



**Superintendent of Schools
Bayonne, New Jersey
District Goals
2018 - 2019**



GOAL 2: To implement 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 all students.

Major Activities	Board / Staff	Resources	Timelines	Indicators of Success
<p>Conduct a self-assessment to gauge readiness for the initiative and identify areas of gaps and strengths/weaknesses within the district/school.</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>Superintendent, Assistant Superintendents, High School Principal, Assistant Principals, Academic Deans, Elementary Principals, Elementary Assistant Principals, Directors, Supervisors, Teachers, School Counselors, I&RS Committees, Support Staff.</p>	<p>Adaptive Diagnostic.</p> <p>Phonics Program.</p> <p>Progress monitoring tool.</p> <p>MTSS Manual.</p> <p>Reading Specialist.</p> <p>Funding.</p> <p>Time.</p>	<p>July 2018 - June 2019</p>	<p>MTSS program fully executed in grade kindergarten through two.</p> <p>Increased placement of students with disabilities in the least restrictive environment.</p> <p>Reduced Disproportionality.</p> <p>Reduced Suspensions.</p> <p>Decreased chronic absenteeism.</p> <p>MTSS manual with policies and procedures.</p>

Data-driven instruction:

Using a data dashboard or using a data management system, such as an Instructional Improvement System to track and analyze data for targeted interventions and/or hiring a data expert to build teacher capacity in tracking and drawing actionable conclusions from student data

Share best practices:

Support PLCs for sharing best practices around literacy instruction, assessment, intervention, and data review.

Additional instructional

time: Create before school or after school programming with a focus on targeted reading practice (e.g. 100 Book Challenge, A.R.M.S.)

Implement a phonics-reading program to provide Tier I and Tier II supports for the most at-risk learners.

K-2 professional development administered.

Adaptive diagnostic assessment in place and administered at least two times per year.