



EPS Welcomes Back Administrators

New Principals/VPs announced; schools awarded for performance on PARCC



Superintendent Olga Hugelmeyer presented to administrators at the district's annual welcome back administrators event. During her presentation, Hugelmeyer announced the new principals and vice principals appointed for the 2017-2018 school year.

Samuel Etienne, Principal, School No. 2

Hollis Mendes, Principal, School No. 4

Robyn Azriel, Vice Principal, School No. 5B

Linda Ferreira, Vice Principal, School No. 9A

Dr. Mari Celi Sanchez, Principal, School No. 12

Alina Stewart, Principal, School No. 13

Gina Dalton, Principal, School No. 15

Antonio DiFonzo, Principal, School No. 16

Dr. Michael P. Wansaw, Vice Principal, School 21

Veronica Alvero, Principal, School 27

Joia Hill, Vice Principal, School No. 29

Sulisnet Jimenez, Principal, John E. Dwyer Technology Academy

Sean Black, Vice-Principal, John E. Dwyer Technology Academy (9th Grade Academy)

Dalia Elrakaybie, Vice-Principal, John E. Dwyer Technology Academy (9th Grade Academy)

Michael Robel, Vice Principal, Adm. William F. Halsey, Jr. Health & Public Safety Academy

John J. Byrne, Vice Principal, Alexander Hamilton Preparatory Academy

Danny Ortiz, Vice Principal, Thomas Jefferson Arts Academy

EPS Welcomes Back Administrators (cont.)



Hugelmeyer also announced new members of central administration for the 2017-2018 school year.

Judy Finch-Johnson, Acting Assistant Superintendent for Schools
Bartolomeo Candelino, Acting Director of Athletics
Sandra S. Nunes, Acting Director of Bilingual & ESL Education
Dr. Dorothy McMullen, Director of Special Projects
Diana Pinto Gomez, Director of Special Services
Antonino Arcieri, Coordinator of Building and Properties
Wilnes Jilus, Family and Community Outreach Coordinator
Rebecca Orellana, Supervisor of Bilingual and ESL- PK-12
Anthony DiDonato, Acting Supervisor of Guidance
Danica Davidman, Supervisor of Special Services
Justine McConkey, Supervisor of Special Services
Ileana Mena, Supervisor of World Languages

EPS Welcomes Back Administrators (cont.)

Director of Research, Evaluation, and Assessment Amy Gil presented data on the 2016-2017 PARCC assessments and schools were recognized that performed above the district average in Mathematics, English Language Arts, and Total Proficiency.

EPS Schools that performed above the EPS average in Mathematics on the 2017 PARCC Assessments

Terence C. Reilly School No. 7
 Elmora School No. 12
 Abraham Lincoln School No. 14
 Christopher Columbus School No. 15
 Madison-Monroe School No. 16
 Victor Mravlag School No. 21

William F. Halloran School No. 22
 Dr. Orlando Edreira School No. 26 @ 31
 Dr. Antonia Pantoja School No. 27
 Dr. Albert Einstein School No. 29
 Ronald Reagan School No. 30
 Elizabeth High School – Frank J. Cicarell Academy
 Alexander Hamilton Preparatory Academy

EPS Schools that performed above the EPS average in English Language Arts on the 2017 PARCC Assessments

Terence C. Reilly School No. 7
 iPrep Academy School No. 8
 Elmora School No. 12
 Abraham Lincoln School No. 14
 Madison-Monroe School No. 16
 Robert Morris School No. 18

Victor Mravlag School No. 21
 William F. Halloran School No. 22
 Dr. Orlando Edreira School No. 26 @ 31
 Dr. Albert Einstein School No. 29
 Ronald Reagan School No. 30
 Elizabeth High School – Frank J. Cicarell Academy
 Alexander Hamilton Preparatory Academy

EPS Schools that performed above the EPS average in Total Proficiency on the 2017 PARCC Assessments

Terence C. Reilly School No. 7
 Elmora School No. 12
 Abraham Lincoln School No. 14
 Madison-Monroe School No. 16
 Victor Mravlag School No. 21

William F. Halloran School No. 22
 Dr. Orlando Edreira School No. 26 @ 31
 Dr. Albert Einstein School No. 29
 Ronald Reagan School No. 30
 Elizabeth High School – Frank J. Cicarell Academy
 Alexander Hamilton Preparatory Academy

EPS Opens New William F. Halloran School No. 22



Elizabeth Public Schools opened its newest elementary school, William F. Halloran School No. 22, when students and staff returned to start the 2017-2018 school year.

