

**Bayonne School District
Strategic Plan
2015 -2016**

**“Creating a Community of
Learners”**

BOARD OF EDUCATION

CENTRAL OFFICE

**Patricia L. McGeehan, Ed.D.
Superintendent of Schools**

**Robert C. Craig
Assistant Superintendent of Schools for Personnel**

**Leo J. Smith, Jr.
Assistant Superintendent for Business / School Business Administrator**

**Kenneth Kopacz
Assistant Superintendent for Curriculum & Instruction**

**Dennis C. Degnan, Ed. D.
Administrator of Title I and Assessment**

Bayonne School District Strategic Plan 2015 -2016

“Creating a Community of Learners”

Goals of the Plan: To provide 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.

Objectives:

- To set high standards and expectations for student achievement.
- To provide a safe environment conducive to learning.
- To meet the needs of our diverse multi-cultural school population.
- To provide a challenging curriculum by utilizing educational technologies that meets the needs of the 21st Century.
- To provide programs that foster successful home, school, and community partnerships.
- To provide teacher training and professional development.
- To effectively enhance technology usage.

**Bayonne School District
Strategic Plan
2015 -2016**

“Creating a Community of Learners”

Priority Areas

- Priority Area 1: Student Achievement
- Priority Area 2: Staff Development
- Priority Area 3: Technology
- Priority Area 4: Operations

**BAYONNE SCHOOL DISTRICT
STRATEGIC PLAN
2015 – 2016
“CREATING A COMMUNITY OF LEARNERS”
COMMITTEE MEMBERS**

PRIORITY AREA 1: STUDENT ACHIEVEMENT	PRIORITY AREA 2: STAFF DEVELOPMENT	PRIORITY AREA 3: TECHNOLOGY	PRIORITY AREA 4: OPERATIONS
<p>Dawn Aiello (Chair) Cathy Quinn, Ed.D. (Chair)</p> <p>Lisa Wasielewski Tara Degnan Monica Flynn Sharon Colasurdo Charles Costello Kathy Bingham Maryann Connelly Dennis Degnan, Ed.D.</p>	<p>Chris Mercun (Chair) Dan Ward (Chair)</p> <p>Tom Jacobson Tim Craig Rich Baccarella Kenny Kopacz George Becker Maureen Brown Alana Ryan Rena Bush</p>	<p>Tom Fogu (Chair) Karee McAndrew (Chair)</p> <p>Kim DeMedici PJ Baccarella Stacey Janeczko Nancy Ruane Robert Pierce Al McCormick Maria Kazimir</p>	<p>Mike Pierson, Ph.D. (Chair) Keith Makowski (Chair)</p> <p>Areta Costello Pat Dziubek Joe Broderick Eric Ryan Anna Maillaro Karen Fiermonte</p>

**Bayonne School District
Strategic Plan
2015 -2016**

“Creating a Community of Learners”

Priority Area 1:

Student Achievement

- 1.1 Assessment and Accountability for Student Performance
- 1.2 Data Analysis and Application
- 1.3 Student Assistance and Support
- 1.4 Curriculum Development
- **1.5 Partnerships**

**Bayonne School District
Strategic Plan
2015 -2016**

“Creating a Community of Learners”

Priority Area 2:

Staff Development

- 2.1 Job Embedded Staff Development Program
- 2.2 Danielson Framework for Teaching Evaluation Instrument
- 2.3 Kim Marshall Principal Evaluation
- 2.4 District/School/Classroom Planning
- 2.5 Life-Long Learning Environment for Staff
- 2.6 Achieve NJ
- 2.7 LRE – Least Restrictive Environment

**Bayonne School District
Strategic Plan
2015 -2016**

“Creating a Community of Learners”

Priority Area 3:

Technology

- 3.1 Technology Infrastructure
- 3.2 Technology Integration
- 3.3 Professional Development & Staff Training
- 3.4 Maintenance, Management & Support

**Bayonne School District
Strategic Plan
2015 -2016**

“Creating a Community of Learners”

Priority Area 4:

