



“Pride in Performance”

## **EAST WINDSOR REGIONAL SCHOOL DISTRICT**

Richard Katz, Ed. D.  
Superintendent

October 4, 2017

EWRSD Educational Community,

At last week's meeting, the Board of Education approved a new EWRSD Mission Statement, as well as 2017-18 District Goals.

The purpose of approving a new mission statement was to update what had been in place, and create a standalone mission, separate from our annual goals, to remain static from year to year and provide enduring reinforcement of our purpose.

The annual goals, as has been shared with you in previous communications, reflect a commitment to continuing the work that has been underway for the last two years. We had a plan and we are seeing it all through. All of the 2017-18 District Goals directly relate back to the mission statement, while simultaneously reflecting current needs in the district.

The mission statement and goals are listed below. As usual, we will provide regular updates on the progress of these goals throughout the school year.

### **EWRSD MISSION STATEMENT**

Through a safe, inclusive learning experience that is grounded in best practices, students in the East Windsor Regional School District will develop and strengthen academic, social, and emotional skills needed in order to be successful, productive citizens.

Serving Every Child, Every Day, we will strive to:

1. Increase achievement by challenging and supporting each student to reach his/her highest potential.
2. Address the needs of the whole child by ensuring all students feel healthy, safe, engaged, supported, and challenged, with opportunities for social/emotional learning and growth.
3. Prepare all students with the skills and awareness necessary to actively contribute as productive local and global citizens.
4. Provide professional staff with the knowledge, skills, and resources necessary for highly effective delivery of instruction and services.

## **2017-18 District Goals**

1. Ensure all students graduate the East Windsor Regional School District with the necessary skills and appropriate plans to be successful.
2. Support foundational literacy skills of all students, while addressing the achievement gap of current/former ELL and Special Education students.
3. Cultivate a professional development plan that stresses the art of teaching as well as knowledge of instructional strategies and best practices.
4. Ensure equity and enhance the educational experience for elementary school students, through the K-2 / 3-5 reconfigurations, beginning September 2018.

## **25 Years in EWRSD**

The following were recognized this week for having competed 25 years as part of EWRSD. We thank each individual for their commitment to our students and community!

Amy Kramer - Hightstown High School  
Mary Brower - Hightstown High School  
Jill Neaton - Melvin H. Kreps Middle School  
Maureen Bongiorno - Perry L. Drew School  
Sonja Hunt - Grace N. Rogers School  
Gregg Abrezzi - Buildings and Grounds

## **EWRSD Board of Education Vacancy**

Also at last week's meeting, the Board of Education selected Bob Laverty to fill the East Windsor Board of Education seat vacated by Kennedy Paul. Mr. Laverty will serve on the Board for the time remaining on the unexpired term, ending with the Board Reorganization Meeting in January 2019. Mr. Laverty previously served on the Board of Education from 2001 until 2016.

## **Elementary Schools Reconfiguration**

Our first parent presentation and status update on the reconfiguration of the elementary schools for 2018-19 will be held on October 24, 2017 at 6:30pm in the auditorium of Hightstown High School. We hope you can attend. If you are not able to be there, please know that the presentation will be posted on the district website and that there will also be later meetings in the year to provide more updates and information.

## **Federal Grants and New Positions**

We have a number of new positions in the district this year that are being funded through Federal Title Grants. Receiving funds from the Federal Government is not new; however, we have altered the way we use the funds in order to create support positions that we believe will impact a greater number of students and directly address our district's needs. As long as these grants continue in future years, we will maintain these positions, given that they are successful in their intent. Following are the positions and some background about each:

- STEM Staff Developer (Grades K-5)  
Over the past several years funds for professional development have primarily been used for outside consultants to train teachers. Now, there is clearly a need for a full-time elementary staff developer to support teachers in implementing STEM initiatives over the next several years.
- Academic Support Teachers (Grades K-5)  
East Windsor Regional School District's Universal Testing as well as state testing demonstrates that there are students not currently enrolled in ancillary programs (i.e. Basic Skills, ESL, Gifted and Talented, etc.) who are not meeting the expectations of grade level standards as measured by PARCC and district level testing. Two split-school, full-time positions will work with these identified students to provide intensive services to accelerate their learning.
- Foundations Coach (Grades K-2)  
Having made such a significant investment in training and materials, this coach will further ensure the effectiveness of Foundations for all students in grades K-2, and assist all teachers with pacing, delivery of program, and using data to remediate and enrich all learners in the class.
- At-Risk Literacy Coach (Grades 3-5)  
The coach will support students whose reading and writing scores are significantly below grade level according to multiple measures (PARCC, Star Renaissance, ACCESS, and Core literacy assessments). The coach will work directly with students and teachers to model best practices, differentiate instruction, conduct assessment, and coach/support teachers. The literacy coach will also develop and implement an after-school program for at-risk students.
- HS Intervention Counselor  
This specialist at the high school will be responsible for helping students overcome social, emotional, and behavioral problems that impede learning. The role includes:
  - Conducting individual and group counseling to assist in the solution of personal problems related to home and family relations, health, and emotional adjustment.
  - Maintaining consultation relationships with students' teachers to ensure strong collaboration between counselor, student, staff, and family.
  - Partnering with community agencies to link students to services, resources, and opportunities for growth outside the school environment.
  - Encouraging increased parental involvement in the educational process.