOD Awareness and Education (Goal 1)
- Year 3 of the **PowerSave Schools Program** sponsored by South Jersey Gas Industries (SJG) and the Alliance to Save Energy (ASE) in partnership with Sustainable Jersey for Schools (Goal 1)
- **Project Lead the Way**— Year 5. Obtained **Perkins Funding** in support of program (Goal 1)
- Implemented a **1:1 Chromebook Program** (Goal 5)
- **Master Bell Schedule** adjustment to include **Cougar Time and smaller lunch periods** (Goal 1 and 5)

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A.P. Schalick High School

- **PSAT & SAT School Day** - Offering SAT and PSAT School Days (Goal 5)
- **Salem Community College** - Dual Credit Program Offerings (Goal 1)
- **Virtual High School** - Year 1 SY 2021-2022 (Goal 1 and 2)
- Revised **Program of Studies** to create more inclusive opportunities for students to take advanced level courses (Goal 1 and 5)
- **New Elective Offerings** - Explorations in Theater Arts, Quantum Computing, Global Citizenship (Goal 1 and 5)
- **English as a Second Language** Program Supports (Goal 1 and 5)
- Continued support of **after-school clubs** and **expanded service to our community via volunteerism and service projects** (Goal 2)
- **Arts Performances** - Virtual performance *APSHS Memory Lane Cabaret* (Goal 1)
- **Student Assistance Counseling (SAC) Services** provided on a full-time basis (Goal 1 and 5)
- **Wellness Room** (Goal 1 and 5)
- **YAP Services** partnership with Youth Advocate Programs, Inc. (YAP) for **School-Based On-Site Mental Health Counseling** (Goal 1 and 5)

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A.P. Schalick High School

- **Virtual Events and Celebrations in both prerecorded and livestream platforms** - Pep Rallies, Virtual Awards Ceremonies, Renaissance events, meetings, Academy Information Night, Arts performances (Goal 3 and 5)
- Hosted **Seniors Awards and Scholarship Night** in person (Goal 3 and 5)
- **Green & Gold event** was held outdoors (Goal 3 and 5)
- **SY 2020-2021 Athletics Highlights:** Fall Sports Diamond Division Champions - Cross Country (Girls), Field Hockey, Soccer (Boys), Soccer (Girls), Tennis; Spring Sports Diamond Division Champions- Baseball, Softball; Salem County Champions - Track & Field (Girls); Several students received individual athletics honors and awards (Goal 3 and 5)
- **Athletic Signing Days** hosted to celebrate student-athletes commitments to playing sports in college (Goal 3 and 5)
- **Facilities Upgrades** - Tennis Courts, Track, School Roof

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Pittsgrove Township Middle School

- **Social Media "Telling our Story"** - Wildcat Weekly Blog, School Messenger, student class emails, school website, and Facebook; we have met our goal of posting new information weekly. (Goal 3)
- **Project Lead the Way** - 5th year of implementation (Goal 1)
- **Rain Gardens-South Jersey Land and Water Trust** - Several gardens in the front of PTMS (students were involved with this planting project) (Goals 1, 2, 3)
- **Response to Intervention (RTI)** - Tier 2-3 are being implemented for the 2021-22 school year. Currently working in Cycle 1 with 84 students receiving intervention in Math and ELA (Goal 1 and 5)
- **Extended Day Program** - Supports at-risk learners (providing the additional time and intervention beyond the school day) (Goal 5)
- **Classroom Upgrades** - We have added 60 tables (rectangle and circle) along with 90 new chairs throughout the building (Goal 1)
- **PLC** - Year three of having this in our schedule to allow for collaboration, team meetings, and professional development (Goal 1)

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Pittsgrove Township Middle School

- **ESL Students** - Students are receiving targeted support and instruction daily (Goals 1, 2, 5)
- **Technology Upgrades** - All Promethean Boards have a new Chromebox, wireless keyboard, and wireless mouse
- **1-1 Chromebook** - 5th year of implementation. Students have their own Chromebook, charger, and case that can go home and come back to school (Goals 1, 3, 5)
- **Virtual Events** - 3-Wildcat Wildness Events, Parent Meetings, Faculty Meetings, clubs, student incentive assemblies, and more (Goals 1, 3, 5)
- **Youth Services Commission and the New Jersey Juvenile Justice Commission** - Renaissance Program has continued to highlight student achievement. "Caught by the Cat," "Faculty Member of the Month," and green tickets. All clubs and after-school activities are running for the 2021-22 school year. Garden Club is new this year. Grant approved until 2024. We received an additional \$11,000 for our school clubs and incentives. (Goals 1, 2, 3, 4, 5)
- **NJHS** - PTMS inducted 41 students into this prestigious organization (Goal 1 and 5)
- **Ceremony** - PTMS conducted the first ever ceremony at PTMS for our 8th-grade students. (Goals 2, 3, 4, 5)

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Olivet Elementary School

- **Implementation of F&P Classroom (ELA)** - High-quality curriculum materials added to the ELA (Goal 1 and 5)
- **RTI Framework (WIN)** - Enhance both intervention and enrichment (Goal 1 and 5)
- **Extended Day Program** - Supports at-risk learners (providing the additional time and intervention beyond the school day) (Goal 5)
- **Virtual Platforms** - Seesaw (Grade 2) and Google Classroom (Grades 3&4) (Goal 1 and 5)
- **Weekly Parent Communications** - School Messenger/Facebook (Goal 3)
- **New Playground Equipment** (Climbing/Exercise)
- **Student Council Activities:** Spirit Wear, Movie Nights, Bingo Nights (Goal 3)
- **Landscaping on gym side of building (next to resurfaced lot)- TBI Unlimited LLC** (Goals 1, 2, 3)
- **Rain Gardens in Courtyard-** South Jersey Land & Water Trust in conjunction with Rutgers University (Goals 1, 2, 3)

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Elmer Elementary School

- **Implementation of F&P Classroom (ELA)** - High-quality curriculum materials added to the ELA (Goal 1 and 5)
- **Implementation of RTI Framework (WIN)** - Enhance both intervention and enrichment; completed two cycles of RTI and increased data team meetings (Goal 1 and 5)
- **Extended Day Program** - Supports at-risk learners (providing the additional time and intervention beyond the school day) (Goal 5)
- **PBSIS (Positive Behavioral Supports in Schools)** (Goal 1 and 5)
 - Partnership with Rutgers
 - Tiered Behavioral Supports
 - Three-Year Process: Y1 Planning/ Y2 Implementation/ Y3 Follow-Up Support
- **Social and Emotional Learning** (Goal 1 and 5)
 - **Responsive Classroom:** Morning Meeting/ Social Centers/ Closing Circles
 - **Book Study** with Staff: *Teaching Self-Discipline*
- **Facebook Classroom Spotlight** (Goal 1 and 5)
 - One First Grade and Kindergarten Classroom featured by week on Facebook

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Norma Elementary School

- **PEA (Preschool Expansion Aid)** continues to offer a full-day program to our district's three and four-year-old students (Goal 4)
- **Daily Communication** via Dojo and Facebook (Goal 3)
 - **Monday** - Message from the Master Teacher, such as providing some strategies to help promote gross motor skills to improve learning
 - **Tuesday** - Health Tip from our School Nurse, such as the importance on how to spot symptoms of stress and find ways to manage anxiety in children
 - **Wednesday** - Message from our CPIS and Tech Mentor – CPIS will offer ideas, such as ways to assist parents/guardians in helping their child feel happy, calm, and safe during these different and uncertain times. Our Tech Mentor will offer ideas, such as which app parents/guardians should use to enhance student learning
 - **Thursday** - Grade Level Chairs provide information, such as classroom activities or End of Study celebrations
 - **Friday** - Message from the Principal, which is sent weekly via School Messenger.
- **1:1 iPad Initiative** continued (Goal 1)

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Norma Elementary School

- **Seesaw** will continue to be our virtual learning management system to capture and reflect on students' learning. Teachers have the opportunity to create and share meaningful lessons and provide interactive activities for students to pilot learning. (Goal 3)
- **Creative Curriculum Curricular Units** - The Creative Curriculum® for Preschool is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning. (Goal 1)
- **Teaching Strategies Gold** - Fifth year of implementation (Goal 3)
- **Social Emotional Learning** - Part of the school professional development goal for students and staff (Goal 5)
- **End of Study Celebrations** - Every 4-6 weeks (Goal 3)
- **Expansion of Resources** - Available for students, such as playground equipment and additional fenced in playground for the safety and well-being of students (social distancing), and it is more territory for students to strengthen their gross motor and physical skills. (Goal 1)
- Partnership with **Building Blocks** and **Firm Foundations** (Goal 2)

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Special Education

Cougar R.I.S.E.

