



STRATEGIC PLAN 2024-2029

Prepared for the

PEMBERTON TOWNSHIP SCHOOL DISTRICT

PEMBERTON, NEW JERSEY

Facilitated by NJSBA Field Services Department
Terri Lewis,
Field Services Representative

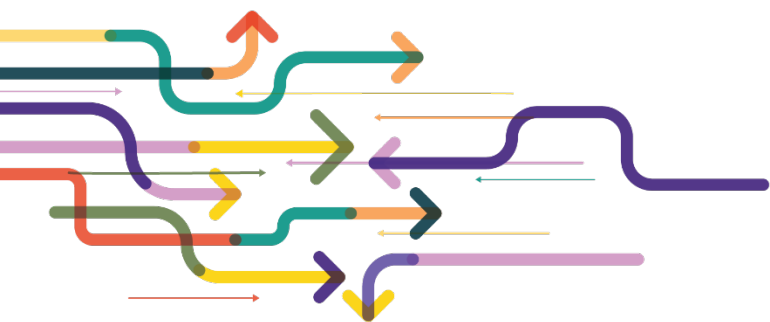


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ACKNOWLEDGEMENTS

The Pemberton Township School District Strategic Planning process, completed during the 2023-2024 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

PEMBERTON TOWNSHIP SCHOOLS BOARD OF EDUCATION

Terry Maldonado, President
Robert King, Vice-President
Vicky Adams, Board Member
Carmen Cristina Bivins, Board Member
Roberto Fernandez, Board Member
Wanda Knox, Board Member
Lionel Lee, Board Member
Sheri Lowery, Board Member
Lori Sheridan, Board Member
Jeff Havers, Superintendent
Pasquale Yacovelli, Business Administrator

NEW JERSEY SCHOOL BOARDS ASSOCIATION

Theresa Lewis, Field Service Representative



STRATEGIC PLANNING PARTICIPANTS

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Daniel Ferguson	Joshua Ward	Suzan Cook
Danielle Hosey	Kathy Vogel	Tammi Hammond
Darvis Holley	Keith Swaney	Terry Maldonado
David Thompson	Kimberly Brucale	Tiffany Savage
Deana Chiarella	LaDarrion Holloway	Vicky Adams
Deb Ceplo	Lauren Robinson	Wanda Knox



STRATEGIC PLANNING PROCESS

Executive Summary

A. STRATEGIC PLANNING PRE-WORK

On May 8, 2023, the Pemberton Township School District Strategic Planning Committee met with Theresa Lewis from the New Jersey School Boards Association to review the process for strategic planning.

The information discussed at the planning 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

The Strategic Planning Committee met again with Terri Lewis, Field Service Representative for NJSBA, on November 15, 2023, to further discuss strategic planning logistics for the 3D Strategic Plan and to approve the Strategic Planning calendar. The calendar, sample listing of stakeholder groups and invitation templates were provided to the committee.

B. 3D STRATEGIC PLAN MEETINGS

Meeting 1: On Tuesday, January 23, 2024, Terri Lewis from NJSBA facilitated the initial Strategic Planning meeting with district stakeholders. The meeting commenced at 6:30 PM. The meeting included a State of the District Report from Superintendent Jeff Havers and small group breakout sessions. This meeting set the foundation for the beginning of the strategic plan where we outlined the district strengths and achievements while also identifying areas of challenge.

Meeting 2: A subsequent meeting was held on Wednesday, January 31, 2024. At this meeting participants were tasked with providing a vision of the future for the school district. The meeting was comprised of small group work and reporting to the larger group. At the conclusion of the meeting, four focus areas were identified and formed the basis for setting goals and objectives.

Results and information from Strategic Planning Meetings 1 and 2 are included in the Strategic Planning Notebook Appendix A, B and C.



Survey: Based on discussion at the Strategic Planning sessions, 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 Strategic Planning Committee on February 6, 2024, and distributed to all district stakeholders beginning February 9 through February 24, 2024. A copy of the survey can be found in the Strategic Planning Notebook Appendix D.

Meeting 3: On March 12, 2024, the Strategic Planning Committee met to review the results of the stakeholder survey. Using this data and the outcomes from the first two planning sessions, they initiated the development of goals and objectives for the plan. They broke into four groups, each covering a focus area identified in meeting 2. Each group presented their final goals and objectives and reviewed the work of other groups in preparation for the finalization of the plan.

C. DEVELOPING THE ACTION PLANS

The Superintendent and administrative team have developed first year action plans to implement the vision and goals developed in the 3D Strategic Plan. The action plans include:

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

D. NEXT STEPS

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

It is recommended the Strategic Planning Committee meet annually to review the progress toward the strategic plans and review action plans for the upcoming year.



MISSION STATEMENT

Pemberton Learning Community:

Pursuing Excellence, One Child at a Time.



GOAL AREAS

Facilities, Finance, Transportation
Family Engagement, Community Partnerships,
Communication
Social and Emotional Learning
Teaching and Learning



GOAL AREA #1

FACILITIES, FINANCE, TRANSPORTATION

Goal Statement: Promote a safe, healthy, and inclusive environment for students to receive an optimal learning experience, while maintaining fiscal responsibility.

Objectives:

- 1) Modernize and maintain district facilities in accordance with the Long-Range Facilities Plan (LRFP) and available funding.
- 2) Enhance a secure and welcoming learning environment.
- 3) Provide safe and reliable transportation to students.
- 4) Identify and leverage alternative funding opportunities.



GOAL AREA #2

FAMILY ENGAGEMENT, COMMUNITY PARTNERSHIPS, COMMUNICATION

Goal Statement: Enhance community, student, and family engagement to optimize civic pride and provide additional support, opportunities and resources for our students.

Objectives:

- 1) Expand our positive and welcoming environment for families.
- 2) Improve community perception of our schools.
- 3) Strengthen community partnerships.
- 4) Enhance accessibility of district communication.
- 5) Optimize our connection to the military community.



GOAL AREA #3

SOCIAL AND EMOTIONAL LEARNING

Goal Statement: By June of 2029, students will develop the skills and character traits necessary to be successful in a global society.

Objectives:

- 1) Every school will achieve and maintain State and National School of Character accreditation.
- 2) Develop a plan to address chronic absenteeism at all grade levels.
- 3) Develop a comprehensive restorative practices program that reduces discipline referrals annually.
- 4) Improve staff and student relationships.



GOAL AREA #4

TEACHING AND LEARNING

Goal Statement: Enhance programs and improve outcomes for students from preschool through high school to become responsible and knowledgeable global citizens.

Objectives:

- 1) Provide curriculum aligned to the standards to achieve reading at grade level and math proficiency.
- 2) Increase opportunities for relevant professional development based on specific needs of students and staff.
- 3) Retain and hire highly qualified diverse staff using progressive recruitment strategies.
- 4) Create a strategic path for student success after graduation including college, career, vocational and military.
- 5) Deliver a rigorous curriculum utilizing highly effective instruction.



APPENDIX A

Superintendent's Report: "State of the Schools"



Welcome!



Pursuing Excellence, One Child at a Time

1

New Jersey Quality Single Accountability Continuum

Philip D. Murphy
 Mayor
 Township of Wall
 10000 Wall
 Wall, NJ 07727

State of New Jersey
 DEPARTMENT OF EDUCATION
 DIVISION OF FIELD SUPPORT SERVICES
 September 28, 2023

AMERICA ALLEN-MILLER, Ed.D.
 Acting Commissioner

Mr. Jeffrey Haines, Superintendent
 Pemberton Township School District
 5 Spang Road
 Pemberton, New Jersey 08068



 "HIGH-PERFORMING" DISTRICT

Pursuant to the State Board of Education that the district be certified as achieving a thorough and efficient system of education, for a period of three years or until the next NJQSAC review. Congratulations on this accomplishment.

Pursuant to N.J.A.C. 8A:26-4.1, if you believe that any indicators were scored incorrectly, you have seven days from the receipt of this letter to submit a written reconsideration request and supporting documentation. Email your request and accompanying documents to jsa@doe.state.nj.us.

Sincerely,
 A. Robert Orsaghy
 Executive Director
 Division of Field Support and Services

JRS/CDJ /initial review
 Enclosures
 C. Reardon (Sign), Executive County Superintendent

www.doe.state.nj.us
 This letter is the Equal Opportunity poster. Please use Recycled and Recyclable Paper.

