

3D Strategic Plan

2021 - 2026

Strategic Plan
Executive Summary

Prepared for the

Hackensack Public Schools

Facilitated by: NJSBA Field Services Department

Matt Lee, Field Service Representative



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

3D Strategic Plan

Hackensack Public Schools

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Acknowledgements

The Hackensack Public Schools 3D Strategic Planning process, completed during the 2021 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

Hackensack Board of Education

Lancelot Powell, President

Scott James-Vickery, Vice-President

Christopher Coleman

Detra DeNully

Ira Goodman

Zonie LeSane

Michael Oates

Anthony Rodriguez

Carlos Velez

Julio Bendezu, Maywood Representative

Robert Sanchez, Superintendent of Schools

Dora Zeno, Interim Business Administrator

Staff, Parents, and Community Members

Thank you for your participation and your support of the Hackensack Schools.

New Jersey School Boards Association

Matt Lee

Field Services Representative



3D Strategic Planning Process

Executive Summary

A. Educating the Board to make an informed decision

New Jersey School Boards Association provided information to the district on the 3D Strategic Planning Services available through the Association.

The information included a review of the following considerations and requirements:

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

B. 3 D Strategic Plan Meetings

On January 21, and February 25, and March 24, 2021 Matt Lee, Field Service Representative, facilitated three Strategic Planning meetings. Outcomes of these meetings include:

1. Strengths/Accomplishments and Challenges/Opportunities
2. The vision of the future for your district
3. Goals and Objectives

Outcomes in the Strategic Planning Notebook are from all three of the Strategic Planning Meetings.

C. Developing the Action Plans

The Superintendent and administrative team will develop action plans to implement the 3D Strategic Plan. The action plans will include:

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



MISSION STATEMENT

The mission of the Hackensack Public School District is to challenge all students to excel along their own personal learning continuum and become responsible, civic-minded global citizens of the 21st Century. We inspire and challenge students to be active learners who can think critically, engage in complex problem-solving, communicate effectively, take pride in the work they produce and contribute to making a positive difference in the world around them.

Our schools strive to personalize learning to meet the needs of each student. In partnership with parents and the community, our schools will maximize academic achievement and develop confident students who are accountable for their ongoing learning, value initiative and diversity, and who are able to contribute meaningfully to the ever-changing global society.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is one of our greatest strengths and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Hackensack community is integral to student success;
- Understanding, implementing and responding to current trends in digital learning is intrinsic to success in a global 21st century;
- In ensuring that the district has a well-trained, highly qualified and competent staff;
- In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are personal responsibility, a strong work ethic, collaboration, respect for others, honesty, integrity and the firm belief that every child can learn.



GOALS

The five goal areas that emerged from the group work are:

- Goal #1 – Building, Empowering & Engaging the Community
- Goal #2 – State-of-the-Art Community-Based Schools
- Goal #3 – Access to Equity & Inclusivity
- Goal #4 – Educating the Whole Child
- Goal #5 – Creating Life-Long Learners



GOAL AREA # 1

Building, Empowering & Engaging the Community

Goal Statement:

To empower the Hackensack and sending districts' communities, so that everybody is engaged and has a vested interest in the development of the whole child.

Objectives:

1. Foster collaborative relationships between the community and the school to expand and enhance opportunities for student achievement. (mentoring, internships, volunteer, work study)
2. To open lines of communications with families and provide needed resources for parents to support their children's success. (Parent academy/school programs/community programs)
3. To provide a comprehensive and robust communications program to keep all community and school members engaged and informed about community/school events. (Platform: Calendar/newsletter) (People are more likely to attend events in the community if they are aware of them.)
4. To provide for a variety of activities for parents and community members to engage in the school community that will foster a sense of belonging.



GOAL AREA # 2

State-of-the-Art Community-Based Schools

Goal Statement:

To develop state-of-the-art, sustainable, community-centered schools that provide all students with a high-quality education including the necessary resources to support families.

Objectives:

1. Upgrade all school facilities to ensure schools are safe, equitable, modern, and energy efficient.
2. Explore options to expand all school facilities to help build strong smaller neighborhood communities.
3. Create a district-owned and operated centralized preschool program which provides students from all neighborhoods equal access to a quality foundational education.
4. Update facilities and educational equipment to align with current and future curricular needs in order to optimally prepare students for College and Careers.
5. Provide facility space, dedicated equipment, and communication platforms for community-initiated and community-driven activities and events.



GOAL AREA # 3

Access to Equity & Inclusivity

Goal Statement:

To create equity for all students to have access, opportunity, and voice so that they are valued, respected, and included in all aspects of the curriculum, policies, and the school community/education environment.

Objectives:

- 1) Provide professional development that is student-centered to enhance each instructor's knowledge of diversity in order to apply it to daily methodology.
- 2) Provide access to all students; inclusive of those that are identified as both exceptional and in need of remediation so that they have access to different learning opportunities.
- 3) Provide opportunities for students to value and respect the differences they bring to the school community.



GOAL AREA # 4

Educating the Whole Child

Goal Statement:

To create an environment which maximizes students' social and emotional growth, mental and physical health, and academic development by educating the whole child for educational and societal success.

Objectives:

1. Increase awareness and understanding of student needs among staff and be responsive to and capitalize on students' understandings, interests, and abilities)
2. Build positive school environments by utilizing restorative approaches to discipline and supporting social, emotional, mental, physical and cognitive development.
3. Diversify curriculum and instructional techniques including multi-tiered systems of support services.
4. Partner and engage with families and community to include all stakeholders in the whole child educational journey.



GOAL AREA # 5

Creating Life-Long Learners

Goal Statement:

To create a lifelong learning environment so that all stakeholders recognize that learning is an ongoing and enduring process.

Objectives:

1. To create and maintain a database and alumni support system to share career experiences, make connections in order to provide opportunities for internships and career exploration.
2. To encourage and mentor students to participate in lifelong learning opportunities in order to explore future career paths and facilitate student driven curriculum and instruction.
3. To provide all stakeholders with ongoing learning opportunities in their areas of interest, passion, and professional goals.
4. To create a comprehensive full day pre-k program for three and four year olds that will provide a foundation of lifelong learning in collaboration with our community providers.



