MESSAGE FROM THE SUPERINTENDENT

Every three years, the Pre-K through Grade 8 Old Tappan School District will engage in a formal blueprint planning process. This process is comprehensive in nature and allows us to reflect on the accomplishments achieved, as well as areas that need continued focus for strengthening. The Blueprint serves as a strategic plan and allows us to prioritize our work and to chart a course for the administrative team and the Board of Education. School-based plans, grade-level plans, and individual work plans will be developed using the Blueprint as a framework. The Blueprint will serve as a guidepost for our planning and for our long-term and short-term goals, keeping us on track to provide optimal experiences for children.

We want all students in the Pre-K - Grade 8 Old Tappan Schools to explore their possibilities and to learn in a nurturing environment that provides challenges to stretch their thinking. We want the same for all adults in our schools, too. Everyone who spends time in our buildings every day deserves to feel the power of embrace, the power of mentorship, and the power of learning.

This Blueprint for Growth and Development includes enduring themes that will define our future success as a District. To continue to grow as an academic organization, we need to concentrate on five areas to support student success: (a.) educating the whole child; (b.) enriching our academic programs; (c.) supporting our high-quality faculty and staff; (d.) enhancing our facility and operations; and (e.) developing our relationships and partnerships.

Additionally, our Blueprint focuses on aligning our work with goals from the Department of Education’s Student Learning Standards. The outcomes for our students will combine content knowledge with precision skills, civic responsibility, and career awareness.

This Blueprint is a living document. Although it provides us with goals, objectives, and measurable targets over the next three years, we will revisit the Blueprint annually to see if we need to make course corrections or recalibrate our work to ensure progress.

The 2019-2022 Blueprint provides us with a strong educational and organizational outline for our work in the years to come. However, continued growth and development depends on all of us working together for our students. The Board of Education, faculty, staff, and I look forward to sharing our inclusive, supportive, efficient, and collaborative progress with you as we strengthen the Pre-K - Grade 8 Old Tappan School District.

Danielle M. Da Giau, Ed.D.
Superintendent
## OLD TAPPAN’S PRE-K - GRADE 8 DISTRICT PERSONNEL CHART

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td><strong>Board of Education Members</strong></td>
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<tr>
<td>Mr. Kurt Linder, President</td>
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<tr>
<td>Ms. Maryellen LaFronz, Vice President</td>
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<td>Ms. Melissa Del Rosso, Member</td>
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<td>Mr. John L. Shahdanian, II, Member</td>
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<tr>
<td>Ms. Kristen Santoro, Member</td>
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<td><strong>Superintendent</strong></td>
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<tr>
<td>Dr. Danielle Da Giau</td>
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<tr>
<td><strong>Business Administrator</strong></td>
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<tr>
<td>Mr. Douglas Barrett</td>
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<tr>
<td><strong>T. Baldwin Demarest (TBD)</strong> Elementary School Principal, Pre-K - Grade 4</td>
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<tr>
<td>Ms. Kathleen Boyce</td>
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<tr>
<td><strong>Charles DeWolf (CDW)</strong> Middle School Principal, Grades 5 - 8</td>
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<tr>
<td>Mr. Justin O’Neill</td>
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<tr>
<td><strong>Charles DeWolf (CDW)</strong> Middle School Student Manager, Grades 5 - 8</td>
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<tr>
<td>Mr. Sabatino Lauriello</td>
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<tr>
<td><strong>Supervisor of Instruction and Technology, Pre-K - 8</strong></td>
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<tr>
<td>Dr. Laura Sullivan</td>
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<tr>
<td><strong>Supervisor of Pupil Support Services, PreK - 8</strong></td>
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<tr>
<td>Ms. Abbe Lewites</td>
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<tr>
<td><strong>TBD and CDW Faculty and Staff</strong></td>
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<tr>
<td>For a complete listing of each school’s faculty and staff, go to our website.</td>
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</tbody>
</table>