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**Pemberton Township Schools
2019-2024 Strategic Plan**

 Deliver Exceptional Instruction	 Engage Our Community	 Remain Fiscally Responsible	 Communicate Effectively	 Provide Outstanding Facilities
<p><i>Ensure high academic, social and personal standards to prepare all students</i></p> <ul style="list-style-type: none"> ● Improve the achievement of all students by providing rigorous, relevant and effective curriculum, instruction and assessment ● Support the integration of technology as a tool for learning in every classroom in the district ● Provide multiple pathways that prepare students for college, career and a meaningful life ● Build district capacity and create systems to meet and support the social-emotional needs of students 	<p><i>Improve and/or strengthen community outreach activities at the administrative level</i></p> <ul style="list-style-type: none"> ● Generate a dynamic outreach process to the Pemberton Learning Community through various mediums and venues ● Enhance the accessibility of the central administration by JBMDL & Pemberton area parents ● Increase the number of positive stories and news items/events to broader audiences ● Increase exposure of student product at all levels through a television program 	<p><i>Maximize resources to maintain safe, secure and healthy learning environments</i></p> <ul style="list-style-type: none"> ● Work closely with Federal, State, County and Local government/officials, and private organizations to maximize funding and efficiently reduce costs ● Provide budget reduction recommendations to the Administrative Team and Board that impact students and instruction the least ● Regularly communicate the financial status of the district to community 	<p><i>Strengthen and/or improve channels of communication to all stakeholders</i></p> <ul style="list-style-type: none"> ● Increase the number of positive stories and news items/events to broader audiences ● Fill communication voids in community entities where school communication is lacking, non-existent, or minimal with positive, transparent and accurate information/successes 	<p><i>Create a safe, secure, orderly and clean facility for all staff, students and community</i></p> <ul style="list-style-type: none"> ● Support the educational mission through innovative and effective technologies, resources, and services ● Leverage our reliable, secure, and efficient infrastructure to raise staff potential and foster innovation ● Establish proper organizational structure, operational hierarchy, and accountability systems within technology and facilities depts. ● Improve the condition of the school buildings/grounds/athletic fields to be safe, healthy, and aesthetically pleasing ● Make all instructional classrooms climate controlled by the end of three-year strategic plan cycle ● Oversee design and construction of the new Denbo/Crichton school ● Maintain compliance with the NJ AG's Office guidelines regarding school safety and security protocols ● Make certain that the district Security Department receives appropriate and timely training

● On target, achieved, and/or continuing initiative ● Progressing, but behind schedule or moving cautiously/ need more information, materials, time or resources
 ● Not achieved, on hold or abandoned

 **Pemberton Learning Community: Pursuing Excellence, One Child at a Time**

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2019 -2024 Strategic Plan Goals

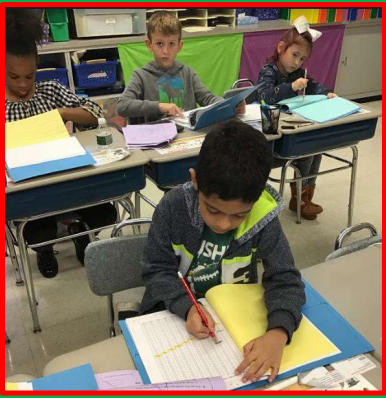

	Goal: <u>Deliver Exceptional Instruction</u>	
	Goal: <u>Engage Our Community</u>	
	Goal: <u>Communicate Effectively</u>	
	Goal: <u>Provide Outstanding Facilities</u>	
	Goal: <u>Remain Fiscally Responsible</u>	

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Deliver Exceptional Instruction



STEM Lab

Data Notebooks

6

Deliver Exceptional Instruction



PLC's

Reflex and Frax work together to build a strong foundation in math



Math Facts

7

Deliver Exceptional Instruction



One to One



IXL

8

Deliver Exceptional Instruction



CTE



Dual Credit

9

Deliver Exceptional Instruction



Sports



Sports

10

Deliver Exceptional Instruction



Extra-Curricular



Extra-Curricular

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Deliver Exceptional Instruction



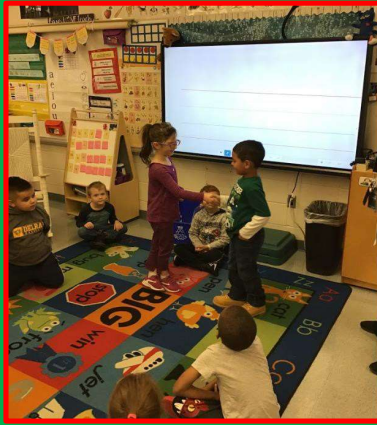
Extra-Curricular



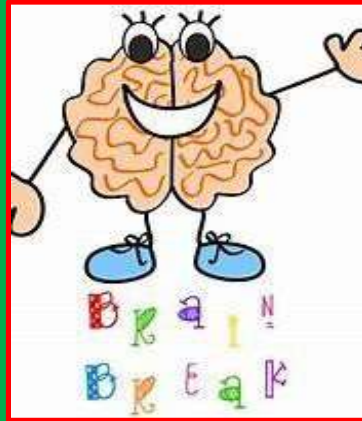
Extra-Curricular

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Deliver Exceptional Instruction



Morning Meetings



Brain Breaks

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Deliver Exceptional Instruction



Restorative Practices



Trauma Informed

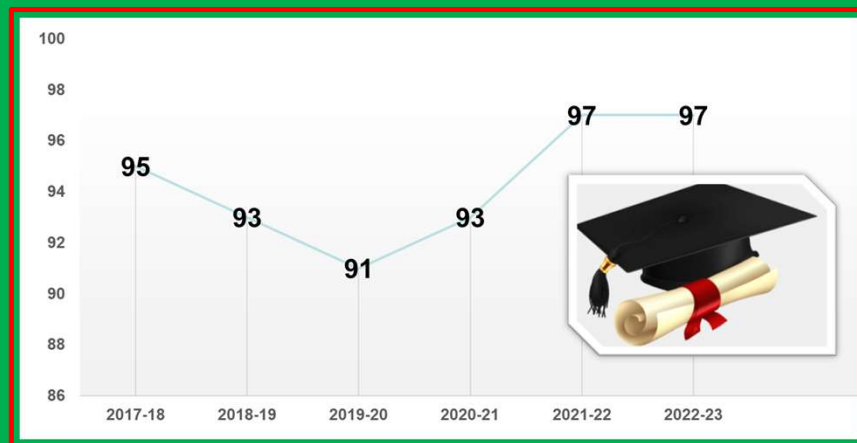
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Deliver Exceptional Instruction



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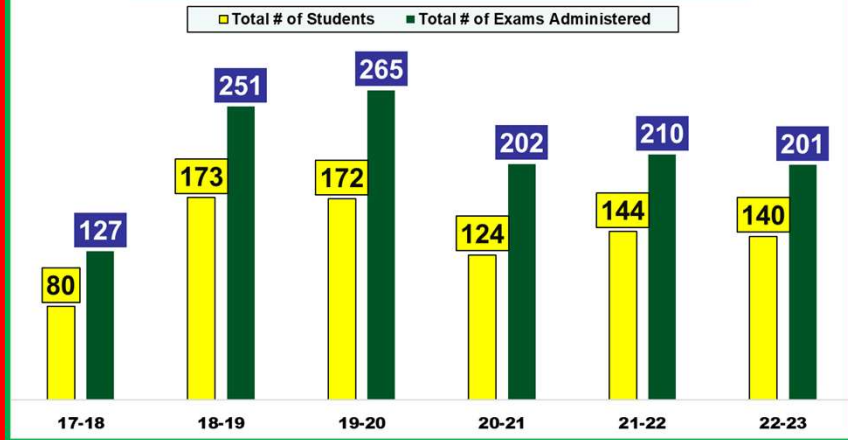
Deliver Exceptional Instruction



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Deliver Exceptional Instruction