Appendix "A"

State of the District Report



State of Hackensack Public Schools

Strategic Planning Meeting #1
January 21, 2021



**HACKENSACK
PUBLIC SCHOOLS**
EXCELLENCE IN EDUCATION

Interpretación simultánea de idioma español

Simultaneous Spanish Language Interpretation--On the bottom of your screen, you will either see a globe or three dots that will allow you to switch audio to Spanish

Interpretación simultánea en español: en la parte inferior de la pantalla, verá un globo terráqueo o tres puntos para cambiar el audio al español.



Welcome

Your presence here tonight signifies that you are committed to making Hackensack Public Schools a great place for our students to learn, play, and prepare for tomorrow's world in a safe and secure learning environment.

Along with your neighbors, community members, friends, teachers, students, and school district administrators, we will create a shared vision for the future of Hackensack Public Schools.

As you know, our first Strategic Planning Meeting was supposed to take place in March of 2020, but then ...



COVID-19 Happened

**WHEN YOU COME TO
A ROADBLOCK, TAKE
A DETOUR**

MARY KAY ASH
PICTUREQUOTES.COM



PICTUREQUOTES.COM

COVID-19 -- Shift to Remote Learning



- Learning is still happening. It just looks differently.



- Tonight, we are not here to talk about COVID-19 and Reopening Plans. We are here to talk about the future of Hackensack Public Schools.



**HACKENSACK
PUBLIC SCHOOLS**

EXCELLENCE IN EDUCATION

Excellence in Education requires the input and dedication of:

- Educators
- Students
- Parents
- Community



When one of the four is not contributing, the balance is thrown off and we don't reach our fullest potential.



Why create a Strategic Plan?

Strategic planning creates a vision of the future, and identifies goals and strategies necessary to move the district forward to meet the challenges of the 21st century.

Please share your thoughts, ideas, and hopes so that we can effectively plan for the future of our students.

Speak freely. We welcome your comments as they will guide us on our path to continuous improvement.



State of Hackensack Public Schools



State of Hackensack Public Schools

- Passed NJQSAC
- Future Ready Schools
- Technology
- Instituted Restorative Practices
- District Equity Team
- Curriculum Initiatives
- Student Achievement and Performance on State Assessments
- Facilities
- Energy Savings Improvement Program (ESIP)
- School Security Infrastructure



NJQSAC

The New Jersey Quality Single Accountability Continuum (NJQSAC) is the Department of Education's monitoring and district self-evaluation system for public school districts.

The system focuses on monitoring and evaluating school districts in five key components that, based on research, have been identified to be key factors in effective school districts.

These components are Instruction & Program, Fiscal, Governance, Operations, and Personnel.

Hackensack Public School  STATE OF NEW JERSEY
 District by the NJ Department of Education. DEPARTMENT OF EDUCATION High Performing School

Future Ready Schools

- Hackensack High School - Silver Tier
- Hackensack Middle School - Silver Tier
- Nellie Kay Parker School - Bronze Tier
- Fairmount School - Bronze Tier
- Fanny Meyer Hillers School - Bronze Tier

The Future Ready Schools New Jersey (FRS-NJ) school certification program, is a joint initiative between the New Jersey Department of Education, New Jersey Institute of Technology, and New Jersey School Boards Association, which recognizes schools that are committed to preparing their students for success in the digital age through innovative best practices in each of the following categories: Leadership, Education and Classroom Practice and Technology.



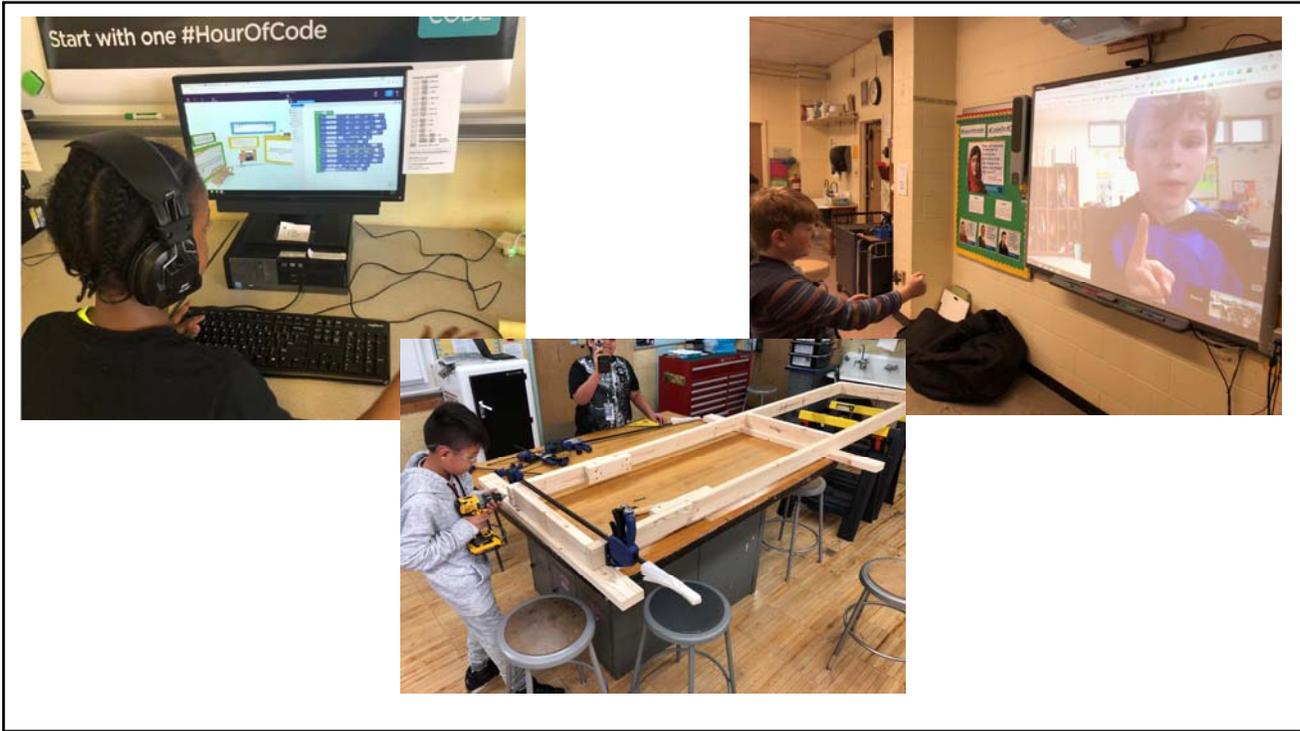
Technology Infrastructure

Supported directly by:

- Six (6) Field Technicians
- Systems Administrator/Technician
- Network Engineer
- Administrative Assistant (HS 1-to-1)

Device Type	Total
Chromebooks	9,020
Desktops/Laptops	1,917
SMARTBoards/Panels	315
Projectors	303
Document Cameras	447
Desktop Printers	445
Copiers/MFPs	40
Phones	670
Security Cameras	600
Access Control Doors	35
Managed Switches	131
Servers (Application/File/Print)	55*
Access Points	443







Restorative Practices

- Hackensack Public Schools are committed to using positive behavior interventions and educational restorative measures in all of our schools.
- We understand that punitive discipline can be harmful and unfair.
- Restorative practices offer hopeful solutions.
- This past summer our assistant principals received extensive training in restorative practices.