Real World Instruction & Student Engagement

Primary instruction focuses on a **Community-Based Instruction** (C.B.I.) approach designed to help the student acquire and generalize life-skills that enhance his/her opportunities for meaningful experiences and relationships within the general community (Goals 1, 2, 5).

Instruction is driven by the student's strengths and needs; consistent teaching strategies; and accommodations designed to enhance the student's participation in typical activities.

Skill acquisition is focused on the following: Academic, Communication/Social Skills, Problem-Solving, Personal Management, Recreation/Leisure, and Career/Vocational

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Special Education

Cougar R.I.S.E.

Real World Instruction & Student Engagement

For the 2021-22 year, the **Cougar R.I.S.E. Program** is looking to go out on weekly community-based instruction in order to enhance student learning. However, our students are currently participating in the following activities around the high school and the Pittsgrove Campus:

Cougar Cafe (in partnership with Sodexo Cafeteria Management) and **Jobs Labs** to include the following:

- * **Copy Center:** *students follow a pre-printed Copy Request slip completed by staff to fill copy orders and to scan document*
- * **Library Aides:** *students help to categorized library materials and create displays for various themes*
- * **Maintenance Aides:** *students work in the cafeteria area assisting with various housekeeping items*
- * **Water Jug Aides:** *students work with the Athletic Trainer to fill and distribute water jugs to the sports teams prior to practices and/or games*
- * **Laundry Crew:** *students work with the Athletic Office and Theater/Dance Academies to assist with inventory and to help clean jerseys/uniforms and outfits worn during performances*

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Technology

- Summer **preventative maintenance & classroom technology updates** (Goal 1 and 4)
- **Integration of (PowerSchool/Clever/Seesaw)** for auto rostering of all classes Pre-K-2
 - Teacher classes created for them & students login with QR code and then one click app launch
- **WiFi Upgrades to Norma, Elmer, and Olivet Schools** (Goal 1, 3, and 5)
- **Campus Internet upgrade & bandwidth increase** remote locations Norma, Elmer & Olivet schools
 - Includes new gateway router, firewall upgrade, and new core network switch
 - Professional services, hardware, and monthly fees all e-rate discounted at 60% (Goal 1, 4, and 5)
- **Classroom A/V Upgrades** - Existing Promethean boards at Elmer/Olivet/PTMS upgraded with new OPS module and ChromeBox . New Boards for APSHS and Norma shipping in late October. (Goal 1, 3, and 5)
- **Teacher Laptops** - Grades Pre-K through 8 and CST (Goal 1, 3, and 5)
- **1-to-1 Student Chromebooks K-12** (Goal 1, 3, and 5)
- **Summer Technology Workers and Fall Drexel Co-Op Student** - Rhys Anderson (Goal 4)

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When We Are 2027: The Future of PTSD?

Tonight you will be asked the following questions:

What are our strengths?
What are our challenges?

Where are we now?
What do we look like in 2027?
What did we do to get there?

“The education sector must adapt in line with this shift and reflect the fact that the essential, in-demand skills of the future will be very different from what has been taught in the past. In other words, what we teach has to change. Furthermore, how we teach must also change to reflect the rapid digitization that is taking place across all industries, not just education.”
(Forbes, 2022)

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When We Are 2027: The Future of PTSD?



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Appendix “B”

Strengths and Challenges

PITTSGROVE TOWNSHIP SCHOOL DISTRICT STRENGTHS

Communication
PowerSchool (student and parent)
Communication with parents and responsive to community concerns
Communication and website update
Information re: high performance on standardized testing (family moved to district b/c of testing results)

Finance /Facilities
Grants for schools
Fiscal Responsibilities
Facility improvements

Programming, Curriculum and Instruction, Student Supports
WIN & THRIVE Program.
Virtual Offering
Various arts/extracurricular programs at the high school
Summer Programming - Free summer programs for students. Inclusive program (Special Ed students with General Ed students in the summer program)
RTI Programs (implemented SY19-20) - Interventions and Enrichment. Before and After School programs for intervention and enrichment.
program overall Preschool offers a great program for early start to overall K-12 program D
PRESCHOOL PROGRAM! Educating the 3- and 4-year-old children in our district.
PreK 3-PreK4 is a great addition the school
New programs and pathways; provide diverse learning opportunities (new resources, courses, RTI/WIN)
HS Athletics and Extra-Curricular Programming (clubs), K-12. Promotion of a variety of
Free full day Preschool Program (Private Providers)
Extra-curriculars (arts).
Constant curriculum revisions/RTI/WIN
Avenues and opportunities to celebrate student success (athletics, academics, arts, etc.)
Academic/Athletic - Size is just right (participation in sports and small class size)
SEL Support - Counseling services are available to support students district-wide.
Mentoring Program - Older students working with younger students.
Emphasis on mental health and support students through mental health crisis; supports in place through the guidance program

Safety and Security
students drop off during early morning arrivals &I
Security and Safety Protocols
SACC program is available to parents for before and after childcare.

School Community
Welcoming environment in our schools (notable for new students).
Welcoming atmosphere in schools
We are a close-knit community. Community (parents and teachers) get involved with school staff participate / attend most student events
Strong sense of community
Small town culture. Value in getting to know students as individuals. Sense of belonging.
Pull in community for various events
Pledge of allegiance is still in our schools
Parent involvement - involved community
Faculty has the ability to get to know students and families – relationships
Student Involvement

Staff
Teacher accessibility and responsiveness
Support staff work well with teachers. The students do not recognize the difference b/w adults due to the consistency and continuity of program operations.
Strong understanding of academic needs and fulfilling those needs (neurodivergent learner to G&T learner); we think about and work to enhance learning for all kids
Staff show a true concern for our students very caring staff CI
Related service providers are great at individualizing and helping students achieve goals. Related service providers assigned to preschool are great to work with! They respond well to the needs of our kids!
Quality of educators in district
HS staff/ security are invested. Security guards are invested in our students. They are part of the school family. Security guards show a true concern for our students. Help parents with
HS and new admins at PTMS staff are very supportive of students. D
How much teachers care about our students
Dedicated, flexible staff and administration on.
CST has experienced lots of transition this school year. However, CST staff have been great to work with! Related services providers are also amazing and very supportive!

Technology
Technology (1:1) District-Wide
Strong foundation of ed tech resources.
One-to-one device
Classroom technology
1-1 technology initiative (access)
1:1 Technology Program.

Transportation
Transportation is above and beyond- as a spec ed advocate we go above to help students transition smoothly
Transportation handles family concerns in a friendly and responsive manner
Our own transportation department

PITTSBORO TOWNSHIP SCHOOL DISTRICT CHALLENGES

Diversity, Equity, and Inclusion
Equity - four identified areas where inequities exist in the district; working toward them: connectedness to school, curriculum/assessment, discipline, and representation of students in courses/programs
Increase diversity of staff
Need for a more inclusive curriculum and staff (Personnel Diversity). Need to know more about how diversity is being supported and promoted in the classroom.
Need for an overall vision for Special Education- pathway to welcome and educate parents about how the CST works, parental rights and involvement, and overview of programs in place for students with special needs. More inclusive programs and opportunities for students with special needs K-6.
School wide program to help students understand differences (Youth suicide is a big issue- we don't do enough as a district to combat these challenges and educate our student early on regarding this topic

Facilities
Aging Buildings/Facilities
Aging facilities
Aging facilities
Football Stadium - we need this!
New phone system / radios will be an asset once we get acclimated to the new system

Finance
Are we prioritizing spending? Are we being efficient with the funds?
Future Budget
How to maintain the budget w/o increasing the taxes for (residents/ seniors) &I
Need to capitalize on grants. We need to be more efficient with the funds.
Ratables
Charter School
Cost of running of the school district (state formula for funding shrinking); how to continue to look for revenue for the district; Bond Referendum to fund the district; can be a challenge
Number of students declining - Charter School

Programming, Curriculum and Instruction, Student Supports
Ag Program - add to the pathways
CTE (Career Technical) Programming
Increase more advanced offerings at the high school level (in-person instructors for AP and Honors).
Increase more direct academic counseling for students and post-high school planning.
Life Skill Classes (cooking, wood shop, or other areas that are going to the Vo-Tech)
Mental Health Services - expansion of supports

Programming (courses/pathways) in a small district; internships/on the job training; rural school district; expansion of dual credit
Programs for curriculum
Reconnect with the pre-COVID momentum for these programs (RTI and before/after school).
Refresh the curriculum? Is this a priority for the district?
Work Program - local businesses (more involved with our students)
Access to attend before or after school activities/programs/sports
After School clubs and programs
Cross training- transportation is challenging. Would be helpful if coaches have CDL to help with buses
Lack competitive athletics for middle school. Increase extra-curriculars at the elementary levels (outside of academic support for enrichment to stretch students' growth).
Continuum of placement for all grade levels
Data-informed instruction. Standards-based assessments and standards-based reporting for student achievement and instruction.
Direction of our Special Education Program
Vertical articulation between grade levels and buildings

Staff
Competitive salaries in general - but particularly with paraprofessionals and substitutes
Frontline has a lot more to offer than what we are currently using
Instructional aides- this is a struggle at the preschool level. We need extra hands to assist with when there is not enough staff! instruction at ALL levels. It is a strain in the district
Limited staffing available to support technical issues. Limited staffing to coach and support the integration of tech into instruction.
Oversubscribed staff and administration (i.e., seeking additional positions such as instructional/tech coaches)
Paraprofessionals/Substitute/Drive-shortage
Potential of staff burnout
Staffing for sports coaches
Substitutes for schools
TRAINING is also a bigger issue. We need trained aides to better support students in classrooms that exhibit difficult behaviors.