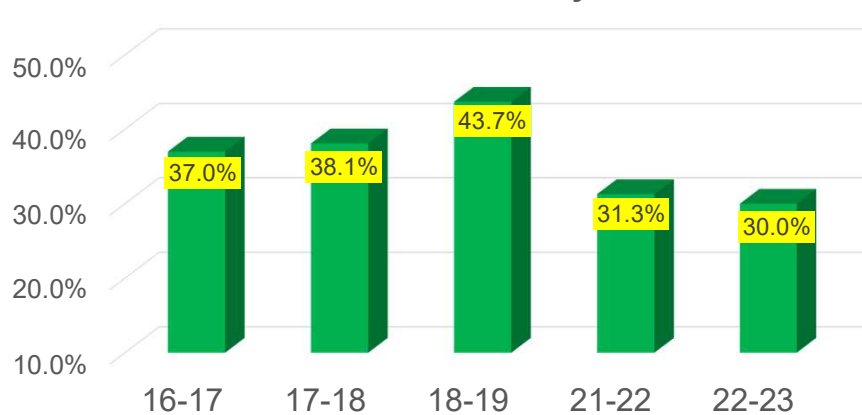
Advanced Placement Participation



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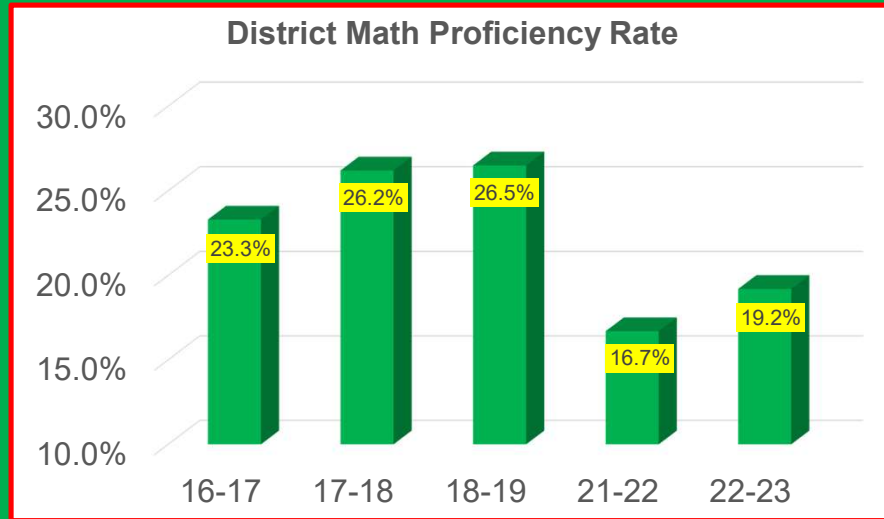
Deliver Exceptional Instruction

District ELA Proficiency Rate



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Deliver Exceptional Instruction



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Deliver Exceptional Instruction

School	22-23 %Absent	23-24 Target (-5%)	Difference
PECEC	68.19%	64.78%	3.41%
Denbo-Crichton	27.25%	25.89%	1.36%
Fort Dix	18.25%	17.34%	0.91%
HF	26.96%	25.61%	1.35%
New	30.89%	29.35%	1.54%
PTHS	28.02%	26.62%	1.40%
Stackhouse	25.47%	24.20%	1.27%
Emmons	33.10%	31.45%	1.66%
Busanksy	18.69%	17.76%	1.20%
District	31.18%	29.62%	1.56%

Attendance

20



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Engage Our Community



Hero Parade

National Night Out

22

Engage Our Community



**New
Sidewalks**



**UN
Ambassador**

23

Engage Our Community



Veterans Day



Memorial Day

24

Engage Our Community



Purple Up



Open Houses

25

Engage Our Community



PTO



Police Week

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Communicate Effectively



Anchored4Life Service Project

Fort Dix Elementary School Anchored4Life Team Leaders are asking for your help to assist the Paws of War organization!



Burlington County Times

PINE BARRENS TRIBUNE

Pemberton School District Hosts Annual Thanksgiving Food Drive

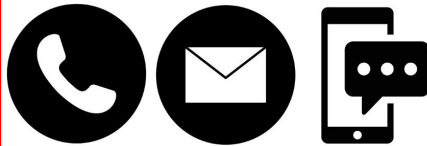
Facebook and Twitter

Newspapers

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Communicate Effectively

Global Messages



Reaching Staff, Students, Parents

Global Messages



Inside Outlook

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Communicate Effectively



School Dojo



Weekly Updates

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Provide Outstanding Facilities



Climate Control

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Provide Outstanding Facilities



FD Parking Lot



FD -TCU

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Provide Outstanding Facilities



Busansky AC



Busansky Windows



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Provide Outstanding Facilities



Busansky Courtyard

36

Provide Outstanding Facilities



Newcomb Boilers



Helen Fort Boilers



37

Provide Outstanding Facilities



HS Rooftop AC



FD Chiller



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Provide Outstanding Facilities



Substitutes



**New
Lawnmowers**

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**Goal:
Remain Fiscally
Responsible**

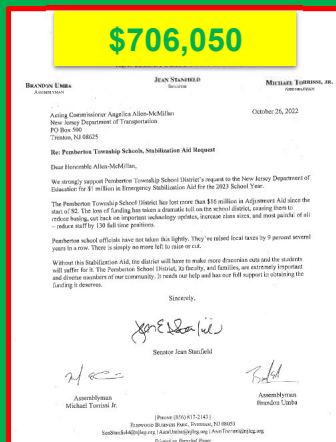
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Remain Fiscally Responsible

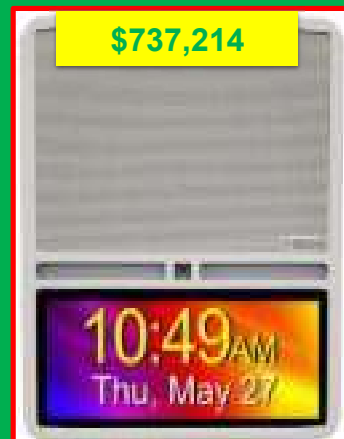


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Remain Fiscally Responsible



**Stabilization
Aid**



SDA

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Remain Fiscally Responsible

**ACTION
CHANGES
THINGS**

**YOU can help Pemberton Township Schools
attain fair funding!**

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Remain Fiscally Responsible

Please Share Our Message:

- ♦ Pemberton Township Schools has lost nearly **\$16.5 million** since the start of S-2, and is scheduled to lose an additional **\$5.5 million** over the next 2 years.
- ♦ We are asking representatives to strongly advocate for a pause on S-2 cuts until a new, fairer funding formula can be implemented.
- ♦ Districts that are targeted for cuts should be flat funded until a new formula is put in place that better addresses the unique needs of all children.

Let your voice be heard! Scan here for a copy of the message above



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Pemberton Township Schools 2019-2024 Strategic Plan

Deliver Exceptional Instruction

Ensure high academic, social and personal standards to prepare all students

- Improve the achievement of all students by providing rigorous, relevant and effective curriculum, instruction and assessment
- Support the integration of technology as a tool for learning in every classroom in the district
- Provide multiple pathways that prepare students for college, career and a meaningful life
- Build district capacity and create systems to meet and support the social-emotional needs of students

Engage Our Community

Improve and/or strengthen community outreach activities at the administrative level

- Generate a dynamic outreach process to the Pemberton Learning Community through various mediums and venues
- Enhance the accessibility of the central administration by JBMDL & Pemberton area parents
- Increase the number of positive stories and news items/events to broader audiences
- Increase exposure of student product at all levels through a television program

Remain Fiscally Responsible

Maximize resources to maintain safe, secure and healthy learning environments

- Work closely with Federal, State, County and Local government/officials, and private organizations to maximize funding and efficiently reduce costs
- Provide budget reduction recommendations to the Administrative Team and Board that impact students and instruction the least
- Regularly communicate the financial status of the district to community

Communicate Effectively

Strengthen and/or improve channels of communication to all stakeholders

- Increase the number of positive stories and news items/events to broader audiences
- Fill communication voids in community entities where school communication is lacking, non-existent, or minimal with positive, transparent and accurate information/successes

Provide Outstanding Facilities

Create a safe, secure, orderly and clean facility for all staff, students and community

- Support the educational mission through innovative and effective technologies, resources, and services
- Leverage our reliable, secure, and efficient infrastructure to raise staff potential and foster innovation
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Pemberton Learning Community: Pursuing Excellence, One Child at a Time

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APPENDIX B

Meeting 1 Outcomes

Strengths & Challenges



Pemberton Strengths Combined Strategic Planning Meeting #1

21st Century/Champions programs
Anchor for Life
AVID Program
Character Ed
Character Education
Communication - consistent, multiple modes (phone calls, texts, emails)
community involvement
Community involvement and support
Community Partnerships - Whitesbogs
Connections with Community
many family engagement opportunities
strong community resources
Diverse Community to include Military
Diversity
Diversity
Student Diversity
Acceptance of differences (students are accepting of each other's differences)
Acceptance of the military kids-district makes sure they are supported. Great relationships, they feel 'part of the team"
Diversity - cultures, backgrounds, military, socioeconomics
Athletic programs / Extra-curricular activities
Athletics and activities - especially at the middle school level because those programs are often cut or not free of charge
Extra-curricular activities
Visual & Performing Arts for our Students
Strong in curricular and sports
Money goes toward facilities
The Center -middle school community center
relatively new buildings, state of the art, healthy and safe
Graduation Rate
High performing schools
Involved & Supportive Board of Education
Our national schools of character

substance abuse/mental health
Alternate choices for schooling (perception of other districts being better) - reputation of Pemberton Twp. Schools
Competition from BCIT and other local schools (ex. culinary programs at BCIT draw students)
Need to expand CTE and strengthen on those because they are successful
Domestic Violence Rate in our Community
Perceived Negative Image
Self-perception of the community
Transient Community
Perception of our Community- often negative
value of education
Demographics hinder student attendance at after school clubs and activities
Lack of community programming for rec --no swimming programs in lakes, basketball courts, etc., tutoring programs, mentorship
Lack of Community Programs/Resources
Need to reach out the church communities and other non-profits to some of the needs we have
Systemic Barriers to Accessibility and Opportunity for All
hiring/retention
Lack of Diversity in Staff
Lack of parental involvement.
Lack of substitutes
Loss of Kindergarten Aides
low morale and high staff turnover
No more mentors for teachers-isolated teachers-assign every new teacher a mentor/buddy
Staff Shortages
staff shortages across the board including the substitutes
Staff turnover
Staffing
Staffing / educators leaving / morale
sub coverage/staff attendance
Transportation
transportation
Transportation - none for tutoring students
Transportation (Bus Driver Training, Staff Shortages, Student Behavior)

