

Bordentown Regional School District
Year One - Strategic Plan Update

Compiled by the District Administration

Edited, Summarized and Submitted by Edward Forsthoffer

Abstract: During the 2015-16 academic year, the Bordentown Regional School District completed a Strategic Planning Process. The plan centered on the five tenets that are used during the New Jersey Quality Single Accountability Standards (NJQSAC) evaluation of school districts. The five tenets consisted of:

- Fiscal
- Governance
- Operations
- Personnel
- Program and Instruction

As part of that process, a plan was developed to accomplish the 66 individual action steps in those five categories. During the summer of 2017, district goals were established and one goal was to Enact and complete 20% of the activities in the Strategic Plan. With 66 action steps, this amounted to accomplishing at least 14 of the steps. This report will detail the steps that were taken to “enact and complete” **24** of the action steps or over **36%** of the Strategic Plan. This far exceeds the goal that was established one year ago.

This report is organized in the following manner. Each strategy is detailed using the same format as the original plan. First the Action Plan category will be listed with one of the five tenets. Next will be a brief description of the priority. Then a specific strategy will be written. These three items will be followed by a chart that lists a step or series of steps that were recommended in the original plan to accomplish the strategy. The chart will be divided into five columns. The second through fifth column come from the original plan. The only added column is the first column which details the number of the action step from the original 66 steps.

The chart will be followed by a narrative that details how this action step has been completed. To keep this report brief (32 pages), all artifacts and contributing documentation are included in a set of appendices, which form a second document. The appendix is more easily read online so that Board members may conveniently flip to the appropriate pages.

A Strategic Plan is a living document. Once the Board has had the opportunity to evaluate the current plan and report, changes may be made moving forward.

Goal 1: Fiscal Accountability and Sustainability

Objective 1: Operate a fiscally responsible and responsive department

Task 1: Execute monthly financials (variance report and P&L) **(on-going)**

Task 2: Implement clear collection, refund and transfer policies **(on-going)**

Objective 2: Evaluate fee structure for summer programs and Facility Use (PAC)

Task 1: Proposed increase on Day Camp, BSAS and Specialty Camp tuition. **(Done)**

Task 2: Increase late payment & pick-up fees and ECS registration & daily fees. **(Done)**

Task 3: Maintain Summer Extended Care fees at 2014 levels. **(Done)**

Task 4: Increase PAC Rental Fees and redesign fee structure and billing process. **(Done)**

Objective 3: Assess department technology needs

Task 1: Purchase Hot Spot for summer use at PMES to allow access to EZ Care **(no longer applicable)**

Task 2: Additional phone line in CDA office. **(Done)**

Task 3: Upgrade 3rd office computer **(Done)**

Task 4: JBB Conference Room Set-up to serve as a District virtual center for webinars, conference calls, etc. **(60% Completed)**

Goal 2: Planning, Program Development

Objective 1: Development and execution of succession plans for key CDA roles and positions

Task 1: Define process for succession of CDA Director. **(Done)**

Task 2: Define process for succession of CDA Aquatics Director. **(Done)**

Objective 2: Assess future opportunities and threats through 2018.

Task 1: Begin dialogue with TEAM 85. **(In process)**

Task 2: Gauge new business development in the Township, City and Fieldsboro. **(In process)**

Task 3: Determine the impact of Liberty Lakes, YMCA, and Over the Rainbow on CDA summer program. **(In process)**

Objective 3: Execute Performing Arts Center Activities and Purchases

Task 1: Execute the *Nebraska Project*. **(Done)**

Task 2: Implement LED replacement plan **(In process)**

Task 3: Implement the production equipment replacement plan. **(In process)**

Task 4: Perform PAC deep cleaning. **(2017-18)**

Task 5: Execute summer theatre series. **(Done)**

Objective 4: Monitor continued effectiveness of the BSAS and PAC Emergency Preparation Plan

Task 1: Ensure that each site has a Survival Emergency Pack that includes water, flash lights, batteries, portable power supply, and AM/FM radio with weather ban, lanterns and first aid supplies. **(On going)**

Task 2: Perform emergency drills at each site (fire drill, lock down, etc.) **(On going)**

Task 3: Perform review of all emergency procedures 2x/year by Student Resource Officer **(On going)**

Objective 5: Investigate STEM initiatives for District collaboration

Task 1: Fund Curriculum Writing & Program Development Stipend. **(Done)**

Task 2: Fund Coding Collaboration Project –Scope and definition developed and designed in partnership with the HS and the Principal’s curriculum objectives. **(Done)**

