

# West Essex Regional School District Board of Education Meeting

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March 21, 2022



# Reports

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- Board President - Deb Calderone
- Superintendent - Damion Macioci
- Independent Study Students - Vincent Carchietta
- St. Elizabeth University - Liz Warner & Patricia Heindel
- Director of Guidance - Lisa Hulse
- Assistant Principal - Kimberly Westervelt
- Middle School Assistant Principal - Lisa Tamburri
- High School Principal - Caesar Diliberto

## School Culture & Climate



# Independent Studies

## Math & Business Department

*Vincent Carchietta*

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- Artificial Intelligence by Nidhi Jadhav
- Application Development by Sofia Wissert



# **artificial intelligence independent study**

by nidhi jadhav

**ENTER**



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WHY AI

DEVELOPMENT

OBSTACLES

FUTURE GOALS



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# 01. WHY AI



Why did I choose to pursue AI  
for my independent study?

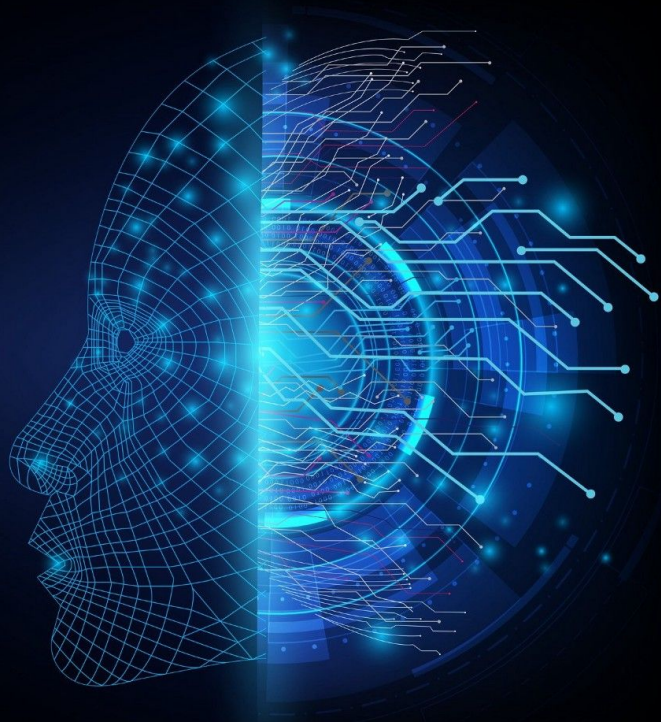


01

02

03

04







01

02

03

04



# 02.

## DEVELOPMENT



What research and development  
have I covered up till now?



