



**BAYONNE SCHOOL DISTRICT
Professional Development Plan (PDP)
2022 – 2023**

District Name	Superintendent Name	Plan Begin/End Dates
BAYONNE	Mr. John J. Niesz	July 1, 2022 – June 30, 2023

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	<p>To increase Bayonne BOE Staff’s awareness of Diversity, Equity and Inclusion (DEI) and efforts to be a more inclusive BOE.</p> <p>This Professional Learning provides continuous and new support to Bayonne’s established 2021-2022 Plan Document focused on the following goals (1, 6 and 8):</p> <p>1) Establish Culturally Responsive Classrooms</p> <p>6) Continuation of Professional Learning Communities as a Best Practice for student achievement</p> <p>8) LGBTQ+ The history of disabled and LGBTQ persons shall be included in middle and high school curriculum in grades 6-12</p>	<p>Superintendent, Assistant Superintendents, School Business Administrators, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support staff.</p> <p>School Climate Teams.</p> <p>Comprehensive Equity Plan Team</p>	<p>It is proven that organizations focused on fostering an inclusive and belonging environment generate innovative ideas. Students educated in an environment of inclusion and welcoming thrive and are more willing to engage in classroom activities. This Professional Learning will focus on reinforcing previous DEI discussions and enhanced learnings including expansion of Bayonne BOE use of DEI E-Learning at both administrators’ and teachers’ fingertips.</p>



2	<p>To Establish Culturally Responsive Classrooms</p> <p>Culturally responsive teaching involves ways of educating students based on principles of social justice. A key purpose of culturally responsive teaching is to provide all students with learning opportunities, regardless of their gender, race, ethnicity, or first language.</p> <p>A culturally responsive teacher uses differentiated instruction to tailor learning to every aspect of a student's culture.</p> <p>Culturally responsive teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning, and which uses research-based teaching strategies that make meaningful connections between what students learn in school and their cultures, languages, and experiences.</p>	<p>Superintendent, Assistant Superintendents, School Business Administrators, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support Staff</p> <p>School Climate Teams.</p> <p>Comprehensive Equity Plan Team</p>	<p>Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of groups and individuals. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures offers full, equitable access to education for students from all cultures.</p> <p>Culturally Responsive Teaching is a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning (Ladson-Billings, 1994).</p> <p>When integrated into classroom instruction, culturally responsive strategies can have important benefits such as:</p> <ul style="list-style-type: none"> - Strengthening students' sense of identity - Promoting equity and inclusivity in the classroom - Engaging students in the course material - Supporting critical thinking
---	---	--	---



3	<p>Strengthening Gifted and Talented Education</p> <p>The Strengthening Gifted and Talented Education Act was signed by Gov. Phil Murphy on Jan. 17, 2020 with the goal of equal access by students and improved administrator and teacher oversight of G&T programs.</p> <p>The law will require school districts to maintain data on services offered through its gifted and talented programs, which students based on demographics are being admitted into gifted and talented programs, and which staff members identify students and work with them. The data will be reported to the state on an annual basis.</p> <p>The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education plans [special need students] or 504 plans [students given special accommodations]</p>	<p>Superintendent, Assistant Superintendents, School Business Administrators, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support staff.</p> <p>School Climate Teams.</p> <p>School Data Teams</p> <p>G & T / 2E School Level Committee</p> <p>G & T / 2E District level Committee</p>	<p>"Gifted and talented student" means a student who possesses or demonstrates a high level of ability in one or more content areas when compared to his chronological peers in the school district and who requires modifications of his educational program if he is to achieve in accordance with his capabilities.</p> <p>The district will actively assist and support professional development for teachers, educational services staff, and school leaders in the area of gifted and talented instruction.</p> <p>Research indicates that teachers who have received training in gifted education are more likely to foster higher-level thinking, allow for greater student expression, consider individual student strengths and weaknesses, and provide a variety of learning experiences to challenge students.</p>
---	--	--	--



