



"The Bayonne Public School Family – Moving From Good to Great"

2018-2019

Michael A. Wanko, Ph.D.
Superintendent of Schools

For additional information, please visit the:
[Bayonne Public Schools Website](#)

Mission Statement

The Bayonne Public School mission is to provide a preeminent safe and inclusive educational environment to ensure that every student reaches their fullest potential. The Bayonne Public School District is a large and diverse community which prepares all students to develop their intellectual, emotional, aesthetic, social, and physical abilities, in a safe and welcoming environment. These goals are accomplished by providing outstanding, comprehensive learning opportunities through which students define skills and concepts, acquire knowledge, achieve personal excellence, realize their unique gifts, and become responsible and productive citizens. We are firm believers in lifelong learning and as such adopted the community education concept which encourages the use of all facilities throughout the year. The coordination with community resources, business partnerships, and outside agencies is vital to our commitment of providing the finest educational programs. Our curriculum is a living document that we are constantly updating to include a quality program. We utilize a variety of research-based methods and materials to meet the needs and abilities of our students.

District Goals to:

- Meet the needs of our diverse multicultural school population.
- Continue to improve student achievement at all grade levels for all students and decrease achievement gaps where they exist.
- Improve district communications through the use of the most effective communication tools to help foster successful home, school and community partnerships.
- Provide ongoing teacher training and professional development.
- Decrease chronic absenteeism rates to positively impact student achievement.

We are committed to raising the academic standards through the implementation of the common core standards. By raising standards and helping students develop critical thinking skills, students will achieve greater academic success. We respect individuality and promote family involvement. By working together as a team, we can achieve our goal of providing the best possible educational environment which will foster each child entrusted to our care to reach their fullest potential.

**BAYONNE SCHOOL DISTRICT
STRATEGIC PLAN**

2018 – 2019

“BAYONNE SCHOOL DISTRICT FAMILY - MOVING GOOD TO GREAT”
COMMITTEE MEMBERS

| PRIORITY AREA 1: STUDENT ACHIEVEMENT | PRIORITY AREA 2: STAFF DEVELOPMENT | PRIORITY AREA 3: TECHNOLOGY | PRIORITY AREA 4: OPERATIONS |
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| <p>Dawn Aiello George Becker Maryann Connelly Areta Costello Tara Degnan Karen Fiermonte Cathy Quinn, Ed.D. Nancy Ruane <i>Dan Ward (Captain)</i></p> | <p>PJ Baccarella Maureen Brown <i>Charles Costello (Captain)</i> Tim Craig Patricia Dziubek Monica Flynn Tom Jacobson Maria Kazimir Alana Ryan</p> | <p>Kim DeMedici Tom Fogu Stacey Janeczko Keith Makowski <i>Karee McAndrew, Ed.D.</i> <i>(Captain)</i> Al McCormick John Rickard Lisa Wasielewski</p> | <p>Rich Baccarella Kathy Bingham Renae Bush Christine Mercun Robert Pierce Mike Pierson, Ph.D. <i>Eric Ryan (Captain)</i> Mark Steinman</p> |

STUDENT ACHIEVEMENT (1)

Objective: To reduce chronic absenteeism among all students
Measure: School District Performance Report - chronic absenteeism % rate
Target: 1% decrease from 2017-2018 school year to 2018-2019 school year

| Project (Major Activities) | Benchmarks | Persons Responsible | Approximate Cost | Measures of Success by Student Outcomes | Status Update October, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update December, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update, June, 2019 Guiding Question: How did we do? |
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| Work with Realtime to develop custom attendance lists | September - November 2018 | Technology Staff | Time Realtime Fee TBD | Reduce chronic absenteeism by 1% | In communication with Realtime | Still communicating with Realtime; they are trying to create a customized report | 12/17/18 GoToMeeting with RealTime (Karen F & Dan W) Webinar Realtime presented options to better track attendance but it was deemed to costly to use their program |
| Monitor attendance data and practice | November 2018 February 2019 April 2019 June 2019 | Principal Vice Principal Attendance Office | Time | Reduce chronic absenteeism by 1% | Planning stage | Done monthly by teachers and administrators | Done monthly by teachers and administrators |
| Parent Outreach | Quarterly Report Card | Principal Vice Principal | Time | Reduce chronic absenteeism by 1% | Ongoing | PTO presentations & meetings; teacher communication | Each building engaged in parent outreach in a multitude of |