Technology
Follow-up training for students, staff, and parents for the use of Ed Tech (i.e., internet safety, appropriate use).
More high-tech education at the high school
More integration with tech and different programs that are used (PowerSchool; Disconnect between administration and other departments (staff)
More technology to keep advancing. Recognizing the cost of updating tech IT

Non-Categorized
CST- disconnect w/communication Transportation- When something is in the IEP- bus driver/aide what are the details?

Increased community/parent engagement

Information sharing and school lingo. Less paper sent home also.
--

Appendix “C”

Our Vision

PITTSBGROVE TOWNSHIP SCHOOL DISTRICT

VISION

Where Are We Now?
Aging Facilities
Five different buildings now - all the challenges (safety, security, programs, etc.)
Technology is pretty strong with what is available to our students (1:1 devices)
Internet platforms avail to staff for instructional purposes (google suite)
Currently have a one-to-one program throughout the district
IT department is difficult to move to next level
Strong stakeholders
Caring and involved district. Parent involvement is present.
Backing of the district
Preschool program
HS programs
Staffing levels

What Do we look like 5 years from now?
Diversity, Equity, and Inclusion
Curriculum and programming are diverse/inclusive/rigorous, as represented and reported by multiple stakeholder groups (faculty, students, parents/guardians, leaders)
Diverse staff represented across the district
Increase Diversity and Inclusiveness
A place where other districts can send their special needs students to, that will improve out of district tuition and fund in-house paraprofessionals. Have a strong inclusion model in the special ed department that will better our students as they graduate high school and enter the world/workforce.
Spec ed students attending support classes via community college to keep up with peers; Having more fluidity and consistency btw school buildings and programs (k-12)
Extra-Curricular

Expand transportation for student after school programs
Extra Curriculars/Sports - at all levels
Robust before and after school programs for all students WITH transportation provided.
Facilities
Infrastructure - Schools together in the same area/campus K-12. Consider keeping preschool separate.
One campus - with all the buildings on one campus (PreK, K-1, 2-4); expansion of the HS, PTMS (stays in same location) or one elementary complex (PreK-4)
Seamless transition from one school to another within the district
Sharing of the campus with the community
Mental Health and Wellness
A certified mental health counselor at each school to provide ongoing and regularly scheduled therapeutic counseling
A leader in social-emotional health/emotional intelligence for our students.
Focus on mental health of teachers and staff; Program to support mental health of district employees;
Resiliency evidenced in students, staff, and tech
Programming
Agricultural program for students that may involve technology access to
Apprenticeship programs that could help decrease cost of maintenance or contracted services
Campus - workshops, innovation labs, science labs, state-of-the-art football, weight rooms, etc.
College and Career Readiness
Community Service Opportunities (at the elementary level)
CTE courses; partnering with local businesses in our communities;
Dual credit academies; having students Fast track education and graduate course so that students can have college credits and early start at post-secondary;
HS Expands programmatic offerings well beyond the core four- more CTE-related programming and electives.
HS Students graduate with an associate degree
Mentorship program with students
Model programs for everything- special education, HS Academy Programs (outside of our SCVTS partnership)
Pathways - for each student (articulation agreements, credentials, learning beyond the walls of school and the timing of school, each student is valued for their future pathway)
Satellite college campuses in our district campus;
We have excellent work-related programs and pathways for students to explore beyond the traditional college route.
More collaboration between grades role modeling for students across grade levels:

More partnerships between the different levels (PreK-12); kids learning more skills with more opportunity to collaborate and work together
School and Community
Sharing of the campus with the community
Micro loan for entrepreneurship opportunities using local business support
More partnerships with local businesses; mini market (access to consumers); weave the business and school community
Students give back to the community- volunteer.
Staff
Strong, committed staff - Retain staff
We would have in house paraprofessionals
Student Learning
All students graduate and can read at grade level, and providing even more support for students with IEPs or other learning barriers to reach the goal
Improved test scores
Increase in digital citizenship among our students (relative to students' age).
Project-Based Learning - hands-on learning (in the classroom)
Students learn from direct, in-person experiences within our own, and surrounding, communities
Students regularly engage in project-based learning and projects. Learning is authentic.
Teaching curriculum that does not yet exist extracurricular activities/course at the HS.
We have students/a community that have strong financial educational skills (budgeting, planning, investments, debt management).
Technology and Learning
AI Virtual Reality/Technology
Continue to upgrade technology; utilize virtual reality; artificial intelligence; continue with technology courses related to future of tech (coding);
Expand STEM program uses virtual reality that pushes the boundaries of where computer can go; virtual field trips;
Having made improvements in technology to be a top school in preparing students for the 21st century workforce. Not just technology projects but the focus on utilizing technology effectively.
Technology is seamless and ubiquitous. Used regularly and appropriately.
Non-Categorized
Awards and Accolades for our students- financial scholarships and recognition
District reports meeting measurable goals within 5 years.
Increased Enrollment

Transportation: alternative fuels to save money in our district (electric buses); Solar grant and programs to help save cost (plug in buses);
We celebrate and promote students that are on a pathway to a 2–4-year college/institute, AS WELL AS those on a pathway to trades, military service, etc.

What Did We Do to Get There?

Collaboration

Collaborate with local businesses to create opportunities
Collaboration
Community partnerships & support of local businesses
Community partnerships (business partnerships)
Foster relationships with businesses and organizations for student learning experiences and volunteerism (Salem and Cumberland Counties).
Utilized our community to create work-related programs

Facilities

Additions to facilities for learning spaces- add space for specialized programs.
Because we are one campus...expansion of buildings
Expand parking at the high school- allows students to engage in before and after school programs and to have transportation to business and community engagements.

Finance

MONEY
Offering incentives for grant writing.
Ratables
Use resources in effective ways (advance district strategic planning priorities)
Secured grants for the Arts and STEM.

Programs

Enhance higher-level academic programs and student leadership programs.
Designed and supported model programs for everything- i.e., special education, HS Academy Programs (outside of our SCVTS partnership)
Expand our agreements with 2-year and 4-year colleges that will provide a completed associate degree upon graduation.

Increase offerings in schools to expose students to multiple backgrounds/pathways
Increase Career Day and opportunities for students to hear from various professionals
Life skills program for our students with disabilities
Research to gather more information on areas of interest
Service-learning hours for students
Staff
Adding a Teacher Assistants in special education classrooms.
Hiring staff to drive the students forward using multiple technologies (cutting edge)
PLCs to support articulation within and among educators whereby standards and student performance are the focal points of discussion and planning.
By providing professional development for our staff
Recruit and Hire faculty with advanced degrees that are conducive to post-secondary programs.
Targeted professional development.
Targeted recruitment of professionals specialized in our identified goal areas.
Utilizing what our teachers have (certifications/licenses, advancements)
Technology
Continued investment of time and resources in the 1:1 program. Support the program with direct professional development and coaching to capitalize on the effectiveness of tech within the instructional program.
Increasing digital transformation (staffing/professional development/focus on preparing students for 21st century work environment.)
Non-Categorized
Developed a "downtown" area/infrastructure. A focus on infrastructure both in and out of the schools would be a priority.
District support
Families at all levels (let them see the schools)

Student Focus
Communicators
Community partnerships
Community service
Critical thinking, communication, and collaboration
Increased learning opportunities for financial literacy and leadership development
internships, work-based learning,
involvement in school experiences (field trips, career fairs, etc.)
Leaders
Learn how to learn (metacognitive skills)
mentoring other students,
Mentorship programs
Problem-solving, critical thinking,
Real world opportunities for our students to do apprenticeships
Students having more experiences in GTE in high school and community involvement (internships)
Training opportunities for students to succeed

Appendix “D”
Community Survey



Strategic Plan Survey

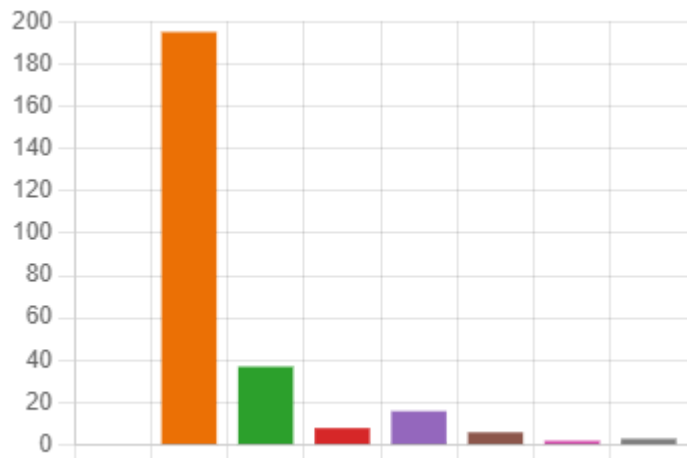
267
Responses

39:20
Average time to complete

Closed
Status

1. Which of the following categories best describes your role? If you have more than one role, choose the one that describes how you will be answering the survey.
Note: If you have more than one role in the school community, once your survey has been completed and submitted, you may access the link once again and complete the survey in the alternate role.

