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

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

For additional information, please visit the:
Bayonne Public Schools Website

Bayonne Public School
Strategic Plan 2017-2018

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.

Profile

General Characteristics of Bayonne Public School District

The Bayonne Board of Education is a comprehensive public school district serving students from pre-kindergarten through twelfth grade from Bayonne in Hudson County, New Jersey, United States. As of the 2016-17 school year, the district's twelve schools had an enrollment of 9,998 students and 679.6 classroom teachers (on an FTE basis), for a student–teacher ratio of 14.58.

The district has Type II school board of education (election) 9 members. The district geographical dimensions and school proximities have enabled neighborhood schools whereas community schools serve as catalysts in bridging the gap between the home/school connection. The development of community partnerships have established the ease of increased sustainability through walkable school neighborhoods on a local platform scaling resources and increasing social interactions.

The district has thirty-six (36) Administrators stemming from areas of Athletics to Student Personnel Services. The Administrators range from Directors, Supervisors, Assistant Supervisors, Principals, and Vice Principals. Furthermore, each Administrator leads his/her department with Bayonne Board of Education's mission to prepare quality students to become college and career ready for the 21st business world.

The district is classified by the New Jersey Department of Education as being in District Factor Group "CD". District Factor Groups organize districts statewide to allow comparison by common socioeconomic characteristics of the local districts. From lowest socioeconomic status to highest, the categories are A, B, CD, DE, FG, GH, I and J. Schools in the Bayonne district (with 2016-17 enrollment data from the National Center for Education Statistics are:

The Technology department in the district serves as the backbone to the many innerworking of Bayonne Board of Education. The district has stayed abreast with the current trends in technological advancements and emerging practices. The notion of technology marries the stakeholders to also spearhead effective efforts of the district by the use of social media in the form of: Twitter, Facebook, and the Bayonne Board of Education District website. Nevertheless, even though hardware software and infrastructure have traditionally been the biggest expense the district has faced when supporting technology- the both short and long term benefits create an immediate impact on the district's efficiency. The changes in protocol on the standardized testing spectrum has also created the need for updated technology services due to computer based testing in the areas of PARCC and the Science Comprehensive Assessment.

Bayonne Public School
Strategic Plan 2017-2018

BAYONNE SCHOOL DISTRICT STRATEGIC PLAN 2017 – 2018 "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
Dawn Aiello George Becker Maryann Connelly Areta Costello Tara Degnan Karen Fiermonte Cathy Quinn, Ed.D. Nancy Ruane Dan Ward	PJ Baccarella Maureen Brown Charles Costello Tim Craig Patricia Dziubek Monica Flynn Tom Jacobson Maria Kazimir Alana Ryan Mark Steinman	Kim DeMedici Tom Fogu Stacey Janeczko Keith Makowski Karee McAndrew Al McCormick John Rickard Lisa Wasielewski	Rich Baccarella Kathy Bingham Renae Bush Anna Maillaro Christine Mercun Robert Pierce Mike Pierson, Ph.D. Eric Ryan

Elementary Schools:

Henry E. Harris Community School No. 1 (PreK.-8; 636 students)
Phillip G. Vroom Community School No. 2 (PreK.-8; 421)
Dr. Walter F. Robinson Community School No. 3 (PreK.-8; 788)
Mary J. Donohoe Community School No. 4 (PreK.-8; 485)
Lincoln Community School No. 5 (PreK.-8: 444)
Horace Mann Community School No. 6 (PreK.-8: 599)
Midtown Community School No. 8 (PreK.-8: 1,087)
George Washington Community School No. 9 (PreK.-8: 663)
Woodrow Wilson Community School No. 10 (PreK.-8: 617)
John M. Bailey Community School No. 12 (PreK.-8: 637)
Nicholas Oresko Community School No. 14 (PreK.-8: 444) an advanced school for gifted and talented students (academics, arts, and physical education) in grades 5-8.

High School

Bayonne High School (9-12: 2,597)

Services

The Bayonne School District serves approximately 1,500 Special Needs students. Our Special Needs students receive funding via the Federal Government in the form of the IDEA grant.

The goal of the Special Services Department is to ensure that all children receive an educational program designed to meet his/her individual needs. Our dedicated teachers, teacher aides, child study teams, related services providers, counselors, behaviorist, psychologist and our leadership team work collaboratively to meet the academic, emotional, and social needs of students in a supportive and respectful environment.

The Department of Special Services offers a continuum of programs, which include:

Elementary

- Self-contained (Multiple Disabilities, Behavioral Disorders, Autism, Learning and/or Language Disabilities,)
- Pull Out Resource in
- In Class Resource grades 5-8 in specific buildings

High School

- Self-contained (Multiple Disabilities, Learning and/or Language Disabilities)
- At Risk classes
- In Class Resource

In addition to educational programming, based on individual student needs, related services are provided. Such services may include Occupational Therapy, Physical Therapy, Speech and Language Therapy and Counseling. As an additional service, the department works collaboratively with Children's Specialized Hospital to provide a Physiatry Clinic. A Physiatrist is a doctor of Physical Medicine and Rehabilitation. Parents are offered the opportunity to participate in the quarterly clinic with their child.

In order to fulfill the transition requirements put forth by the New Jersey Department of Education, students are provided the opportunity to participate in Community Based Instruction (CBI) and Structured Learning Experience (SLE). CBI allows students to generalize academic skills from the classroom to real life situations within the community. A certified teacher that has completed the mandatory training by the New Jersey Department of Education and Department of Labor oversees the SLE Program at Bayonne High School. Students in this program are afforded the opportunity to go to job sites and gain a significant amount of work related experiences in local businesses. Throughout the years our SLE Coordinator has development an extensive network of job opportunities throughout the City of Bayonne.