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INTRODUCTION

Education systems, as well as broader community systems, continue to evolve. We have transitioned from agricultural and industrial communities to post-industrial and global communities. As we reflect on these shifts and the needs of our students, we understand the need to build on our successes and reimagine what is possible in education. It is simply not enough to rest on our laurels. This change includes ensuring that students have necessary content knowledge, skill precision, and the soft skills of communication, collaboration, critical thinking, creativity, and citizenship. As we support students to prepare for their futures, the ability to model and build effective relationships will be paramount. Preparing students with academic skills and a wide range of social and emotional skills is our shared responsibility. Therefore, throughout this Blueprint, we focus on these areas as we support our own growth and development to support the students’ school experiences.

The Old Tappan Schools is mindful of the need to wisely manage growth and development, as well as our capital and natural resources. As we continue to strive to meet the needs of our students, this Blueprint embodies a smart and strategic planning for growth over the the next three years and prudently for beyond.

BLUEPRINT PLANNING PROCESS

Over the past two years, the Superintendent solicited input from all stakeholder groups to initiate the blueprinting process in the Old Tappan Schools. Through these many conversations and collected input documents, the Superintendent worked with others to develop the District’s Vision, Purpose, and Values, which had not existed before. To develop the Vision, Purpose, and Values, input was gathered from:

❖ parents/guardians and community members through survey in a District Newsletter
❖ administrative team at meetings
❖ teachers at faculty meetings
❖ secretaries and aides at meetings
❖ custodial staff at a meeting
❖ student representatives through conversations
❖ Board of Education members at meetings

Once the Vision, Purpose, and Values were developed, the Superintendent and current Board President drafted broad, overarching goals as possible District areas for growth and development. Using brainstorming planning sheets, the Superintendent solicited ideas for these goals from the following stakeholder groups:

❖ parents/guardians at District-Based Planning Team Meetings
❖ administrative team at meetings
❖ teachers at faculty meetings
❖ secretaries and aides through individual conversations and/or meetings
❖ custodial staff at a meeting
❖ middle school student representatives through conversations
❖ Board of Education members at meetings

Once the purpose of a Blueprint for Growth and Development was realized, the planning process could be more formalized, with an increased understanding of and interest from outside participants.
The formalization could include the formation of a yearlong Steering Committee, representing all stakeholder groups, to work with the Superintendent to develop the Blueprint’s goals, objectives, and strategies.

**DATA SOURCES USED TO DEVELOP THE BLUEPRINT**

**Internal District Resources**

- PARCC Scores through 2017-2018
- NJSLA Scores beginning 2018-2019
- Criterion-Referenced Tests Data
- Blueprint Goal Brainstorming Planning Sheets
- Stakeholder Input Survey for Values Development
- Northern Valley Curriculum Guides

**External Resources**

- New Jersey Department of Education, New Jersey Student Learning Standards
- New Jersey Department of Education, Model Curriculum
- New Jersey School Boards Association - Strategic Planning Resources
BLUEPRINT “TUNING” PROCESS

Understanding that the Old Tappan Schools, as well as the profession of education, is dynamic and constantly changing, the Blueprint will be reviewed by the faculty, staff, administrative team, and Board of Education to determine annual performance towards goals and to make any adjustments that may be needed.

This “tuning” process provides the professionals the flexibility to be responsive to greater priorities that may surface during the 2019-2022 school years. As part of the “tuning” process, we will:

1. Conduct an assessment at the end of each school year to review:
   a. Progress to date on each performance objective, strengths, and opportunities for continued improvement;
   b. Potential revisions or changes necessary; and
   c. Additional resources needed and related budget implications.

2. Work with the faculty and staff to provide a comprehensive analysis of each performance objective from various perspectives, including a review of these questions:
   a. Should we keep on course and continue to focus on the performance objective as written?
   b. If not, what do we need to adjust?
      • Is the 2019-2022 outcome for the listed performance objective too aggressive or not aggressive enough?
      • Does the performance objective need adjustment to better align with the Blueprint goal?
      • Are there unanticipated changes that are outside of our control that need to be considered?

