

MOUNTAINSIDE STRATEGIC PLAN

2024-2029 ACTION PLAN

GOAL#1: Expanded Educational Opportunities to Support Student Achievement

Goal Statement: To increase educational opportunities that prepare our students as leaders for today and tomorrow

Major Activities	Staff	Resources	Timelines	Indicators of Success
<p>1A. Cultivate students' abilities to be active learners and how to self-monitor the appropriate use of technology in learning. Establish firm parameters for case use of technology so as not to remove it completely but teach them the proper way to incorporate technology to inspire their own thinking.</p>	Administration, Superintendent, Teaching staff, School Counselors	School-based instructional Resources, Outside presenters, District funding	Implementation in 25-26 school year, with continued reinforcement throughout all years of plan	<ul style="list-style-type: none"> ● Student instruction on appropriate technology use provided annually ● Documentation of impact education has on student behaviors and interactions. This will be demonstrated through review of HIB causes, code of conduct violations, and staff feedback. Results will be shared annually at a BOE meeting. ● Staff input at all grade/subject levels to determine best use of technology in each grade level/subject areas ● Annual evaluation of technology access
<p>1B. Better leverage the resources we have in our community. Expand the ways in which we can maximize, reach and build sustainability in the community to strengthen civic engagement and environmental education for students.</p>	Administration, Superintendent, Teaching staff, School Counselors	Community/parent support, Outside presenters, District funding, School-based instructional resources	2024-2029	<ul style="list-style-type: none"> ● Develop parent/school/community committee to explore civic and environmental opportunities for students ● Support expansion of student clubs to increase knowledge and engagement. ● Identify curricular alignment to support goals

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<p>1C. Evaluate and assess curriculum to ensure exposure to diversity, career opportunities, and global awareness</p>	<p>Administration, Instructional Staff, Curriculum Coordinator</p>	<p>School-based instructional resources, Outside presenters, District funding</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> ● Enhanced opportunities for parent/outside presenters ● Increased community/parent support to share expertise, expand understanding of global experiences ● Staff professional development in these key areas ● Curricular implementation ● Parent/Student culture survey to be conducted during the 24-25 and 27-28 school years to determine areas of strength, success, need, and concern ● Annual report of adjustments and challenges at a BOE meeting
<p>1D. Enhance our enrichment offerings across the spectrum from G&T to special needs, making them more accessible to all.</p>	<p>Administration, Superintendent, Teaching staff</p>	<p>District funding, staffing</p>	<p>2024-2025 school year with continued reinforcement throughout all years</p>	<ul style="list-style-type: none"> ● District will advertise and hire a Gifted and Talented teacher ● Enhance before/after school programming to support students to include: <ul style="list-style-type: none"> ○ Project based programs ○ Instructional support/expansion

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GOAL#2: Parent/Guardian and Community Stakeholder Involvement

Goal Statement: Increase parent/guardian and community stakeholder involvement to enhance the student experience.

Major Activities	Staff	Resources	Timelines	Indicators of Success
<p>2A. Work collaboratively with the PTO to increase parent/guardian involvement and improve understanding of opportunities.</p>	<p>Administration, Superintendent, PTO Liaisons</p>	<p>Staff and third-party presenters, District funding</p>	<p>Continued implementation across all years</p>	<ul style="list-style-type: none"> ● Twice yearly meetings held between PTO Exec. Board & Administrators ● Increased PTO volunteer involvement in school activities ● Increased parent education sessions with a minimum of 2 per school year. <ul style="list-style-type: none"> ○ Survey parents to determine areas of interest/need as well as feedback after sessions ● Development and use of a parent survey to determine areas of interest/expertise which could support teacher instruction <ul style="list-style-type: none"> ○ Share results and contact information with appropriate staff
<p>2B. Enhance social media education opportunities for both students and parents</p>	<p>Administration, Superintendent, School Counselors</p>	<p>School-based instructional resources, Outside presenters, District funding</p>	<p>Implementation in 25-26 school year, with continued Reinforcement throughout all years of plan</p>	<ul style="list-style-type: none"> ● Student instruction provided annually ● Parent information shared annually ● Documentation of impact education has on student behaviors and interactions