Individuals with Disabilities Education IDEA

The Individuals with Disabilities Education Improvement Act (IDEA) of 2014 (P.L.108-446) is a federal law that requires school districts to serve the educational needs of eligible students with disabilities. The purpose of IDEA is to provide a free appropriate public education (FAPE) to children who have been identified with a disability. IDEA covers students from 3 through 21 years of age. The grant is comprised of three sections: basic, nonpublic, and preschool. The funds connected to this grant are meant assist in the educational services of students in the public and non public domains. As a result of disproportionality, 15% of the IDEA annual allocation must be applied to Coordinated Early Intervening Services, (CEIS) which is utilized for the 100 Book Challenge Program. This program is an after school remedial reading program for non-identified students in grades K thru 3 district wide.

Title I

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Furthermore, each elementary school in the district offers the Title I program to students in grades Kindergarten through fourth. Title I teachers are certified by the New Jersey State Department of Education and are deemed highly qualified professionals. The Title I program is designed to accomplish four primary goals:

- provide supplementary education to students eligible for services;
- provide additional funding to schools and districts serving high concentrations of children from low-income families;
- focus educators on the needs of special student populations; and
- improve the academic achievement of eligible students, reduce performance gaps between advantaged and disadvantaged students, and assist eligible students in meeting high academic standards

A Review of the Bayonne School District Core Curricular Areas

Math

The Mathematics Department is focused on engaging our students in rigorous and challenging curricula in a safe learning environment with necessary instructional time with an effective teacher to support student learning. Bayonne Mathematics courses of study and educational supports in grades K-12 are aligned to the New Jersey Student Learning Standards. The goal is to provide our students with the skills to be problem solvers and critical thinkers.

In order to achieve the goals of the math department, students will spend the early education years conceptually understanding mathematics with the use of concrete and pictorial representations of math to build long term understanding of mathematics. Students will be taught how to model and reason with mathematics using a variety of visual modeling methods. In grades K-5 the math series used in the district is 'Math in Focus' which is based on Singapore Math methods. Foundational math skills are essential for students to master prior to moving to middle school and high school level coursework. The modeling and reasoning methods of mathematics continues as the students progress through middle school and high school years however, the content becomes more challenging. There are math programs in place for students to remediate prior learning gaps, stay current, and move academically beyond. The programs are as follows: After School Reading and Math Program (ARMS) after school math tutorials at the elementary level, Saturday "Gateways to STEM" program for middle school students, High School zero period, lunch period and after school math tutorials, SAT preparation classes, Algebra I for select grade 8 students, peer tutoring, Refresher Algebra I program, and summer credit recovery. Students utilize many online math supports such as: Khan Academy, IXL, Albert, Code Academy, Google classroom and online textbooks are available at each math grade level. There are several math competitions in the district such as Math Olympiad, American Math Competition, Math Madness, and American Scholastic Mathematics Association.

It is important for the math teachers to continue to grow as educators. The Mathematics Department hosts professional development within the district on in-service days and sends math teachers to professional development out of district. The Mathematics Department has partnerships with the Hudson Area Mathematics Alliance, Steven's Institute of Technology, New Jersey City University and the Hudson County Curriculum Consortium.

Furthermore, the Computer Science program has grown significantly over the years and continues to expand. The department offers students opportunities to engage in computer science foundation skills in the elementary schools. Students with interest in computer science in grade

8 can attend a Saturday program to engage with high quality programming in the Bayonne High School Computer lab taught by a certified K-12 math teacher with extensive experience in coding. At the high school the Math Department offers the following computer science course: Foundations to Computer Science, AP Computer Science Principles and AP Computer Science A. Within these programs students become fluent in the computer language JAVA.

English / ELA

The goal of the English/ELA Department is to develop a knowledge of literacy that engages students in close readings of a variety of texts, that empowers students to communicate effectively through a wide range of written and oral forms, and that inspires students to create original work within a selection of genres.

The development of critical reading skills includes analyzing text or multiple texts to determine meaning of words, reasoning, understanding literary elements and identifying textual evidence to support answers of inferential questions.

Every profession, in some way, requires an individual to be an effective communicator, in order to achieve success in cross-curricula academics and competitive careers. Therefore, the goal is to build student confidence in written communication. Students should be able to develop specific and concise writing that employs textual evidence to enhance their points in meaningful way.

In our commitment to to improve student achievement and have our students reach proficiency on the Partnership for Assessment of Readiness for College and Careers (PARCC) tests, teachers will engage in meaningful professional learning to enhance their knowledge of content. Professional Learning Communities (PLCs) will center around instructional practices and assessments that are aligned to the New Jersey Student Learning Standards (NJSLS). The sharing of best practices throughout the district will be ongoing due to the professional collaborative efforts of our teachers. Upgrading units of study in our curriculum will be ongoing in terms of both teaching and learning. The same will hold true for district wide assessments.

Science

The Science Department is committed to providing students experiences that are rewarding and exciting. The Science, Technology, Engineering, and Mathematics department mission is to instill in our children an appreciation for the Sciences while providing learning activities that enable them to develop the skills necessary to be successful in STEM related careers. Science curriculum K - 12 is aligned to the New Jersey Student Learning Standards for Science (Next Generation Science Standards). Learning activities are aligned to four disciplinary core ideas; Physical Science, Life Science, Earth and Space Science, and Engineering Design. Throughout the course of the year students engage in hands on activities that require them to ask questions and define simple problems. Content specific engineering design tasks are embedded into the curriculum such as tall tower construction, windmill creation, and surgical instrument design. These activities

encourage collaboration with peers while students develop skills to solve real world problems. Students interested in pursuing a career in the Sciences have the opportunity to explore content specific courses at the high school level. The Science Department offers electives in Anatomy and Physiology along with Advanced Placement Biology, Advanced Placement Chemistry, Advanced Placement Physics 1, and Advanced Placement Physics 2. Additionally, the Science Department is committed to providing students with after school STEM experiences. At the elementary level, students participate in the Hudson County STEM Showcase, Project Innovate, Gateways to STEM, Junior Robotics, and LEGO - Little Engineers Gain Opportunities. High School Students compete in the Hudson County STEM Showcase,

New Jersey Science League, Physics Olympics, Rutgers Junior Science and Humanities Symposium, and TEAMS competition. After school STEM clubs include Biological Discovery & Exploration Center and BHS HIVE Voltage Robotics. Professional Development and collaboration with district partners is a top priority for Science Department Staff. Collaboration with CIESE - Center for Innovation and Engineering in Science Education is ongoing in the NJ RAISE program with continued professional development for all of our educators. District partnerships also exist with New Jersey City University Proyecto Science program and New Jersey Institute of Technology Project SEED.