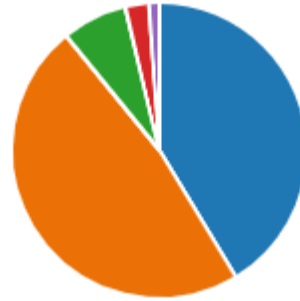
● Student	0
● Parent	195
● Teacher in the Pittsgrove Towns...	37
● Administrator in the Pittsgrove T...	8
● Staff member	16
● Community member	6
● Alumni of the Pittsgrove Townsh...	2
● Other	3



2. **Pittsgrove Township School District Mission Statement:**

"In partnership with the community, we promote the academic and personal growth of each student through rigorous programs that support lifelong learning."

● Strongly Agree	110
● Agree	127
● Neither Agree or Disagree	19
● Disagree	7
● Strongly Disagree	3



3. Our schools provide a welcome and caring environment for our students.

264
Responses



4.52 Average Rating

4. Our staff is accessible and responsive to parent questions and concerns.

264
Responses



4.43 Average Rating

5. Our staff demonstrates true concern and caring for all students.

263
Responses



4.44 Average Rating

6. The school district provides a safe and secure environment.

263
Responses

★★★★★
4.50 Average Rating

7. The Pittsgrove Township School District provides information pertaining to the schools that is clear, relevant, and accessible.

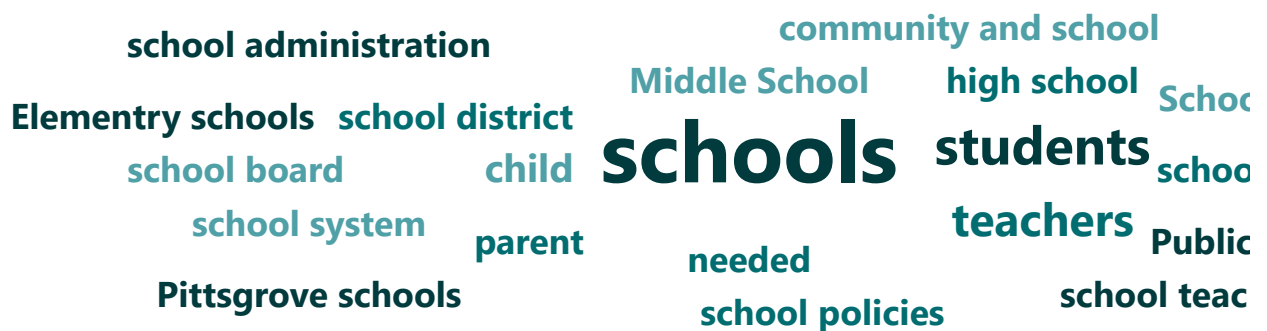
262
Responses

★★★★★
4.37 Average Rating

8. Please provide any comments or feedback you have relative to the school environment.

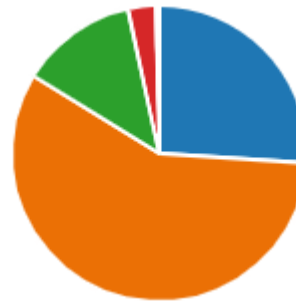
56
Responses

27 respondents (48%) answered **schools** for this question.



9. The Pittsgrove Township School District provides an academically rigorous curricula (course of study).

● Strongly agree	69
● Agree	153
● Neither Agree nor Disagree	34
● Disagree	8
● Strongly disagree	1

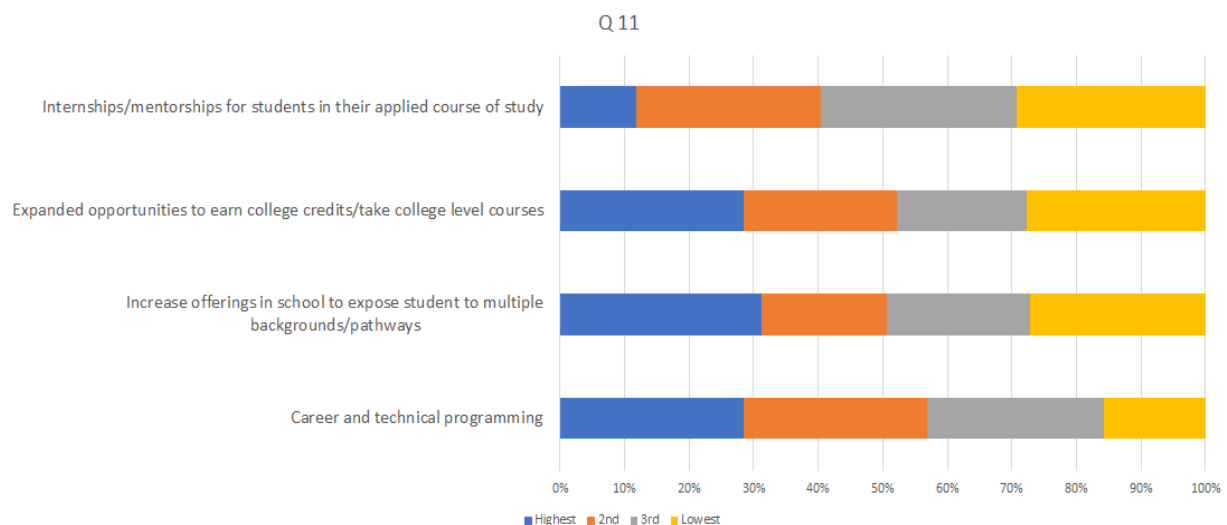


10. The Pittsgrove Township School District provides a wide range of extra-curricular and after school programs.

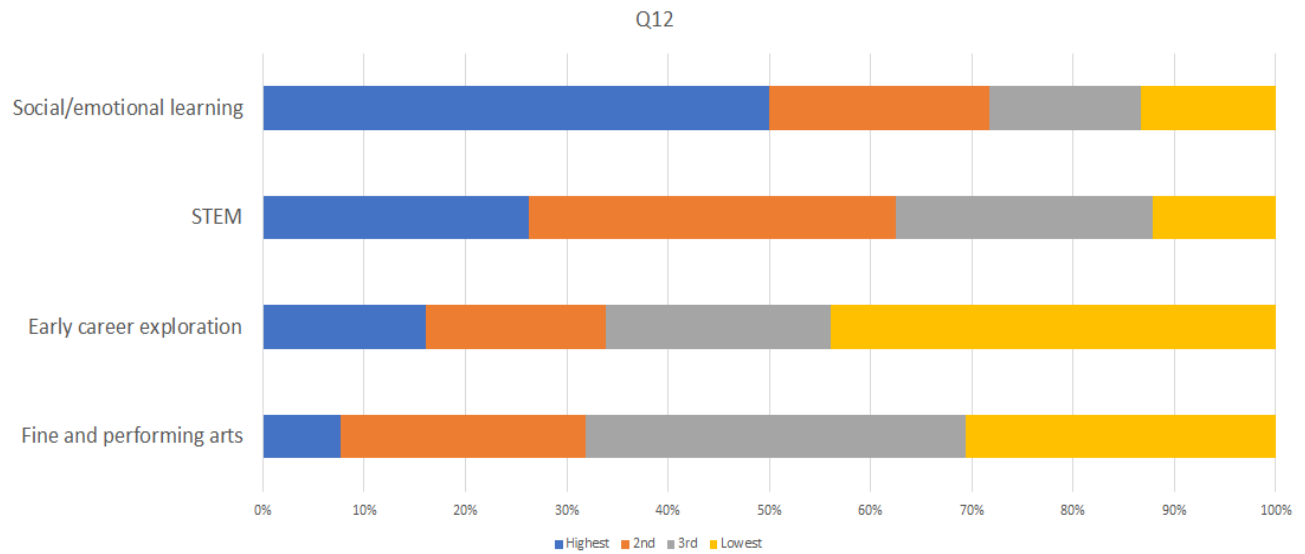
● Strongly Agree	69
● Agree	122
● Neither Agree nor Disagree	41
● Disagree	29
● Strongly Disagree	4