<p>4</p>	<p>To reduce the number of students that are chronically absent.</p> <p>In order for students to learn and achieve their fullest potential, it is critical that they are in school and engaged in the learning process. Research shows that student absences impact a child’s ability to succeed in school. ¹ In addition, there is evidence that chronic absenteeism from school is a primary cause of low academic achievement and a powerful predictor of a student’s risk of dropping out of school. ²</p> <p>www.nj.gov/education/students/safety/behavior/attendance/improvingattendance.pdf</p> <p>1 “10 Facts About School Attendance,” Attendance Works</p> <p>2 Balfanz, R. and Byrnes, V. (2012). <i>The Importance of Being in School: A Report on Absenteeism in the Nation’s Public Schools</i>. Baltimore: John Hopkins University Center for Social Organization of Schools.</p>	<p>Superintendent, Assistant Superintendents, School Business Administrators, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support staff.</p> <p>School Climate Teams.</p> <p>School Attendance Committees</p>	<p>“Chronic Absenteeism” is defined in New Jersey’s ESSA State Plan as the percentage of a school’s students who are not present for 10 percent or more of the days that that they were “in membership” at a school.</p> <p>Does not differentiate between excused or unexcused absences, simply ‘not present’</p> <p>New Jersey School Performance Reports.</p> <p>2020-2021 Summary page indicates Bayonne School District is <i>“In Need of Improvement”</i></p> <p>Students absent for 10% or more of the days enrolled was 11.6% down from 13.6% the previous year.</p> <p>Focus must be or pre-k and high school.</p>
----------	--	---	---



<p>5</p>	<p>To build capacity for educators in aligning curriculum, instruction, and assessment, preschool to grade 12, within the framework of the New Jersey Student Learning Standards (NJSLS)</p> <p>By September 2022 the following curriculum will be aligned with the NJSLS:</p> <p>Standard 1: Visual and Performing Arts Standard 2: Comprehensive Health and Physical Education Standard 5: Science Standard 6: Social Studies Standard 7: World Languages Standard 8: Computer Science & Design Thinking Standard 9: Career Readiness, Life Literacies & Key Skills</p>	<p>Superintendent, Assistant Superintendents, School Business Administrators, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, Support staff.</p>	<p>A state mandate requires alignment of curriculum to New Jersey’s Student Learning Standards.</p> <p>The district has identified the need for professional development with the increased rigor required by the state standards and their impact on assessments.</p> <p>Analysis of NJSLA - ELA, Math, and Science scores</p> <p>Teaching strategies and practices that are reflective of the NJSLS need to be infused in all content areas.</p> <p>Currently the district reflects a gap in achievement scores in the following areas: economically disadvantaged, ELL, special education, borderline ELA (58.4%) and mathematics (38.6%).</p> <p>District Goals</p>
<p>6</p>	<p>Continue to promote a Multiple-Tiered System of Support (MTSS) in grades Kindergarten through Two combining effective instruction, progress monitoring, and functional assessments linked to strategic intervention. To ultimately improve educational achievement including; academic, behavior and social/emotional success for <u>all</u> students.</p> <p>Additionally, teachers in grades K-three should begin to familiarize themselves with Standards Based Report Cards. SBRC are a research-based practice, a key component of MTSS, they increased parent engagement, and are developed by teacher PLCs</p>	<p>Superintendent, Assistant Superintendents, School Business Administrators, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, MTSS Committees, Multi-sensory Reading Specialists, Support staff</p>	<p>Policies and procedures exist to ensure a coordinated system for planning, delivering, measuring outcomes, and modifying intervention and referral services is implemented in each school by a multi-disciplinary team to address all students’ learning, behavior, and/or health needs. (N.J.A.C. 6A:16-8)</p>