01

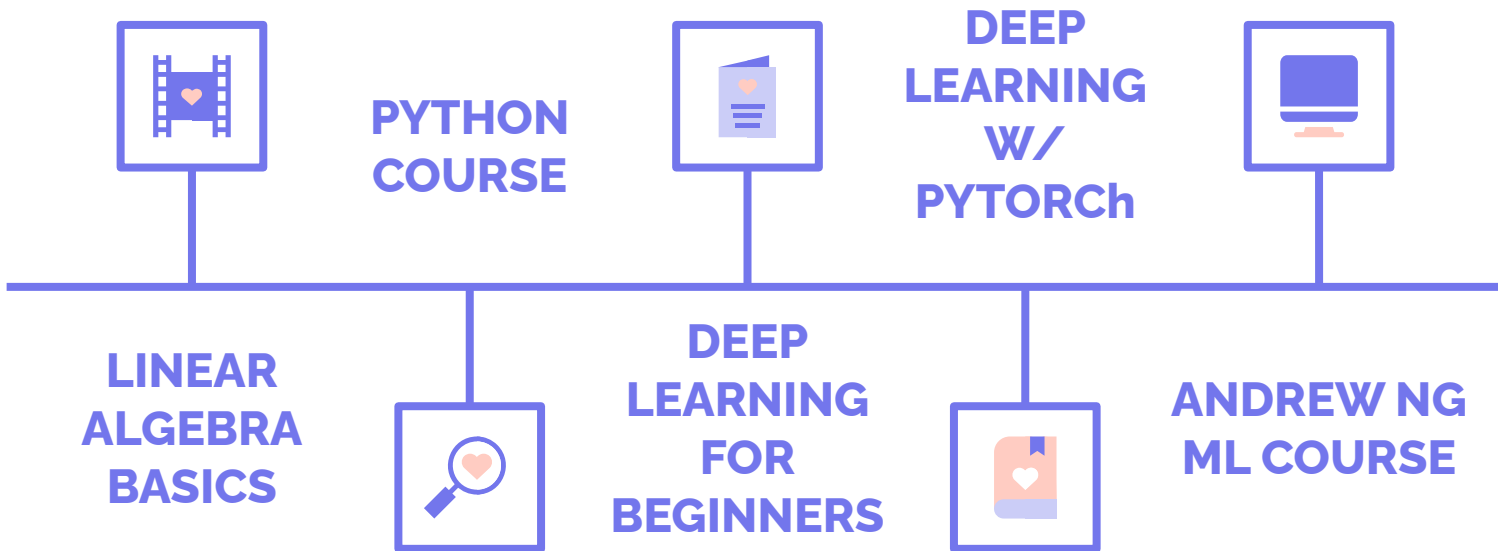
02

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04



# A TIMELINE





## SOMETHING INTERESTING...



01

02

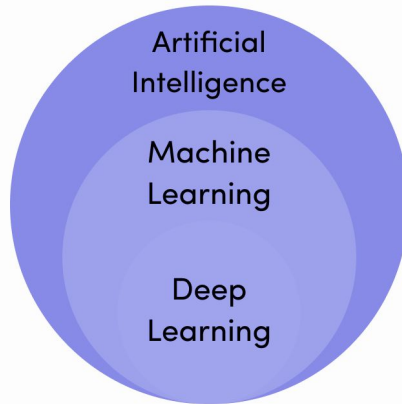
03

04



# DEEP LEARNING

ML technique that learns features  
directly from data





## SOMETHING INTERESTING...



01

02

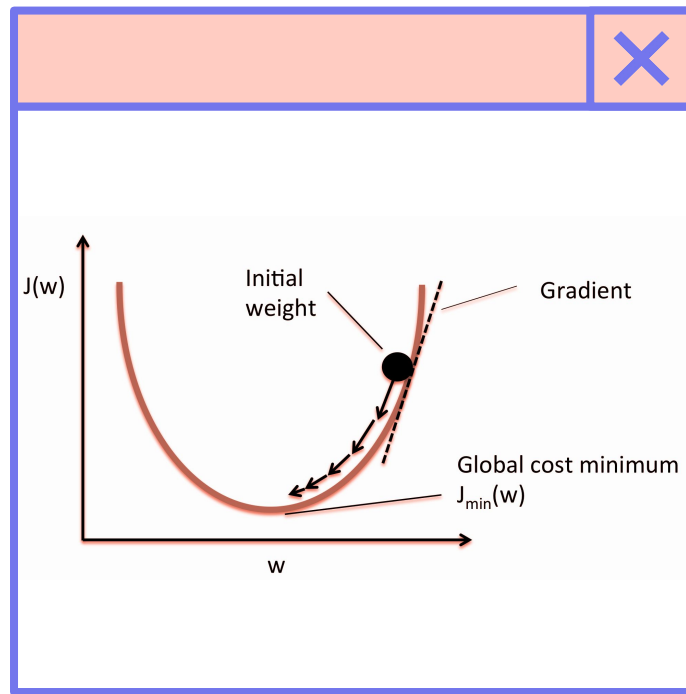
03

04



# GRADIENT DESCENT

Critical tool used in order to minimize cost function in ML algorithms





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# 03. OBSTACLES



What obstacles did I run into  
pertaining the subject matter?



01

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# OVERESTIMATING MY PYTHON ABILITIES



Solution: Refreshed my skills by  
taking a Python course



# UDACITY DEEP LEARNING COURSE



01

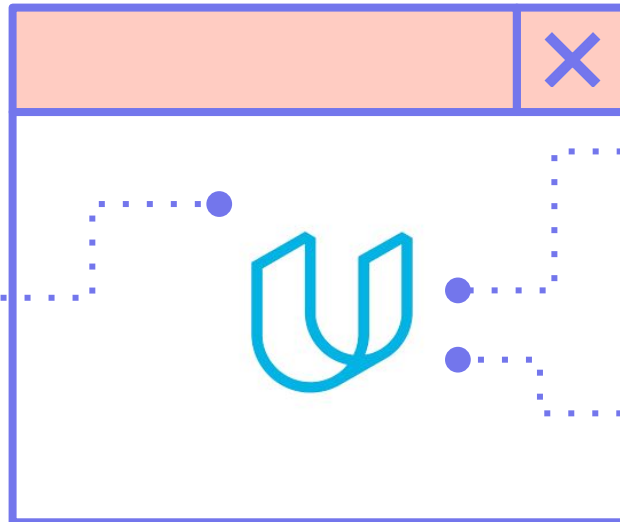
02

03

04



NO  
FEEDBACK  
ON QUESTIONS



JUMPED  
AROUND

ONLY VIDEOS



01

02

03

04



# 04.

## FUTURE GOALS



What are my goals for the remainder of the year?





# WRITING ARTICLES



01

02

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04



Publish articles about  
different AI topics on my  
Medium profile and actual  
publications

The Medium logo, consisting of a black circle followed by the word "Medium" in a bold, sans-serif font.



# CREATE AN ML PROJECT

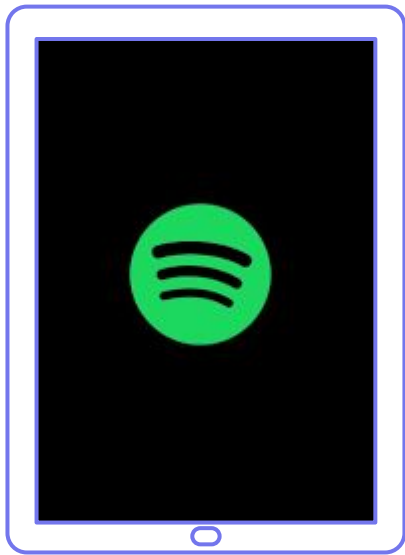


01

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Classification project with  
Spotify's API