<u>Social Studies</u>

The Social Studies Department is committed to using best practices and to providing students with a timely and timeless curriculum that will enable them to live as active and engaged citizens who possess a respect for, and a knowledge of the past. To those ends, the Social Studies program of the Bayonne Public Schools places an emphasis on critical thinking, writing, and the knowledge of key events, phenomena, and peoples that have shaped the world in which we live.

In order to achieve these ambitious goals, children will spend the early years learning about their immediate world. As they progress through the grades, students will study the various regions of the United States; as well as, state and local history. By middle school, they will have begun an exploration of the United States and world history. These studies will continue at Bayonne High School where they will spend a year in an in-depth exploration of the modern world and two years studying the history of our nation. Throughout all of these courses, students will work with the New Jersey Student Learning Standards as they explore geography, economics, civics and history. The department also supplements this curriculum with a host of electives at Bayonne High School. For example, BHS offers Advanced Placement classes along with courses such as Model UN, Sociology, Psychology, Economics and the like. Moreover, the Bayonne Schools pride themselves on providing students with authentic learning opportunities. As such, students will have the opportunity to participate in various contests such as the *Geography Bee*, the *We the People Constitution Competition* and *National History Day* among other things. We are confident that this program of studies will help all of our children to develop into knowledgeable and competent citizens of the United States and the world.

To ensure that students have the best possible learning environment, it is vital that teachers continue to remain abreast of trends in the field of Social Studies education. To that end, our Department is always making efforts to establish relationships with organizations, individuals and

institutions that allow us to build and maintain an ever-expanding network that supplies our students with a rich learning environment and a wealth of opportunities. We have, for example, worked with the Gilder Lehrman Institute, as well as Colonial Williamsburg, Rutgers University and the New York Historical Society.

Moreover, the department is dedicated to an ongoing process of curriculum revision that allows us to create documents and secure materials that reflect our expanding knowledge of content and of best practices while also acknowledging the needs and interests of our student body, our unique community, the nation and the world.

Fine & Performing Arts

The mission of the Bayonne High School Fine & Performing Arts Department is to cultivate student growth in visual art, dance, music, and theater in a supportive and challenging environment that fosters creativity and innovation. These opportunities will serve to guide and prepare all students to think critically, recognize and appreciate art in all forms, work collaboratively with others, and demonstrate leadership capacity in the 21st century. Motivated arts students will build a strong foundation in preparation for college and career opportunities in the Fine and Performing Arts.

The Fine and Performing Arts Department Goals:

- Develop a knowledge base of the Fine and Performing Arts.
- Appreciate the aesthetic and expressive value of the Fine and Performing Arts in their historical, cultural, and social contexts.
- Develop an understanding of methods, materials, techniques and styles.
- Increase comprehension and awareness in the Fine and Performing Arts through problem-solving, critical analysis, and communication.

The Bayonne Fine and Performing Arts Department includes visual art, music, theater, and dance and seeks to celebrate creativity in all students. Through study, interpretation and execution, students who enroll in courses in the Fine and Performing Arts Department will not only explore the pedagogy of each discipline, but also gain a deeper appreciation of the value of the fine and applied arts in the 21st Century global community.

Business

The mission of the Bayonne High School Business Education Department is to provide relevant and authentic learning opportunities in Business, Finance, and Technology related fields to prepare students for success in the rapidly changing 21st century global community. These opportunities will serve to guide and prepare students to think critically, work collaboratively with others, and build leadership capacity. Motivated students will build a strong foundation in preparation for college and career opportunities in Business and Finance.

Business Education Department Goals:

- Develop a knowledge base of the principles of Business, Finance, Technology, and related 21st Century Career Areas.
- Develop an understanding of methods, resources, and strategies in Business Education.
- Increase comprehension and awareness through problem-solving, critical analysis, and communication.

Health and Physical Education

The goal of the Health and Physical Education is to produce a "Physically Educated" person who participates in health enhancing activities while demonstrating competence in selected motor skills, assesses and maintains physical fitness, applies healthy life choices and exhibits appropriate personal/social sportsmanship while participating in physical activity.

World Languages

The mission statement of the World Language Department states that we can do many great things, together, through the prism of language and culture. It is the department's philosophy that communicating with each other through common languages is, during our school year, a means of academic progress, and for the rest of our lives a way to improve our world. The department views' the study of world languages as an interdisciplinary pursuit that intrinsically helps students view issues from a global perspective; students gain an increased knowledge of their relationship to the world by developing an appreciation for other viewpoints and a deeper understanding of their own culture and the world at large.

The goal for each student is to develop:

- the skills necessary to listen, speak, read, and write in a language or languages other than English in order to communicate in culturally authentic situations for personal and/or professional purposes.
- cross-cultural understandings, different analytical perspectives and an appreciation for cultural diversity.
- the skills, through individual and cooperative efforts, needed to work with and within a diverse population.

The World Language Department pursues that goal by aligning our curriculum and instruction in accordance with ACTFL (American Council on the Teaching Of Foreign Language) standards and New Jersey Student Learning standards to appropriate proficiency targets that ultimately enable the attainment of proficiency at the Novice-High level or above and assuring that all district students have regular, sequential instruction in one or more world languages.

Technology

The mission of the Bayonne Board of Education Technology Department is to enable students to solve real-world problems, foster critical thinking and innovation, and prepare for college and career as they meet the challenges of the 21st Century global society.

- Continue to develop Professional Development for the entire staff to enhance their teaching resources to enhance the student's learning experience
- Apply information literacy skills to access, manage, and communicate information using a range of emerging technological tools
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies
- Model digital citizenship
- Refresh network to provide a stable, safe and reliable platform for students to succeed
- Implement a consistent Chromebook refresh plan in place to ensure stability for the future

Pre School Teaching and Learning

The mission of the Bayonne Board of Education is to provide a safe, nurturing, age-appropriate and high-quality learning environment for its Early Childhood students. Inherent in this mission is the acknowledgment that children learn and grow in a developmental and sequential manner. A professionally prepared staff implements strategies that respect and address the unique learning styles, interests, needs and family backgrounds of each child.