Operations

- 4.1 Finance
- 4.2 Facilities
- **4.3 Growth Perspective**
- **4.4 Food Service and Transportation**

PRIORITY AREA 1: STUDENT ACHIEVEMENT	PRIORITY AREA 2: STAFF DEVELOPMENT	PRIORITY AREA 3: TECHNOLOGY	PRIORITY AREA 4: OPERATIONS
<p><u>Strategies:</u></p> <p>1.1 Assessment and Accountability for Student Performance</p> <ul style="list-style-type: none"> Continue the utilization of the Data Analysis teams at each building to analyze and share the reports that identify areas for improvement and growth. Continue to administer the well-aligned system of testing using district assessments in Language Arts/ Literacy, Mathematics, Social Studies and Science to determine if students are on track for college and career readiness. Continue to evaluate and construct district assessments in all areas including art, music, physical education, world languages and technology. 	<p><u>Strategies:</u></p> <p>2.1 Job Embedded Staff Development Program</p> <ul style="list-style-type: none"> Commit to a teacher-training model of staff development and provide necessary resources that help to provide high quality, job-embedded, differentiated staff development for the teachers that is aligned directly to the district, school and department goals. Continue release days for Professional Development with teachers remaining in their buildings. Continue Naviance/Family Connection Training for BHS Teachers and Elementary Counselors and District Child Study Teams to provide students with post secondary planning for College and Career Readiness. Work toward providing training to include Grades 8-11 teachers in providing recommendations for scheduling and student 	<p><u>Strategies:</u></p> <p>3.1 Technology Infrastructure</p> <ul style="list-style-type: none"> Internal wide area network (WAN) connections from the district to each school and among schools within the district of a minimum of 1 GBps per 1,000 students/staff (increase needed for BHS and Midtown) Load bearing 1 GB fiber service at Nicholas Oresko School Transition DNS to external service Switch and Access Point upgrades and additional AP's to create large PARCC testing sites in all buildings (Elementary and BHS) VoIP services for all district phones including voicemail Create Media Centers in each school's library with technology and print resources Ensure an optimal network and device management for PARCC 	<p><u>Strategies:</u></p> <p>4.1 Finance</p> <ul style="list-style-type: none"> Funding received from New Jersey School Boards Association Insurance Group (North Jersey Educational Insurance Fund). Continue to expand automated procedures for purchasing and budgeting to meet NJDOE standards (Systems 3000). Expand revenue-generating initiatives through scrap metal recycling program, movie and commercial film shoots. Continuation of ROD Grants to offset district costs to building repair (covers 60% of work – district responsible for remaining 40%) Savings generated from B.I.G.S. projects, Solar roof panels, and new energy saving lighting fixtures installed in various common areas and gymnasiums