Task 3: Grant research and development. **(Projected for 2017)**

Task 4: Develop working partnerships with local universities and corporations to expand program opportunities. **(In progress)**

Objective 6: Summer Program Preparation 2016, 2017, 2018

Task 1: Expand summer technology and coding camp offerings. **(In process)**

Task 2: Create new system to survey parents regarding program and soliciting suggestions for improvement. **(In process)**

Goal 3: Community Education and Engagement

Objective 1: Through educational films, books, articles and round table discussions, begin to engage audiences from our community and schools on a range of topics and issues in order to foster open dialogue and build authentic relationships. **(Projected for 2017)**

- d. As mentioned above, the summer camp and facility use [PAC] fee structure [Goal 1/Objective 2] is noted as “done”, though in reality, such reviews are continuous. CDA annually reviews its fees vs. those of its competitors and have been strategically and systematically focusing attention on increasing such fees as appropriate. For the upcoming FY17/18, many camp fees are being increased between \$5 and \$15 per week, though six programs will see greater increases due to their specific cost drivers. PAC revenues are optimistically anticipated to continue their rebound to prior historical or higher levels, rather than at the depressed levels experienced for 2014/15, essentially from increased emphasis on bookings.
- e. In addition to the above, CDA’s operations also mutually help to offset certain costs that would otherwise devolve to the District’s budget (or in some cases have to be foregone), including staffing and certain upkeep costs for the PAC operation, as well as other capital improvements benefiting the District at large (i.e.: investments in robotic equipment and new transportation vehicle). Such mutual support is expected to continue and expand, where possible, going forward.
- f. While this narrative focused on CDA’s revenues in response to the stated strategic goal of increasing funding sources to the District, we must also be mindful that such revenue growth will necessarily require compensating investments in staffing; equipment; training; etc. in various degrees. For example, the before-after school programs and the summer camps continue to require higher skilled staffing to address students with increased support needs, while the PAC will require replenishment of its aging equipment to continue attracting bookings.
- g. The work anticipated in the district-wide strategic plan, as well as in CDA’s own long-range plan, will be shortly entrusted to new leadership at the Director’s level with a vision to expand CDA to a new level(s), primarily focusing on expanded community collaboration and closer integration with the general education programs of the school District. Accordingly, the goal of increasing CDA’s contributions to the District’s revenue streams will continue, but with a non-committing consciousness that this would not be at the risk of CDA’s own continued viability.

Action Plan: Governance

Priority: Increase Student Academic Achievement

Strategy: Increase Parent Communication

	ACTIVITY	PERSON(S) RESPONSIBLE	TIMELINE	EVALUATION METHOD
15	1. Develop and refine all means of communication to Bordentown Regional families from k-12 as well as community stakeholders.	Staff & Administration	Sept. 2016-on-going	<ul style="list-style-type: none">● Maintain websites for all schools● School Messenger usage school and district wide● Implement a Social Media Protocol● Utilization of District Newsletter● Utilization of school marquees

Communications with public (as well as the Board) has been an ongoing endeavor. This was the first full year of the district newsletter The Bordentown Bulletin. This newsletter allows each school, as well as the Superintendent and director of Curriculum and Instruction to positively highlight their area or building. Families and community members throughout the district have the opportunity to learn about events and programs that are occurring in schools other than their children's. The district newsletter has also driven traffic to the website as well as encouraged two-way communication. Rather than sending the newsletter as an electronic attachment, each month, a link is emailed to parents directing them to our homepage to find the newsletter. A copy of the May newsletter is included in the appendices on page 6.

To deliver the newsletter link, as well as other important information, the district uses School Messenger. This is our emergency system for contacting parents via telephone, text, and email. Over the past year, we have been increasing the use of this software so that it is not just used for emergency school closings. Principals also use School Messenger to send out their own weekly communications to their students and families.

This year, the district switched to a new website provider. This has given the district a more modern and streamlined web presence. Throughout the previous summer, and continuing this year, the website has been made more robust and older webpages have been eliminated or updated to include the most current information.

The new and improved website as well as the use of *School Messenger* were especially important when the district discovered that there were elevated levels of lead in some of the drinking water fountains and ice machines. Periodic updates were sent, separately, to families in each of the five schools. All of these updates were also placed on a separate tab on the district homepage. This idea was suggested at a Board of Education meeting. An example of one of the updates is included in the appendices on page 14.