3. By the end of the summer, if needed, the Superintendent will recommend, for consideration, revisions to the Board of Education’s adopted Blueprint goals and performance objectives.

Adjustments may be made to goals, objectives, or strategies, as we engage in constant monitoring and “tuning.” Additionally, the Blueprint drives the annual Board of Education and Superintendent’s priorities, school plans, and individual projects. The diagram below shows how the Blueprint interplays with these organizational components. The chart on the following page shows the steps for each of the Blueprint components, including the timing associated with the “tuning” process.
<table>
<thead>
<tr>
<th>Blueprint Steps</th>
<th>Timing</th>
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<tbody>
<tr>
<td><strong>Input Gathering</strong></td>
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<td>1. Conduct community outreach for</td>
<td>Every three years</td>
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<td>Blueprint development.</td>
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<td>2. Solicit input from faculty,</td>
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<td>staff, administrative team, and</td>
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<td>Board of Education for Blueprint</td>
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<td>development.</td>
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<td>3. Form Blueprint Committee</td>
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<td>representing stakeholder groups.</td>
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<td><strong>Priority and Goal Setting</strong></td>
<td>Every three years</td>
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<td>1. Review relevant data with</td>
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<td>Committee.</td>
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<td>2. Develop a vital set of</td>
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<td>priorities.</td>
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<td>3. Cascade priorities to all levels</td>
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<td>of the organization.</td>
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<td>4. Align budget and resources to</td>
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<td>priorities.</td>
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<td>5. Develop the Blueprint with</td>
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<td>goals, performance objectives,</td>
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<td>and strategies.</td>
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<td><strong>Blueprint Sharing</strong></td>
<td>Every three years</td>
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<td>1. Share Blueprint with all</td>
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<td>stakeholders.</td>
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<td>2. Share Blueprint with the</td>
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<td>community.</td>
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<td><strong>School and Individual Alignment</strong></td>
<td>Annual</td>
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<td>1. Develop school plans to align</td>
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<td>with the Blueprint.</td>
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<td>2. Develop individual work plans to</td>
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<td>align with the Blueprint.</td>
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<td><strong>Blueprint Progress Reporting</strong></td>
<td>Year-round and Annual</td>
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<tr>
<td>1. Collect data, monitor, and report</td>
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<td>on progress of Blueprint goals</td>
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<td>and performance objectives to the</td>
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<td>Board of Education in public</td>
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<td>meetings throughout the school</td>
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<td>year.</td>
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<td>2. Formally report on progress</td>
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<td>made towards goals and performance</td>
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<td>objectives every August.</td>
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<td>3. “Tune” the goals and/or</td>
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<td>objectives and/or strategies,</td>
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<td>if necessary, every August.</td>
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PURPOSE, VISION, and VALUES

Our purpose and vision articulates why the Old Tappan Schools exist as an organization and what we aspire to achieve. Our values are the beliefs and philosophical framework that guide our planning and decision-making. These elements are the foundations of our work.

PURPOSE

We exist to foster a community of learners in which each participant’s interests, gifts and talents, dreams, and personal best are explored, cultivated, expressed, and celebrated.

VISION

We seek to create an environment that is both challenging and nurturing for every learner.

VALUES

• **Community**: We are all whole people, each with challenges and each powerful.
• **Curiosity**: The world opens to us if only we sincerely question.
• **Courage**: Greatness requires that first we step.
• **Creativity**: All challenges are only solutions in waiting.
• **Commitment**: We owe it to ourselves and each other to strive toward excellence and to encourage the same in others.
GOALS, OBJECTIVES, and STRATEGIES

The goals of the Blueprint provide the areas of focus that are the framework for planning. These goals, combined with the related objectives and strategies, define how we will work to achieve our purpose and vision.

These goals keep students at the center of everything we do, as we also focus on supporting faculty and staff, facilities and operations, and relationships and partnerships.