District Equity Team

The District Equity Team was created to support Equity in Education for all Hackensack Public Schools. The team is providing ongoing professional development for staff on:

1. Anti-Racist Teaching
2. Cultural Proficiency
3. Culturally Responsive Pedagogy/Teaching



District Equity Team



Curriculum Initiatives

- Newly updated action plan for enhanced implementation of the Amistad at Hackensack Middle School.
- Newly formed Curriculum Committee to focus on inclusivity, cultural responsiveness, and anti-racist teaching.
- New universal screening in ELA and Math via Link-It for grades 5-10 students. The data will predict students' New Jersey Student Learning Assessments (NJSLA) performance as related to the New Jersey Student Learning Standards (NJSLs) .
- Language Arts initiative at the elementary level. Includes teacher training and the purchase of reading assessments, and guided reading libraries for each classroom. Includes the purchase of Literacy Pro, which provides online access to books for students.
- Preschool initiative – creative curriculum Cloud based resource to support virtual instruction and teacher-family relationships.
- Implemented Project Lead the Way courses in Computer Science, Biomedical Sciences, and Engineering.
- Curriculum developed for a Medical Technology Course.
- 3D printers added to the High School STEM Program.



Partnerships

- *The New Jersey Consortia for Excellence Through Equity-Northeast.* This is a collaborative initiative with NJASA, Penn Graduate School of Education, and Bergen Community College. Administrators in the district have participated in several sessions regarding Equity, the Achievement Gap, and Student Performance for the last several years.
- William Paterson University Professors in Residence for the Preschool Program.
- Hackensack Meridian Health – HPS Nurses have access to Telehealth Services.
- Bergen Community College – Partners with our Trades Program at HHS (HS students can possibly earn up to 21 college credits while still in high school.)
- Career and Technical Education (CTE) potential partnerships with Lincoln Technical College, NJIT and Johnson and Wales, just to name a few...
- Ongoing discussions with Rowan University -- Teacher Preparation Academy
- Ongoing discussions with Kean University and Montclair State for STEM education programs



Partnerships continued

- Fairleigh Dickinson University - Gildhart Haase School of Computer Science and Engineering
 - Saturday Course Offerings for our students:
 - (MS) GEE- Girls Exploring Engineering
 - (HS) TEOP- Technical Enrichment Outreach Program (Engineering)
 - (HS) CSEOP- Computing Security Enrichment Outreach Program
 - (HS) META- Mathematics Enrichment Through Application
 - (HS) Python Scholars- Six - 11th grade students have applied to FDU for a free college course in the Python computer language, to be taught in the spring of 2021.



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State Assessments

No 2020 Assessment Data due to COVID-19



**Comparison of Hackensack Public School's
Spring 2019 NJSLA Administrations
English Language Arts to New Jersey
Percentages for 2019**

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	16.5	14.0	15.7	14.4	23.2	21.4	39.4	42.8	5.2	7.4
4	10.3	8.6	9.3	12.6	26.3	21.4	41.8	39.1	12.4	18.3
5	11.5	7.4	15.4	12.5	29.8	22.2	34.8	45.6	8.4	12.3
6	12.3	7.3	19.8	12.6	27.2	23.9	30.1	40.9	10.5	15.2
7	15.6	8.9	13.0	10.5	19.1	17.8	32.1	33.1	20.2	29.7
8	9.3	9.2	10.8	10.3	22.5	17.7	41.3	38.0	16.2	24.9
9	12.7	11.3	9.0	11.8	26.0	21.1	39.5	36.7	12.9	19.2
10	19.5	14.3	12.7	10.9	19.9	15.9	32.6	33.4	15.3	25.5

** NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results.
Notes: Percentages may not total 100 due to rounding.



**Comparison of Hackensack Public School's
Spring 2019 NJSLA Administrations
Mathematics to New Jersey - Percentages for 2019**

Grade	Level 1, District	Level 1, State	Level 2, District	Level 2, State	Level 3, District	Level 3, State	Level 4, District	Level 4, State	Level 5, District	Level 5, State
3	6.6	8.0	12.9	13.9	32.0	23.0	41.4	41.2	7.1	13.9
4	4.7	8.6	19.6	14.7	27.5	25.7	41.7	43.3	6.5	7.7
5	11.1	6.4	31.5	20.9	33.6	25.8	20.2	35.8	3.6	11.0
6	16.7	9.6	36.9	22.5	28.0	27.4	16.9	33.1	1.5	7.5
7	14.2	7.6	37.0	21.1	31.0	29.3	17.2	33.8	0.6	8.3
8*	33.2	23.3	26.0	23.1	22.0	24.3	18.8	28.2	0.0	1.1
Algebra I**	12.3	9.3	27.4	26.0	30.5	21.4	28.4	37.7	1.4	5.6
Algebra II**	17.6	10.6	23.1	11.7	28.7	21.4	30.6	49.7	0.0	6.6
Geometry**	9.5	10.4	22.9	24.6	43.6	32.8	23.6	26.9	0.4	5.3

*Some students in grade 8 participated in the Algebra I assessment in place of the 8th grade Math assessment. Thus, Math 8 outcomes are not representative of grade 8 performance as a whole.
** NJSLA 2018-2019 assessments were optional for 11th Grade students, state results do not include Grade 11 results. Hackensack's number do include 11th grade students for Algebra II and Geometry.
Notes: Percentages may not total 100 due to rounding.