01

02

03

04

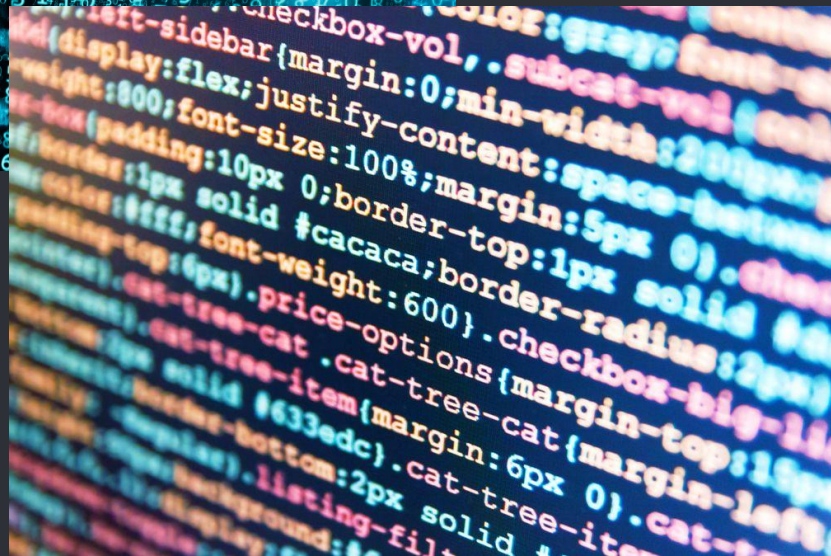


**THANK YOU!**

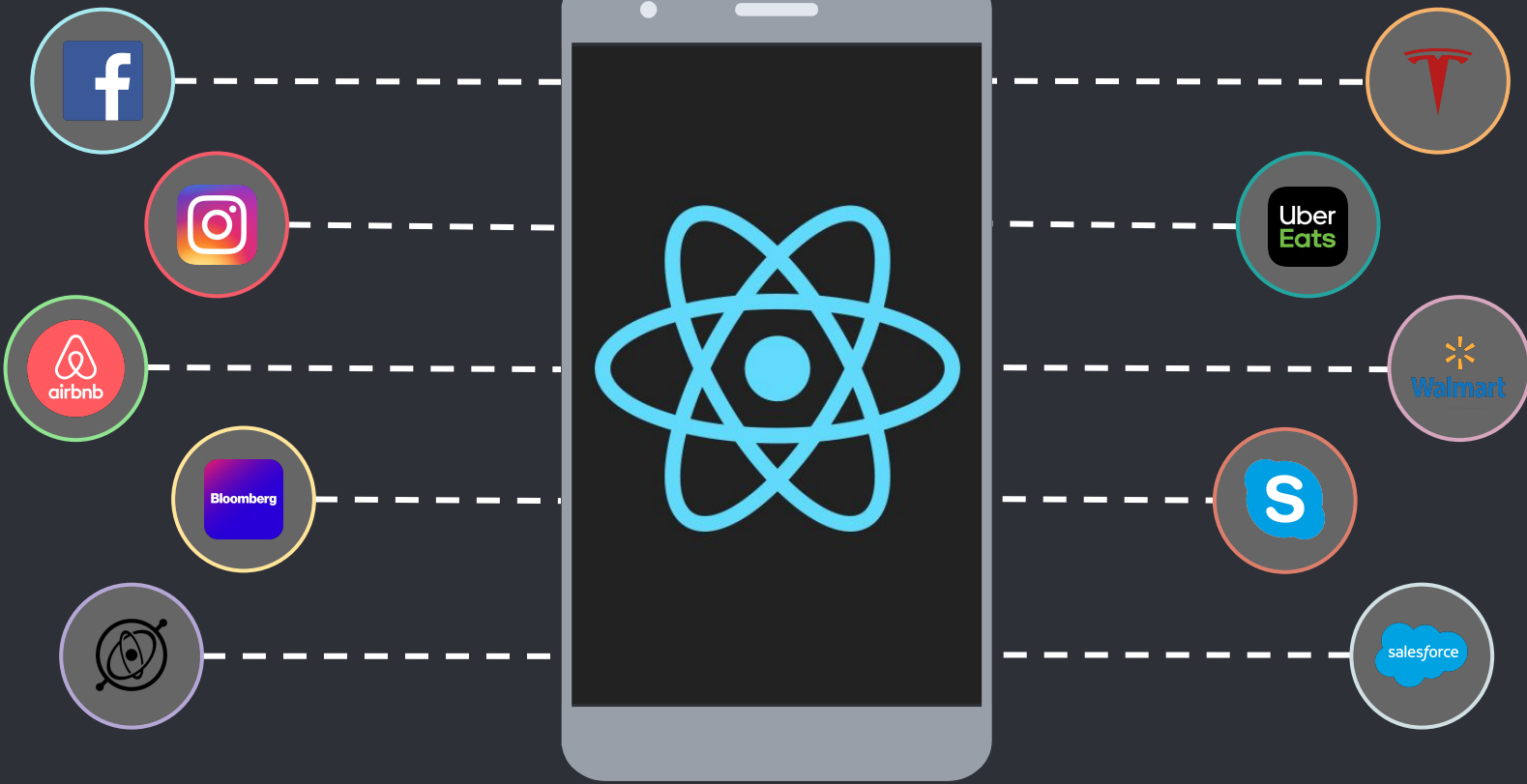


# Application Development

Sofia Wissert







# REACT NATIVE

## Installation

- Npm
- Node.js
- Homebrew and Watchman
- Xcode
- React Native Expo CLI

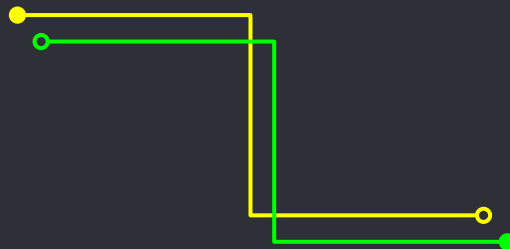
## Publication

- Transport Security
- Release Scheme
- Build App for Release
- Submit to App Store