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<p>2C. Increase community (volunteer) involvement for engagement with students</p>	<p>Administration, Superintendent</p>	<p>School-based resources, Outside presenters, Community</p>	<p>Continued implementation across all years</p>	<ul style="list-style-type: none"> ● Meetings held between administrators and community senior citizen liaison to determine ways to increase engagement and involvement ● Increased advertising to generate list of community resources and to share volunteer opportunities ● Expanded opportunities for community involvement within the schools. May include, but not be limited to: guest readers, topic specific presenters, classroom activity support, and others.
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GOAL#3: Partnerships and Grants for Sustainability

Goal Statement: To generate and accelerate learning and growth opportunities for students and staff that serve present and future curricular needs and close any remaining post-Covid educational and fiscal gap

Major Activities	Staff	Resources	Timelines	Indicators of Success
<p>3A. Explore alternate funding sources to increase district sustainability. This can include expanded partnerships with private and public organizations.</p>	<p>Superintendent, Administration, Board of Education</p>	<p>Community entities, private funding resources, state/federal grant opportunities, district use policy</p>	<p>2025-2029</p>	<ul style="list-style-type: none"> ● Review and update district Building Use policy ● Explore increased third-party use of buildings ● Explore grant opportunities to provide non-instructional funding ● Explore shared service agreements with other local school districts
<p>3B. Conduct a complete district facilities audit to address building infrastructure, energy efficiency, classroom size, population growth and evolving education needs to ensure our learning spaces reflect the curriculum and student population of the next decade.</p>	<p>Business Administrator, Supervisor of Buildings and Grounds, Superintendent, BOE Committees</p>	<p>District funding, Architect, outside agencies</p>	<p>2025-2029</p>	<ul style="list-style-type: none"> ● Interview and hire firm to conduct facilities audit ● Results shared with Buildings & Grounds Committee ● Board consideration of recommendations ● Development of long term plan to address recommendations in a fiscally responsible manner
<p>3C. Survey grades 9-12 needs of the community so that we are best preparing to meet needs of the community and all students.</p>	<p>Superintendent</p>	<p>Parent survey</p>	<p>2024-2025</p>	<ul style="list-style-type: none"> ● High School Input Survey (Nov. 2024) ● Survey results shared with BOE and school community (Jan. 2025) ● Follow up surveys will be conducted as determined by the Board of Education

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<p>3D. Examine and deepen subject-by-subject partnership with receiving district that presses down from grade 8 to K so that Mountainside students enter HS at or above peers in the receive district. Continue to harmonize the curriculum and reading list</p>	<p>Superintendent, Principals, Curriculum Coordinator, Teacher representatives</p>	<p>Representatives from receiving district</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> ● Regular meetings with representatives from receiving district to review curricular alignment in ELA, Math, Science, Social Studies and other subject areas/grade spans. ● Shared curriculum committees to evaluate new textbooks, programming, and curricular documents ● Annual report from Superintendent to update Board and community on progress.
<p>3E. Provide opportunities that will both support existing staff from a retention perspective and help to recruit new educators.</p> <ul style="list-style-type: none"> ● (1) Focus on mental health and well-being for teachers. Build programs to support staff so that they can better support their students. Close gaps on recognizing and supporting teacher and administrator mental health and wellbeing. ● (2) Provide staff with professional development and enhance student learning opportunities in critical gap areas (e.g. science scores), as well as continue to enhance district strengths (e.g., theater, music, arts, sports). ● (3) Build a deeper and more qualified bench of substitute teachers. ● (4) Implement staff surveys to gauge their feelings about their profession and quality of life. 	<p>Superintendent, Administrators, MEA Representatives, ScIP Committee</p>	<p>District funding, third-party providers, staff surveys</p>	<p>2024-2029</p>	<ul style="list-style-type: none"> ● Utilize staff climate survey to determine areas of strength, success, need, and concern ● Use survey results to determine future professional development, systemic adjustments, and areas of focus. ● Provide mental health supports and professional development for staff in areas of need. ● Evaluate substitute and staff salaries to maintain competitive rates as budget will allow ● Explore alternate advertising opportunities to encourage broader applicant pool for staff and substitutes ● Evaluate building use policy fees in relation to staff run private programs ● Annual report from Superintendent to update Board and community on progress.

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| <ul style="list-style-type: none">• (5) Give teachers an opportunity to provide extra-curricular programs where they can meet the demand for after-school care and earn more income. | | | | |
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