The newly constructed School No. 22, located at 612 Pulaski Street, offers the capacity to serve the 920 students of Elizabeth Public Schools' gifted and talented program. The school is the tenth newly constructed school facility built in the district since 2004.

The students of School No. 22 have been housed at Monsignor João S. Antão School No. 31 since that opened as a newly constructed school facility in September 2006. Construction of the new School No. 22, which was built adjacent to the old School No. 22 (now the J. Christian Bollwage Finance Academy), began in December 2015.

"We are excited to bring the gifted and talented program of School No. 22 back to its roots" said Elizabeth Public Schools Superintendent Olga Hugelmeyer. "This program has been a hallmark of excellence at Elizabeth Public Schools, earning National Blue Ribbon recognitions by the U.S. Department of Education in 2006 and 2014. I am certain that the students and staff of School No. 22 will bring the same standard of excellence to this new school building."

Amenities of the new 140,000-square-foot School No. 22 include 34 general education classrooms, three special education classrooms, six science demonstration rooms and labs, a gymnasium, a cafeteria, a multi-purpose room with stage, an iLeap digital media center, and administrative offices.

"The Elizabeth Board of Education is proud to bring another newly constructed, state-of-the-art school facility to our community that will prepare our students for college and career success at no additional cost to local taxpayers," said Board President Stanley Neron.

EPS Continues Partnership with NYU to Enhance STEM Education



The National Science Foundation (NSF) has awarded NYU's Steinhardt School of Culture, Education, and Human Development a \$2.5 million grant to partner with Elizabeth Public Schools in the effort to improve computer science and computational thinking at the elementary school level.

The grant is part of the NSF's STEM (Science, Technology, Engineering and Math) + Computing Partnerships (STEM+C) program, which seeks to address the urgent need to prepare students from early childhood through high school with essential skills to successfully participate in a world in which computing plays an increasing role. STEM+C promotes computational thinking and computing activities in the classroom through integrating computing in STEM education as well as STEM content in computer science education.

The NSF awarded NYU Steinhardt the grant to develop a year-long fifth-grade science curriculum with a focus on English learners that integrates computational modeling. The curriculum will align with the Next Generation Science Standards (NGSS), an effort to rethink and improve how science is taught and learned in U.S. classrooms. Since their release in 2013, the NGSS were adopted by 18 states and D.C. while other states have adapted the standards.

EPS Continues Partnership with NYU to Enhance STEM Education (cont.)

The science curriculum will integrate computational models using StarLogo Nova, a block-based programming environment, to allow students to model causal relationships that explain the studied phenomena, such as what happens to garbage over time. To determine the feasibility of implementing the curriculum in classrooms, the researchers will gather data through focus groups, classroom observations, and teachers' feedback. To measure learning outcomes, students will complete assessments of science and computational thinking.

NYUSteinhardt

Steinhardt School of Culture, Education, and Human Development



**Massachusetts
Institute of
Technology**



**VANDERBILT
UNIVERSITY**

The three-year grant began August 1, 2017. The project is led by Okhee Lee, Professor of Childhood Education at NYU Steinhardt, along with NYU Steinhardt's Lorena Llosa, MIT's Eric Klopfer, and Vanderbilt's Corey Brady and Douglas Clark.

The grant continues an already successful partnership forged between Elizabeth Public Schools and NYU Steinhardt. The National Science Foundation (NSF) previously awarded \$3 million to researchers at the NYU Steinhardt and Stanford University Graduate School of Education to create a language-focused science curriculum for fifth graders to be used in Elizabeth Public Schools and schools in California beginning in September 2015. The project focused on developing STEM education that supports English language learners.

"Elizabeth Public Schools is pleased to be extending its partnership with NYU's Steinhardt School of Culture, Education, and Human Development in the effort to enhance STEM and computer science education," said Elizabeth Public Schools Superintendent Olga Hugelmeyer. "As the need for skilled labor in the STEM career fields continues to increase in the 21st century, it is imperative that we provide our students high quality instruction and a rigorous curriculum that prepares them for success."

"On behalf of the Board, I would like to thank the people from NYU, MIT, and Vanderbilt for selecting to work with our school district on such an important project," said Elizabeth Board of Education President Stanley Neron. "We are eager to continue our partnerships with educational institutions and organizations such as NYU, MIT, and Vanderbilt that are at the forefront of where we are heading as a society in terms of our economy and workforce. As the scope of our economy continues to expand to a global level, we want to ensure that we are producing globally competitive students."