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| | | | | | | with families; hard copy communications | ways including having key information translated into Spanish as well as, when possible, Arabic |
| Recognize good and improved attendance by presentation of certificates, assembly, etc | November 15, 2018 February 7, 2019 April 17, 2019 June 20, 2019 | Principal Vice Principal Teachers Guidance School Nurse Central Office Administration | \$1,000.00 per school | Reduce chronic absenteeism by 1% | Planning and preparation stages | Quarterly ceremonies held to award certificates | Perfect Attendance Awards distributed; Incentives provided (exs: Tiger Tickets; Movie Nights; raffles) |

STUDENT ACHIEVEMENT (2)

Objective: Build the capacity of educators to increase the % of STEM-Based Programs and activities in Grades 4-8

Measure: Teacher/student participation in STEM related activities/programs

Target: STEM programs in 100% of elementary schools

| Project | Benchmarks | Persons Responsible | Approximate Cost | Measures of Success by Student Outcomes | Status Update October, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update December, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update, June, 2019 Guiding Question: How did we do? |
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| The Drone Project | 9/28/18 10/3/18 12/20/18 6/1/19 | Dr. Karee McAndrew Elementary Tech Teachers | \$10,030 (equipment; professional development for teachers; curriculum writing | Classroom observations; rubric & assessment scores; student and tech teacher feedback | Inaugural workshop held Materials purchased | Student surveys; curriculum written; teaching & learning taking place: (e.g. drone coding) | Drone lessons were provided for 7th & 8th grade students Teachers received 2 days of PD Curriculum was created and linked in Google Sites for Tech & Teacher staff |
| Math & Science middle school PLC's. | Orientation meeting June 2018 | Director of Mathematics & Director of Science Teachers | \$15,000 PLC | Students completing STEM based activities. | Creating PLC meetings/accepting letters of application/will create a google folder to share information. | 8 PLC's established: Henry Harris, Vroom, Robinson, Lincoln, Washington, Woodrow, Bailey, Oresko, 45 Teachers | PLC meetings successful. PLC topics discussed include: Integration of CER & STEM based activities (E-week) |

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| | | | | | | Board Approved on 10/30/18. Meeting schedules established at each school. | |
| Mindstorm Robotics Lego, Grade 7&8 Robotics | Grant application Letters of Application Club Meetings Competition | Director of Science | \$6,000 \$2,500 for PD | 11 elementary schools competing in competition. 11 Engineering notebooks. | Grant Application completed. | Grant Application approved for \$1,500 out of \$5,000. Next Steps: Job posting, resolution, PD session. Researching additional funding sources for program/equipment kits. | 6 month grant application complete. Competition Date June 4, Competition guidelines shared with teachers. District medals awarded 6/4/19. Certificates handed out for participation. Rubric used for scoring criteria. |
| We Do 2.0 Robotics Lego Grade 4 | PD Distribution of materials PD Part 2 Implementation Engineering Notebooks | Director of Science | \$18,473.40 for materials \$2,500 for PD | Implementation/documentation of 2 lessons per marking period in lesson plans | Two PD sessions set up Classroom observations Teacher Feedback Student Feedback | Beginner PD held on 9/28/18. Advanced level PD held on 11/15/18. Teachers documenting in lesson plans. Teachers keeping LEGO Log. Next Steps: Purchasing more kits per building. | Completion of Robotics Activity Logs. Review of Teacher Feedback on Activity Logs. Replacement parts will be purchased for 19-20. |