# Building an App with REACT NATIVE

## Development

- Folder Structure
- HTML
- CSS
- React (Javascript/JSX)
- Running App on IOS





## Folders, Packages, Modules

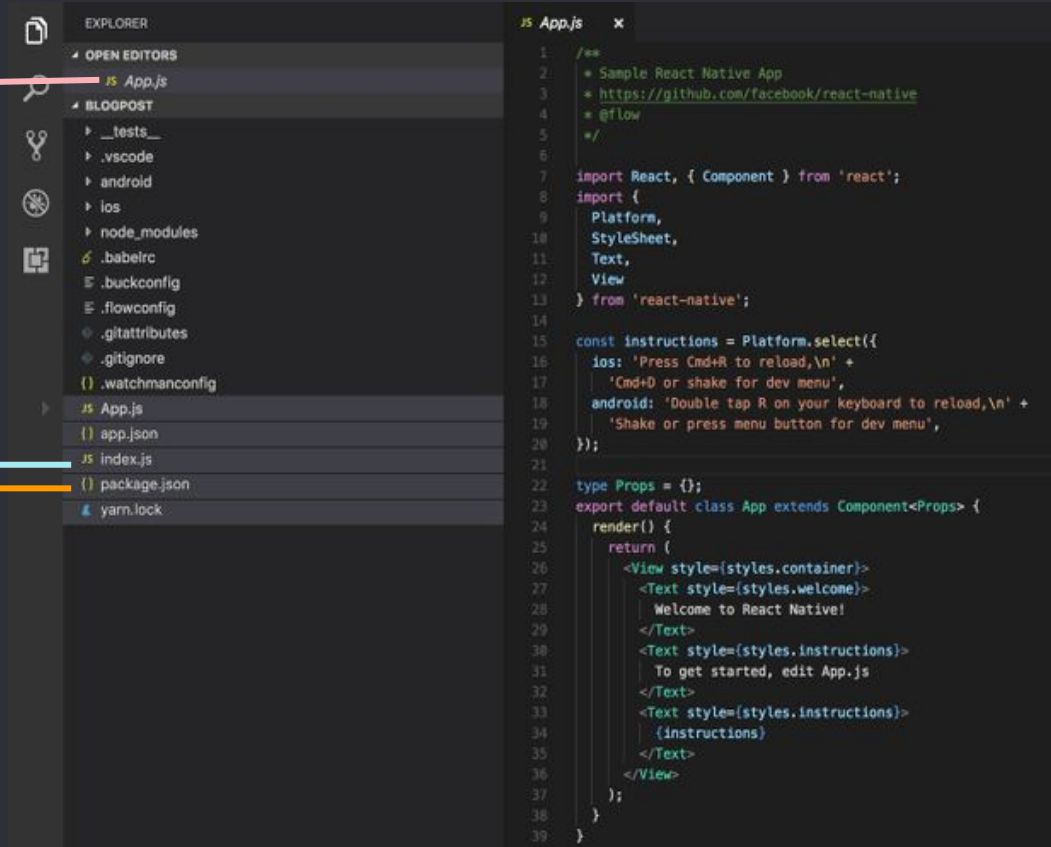
## IDE

## Simulated App

App.js

Index.js

Package.json



The screenshot shows the VS Code interface with three main panels. The Explorer panel on the left shows a file tree with 'App.js' selected. The Editor panel in the center shows the code for 'App.js'. The Simulated App panel on the right shows a mobile app interface.

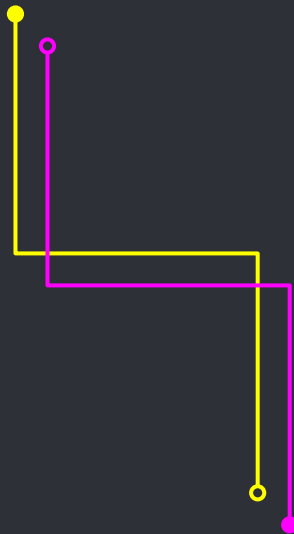
```
1  /**
2   * Sample React Native App
3   * https://github.com/facebook/react-native
4   * @flow
5   */
6
7  import React, { Component } from 'react';
8  import {
9    Platform,
10   StyleSheet,
11   Text,
12   View
13 } from 'react-native';
14
15 const instructions = Platform.select({
16   ios: 'Press Cmd+R to reload,\n' +
17     'Cmd+D or shake for dev menu',
18   android: 'Double tap R on your keyboard to reload,\n' +
19     'Shake or press menu button for dev menu',
20 });
21
22 type Props = {};
23 export default class App extends Component<Props> {
24   render() {
25     return (
26       <View style={styles.container}>
27         <Text style={styles.welcome}>
28           Welcome to React Native!
29         </Text>
30         <Text style={styles.instructions}>
31           To get started, edit App.js
32         </Text>
33         <Text style={styles.instructions}>
34           {instructions}
35         </Text>
36       </View>
37     );
38   }
39 }
```

**Welcome To  
React Native**

To get started, edit App.js  
Press Cmd+R to reload,  
Cmd+D or shake for dev menu