7	<p>Continuation of Professional Learning Communities as a Best Practice for student achievement.</p> <p>The purpose of Professional Learning Communities (PLCs) is to hold collaborative meetings, focus on student learning outcomes, align standards and student learning objectives, and drive effective instruction. After four years, teachers have now moved to the <u>sustaining</u> stage where they are using PLC structures and practices that are well documented.</p>	<p>Superintendent, Assistant Superintendents, School Business Administrators, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Director of Student Personnel Services Directors, Supervisors, Teachers, School Counselors, Support Staff</p>	<p>PLCs can offer an effective, collaborative learning-focused process that can foster improvement in teaching and learning by providing a powerful infrastructure where teachers can engage in constructive dialogue, reflect on and improve instruction, and share ways to increase effectiveness in the classroom to positively impact student learning.</p>
8	<p>To reintroduce formalized Social and Emotional Learning to the district, pre-k through grade twelve. Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions.</p>	<p>Superintendent, Assistant Superintendents, School Business Administrators, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Director of Student Personnel Services, Directors, Supervisors, Teachers, School Counselors, Support Staff</p>	<p>Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities. (NJDOE website:</p>



9	<p>LGBTQ+ The history of disabled and LGBTQ persons shall be included in middle and high school curriculum in grade 6-12</p> <p>A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.</p>	<p>Superintendent, Assistant Superintendents, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Director of Student Personnel Services, Directors, Supervisors, Teachers, School Counselors, Support Staff</p>	<p>LGBTQ and persons with disabilities deserve to see themselves reflected in the classroom.</p> <p>Schools with inclusive curriculum have lower rates of bullying, harassment, and intimidation.</p> <p>Students in schools with inclusive curriculum are less likely to skip school.</p>
10	<p>To continue to integrate a successful online learning platform to address remote learning.</p>	<p>Superintendent, Assistant Superintendents, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Director of Student Personnel Services, Directors, Supervisors, Teachers, School Counselors, Support Staff</p>	<p>All students and staff must have an appropriate understanding as to the correct usage of various programs as a supplement to critical lessons and key concepts across all content areas. Students and staff will continue to properly use and incorporate relevant functions available to them (i.e. Schoology, Google Apps; Google Drive; IXL; Learn 360; Newsela; etc.). In September 2022, the district will continue to incorporate the online learning platform of Schoology to meet the demands of remote learning.</p>



2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<p>This DEI Professional Learning will support prior goals referenced above by:</p> <ul style="list-style-type: none"> • Delivering Counteracting Unconscious Bias Training to administrators June 2022 • Delivering keynote address for Fall 2022 • Roll-Out of E-Learning Platform for 900+ teachers • Creating monthly one-pager summarizing weekly E-Learnings for Professional Learning Committee (including discussion facilitation) 	<p>Leveraging School level PLCs to have discussions on issues related to Diversity, Equity, and Inclusion.</p>



2	<p>Culturally responsive teaching builds a safe, sturdy bridge between students’ home and personal lives to classroom instruction. Culturally responsive teaching is not a program the district can purchase. It’s not a box of curriculum. It’s about how we weave our students’ lives into daily instruction. We create the culture in our classrooms: the routines, what is valued, what we shine a light upon, how we celebrate, what is respected, how we interact with students and families.</p> <p>Culturally responsive teaching requires:</p> <ul style="list-style-type: none"> • Knowing students individually • Valuing students’ assets • An openness to one’s own biases • Building community <p>The first step in honoring students’ cultural references is learning about them. Being curious about students’ cultures and allowing them and their families to share this information can inform our lesson planning, improve teacher-student communication, and get us thinking about how we want our classrooms to look and feel. Some considerations that can help us truly know our students are:</p> <ul style="list-style-type: none"> • Race/ethnicity • Family structure • Primary language, including dialects and slang • Activities/sports • Music/pop culture references • Social, religious, or other identities <p>Support ongoing professional development</p> <p>Begin to familiarize yourself with culturally responsive classrooms by reviewing websites, periodicals, literature</p> <p>Provide opportunities for staff to attend workshops</p>	<p>Build Culturally Responsive Relationships (Get to know your students)</p> <p>This has been repeatedly confirmed; if educators do not have some knowledge of their students' lives outside of paper-and-pencil work, and even outside of their classrooms, then they cannot accurately know their students' strengths and weaknesses (Delpit, 1995).</p> <p>This theme is also echoed by Pedro Noguera, who concludes that, in order to engage urban students, teachers must adapt their teaching to the way in which those students learn rather than the reverse (expecting students to adapt their learning to the way in which they are taught). Therefore, teachers need to know how to make ideas and knowledge meaningful to urban students and how to use students' culture and interests as tools to teach them (Noguera, 2003).</p> <p>We must teach the way students learn, rather than expecting them to learn the way we teach. —Pedro Noguera</p>
---	---	--