Special education program / CST
Special Education Programs
Special Services
committed staff
dedicated staff
Dedicated staff members
engaged and active labor association
Exceptional teachers - go above and beyond
highly qualified teachers
support staff/kindergarten aides
Support Services
Technology
Technology
Technology
Technology - 1 on 1 initiative, panels in classrooms
1:1 initiative for devices/infrastructure
Transportation department -local; communication has improved
Transportation Options - Extra Curricular Activities
School Transportation
Trauma informed practices/SEL/Mindfulness
Trauma Informed School District
Trauma-Informed Schools/Restorative Practices

Pemberton Challenges Combined

Strategic Planning Meeting #1

Absenteeism/Attendance
attendance
Attendance
attendance
Attendance issues (chronic absenteeism) Grade Level
Chronic Absenteeism
Chronic absenteeism rates
High chronic absenteeism, children aren't interested in school
Anticipated loss of funds in the budget
budget cuts / funding formula
Budget cuts and having to do more with less
Budgetary Challenges
Competition for NAFIS funds
Funding
funding
Funding (Impacts Class Sizes)
Lack of ratables
Lack of serious fund-raising
state funding cuts
Anticipated increase in population needs to be addressed with budget
behavior management
Behaviors/Discipline
Increasing Behaviors
MNMS/HFMS - discipline, safety
student behavior / discipline
student behavior and mental health
conflict resolution (students)
consistent discipline / school safety
Mental Health
Mental Health Challenges
Mental health issues/struggles in our students and lack of self-regulation, coping skills, and secure attachments
Social Emotional Needs of Our Students

reputation of Pemberton Twp. Schools
Military Community Influence
Military Connected
Military connected community
Military Life Counselors
Counselors doing group work with Military Families-MFLC
early childhood program
Free Preschool
High Quality Preschool Program
Preschool program
Preschool program
strong early childhood program
Kindergarten aides are a strength
Academic Options
Accessibility to courses at the HS
AP courses & dual credit
college and career planning at the high school level
Dual credit programs, CTE programs
High school program offerings- (comprehensive high school) - CTE, electives, AP, dual enrollment
lots of programs
PK-12 District/programs
resources for programming, supplemental programs
STEM opportunities starting at young age
Varied Opportunities for Students - Academies, CTE Program
Re-instituting auto shop
Collaboration/PLC's
Professional Development
Promoting Positive Public Image (social media)
Scheduling to allow conversations for PLC's and instruction/collaborative decision making
PTOs are strengths
relationships (family atmosphere)
Security in all of the buildings and they have positive relationships with students
social and emotional learning programs
Social Emotional Learning
Resources - Instructional & Social Emotional

Follow through from elementary to middle and from middle to high (IRST, 8 Minute models)
Lack of finance classes with basic life information (soft skills)
Removing Honors opportunities from middle and high school- not challenging our students
Test Scores
too many students below reading level
bridging the gap between home and school
Lack of family/school connection
Parental Involvement
percentage of parental involvement
Facilities
Maintenance - overwhelming amount of challenges-loss of staff
Security - how can we be more secure while still maintaining a positive and welcoming community? How do we stay on top of training students, staff, and the community?
Addressing and meeting the needs of this generation (ex. short attention span)
Social media (inappropriate use)
Reading at Technology - Graphics need to be updated and more user-friendly (ex. website, presentations)
Technology - how do we keep up when it is changing so quickly?
too much standardized testing
utilizing the data to inform instruction (PLC's)
we need high quality and relevant professional development for all staff
Education on special education
Geography
Accountability
Class sizes large
Communication break down

APPENDIX C

Meeting 2 Outcomes

Vision 2029



Pemberton Vision Outcomes Combined

Where are we now?

▪ Attendance is a concern
▪ achievement gaps and chronic absenteeism
▪ chronic attendance
▪ High chronic absenteeism
▪ Poor attendance
▪ Chronic Absenteeism
▪ Anticipated Funding Loss
▪ financial crisis/budget challenges
▪ loss of funding
▪ S-2 funding cuts have hurt us by way of staff reductions, cuts to programs
▪ students are suffering, class sizes have increased due to funding cuts
▪ trauma and learning loss due to Covid
▪ while experiencing significant funding challenges
▪ Budget deficit concerns-how will we maintain and expand services? How do we maintain the same level?
▪ Facility improvements have been deferred
▪ Good buildings and maintenance
▪ Infrastructure- upkeep of new and older buildings
▪ Outdated facilities
▪ behavioral and mental health challenges
▪ student behavior problems district-wide
▪ Social-Emotional Needs for Students
▪ Social-emotional struggles
▪ our students have exhibited resilience and perseverance throughout these challenges discussed above.
▪ low test scores
▪ Low test scores
▪ Not meeting enough state standards
▪ special education services are compromised
▪ Still have academic gaps in literacy, math
▪ Excellent Childhood Programs
▪ Excellent character education program
▪ Extra-curricular activities are abundant
▪ great student programs (academic, extracurricular, athletic).
▪ Robust Extra-Curricular programs
▪ Robust support program for military
▪ schools of character

▪ Strong Special education connection to transition to post secondary outcomes
▪ National Schools of Character
▪ School with Strong Character Education Programs
▪ Strong Community and Military Partnerships
▪ high staff turnover
▪ however very dedicated and caring staff doing their best despite the lack of resources
▪ Staff Shortage
▪ Lack of community collaboration
▪ Technology
▪ Technology Implementation - One to One - Classroom Equipment

What do we look like in 2029?

▪ 98% or higher graduation rate
▪ Academic engagement increase
▪ Accomplished significant increase in the number of students who are reading at grade level
▪ additional programs to support individual student needs from PK-12
▪ All students are well prepared to enroll, enlist, and employ
▪ Increased opportunities in vocational programs for all students
▪ Increased our stakeholders to increase internships and student employment
▪ increased test scores
▪ Providing students a strategic path for success after graduation.
▪ Recognition of individual student learners - positive recognition for student achievement - progressive academic offerings
▪ Students are high achievers in Reading, Writing, Math, Science
▪ Surpassing state proficiency goals
▪ Closed achievement gaps
▪ Students actively participate in community service within their community.
▪ Individually fulfilled, Locally contributing, Globally Achieving
▪ Full slate of academic, career and enrichment programs have been in place beginning at the elementary level through high school level
▪ Comprehensive high school that provides programming and services to prepare all students.
▪ Year Round School
▪ A Whole-Child Approach: Partnership with the Community and Parents to support student needs
▪ Collective Commitment, effort, toward academics on the part of staff and parents - that is consistent through planning and implementation.
▪ Family, School, and Community all Working Together
▪ Increased parent involvement
▪ increased parent involvement and support
▪ Increased school/community pride
▪ Leader among schools with community innovation

▪ stronger school/community partnerships
▪ Students collaborating together to build and improve community pride
▪ Succeed in collaborating with community including banks, businesses
▪ Decrease in disciplinary infractions
▪ decreased disciplinary infractions
▪ Students demonstrate kindness, acceptance, and self-control (Good Character)
▪ Students recognizing their own passions and purpose - helping them to think big picture and understanding the why - believing in themselves
▪ fair funding
▪ Financially healthy with self-sustaining programs
▪ fully funded
▪ Optimize fiscal resources to maintain services and programs
▪ Chronic Absenteeism under 10% for Staff and Students
▪ increase in student achievement and attendance
▪ Less than 10% of the student population will be considered chronically absent
▪ Overcame barriers to get and keep students in school (supporting with transportation and helping to meet logistical needs)
▪ increased enrollment
▪ Sustained growth in technology integration and utilization (Sustained Proactivity)
▪ Morale is excellent and staff and administration work collaboratively to serve the student body
▪ Pemberton is an enticing choice for military families
▪ positive community perception
▪ Students and family needs are met- Clinic and Food Pantry - Providing Resources, and Opportunities all Year Round
▪ Top ranked school district surrounding a military base throughout the world
▪ Top school district for special needs students
▪ HS has received needed facility renovations
▪ Improved Facilities - Football Stadium - Roof Replacements
▪ Modernize facilities
▪ MS, Busansky, Stackhouse, Emmons and Newcomb have new school buildings
▪ Adjunct professors who volunteer to teach career paths
▪ Improve the Number of Substitute Teachers
▪ Staffing levels are restored to ensure effective delivery of all programs and services
▪ Fully Staff Transportation Department
▪ fully staffed and timely transportation

What did we do to get there?