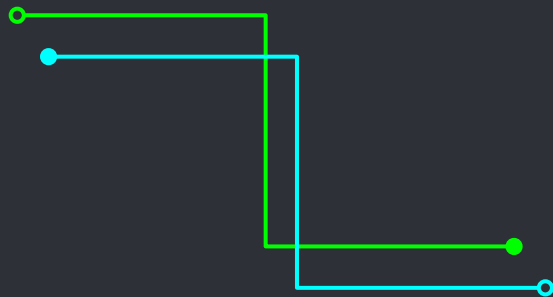
# Organization/Formatting of HTML

- ❖ Inline and Block Elements/Tags
- ❖ Tag, Href, and Target Attributes
- ❖ Semantic Tags
- ❖ HTML images, comments, headings, paragraphs, links, forms, lists, quotations, buttons, tables, citations



# Organization/Formatting of CSS

- ❖ Inline CSS, Internal CSS, External CSS
- ❖ Classes v. IDs
- ❖ CSS Selectors
- ❖ CSS Colors and Web Safe Fonts
- ❖ Box Model: Margins, Borders, Paddings
- ❖ Formatting Styles of Text, Borders, and Lists, Links, Forms, Buttons, and Floating Elements
- ❖ Psuedoclasses with Lists
- ❖ Position in CSS - Static, Relative, Absolute, Fixed, Initial, Inherit



# HTML

VS.

# HTML + CSS

## Making businesses more productive with digital tools and applications for the web.

Latest blog post

Building an Application: What to Expect from the Discovery Phase



[Oliver Creswell](#)

01/03/2017



- Absolutely spot on article! The magic of microcopy  
<https://t.co/aEewVGKoGV> #UX #applicationdesign

@browserlondon 08:55 AM Mar 7th

## Making businesses more productive with digital tools and applications for the web.

Latest blog post

Building an Application: What to Expect from the Discovery Phase



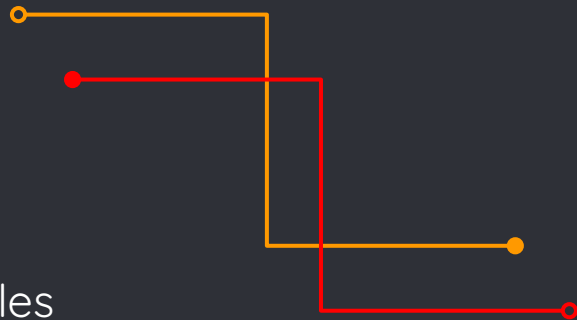
Oliver Creswell

01/03/2017



# Organization/Formatting of **React (JS)**

- ❖ JSX
- ❖ Class and Function Components
- ❖ React Props, Events, Conditional Statements, Lists, Keys, Forms
- ❖ React Hooks
- ❖ Passing Arguments
- ❖ Logical and Ternary Operators
- ❖ Inline styling, CSS stylesheets, CSS Modules



```
* Failed to load resource: net::ERR_BLOCKED_BY_AD  
* Failed to load resource: net::ERR_BLOCKED_BY_AD  
* Failed to load resource: net::ERR_BLOCKED_BY_AD  
* Failed to load resource: net::ERR_BLOCKED_BY_AD  
* Failed to load resource: net::ERR_BLOCKED_BY_AD  
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* Failed to load resource: net::ERR_BLOCKED_BY_AD  
* Failed to load resource: net::ERR_BLOCKED_BY_AD  
* Failed to load resource: net::ERR_BLOCKED_BY_AD  
* Failed to load resource: net::ERR_BLOCKED_BY_AD  
▶ React caught an error thrown by BuggyCounter. You should fix it.  
React will try to recreate this component tree from scratch using the most recent props and state.  
Error: I crashed!
```

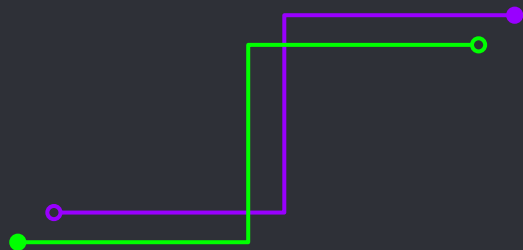
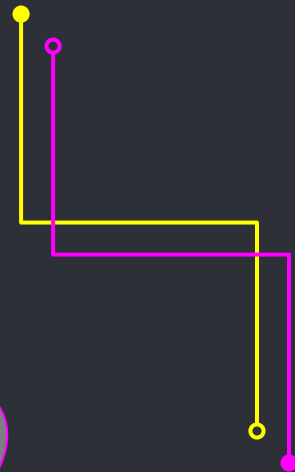
React caught an error thrown by BuggyCounter. You should fix this error in your code. [react-dom.development.js:7708](#)  
 React will try to recreate this component tree from scratch using the error boundary you provided, ErrorBoundary.

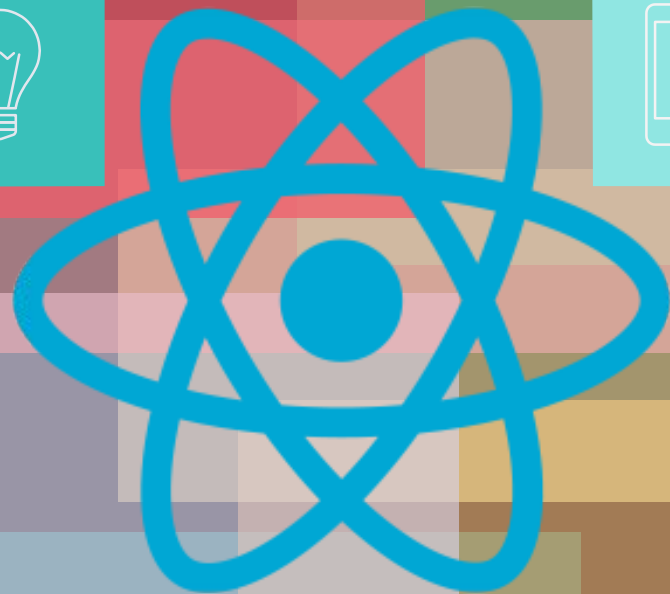
Error: I crashed!

```
The error is located at:
  in BuggyCounter (created by App)
  in ErrorBoundary (created by App)
  in div (created by App)
  in App
```

What does this do?