Advanced Placement Data



AP Data - Tests

	2012	2013	2014	2015	2016	2017	2018	2019	2020
AP Students	112	130	175	155	162	153	159	178	178
Number of Exams	209	238	308	298	296	311	295	323	325
Students with 3+	81	93	131	117	118	121	126	136	140

Higher than state average in:

Calculus AB

Chemistry

English Language

Microeconomics

French

Italian

AP Scholars

- 22 AP Scholars - 3 or better on 3 or more AP Exams
- 9 AP Scholars with Honor - 3 or better on 4 AP Exams (must average 3.25)
- 8 AP Scholars with Distinction - 3 or better on 5 AP Exams (must average 3.5)



Dual Credit Offerings at HHS



- **FDU**
 - Accounting
 - African American History
 - Anatomy and Physiology
 - Careers in Education
 - Contemporary Studies
 - Criminal Justice
 - Discrete Mathematics
 - Latin American Studies
 - Marine Biology
 - Mythology
 - Sociology
 - Race and Representation in Literature
- **Seton Hall**
 - Classical Mythology
 - Broadcast Journalism
- **Bergen Community College**
 - Accounting
 - Welding



Facilities



ECDC

Leased 2013

Not District Owned. Lease expires June 2023

Grades: PreK 3 & 4

Approximately: 200 students



- Pre-K universe (all 3 & 4 year olds) is approximately 600 students; Currently, we can only accommodate 50% of the students district-wide
- Approximately:
 - ECDC = 208
 - Elementary Schools = 105
 - Private Providers = 36

Fairmount School

Built 1909

Recent Repairs and Upgrades

Grades: PreK - 4

Approximately: 555 students



- Power Washing of the building
- New digital message board
- New air conditioning in the auditorium
- Plans for bathroom upgrades and new elevator

Nellie K. Parker School

Built 1974

Grades: PreK - 4

Approximately: 454 students

Recent Repairs and Upgrades

- Ongoing installation of new auditorium seats and flooring
- Power washing of the building



Jackson Avenue School

Built 1923

Grades: PreK - 4

Approximately: 396 students

Recent Repairs and Upgrades

- Floor replacement
- Brick Pointing on the facade of the building
- Plans for new elevator



Fanny Meyer Hillers School

Built 1927

Grades: K - 4

Approximately: 438 students



Recent Repairs and Upgrades

- Roof replacement
- New Digital Message Board
- Plans for window replacement

Hackensack Middle School

Built 1912- with a few additions

Grades: 5 - 8

Approximately: 1566 students



One Gymnasium for over 1500 students

Recent Repairs and Upgrades

- Gym LED lighting upgrade
- Bathroom partitions
- New Turf Field and fence
- New ceiling tiles and LED lighting upgrades throughout the 7/8 wing
- Floor replacement on the first floor of the Grade 7/8 wing
- Fresh coat of paint throughout the 7/8 wing
- Roof replacement at the 5/6 wing
- New Digital Message Board (ongoing)

Hackensack High School

Built 1918

Grades: 9 - 12

Approximately: 1804 students



Student Clubs & Activities

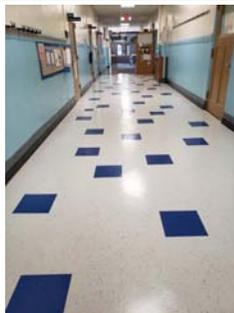
Athletics

Recent repairs and upgrades

- Kitchen roof replacement
- Main gym freshly painted
- Wrestling gym wall repair, floor replacement, paint and LED lighting upgrade
- Roof replacement
- Power washing of the building
- Power washing and painting of the foot bridge
- LED lighting upgrade in the locker rooms
- Soccer Field House refurbishment
- New Tennis Courts (ongoing)



Recent Facility Enhancements



Energy Savings Improvement Program ESIP



ESIP

The District has embarked on an Energy Savings Improvement Program (ESIP) to finance improvements with much needed new energy efficient infrastructure at no cost to the taxpayer. By using ESIP bonds, the District will finance the construction and implementation of energy conservation measures without any budget impact. The ESIP method of financing uses the money saved on utility bills to pay for the energy improvements over time.



Potential ESIP Projects

- Solar Panels and Roof upgrades at various locations
- LED Lighting Upgrade
- HVAC upgrades
- Boiler and Chiller Replacements
- Add cooling across schools
 - Classroom Unit Ventilator replacement
 - Added air filtration using UV and Bipolar ionization to improve indoor air quality
- Window Replacement at various locations



School Security Infrastructure

- School Resource Officers (SRO) and SLEO Class III Officers
- Proprietary Emergency Notification System that contacts emergency responders seamlessly in real time for improved response time.
- Card Access door entry systems
- Over 600 Security Cameras



Thank You

Follow us on Facebook and Twitter @HPSComets



Welcome

Mr. Matthew Lee from the New Jersey School Boards Association who will facilitate the rest of the meeting.



Appendix “B”

Outcomes of Meetings 1 and 2

- **Strengths/Accomplishments**
- **Challenges/Opportunities
and**
- **Visions**



Session 1 of 3 - What are the Strengths/Achievements and Challenges/Opportunities of the Hackensack Public Schools?

On Thursday, January 21, 2021 Hackensack Public School District administrators, staff, Board members, parents, students and community members came together to initiate strategic planning. The first evening's topic focused on the Strengths/Achievements, and Challenges/Opportunities of the Hackensack Public Schools. The meeting began with welcoming remarks by Robert Sanchez, Superintendent, who then provided an informative overview of the district. Facilitator Matt Lee from the New Jersey School Boards Association introduced the strategic planning methodology and assisted throughout the process.

More than 80 community, parent and staff participants gathered in 10 randomly assigned groups, including two groups dedicated to Spanish-speaking attendees to identify the Strengths/Achievements and Challenges/Opportunities of the Hackensack Public Schools through brainstorming and the sharing of ideas. After discussion, each group came to a consensus on its top 10 Strengths/Achievements and top 10 Challenges/Opportunities and presented those to the full group of meeting participants.

The information that follows is a summary of the work of the small groups. All consensus points are recorded and posted on the district's website (<https://www.Hackensackschools.com/>) to share the group work during the course of the strategic planning process.