Student and Faculty recognition has been a regular feature at Board of Education meetings over the past year. Most meetings begin with some recognition and this is displayed on the district homepage within a day or two of the recognition. Photos of the recognition are often used by the Bordentown Current and the People's Papers as well as the Burlington County Times.

Communication is also facilitated through the school marquees. Although the high school does not have a marquee, the other schools use theirs to promote upcoming events and to give reminders to parents.

Action Plan: Governance

Priority: Increase Student Academic Achievement

Strategy: Increase student recognition programs

ACTIVITY	PERSON(S) RESPONSIBLE	TIMELINE	EVALUATION METHOD
16	1. Establish a protocol to determine the success of our PBIS across the school district.	Focus groups, students, staff and administration	End of Oct. 2016 - spring 2018 <ul style="list-style-type: none">• Administration confirm, data review and reporting• Create document listing current building programs.• Explain purpose and function of each program.• Review and analyze data.• Determine what changes, if any, need to be made.• Implement changes if necessary and continue to evaluate effectiveness of programs on an annual basis.

Bordentown Regional High School

Bordentown Regional High School has completed its seventh year of implementing Positive Behavior Supports in School with its Bordentown is “On Point” Program. We continue to carry out numerous events throughout the year to improve our school climate. Approximately 600 students were recognized this year at our monthly Green Slip Breakfasts. We continue to celebrate Pride Days, a New Student Luncheon, fall, winter and Spring Spirit Weeks, Gratitude Attitude, Thanksgiving Basket Collections, Toys for Tots, Prom Ticket Raffle Drawings, National Decision Day and celebrate our students’ post graduate plans by recognizing them on our windows for graduation.

We implemented some new activities this year including *Take a Compliment*, *Shamrocks in the Classroom*, *Green Slips to Staff*, and a very successful *Day of Empowerment*. Jodie Glenn completed six hours of professional development with interested staff members to continue to learn about our program. We also changed our reward system by beginning a two-tiered system allowing students to receive incentives within the classroom setting and then again through our school-wide raffle drawings.

Bordentown Regional High School was chosen as a 2017 NJ PBSIS Showcase School and on June 1st, Jodie Glenn led a breakout session at the 11th Annual NJ PBSIS Annual Leadership Forum about implementation at the high school level. We look forward to continuing our program next year and implementing a new Driving Expectation for 2017-2018 to help promote safe driving for our students.

Bordentown Middle School

The PBSIS program at BRMS is called **RAPS**; which stands for and embraces the core values of Respect, Accountability, Pride, and Safety. The students are taught and are aware of the behavior expectations in different areas of the school - classrooms, bathrooms, cafeteria, buses, hallways, etc. - and are reminded of them by the RAPS posters that hang around the school and define the expectations. Shortly after the beginning of the school year, we do a "kick off" event to inform students of the program and the expectations. Once that is done, the staff starts handing out RAPS "tickets" to students when they see them being respectful, accountable, proud, or safe. This continues all year long. Each day, a RAPS winner from each grade level is drawn and the winning students get a small prize, a postcard home to their parents informing them that their son/daughter was a RAPS star, and their names are read over the loud speaker. Throughout the year, we will do booster events and other slightly larger rewards; including staff incentives and recognition. The whole school embraces this. Also, the winning RAPS stars write tickets to any staff member of their choice to reciprocate the kindness.

Our biggest event of the year is the annual RAPS Talent Show, which is typically held in March. This fundraiser allows us to kick back the proceeds directly to the student body through prizes, awards, and recognition for displaying kindness and safe behaviors. The students showcase their many talents on stage; and it really fosters a sense of community inside of the school and out. This year the staff made the "Everyone Has a Story" video project to share with the students; and in past years similar projects were created to help the staff and students connect and build empathy.

Overall, our RAPS and character education initiatives, "fit" with a lot of the other school-wide initiatives, because we live and breathe RAPS every day. So, it is not seen as separate, but rather embedded in everything that we do. Our end of the year event is called "RAPS in Reverse". The students write tickets of kindness to recognize staff members and the whole school is treated to water ice.