The classroom environment and curriculum are designed to stimulate and enable the children to experience and explore learning materials and the world around them. Play is the main avenue through which young children make sense of the world around them, and thus is an important teaching and learning tool. It is through this meaningful play that opportunities are provided for social interactions with other children and adults. Throughout the course of the day, the role of each adult is that of facilitator who fosters cooperative learning in the children. We pursue our goals through the High Scope curriculum, an interdisciplinary program consistent with nationally accepted standards of the National Association for the Education of Young children, Preschool Teaching and Learning Standards for Preschool, and the Common Core State Standards for Kindergarten.

The Program seeks to each student attain:

- Social and Emotional Development
- Gross and Fine Motor Development
- Literacy Development
- Mathematical Development

And become introduced to concepts present in:

- Social Studies
- Science

The intended result of this approach is for each child's intellectual, physical, emotional, social and creative development to flourish.

Unique Challenges Facing Our District

The Bayonne Board of Education is faced with unique challenges. The challenges arise from a variety of different variables and sub- sectors due to the following: (a) physical and demographic characteristics that distinguish the district as urban, (b) sociodemographics, (c) structural and cultural components. There are various structural challenges that face our district and often impede their ability to adequately address issues of :

- Special Needs
- English Language Learners (Hispanic and Arabic)
- Free and Reduced Lunch Population (%)
- City changes
- Increased Enrollment
- Age of buildings
- Lack of Abbott Funding / Lack of family involvement / Lack of access to technology at home

Additionally, economic conditions have caused teachers, counselors, and administrators with the burdens of trying to make the most of out of

less than ideal conditions. Family factors and the lack of parental involvement in all the schools from elementary to the high school has created a separation effect and a need to focus on how to connect with the stakeholders in a deeper fashion. Technology has come into place in a greater form through a digital marketplace for parent communications such as the Digital Backpack. There are many emerging issues in the district's urban education due to the diversity of the population of the students and families. Due to students with chronic absentee rate there is a significant amount of students who struggle to succeed academically and thus the need to provide coherent instructional practices and initiatives has been employed.

Continuous Improvement Process, Needs Assessment, Data Collection and Analysis, Evaluation and Accountability

Assessment is an integral part of instruction, as it determines whether or not the goals of education are being met. Assessment affects decisions about grades, placement, advancement, instructional needs, curriculum, and, in some cases, funding. Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"

Today's students need to know not only the basic reading and arithmetic skills, but also skills that will allow them to face a world that is continually changing. They must be able to think critically, to analyze, and to make inferences. There are vast changes in the skills base and knowledge and therefore our students require new learning goals; these new learning goals change the relationship between assessment and instruction.

Assessment. Assessment is the systematic collection of data to monitor the success of a program or course in achieving intended learning outcomes for students. Assessment is used to determine:

- What students have learned (outcome)
- The way they learned the material (process)
- Their approach to learning before, during, or after the program or course

Achievement. To ensure achievement, there needs to be clear oversight of the process, and a way to manage the competing interests and complexities that are at play.

Evaluation. Evaluation is a judgment by the instructor or educational researcher about whether the program or instruction has met its intended learning outcomes. Assessment can facilitate improvement and validate program assessment and experience to determine whether students have acquired the skills, knowledge, and competencies associated with their student learning program of study. Effective program assessment is generally:

- Systematic- It is an orderly and open method of acquiring assessment information over time
- Built around the department mission statement. It is an integral part of the department or program
- Ongoing and cumulative
- Multi-faceted. Assessment information is collected on multiple dimensions, using multiple methods and sources,
- Pragmatic. Assessment is used to improve the school environment, not simply collected and filed away
- Faculty-designed and implemented, not imposed from the top down.

The essence of high-stakes testing is one of the past. Additionally, the unique role of testing is a subset to student instruction due to the following reasons:

From a system with an excessive focus on standardized test scores to one that incorporates multiple measures that assess "deeper learning" and readiness for college and career success.

From a system based solely on top-down accountability; to one that uses local assessments and accountability.

From a system that depends on tests whose results are issued once a year—and typically have no impact on how individual students are taught—to assessments that provide more immediate feedback in ways that help children learn and teachers teach more effectively.

From a system based mainly on external rewards and punishments to one that incorporates intrinsic incentives that motivate change among individual students, teachers and schools, along with the resources they need to succeed.

From a system that is focused mainly on getting children to perform at a "proficient" level to one that measures growth from year to year,motivates all children to do better, and encourages both students and schools to make progress at whatever level they are currently succeeding.

From a system that focuses disproportionately on math and English language arts—often at the expense of other aspects of the school curriculum—to a more balanced curriculum that incorporates other key subject areas, especially science. From an overly complex system to understand to one that is more transparent and offers a multidimensional portrait of how students and schools are doing in clearer language.

From an assessment system that uses technology mainly to report results to schools and the public to one that uses technology more innovatively to provide more immediate feedback to teachers and students, and that tracks students' progress through the 12th grade and into college

Data to Improve Schools. The notion of "big data" helps the Bayonne Board of Education and school leaders craft a sound blueprint with

measurable results for continuously improving schools. A picture may be worth a thousand words, but in education, information speaks volumes. Data analysis can provide a snapshot of what students know, what they should know, and what can be done to meet their academic needs. With appropriate analysis and interpretation of data, educators can make informed decisions that positively affect student outcomes. Research has shown that using data in instructional decisions can lead to improved student performance (Wayman, 2005; Wayman, Cho, & Johnston, 2007; Wohlstetter, Datnow, & Park, 2008). No single assessment can tell educators all they need to know to make well-informed instructional decisions, so researchers stress the use of multiple data sources. However, when it comes to improving instruction and learning, it's not the quantity of the data that counts, but how the information is used. The ability to dissect data and analyze assessments based upon standards and measures to help support instructional practices and drive funding resources is a necessity.