<p>3 "Differentiation is making sure that the right students get the right learning tasks at the right time."</p> <p>Lorna M. Earl <i>Assessment as Learning: Using Classroom Assessment to Maximize Student Learning</i></p> <p>In the video <i>Creating Multiple Paths for Learning (1997)</i>, Carol Ann Tomlinson, noted differentiation expert, says that differentiating instruction means that the teacher anticipates the differences in students' readiness, interests, and learning profiles and, as a result, creates different learning paths so that students have the opportunity to learn as much as they can as deeply as they can, without undue anxiety because the assignments are too taxing—or boredom because they are not challenging enough.</p> <p>Provide continued professional development</p> <p>Support ongoing professional development</p> <p>Begin to familiarize yourself with gifted and talented education by reviewing websites, periodicals, literature</p> <p>Provide opportunities for staff to attend workshops</p> <p>Update district G & T manual.</p>	<p>According to Carol Ann Tomlinson (1999), we can recognize differentiated instruction by a variety of classroom characteristics:</p> <ul style="list-style-type: none"> • Teachers begin where the students are. • Teachers engage students in instruction through different learning modalities. • A student competes more against himself or herself than others. • Teachers provide specific ways for each individual to learn. • Teachers use classroom time flexibly. • Teachers are diagnosticians, prescribing the best possible instruction for each student. (p. 2) <p>The <i>Schoolwide Enrichment Model: A How-To Guide for Educational Excellence</i>. Second Edition. Renzulli, Joseph S.; Reis, Sally M.</p> <p><i>The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition</i>, Carol Ann Tomlinson</p>
---	--



<p>4</p> <p>Review district-wide attendance data.</p> <p>Review school-level attendance data.</p> <p>Ensure attendance data is accurately entered and reports are produced, widely available, and regularly reviewed.</p> <p>Ensure that attendance expectations are clearly presented in school and district code of student conduct.</p> <p>Make attendance an item for discussion in all school events including back-to-school night, parent conferences and other opportunities to share goals with various stakeholders.</p> <p>Participate in Attendance Awareness Month activities throughout the month of September.</p> <p>Use multiple media to publicize attendance goals in ways that are accessible to all students, families and the community.</p> <p>Use social networking tools to inform stakeholders of the impact of missing school throughout the school year.</p> <p>Review results of school climate survey.</p> <p>Review attendance policies.</p> <p>Administrator discussions with parents at back-to-school nights.</p> <p>Disseminate brochures.</p> <p>Review attendance works website.</p> <p>Provide recognition to individual students, rewards for students with excellent attendance, or improvement on attendance that reversed an at-risk trajectory and groups (i.e., classes with excellent monthly attendance.)</p> <p>Promote effective school wide approaches to recognizing good and improved attendance.</p> <p>Reach out to frequently absent students to find out in a supportive manner why they are missing school and what would help them attend more regularly.</p>	<p>Schools with greater than 6% of its enrollment determined to be chronically absent are advised to begin to pay closer attention to attendance trends. Helpful resources exist for schools at www.attendanceworks.org.</p> <p>Such resources include sample templates for messaging the importance of attendance to families (including outreach to Spanish and Arabic speaking families) and a short, self-assessment tool to guide analysis of current school efforts:</p> <p>http://www.attendanceworks.org/wordpress/wp-content/uploads/2012/06/School-SelfAssessment-Team-Rev-June-2012.pdf</p> <p>Schools that fail to meet the ESSA Chronic Absenteeism indicator will be required to create a school level Action Plan to address the issue of Chronic Absenteeism.</p> <p>Each school will establish a School Climate Team to create opportunities for school staff to learn about the importance of attendance and share effective strategies for improving student attendance.</p> <p>Launch a schoolwide Attendance Campaign for all families during the first 30 days of school. Include a kickoff event with a parent speaker, a catchy slogan, and branded items distributed to students and caregivers (pencils, pens, notepads, noisemakers, etc.)</p> <p>Host events to celebrate great attendance and improved attendance for parents and students.</p> <p>Post daily student attendance percentages conspicuously (e.g., in the cafeteria, in a major hallway, on the website).</p> <p>Provide parents with a comparative analysis of their student's attendance with the average student attendance in the building, "nudge" letter.</p>
--	---