EPS Summer Enrichment Program Explores Under the Sea



Students of the Summer Enrichment Arts Program in grades 1-12 explored different facets of the fine and performing arts and participated in activities across the curriculum based on the theme “Under the Sea”. Hands-on activities were to be utilized to explore math, science, language arts, and social studies infused into a focus on the fine and performing arts. The lessons were created around a broad spectrum of art activities, integrated with interdisciplinary activities as they relate to sea life and the ocean.

A variety of art projects were created while exploring different mediums to produce an amazing study of the ocean and all of its facets. Through photography, sculpture, ceramics, drawing, and painting, students made sea life and coral reef that adorned the gymnasium of School No.21 to end the summer in an art show to remember.



Students in the theater arts wrote and produced a show highlighting the importance of keeping our ocean and beaches free from garbage and introduced scientific vocabulary explaining the tides and animals that live within the sea. They learned first hand how to design costumes and write songs to be sung for a memorable performance. The band offered a grand introduction to the festivities with a booming performance.

Among the concepts and skills learned by students was writing clearly and visually expressing writing skills through proper sentence structure with picture prompts, solving mathematical problems as it relates to dance, drama, space and form, and understanding historical time periods and current issues around the preserving of sea wildlife.

School No. 2 to Host Jazz House Kids Residency



As part of a rich and robust partnership shared between the Elizabeth Public Schools Performing Arts department and Jazz House Kids of Montclair, NJ., the Jazz House Kids will have a year long residency at Winfield Scott School No. 2 as part of their After School Enrichment program.

Jazz House Kids, a community-based arts organization with a mission to provide year-round musical, educational, and cultural programs to students in grades K-12, teachers, adults, and families from diverse backgrounds helped to establish the residency.

Guest artists will work with our faculty in teaching students, family and community members how to sing and play jazz music. This partnership is designed to enrich the lives of the School No. 2 community as well as raise the social/emotional learning of the students.

In addition, Jazz House Kids, through their Give An Instrument, Build A Musician program, will be donating new instruments to School No. 2 as well as Toussaint L'Ouverture – Marquis de Lafayette School No. 6, joining Nicholas S. LaCorte – Peterstown School No. 3 and Benjamin Franklin School No. 13 in receiving instruments and master classes as a part of the program.

Jazz House Kids' Give An Instrument, Build A Musician Program provides students in New Jersey public schools with donated rental instruments so they can participate in their school bands, and attend masterclasses with accomplished jazz musicians. Jazz House Kids has provided dozens of masterclasses to participating schools in the last year alone.

Former EPS Bilingual Student Now Employed at Google



New Jersey's Science &
Technology University

Elizabeth Public Schools' goals *for every child* are college preparedness, career readiness, and "on-time" graduation. The district's ALL MEANS ALL philosophy is highlighted by the success of a former student of the John E. Dwyer Technology Academy bilingual program.

Class of 2012 graduate Mariuxi Vasconez is currently an Information Technology Resident at Google. Her relationship with Google began when she received a four-month internship at the tech giant in Ann Arbor, Michigan in 2016. Receiving an internship at Google is ultracompetitive, with thousands of students submitting resumes to the company on a daily basis. Interestingly, in Vasconez's case, it was a recruiter from Google that asked for her resume as she attended the 2014 Society of Hispanic Professional Engineers (SHPE) conference and job fair.

The responsibilities of a Google Information Technology Resident include providing support across all channels, including chat, email, phone, video, in-person, etc.; troubleshooting across Google's corporate resources, applications, and various operating systems, including Linux, OS X, Windows, Chrome OS and Android platforms; and supporting various services such as video conferencing, remote access, new internal products and mobile technology.

Vasconez, like all Elizabeth Public Schools students, has a unique background. She was born in Ecuador and moved to Barcelona, Spain with her mother when she was 7 years old. Nine years later, when she was 16, her and her mother moved to America so that she could attend American high school in America and get into a top U.S. university. During her two years at Dwyer Technology Academy, as a member of the bilingual program, she maintained a weighted grade-point-average of 3.96 and was an honor roll student during her last seven marking periods, including the last two marking periods of her senior year as a Superintendent's Scholar.