Group Consensus: Strengths/Achievements & Challenges/Opportunities

Group 1:

Strengths/Achievements	Challenges/Opportunities
Amount of offerings we have as per programs due to size of district - not true in small districts (certainly at High School)	Numbers - Crowded in the buildings especially during transitions
Special Education - Offerings are abundant - students are not stuck in one track (ICR/ICS/RCR) - LRE - Least Restrictive Environment	Lack of opportunity for students to have their voices heard - or are often ignored - most of the time they're not even addressed
Communication between Principals and the Parents (Elementary Schools especially)	Students not receiving much information therefore students are left out of making decisions that affect their lives
Staff Commitment to our students - Teachers, Coaches, and other Personnel - Staff well prepared....	Lack of diversity in staff - students have not seen a teacher who looks like them.
Low teacher turnover - strong leadership and staff must be treated because they stay in district	Lack of diversity in curriculum - (Example - first thing an African American child hears about is slavery)
Recognizing diversity and caring about student backgrounds and lived experiences of our students - one really doesn't understand how important it is until you leave the district.....our students benefit from this experience	Special Education - students are often left out of certain opportunities and experiences.
Strongly prepared for college and post graduate career pathways.	Course offerings at MS - no RCR
Community Engagement - many students and alumni attend these events	MS - not many sports and activities
Spanish language/cultural instruction in Elementary schools - Real World (Respecting Cultures)	ECDC Facilities - no outdoor space
We make sure that students get what they need - all of our children	Classroom space in a majority of schools. Dividers separate classrooms which is not ideal
	G & T opportunities not offered equally at each



	school from Elementary through Middle School
	Funding Issues - construction and curriculum - exposed/exacerbated by COVID

Group 2:

Strengths/Achievements	Challenges/Opportunities
Strong, Supportive Community	Communication with families and community, seek input, and use it to make informed decisions
Providing 1:1 Technology	Programs to Support Parents in Helping Children At Home (technology specifically mentioned as something we can support parents with)
Teachers are Supportive, Flexible and Patient	Access to Quality Substitute Teachers for students
Curriculum Strides (proactive and constructive)	Communication with staff and parents, timeliness of communication with staff
Teachers rise to the occasion	Decision making without community input (Maywood, Uniform, Hiring)
Where we are strong we have a lot of strength (Strong areas are strong)	Lack of Inviting Culture
	Vary communication to parents and teachers so it is clear and explained well
	Capitalize on the organizations in the community to support and participate in schools
	Facilities challenge (new construction and what will happen as students move in)
	School appearance - outer appearance being remodeled
	Facilities improvements needed
	More Ways to Involve Community and Support our Students (Especially Middle and High School)
	Career Planning for Students



	Opportunities for Community to be involved in the schools
	Creating an Inviting Culture so the community is able to engage with the schools
	Internet access for students at home
	Mentorship opportunities for students
	Structured Partnerships
	Long Term Goal - No Longer Being Considered a Title I District

Group 3:

Strengths/Achievements	Challenges/Opportunities
Teachers are amazing, knowledgeable, patient and creative. They are making a big difference in children's lives.	Related Services - lacking a little at the elementary level.
Our student population is diverse. Our students grow up and have the opportunity to see kids of all types, we have a mixture of real world diversity that helps students assimilate into the real world. Teachers acknowledge diversity, LGBTQ, etc. It has had a tremendous impact on childrens' lives while they are in school and after they graduate.	Hackensack is poorly regarded in the county, reputation of a tough and difficult place. Don't think we do enough to share and put out positive information to the public. The Record is often not positive. We must take a proactive approach to show the great community we have and how great our school system is. We need more positive publicity to show off our schools' successes. (From a realtor's perspective, we have to do a better job to get the word out about our community and other communities.)
HHS has a lot of clubs that students can join. Very inclusive. LGBTQ and clubs for everyone.	Teachers need to be more diverse to match the diversity of the student population.
Partnerships should be celebrated. The collaboration to look outside of the district to find community partnerships and to find resources outside of the district is commendable. EX: YMCA. Administrators always take the time to collaborate with organizations such as the YMCA.	Not enough crossing guards - students have risks crossing streets



<p>Diversity of teachers and administrators and creative ways to overcome issues. What can we put in place is asked by administrators and teachers to solve problems. Administrators show true care and concern. At the beginning of the pandemic, the schools prepared and came up with a plan for students to continue learning (materials, Chromebooks, technology training for teachers, etc.)</p>	<p>We need more after-school clubs in elementary schools and HMS to expose kids to more things that they may like</p>
<p>Band starting in 4th grade, continues in HMS and HHS. Music is a wonderful foundation for our kids.</p>	<p>We need more cohesivness amongst elementary schools so that we are doing the same things</p>
<p>Diversity of SROs and SLEOs in our schools. Positive relationships between students, SROs and SLEOs</p>	<p>Teachers need more training to provide intervention strategies</p>
<p>Crossing Guards are friendly. First people that students see before they come to school. Have to deal with “crazy” drivers and have to stop cars to protect our students.</p>	<p>We have started in the district but we need to ramp up our cultural competency curriculum</p>
<p>Technology - 1 to 1 Chromebook initiative in Kindergarten - Grade 12.</p>	<p>We need more parent input to come up with more creative solutions to involve parents especially those who don’t speak English or the same language as others</p>
<p>Relatively small class sizes at elementary schools</p>	<p>There is not a BOE member attending the Main Street Business Alliance (MSBA) meetings. They would like to have the schools a part of the conversation as it will affect the BOE eventually. The BOE is welcome to join the conversation. The MSBA would like a strategic partnership with the district.</p>
<p>The district provides food for students even when we are not in school</p>	<p>We need to bridge the gap between the community and the schools.</p>
<p>Board Resolution - the district has acknowledged the need for inclusivity and is encouraged from the BOE resolution.</p>	<p>The school system doesn’t get sufficient funding from the city.</p>



Group 4:

Strengths/Achievements	Challenges/Opportunities
Teachers (caring, willingness, patience)	No sports in the MS
Commitment to professional development	Difficulty with Chromebooks/wifi (hotspot/at home)
Technology	Lack of District owned dedicated preschool building to accommodate all preschool children in the district
Phenomenal District IT Team/ Support for the technology	Lack of diversity among staff in some buildings
Resources (including staff)	Lack of space throughout the district schools / overcrowding
Activities / Programs	Lack of Resources that depict our population
We Celebrate Diversity--staff and students!	Need a more diverse and inclusive curriculum in all subjects and grade levels
We engage in challenging conversations	Buildings / facilities are outdated and may not be able to be updated
Longevity / low turnover of staff	Need for a dedicated district wide RTI (Response to Intervention) program
Collaboration	Communication
Course offerings	
Libraries in all schools	