Dr. Robert Marzano said that "learning a new strategy or behavior involves movement through phases. To effectively move through developmental phases, teachers must have opportunities to observe and discuss expertise. Simply stated, teachers need input from sources other than themselves" (Effective Supervision, ASCD, 2011). There have been various initiatives developed in terms of cultivating the Bayonne Board of Education to become a data driven district with an increased accountability system. Moreover, the Bayonne Board of Education promotes the data driven cycle of assessment, analysis, and action which is indispensable for increasing student achievement. The Bayonne Board of Education utilizes this data to close the achievement gaps and to narrow the separations among our subgroups. Furthermore, the data is utilized to continually make improvements through analytical, technical strategies, and to provide data as a catalyst for the effective work that schools need to engage in school cultural changes.

Mathematics Department:

- Ensuring high risk students have individual learning plans that include a multifaceted assessment to demonstrate mastery of content
- Providing high risk math classes with Special Service liaison teacher(s) to assist with appropriate teaching strategies and accomodation methods
- Increasing of professional development initiatives focusing on teaching and learning strategies to improve student learning
- Analyzing of PARCC assessment scores for trends in classroom, school, and at the district level
- Continuing the implementation of IXL online math program which is a subscription-based learning site that provides students the ability to practice and track math progressions online
- Implementing of the New Jersey Student Learning Standards in math classrooms
- Expanding Computer Science opportunities in the District
- Increasing enrollment in Advanced Placement Math classes such as: AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science Principles and AP Computer A
- Continuing the Saturday "Gateways to STEM" program that affords middle school students opportunities to engage with computer science, integrated science and math enrichment
- Continuing to afford grade 8 students which are ready to engage in Algebra I content the opportunity to complete the Algebra I coursework during zero period

- Expanding the number of math competitions offered in the District
- Continuing to enhance the curriculum, pacing guides and assessments to prepare student for career and college readiness
- Continuing to have vertical and horizontal Professional Learning Communities in the Math Department
- Implementing a plan for the PARCC Algebra I retakes

English Language Arts Department:

- Continue implementation of Newslea online reading program in grades (2-12) which promotes an informational textual base and increases the engagement holistically for students, teachers, and principals
- Ongoing audit of all curricula to ensure that content areas align with New Jersey Student Learning Standards, grade level benchmarks, and interim assessments
- Ongoing analysis of formative and summative assessments to reveal trends in data.
- Conduct a needs assessment based upon PARCC score analysis (Performance Level Descriptors)
- Utilizing data not only from PARCC by additional measures such as InView, prior year's test scores, markers of future success, teacher recommendations, progress report, and report card grades to create individualized action plans for specific sub-groups in question
- Continue to provide professional development to enhance student learning in reading, writing, speaking and listening
- Increase use of technology in classrooms.
- Sharing of best practices within the district
- Implement the New Jersey Student Learning Standards in all English/ELA classrooms
- Provide access and opportunity for high school course offerings for all students

Science Department:

- Providing ongoing enhanced teacher training and articulation for the New Jersey Student Learning Standards for Science (NGSS)
- Increase use of technology in the classroom with state of the art science labs
- Content specific engineering design tasks Grades K - 12
- Ongoing analysis of NJASK 4,8 test scores
- Ongoing analysis of NJBCT test scores
- Implementation of after school STEM based experiences (Gateways to STEM, Project Innovate, Junior Robotics, High School Robotics, Biological Discovery & Exploration Center Club, LEGO-Little Engineers Gain Opportunities, New Jersey Science League, Physics Olympics, and RWJ/Barnabas Health STEM Showcase.
- District partnership with Center for Innovation and Engineering in Science Education - Continuation of NJ RAISE program, elementary science PLC's.
- Focus on Scientific Research in Grades 5 - 12.
- Continue enhancing curriculum documents, diagnostic tests, and district assessments.
- Continue providing in district and out of district professional development on NGSS/Engineering Design Challenges/EQUIP Rubric/Professional Learning Communities.

Social Studies Department:

- Provide ongoing professional development in content and Social Studies best practices
- Continue to enhance curriculum documents, diagnostic tests, and district assessments to better align with the New Jersey Student Learning Standards, the C3 Framework, and best practices in the Social Studies
- Continue to secure up-to-date, relevant and engaging materials to support the Social Studies curriculum (e.g. Infobase Databases)
- Continue to provide authentic, relevant and engaging real-life learning experiences both inside and outside of school hours (e.g. National History Day, Civil War Summer Enrichment Program
- Continue to strengthen current partnerships and to seek out new ones with institutions and individuals that support the Department's mission (e.g. Gilder Lehrman Institute)
- Continue to increase use of technology in the classroom
- Ongoing analysis of assessment data
- Continued assessment of our program
- Creating instructional shifts to ensure that curriculum materials align to the developing New Jersey Student Learning Standards
- Increased reliance on professional development initiatives with focus on integration of technology in the classroom setting

In order for students to be college and career ready at graduation, teachers need to be learning at high levels. According to professional development scholars, the New Jersey Student Learning Standards come with pedagogical challenges. Teachers will need updated skills to teach in ways that emphasize the standards' focus on problem-solving, analysis, the use of investigation, relevance to history, dealing with informational texts and integration across content areas. In terms of student assessment a variety of policy challenges often arise as it relates to the alignment of educational standards/student assessment and the balancing act of internal/external assessment versus teacher based assessments. Feedback should be implemented as it is applied towards the effectiveness of evaluation and assessment. Strategies to reinforce the linkage among the evaluation and assessment framework should be based upon effective teacher evaluation systems and the involvement of a collective process system. Evaluation and assessments frameworks includes reconciling diverging interests of the given stakeholders, a careful analysis and review of policy alternatives and their likely impact, and implementation of policy programs before a full wide launch.