<ul style="list-style-type: none"> • Monitor and improve Tiered Student Growth Objectives (SGO) by using multiple measures but not limited to NJASK, PARCC, teacher observations, teacher recommendations, markers of future success (attendance, class participation, homework), district prior year assessments scores, student portfolios, diagnostic, midyear check in and District assessment 1, 2, 3 and 4 to ensure students are on track for college and career readiness. • Translate progress reports and report cards in native languages. • Continue to communicate and review Student Growth Percentiles (SGP) to identify areas for improvement and areas of growth. • Continue to implement programs that showcase the talent of our students such as (but not limited to): Math Olympiad, Spelling Bee, Fire Bowl, and Academic Challenge. <ul style="list-style-type: none"> • Continue to monitor student attendance at the classroom/school/district level to address chronic absenteeism and promote the importance of good attendance. 	<p>placement for high school.</p> <ul style="list-style-type: none"> • Training in Next-Generation Science Standards for K-12 Science teachers • Continue Healthier Generation • Utilize Content-area speakers to improve the knowledge and understanding for nurses, vocational and physical education-health teachers. • Continue Co-Teaching workshops • Continue Sunday Training. • Conduct workshops on differentiated instruction for K-12 staff. • Chromebook training for B.H.S. Social Studies Department • Continue professional development for K-6 Social Studies teachers • Continue technology training for K-12 Math teachers • Continue with training for PARCC preparation for ELA and Math 	<p>administration</p> <ul style="list-style-type: none"> • Upgrade end of life UPS battery backups with new UPS with enhanced notification features. • Continue to ensure an optimal network and device management for PARCC administration <p><i>3.2 Technology Integration</i></p> <ul style="list-style-type: none"> • Implement 1:1 Google Chromebook initiative for students in Grades 3 – 8 • Implement 1:1 Google Chromebook take home starting with grades 7 & 8 • Implement Grade 2 Chromebook classroom sets • Implement Chromebook usage for Online Assessments • Implement ELA & MATH classroom sets for BHS students • Implement Social Studies classroom sets for BHS students • Integrate CCSS focused curricula with technology tools to prepare students for PARCC 	<ul style="list-style-type: none"> • Continued partnerships with Bayonne Community Bank, IMTT-Bayonne, and Care Point Health on multiple educational projects • New Budget process / procedures (Business Administrator) <p>4.2 Facilities</p> <ul style="list-style-type: none"> • Continue with 5 year capital and maintenance plan (on file with county) -See 4.3 • Ongoing renovation of classrooms at BHS -3 labs -Career Academy -Academy of Professional Studies -Vocational & Technical Academy • Maintenance, renovation and repair to various schools for roofing and pavement purposes through ROD & Safety Grants • Beautification projects with PSE&G and B.I.G.S. initiatives at schools district-wide
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> • Establish a clear line of communications between schools, municipalities, court systems, and Child Protective Services (CPS) to investigate student attendance. • Continue to use the breakfast program to promote punctuality. • Continue to monitor the achievement gap to find areas needing improvement. • Continue to implement the 100 book challenge, Family Latino Projects and Family Arabic Projects. <p><i>1.2 Data Analysis and Reporting</i></p> <ul style="list-style-type: none"> • Teachers and school Administrators will use data from real time to monitor student performance. Administrators will use data from NJSMART to review school profiles and assist with the creation of the target action plans. 	<ul style="list-style-type: none"> • Conduct workshops on the newly redesigned SAT & AP Summer Institutes for Math teachers <p><i>2.2 Danielson Framework for Teaching Evaluation Instrument</i></p> <ul style="list-style-type: none"> • Promote instructional expertise among our teaching faculty by focusing on planning and preparation; improving the classroom environment; instruction; and, professional responsibilities. • Ensure there is a highly effective teacher in every classroom by strengthening the preparation and evaluation of effective teachers. • Ensure that there are highly effective school counselors in every school to address students’ emotional needs and to help students to chart a course for their lives and careers beyond high school. 	<ul style="list-style-type: none"> • Implement Google Apps for Education in grades 2 – 12 with grade level specific access to resources <p><i>3.3 Professional Development</i></p> <ul style="list-style-type: none"> • Provide sustained opportunities for professional development to integrate technology into the classroom (Topics: GAFE, Internet Research, Writing with Technology, CCSS, Digital Literacy, and Social Media & Digital Citizenship) • Provide sustained opportunities for professional development to assist teachers with state and district initiatives (Topics: Realtime, OnCourse&Teachscape/eq uivalent program) • Prepare teachers to administer PARCC assessments • Continue to prepare teachers to administer PARCC assessments 	<p><i>4.3 Growth Perspective</i></p> <ul style="list-style-type: none"> • Continue to monitor ongoing building and development opportunities throughout the city • Begin planning for new elementary school building <p><i>4.4 Food Service and Transportation</i></p> <ul style="list-style-type: none"> • All food services are conducted “In-house” under Board supervision • Acquisition of Juliette Street property to allow for “In-house” service and maintenance of school buses/vehicles
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> Continue to develop and refine a systematic approach for collecting, analyzing, interpreting, reporting and utilizing achievement data at the district, school and classroom level to support student learning needs. Continue to document student progress and attendance in real time and share information with appropriate stakeholders. Based on NJ performance reports monitor attendance for students in danger of exceeding the 18 day threshold. Principals and directors will analyze the data from the school climate survey. The results will be shared on the school webpage. Continue to maintain data for the purpose of supporting informed decision making at the student, grade, building and district levels. Feedback LRE data 	<p>2.3 Kim Marshall Principal Evaluation</p> <ul style="list-style-type: none"> Provide an in-depth understanding of the Marshall Rubric and process. Collaboratively identify any context specific modifications necessary to the process. Ensure there is a highly effective administrator in every building by strengthening the preparation and evaluation of effective administrators. Continue co-observations to ensure inter-rater reliability. <p>2.4 District/School/Classroom Planning</p> <ul style="list-style-type: none"> Develop goals that are specific, measurable, attainable, results-oriented, and timely (SMART) which clearly addresses the needs of our students. Ensure highly effective teachers and administrators deliver strong curriculum, instruction, and assessment. Continue to provide professional development for teachers and administrators that is more focused on delivering quality instruction and aligned to the learning need of each child. 	<ul style="list-style-type: none"> Professional Development for the ongoing initiatives and programs in place to enhance instruction and sustain 21st century technological integration. Additional White Boards/Smart Boards to be purchased and installed at the Elementary and HS level throughout the district New Staff Training extended to 1 full day during the Summer <p>3.4 Maintenance, Management & Support</p> <ul style="list-style-type: none"> Transition to Technology Coach positions to help provide building level support in each elementary school (Chromebook Management, Technology Integration, Professional Development, and GAFE implementation) Create Technology Coach positions in BHS to provide building level support (Chromebook Management, Technology Integration, Professional Development and GAFE implementation) 	<p><u>Time Line:</u></p> <p>Sept. 2015 – June 2016</p> <p><u>Lead Person(s):</u></p> <p>Central Office Administration, Business Office, Administrators, City Planning officials</p> <p><u>Resources Needed:</u></p> <ul style="list-style-type: none"> Grant Alerts Grant Program Applications Building proposals and renovation specifications Long-range facility plan Grant personnel