Group 5: (Group members reassigned to other groups; no report)

Strengths/Achievements	Challenges/Opportunities
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Group 6:

Strengths/Achievements	Challenges/Opportunities
Diversity	Difficulty communicating with Spanish speaking parents
6 Schools with 6 Librarians	Lack of diversity among staff
Strong sense of community	Curriculum/book updates needed to represent our population - culturally relevant
Technology - 1-1 - STEM	Lack of communication
Numerous electives at the HS	Crowded facilities
Connections to the community	Lack of early childhood school
Many staff live in area	Technology issues with chromebooks at early childhood classes
Extensive Special Education Services	Large increase in referrals and not enough staff (SE/CST/Counselors)to accommodate
Smooth Transition to Virtual Platform/Flexibility	Constant turnover in Central Office Administration
Great Leadership/Support System	Lack of a sustainable plan for the district
Students are positive, resilient and have a global lens	

Group 7:

Strengths/Achievements	Challenges/Opportunities
Quality of staff	Do not promote ourselves within the district and to community
Collaboration and support between staff as well staff and administrators	Teaching staff need to reflect student population; need diverse, qualified staff
Like family, sense of community in each school	More mental health services
Diversity	Capacity issues; MS, pre-K in elementary; 5th graders should be at elementary level
Technology - what is available, training and support	Need for more after-school programs such as clubs and recreational activities



AP and college courses	Lacking an 18-21 program for students with significant disabilities
Commitment to cultural proficiency	Mentoring or tutoring program for extra help; some elementary it is by lottery
Technology offerings to students, STEM, TV Studio, virtual reality	Parent support groups; need to do a better job of engaging parents; breakdown in communication between parents and district
Programs that offer academic support and enrichment	Making school more inviting (vibrancy), appearance of bathrooms and hallways
Can see growth of students throughout schooling, achieving progressing, articulate	Disconnect between teachers and administrators; understanding what teachers are dealing with; not feeling heard

Group 8:

Strengths/Achievements	Challenges/Opportunities
Teachers - through the pandemic, love, attention and dedication	Resources that teachers need- more teacher input is needed
Resources - endless supply, we are able to get everything that we need	Curriculum - diversity is needed
Opportunities that students have - multiple diverse programs - HS opportunities - pre-college, trades, BCC, half day students and partner with Bergen Tech	Aging facilities - look at building needs - best use of facilities - 2021 students and staff deserve the best buildings
Students - resilient- especially during the pandemic	Need for space- growing city, within each school
Technology- one device per student, one-to-one district	Professional development - needs to be differentiated
Financial resources - State aid and federal aid	Same parents - need more parents to support the school
Curriculum- looking at what our students get regarding science and math	Reach out to parents - what else can we do to get more community support
Professional development - often receive training, daily PD during the pandemic	Is the PTA still relevant?



Diverse community - community members come to the school to help out and speak to students	How to bring the school community together - virtually?
PTA- supporting the school	Meet language needs of all of our populations - Arabic students
Communication is also presented in Spanish	Concern about HMS and leadership
GREAT administration	Politics- school/community/union
Untapped resources from community members	Untapped resources from community members
Excellent paraeducators	Clear path to stabilization at HMS
	Ways to communicate with parents - sign up.com - provide ways to be able to hear from parents and make sure that their voices are heard
	Special Education - moving students out of the district and spend 11 million on out of district placement - need more diversity within the school
	Ms Winter - community based instruction - self-care and wash clothing, etc... but then Covid occurred, individualized software
	Sports at HMS such as field hockey
	Theater programs for HMS
	Building relationships between buildings (ELEM, MS, HS) with students
	Building relationships between buildings (ELEM, MS, HS) with staff
	Keeping the ZOOM "Mentality" once Covid ends
	Paraeducators - professional development



Group 1 – Spanish (w/ English translations):

Strengths/Achievements	Challenges/Opportunities
Nuestra diversidad/Our diversity	Algo que nos falta creo que es mejor propaganda acerca de los programas adicionales que ofrecen las escuelas y motivar a los estudiantes a participar en esas actividades, por ejemplo los clubs. Mi hija fue una estudiante nueva en su Junior year y no tuvo conocimiento de los clubs que existian./ Better communication/advertisement of clubs and activities for students to get involved.
Great student experience very welcomed by all staff and school community/ todos son muy queridos y los reciben muy bien	Los niños necesitan estar en la escuela, no tienen las mismas calificaciones como tuvo cuando estaban en la escuela/ Students need to be in school, they are struggling in virtual learning.
No discrimination at the high school/ no hay discriminacion	Los alumnos no están haciendo ejercicio cuando estudian en la casa. No es saludable/ Lack of exercise when students are home in virtual learning, not healthy.
La tecnología en el distrito especialmente durante la pandemia/Technology especially during the pandemic	Por ejemplo, me gustaría ver un apoyo académico adicional para preparar a los estudiantes que deseen obtener un mejor puntaje en el caso de PSAT Y SAT./More academic support such as PSAT and SAT programs.
La comunicación de la escuela/School communication	Communication for clubs, sports, forms should be in Spanish. The main communication is in English and it is hard to follow.
Reuniones están en español ahora/Meetings are held in Spanish	Cameras should be on during Zoom or Google lessons. Las cámaras deben de estar puesta
Los maestros que no estaban fuerte en la tecnología se adaptaron muy rápido y se esforzaron en doble/Teachers that were weak in technology adapted to it and a new method of teaching	The dividers look like they are caged in the classrooms from photos.
Creatividad de todos en el sentido de colaboracion y comunicacion realmente que	



nos hace entender lo que estamos haciendo/ Communication and collaboration with families	
Diana Bermudez and the parent-liaison office and parental support that it has provided.	
Los maestros están pendiente a los alumnos y nos han contactado por email y teléfono si mis niños no están haciendo lo que necesitan hacer durante que yo estoy trabajando / Teachers monitor students and contact us via email and phone and any way possible which is helpful because we are not home and working	

Group 2 – Spanish (w/ English translations):