<p>5</p>	<p>Opportunities for vertical and horizontal articulation for best instructional practices, assessment design, data analysis and core content integration.</p> <p>Formulate District Level Data Team</p> <p>Share new curriculum template and pacing guide</p> <p>Addition of LGBTQ, Climate Change, SEL, Culturally Responsive Classrooms, Gifted and Talented Education</p>	<p>Curriculum Writing teams will analyze curriculum and units of study and develop/revise units of study and benchmark assessment that further align to the rigor and quality of the NJSLs.</p> <p>Data Teams will develop annual district plans for closing the gaps, and PLCs will share promising professional practices with one another.</p> <p>Creation of Annual School Plans (ASP)</p>
<p>6</p>	<p>Provide professional development on intervention strategies (e.g., hire consultants, send educators to training, purchase materials) to ensure the effective implementation of interventions.</p> <p>Conduct universal screenings to identify students' academic abilities to provide targeted instruction and early intervention.</p> <p>Update district MTSS manual.</p> <p>Implementation of trimesters for kindergarten and grade one SBRC with the creation of grade two report cards</p> <p>DRA3</p> <p>1:1 tutoring, School Year Learning Acceleration Academies, Summer Learning Academies</p>	<p>Create before school or afterschool programming with a focus on targeted reading practice (e.g. 100 Book Challenge, A.R.M.S.)</p> <p>Implement a phonics-reading program to provide Tier I and Tier II supports for the most at-risk learners.</p> <p>Provide training to teachers to implement DRA3. DRA offers educators the tools teachers need to observe and document student reading level and helps inform instructional practice.</p> <p>Hire additional multi-sensory reading specialists.</p> <p>Schoolwide (SW) Title I Program</p> <p>Provide RAZ kits to support independent reading</p> <p>Provide support from Multi-sensory Reading Specialists and Instructional Coaches</p>



7	<p>Provide opportunities for PLC members to compare data and student learning goals with PLC members across the district</p> <p>Develop communications systems that enable PLC members and all staff to share ideas, information and successes (consider electronic media such as on-line bulletin boards, blogs, newsletters, etc.)</p>	<p>Provide opportunities for committee members to present workshops and otherwise disseminate their practice (e.g., develop videos, blogs, podcasts).</p> <p>Provide materials and supplies for the committee to produce high quality documentation and resources.</p> <p>Maintain high capacity computer networks and technical equipment for collaborative and instructional purposes.</p> <p>Provide opportunities for PLC members to compare data and student learning goals with PLC members across the district</p> <p>Develop communications systems that enable PLC members and all staff to share ideas, information and successes (consider electronic media such as on-line bulletin boards, blogs, newsletters, etc.)</p> <p>Provide opportunities for PLC members and peers to assess implementation of PLC decisions</p> <p>Support ongoing PD on data collection and analysis</p> <p>Provide opportunities to network and share PLC ideas, progress and strategies beyond the district</p>
8	<p>Teachers will be provided with the resources / curriculum to teach the necessary skills to address students social emotional well-being. Staff will need PD in order to implement the program.</p>	<p>The district SEL team will collect and regularly reflect on both implementation and outcome data, in order to monitor progress and continuously improve all SEL-related systems, practices, and policies.</p> <p>School teams will engage regularly in reflecting on data, sharing learnings and strategies, and developing plans for improving quality of schoolwide SEL implementation.</p>