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>1.3 Student Assistance and Support</p> <ul style="list-style-type: none"> • Students will be placed in the least restricted environment. Focus on reducing resource room pull out to a more inclusive setting. • Students in will utilize chromebooks. This will provide multiple opportunities for students to create, collaborate, assess and share various forms of information using 21 century skills. Increase the use of Google classroom. • I-PAD for economically disadvantage students for grade k-4. • Naviance portfolio program to help connect academic achievement to post secondary goals. The Naviance college and career readiness platform is intended for grade 6-12 students. • Continue to implement differentiation of instruction in an environment responsive to the diversity of learners. 	<ul style="list-style-type: none"> • Provide staff training to improve the quality, content and structure of daily lesson plans including the objective and essential question. • Pacing guides will be distributed in all core areas to ensure that students have been taught all of the information that will appear on the benchmark assessments. Establish a process for helping teachers make use of these tools. • Customize professional development activities to meet the needs of the staff based on the performance of their students. <p>2.5 Life-Long Learning Environment for Staff</p> <ul style="list-style-type: none"> • Build a professional development culture and cultivate a staff of skilled communicators. • Continue to provide on-going training support, and resources for all district staff that allow staff to understand and successfully implement programs and initiatives, increase their expertise, and improve communication and collaboration. 	<ul style="list-style-type: none"> • Increase Technology Department Staff to manage GAFE, Chromebooks, network resources, and provide staff support • Increase Technology Department Staff to manage GAFE, Chromebooks, network resources, and provide staff support • Manage Google Apps for Education (GAFE) as grade level groups to provide specific access to resources • Increase Google enrollments and vault licenses. • Support new digital staff and student ID cards system • Support school visitor predator check in program • Create successful administration and troubleshooting protocols for PARCC 	<p>Documentation:</p> <ul style="list-style-type: none"> • Approved grants • Capital and Maintenance Plan (county) Budget • Ongoing completion of Green initiative and beautification projects • Completion of renovations for BHS Science labs, Business Academy, Academy of Professional Studies and Vocational & Technical Academy • Board approval • Voter approval • County approval • State approval • Architectural approval
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<ul style="list-style-type: none"> Teachers with the support of administrators and parents will create individual Student Learning Plan (SLP) contracts for students experiencing academic difficulty. Students identified with reoccurring deficiencies by the SLP will be monitored by the I&RS committee. Continue Summer Credit Recovery program for grade 9 students. The program will expand to include Geometry Recruit personal in order to establish an astrometry program to highlight the planetarium. Continue to increase the before, during, and after school tutoring programs for students “at risk” of meeting state academic requirements. Expand the after school boost programs to include more Advance Placement tutorials at the High School. 	<ul style="list-style-type: none"> Continue to utilize Professional Learning Communities (PLC) as a venue to engage in collegial discussions involving evidence of student learning and maintain/develop common assessments across grade levels and content areas with particular emphasis on developing PARCC-like questions. <p>2.6 Achieve NJ</p> <ul style="list-style-type: none"> Continue to train teachers on the use of tiered SGO’s Continue to train teachers on SGP’s and the impact on their evaluations Continue to rely on SCIP’s to ensure, oversee, and support the implementation of the district’s evaluation, professional development and mentoring policies at the school level. Continue to create individual teacher PDPs that includes areas for improvement and growth, and specific professional learning activities to address these areas, timelines for completion, hours accrued and review of progress. The PDP must specify at a minimum: 	<p><u>Time Line:</u></p> <p>Sept. 2015 – June 2016</p> <p><u>Lead Persons:</u></p> <p>Thomas Fogu Karee McAndrew, Technology Department Staff, Central Office Administration, Principals, Vice Principals, Directors, Assessment Office, Guidance, Data Teams, Curriculum Teams, Lead Teachers, I&RS Teams, Child Study Teams, Attendance Office, School Improvement Panel, District Evaluation Advisory Committee (DEAC) Consultants</p> <p><u>Resources Needed:</u></p> <ul style="list-style-type: none"> Infrastructure Hardware Software Consultants On Course Realtime Jamf-Casper WIKIS Webinars: Go To Meeting Blogs Go Guardian Web Help Desk Barracuda Dameware CCSS Google Apps for Ed Chromebooks iPads Windows OS Mac OS &iOS Promedia 	
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<ul style="list-style-type: none"> • To continue to offer students an opportunity to participate academic summer programs to enhance learning such as but not limited to, Math Boost, Environmental Science, Passports to Biology and National History Day. • Continue to afford ample opportunities for students demonstrating that they are ready for Algebra I coursework prior to high school by offering a zero period Algebra I class taught by a certified math content knowledge teacher in the Grade 8 math classrooms. • Continue to offer an Honors Algebra I class for 8th graders at Bayonne High School. • Continue to expand the High School Academy. • Creation of Academy of Professional Studies to include accounting, finance, marketing and tourism. • Creation of the Career Academy to include programs in carpentry, welding, culinary, En Vogue and plumbing. 	<p>One area derived from the results of the most recent annual performance evaluation. One area aligned to the teacher’s role as a member of a professional learning team . One area aligned with the school or district’s improvement goals.</p> <p>2.7 LRE – Least Restrictive Environment</p> <ul style="list-style-type: none"> • Continue to train teachers and support staff in the areas of: co-teaching, accommodations and modifications for students in general ed settings, etc. 	<p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Contracts • Lesson Plans • In-service Workshops • Out of District Workshops • Projects • On Course Reports • Realtime Reports • Jamf-Casper Reports • Agendas from Staff Development Days, Faculty, Focus, Principal and Directors’ Meetings, Webinars 	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<ul style="list-style-type: none"> • Continue to provide students that are ready for accelerated mathematics in grades 7 the opportunities for more advanced math curriculum. This will provide students the opportunity to take more advanced math classes during high school years. • Continue to utilize an I&RS team to provide targeted intervention such as 504 plans for students • Consider social and emotional programs such as Rainbows. <p><i>1.4 Curriculum Development</i></p> <ul style="list-style-type: none"> • Continue to review and enhanced current academic programs to ensure alignment with the NJCCCS, Next Generation Science Standards and Common Core Standards, best practices, research and 21st century skill readiness. Supports for accommodations and modifications for special education, English language learners, ‘at risk’ and gifted students are included within each curriculum unit. 	<p><u>Time Line:</u></p> <p>Sept. 2015 - June 20156</p> <p><u>Lead Person(s):</u></p> <p>Central Office Administration, Principals, Vice Principals, Directors, Assessment Office, Guidance, Data Teams, Curriculum Teams, Lead Teachers, I&RS Teams, Child Study Teams, Attendance Office, School Improvement Panel, District Evaluation Advisory Committee (DEAC), Consultants</p> <p><u>Resources Needed:</u></p> <p>Professional journals and literature Professional Learning Communities (PLC’s) In service workshops Out of district workshops NJCCCS CCSS WiKi Webinars Blogs</p> <p><u>Documentation:</u></p> <p>Agenda – Staff Development Day, Faculty, Focus, Principals, Directors meetings Attendance sheets Contracts Registrations for workshops In service workshop schedule Meeting schedules</p>		
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