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| Gateways to STEM Grade 7,8 Mathematics, Grade 8 Science | Informing parents /community and recruiting students. Included in the 18-19 mathematics /science budget. | Director of Mathematics /Director of Science | \$6,000 from math and science budgets | Increased performance in mathematics and Science courses Increased performance on standardized tests | Teachers Parent Information Meeting Create Schedule | Gateways to STEM acceptance letters sent and the program started on December 8, 2018 at BHS. | December 8 - March 30, 2019. 308 students successfully completed STEM based activities in the areas of computer science, mathematics, & Integrated Science. |
| Capacity to have 11 elementary 0 period math programs. | Posting/ teachers submitted applications/ Board Resolution Sept. 2018 Parent informational letter/student contract | Director of Mathematics Principals/ teachers for the AM tutorial | \$30,000 general funds | Students identified in danger of failing mathematics will be notified to attend AM tutorial | 13 teachers were board approved, students were identified, letters mailed to parents, students were enrolled in the AM tutorial program and teachers were training to use IXL diagnostics | 355 gr 4-8 students are successfully enrolled in the elementary AM tutorial | Goal was met according to the language found in Regulation 5410; 227 students exited AM Math program as a result of passing grades |
| The use of IXL diagnostic testing | Training the teacher on Sept 28 and Oct 4, 2018 | Director of Math | \$26,000 for IXL from Math dept budget \$5,000 for consultants title 2A | Students in grade 4-8 complete diagnostic testing and track students hours on IXL | Teacher trained on IXL Sept 24, 2018 and Oct 4, 2018 | Students in the district completed the IXL diagnostic testing and individual students weaknesses have been identified | Students are continuously using IXL diagnostic and practice. Summer Bridge Assignment is an IXL assignment. Over 10,900,000 IXL questions were answered in the district. |

STUDENT ACHIEVEMENT (3)

Objective: Successfully introduce a Multiple Tiered System of Support (MTSS)

Measure: K-2 Teacher and K-12 Administrator knowledge and use of MTSS including select Tier 1, Tier 2, and Tier 3 Intervention strategies

Target: K-2 Teachers and Administrators will demonstrate a proficient level of knowledge and use of MTSS including select Tier 1, Tier 2, and Tier 3 Intervention strategies

| Project | Benchmarks | Persons Responsible | Approximate Cost | Measures of Success by Student Outcomes | Status Update October, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update December, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update, June, 2019 Guiding Question: How did we do? |
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| District-wide MTSS Team | October January March | Assistant Superintendent for Curriculum & Instruction Team Members | Time | Fewer referrals to I&RS Student access to Tier 2&3 interventions | Held inaugural meeting/ training (October 2018) | Have not met again | Follow-up meetings were held: 2/2/19 2/26/19 3/7/19 3/18/19 4/15/19 4/17/19 |
| Assess Teacher & Administrator Knowledge of MTSS | October January March June | Principals Vice Principals Directors Supervisors Teachers | Time | Fewer referrals to I&RS Student access to Tier 2&3 interventions | Planning stage: design assessment and/or conduct focus group(s) | Working on survey | Survey given and results show that staff already possessed a basic knowledge of MTSS Anecdotal records indicate that knowledge about MTSS has continued to grow |

