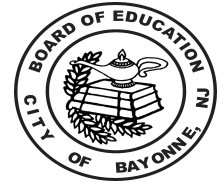




Bayonne School District

Strategic Plan
2012 - 2013



“Creating a Community of Learners”

GOALS OF THE PLAN: To create a “Community of Learners” that will: **advance** teaching and learning; **promote** student attainment of the New Jersey Core Curriculum Content Standards and Common Core State Standards; **reduce** the achievement gap of all subgroups; **promote** data-driven decision making; **enhance** technology usage; and, **focus** on staff development.

OBJECTIVES OF THE PLAN: • **To ensure** all children garner the New Jersey Core Curriculum Content Standards and Common Core State Standards • **To ensure** all teachers address the New Jersey Core Curriculum Content Standard and Common Core State Standards • **To provide** research-based, standards-driven instruction for all students • **To promote** collegial, collaborative, job-embedded staff development • **To implement** student support systems based on prevention and early intervention • **To** continue to build the quality and capacity of our school to engage in data-driven decision making • **To hone** instructional leadership abilities for administrative staff that will increase classroom-level support and assistance

PRIORITY AREA 1: ACCOUNTABILITY AND COMPLIANCE	PRIORITY AREA 2: PROFESSIONAL DEVELOPMENT	PRIORITY AREA 3: TEACHING AND LEARNING	PRIORITY AREA 4: STUDENT SUPPORT
<p>Strategies:</p> <p>1.1 Assessment and Accountability for Student Performance</p> <p>Evaluate district progress based on student performance levels as measured by State and local assessments, student achievement gaps, dropout and attendance data.</p> <p>1.2 Assistance and Support</p> <p>Assist schools in reaching expected standards of instructional and operational success through equitable, effective and sustainable support.</p> <p>1.3 Data Analysis and Application</p> <p>Assist schools as they develop, refine and utilize data analysis capabilities to determine student learning needs.</p>	<p>Strategies:</p> <p>2.1 Job Embedded Staff Development Program</p> <p>Employ district/school-centered strategies to meet staff training needs in the use of cooperative learning techniques, differentiated instruction, and strategies for English Language Learners, inclusion students, and gifted and talented students.</p> <p>2.2 Danielson Framework for Teaching Evaluation Instrument</p> <p>Identify those aspects of a teacher’s responsibilities that promote improved student learning.</p> <p>2.3 Classroom Level Planning</p> <p>Provide in-service to teachers on framework for teaching (Danielson) and planning (Understanding by</p>	<p>Strategies:</p> <p>3.1 Planning and Preparation</p> <p>Knowledge of content and pedagogy</p> <p>Enduring understandings and essential questions that infuse 21st century skills and technology standards; opportunities for interdisciplinary connection and transfer of knowledge; and, skills by students</p> <p>Demonstrate knowledge of students</p> <p>Differentiate based on students’ needs, different learning styles (multiple intelligences) and interest levels; provide scaffolding for acquiring targeted knowledge/skills</p>	<p>Strategies:</p> <p>4.1 Character Education</p> <p>Provide instruction that is focused on prevention of social, emotional and behavioral difficulties through research-based models.</p> <p>4.2 Integrated and Coordinated Support Services</p> <p>Provide student access to health and social services when behavioral or health problems interfere with their ability to learn or interact appropriately in the regular class.</p> <p>4.3 Parent/Community Involvement</p> <p>Employ efforts to foster collaboration and support with families, social service and government agencies, and the business community regarding programs available through the district, needs of students, and the role to be played by each stakeholder.</p>

1.4 Professional Learning Communities

Establish school and grade level professional learning communities to discuss initiatives and issues relevant to student learning and school operations in a collegial, collaborative manner.

1.5 Development of Curriculum

Revise a web-enabled curriculum aligned to the NJ Core Curriculum Content Standards (NJCCCS) and the Common Core State Standards (CCSS) in the following areas:

- Language Arts Literacy (LAL)
- Mathematics
- Science
- Visual and Performing Arts
- Comprehensive Health and Physical Education
- Social Studies
- World Languages
- Technology & Career Education
- 21st Century Skills
- Consumer Family, and Life Skills

1.6 District Advisory Committee

Stakeholder engagement is critical throughout implementation of a new evaluation system. Meeting should be open to additional staff members to help build a culture of trust, transparency, and two-way communication.

Design) that describes expected student outcomes; relationship between teacher planning and preparation, the classroom environment, instruction, and professional responsibilities

2.4 Unpack the Standards

Sept. 2012 implementation date of New Jersey Core Curriculum Content Standard (NJCCCS) and Core Content State Standards (CCSS).

2.5 Build a Shared Vision

Danielson Framework for Teaching, Understanding by Design; Collins Writing, Document Based Questioning, Academic Vocabulary; high-level thinking; performance assessments; variety of resources; and multi-cultural sensitivity.

2.6 Lead Teacher Cadre

Facilitate differentiated turn key instruction for all teachers during staff training days, faculty and staff meetings.

2.7 Communication Channels

Increase communication through webinars, Wiki's and blog posts.

Set instructional outcomes

Challenging and higher order thinking and problem solving skills. Opportunities for student reflection and self-assessment

Demonstrate knowledge of resources

- Integrate global perspectives and 21st century skills

Designing coherent instruction

Allow for student choice; develop activities that actively engage students in real-life applications of knowledge and skills

Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills; and, standards-driven instruction, establish grade/course activities.