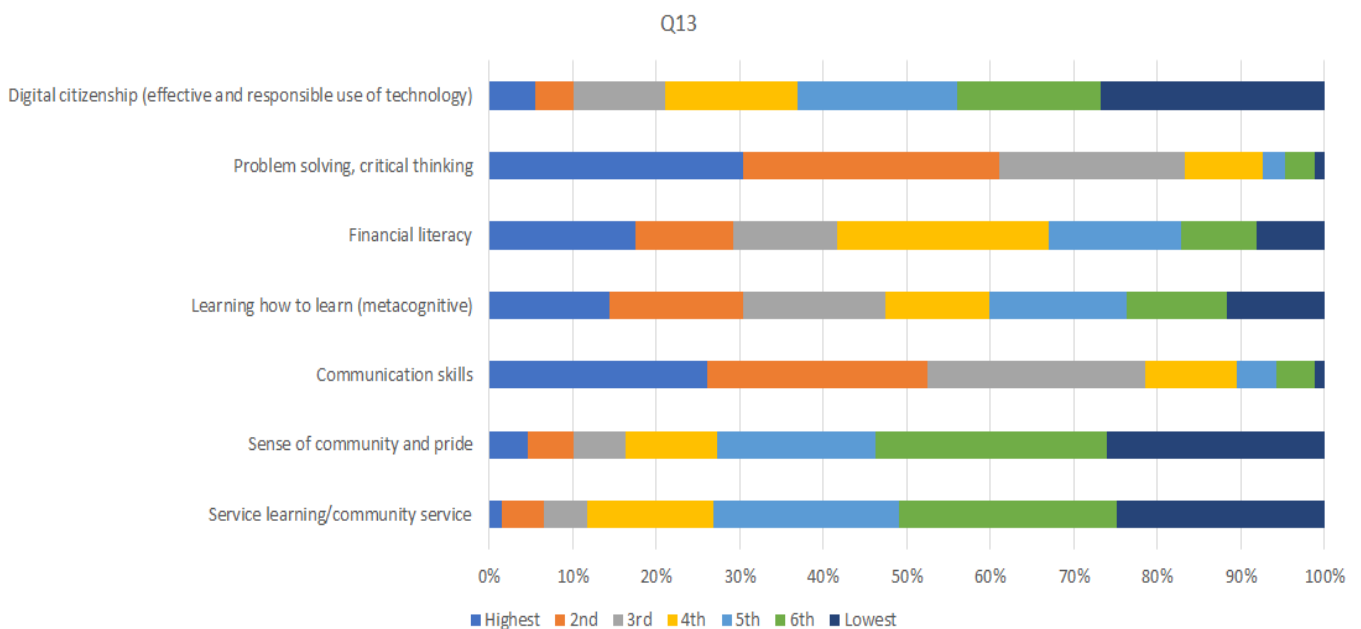
11. Please rank the following experiences in order of importance to you in providing opportunities for students in grades 7 through 12 by moving them up and down in order of importance.



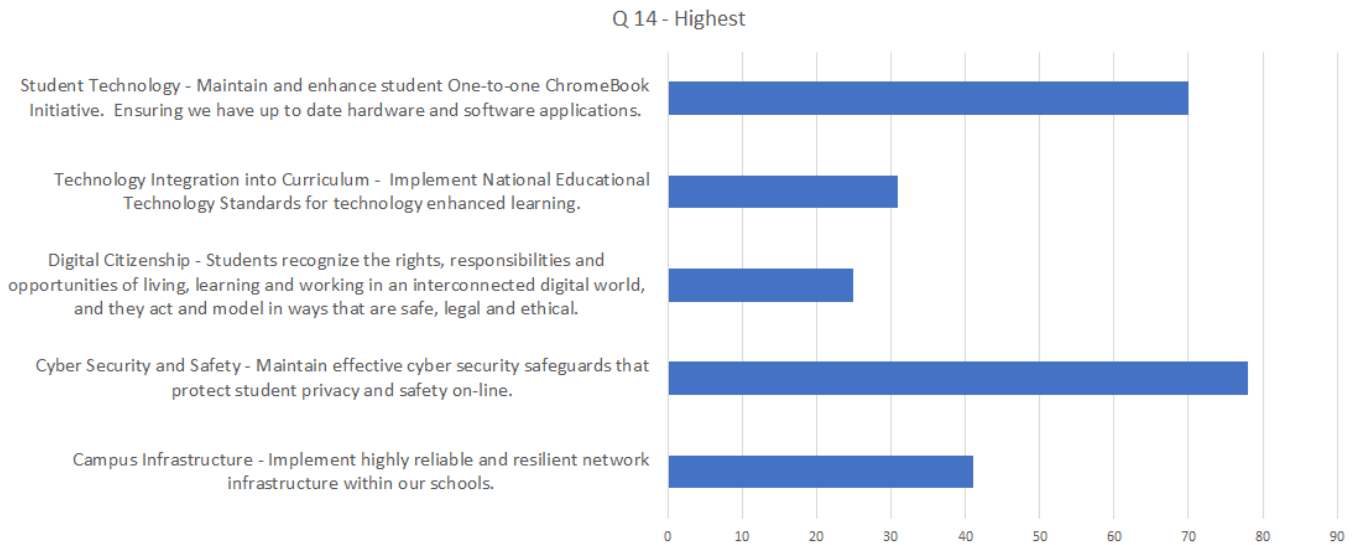
12. Please rank the following experiences in order of importance to you in providing opportunities for students in grades PreK through 6 by moving them up and down in order of importance.



13. In today's environment, different skill sets are needed to prepare students for achievement and success. Please rank the following skills by moving them up and down in order of importance.



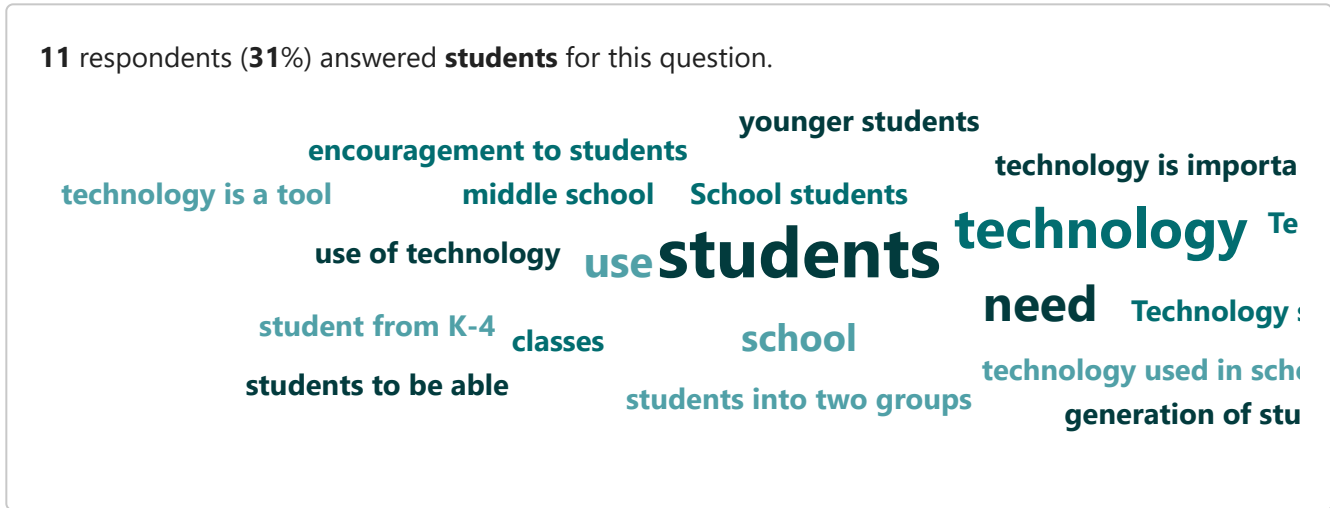
14. At Pittsgrove Township School District, we recognize that technology is important to our student's learning opportunities. Please rank the following in order of importance.



15. Please provide any feedback or comments you might have relative to academic programs.

36
Responses

11 respondents (31%) answered **students** for this question.