Strengths/Achievements	Challenges/Opportunities
Proud that her son learned Spanish. Her son is at the HMS. Only in the country for four years and her son speaks English already. He likes investigations and reading. More thought provoking assignments as opposed to just recall.	But the following year after-school tutoring was not available.
My child had a great experience going through HPS. He earned great grades and did well. He received honors classes. We moved his senior year of high school to another town and my son only lasted there 1 month before we had to transfer back because he said the academics were not good in Montclair and there was no student diversity.	HMS should offer more after-school programs.
STEM in HMS was excellent. My daughter loved the class, the use of the computer, connecting globally, very important for her future. TV production is excellent too.	Teachers have told my daughter that she should be in a more advanced class. It's been a year since she arrived.
AP options are diverse and many for our HS students. Biliteracy education.	Foreign language for bilingual students.
The pandemic has limited our schools. At Hillers my son did not speak too much English. He had after-school programs in which teachers helped	No hay suficientes programas para los adultos.



my son with his HW and with his English.	
All my teachers at JAS have supported us and been very honest.	Falta de programas de enriquecimiento o deportes en la Middle School. Como incentivos para los niños, como lo tienen en la High School.
Speech therapy should continue.	All teachers need to understand how to teach bilingual students who are not in the bilingual program. Use their bilingual abilities as a positive that we must celebrate and not look at as a negative or deficit. The language we use to describe bilingual learners and emergent bilingual learners must shift so we view bilingualism as an asset. Address racio-linguistics in our district.
The schools are good. I moved her recently from NYC. The time they have been here has been great. HMS and HHS.	There are too few community programs after-school with few spots. Not just sports. We want more opportunities for art programs, crafts, cooking, to learn something new, something they are not taught during the day.
I am struggling with my children but I can say that	The need for more activities in the schools as well besides sports like coding and STEM.
Diverse administrators and teachers for our students that reflect the demographic of Hackensack. Spanish speaking administrators that can communicate with the community. It is important for students to see Latino/a Principals and administrators.	More Art Programs and things such as instrumental music. More access to instrumental music.
Technology provided to students to work at home.	Create afterschool programs in the Middle School. More continuity with the afterschool programs just as they do in the elementary schools.
Providing the community meals during the pandemic.	



Session 2 of 3

Developing a Vision for the Hackensack School District in the Next 5 Years

On February 25, 2021 Hackensack School District administration, staff, parents, and community members came together to continue the strategic planning process. The second meeting's topic focused on creating a shared vision for the Hackensack School District in the next five years.

The meeting, facilitated by Matt Lee from New Jersey School Boards Association, began with an overview of the Strategic Planning process and the steps taken at the January 21, 2021 meeting.

To begin the visioning process, participants were asked to picture themselves at an award presentation for the Hackensack School District's recently awarded recognition for Excellence in Advancing Student Achievement. The participants were asked to envision what an article on the award that was discovered via a Google search would describe about the district that warranted such high recognition - what programs / services / curriculum / student outcomes / best practices / facilities would you expect to see in your school that are succeeding?

The various stakeholders then gathered in virtual groups to brainstorm their visions of how the district achieved this remarkable success. Each group was asked to write a title for the article and come to a consensus on up to 5-8 key visions. Each group's outcomes were shared with all meeting participants.

The session concluded with the identification of common threads from the work of the first two meetings. At meeting #3 participants will develop goal statements that will form the basis for the strategic plan.

Group Work

The information that follows is a summary of the work of the small groups. As discussed with the meeting participants, all consensus points are recorded and posted on the district's website (<https://www.Hackensackschools.org>) to share the group work during the course of the strategic planning process. Individual responses for those who were unable to attend this session can be shared via the district's website.



Group #1 Success is no longer just a Dream!!" Hackensack Public Schools

Key Visions - Year 2026:

- Facilities - Hackensack has created a system in which each facility has a purpose. Each building prepares students for the next stage of growth (Pathways, Service Learning, College Factory, Career Preparation) - Focus on ECDC as well, ADA Facilities (elevators etc)
- Technology - Hackensack has built a system in which technology is a centerpiece of advancement of growth.
- Attendance has increased to 96% by virtue of student motivation to attend school as per the following changes.....Addition of Activities/Clubs, Community Performance Center, teachers provided with training to engage with students/parents, students learning to communicate with each other.
- Early intervention closes the achievement gap - HPS has added a new full time program for preschoolers. After recent data analysis the achievement gap in Grade 3 has been reduced with all subgroups meeting with higher success.
- Community Partnerships - Hackensack Public Schools meet the business community on Main Street - As the community has grown and changed, HPS has established relationships with major businesses and institutions such as.....
- Communication

Group #2 Situated in the County Seat: Hackensack Public Schools Leads Bergen County in Innovation

Key Visions - Year 2026:

- Hackensack High School Graduates Students with Industry Certification from multiple Career and Technical Education Pathways through multiple Industry Partnerships
- Hackensack Public Schools Offers New Elective Courses and Expands Extracurricular Activities to Support the Entire School Community in Reaching Their Potential
- Hackensack Public Schools Develops Community Partnerships Help Build Connections Between the Community and Schools
- Hackensack Public Schools Supports Social Emotional Development Through Expanding Mentoring Opportunities and Parent Partnerships
- In Hackensack Public Schools Parent Involvement is at its Highest and Literacy Rates Have Soared
- Hackensack Public Schools Features State of the Art Facilities
- Hackensack Expands Tuition Free Preschool to Serve all Three and Four Year Olds



Group #3 Purposeful Progression Towards Education: Where Teaching and Learning are our Core Values

Key Visions – Year 2026:

- Knowing ourselves while providing opportunities and partnerships beyond the four walls in the Hackensack School District
 - Technological literacy (robotics, environment, STEM, STEAM, etc.)
 - Celebrating our Inclusive School District
 - Educators building strong relationships to promote a strong culture and climate
 - Self-directed, independent and thoughtful learners
 - Beyond the school day
 - District Unity - Bring the elementary schools together (in person and virtually) Collaborative events (Olympics, Earth Day, Robotics, Art, Music, etc.)