MacFarland Intermediate School

The 2016-2017 character education program/PBSIS at MacFarland Intermediate School incorporated many different activities and incentives. Similar to the Unity Program which currently exists at PMS and CBS, students were exposed to a list of words and associated behaviors that define a person of character at MacFarland. All classrooms were advised to add character education into their curriculum by introducing a new character word each month (i.e. compassionate, honesty, appreciative, responsible, accepting, considerate, team player, empathetic, and respectful). This was followed by the additional monthly guidance lessons that were presented by the school counselor. The goal of the program is to teach student's words and actions that MacFarland feels are important when becoming a good citizen, friend and all around good human being. Each student who was able to recognize the nine character words and who displayed outstanding citizenship were awarded a MIS ticket. At the end of the week, each MIS ticket went into a larger drawing where those selected were afforded a special prize or privilege. Each team of teachers develops a theme based Pep Rally that recognizes the positive behavior. Our student body participates in the recognition of positive behavior and academic accomplishments.

See attached artifacts on their incentives and expectations throughout the school beginning on page 18.

Peter Muschal Elementary School

Students are much more likely to succeed in schools where they feel understood, respected and part of a community. An effective character education program should be infused into the culture of the school. As part of a comprehensive character education program, the Responsive Classroom Approach is an effective way to empower children to care, build community and address social learning. The greatest cognitive growth occurs through social interactions within a supportive learning community that stresses character education.

This goal is achieved through articulation and review among administration, staff, students, parents and community members. Our staff members review and assess the following topics on a yearly basis:

- Responsive Classroom Practice
- Service Learning/Community Service
- Community Building
- Unity Program
- Student Mentoring
- Boys/Girls Support Group
- Conflict Resolution
- Positive Behavior Support Programs
- School Environment
- School/District Traditions
- Behavioral Referrals

As a means of working to create a comprehensive character education program in our school district, a portion of our professional development activities will be dedicated to creating a unified, peaceful learning community. Additionally, district sponsored in-service activities, after school and summer programs, faculty and departmental meeting time will provide opportunities to achieve this goal. As any professional development plan is a living document, there is certainly the possibility that additional topics and needs will be identified. Continuous need assessments will be conducted and staff development will be tailored to these results.

Programs currently in place include, lunch groups held by counselor, caught being good awards which serve to recognize students for living their unity words, banners and posters hung throughout the building, morning meetings in all classrooms, frequent social skill lessons taught by guidance counselor and reinforced by classroom teachers, school based community service projects, frequent and open communication with parents, evening parent programs designed to foster and sustain lasting bonds between home and school, classroom based behavioral incentives etc.

Clara Barton Elementary School

CBS UNITY Program

A large part of the CBS identity centers around our character education program. Our 26 “Unity” words are posted around the school and teachers infuse those words into their daily activities. Each month we gather in the APR by grade level to honor or “link” those students who are living their words on a daily basis. Our goal is for all students to earn a link by June. Our words are: Accept, Appreciate, Be Fair, Be Kind, Be Responsible, Be Truthful, Care, Celebrate, Consider, Cooperate, Discuss, Forgive, Give, Help, Hope, Improve, Include, Love, Listen, Respect, Share, Thank, Think, Support, Trust and Unite. At monthly linking ceremonies starting in January, the students nominated, receive a special certificate, a Unity symbol (such as a cup or pencil), and are treated to both students and their teacher describing why they earned their link. They also receive five character chips, recite the unity pledge alone and with their grade and ring the unity bell.

CBS “Caught Being Good”

Students who are observed doing something which supports one of the Unity words will get a “Caught Being Good.” They receive a sticker (to promote discussion at home), a card describing what they did, and a “Caught Being Good” pencil and it is announced at lunch in front of their grade and the additional grade. They also receive 3 character chips

CBS Character Chips

Students are awarded character chips for following unity words as a positive reinforcement from teachers and staff. They place their chips in a jar in the cafeteria and when their grade fills a jar they are awarded with an extra recess.

Kindness Cohorts

The newest character venture at Clara Barton School. All students and staff were placed into a cohort. Each cohort contains students from grades K, 1, 2 and 3. They meet with their Kindness leaders, who are at least two staff members of Clara Barton School. Students will remain in the same cohort throughout their journey at CBS. When third graders leave, kindergarteners will replace them the following year. This is to encourage connections with non-grade level peers as well as various staff members from the building. The entire school wears the character T-Shirt which reads “Kind is cool at Clara Barton School” on the front and “Kindness begins with me!” on the back. The character committee comes up with the lesson plans and puts them into action.

Bulldog Buddies Lunch Groups

Kindergarten only “Getting Along in School” part I lunchtime group. Takes place at the beginning of the year and runs for 4 sessions.