Designing student assessments

Develop formative and summative assessments Show evidence that will demonstrate what students understand.

Develop interdisciplinary core and alternative assessments.

Evaluate the process for assessing student gains

Establish a means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives.

4.4 General Education Intervention and Referral Services

Increase capacity of the general education program to assist students who exhibit learning and behavior problems prior to referral for CST evaluation.

Restructure the I & RS team to serve as a core problem solving team at each school. Meet weekly to discuss students who are not making progress with targeted interventions. The team should consist of inclusion teacher, transitional learning team consultant, building administrator, nurse, guidance counselor, general education teacher, child study team member, ESL teacher (if applicable) and parent of the child.

Review all available data. Academic progress, assessment, challenging behavior and attendance should be reviewed along with other information.

Utilize Title I, special education and other staff to work with at-risk students.

Verify the fidelity of the intervention. Review parent and teacher concerns. Conduct fidelity-focused observation and consult with those delivering interventions. Special education may be an outcome, but it is not an automatic solution.

4.5 Data Collection

Establish criteria for collecting core common data to inform and adjust the curriculum to better meet the varying needs of learners.

1.7 College and Career Readiness

Develop the knowledge and skills students must have within their K-12 education careers so that they will graduate high school able to succeed in entry-level, credit-bearing academic college courses and in workforce training programs.

The curriculum must:

- Be aligned with college and work expectations;
- Be clear, understandable and consistent;
- Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Prepare out students to succeed in our global economy and society; and
- Be evidence based

1.8 Systems and Operations

System 3000 Update

3.2 Improving the Classroom Environment

Create an environment of respect and rapport; establish a culture for learning; managing classroom procedures and student behavior; and, organizing physical space

3.3 Instruction

Student-centered with the teacher acting as a facilitator and co-learner during the teaching and learning process; improving communication with students; enhancing questioning and discussion techniques; engaging students in learning; using assessment in instruction; and, demonstrating flexibility and responsiveness

3.4 Professional Responsibilities

Reflect on teaching; maintain accurate records; communicate with families; participate in a professional community; grow and develop professionally; show professionalism

4.6 Data Analysis

Assess, analyze, and evaluate the data-driven results of student outcomes in each curriculum area to revise/refine

4.7 Articulation

Support horizontal and vertical school/district-wide articulation

4.8 Regular Attendance

Adopt and implement policies and procedures that include expectations and consequences regarding timely arrival and attendance and district responses to unexcused absences

4.9 Grade Scale

A grade of 65 and above will be considered a passing grade in each subject.

Time Line:

Sept. 2012 and on-going

Lead Person(s):

Central Office Administration, Principals, Vice Principals, Directors, Data Analysis Coach, Mathematics and Literacy Coaches, Curriculum Teams, Curriculum Writing Teams, Attendance Officers, Guidance Department, Data Analysis Teams, and District Evaluation Pilot Advisory Committee (DEPAC)

Resources Needed:

Professional journals and literature
WIKI
NJCCCS
CCSS
Web page
Assessment data
Software
Hardware

Documentation:

Assessment data
Agenda – Staff Development Day, Faculty, Focus, Principals, Directors meetings
Attendance sheets
Curriculum
Curriculum map
Meeting schedules
Financial & Personnel Package

Time Line:

Sept. 2012 and on-going

Lead Person(s):

Central Office Administration, Principals, Vice Principals, Directors, Data Analysis Coach, Mathematics and Literacy Coaches, Curriculum Teams, Curriculum Writing Teams, Data Analysis Teams, Cadre of Lead Teachers, Transitional Learning Consultation Team (TLC), Consultants

Resources Needed:

IPads
Teachscape software
Professional journals and literature
Professional Learning Communities (PLC's)
In service workshops
Out of district workshops
NJCCCS
CCSS
WiKi
Webinars
Blogs

Documentation:

Agenda – Staff Development Day, Faculty, Focus, Principals, Directors meetings
Attendance sheets
Contracts
Registrations for workshops
In service workshop schedule
Meeting schedules

Time Line:

Sept. 2012 and on-going

Lead Person(s):

Principals, Vice Principals, Curriculum Directors, Mathematics and Literacy Coaches, Curriculum Teams, Curriculum Writing Teams, Cadre of Lead Teachers, Transitional Learning Consultation Team (TLC), Teachers

Resources Needed:

OnCourse
Professional Learning Communities (PLC's)
IPads
Teachscape software
Danielson Framework for Teaching
Evaluation Instrument

Documentation:

Observations
Walk Through
Annual Evaluations
Professional Growth Plans

Time Line:

Sept. 2012 and on-going

Lead Person(s):

Principals, Vice Principals, Curriculum Directors, Mathematics and Literacy Coaches, Curriculum Teams, Curriculum Writing Teams, Cadre of Lead Teachers, Transitional Learning Consultation Team (TLC), Teachers, Guidance Counselors, I & RS Teams, Child Study Teams, School Nurses, Behaviorist; Learning Consultant; Social Worker, and Attendance Officers

Resources Needed:

Transitional Education Plan
Community resource guide
Modifications
District policies and procedures regarding attendance and on-time arrivals
Procedures for responding to unexcused absences and excused absences.
District policies

Documentation:

OnCourse lesson plans
Parent meetings
I & RS attendance sheet
Transitional Learning Consultation Team
Agenda – Staff Development Day, Faculty, Focus, Principals, Directors meetings
Records indicating actions taken to prevent and intervene in the cases of absences and truancy that include contacts with parents regarding absences.