▪ attendance incentive programs
▪ Attendance incentives
▪ Increased partnership with Attendance action plans
▪ Building staff and student relationships to improve the value of education and build trust.
▪ better parent supports
▪ Families are active partners in their child's education
▪ development of strong community partnerships
▪ Partnered with external agencies to provide greater support for student mental health needs and continued to provide support (through training) to our staff members in addressing mental health needs of students
▪ Sponsor town meetings with students, teachers, and community leaders to engage and build relationships
▪ Strengthened the partnership between school and parents by gathering parent and community input, celebrating accomplishments (of students and schools), and partnering with support services to provide assistance in the home
▪ Work with local orgs (Family Success Center) to engage and support families
▪ Challenge and strengthen instructional capacity (staff selection and training) with regard to technology implementation and utilization (continue to research and choose resources that will help to maintain our level of technology integration)
▪ celebrating student success
▪ celebrating our successes
▪ sharing school/district positives
▪ Hire Diverse Staff Members
▪ hiring and sustaining HQ staff
▪ Progressive recruitment to identify and hire the best staff in all positions in the District
▪ additional mentors to assist new teachers and those who move to various schools within district
▪ Engaging professional development
▪ professional development on needs of students and staff
▪ solid, sustained research based practices
▪ supplemental support and services
▪ Sustained and deepened practices (Trauma-informed, Restorative Practices)
▪ District-wide focus on differentiated instruction parents.
▪ Revamp basic skills instruction
▪ rigorous curriculum and effective instruction
▪ Utilize data to inform decisions and improve student outcomes.
▪ data driven decision making
▪ Increase counseling services that prepares students for post secondary outcomes
▪ Maintain programs and improve outcomes for students from preschool through high school.

▪ focus on moral and performance character
▪ Focused on relevant, critical skills (focus on purpose and connection to foster engagement)
▪ Use peer mentoring to have students support each other
▪ School pride events
▪ Coordinating focus groups to advance initiatives--need innovators and collaborators
▪ Get creative, work with the community to solve barriers and access to interventions and resources needed (transport to mental health, medical, laundry, food, etc.)
▪ more partnerships with outside agencies/businesses
▪ Partner with Colleges to Provide College Courses in our District
▪ Partner with our local community to improve facilities, update and expand all CTE Programs. Explore corporate sponsorships.
▪ Utilize local resources to form partnerships to support instruction.
▪ Re-leverage Current Resources, Relationships, System Structures to allow Opportunities needed to all
▪ enhanced vocational programs that meet the needs of the 21st century and beyond students,
▪ increased CTE programs
▪ increased special education training, instruction and resources.
▪ Pemberton graduate will have transferable skills to be prepared for life after high school
▪ Create a grant writer position to explore and apply for available grants
▪ We lobbied to revise the State Aid formula to provide consistent sufficient funding, as well as lobbying to increase Federal Impact Aid
▪ Re-leverage Current Resources, Relationships, System Structures to allow Opportunities needed to all

What skills, qualities, experiences, and characteristics do you want Pemberton students to have to make them successful in school and to prepare them for life beyond high school?

▪ ability to work with others
▪ Ensuring they have social skills to work harmoniously in a workforce
▪ Learning the value of teamwork and finding their own strengths
▪ communication skills
▪ Effective communicators
▪ Strong Interpersonal Skills to Communicate Effectively
▪ community activism
▪ community and school pride
▪ Sense of community and compassion for others
▪ Sense of family/community
▪ connection to school and the wider community

▪ sense of belonging and purpose
▪ service learning
▪ Pemberton Pride
▪ conflict resolution
▪ conflict resolution,
▪ conflict resolution
▪ De-escalation strategies
▪ critical thinking skills
▪ critical thinking skills, perseverance,
▪ Independent critical thinkers
▪ Critical Thinking
▪ Experience in practical finances
▪ Financial Literacy and Life Skills
▪ navigation of life skills (financial literacy)
▪ Personal finance
▪ Decision making
▪ evaluate information
▪ Ability to Capture and Synthesize Information
▪ weigh arguments
▪ experiences in and out of school through community partnerships
▪ Exposure and experiences in a variety of areas/careers/professions
▪ Exposure to a variety of careers from professionals
▪ Field Experiences/Internships/Exposure to Varied Industries and Fun Learning Experiences
▪ partnerships with colleges, real life experiences, hands on life skills
▪ Sports training from leaders in the community
▪ leadership skills
▪ Leadership skills
▪ Learning to apply technology for improving quality of life.
▪ Technology Skills to Compete in 21st Century College and Career Space
▪ Digital citizenship & good citizens
▪ life skills
▪ Life skills-library, changing tire, fill out application, resume
▪ real life skills and experiences
▪ intentional attendance focus
▪ motivation and sense of purpose
▪ Value of Attendance (School/Career)

▪ problem solving
▪ problem solving skills
▪ problem solving skills
▪ Problem Solving
▪ proficiency in reading, writing, and math
▪ Reading at Grade Level
▪ Successful on proficiency exams
▪ Well rounded education (civics)
▪ career, tech, and college ready
▪ knowledge of civics
▪ S/E learning opportunities
▪ Self-advocacy
▪ Self-control & self-discipline
▪ Personal confidence and healthy self-esteem
▪ Positive healthy relationships
▪ independent learners/students
▪ Interpersonal skills
▪ debating skills
▪ Coping skills/SEL strategies/Self-Regulation
▪ Great character
▪ Core Values-good moral compass
▪ health and wellness
▪ Infuse “fun” in aspects of school- positive experiences
▪ love of literacy and learning
▪ interact with diverse communities to develop an appreciation and understanding of different cultures
▪ acceptance of all with no judgement

APPENDIX D

Stakeholder Survey



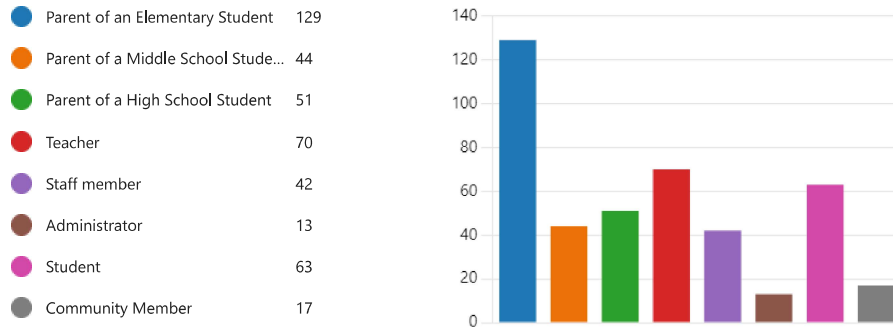
Pemberton Township Schools Strategic Planning Survey

429 Responses

16:52 Average time to complete

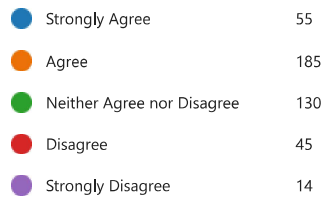
Closed Status

1. Which of the following categories best describes your role? If you have more than one role, please choose the one that describes how you will be answering the survey.

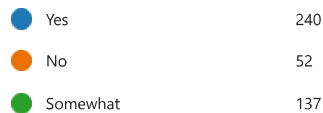


2. The Strategic Plan Working Group committee identified the following strengths of Pemberton Township Schools. Please respond to the statements on questions 2 through 6.

Pemberton Township School District has a variety of academic and career and technical programs to give students the skills to succeed beyond high school.



3. Are you familiar with the extra-curricular activities currently provided for students at Pemberton Township Schools



4. If you answered no to the previous question, please proceed to Question #6. If you answered Yes or Somewhat, how would you rate the following statement?