16. Have you been in any of the Pittsgrove Township School District buildings within the last three years?

● Yes	255
● No	9



17. If you answered "YES" to Question #11, which school(s) have you visited?

● Arthur P. Schalick High School	180
● Elmer Elementary School	114
● Norma Elementary School	80
● Olivet Elementary School	151
● Pittsgrove Township Middle Sch...	169

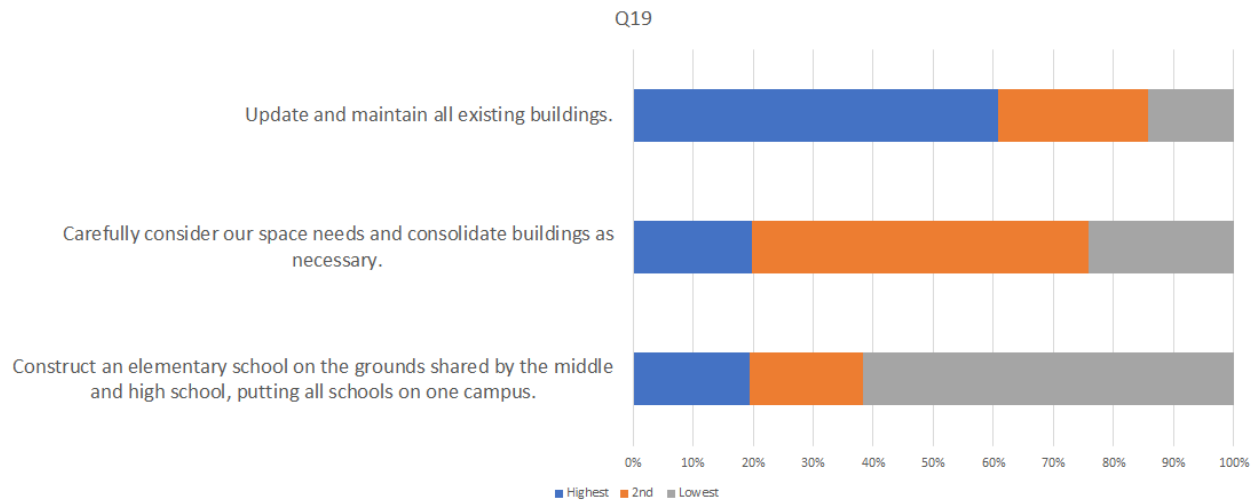


18. Pittsgrove Township School District maintains facilities that meet the needs of preparing our students for the future.

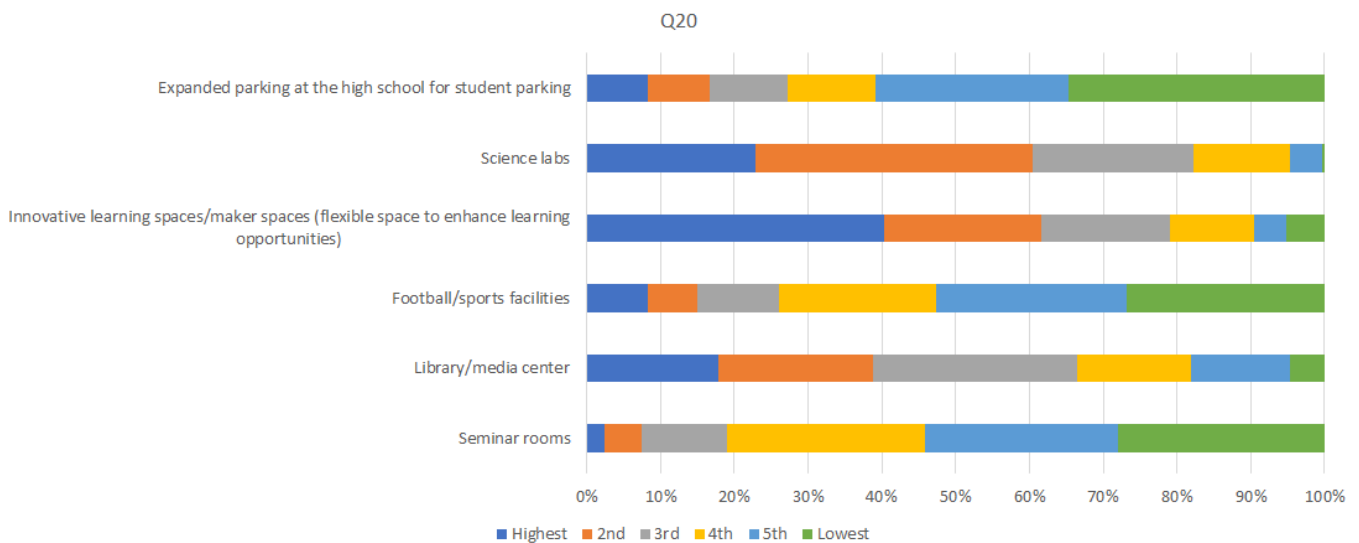
● Strongly Agree	73
● Agree	146
● Neither Agree nor Disagree	35
● Disagree	11
● Strongly Disagree	1



19. As it becomes necessary for the school district to re-evaluate/reconsider our space needs, rank the following statements in your order of preference with your highest preference at the top and your lowest at the bottom.



20. As required by the Department of Education, we are continually updating our Long Range Facilities Plan and over the next five years, we will need to invest in our facilities. Please rank the following facility enhancements in order of importance to you with the most important appearing as the first ranking and least important as the last.



21. Are there any other facility enhancements you feel we should address?

56
Responses

28 respondents (50%) answered **School** for this question.



22. Please provide any feedback and comments concerning the Pittsgrove Township School District that may be helpful to the district strategic planning process as we develop our five (5) year plan. Again, thank you for your participation.

33
Responses

13 respondents (39%) answered **students** for this question.



Pittsgrove Township Strategic Plan Survey April 2022

Free Text Responses

8. Please provide any comments or feedback you have relative to the school environment.

na
There are still fights, bullying, and harassment in the school. Students are not comfortable eating lunch in cafeteria.
Love being a parent in this school district.
It is a wonderful school system and love all of the staff.
Great communication from all levels.
As always, there are some staff that are not aligning with district majority.
Scheduling and staffing in the middle school make it next to impossible to create a schedule that benefits students and does not make teachers schedules insane.
Administration and staff do their best to provide a safe and caring school setting, I think the majority care deeply about the students
High school needs more flexibility in some teachers' mantras; it is 21st century
The employment of professional security guards is a strong positive towards safety and my child's own feeling of safety.
The school is fine but this kids are rotten to one another
Teachers provide very little to no support for students that need any type of extra help.
For questions 3-5, I would say as a District, the answer would be closer to 5 stars, however, it is highly dependent on the school or supervisor in charge.
Would like to have better communication with teachers.
Na
I feel the younger children should have a psychologist they could talk to as well..
Not sure how the school district can truly provide a welcome and caring environment to all. That's a big ask when there are "suggested" focal points. What happens to the silent majority?
As a parent I have no complaints. My child has nothing but good things to say about his school.

Teachers are accessible and administration is present and involved

My son absolutely loves Olivet (and I have enjoyed it as well). I am a big fan of his principal and teachers so far, and he certainly raves about them. That said, here's my constructive criticism (which I suspect is relevant for most American schools, not just Olivet): 1) The breakfast, lunch, and snack menus need to be revised by a knowledgeable dietician/nutritionist, because they are extremely unhealthy for developing children. Even if most parents don't care about this, public school officials ought to. 2) Parents need to be urged to dress their children appropriately for cold weather so that they can play outside when it's cold (as the cold certainly does not hurt them, but a sedentary lifestyle surely does). There have been several cold days on which the children should have played outside, so inclement weather policies should be reassessed. 3) For indoor recess due to inclement weather, the children need to go to the gym to play (regardless of what is adjusted to make that happen); children need physical activity in school daily (and playing with electronics for "recess" is not acceptable. 4) Much more comprehensive curricula needs to be shared with parents (for all subjects). While Mrs. McEvoy shares much of what my son learns (which I appreciate, along with her wonderful pictures and reminders through ClassDojo), I want outlines of lesson plans for every subject (including specials). This is a no-brainer and needs to happen urgently for all schools in the district. 5) I recently discovered that the Prodigy learning platform (employed by our district) is undeniably a "woke" (for lack of a better term), or egregiously politically-motivated, company. Prodigy therefore needs to be removed from the school district; I will send correspondence from myself and several other parents who are no longer okay with Prodigy soon, along with compelling details to call for our district boycotting it. 6) In the event of any future social challenges like the COVID-19 pandemic, our district cannot feebly submit to pressure from our state government (whether for money or any other reasons). Public education during the pandemic was handled miserably at our children's expenses, and I hope that our school board, superintendent, and district employees will be honest about that blatant truth. Please, let's heed our consciences and think much more critically if faced with similar challenges again. The school policies were utter failures and I do not believe many parents will tolerate such spineless negligence and incompetence again. To whomever's reading this, you know this is true. If not, please call me for an open, respectful conversation (if you care about our children). 7) Our superintendent disregarded several of my emails in the past, perhaps because he did not want to address my legitimate questions and requests. His responses reminded me of a politicians' (refusing to answer my questions in full and provide his own input on the state and district pandemic policies), which is puzzling. He could have explained if he was too busy or offered a phone call, although I wonder how one could possibly not respond to an email (as they don't disappear or expire). I suspect he's a good man with very sensible opinions (and our children's best interests in mind), but that's impossible to know (for the reasons I shared). Overall, I love Olivet and Pittsgrove Township. I'm very proud of our community and school district (and truly appreciate our school administration and staff), but think that we can improve even more and set a profound academic leadership example for our state and even nation (per my input above). Much of that requires bravery in asking difficult questions and daring to challenge the status quo. Thank you for conducting this survey. Parent surveys should happen more often. - Mike Gleisberg

Need more programs/classrooms for our more complex students with disabilities (i.e., autistic support rooms, emotional support rooms, life skills rooms etc.)