Effective school improvement processes are often cynical and continuous. Evaluation and accountability, data collection and analysis, and needs assessment are best analyzed through a review of each of their own lens. Then, when brought all together by comparing everything to the achievement data, clear patterns can be deciphered. Because the primary emphasis in school improvement is on student learning, analysis of achievement data is the first and foundational lens for all other data analysis. The goal here is to uncover patterns and relationships among the data. Furthermore, the fortification of a data school culture approach should focus on the following developments:

- Leadership team meetings that focus on measured progress toward database improvement goals as it relates to data collection and analysis

- Goal setting based on data about problems and possible explanations as it is applicable towards an evaluation and accountability system.Focused staff development programs as an improvement strategy to address documented problems/needs applicable towards continuous improvement process and needs assessment

- Implementation of Learning. The educator applies newly acquired professional knowledge, skills, dispositions, and behaviors to improve his or her practice. Evaluating. Implementing an Individual Professional Growth Plan: The educator and building leader conducts an evaluation of the degree of fidelity with which the plan was implemented.

- Changes in Educator Practice: The educator evaluates the impact of all professional learning on his or her practice through reflection, assessment, collaborative protocols for examining educator practice and work samples, peer visits, and/or professional portfolios.

- Changes in Students: The educator determines the degree to which his or her professional learning contributed to student performance gains as measured by classroom assessment data.

- Evaluation Methods: The educator uses summative and formative data from state standardized student achievement measures, when available, and other measures of student learning and behavior such as progress monitoring, educator-created tests, action research results, discipline referrals, and/or portfolios of student work to assess the impact of professional learning.

Bayonne Public School District's Vision

The notion of education is a by-product of a transitional progression set forth through a continuous involvement of review. The act of educating is a selfless decision made in the hopes of creating a generation of students filled with the love of learning.

The Bayonne Board of Education must prepare children to succeed. A top-notch education complete with highly qualified teachers, safe buildings, small class sizes, and updated textbooks and equipment is integral to the ability of children to succeed in jobs, college, and in life. In addition, through the educational process, it prepares children for the labor market– is essential to ignite our sluggish economy and formulate our workforce to be globally competitive. A strong education system guarantees high quality early learning opportunities for children, upholds a foundationally sound K-12 system to prepare students for college or a job, builds a workforce that can translate today's breakthroughs into tomorrow's cutting-edge industries, and ensures educational opportunities.

As noted in the district's mission / vision statement:

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.

Developing a strong vision statement has the potential to help stakeholders in the Bayonne Board of Education to reach such a common understanding. The Bayonne Board of Education's vision is our school's goal—where you hope to see it in the future. The mission provides an overview of the steps planned to achieve that future

Without a vision, the Bayonne Board of Education has the potential to lack direction. As the ancient Roman philosopher Seneca observed, "If a man knows not what harbor he seeks, any wind is the right wind." If you don't have a common, agreed-on destination, then everyone is left

to his or her own devices to imagine one—a scenario that results in unharnessed and unfocused efforts, with everyone believing that what he or she is doing is right. A common understanding of the destination allows all stakeholders to align their improvement efforts.

Leaders in organizations in the public and private setting have a duty to uphold in terms of their responsibility to the organizational culture, Bayonne Board of Education. Vision statements provide schools with an essential overview of where they want to go and what they want to be. Few thriving schools or companies attained their success without developing such statements as elements of their school improvement plans or business plans.

Provisions to Disseminate and Interpret Individual Student Assessment

The notion of setting standards for the Bayonne Board of Education student attainment is clearly defined through the coverage of curriculum, objectives in standards, and student formative and summative assessments. A standards based system is based upon sound strategies through the development of validity, reliability, and usability measures. Utilizing the essence of teacher capacity to strengthen the moderation process between teachers and schools a balance approach of external assessments contrasted against teacher-based assessments creates a moderation effect. It is important to note the following: (a) Summative assessments typically measures the outcomes of learning but can make a lasting impact on HOW the learning process unravels, (b) Assessment policies and the practices set forth vary leading the way towards influencing student motivation, learning styles, and self-efficacy mechanisms, (c) External assessments are typically higher in reliability but often lower in validity than a teacher designed assessment, (d) Teacher based assessments often deemed as unreliable can include but are not limited to: classroom embedded assignments, project portfolios, and teacher-made tests, and (e) The integration of student formative assessment in the evaluation and assessment framework provides for an integration effect among formative and summative assessment.

There are a variety of strategies used to disseminate individual student assessment which include but are not limited to:

- Tracking student performance from year to year
- Monitoring the educational quality and performance to yield disparities in target funding and support services
- A review of the stakes attached to an assessment through a whole school cycle approach
- Comparison of assessments through a longitudinal approach

There are various economic, and social considerations presented as it relates to the importance of assessment and the widespread recognition that educational indicators address. The various systems or provisions include:

- Improving education through assessment, innovation, and evaluation
- A developed "results agenda" used to present contextual issues
- Utilization of student achievement data to support instructional decision making
- Make data part of an ongoing cycle of instructional improvement.
- Designate a school-based facilitator who meets and collaborates with teacher teams in discussing data and solving problems.

In establishing a framework for discussing the role of assessment, we have identified four essential attributes of an education system: (b) Access, (b) Quality, (c) Efficiency, and (d) Equity. The Bayonne Board of Education notes a complex interdependence among these attributes. At Bayonne Board of Education, we strive on developing a strong rapport among our parent/family community. The Technology Department has increased their level of college and career readiness by creating a deeper connection and outreach to the individual schools and District as a whole the following are some developments: (a) Virtual Backpack, (b) updated teacher webpages, (c) revamp of Parent Teacher Associations on a school-wide level , and (d) creating strengthening ties among the elementary school and high school.

In the process of evaluating the contributions of measurement within the Bayonne Board of Education, the principle that seems most appropriate is that of "systemic validity". A systemically valid test is "...one that induces in the education system curricular and instructional changes that foster the development of the cognitive skills that the test is designed to measure." As a result, an analysis conducted stemmed from a concern that high stakes tests can, and do, cause learners and teachers to focus their efforts on maximizing test scores. Such an effort may not be accompanied by achievement of the intended learning goals if there is a disjuncture between immediate outputs.