A.) Educating the Whole Child

B.) Enriching Our Academic Programs

C.) Supporting Our High-Quality Faculty and Staff

D.) Enhancing Our Facilities and Operations

E.) Developing Our Relationships and Partnerships
A.) EDUCATING THE WHOLE CHILD

Nurture students’ intellectual, personal, social, and emotional development with services and strategies to enable students to learn and develop their gifts and talents. The most important functions to strengthen the development of the whole child include:

• Cultivating a learning environment that is physically and emotionally safe for students.
• Providing prevention and intervention services for physical, behavioral, and social-emotional health.
• Modeling healthy practices for students.

PERFORMANCE OBJECTIVES

1. Key findings from collected data, including Your Voice Matters survey and student discipline data, will show a trending reduction over time of at-risk behaviors and/or concerning environmental factors.
2. Key findings from collected data, including Your Voice Matters survey and student representative responses, will show improvement from baseline data in mental health measures and understanding of access to intervention resources.
3. Findings from collected data will show all students can identify at least one school-based adult who encourages and supports their academic and personal growth.
4. Each school will report and show documentation for increased adherence to the Intervention and Referral Services process, as mandated.

STRATEGIES

• Deliver curriculum through innovative instruction that is adaptable to students’ diversity.
• Integrate culturally relevant concepts and practices into all levels of school interactions, including whole-school awareness programs, guidance-based interventions, and discipline.
• Promote physical and mental wellness through the implementation of a comprehensive health program and physical education program at all grade levels.
• Implement an evidence-based guidance program at all grade levels that focuses on students’ emotional health needs and provides more in-depth interventions when identified as necessary and/or preventative.
B.) ENRICHING OUR ACADEMIC PROGRAMS

Ensure that every student is challenged and engaged in learning through academic programs that honor the classics but also that push students to success in the 21st century. To do this:
- Foundational skills will not be overlooked.
- Soft skills of critical thinking, decision-making, and collaboration will be cultivated.
- A culture of inquiry will be promoted at all grade levels.

PERFORMANCE OBJECTIVES

5. Increased achievement for 75% or more of all reporting groups on district and state assessments in Language Arts, Mathematics, Science, and Health.
6. Elementary School Literacy Report will show improvement in students’ literacy levels and will show reportable interventions and results.
7. Articulate vertical and horizontal alignment between and among grades and subjects by developing curricular calendars and identifying key resources.
8. All exiting middle school students will have engaged in at least one experience that demonstrates academic and soft skills.
9. Representative groups of exited middle school students will report favorably on preparedness for high school during return interviews during their freshman year.
10. Increase the number of opportunities for student choice and academic competition.

STRATEGIES

- Integrate higher levels of questioning across all subjects and grade levels.
- Implement Phonics First at the primary grades for whole-group and focused instruction.
- Implement Leveled Literacy Instruction (LLI) as a research-based intervention program.
- Explore the effectiveness of Go Math! and Big Ideas, our current mathematics programs.
- Develop curricular calendars, including resources, beginning at the middle school.
- Implement a Research Writing course for all Grade 8 students.
- Conduct return-student interviews regarding high school preparedness.
- Coordinate additional academic competition opportunities for students, which will include but not be limited to Debate Team, STEAM competitions, and math contests.
C.) SUPPORTING OUR HIGH-QUALITY FACULTY and STAFF

Maintain a high-quality faculty and staff by providing all employees with the necessary tools and training to feel supported and, ultimately, to provide challenging educational experiences for all students. To support our high-quality faculty and staff, we will:

• Motivate faculty and staff members in ways that make them feel valued, productive, and successful.
• Utilize systems and practices for recruitment, evaluation, and development that highlight strengths and embrace areas for growth.
• Provide professional learning opportunities for all employees to excel and maximize their potential.