9	Teachers will be provided with the resources / curriculum to teach the necessary skills to address political, economic, and social contributions of the LGBTQ+ and persons with disability curriculum. Staff will need PD in order to implement the program.	Staff training and development, September 2022 Curriculum and resources adopted at the August BOE meeting.
10	Teachers will be provided with the resources to continue with the new learning platform, Schoology.	

3: PD Required by Statute or Regulation

State-mandated PD Activities
<p>The Bayonne School district will provide the New Jersey Mandatory Trainings through an online management system called Safe Schools. Mandated trainings include Achieve NJ, Harassment, Intimidation and Bullying; Section 504 of the Rehabilitation Act; Child Abuse N.J.; Suicide Prevention; Alcohol and Drug Awareness for Employees; Blood Borne Pathogens; Family Educational Rights and Privacy Act; Hazardous Communications; Asthma; Anaphylactic and Anaphylaxis Shock; LGBTQ+ / Persons with disabilities, Amistad / Holocaust, SEL, and Gang Awareness. PD activities also include those; which address ethics, law and governance. A comprehensive HIB training is also completed annually for all staff members in the district. Principals will complete school security trainings. For the 2022-23 school year, Dyslexia, SEL, LGBTQ, G & T, and AED training (Janet’s Law) will also be provided.</p> <p>Team of Administrator yearly refresher training for Danielson 2007 Rubrics / Marshall, SGOs, mSGPs, and Inter-rater reliability.</p> <p>Address state requirements for professional development in ethics, law, and governance and other issues related to student safety and well being (N.J.S.A. 6A:9-15.8) for district administrators.</p>



4: Resources and Justification

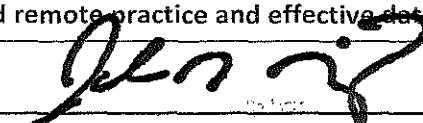
Resources

To meet the needs of the district's schools per this plan, the initial recommendation is to allocate funds from Title II A and the district budget for this purpose. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers / consultants, materials, technology resources, substitute teachers salaries and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. The employee contract stipulates that three full days during the school year will be dedicated for professional development activities. Additionally, the school calendar reflects half-day professional development opportunities for staff throughout the year. Professional development activities involving work by collaborative teams will be implemented through common planning time opportunities at each school. Substitute coverage for classroom planning, observation, reflection, site visits, and curriculum initiatives is available as needed. A scheduled protocol is in place for regularly analyzing data and planning for instruction and regularly using staff developers and administration to support teachers in their facility with planning and delivering small group, differentiated instruction. PLCs will take place by department at the high school and grade / content at elementary schools. District Goals and the Professional Development Plan will serve as a reference to support all professional development initiatives.

Justification

2021 – 2022 Data analysis has identified priority areas related to instruction to Close the Achievement Gap and ensure successful implementation of the New Jersey Student Learning Standards and Achieve NJ. Emphasis will be placed on the development of PLCs, promoting teachers and administrators as reflective practitioners, support for the development of quality, ambitious yet achievable SGOs and assessments, the effective integration of technology into classroom and remote practice and effective data use to inform instruction at the student, class, school, and district level.

Signature:



 Superintendent Signature

July 26, 2022

 Date