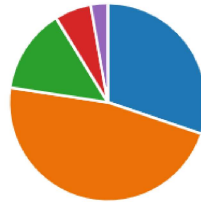
Pemberton Township Schools provides a variety of extra-curricular activities and sports for students.

Strongly agree	88
Agree	208
Neither agree nor disagree	61
Disagree	17
Strongly disagree	3



5. Pemberton Township School District employs dedicated, caring and supportive staff.

Strongly agree	120
Agree	188
Neither agree or disagree	55
Disagree	24
Strongly disagree	11



6. Pemberton Township Schools has a high quality preschool program.

Strongly agree	148
Agree	135
Neither agree nor disagree	115
Disagree	17
Strongly disagree	9



7. The Strategic Plan Working Group committee identified the following initiatives that can support moving Pemberton Township Schools in a positive direction over the next five years. Please rank the initiatives in order of importance to you by moving each initiative up or down the list. Your most important initiative should be at the top of the list and your least important at the bottom.

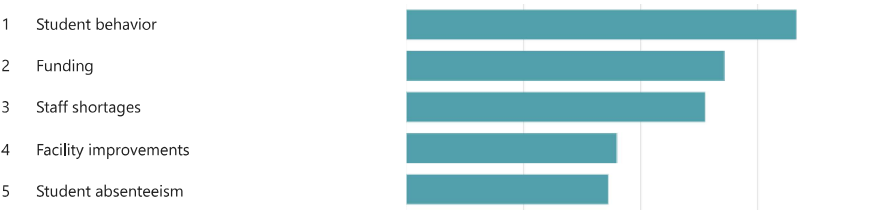
Using your cursor, hover over the choices below. Use the arrows that appear to the right to move the choices in order of importance to you with your first choice at the top of the list.

- 1 Social and emotional learning f...
- 2 Engaging parents to be partners...
- 3 Focusing on student attendance...
- 4 Increasing Career and Technical ...
- 5 Developing strong community ...



8. The Strategic Plan Working Group identified the following challenges facing Pemberton Township Schools. Please rank the challenges in order of importance to you by moving each challenge up or down the list.

Using your cursor, hover over the choices below. Use the arrows that appear to the right to move the choices in order of importance to you with your first choice at the top of the list.



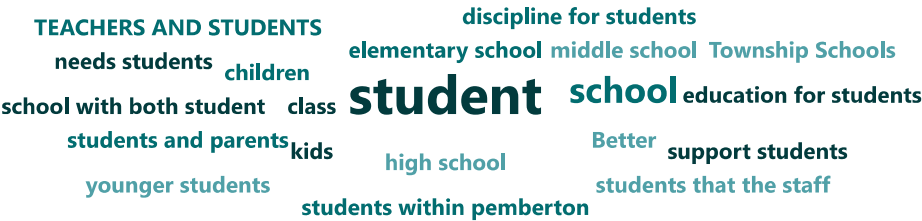
9. If you could add one(1) additional initiative that could support moving Pemberton Township Schools in a positive direction over the next five years, what would you recommend?

250
Responses

Latest Responses
"I would recommend that the more next families that are at least trying t..."
"Discipline"

Update

70 respondents (28%) answered **student** for this question.



10. The Strategic Plan Working Group identified the following skills, qualities, and characteristics that we want students to learn while at Pemberton Township Schools. Please rank the following skills, qualities, and characteristics in order of importance to you by moving them up or down the list. Your most important should be at the top of the list and your least important at the bottom.

Using your cursor, hover over the choices below. Use the arrows that appear to the right to move the choices in order of importance to you with your first choice at the top of the list.

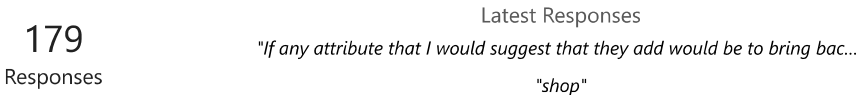


11. The Strategic Plan Working Group identified the following skills and experiences that we want to provide students to prepare them for life beyond Pemberton. Please rank the skills and experiences in order of importance to you by moving each up or down the list. Your most important should be at the top of the list and your least important at the bottom.

Using your cursor, hover over the choices below. Use the arrows that appear to the right to move the choices in order of importance to you with your first choice at the top of the list.



12. If you could add one(1) additional skill, quality, characteristic or experience that you would want students to learn or have at Pemberton Township Schools, what would it be?

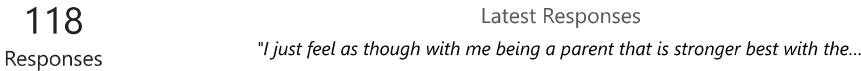


Update

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

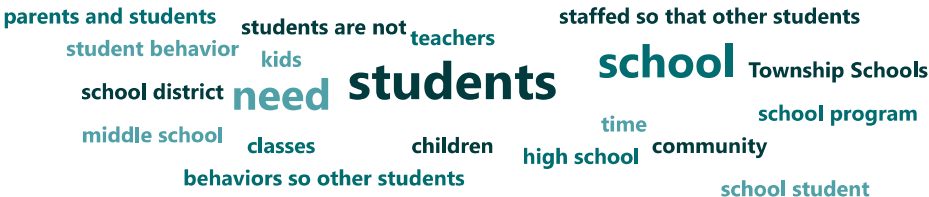


13. Please provide any additional feedback and comments concerning Pemberton Township Schools that you feel may be helpful to the Strategic Planning process. Your interest and participation is truly appreciated.



Update

39 respondents (33%) answered **students** for this question.



APPENDIX E

First Year Action Plans



2024 – 2029 Strategic Plan
Finance, Facilities, Transportation

Goal #1: Promote a safe, healthy, and inclusive environment for students to receive an optimal learning experience, while maintaining fiscal responsibility.

Objective #1: Modernize and maintain district facilities in accordance with the Long-Range Facilities Plan (LRFP) and available funding.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
1:1:A: Assess the current conditions of district facilities to develop and prioritize projects that will improve the district's facilities.	Scott Krisanda Pat Yacovelli	Time for staff to conduct facility review.	Ongoing 2024-29	Facilities projects being completed.
1:1:B: Analyze the district's Capital Reserve Account to determine the available funds that can be allocated to facility projects.	Pat Yacovelli	Audit report, budget document and analysis of Capital Reserve balances.	Ongoing 2024-29	Audited balance of the Capital Reserve Account.
1:1:C: Conduct a comprehensive review of the district's 2020 Long Range Facilities Plan in preparation for a 2025 Major Amendment.	Scott Krisanda Pat Yacovelli Board Architect Board Engineer	Time for staff and professional services (architect and engineer)	2024 - begin the review process with the district's professionals. 2025 - finalize and complete the LRFP Amendment.	Completed amendment of the LRFP.

Objective #2: Enhance a secure and welcoming learning environment.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
1:2:A: Continue to upgrade district security and surveillance systems to keep pace with current and future technologies.	Joe Bowen Michael Procopio Pat Yacovelli	Annual district budget and any available federal and state grants.	Ongoing 2024-29	Installation of upgraded equipment as needed.
1:2:B: Investigate, identify, purchase and install additional lock-down buttons in all schools.	Joe Bowen Michael Procopio Pat Yacovelli	Annual district budget and any	Investigate 2024-25, Identify/pilot 2025-26 and	Completed installation of additional lock-down buttons.

2024 – 2029 Strategic Plan
Finance, Facilities, Transportation

Goal #1: Promote a safe, healthy, and inclusive environment for students to receive an optimal learning experience, while maintaining fiscal responsibility.

		available federal and state grants.	implement 2026-27	
1:2:C: Enhance and enforce safety and security measures in all schools.	Joe Bowen School Principals	Time for PD, SafeSchools trainings, drill protocols and best practices.	Ongoing 2024-29	Climate surveys and security inspection by NJ Office of School Preparedness and Emergency Planning (OSPEP).

Objective #3: Provide safe and reliable transportation to students.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
1:3:A: Recruit and hire skilled and qualified bus drivers and bus aides in an effort to reduce contracted runs.	Jim Carmichael Human Resources Department	Posting job opportunities on the district website, job fares, fliers, and staff time to conduct interviews.	Ongoing 2024-29	Employment of qualified bus drivers and aides.
1:3:B: District transportation vehicles shall be maintained in optimal condition and in conformance with NJ safety regulations.	Jim Carmichael Mechanics	Time for staff to perform bus inspections, supplies for regular maintenance and possible needed repairs.	Ongoing 2024-29	Buses in proper and safe working order that pass quarterly NJ state inspections.
1:3:C: New and existing bus routes will be analyzed for the distance to be traveled to/from school, roadway conditions, traffic volume and requirements of the instructional program.	Jim Carmichael Maria Funches	Transfinder computer software, time for staff to assign students to bus routes	Ongoing 2024-29	Buses arriving at school on time and in a safe and efficient manner.