<ul style="list-style-type: none"> • The Bayonne School District will pilot the NJDOE, Race to the Top-Early Learning Challenge (RTT-ELC) grant in 6 classrooms for the 2015-2016 school year. The Early Childhood Department will implement the proven observation-based assessment system, <i>Teaching Strategies GOLD</i>, to assess children’s academic and social development as they enter kindergarten. • Continue to monitor on course for teacher lesson plan alignment with CCSS and NJCCCS. Feedback will be provided by administrators. • Continue to strengthen and align the curriculum using a UBD format with rigorous standards in all content areas ensuring that it is engaging, challenging and consistently implemented. • Formulate teams of teachers to develop new and effective curriculum materials that align to the CCSS and infuse technology with teaching and learning. Curriculum teams work at a district level and a county level. 			
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

<ul style="list-style-type: none"> • Establish a technology curriculum team to develop lessons that utilize chrome books for grades 3 – 12. • Work with curriculum writing teams and curriculum directors to development pacing guides, district assessments and update curriculum. • Expand the amount of Advanced Placement course offered at Bayonne High School. • Create an AP Computer Science curriculum and course that will provide students the opportunities to become fluent in computer languages. • Continue to create team teaching environments to better support student cross curriculum learning. <p>1.5 Community Partnerships</p> <ul style="list-style-type: none"> • NJCU partnership with the academy for professional studies. • NJCU Proyecto Science summer program for grade 7,8 and 9 students. • NJ PRIME is a partnership with grade k-5 math teachers and Stevens Institute of Technology. 			
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