It is integral to identification, assessing each student's learning progress, and evaluation of programming. Educators must establish a challenging environment and collect multiple types of assessment information so that all students are able to demonstrate their gifts and talents. Educators' understanding of non-biased, technically adequate, and equitable approaches enables them to identify students from diverse backgrounds. They also differentiate their curriculum and instruction by using pre- and post-, performance-based, product-based, and out-of-level assessments. As a result of each educator's use of ongoing assessments, students with gifts and talents demonstrate advanced and complex learning. Using these student progress data, educators then evaluate services and make adjustments to one or more of the school's programming components so that student performance is improved.

The Bayonne Board of Education conducts ongoing, comprehensive needs assessment of the district's student and staff assessment program, as well as identifies and recommends if necessary additional reporting. In an effort to support the district-wide assessment process and to improve student performance by establishing systems and testing dates and policies, the Bayonne Board of Education has aligned student achievement to the New Jersey Student Learning Standards.

Recommend, in conjunction with central administration, principals, teachers, parents and students as may be appropriate, the scope and sequence of curriculum, information guides and other resources pertaining to assessment in order to assist in formulation, establishment, and implementation of system accountability plans, school benchmarks, and district report card to close gaps between and among all students and different groups of students.

The Bayonne School District Strategic Plan provides optimum learning opportunities for all students in a safe, secure, inclusive learning environment that fosters personal and interpersonal growth, lifelong learning and a strong sense of community. This can be accomplished when administrators, teachers, parents and the community collaborate as a team to accomplish its objectives. The plan addresses four priority areas: Priority Area (1): Student Achievement, Priority Area (2): Staff Development, Priority Area (3): Technology, Priority Area (4): Operations.

Bayonne Public School
Strategic Plan 2017-2018

STUDENT ACHIEVEMENT

Objective: Reduce chronic student absenteeism

Measure: Increased student attendance

Target: 5% increase in student attendance for students considered chronic absentees

Project (Major Activities)	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success by Student Outcomes
Monitor attendance data and practice	November 15, 2017 February 7. 2018 April 17, 2018 June 20, 2018	Principal Vice Principal Attendance Office	Time	5% Increase in student attendance of students who are chronically absent
Recognize good and improved attendance by presentation of certificates	November 15, 2017 February 7. 2018 April 17, 2018 June 20, 2018	Principal Vice Principal	$1,000.00 per school – not to exceed TBD	Successful dissemination of Improved Attendance Awards
Engage students and parents through parent workshops, conferences, health office classroom visits/suggestions, digital backpack correspondence, student guidance sessions, and student assemblies.	November 15, 2017 February 7. 2018 April 17, 2018 June 20, 2018	Principal Vice Principal Guidance Counselor Teachers School Nurse PTA/PTO	Time	Parent attendance and feedback, observations, views on digital backpacks

STUDENT ACHIEVEMENT

Objective:	Increase and sustain student participation in voluntary tutoring programs
Measure:	Increased and sustained voluntary student attendance in tutoring programs
Target:	5% sustained increase in student attendance in tutoring programs

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success by Student Outcomes
Parent Outreach	September 2017 - October 2017	Principals Directors Teachers	Time	5% increase in sustained student attendance in tutoring programs
ARMS	November 15, 2017 February 7, 2018 April 17, 2018 June 20, 2018	Principals Directors Teachers	$20/hr per teacher -- Not to exceed TBD	Teacher attendance logs
100 Book Challenge	February 7, 2018 April 17, 2018 June 20, 2018	Principals Directors Teachers	$20/hr per teacher -- Not to exceed TBD	Teacher attendance logs
0 Period Tutorials (BHS)	November 15, 2017 February 7, 2018 April 17, 2018 June 20, 2018	Principals Directors Teachers	Time	Teacher attendance logs
Lunch-time tutorials (BHS)	November 15, 2017 February 7, 2018 April 17, 2018 June 20, 2018	Principals Directors Teachers	Time	Teacher attendance logs
Academic Boost	November 15, 2017 February 7, 2018 April 17, 2018 June 20, 2018	Principals Directors Teachers	$20/hr per teacher -- not to exceed to TBD	Teacher attendance logs

Revise criteria for continued eligibility in programs	November 15, 2017 February 7, 2017 April 17, 2018 June 20, 1018	Principals Directors Teachers	Time	Criteria statements

STUDENT ACHIEVEMENT

Objective: Increase student academic achievement
Measure: Analysis of DA scores 1, 2 and 3
Target: 70% of the students will achieve a grade of 70 or better on the 3rd marking period district assessment

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success by Student Outcomes
Academic Boost	September 2017-April 2018	Teacher	20.00 per hour/per teacher - not to exceed TBD	80% of students recommended by teacher attend academic boost
ARMS	November 2017 - April 2018	Principal Director Teacher	20.00 per hour/per teacher - not to exceed TBD	80% of students recommended by teacher attend ARMS program
Analyze PARCC data 2017-2018 school year	September 2017-April 2018	Principal Director Teacher Data Team	$500.00 per Data Team Member - not to exceed TBD	Communication of district results to staff members. sign in sheets/agendas.
PLC's	September 2017-April 2018	Principal Director Teacher	PLC facilitator 20.00 per hour/per facilitator - not to exceed TBD	shared/collaborative best practices/review of student work/increased test scores
100 Book Challenge	November 2017 - April 2018	District Facilitator Teacher	20.00 per hour/per teacher - not to exceed TBD	Attendance, Movement of student levels
After school Tutorials for ELL students	October 2017 - April 2018	Teacher	20.00 per hour - not to exceed TBD	Attendance

Title I	September 2017 - April 2018	Director Teacher	Time	Title I teacher's documentation
Online Math Supports	September 2017 - April 2018	Teacher Director of Math Principals	IXL purchase of $26,000 for the district Khan - free online support	Student and teacher data.
Newsela	September 2017 - June 2018	Director of ELA ELA Teachers	$55,000.00	Total Number of Articles Utilized
Gateways to STEM	November 2017 - April 2018	Director/Teachers	$6,000	Attendance, increased academic achievement

STAFF DEVELOPMENT

Objective: To increase staff awareness of "response to intervention." (RTI)
Measure: Assess teacher knowledge of RTI
Target: 10% increase in teacher knowledge of RTI

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success by Student Outcomes
Pre training survey	September 2017-June 2018	School I&RS teams	Time	Completion of survey
RTI administrator and teacher training	September 2017-June 2018	Consultant	TBD	Attendance and completion of training
Post training survey	September 2017-June 2018	School I&RS teams	Time	Completion of survey
RTI implementation	September 2017-June 2018	Administrators and teachers	Time	Overall academic/behavioral improvement

STAFF DEVELOPMENT

Objective: We will continue with our district's technology initiative. We have already phased in new technology (Smartboards Chromebooks/tablets/laptops) for all teachers. All of these teachers went through a job-embedded professional development program to learn how to utilize the equipment to engage students and improve instruction. We will continue to provide yearly professional development and release-day sessions for teachers so that they can utilize the equipment effectively.