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| Workshops on MTSS for teachers and administrators | October January March | Principals Vice Principals Directors Supervisors Teachers | \$18,000 | Fewer referrals to I&RS Student access to Tier 2&3 interventions | Held first training session with Dr. Zywicki | Scheduled for January 2 (all K-2) | Workshop was conducted on January 2 by Dr. Zywicki & Dr. Severens |
| Review the I&RS process | October January March | Assistant Superintendent for Curriculum & Instruction Team Members | Time | Fewer referrals to I&RS Student access to Tier 2&3 interventions | Reviewing information presented by Dr. Zywicki | Turnkey did not take place; no changes | District MTSS has met Workshops held Standards-Based Report card group established Creating a Standards-Based Report Card for Grade K |
| Revise Curriculum | June 2019 | Directors Teachers | \$90,000 | Fewer referrals to I&RS Student access to Tier 2&3 interventions | Curriculum writing teams in place; meetings held | Documents are being revised (e.g. Grade ELA) | Curriculum revisions are being made and will continue |
| I- Ready Test Administration | Tri-annually | Teachers/ Director of ELA Director of Mathematics Supervisors of Special Services Principals Vice Principals | \$33,000 for grades K through 2 | Increased student growth in 2nd Diagnostic and 3rd Diagnostic Fewer referrals to I&RS Student access to Tier 2&3 interventions | Diagnostic Window #1 was in October, 2018 | Diagnostic Window #2 was January 14-25, 2019 | Diagnostic Window #3 was April 8-27. I-Ready showed growth in phonological awareness and high-frequency words |

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| Gather retention data for Grades K&3 | March 2019 | Principals Vice Principals Technology Department | Time | Fewer referrals to I&RS Student access to Tier 2&3 interventions | Planning and preparation stages | Grade K: 20 students were retained Grade 3: 30 students were retained | Pending final grades |
| Foundations Phonics and Spelling Program | Daily Weekly Monthly Quarterly | Director of ELA, Assistant Supervisor Spec. Ed., Teachers, Principals Vice Principal | \$240,000 | To insure that K-2 teachers are using Foundations for phonics and spelling instruction Fewer referrals to I&RS Student access to Tier 2&3 interventions | Teachers trained Classroom observations show use of program | Training taken place; Foundation team-leaders assigned; PLCs; staff development days (12/7 sign-in sheets) | Teachers were trained Classroom observations show use of program I-Ready showed growth in phonological awareness and high-frequency words |
| Check lesson plans for implementation of Foundations | Weekly | Principal Vice Principal ELA Director Special Services Supervisors | Time | Fewer referrals to I&RS Student access to Tier 2&3 interventions | Ongoing | Plans being checked | Foundations curriculum was included in lesson plans in grades K,1 and 2 |
| Classroom observations | Weekly | Principal Vice Principal ELA Director Special Services Supervisors | Time | Fewer referrals to I&RS Student access to Tier 2&3 interventions | Ongoing | Round 1 done by January 25; walkthroughs (October - December 5) | Round 2 completed by June 1 |
| Parent Outreach & Education: | Monthly | Principals Vice Principals | Time | Fewer referrals to I&RS | Ongoing: Back to School Nights | Social Media posts; Open | Social Media posts; Open |

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| Teacher presentations at Back to School Night; Principal Monthly Memo; ELA Director Monthly Message; ELA Website | | Teachers Guidance ELA Director Special Services Supervisors | | Student access to Tier 2&3 interventions | held; Monthly Memos published | House; information posted in Digital Backpack; Monthly Memos | House; information posted in Digital Backpack; Monthly Memos |
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STAFF DEVELOPMENT (4)

Objective: To incorporate a multi-tiered system of supports in a systematic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels for supporting students.

Measure: Students skill levels will be measured by a diagnostic tool.

Target: To perform on grade level for ELA and Math.