<ul style="list-style-type: none"> • PISA2 is a partnership to improve student achievement in physical science. • New Jersey City University partnered with Bayonne for the literacy consortium. This consortium is preparing candidates to become literacy specialists. • NJIT has partnered with the Bayonne HS engineering program. • The District has partnered with Mickelson ExxonMobil. Focus is grade 3-5 math and science. • IMTT sponsors the ‘wish list’ for student educational materials such as calculators, smart boards, and field trips. 			
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--

<p><u>Time Line:</u></p> <p>Sept. 2015 - June 2016</p> <p><u>Lead Person(s):</u></p> <p>Central Office Administration, Principals, Vice Principals, Directors, Assessment Office, Guidance, Data Teams, Curriculum Teams, Lead Teachers, I&RS Teams, Child Study Teams, Attendance Office, School Improvement Panel, District Evaluation Advisory Committee (DEAC), Consultants</p> <p><u>Resources Needed:</u></p> <ul style="list-style-type: none"> • NJCCCS • CCSS • Assessment Data • Attendance Data • Software • Access to Realtime • Access to NJSMART <p><u>Documentation:</u></p> <ul style="list-style-type: none"> • Assessment Data • Performance Reports • Agendas from Staff Development Days, Faculty Focus, Principal and Directors' Meetings • Attendance Sheets • Curriculum/Faculty Monthly • Meeting Schedules 			
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--