What can I do with this?





React Native





THANK YOU!

ANY QUESTIONS?



# **School Culture & Climate Initiative**

## **West Essex Regional School District**

### **School Climate Assessment and Improvement Process**

**March 21, 2022**

**Supporting, Connecting and Empowering Schools**

# Introductions

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**Stacy Strohmeier**

- o Middle School - School Culture and Climate Consultant

**Patrick Fennell**

- o High School - School Culture and Climate Consultant

**Elizabeth Hansen Warner**

- o Founder and Co-Director - *School Culture and Climate Initiative*
- o President - *SEL4NJ*

**Patricia Heindel, Ph.D.**

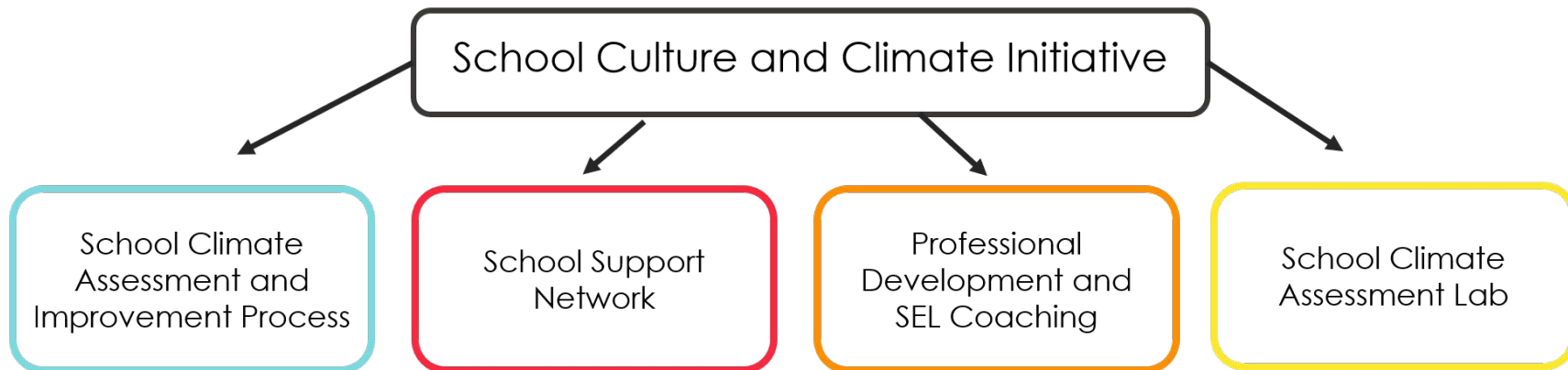
- o Founder and Co-Director - *School Culture and Climate Initiative*
- o Co-Director - *Academy for Social-Emotional Learning in Schools*
- o *SEL4NJ- Board of Trustees*
- o Dean, School of Professional Studies – *Saint Elizabeth University, Morristown, NJ*



**Web-site - School Culture and Climate Initiative**  
– [www.schoolcultureandclimate.org](http://www.schoolcultureandclimate.org)

# School Culture and Climate Initiative

Based at the Center for Human and Social Development  
at Saint Elizabeth University, Morristown, NJ



## Our Focus Today

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Review the goals of the climate work at West Essex

Share data – strengths and opportunities which emerged from the climate survey

Discuss focus and activity so far and next steps

Discussion and Questions

# School Culture and Climate Initiative

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## School **C**limate **A**ssessment and **I**mprovement **P**rocess- **SCAIP**

- Based on Maurice Elias's work developed originally via the Developing Safe and Civil Schools (DSACS) grant. Now considered best practice for school climate improvement.
- SCAIP – have partnered with over 140 schools
- 3 year comprehensive, coordinated, supported, **process**
- **Process** includes **data collection, data analysis, in-school support, co-created school improvement plans, professional development**
- Schools participate in the SCAIP PLC that is focused on 'process'

# The Goals of the Climate Work

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- **Support** and **facilitate** a **data-driven** approach to intentional school climate improvement
- Over the course of 3 years **impact the key indicators**\* of a positive school climate for both staff and students
- **Build capacity** within the school for ongoing climate work after the 3 years

\*Staff indicators example: staff morale, professional interaction, effective discipline police. Student indicators example: student connectedness, student voice, respect, friendship and belonging, utility of learning

# Important Components of the Process

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- Visibility of work
- Engage staff voice
- Engage student voice
- **Build a strong foundation –  
it is not a race!**





# Year 1 - Focus

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## Focus

- Visioning and Core Values
- Data- Gathering - Inventory / Resource Mapping / climate survey
- Identification of strengths and opportunities
- School action plans
- Connections reinforced between SCAIP process and other related efforts

# Year 1 (2021-2022)

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## District level

- *Meeting(s) with District Leadership Team*

## Building level

- *Building meetings with principal and core staff*
- *SCAIP 101's (all staff PD)*
- *Initial team launch meeting*
- *Administration of climate survey*
- *Data review (2-3 hours)*
- Regular monthly team meetings
- 6-8 week school improvement action plans based on strengths and opportunities which emerged from the data

