1. Engage the community in more robust forms of communication inclusive of website enhancements, social media platforms, and district and school-based communications focused on transparency and relationship building.
2. As a means of meeting the BOE sustainability policy, the district will work to establish a District-wide and/or School-based Green Teams consisting of school staff, students, BOE committee members, facilities/maintenance representatives, community members, and other critical stakeholders and, through the development of these teams, develop a goal-centered 5-year plan will be developed to address the following:
   - Incorporating sustainability in K-12 education by ensuring that climate change standards are addressed
   - Reducing energy usage by auditing, improving infrastructure, and modifying processes/behaviors
   - Exploring the increase in solar capacity
   - Implementing additional sustainability policies/procedures (i.e. Anti-Idling policy)
   - Developing of a tree planting/replacement plan
   - Exploring the installation of charging stations

3. During the 23-24 school year, Building Principals will develop action plans in order to impact the Data Points identified as baseline metrics during the 2022 - 23 School year. Action Plans (DEI Centered) should be founded on Action Research and Analysis, and be benchmarked across multi-years in implementation.
4. Create Behavioral Threat Assessment Management Teams at each school. The teams will consist of a school counselor, teaching staff member, principal or senior school administrator, school resource officer and school safety specialist. These teams will identify, evaluate and address potential threats to help schools distinguish between incidents where a student made a threat that is not actually legitimate (with no intent to harm) and other incidents in which the student does pose an actual threat of targeted violence.
5. K-5- Math - At least 80% of all K-5 students will be at or above grade level (meeting or exceeding grade-level standards) by June of 2024, based on iReady Math benchmark data collected in the fall of 2023, winter of 2024, and spring of 2024. The final 2024 data will be used as evidence of achievement of this goal.
   K-2 ELA - At least 80% of all Pre-K-2 students will increase phonemic/phonological awareness skills using the new Heggerty assessment tools (Pre-K, K and Primary Assessments), demonstrating at least 80% accuracy with minimal cueing. The spring Heggerty data collected will be used as evidence of achievement of this goal.

   Incoming 6th Grade - 4% increase - ELA

In 2022, 71% of students met or exceeded expectations (in 5th grade)
A 4% increase equals 7 more students out of 165 students meeting or exceeding standards

Incoming 7th Grade - 4% increase - ELA
In 2022, 77% of students met or exceeded expectations (in 6th grade)
A 4% increase equals 8 more students out of 195 students meeting or exceeding standards

Incoming 8th Grade - 3% increase - ELA
In 2022, 84% of students met or exceeded expectations (in 7th grade)
A 3% increase equals 6 more students out of 188 students meeting or exceeding standards

At the high school level, the designated student cohort (GLHS Class of 2025) will demonstrate 5% growth in proficiency rates in English Language Arts and Math between the NJSLA benchmark taken during Freshman year and the New Jersey Graduation Proficiency Assessment that students take during their Junior year as determined by the state approved cut score for the assessment.