- Opening the Door to More
 - Health and Wellness - Mind, Body and Spirit
 - Social Emotional Learning
 - Peer Leadership - student to student, adults to students, community members to students - Strong commitment of engagement - Invitations to parents/guardians to come into the school
 - Centralized Enrichment Programs

Group #4 Hackensack School District Showcases Strength in Diversity, Unity, and Community, Resulting in a High Level of Student Success

Key Visions – Year 2026:

- Celebrate and accept our diversity as a strength--Creating and fostering an Inclusive environment
- Hold high expectations and provide opportunity for all students in all schools at all levels (Project/Problem based learning, Student showcases of projects etc.)
- Focus on the whole child--academics, social emotional learning, extracurricular and community engagement
- A place where schools and community members are collaborative and unified in working toward a shared vision and goals to strengthen our collective community (Community projects with schools/churches/women's club, Food Bank, etc.)
- A dynamic lifelong learning environment where staff continues to work to maintain equity for all students (Choice PD, affinity groups or caucuses)



Group #6 Hackensack Comets Shine as Diversity Meets Innovation

Key Visions – Year 2026:

To inspire students to...

- Become innovative, collaborative, and constructive citizens who embrace diversity and promote inclusivity.
- Value education and honesty
- Develop a strong work ethic and a sense of responsibility that challenges them to be leaders in a global society.

The district will...

- Promote the development of the whole child, including extracurricular pursuits, emotional intelligence and resilience, and physical well being
- Partner with community stakeholders to enhance their primary learning

Group #7 Community is key to the success of Hackensack Public Schools

Key Visions – Year 2026:

- Communication: Hackensack Public Schools offers a Parent Academy every weeknight from 5-9 pm for district leaders to have conversations with parents and assist them with any issues.
- Culture & Climate: Hackensack Public Schools leads the way in cultural competency, record high attendance at the Saturday Community Event.
- Student Achievement: Hackensack Public Schools offers tutoring services to all of our students, students can attend before or after school.
- Social Emotional Groups: The Hackensack Public Schools offers a Year Round Wellness Center at each of its schools and it serves as a resource center for family and students. The center also offers a Mentoring Group.
- Focused enrichment programs for “whole child” development.

Group #8 Like the Mars Rocket Perseverance - Overcoming Challenges and Reaching New Horizons

Key Visions – Year 2026:

- Social Emotional Challenges
- Opportunities to bring students back in district
- Expand Gifted & Talented program
- Personalized Learning for All students
- Update our buildings, renovations, air conditioned
- Improve inclusivity in all areas - culturally all, day, every day, every time
- Enable parents to be heard , assist parents of children - advocate for all students, offer parenting resources
- Make schools welcome



GRUPO # 2 Las escuelas de Hackensack ganan premio por ser el distrito con mayor número de estudiantes de culturas diversas en ser aceptados en las universidades más prestigiosas de la nación.

Key Visions – Year 2026:

- Seguridad y campo escolar / Infraestructura: ampliar los espacios para que los estudiantes puedan tener actividades extracurriculares; comedores para que los estudiantes no tengan que salir de la escuela secundaria. Modelo de aula abierta - necesitan salones con espacio privado con paredes
- Seguridad y campo escolar / Infraestructura: ampliar los espacios para que los estudiantes puedan tener actividades extracurriculares; comedores para que los estudiantes no tengan que salir de la escuela secundaria. Modelo de aula abierta - necesitan salones con espacio privado con paredes
- Aprendizaje socio-emocional - para crear un ambiente donde los niños toman buenas decisiones y no se burlan los unos de los otros. Supervisión de los estudiantes después de la escuela durante la hora de salida
- Celebrar la diversidad de todos los niños - para que todos sientan orgullo de sus culturas nativas. Los idiomas, el modo de vestir, las celebraciones.
- Medioambiente y las normas de las escuelas - orientación psicológica
- Uniformes para disminuir la competencia entre los alumnos
- Los estudiantes descubren sus pasiones, son curiosos, y aman aprender. Las escuelas deben ser lugares donde muchas actividades se ofrecen a los alumnos. Por ejemplo, ajedrez, lectura, deportes, política, cívico, clubes que inspiran patriotismo, arte, ingeniería
- Seguridad y campo escolar / Infraestructura: ampliar los espacios para que los estudiantes puedan tener actividades extracurriculares; comedores para que los estudiantes no tengan que salir de la escuela secundaria. Modelo de aula abierta - necesitan salones con espacio privado con paredes

Hackensack schools receive national recognition for being a top 100 district in the nation with the highest number of students from diverse cultures and backgrounds to be accepted into Ivy League Universities

- Innovative and up to date facilities that teach to all intelligences, passions, and modern careers and real work skills. Outdoor classrooms and experiential learning. Imagine a campus with a gardening area, with areas for mindfulness, for large-area teaching, with nooks for one to one teaching and large spaces for collaborative teaching. Imagine a school with no open classrooms so that students can have quiet areas in which to work.
- Smaller Schools - Neighborhood Schools where children can thrive in smaller communities.
- Socio-emotional learning - to create an environment where children make good decisions and schools support socio-emotional learning.
- Celebrate the diversity of all children - so that everyone can take pride in their native cultures. The languages, the way of dressing, the celebrations.



- Environment and school rules - psychological orientation
- Unity with Uniforms to decrease competition among students.
- Students discovering their passions, curiosity, and the love of learning.
- Safety and campus / Infrastructure: update and expand the existing spaces for students including extracurricular activities, lunchrooms in high school so they don't have to leave for lunch

Session #3 of 3

Developing a Broad Goal Statement and Supporting Objectives for Each Goal Area

On March 24, 2021 Hackensack Public Schools administration, staff, parents, and community members came together to continue the strategic planning process. The third and final meeting's topic focused on developing a broad goal statement and 4-7 supporting objectives for each of the five goal areas identified at the conclusion of the February 25, 2021 meeting. These goals will represent a shared vision for the Hackensack Public Schools over the next five years.

Matt Lee from the New Jersey School Boards Association facilitated the strategic planning process. The group was provided with an overview of the January 21 and February 25 and meetings and then the goal writing process was introduced that included definitions, the connection to the work from the first two meetings, and the components of a goal statement. Participants were able to self-select a goal area of interest to them - State-of-the-Art Community-Based Schools, Educating the Whole Child, Creating Life-Long Learners, Access to Equity & Inclusivity and Building, Empowering & Engaging the Community.

Each goal area group was tasked with writing a broad goal statement and developing up to seven accompanying objectives that reflected the strengths, challenges, and visions relative to their goal area as determined in Meetings 1 and 2.

Group Work

The information that follows is a summary of the work of the small groups. As discussed with the meeting participants, all consensus points are recorded and posted on the district's website to share the group work during the course of the strategic planning process

The outcomes of that work are the goal statements and objectives in this report.



Appendix "C"

Action Plans