## Coordination

- Inventory / Resource Mapping
- Identification of strengths and opportunities
- School action plans
- Connections reinforced between SCAIP process and other related efforts

## Middle School and High School Data and Progress So Far

# Middle School

---

- **Data Review** held with team December 7<sup>th</sup> – very well attended great conversation
- **Staff team**
  - Shared with full staff Monday March 21<sup>st</sup>
  - Team led a whole group discussion, which included insights/takeaways, Q&A, and brainstorming.
- **Student team** – will be formed (planning will occur at March 29<sup>th</sup> meeting)

# A few highlights from the data – middle school

---

## School Climate Strengths

- School Connectedness
- School Pride
- Supportive Staff
- Respect

## School Climate Opportunities for Improvement

- Student Voice
- Utility of Learning
- Student School Approval

## Students' Perceptions of Bullying

- Frequency: slightly negative range
- Knowing what to do: slightly positive range
- Mainly cyberbullying and with words

# A few highlights from sub-group comparisons

---

## Grade Level

- no significant differences between 7<sup>th</sup> and 8<sup>th</sup> grade students

## Gender Identity:

- No significant differences between students who selected “male” and “female.”
- Those who selected “non-binary” or “not listed here” had significantly lower ratings on school climate indicators.
- Males reported less bullying than the three other groups which were not different from each other. Females reported highest rating for cyberbullying.

## • Race/Ethnicity:

- Black and Indian/Pakistani students rated Respect and Friendship & Belonging lower, but all groups indicated similar perceptions on other indicators.

# Staff – Middle School

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## Staff Climate Strengths

- Supportive Staff
- Parent Support
- Quality of Professional Interaction

## Staff Climate Opportunities

- Effective Discipline
- Supportive Leadership

## Other

- Morale rated in the neutral range
- Reported excessive work demand
- Overall satisfaction rated in the slightly positive range

# Parents/Staff/Students

---

- Students felt differently about a few things that the parents and staff -
  - Respect and friendship higher
  - Student school approval and utility of learning lower
- All groups agreed on
  - Student Voice (low)
  - Supportive Staff (high)
  - Teacher School Approval (high)
  - School Pride (high)
- Staff thought there was more bullying



# Middle School Next Steps

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- The staff team is meeting again on March 29th
  - Agenda
    - Updates on Departmental Breakfasts
    - Update on Student Team
    - Review Padlet Responses
    - Identify Next Steps
- Formation of student team
- Program Inventory – ongoing



**School Culture &  
Climate Initiative**

# School Climate Survey

High School Students  
N=941

**Supporting, Connecting and Empowering Schools**

# High School

---

Data Review held with team December 7<sup>th</sup>

- very well attended / great conversation

Staff team

- Staff team shared data at full staff meeting
- All staff invited to contribute and share additional ideas – led by the culture and climate team

Student team

- In the process of being formed

# A few highlights from the data – high school

---

## School Climate Strengths

- School Connectedness
- School Pride
- Respect

## School Climate Opportunities for Improvement

- Student Voice
- Utility of Learning
- Student School Approval

## Students' Perceptions of Bullying

- Frequency: slightly negative range
- Knowing what to do: slightly positive range
- Mainly cyberbullying

# High School Student Subgroup Comparisons

---

**Grade Level** - No differences between grade levels except

- 9<sup>th</sup> grade students reported highest School Pride
- 12<sup>th</sup> grade students the lowest School Pride.

## **Gender Identity**

- No significant differences between students who selected “male” and “female.”
- Those who selected “non-binary” or “not listed here” had significantly lower ratings on school climate indicators.
- Those who selected “non-binary” reported a very high rating for bullying frequency and cyberbullying. This group and those who chose “not listed here” reported low ratings for knowing what to do about bullying.

## **Race/Ethnicity**

- All groups indicated similar perceptions regarding Respect, Friendship & Belonging, Student Voice, Support, and Connectedness.

# School Climate Survey: High School Staff

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## Climate Strengths

- Supportive Staff / Supportive Parents
- Quality of Professional Interaction
- Appraisal & Recognition

## Other

- Morale rated in the slightly positive range
- Reported excessive work demand
- Overall satisfaction rated in the positive range

## Staff Climate Opportunities for Improvement

- Supportive Leadership
- Effective Discipline

# Student/Staff/Parent

---

- Students felt differently about a few things than the parents and staff
  - Students rated Student School Approval and Utility of Learning lower
- All groups agreed on
  - Student Voice (low)
  - Supportive Staff (high)
  - Teacher School Approval (high)
  - School Pride (high).
- Students' and staff perceptions of bullying did not differ. Similar ratings for frequency and both rated cyberbullying very high.

# High School Next Steps

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- The staff team is meeting again on March 30th

## Agenda includes

- student team formation
  - Identify next steps based on staff input
- 
- Formation of student team
- 
- Program Inventory – ongoing



## District wide

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- Middle school and high school had similar strengths and opportunities
- Will be exploring and identifying: what are the drivers that promote the consistency between buildings
- Stacy and Patrick are working together to ensure coordination between buildings

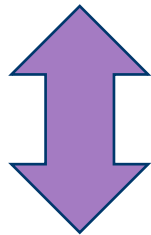
Questions and Discussion

Thank You!