2024 – 2029 Strategic Plan
Finance, Facilities, Transportation

Goal #1: Promote a safe, healthy, and inclusive environment for students to receive an optimal learning experience, while maintaining fiscal responsibility.

Objective #4: Identify and leverage alternative funding opportunities.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
1:4:A: Explore the creation of an educational foundation.	BOE Members Jeff Havers Pat Yacovelli	Community support, alumni and Hall of Fame.	Investigate, plan, and support the formation of an Education Foundation 2024-25. Outreach to community 2025-26 - Ongoing.	Formation of an Education Foundation.
1:4:B: Seek and apply for available Federal and State grant opportunities.	District Administration	Notices of Grant Opportunities (NGO), release time for staff.	Ongoing 2024-29	Awards of federal, state and local grants to the school district.
1:4:C: Lobby Federal legislators for increased military impact aid.	Jeff Havers Pat Yacovelli	Attend NAFIS and subgroup conferences and workshops.	Ongoing 2024-29	Increased military impact aid to the district.
1:4:D: Lobby State Legislators for increased funding.	Jeff Havers Pat Yacovelli	Maintain consistent communication with legislators. Attend Government Relations and Great Schools of New Jersey meetings.	Ongoing 2024-29	Increased funding.
1:4:E: Maximize Federal E-Rate (USAC) funding for allowable technology projects, maintenance and cybersecurity.	Michael Procopio E-Rate consultant	Time for staff	Ongoing 2024-29	Technology projects funded through Federal E-Rate (USAC).

2024 – 2029 Strategic Plan

Family engagement, community partnerships, communication

Goal #2: Enhance community, student, and family engagement to optimize civic pride and provide additional support, opportunities and resources for our students.

Objective #1: Expand our positive and welcoming environment for families.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
2:1:A: Expand opportunities for families to be involved in “transition” activities (from 5th to 6th, 8th to 9th, etc.)	Principals, Assistant Principals	Engaging evening events	May 2025, ongoing	Positive feedback from family attendees
2:1:B: Incorporate family-friendly activities at the middle and high school levels for joint parent/student activities	Principals, Assistant Principals	Evening and/or day events	May 2027 ongoing	Substantial family and student attendance, with positive feedback
2:1:C: Create opportunities for parents/guardian participation during special weeks, i.e. “Week of Respect,” “Health and Wellness Week,” etc.	Director of Counseling & Health Services; Principals, Internal Committees	State designated weeks that are celebrated in the schools	May 2028, ongoing	Parent and guardian participation; positive feedback from students

Objective #2: Improve community perception of our schools.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
2:2:A Share out positive information regarding school and student achievement	Media Services; Principals; Coaches	Facebook; Instagram; X; School Marquees; Newsletters; Websites & App	Fall 2024-2029	Increased community and family awareness of positive school and student achievements
2:2:B Encourage student participation as volunteers at community events	Principals; Media Services Coordinator	Community Events	Fall 2027	Increased visibility of positive student character
2:2:C Host event with area realtors to share positive school information	Media Services Coordinator; Administrators	Area realtor groups	Spring 2028	Create a positive perception of Pemberton

2024 – 2029 Strategic Plan

Family engagement, community partnerships, communication

Goal #2: Enhance community, student, and family engagement to optimize civic pride and provide additional support, opportunities and resources for our students.

				Township Schools among area realtors
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Objective #3: Strengthen community partnerships .

Strategies	People Responsible	Resources	Timelines	Indicators of Success
2:3:A: Partner with local community groups to provide valuable outreach events for families	Media Services Coordinator, Administration	Delta Sigma Theta Sorority, Inc. and other local community groups	Spring 2025	Satisfactory family attendance at partnership events
2:3:B Encourage student participation as volunteers at community events	Principals; Media Services Coordinator	Community Events	Fall 2027	Worthwhile assistance at community events; Increased visibility of positive student character
2:3:C Work cooperatively with Pemberton Township officials, area businesses and legislative representatives to support common goals	Superintendent; Administration; Media Services Coordinator	Township officials, legislative reps; outreach events	Spring 2026 - 2029	Positive, collaborative relationships with area officials and businesses.

2024 – 2029 Strategic Plan

Family engagement, community partnerships, communication

Goal #2: Enhance community, student, and family engagement to optimize civic pride and provide additional support, opportunities and resources for our students.

Objective #4: Enhance accessibility of district communication.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
2:4:A: Update all 10 websites and transition to FINALSITE platform, making sites more user-friendly and accessible.	Media Services Coordinator	FINALSITE trainings, Media Services Staff	July 2024 - February 2025	Increased number of visits to websites, positive feedback
2:4:B Develop a robust Pemberton Township Schools App for mobile devices	Media Services Coordinator	Media Services staff, FINALSITE platform, Google Play and Apple App stores	February 2025- June 2025	High rate of families downloading App and gaining relevant information
2:4:C Send out clear and concise messages via email, text and phone, in a timely manner	Media Services Coordinator; Principals; Administrators	Updated FINALSITE platform for mass communication	June 2025 - 2029	All families receiving prompt and informative communication

Objective #5: Optimize our connection to the military community.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
2:5:A: Increase administrative participation in all military events	Superintendent, Administration; Principals	JBMDL events; NAFIS School Liaisons	2027 - 2029	Visible presence at military functions
2:5:B: Host summer registration/job recruitment events on site at JBMDL.	Registration staff, HR Director	Job Fairs, Open Houses; JBMDL events	Summer 2025	Increased military enrollment, additional job vacancies filled
2:5:C: Provide scheduled tours of our schools to commanders and commanders' spouses	Superintendent, Administration	Scheduled dates/student participation	2025 - 2029	Positive feedback, increased enrollment from JBMDL

2024 – 2029 Strategic Plan
Social and Emotional Learning

Goal #3: By June of 2029, students will develop the skills and character traits necessary to be successful in a global society.

Objective #1: Every school will achieve and maintain State and National School of Character accreditation.				
Strategies	People Responsible	Resources	Timelines	Indicators of Success
3:1:A: Apply for State School/National School of Character Accreditation	Principal/ Character Education Teams	Summer Committee Meeting Time/Release Time	-Renewal cycle- 3 years for State and 5 years for National- - Ongoing 2024-2029	-Recipient of State and National School Accreditation
3:1:B: Promote Character Education programs and events	Principal	Social Media Platforms, newsletter, blackboard, DoJo, Seesaw	-Monthly - Ongoing from 2024-2029	-Social Media data- hits/likes/shares -Parent attendance at events

Objective #2: Develop a plan to address chronic absenteeism at all grade levels.				
Strategies	People Responsible	Resources	Timelines	Indicators of Success
3:2:A: Create and monitor individual student action plans for a selected group of students	Principal/ School Counselor	-Genesis data trend -Action plan template -Time allocation	-End of Marking Period -Ongoing 2024-2029	-Improved student attendance for targeted students
3:2:B: Initiate a rewards and incentive program to promote student attendance (k-12)	Principal	-Funds and activities	-Start 2025-26 and ongoing through 2029	-Overall decrease in school absenteeism data
3:2:C: Create and implement a multi-tiered intervention system: preventive, supportive and targeted	Director of School Counseling	-Research on best practices -Committee to meet in summer	-2025-26-Tier 1 -2026-27-Tier 2 -2027-28-Tier 3	-Tiered Intervention System

2024 – 2029 Strategic Plan
Social and Emotional Learning

Goal #3: By June of 2029, students will develop the skills and character traits necessary to be successful in a global society.

Objective #3: Develop a comprehensive restorative practices program that reduces discipline referrals annually.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
3:3:A: Assess current practices	Director of Special Services	Survey	-2024-25	-50% participation in survey
3:3:B: Provide professional development on: 1. common understanding of restorative practices 2. restorative language and culture 3. establishing restorative structures	Directors of Special Services	Professional Development time	-a.2025-26 -b. 2026-27 -c. 2027-28	-implementation of restorative conferences in the classroom and during parent meetings -decrease of disciplinary referrals in targeted areas
3:3:C: Communicate the use of restorative practices to students and parents (k-12)	Principals	-Student handbook -Back to School Night -Parent Conferences	-Ongoing 2024-2029	-improved results of climate surveys

Objective #4: Improve staff and student relationships.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
3:4:A: Gather student feedback on improving the “student experience” in Pemberton Township Schools (k-12)	Principals/Director of School Counseling	-Survey	2025-26 and ongoing through 2029	-25% student participation
3:4:B: Create a plan to improve the student learning experience	Principals	-Action Plan template -survey results	2026-27 2027-28 2028-29	-Implementation of school plans
3:4:C: Establish a K-12 guidance curriculum that includes social skills, relationship building and promotes positive interactions (k-12)	Director of School Counseling	-Time for Committee Work	2025-26-creation 2026-27-implementation	-BOE approval of curriculum

2024 – 2029 Strategic Plan

Teaching and Learning

Goal #4: Enhance programs and improve outcomes for students from preschool through high school to become responsible and knowledgeable global citizens.