I am extremely pleased with this school district - I think they are on the right path.

I am SO happy with my son's experience at Elmer School and his teacher Miss Ogilvie. She is SO incredible!!!

As parents of an academy student, we are quite happy with the welcoming atmosphere and upfront communication!

I feel we have made school a place of safety and a haven for all students. We have seen the students blossom and become such individuals with their own style. That can only occur when they feel safe and confident. .
Some staff respond better than others
I have been very happy with Pittsgrove Township Schools but have been disappointed in the lack of Highschool electives related to my child's career path.
Sometimes links for PDFs or other materials can't be opened on certain devices. Any scheduled school event or activity or fundraiser should be sent through email and a reminder should be sent. Parents should be notified when any controversial (woke-inspired or morality-inspired) lessons are going to be presented so parents may have the option of removing their child from that lesson. The board ultimately approves everything g and we elect the board but not all parents agree with their opinion on what is appropriate for their children to learn. If there can't be school choice then there should be lesson choice.
I think Schalick has an extremely caring staff.
Would like to see daily announcements available for parents either through push out email or by parents signing up/requesting this service.
Please stop breaking down your charts by race. It's not relevant anymore.
Ms. kris Alexandre the pre k 4 teacher at firm foundations is by far the best teacher ever! I've never had or dealt with such an amazing and caring person.
Sometimes I worry about students' physical safety when they are around students that have tendencies to become physical.
Myself and my child's grandmother came to the school to pick up my child and no one checked out id before letting us leave with him.
Our special education programs are suffering. Many are in desperate need of resources and more staff.
Our Elementary schools having amazing staff members. The middle school, not so much. With the exception of Mr Hudson, who is extremely caring and responsive

15. Please provide any feedback or comments you might have relative to academic programs.

More teacher training in the use of technology.
Na
I have to say I really do not like how much time students spend on n their computers. My daughter has been experiencing back and neck pain due to prolonged use of the computer. While I feel technology is important, they should not be spending the majority of their day staring at a screen.

N/A

The curriculum is overly ambitious, the writing standards are insanely high (will all these kids be novelists?) and no one can help my fourth grader with his math homework because we don't understand it despite us having advanced degrees.

Technology is vital but that's not ALL there is. Fine arts, the trades, and other lucrative professions don't rely solely on technology, and students who are only exposed to a technology-centric curriculum won't develop skills that might expose their aptitude in other areas.

The Apple computers were much easier to use and navigate.

Although the world has moved to a digital format, it is important to maintain steadfast in reality. Students need to have hands on life skills in case the internet crashes.

it would be so convenient if a child must miss school for whatever reason if they are able to choose to do virtual learning that day as opposed to missing instruction and being marked absent

I would love to see more work and technical programs for middle school and above.

na

It'd be great to see a push for more vocational encouragement to students. When I was nearing my graduation, the trades and military were never really explained to me. College is not what it used to be and most people I know who went tend to really struggle financially. Everyone I know in the trades is much better off debt/income wise.

We need to raise the standards of what is expected of a student from K-4, 5-6, 7-8, 9-12 it needs to be reinforced consistently and not deviated from for every individuals problem that is going on in their life.

Foundation is in place to implement ISTE Standards.

This generation of students will be naturally adept at technology use. I think it's important to have safe and reliable technology used in school. I also think that using up to date technology in various applications within all classes is necessary, so they are prepared for the world of work. Technology offers nearly limitless resources for creativity in math, sciences, art, music which students need to know about so that they can then create & design their future. But technology is a tool which should not replace multi-sensory teaching techniques and hands-on learning. I am very hesitant to implement any "National Technology standards" as they are often corrupted by goals that have nothing to do with the stated intention.

There is no rigor. Worksheets and "busy" work are a common practice at PTMS

Q10. Most opportunities are afforded to the High School students. Fortunately, the after-school clubs at the middle school have expanded the opportunities to students before high school, but there is little to no opportunity for students in elementary school. For clubs, such as the Good News Club, transportation is an issue, when, in reality, it should be offered. We need to provide more extra-curricular and after school programs from early grades through high school and transportation should be offered for all of it. We need to reframe our thinking to offer support for students to be able to take part in clubs, as well, such as providing transportation, even at the Elementary level, for after school clubs.

Na
Teach confidence, civics, ethics...that's what will make a difference in our future!
Regarding #13 - They are listed in a certain way because I feel the bottom ones I ranked are the responsibilities of parents and not the schools.
Just the right amount of AP classes, currently finding opportunities for access to more AP courses
My previous feedback covers it. My son's only in second grade, but his lessons have seemed well-rounded and interesting. He loves school and it seems that his teachers do a great job with engaging curricula (although I would like it shared more formally, rather than relying more exclusively on my son relaying his lessons to me each day). Lastly, I'm very happy about the specialized WIN classes (to help students advance based on their unique academic needs). I'm excited to learn more about them.
Even though we live in a technological world now I feel there is too much chrome book use in grades K-4. Some students don't even know how to write or cut/paste etc. Taking a step back from technology and making sure these students have the foundational skills they should have learned as a toddler at home (that a lot don't get)
The emphasis and importance of AP level courses has dramatically decreased in recent years. This needs to be an area of importance in our district.
Emphasis on reading, writing, sciences, and using technology safely. Less/no emphasis on social, political, racial curriculums
Kudos!
As I realize we have moved to a digital world, it is important to continue to provide tangible materials & hands on learning opportunities.
None
Technology is a wonderful tool when it is accessible, meaningful and when it works.
I'm disappointed with the amount of computer time used in the first grade. The free programs they use are not appropriate as they promote and advertise paid membership and games outside of learning.
Let parents know what you're teaching
In the elementary level I would like to see a specials class added that is devoted specifically to technology along with Spanish, Music, Art, Library, and Physical Education.
I prefer paper pencil or hands on learning to chrome books
Need more college prep classes in the sciences, chemistry and physics.
Technology is great but students are using it a lot at home too. I think we need to dial it back a bit, especially with the younger students.

21. Are there any other facility enhancements you feel we should address?

School beautification i.e., grounds, landscape, fencing, parking lots, sidewalks, etc....
science labs are ranked #3 based on more recent renovations in the high school; should the MS or ES need science lab renovations, I would move them up the "needs ladder"
Norma's Parking lot is terrible
Gym and equipment in Olivet. Olivet does not have an auditorium. All the facilities could use updating and more amenities and sports for the students.
Hands on/technical training.
Partner with local companies to install a multiple sports field i.e. football, boys/girls soccer field and field hockey. Use grass areas for practicing.
Something in the elementary school. Specials rooms
An auxiliary gym at the HS would be great to run intramural activities for students that do not participate in athletics.
N/A
Fix the air and heating situation in the high school. It is freezing in most classrooms and other common areas (especially in the colder winter months).
Larger playgrounds
Expanding Elmer Elementary School's space
The smaller elementary schools has been a wonderful way for kids to get used to school routines without being overwhelmed by a large super-school.
Music and band for elementary school
Storage for the elementary schools.
Our athletes have sub-par facilities when it comes to the lack of Varsity Locker Rooms, proper space for indoor practices, and an incomplete strength & conditioning facility.
The field hockey field should be Astro turf and needs to be leveled out.
an art entertainment space where you could put on shows and presentations that include the students bonding and working together that being the community together