# The Foundation

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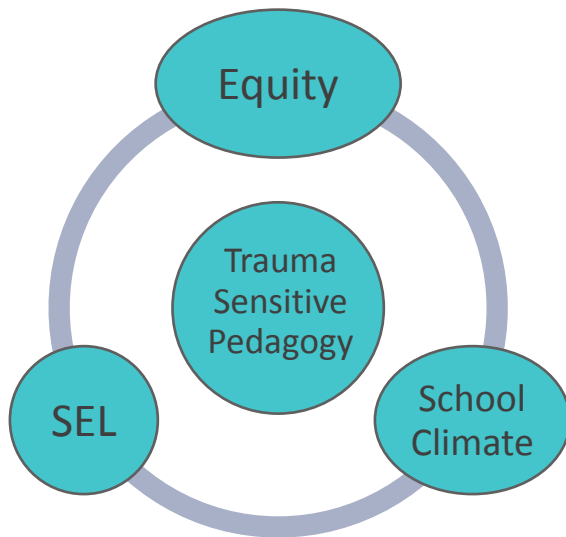
The **social-emotional skills** of students and staff create the foundation for a positive school climate.



In a positive **school climate**, teaching and learning can happen and all are respected, heard, valued, and supported.

# Integrated Approach to Climate Improvement, SEL, and Equity

*School climate* improvement, **social emotional learning** and **educational equity** are **interdependent** - not competing interests.



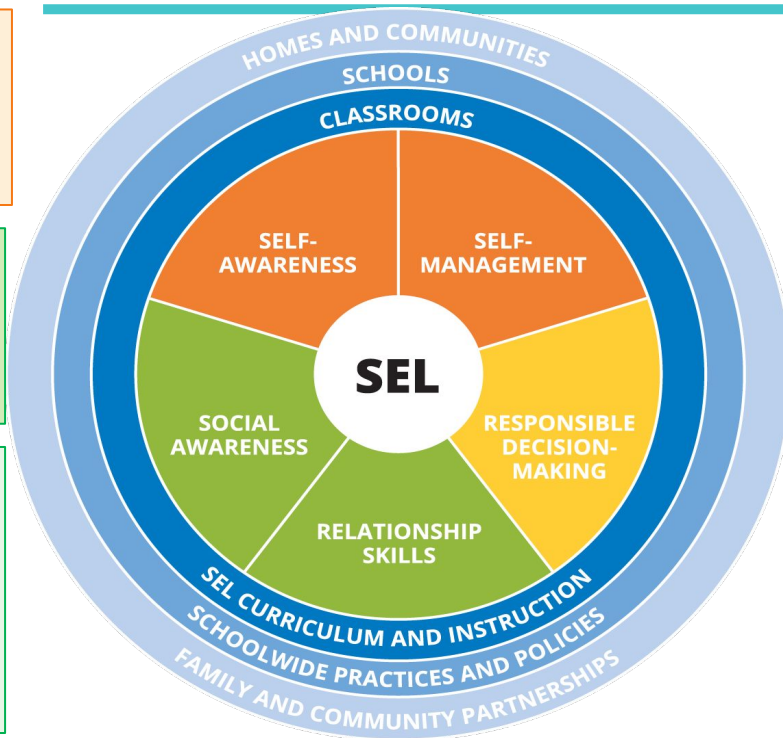
The goal of all is to create school environments where ALL feel **respected, valued, safe, connected** and **welcomed**.

# CASEL 5: SEL Competencies

- **Identifying emotions**
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence

- Perspective-taking
- **Empathy**
- **Appreciating diversity**
- **Respect for others**

- **Communication**
- Social engagement
- **Building relationships**
- **Working cooperatively**
- **Resolving conflicts**
- Helping/Seeking help



- **Impulse control**
- **Stress management**
- **Self-discipline**
- Self-motivation
- Perseverance
- **Goal-setting**
- **Organizational skills**

- **Identifying problems**
- **Analyzing situations**
- **Solving problems**
- Evaluating
- Reflecting
- Ethical responsibility

[www.casel.org](http://www.casel.org)

# Guidance Department

*Lisa Hulse*

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## Guidance Department Overview

<https://express.adobe.com/video/6FVCd9I7Q9cwC>

# Staff Development Day - February 22, 2022

*Kimberly Westervelt*

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## FOCUS ON SEL & WELLNESS

- **PD session options driven by district goals**
  - Gratitude for the many in-house facilitators
- **Community partnership Health Fair**
  - Bright & Beautiful Therapy Dogs; Brucato Foot & Ankle Surgery; Good Vibes Yoga; Human Fitnetics; Metabolic Conditioning; NJ Spine & Joint; Nutrition Sisters; Optical Academy; Real Food from the Ground Up Snacks; West Essex YMCA; Zest
- **Staff Feedback**

# Middle School Principal's Report

*Lisa Tamburri*

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- Culture & Climate Initiative
- Grade-Level Field Trips



# High School Principal's Report

## *Caesar Diliberto*

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- Congratulations
  - Valedictorian - Jonathan Ding
  - Salutatorian - Daniel Martire
- Congratulations to the cast and crew of
  - The 25th Annual Putnam County Spelling Bee*
- **Academic Achievement & Induction Day - Wednesday, April 13**

# Upcoming Board Meeting

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## *Next Board Meeting*

April 11, 2022 - 7:30 pm - WEMS AUDITORIUM

[West Essex Youtube](#)

**For Board Information:**

[https://www.westex.org/district/board\\_of\\_education](https://www.westex.org/district/board_of_education)