PERFORMANCE OBJECTIVES

11. At least 80% of Old Tappan faculty and staff will respond favorably that opportunities for development met their needs, as indicated on the Professional Development surveys and the Your Voice Matters survey.
12. At least 80% of faculty and staff will respond favorably on staff engagement, as indicated on the Your Voice Matters survey.
13. The District will retain a high-quality faculty and staff, with 80% of respondents at exit interviews indicating a reason for leaving, if employee’s decision, to be an external factor.
14. All faculty and staff participate in annual training programs, with 80% or more of the professional staff engaging in out-of-district professional learning, aligned with their individual work plans or evaluation projects.

STRATEGIES

• Provide workshop offerings in-district and out-of-district for all employees.
• Provide non-evaluative in-district coaching for all nontenured professional faculty.
• Implement collaborative time for department work and grade-level work (e.g., curricular calendars, technology infusion, standards-based grading) at the middle school.
• Implement time for vertical articulation between elementary and middle school faculties.
• Establish intentional efforts to bolster celebrations of faculty and staff’s accomplishments.
D.) ENHANCING OUR FACILITIES and OPERATIONS

Provide the necessary resources and facilities to sustain educational excellence and strive to attain optimal learning environments.

- Manage resources efficiently and effectively to enhance teaching and learning and allow all students and staff access.
- Provide attractive, safe, and healthy spaces for students and staff.
- Manage improvements to be efficient and sustainable.

PERFORMANCE OBJECTIVES

15. All Board of Education Policies and Regulations will be updated by July 2020 and will be reviewed, in segments, on an annual cycle.
16. Long-Range Facilities Plan will be updated to include new large-scale maintenance projects for State approval.
17. The District will be re-accredited as High-Performing by the State of New Jersey.
18. The District will be accredited with a Safe School designation.
19. The District will be (re)accredited as Future Ready Schools at bronze and silver levels.
20. The Board of Education will partner with the Borough to project and address the impact on the schools from the proposed local building projects.

STRATEGIES

- Publish online all Board Policies and Regulations.
- Work with building administrators and Board members to plan large-scale and small-scale maintenance projects annually (e.g., update the All-Purpose Rooms in both schools).
- Adhere to the requirements for the New Jersey State Monitoring Process (NJ QSAC).
- Follow the requirements and submit for Safe Schools designation.
- Follow the requirements and submit for the Future Ready designation.
- Use long-term and systematic processes to ensure organizational capacity to accommodate sustained growth, which will include a plan for the District’s newly acquired land.
E.) DEVELOPING OUR RELATIONSHIPS and PARTNERSHIPS

Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth. We believe:
• Stakeholder’s individual strengths are multiplied when we work together.
• Through relationships, we strengthen ourselves and our schools.
• Dynamic partnerships are cultivated through open dialogue and interaction.

PERFORMANCE OBJECTIVES

21. At least 80% of families will respond favorably about communication and engagement on the Your Voice Matters survey, in addition to sharing favorable open-ended comments regarding communications and relationships on the annual District Exit Survey.
22. At least two (2) of each District-Based Planning Team meetings and Citizens Advisory Group meetings will be scheduled during the daytime and evening to allow for open dialogue about District matters.
23. At least four (4) adult learning sessions will be scheduled during the daytime and evening each year.
24. At least three (3) times a year, video publications will be shared with the community highlighting school happenings. This will be in addition to District Newsletters.
25. Develop a comprehensive structure for a Student Mentorship Program.

STRATEGIES

• Schedule and advertise District-Based Planning Team meetings and Citizens Advisory Group meetings.
• Develop, schedule, and advertise adult learning sessions.
• Build a Roving Reporter Team of interested students to assist with the creation of video publications.
• Draft a mentorship program for upper-grade students, including goals, objectives, participants, activities, and measurements for quality.
• Highlight students and teachers at Board of Education meetings.
Old Tappan School District’s Blueprint 2019-2022

INCLUSIVE
SUPPORTIVE
EFFICIENT
COLLABORATIVE

www.oldtappanschools.org