| Project | Benchmarks | Persons Responsible | Approximate Cost | Measures of Success by Student Outcomes | Status Update October, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update December, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update, June, 2019 Guiding Question: How did we do? |
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| Use of the I Ready Platform Interpretation of data | Reports /prescriptions to tailor instruction to meet students' needs | Director of ELA, Assistant Supervisor Spec. Ed., Teachers, Principal | \$33,000 for grades K through 2 | Student growth on diagnostics | I-Ready workshops were held for teachers and administrators in October, 2018 | I Ready diagnostics given. Teachers using data to drive instruction. | Results for Reading Decrease of 14% in Tier 1, Decrease of 37% in Tier 2, Increase of 46% in Tier 3 |
| Foundations Phonics and Spelling Program | To insure that K-2 teachers are using Foundations as ELA phonics and spelling instruction | Director of ELA, Assistant Supervisor Spec. Ed., Teachers, Principal | \$240,000 | Successful use of the program on a daily basis | Foundations workshops were held for teachers and administrators | Foundations program is being implemented. Noted in lesson plans, walkthroughs and PLCs | Foundations program successfully implemented in grades K-2. Two teachers are now certified facilitators for grade 1 and 2 |

STAFF DEVELOPMENT (5)

Objective: Continue with the District's technology initiatives.

Measure: Assessment of technology staff in the implementation of technology initiatives,

Target: Students will satisfactorily complete performance based assessments

| Project | Benchmarks | Persons Responsible | Approximate Cost | Measures of Success by Student Outcomes | Status Update October, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update December, 2019 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update, June, 2019 Guiding Question: How did we do? |
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| Drones | To insure that Tech teachers are implementing coding through the use of drone technology | Administrators and Technology Staff | TBD | Seventh and eighth grade students will complete performance based assessments | Training took place for all tech teachers. | Tech teachers are implementing drones curriculum. | Drones Curriculum was implemented. |
| Computer Programing | To insure that Tech teachers are implementing computer programing | Administrators and Technology Staff | TBD | Sixth grade students will complete performance based assessments | Training took place for all tech teachers. | Tech teachers are implementing programming curriculum. | Programing curriculum was implemented |

STAFF DEVELOPMENT (6)

Objective: Compliance with revised H.I.B. law and the implementation of School Safety/Climate Teams.
Measure: Revision of H.I.B. forms and completion of School Climate Action Plans.
Target: Adherence to revised H.I.B. law and the development of School Climate Action Plans.

| Project | Benchmarks | Persons Responsible | Approximate Cost | Measures of Success by Student Outcomes | Status Update October, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update December, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update, June, 2019 Guiding Question: How did we do? |
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| Harassment, Intimidation, and Bullying | Training with Director of Guidance and David Nash | Director of Guidance, Guidance Counselors, Principal | TBD | Adherence to revised H.I.B. law | Training has taken place on revised HIB Law. | Revised HIB procedures are in place and are adhered to | HIB training took place. Revised HIB procedures are in place and are being adhered to. |
| School Safety /Climate Teams | Training with Director of Guidance and David Nash | School Safety /Climate Teams | TBD | Preparation of individual school action plans for the upcoming school year. Submission of Safety /Climate Team Agendas | Training has taken place on the role of School Safety/Climate . | School Safety/Climate Team Agenda format has been revised. Agendas are submitted. | School Safety/Climate Team Agenda format was revised. New agenda format is in use. |

TECHNOLOGY (7)

Objective: To upgrade, support, and maintain the District Infrastructure

Measure: Timeline for District Infrastructure Upgrade

Target: Full working upgraded Network Infrastructure by close of the 2019-2020 school year

| Project | Benchmarks | Persons Responsible | Approximate Cost | Measures of Success by Student Outcomes | Status Update October, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update December, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update, June, 2019 Guiding Question: How did we do? |
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| Upgrade Infrastructure, Switches, District Access Points, etc. | Timeline to be created upon delivery | Technology Department, Grounds, Security, CDI (contracted company) | Erate 80% funding | Reported network speed, quality of streaming, uploads / downloads | Equipment has been delivered | Building MDF upgrades completed. WIFI and core upgrade completed at BHS and HEH. Remaining schools to follow. Complete date projected 3/2019 | Entire infrastructure project was completed. UPS batteries delivered and plan to install over summer as building network will have to be down during installation. |
| BHS Security Cameras | Timeline to be created upon delivery | Technology Department, Grounds, Security, CDI (contracted company) | \$313,000 | Quality imaging, video retention, student and faculty safety, police access | Board approval summer 2018 | Contract completed, install scheduled to begin 2/2019 | Install completed. Camera portal training and implementation scheduled. |