A vocal music teacher/ program at the high school!
Bring back woodshop
A one story preschool with larger classrooms would be more ideal.
I do not think school consolidation should be an option
Olivet School needs upgrades/enhancements
We should definitely consider consolidating Norma Preschool. The facilities are in poor condition and it is much further from our other schools.
update bathrooms
na
Ask the students!
Maybe before enhancements, we focus on air conditioning and updating/maintaining what we actually have. We don't need new computers every year or 47 superintendents. We need to upkeep what is already established building and grounds wise.
Additions to Elmer elementary school
Theatre
Water issue in basement (cafeteria) at Olivet
It is interesting that Fine and Performing Arts facilities were not mentioned in Question 20? Do the art teachers have everything they need in their labs?
The varsity softball field has been long neglected. The baseball fields is highly accessible and updated
Student bathrooms in the high school
Modernize all communications, (phones, clocks, intercom systems, digital signage, lights, doors, alarms, environmental sensors) on a single IP based integrated platform. Upgrade fiber link between HS and rest of main campus.
Olivet School needs carpet torn out of classrooms due to mold, fix water issue for the downstairs floor of the building , and new stage curtain
Bathrooms at the high school really need to be updated. Sound and light system in the H.S auditorium need to be replaced, especially since we house the Theatre Academy.
We should consider adding a Salem County community college building to complete our school campus. We could also look into teaming with the YALE School's S9 program at that college building, offering more

opportunities and support for students with high functioning autism to succeed in attending community college. However, it is only at Burlington County area community colleges to date. Including this in our strategic planning will help expand the opportunities for more students. Please see: https://yaleschoolnj.com/campuses/sociallearning/s9/
Yes. New traffic pattern / pickup at the middle school
Performing Arts Spaces
Transportation Department office, parking facility, and mechanic garage
Install turf surface at HS
A dedicated wrestling room for the high school would be amazing, as the youth program really thrived this past season (and we may have several future high school wrestlers with bright futures ahead).
Sensory/calm down rooms for our students with disabilities; also the elementary schools need to be bigger to fit the needs appropriately
Weight room facility at the high school
Football/ sports facilities should encompass ALL sports.
work on fixing roofs and heating cooling systems. Nurse at Olivet and Elmer should have rooms that are separated from main office for security and privacy concerns.
Don't see any need for a new school building, given the facilities already available.
No
It's gym locker room does not have enough lockers
Have a space for the elementary school to perform a holiday music show.
Elmer School is way too small and needs immediate attention to space
Update high school office flooring, media center flooring, any additional rooms with carpeting. Wood grain tile like PTMS has would be appealing.
Space is desperately needed in our Elementary Schools, especially Elmer and Norma. All classroom and staff bathrooms should be handicapped accessible. Each school also needs a changing area for students with special needs.
Drainage problem behind middle school

22. Please provide any feedback and comments concerning the Pittsgrove Township School District that may be helpful to the district strategic planning process as we develop our five (5) year plan. Again, thank you for your participation.

It would be great to see more district-wide collaboration within the 5 schools.
Na
N/A
Please consider separating the fifth grade from the middle schools. Particularly now with children functioning 2 years behind their peers, it doesn't feel like "best practice" to lump a bunch of ten year olds in with teenagers, particularly on the buses. Some of the language my child is hearing and the things he is shown on other kid's electronic devices on the bus is already concerning at the elementary level. Why is a safe place not available to our children via transportation?
Please continue to focus on the arts and music education and invest in facilities that support these areas.
Implement late buses and after school programs, such as music lessons and sports, so ALL children can participate.
encourage the teachers to balance fun in to their academic curriculum. More opportunities for the kids to celebrate and be rewarded with socials and events . Creating lifelong bonds and love of school and including their families promotes a love of the school for all . Ice cream socials, dances, plays the things I look back on with the fondest of memories.
In my opinion, the Pittsgrove Township Schools already have so much to offer. My only advice for future planning would be to plan for things that will beneficial our students in the future (technology, financial planning, etc.). Also, please be mindful of the taxpayers' budgets. Things like creating a new elementary school, when we already have three amazing schools, just doesn't seem worth it to me.
the kids need microwaves in the lunch room
Earlier emphasis/instruction on financing college
Think about the digital landscape and our distance learners. Facilitate stronger connections between in and out of district students. More community based programming.
Consolidating superintendents, consolidating principles and other positions that are flooded and really just put a drain on tax payers. We do not need that much oversight or overlapping of such positions. Especially when they receive freebies such as all of their allowances that we pay for. The money should go directly to the child's experience.
Bond renewal is great opportunity to do more than just traditional facilities upgrades. Maximize on the educational components as well, such as (learning spaces, educational technology, student technology, cyber-security).
Playground for 5th; bring back camping trip for 7th

It is so important that K-4 be in 1 location together
<p>Olivet, Elmer and Norma Elementary schools are well maintained. It is nice that those schools are in different locations of our township. However, a new elementary school could offer so many improvements, such as handicap accessibility, a full-size & functioning library, full-size and functioning gym and theatre/music. Special educ. rooms with bathrooms, small resource rooms, related service rooms. Improved offices and nurses room. Classrooms of adequate size to incorporate learning typical of this generation. This may allow more children with special needs to be in-district and have a positive impact on all of the children and staff.</p>
Na
I wish there were middle school level sports or sports clubs for the middle school age students.
We chose the district as a part of School of Choice. We have been happy with our choice over and over again.
<p>My previous open-ended responses addressed this, but I'll add one parting comment. To speak for myself (and I suspect many parents in our area), I want to be very careful to ensure our district represents our community's values. While I could be wrong (but I really hope not), I suspect that most of our parents do not want "woke" (or politically leftist) concepts like radical gender theory, DEI, and social privilege in our students' learning. They are dangerous, divisive, and profoundly counterproductive concepts that have absolutely no place in shaping our future generations' minds. Anyway, thank you for this survey (and all of your invaluable time and effort).</p>
<p>The school needs to address student mental health better then turning their backs on students who have life altering issues at home. When a straight "A" student goes to failing this school district has no empathy towards that student. And ignores them. This should be an unacceptable behavior. This must be a priority to address</p>
<p>I would like to see more extracurricular activities at PTMS. My son signed up for the Sports Club but was placed on a waiting list so he has not been able to participate. In the past, Track and Field was offered to the students and we were disappointed that it's not offered to the students anymore. National Honor Society, my son received a letter that he was eligible but from the date we received the letter to the time Volunteer time was due, we did not have enough time to complete. I would have like to have received this information earlier so we could have worked on the hours. Otherwise, I love the schools!</p>
<p>I feel pushing students through and not holding them back when they have not proven successful at the information at lower grades but then holding them accountable for the same actions once they get to the High school level is unfair. If they have not passed a core class in three years but know they will get to be moved up then what are we teaching them about accountability. Then to have over 20 kids retained as Freshman seems like we have set them up for the failure.</p>
<p>I moved to this community for the smaller, more personal learning, education, and opportunities for my child. I don't want him having to travel to other parts of the county, allowing classes to be offered to others from outside of the township.</p>
None
<p>Focus more on academics, the arts and technology and less on character-building. Leave that to the parents. Also, allow all level students outdoor (recess) time and create an area for recess at the middle school. parents.</p>
<p>Communication using common language, purpose and vision is essential. There is a breakdown here.</p>

Keep sending email surveys

Too soon for us to weigh in on the effectiveness of curriculum and assorted questions hence some of the answers

It's wonderful that we offer special education programs but they need to be properly funded. We're saving money not sending students out of district, but we need to use some of that savings to give it to our programs for furniture, curriculum and supplies.

Keep Pittsgrove students within the district limit the number of school choice students coming in

Appendix “E”

Strategic Planning Calendar

Time Frame	Date	Entity	Activity	Length of Time	Medium
Mid-January	1/25 6:00 PM	Steering Committee	Meet with NJSBA to refine process and set calendar for plan activities, organize details and responsibilities.	30-60 minutes	Virtual – Google Meet
February 2022	3/1 6:00 PM	Strategic Plan Working Group	Meets to identify strengths and challenges of the district and establishes vision for the next 3-5 years. Also includes a “State of the District” report by the Superintendent. This working session can take place in the evening or a Saturday.	Max 3 hours	Virtual - Zoom
Feb/March 2022	3/15 6:00 PM	Steering Committee	Review and approve survey developed by NJSBA based on data from Meeting #2. Survey designed for community input into plan and will assist in prioritizing information.	30 min	Virtual - TBD
March 2022	3/22 6:00 PM	Community Stakeholders	Meeting with community stakeholders to review process and introduce the survey. Survey available to community stakeholders for 2 to 3 weeks.	1 hour	In Person
April 2022	4/20 6:00 PM	Strategic Plan Working Group	Meets to review results of survey and using previous data, begins development of goals and objectives.	1-1.5 hours	Virtual - Zoom
April 2022	4/20-5/3	Strategic Plan Working Groups (Independent)	Independent work of individual groups to finalize goals and objectives. The group moderators will hold one or two meetings to	Variable	Virtual - variable
April/May 2022	5/3 6:00 PM	Strategic Plan Working Group	Meets to share and review and finalize the goals and objectives of all focus areas groups.	1 hour	Virtual - TBD
June 2022	6/23	Board of Education	Strategic Plan presented to district Board of Education for approval.	30 min	In-Person

Steering Committee: Small committee comprised of Superintendent, Technology Coordinator, BA, Board President or designated board members, and responsible staff.

Strategic Plan Working Group: Group of 30-60 district stakeholders including parents, community members and district staff. Students may also be included in the process.

Community Stakeholders: Parents, staff, community members with a vested interest in the school.