Objective #1: Provide a curriculum aligned to the standards to achieve reading at grade level and math proficiency.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
4:1:A: Revise and implement K-12 Curriculum according to State requirements	Chief Academic Officer/Program Supervisors	- Updated NJSLA -Timelines -Teacher Input	-Ongoing 2024-2029	-QSAC Review with passing indicator -BOE approval
4:1:B: Align benchmark/end of unit assessments to NJSLA (K-12)	Chief Academic Officer/Program Supervisors	-Revised Curriculum -PLC Work -Teacher Committee	-Ongoing 2024-2029	-Implementation of benchmarks/end of unit assessments
4:1:C: Implement 5 year curriculum renewal cycle, identifying resources and programs (K-12)	Chief Academic Officer/Program Supervisors	-Timelines -Financial Support -Teacher Input	-Ongoing 2024-2029	-BOE approval of each curriculum
4:1:D: Align preschool and K-2 grade curriculum, expectations and instructional practices	Chief Academic Officer/Director of Early Childhood/Program Supervisors	-Teacher Transition Committee -Release Time -SAVS	-Ongoing 2024-2029	-Vertical Articulation -Curriculum/Pacing Guide Revisions

2024 – 2029 Strategic Plan

Teaching and Learning

Goal #4: Enhance programs and improve outcomes for students from preschool through high school to become responsible and knowledgeable global citizens.

Objective #2: Increase opportunities for relevant professional development based on specific needs of students and staff .

Strategies	People Responsible	Resources	Timelines	Indicators of Success
4:2:A: Provide targeted professional development for specialized content areas: ESL, Academic Mastery, Art, Music, G&T, Spanish, etc. (K-12)	Chief Academic Office/Program Supervisors	-Time for vertical articulation -Financial resources	-Ongoing 2024-2029	-Professional Development Log/Agendas
4:2:B: Utilize data from CFAs to identify best practices within a PLC (K-8)	Principal/Program Supervisors	-CFA data	-Ongoing 2024-2029	-Instructional Practices for each PLC
4:2:C: Provide targeted professional development based on preschool quality assessments	Director of Early Childhood	-data resources: COR, SAVS, etc.	-Ongoing 2024-2029	-Survey Results -Professional Development Agendas

2024 – 2029 Strategic Plan

Teaching and Learning

Goal #4: Enhance programs and improve outcomes for students from preschool through high school to become responsible and knowledgeable global citizens.

Objective #3: Retain and hire highly qualified diverse staff using progressive recruitment strategies.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
4:3:A: Attend and hold multiple job and career fairs, including minority recruiting fairs, to recruit high quality new employees	Director of Human/Resources/Chief Academic Officer/Director of Special Services	-Job Fair information -Publicity -Registration -Financial resources -Time outside the workday -Provide resumes to appropriate administrator	-Ongoing 2024-2029	-Hiring of new staff from job fairs -Retention rates
4:3:B: Establish partnerships with colleges and universities to access diverse candidates	Director of Human Resources	-Contacts for each University -Time for meetings	-Ongoing 2025-2029	- College partnerships -Increased diversity in hiring for all positions
4:3:C: Provide supportive mentors to all teachers new to the district	Chief Academic Officer/Principals	-Identified list of all new hires	-Ongoing 2024-2029	-Identified mentor for each new teacher hire
4:3:D: Obtain feedback from new teachers to determine strengths and identified needs improvement from the first year.	Director of Human Resources/Chief Academic Officer	-Survey in May/June	-Ongoing 2025-2029	-Survey Results

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Objective #4: Create a strategic path for student success after graduation including college, career, vocational and military.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
4:4:A: Provide exposure of variety of occupations (Career days, guest speakers, etc.)	Principals	-Calendar	-Ongoing 2024-2029	-School Events
4:4:B: Create and implement a K-12 career exploration curriculum	Director of School Counseling	-Committee Work	-Grades K-5 2026-27 -Grades 6-8 2027-28 -Grades 9-12 2028-29	-Curriculum documents
4:4:C: Investigate and implement a life skills seminar at PTHS	Chief Academic Officer/High School Principal	-Research other schools -Curriculum framework	-2026-27 Investigate -2027-28 Implement	-Course syllabus -Schedule
4:4:D: Increase the number of students receiving Industry Valued Credentials in CTE and CTE aligned programs (Medical Arts, Culinary Arts, Auto, etc.	High School Principal	-Review criteria for each Industry Valued Credential -Plan for each program of study	-2025-26- Medical Arts -2026-27 - Culinary/Graphic Arts -2027-28 Auto	-Increase in number of students taking performance assessments -Increase in number of students earning Industry Valued Credentials
4:4:E: Create opportunities to explore student interest through additional course offerings	Chief Academic Officer/High School Principal/Program Supervisors	-Student Survey -Inventory of local districts Program of Studies	-Ongoing 2025-2029	-Program of Studies

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Teaching and Learning

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Objective #5: Deliver a rigorous curriculum utilizing highly effective instruction.

Strategies	People Responsible	Resources	Timelines	Indicators of Success
4:5:A: Provide teachers time for vertical articulation focusing on improving the instructional practices of DOK levels of 3 and 4 in the classroom	Chief Academic Officer/Principals/Program Supervisors	-Time on PD days -release time	-2025-26 Grades Pk-2 -2026-27 Grades Pk-5 -2027-28 Grades PK-8 -2028-29 Grades Pk-12	-Bank of instructional practices
4:5:B: Provide release time for teachers to observe highly effective colleagues to learn and share ideas	Principals	-Release time -Teacher coverage	-Ongoing 2024-2029	-Teacher feedback
4:5:C: Maximize and monitor the use of the instructional block in all content areas, providing specific instructional strategies based on data	Principals	-Evaluation data -Learning Walk Data -student data	-Ongoing 2024-29	-Defined instructional strategy -Student data
4:5:D: Create targeted coaching cycles to improve instructional practices	Chief Academic Officer	-Evaluation data	-2025-26- MNMS/Busansky/Emmons -2026-27- HFMS/Stackhouse -2026-27-PTHS/ Fort Dix -2027-28-DNCR	-Completed Coaching cycles
4:5:E: Expand world language learning for students	Chief Academic Officer	-World Language Grant	-2024-2029 and ongoing	-Seal of Biliteracy Distinction -2024-25 Planning year Document -2025-26 Spanish clubs in K-6 established -Attendance rosters

APPENDIX F

Strategic Planning Calendar



Pemberton Strategic Planning Calendar

Time Frame	Entity	Activity	Length of Time
November 15, 2023 5:00 PM	Steering Committee	Meet with NJSBA to refine process and set calendar for plan activities, organize details and responsibilities.	30-60 minutes
January 11, 2024 5:00 PM	Steering Committee Virtual	Meet with NJSBA to finalize details – number of participants, location set-up, moderators, etc.	30-45 minutes
January 23, 2024 6:30 PM	SP Working Group Meeting #1	Meets to identify strengths and challenges of the district, including a “State of the District” report by the Superintendent. *Large group/small group breakout sessions	2.0 Hours
January 31, 2024 6:30 PM	SP Working Group Meeting #2	Meets to discuss and establish their vision for the district, centered on teaching and learning, experiences, skills, etc. *Large group/small group breakout sessions	1.5 hours
February 6, 2024 5:00 PM	Steering Committee Virtual	Review survey developed by NJSBA for dissemination to district stakeholders.	1.0 hours
February 7 thru 21, 2024	School and Community Stakeholders	Survey school community based on data and outcomes from the initial working group meeting. Survey designed for community input into plan and will assist in prioritizing information.	2 weeks
February 27, 2024 6:30 PM	SP Working Group Meeting #3	Meets to review results of survey and using previous data, begins development of goals and objectives.	1.5 hours
March 12, 2024 6:30 PM	SP Working Group Meeting #4	Meets to share, review and finalize the goals and objectives of all focus areas groups.	1.5 hours
April/May/June/July	District Administration	Action plan development by district administration	
August, 2024	Board of Education	Strategic Plan presented to district stakeholders and Board of Education for approval.	30 min