TECHNOLOGY (8)

Objective: Updating and improving the 8.2 Technology Education Curriculum for grades K-8

Measure: Curriculum Pacing guides and students rubrics and assessments

Target: Teacher completion and feedback on 8.2 Technology Education Curriculum for grades K-8

| Project | Benchmarks | Persons Responsible | Approximate Cost | Measures of Success by Student Outcomes | Status Update October, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update December, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update, June, 2019 Guiding Question: How did we do? |
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| 8.2 Curriculum | Mid Year check on curriculum documents | Technology Department, Curriculum Writing Team | Curriculum Writing funds \$20 p/h | Monthly Technology Faculty meetings | Grades 3 & 4 completed, starting grades 7 and 8 with new Drone Curriculum | 7 & 8 drone completed and began implementation. Student survey created and distributed to evaluate students interest in program. | 7 & 8 grade drone curriculum implementation Survey data was analyzed to help modify curriculum activities. |
| Drone Training for technology Staff | Survey: feedback from tech staff on understanding and implementation | Technology Department | \$3,150 | Successful instruction and implementation to ensure students understanding | Two initial trainings were completed. More are to be scheduled. Faculty survey has been created. | Training completed and curriculum implemented. | Follow-up in house staff training 1/17/19 was completed to cover some basic tech problem solving issues |
| Drone Equipment | Sufficient equipment for each technology | Technology Department | \$5,879.88 | Quality working equipment | Equipment was received and in working | Ordered additional sets for teachers in the | Ordered additional batteries and |

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| | lab | | | | condition | same building that overlap grades. | chargers and batteries dies quickly and distributed lesson. |
| Drone Curriculum | Survey: feedback from 7th and 8th grade students on their thoughts and experiences of new Drone Curriculum | Technology Department | N/A | 7th and 8th grade Student feedback. | Survey was created but not yet shared with students. | Survey distributed to students. Data to be compiled and reviewed. | Survey was distributed and data was analyzed to help modify curriculum for 2019-2020 school year. Initial Survey Final Survey |

TECHNOLOGY (9)

Objective: To support and maintain the District's student device Chromebook program

Measure: To review district's budget to determine the amount allocated to continue to replace end of life student devices

Target: To replace 3000 end of life Chromebooks by the end of the 2018-2019 school year

| Project | Benchmarks | Persons Responsible | Approximate Cost | Measures of Success by Student Outcomes | Status Update October, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update December, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update, June, 2019 Guiding Question: How did we do? |
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| Replace EOL Chromebook at BHS | Tentative date if approved at Finance Meeting | Technology Department | To be determined | device quality and student satisfaction | Last lease payment for end of life devices is October 18-19. | Elementary in September grade 4-8 HP and freshman HS received new HPs. 1000 out of warranty in 1/2019. Budget 2019-2020 | Additional 3000 devices are being proposed for purchase to replace EOL Acer devices at High School. |
| Replace damaged accessories (chargers, bags, headphones, etc) | Tentative date if approved at Finance Meeting | Technology Department | To be determined | quantity, quality and student satisfaction | Headphones for NJSLA: Many students have cell phones that come with headphones not compatible. District is running low on replacement chargers for all CB models, student bags are breaking we have no replacements | continual purchasing: replacement chargers for all CB models, student bags, etc Tech staff to count working headphones to ensure we have adequate numbers for NJSLA | Headphones, charges and replacement devices were purchased to support NJSLA testing. Students were also encouraged to bring in their own headphones for testing. |

OPERATIONS (10)