Measure: Assessment of teacher implementation of technology

Target: To improve faculty and staff efficiency and use of technology

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success by Student Outcomes
Digital Briefcase	September 2017-June 2018	Administrators and Teachers	Time	Parent feedback
Teacher Academy	September 2017-June 2018	Technology Staff	$22 per hour – not to exceed TBA	Teacher participation/classroom observation
Smartboard Training	September 2017-June 2018	TEQ consultants	$400 per year	Teacher participation/classroom observation
Google Classroom	September 2017-June 2018	Teachers	Time	Teacher participation/classroom observation
Technology Conference	November 2017	Tech Department, TEQ, and Google	Time	Teacher participation

STAFF DEVELOPMENT

Objective: Enhance mentoring opportunities for new teachers and create incentive/recognition programs for outstanding first year teachers.

Measure: Assessment and evaluation of mentor journals.

Target: Improvement of teacher pedagogy and new teacher retention.

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success by Student Outcomes
Weekly mentor meetings	September 2017- June 2018	New teachers and mentors	Time	Meeting minutes
Review of teacher portfolio	September 2017- June 2018	Administrators	Time	Completed portfolio
Teacher Shadowing	September 2017- June 2018	Administrators	Time	Sharing of best practices
Common Preps	September 2017- June 2018	Administrators	Time	Sharing of best practices

TECHNOLOGY

Objective: To support and maintain the District's Devices and Infrastructure
Measure: To review district's budget to determine the amount allocated for technological support and upgrades
Target: To replace 6000 Chromebooks and upgrade Network Infrastructure

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success by Student Outcomes
Upgrade District Access Points	Tentative date if approved at Finance Meeting	Technology Department	To be determined	Quality daily online access
Replace EOL Chromebook	Tentative date if approved at Finance Meeting	Technology Department	To be determined	Quality daily access and availability
Maintain and support in house repairs	Tentative date if approved at Finance Meeting	Technology Department	To be determined	Quality daily access and availability of functioning equipment
Infrastructure: switches, servers, cloud based controllers	Tentative date if approved at Finance Meeting	Technology Department	To be determined	

TECHNOLOGY

Objective: Classroom teachers increase their use of Google Classroom as an educational collaborative tool.

Measure: To compare the number of classes created, active classrooms established and incorporation of Google Classrooms created by teachers.

Target: To increase the number of teachers utilizing Google Classroom.

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success by Student Outcomes
Create a survey for staff to determine comfort level and frequency of usage identification	September 2017- June 2018	Technology Department/Principals	Time	Pre and Post Survey Results
Provide Professional Development	September 2017- June 2018	Teaching staff	Time	Pre and Post Survey Results Certificates

TECHNOLOGY

Objective: To increase the knowledge of moving towards Educational Technology Standard 8.1 to increase digital citizenship throughout the curriculum

Measure: Pre-survey and Post-survey

Target: Full implementation of New Jersey Technology Standard 8.1 in all classrooms

Project	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success by Student Outcomes
Training teaching staff on 8.1 http://www.state.nj.us/education/cccs/2014/tech/81.pdf	September 2017- June 2018	Technology Department	Time	PD Schedule Attendance Sheets Survey Plan Books
Proof of implementation in lessons	September 2017- June 2018	Principals/Assistant Principals/Technology Directors	Time	Assessments Projects Portfolios Decease in Go-Guardian Alerts

OPERATIONS

Objective: To have a balanced, timely, fiscally sound, approved budget in place by April 2018 (for the 2018 - 19 school year)
Measure: Completion of a modified, zero-based, board-approved budget
Target: School district, City of Bayonne

Project (Major Activities)	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success by Student Outcomes
Follow timelines for submission of budget requests, discussion, and approval	September 29, 2017 October 15, 2017 November 17, 2017 December 22, 2017 February/March 2018	Principals Assistant Principals Directors School Business Administrator Board of Education Central Office Personnel	None	Additional financial resources for student achievement
Follow parameters in levels 1, 2, and 3 to prioritize spending	September 29, 2017 October 15, 2017 November 17, 2017 December 22, 2017 February/March 2018	Principals Assistant Principals Directors School Business Administrator Central Office Personnel	None	Additional financial resources for student achievement
Production of a Budget Book for 2018 - 2019	February/March 2018	School Business Administrator	None	Completion of a budget book

OPERATIONS

Objective: To reduce aftercare transportation spending by 100%
Measure: Elimination of aftercare transportation expenses
Target: Elementary School after care programs

Project (Major Activities)	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success by Student Outcomes
Discontinue transporting after care students home	September 2017 – June 2018	Building Principals/Assistant Principals Transportation Dept Community Education School Business Administrator	None	Reduction of costs

Bayonne Public School
Strategic Plan 2017-2018

OPERATIONS

Objective: To reduce district spending during the 2017 - 18 school year
Measure: Monthly expenditure report
Target: Reduction of 10% in spending

Project (Major Activities)	Benchmarks	Persons Responsible	Approximate Cost	Measures of Success by Student Outcomes
Reduction in number of lunch program personnel	September 2017 – June 2018	Building Principal Assistant Principal School Business Administrator	None	Financial savings for the district resulting in additional resources for students
Reduction in school and department expenditures	September 2017 – June 2018	Principals, Assistant Principals Directors School Business Administrator	None	Financial savings for the district resulting in additional resources for students