She attended New Jersey Institute of Technology, where she received a Bachelor of Science Degree in Business and Information Systems. She continued to be an excellent student at NJIT, maintaining a high GPA in a demanding major and serving as a campus leader in the role of vice president of SHPE. She was also co-founder of the Latin American Student Organization (LASO) at NJIT.

WE REMEMBER



Arcelia Castillo, 49



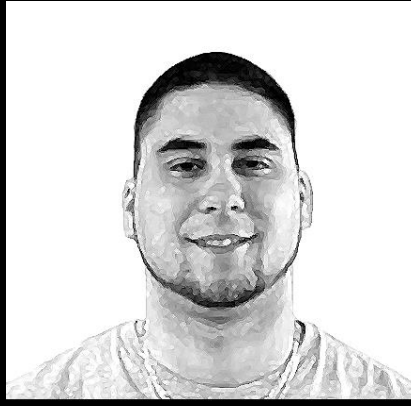
Carlos S. DaCosta, 41



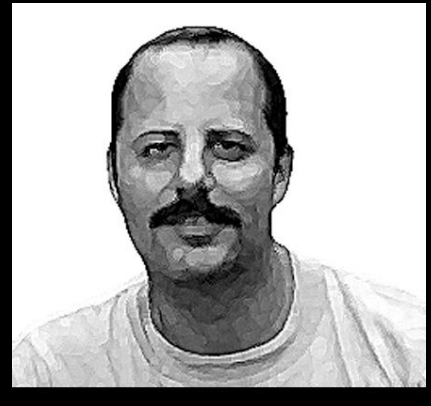
Colleen Laura Fraser, 51



Margaret Susan Lewis, 49



Frankie Serrano, 23



Anthony Tempesta, 38

On the 16th anniversary of September 11, 2001, Elizabeth Public Schools honors and remembers the heroes and the fallen, those who helped save lives and who lost their lives, during the tragic and devastating events. In particular, we honor and remember the six Elizabeth residents who lost their lives on that fateful day: Arcelia Castillo, Carlos S. Da Costa, Margaret Susan Lewis, Frankie Serrano, and Anthony Tempesta, who lost their lives in the collapse of the World Trade Center; and Colleen Laura Fraser, who was one of 38 passengers to lose their lives in the crash of United Flight 93.

May God bless all those affected by the tragic events on this day sixteen years ago and may God bless the USA.

EQUITY

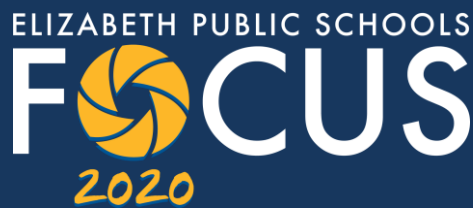
As a nation, America's Promise is that every child, regardless of race, ethnicity or social class, should receive a high quality, academically rich and rigorous public education.

EXPECTATIONS

The concept of high expectations is premised on the philosophical and pedagogical belief that a failure to hold all students to high expectations effectively denies them access to a high quality education, since the educational achievement of students tends to rise or fall in direct relation to the expectations placed upon them.

EXCELLENCE

Educational Excellence is defined as students performing at high levels or where students are making significant gains in academic achievement helping to prepare every child for global competitiveness.



Student

We believe ALL students can learn and achieve at high levels regardless of race, ethnicity, culture, neighborhood, household income or home language.

ALL Means ALL. We will narrow the achievement gaps of students by providing a high quality education to ensure that ALL of our students are college and career ready.

Teacher

We believe teachers make a positive difference in student achievement. Teachers will prepare ALL students for success in college, career, and our technological global society.

We believe that teachers are central in a child's life. Having an effective teacher is the single most important factor in student success.

Leader

We believe that effective leaders demonstrate unwavering commitment to high levels of achievement for ALL students.

Leaders will exemplify and support practices that promote high levels of achievement for ALL students.

Family

We believe that parents and caregivers are both valued partners and active participants in their children's learning. A shared sense of mutual responsibility for learning is the foundation for family involvement to ensure student success.

We are committed to engaging parents and caregivers in their children's education. We will develop a coordinated strategy that enables parents and caregivers to play an active role in building and sustaining family support for their children's learning and academic success.

Team

We believe that every member of the Elizabeth Public Schools Team has a responsibility in producing and supporting high levels of achievement for ALL students.

Every member of the Elizabeth Public Schools team will make a measurable contribution to the success and achievement for ALL students by ensuring equitable distribution of resources throughout the organization.