Objective: To create a School Safety/Climate Committee for Every School in the District
Measure: Agendas, Sign-in Sheets, Minutes for Monthly Committee Meetings
Target: To Reduce Incidents of Student Conflict and Out of School Suspensions by 10% Over the Average of the Last 3 Years

| Project (Major Activities) | Benchmarks | Persons Responsible | Approximate Cost | Measures of Success by Student Outcomes | Status Update October, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update December, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update, June, 2019 Guiding Question: How did we do? |
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| Create a safety/climate committee within each school building | Committee meetings | Principals Assistant Principals Staff members Parents | None | 10% reduction in suspensions due to student conflict | Committees have been formed and are in place | Three committee meetings have taken place. | The goal of 5% reduction in OSS has been met. |
| Utilize in- school suspension instead of out of school suspension | 5% reduction in OSS by mid-year | Principals Assistant Principals BAHS Staff | BAHS teacher \$106 per day | Reduction in out of school suspensions resulting in less chronic absenteeism | Being done on a consistent basis at the high school | Approximately 30 students have been assigned ISS instead of OSS. | The goal of 10% reduction in OSS has been met. |
| Initiate Realtime data entry in elementary schools for all disciplinary actions | Monitor Elementary school quarterly reports on all disciplinary actions | Detention monitor Principals Assistant Principals | None | Quarterly discipline reports Parent access to disciplinary actions | Being done on a consistent basis at the elementary schools | Parent access is available. Discipline reports are being entered into Realtime. | Discipline reports have been entered consistently |

OPERATIONS (11)

Objective: To Ensure that Students Placed on Home Instruction Receive Adequate Academic Instruction in a Timely Fashion
Measure: Home Instructor Time Sheets and Logs; Communications from Educere
Target: 90% of Students Receiving Home Instruction

| Project (Major Activities) | Benchmarks | Persons Responsible | Approximate Cost | Measures of Success by Student Outcomes | Status Update October, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update December, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update, June, 2019 Guiding Question: How did we do? |
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| Purchase of Educere licenses for BHS students | 10 licenses by end of 1st MP | Home Instruction Coordinator | \$19,990 cost of licenses | 100% consistency in educational services provided to HI students | Completed | Completed | Goal has been met and program is successful since the number of home instructors has been reduced. |
| Implementation meeting to plan HI services for the school year | Meeting agendas, minutes, sign-in sheets | Directors Principals Home Instruction Coordinator | None | 100% consistency in educational services provided to HI students | Meetings held July 16, 2018 Sept. 13, 2018 | No need for additional meetings as Home Instruction was restructured to include Educere | Goal has been met. |

OPERATIONS (12)

Objective: To reduce the number of temporary IDs issued to BHS students on a daily basis enhancing building security.
Measure: Reduction of by 15% of temporary IDs as recorded in RealTime
Target: 95% of students carrying permanent photo IDs Daily

| Project (Major Activities) | Benchmarks | Persons Responsible | Approximate Cost | Measures of Success by Student Outcomes | Status Update October, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update December, 2018 Guiding Question: Where are we now? What do we need to do to accomplish the goal? | Status Update, June, 2019 Guiding Question: How did we do? |
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| As students enter the building the security guards will record Temp IDs in Realtime | Monthly reports on number of Temp IDs issued | Security Guards/Deans/Assistant Principals/Principal | None | 95% of Students in possession of Photo IDs | Being done on a consistent basis at BHS Elementary schools are not yet implementing procedures | Tech department is working on a program to print reports of the # of temp IDs issued daily. | Temp IDs were recorded daily at BHS, but cumulative reports were not available to track percentages. |
| Assign SASH for 5 Temp IDs and In school suspension for 10 Temp IDs | SASH and suspension reports | Deans/Assist. Principals | None | 95% of Students in possession of Photo IDs | BHS only - being done on a consistent basis | When identified, students with multiple IDs are assigned SASH. | SASH assignments were inconsistent since cumulative reports were not available through Realtime. |