Sessions focus on feelings, listening skills, following group rules, self-esteem & making friends.

Kindergarten only “Getting Along in School” part II lunchtime group. Takes place later in the year and expands on part I. These groups run between 6-8 sessions and focus on three learning areas. These learning areas are self-concept, friendship & school success skills.

Bulldog Buddies General Support Groups for grades 1-3. These groups are open to all students in grades 1-3 and are held in two sessions.

Session 1 runs from September until January and session 2 runs February until June. The purpose of these groups are for students to build social skills, talk about a variety of topics, learn effective communication, practice and model friendship skills and be a part of something that is fun in school!

Individual Counseling- The principal meets with students 1 on 1 when parents or teachers share something serious that their child is struggling with. These 1 on 1 sessions usually last a few weeks. Topics include, death of a pet, death of a friend or family member, family member being incarcerated, behavior issues in class, coping with family changes (older sibling going to college, family member being in hospital or leaving for rehab), siblings with special needs, friendship issues in school, bullying.

Counselor Check Ins- Counselor check-ins are more informal and can run all year if necessary. These are usually the students who have had some behavior issues in class and the teacher wants me to work with them. I try to check in at least once per week and these can take place anywhere from in my office, in the lunch room or on the playground. For certain students it's a little more formal if behavior plans are being created and monitored between the principal and the teacher.

Conflict Resolution- Students often fill out slips to see me for conflicts they have experienced in school. These students usually need some help talking about the conflict and working out a plan for next steps. Once I speak with the student who made the request we then meet as a group with any other students involved to resolve the conflict and get back to class!

Connections Mentoring Program- This program is design for at risk students to have a connection with positive, adult role models. Any staff member in the building can volunteer to serve as a mentor and will meet with their assigned student weekly. These sessions are meant to provide extra support and a listening ear to our needy students.

Reading/ Lego Club- The Reading/ Lego Club was not needed this year but it's something done in the past with students. The idea came from a conversation about recess time and we worked on this group together. At recess time some students were feeling left out because they are not as athletic. Some students spent his recess walking around the perimeter of the playground rather than having fun. This lead to the creation of the Lego Club. It's a small group of kids that come, spend recess in the counseling office, and play with Legos. The purpose was to give a space and activity to the kids who felt left out at recess or who enjoyed doing quieter things like play with Legos...and eventually it turned into reading too.

Action Plan: Operations

Priority: Facilities (Buildings and Grounds and Transportation)

Strategy: Develop Capital Replacement Plan

ACTIVITY		PERSON(S) RESPONSIBLE	TIMELINE	EVALUATION METHOD
20	2. Continue to refine district-wide preventive maintenance best practices for facilities and transportation equipment operations.	SBA, with building & Grounds and Transportation Director	Begin: Fall 2016 Complete: June 2017	<ul style="list-style-type: none">Revised PM protocol documents, as necessary.

Status Update—June 2017:

- a. Based on its recent 6/30/2016 audited financial statements, the District has about \$72.7M invested in facilities (lands; site improvement, buildings; building improvements; and equipment). Moreover, these facilities are aging, thereby, placing a greater priority on facility maintenance as a vital task in helping our educational process meet the growing challenges of providing for the needs of 21st century learners.
- b. Both our Building and Grounds and our Transportation operations follow rigorous preventative maintenance protocols in their respective areas of responsibilities.
 - As expected, Building and Grounds' preventive maintenance program is the most involved. It is managed through the preventive maintenance module in our computerized building management system (School Dude). The software helps to define required protocols; schedule the timing thereof; and document completion of the various preventive maintenance tasks. Such protocols are reviewed and updated periodically, either via input from the software company itself and/or from the maintenance staff. Attached is an updated index ["PM Schedule List"] of the most current preventive maintenance protocols in use, along with a sample of the work order used to document completion of the preventive maintenance task(s). [**Attachments 1:** "PM Schedule List" (Appendix, page 46); **Attachment 2:** Sample work order (Appendix, page 66)]
 - Attached is a sample of the most current vehicle inspections report for preventative maintenance on the District's fleet. These are completed quarterly on each vehicle by the mechanics. (See Appendix, page 71) "NJMVC Quarterly Vehicle Inspection Report"

Action Plan: Operations

Priority: Technology

Strategy: Enhance technology and its use district wide

ACTIVITY		PERSON(S) RESPONSIBLE	TIMELINE	EVALUATION METHOD
21	1. Conduct district-wide inventory of district's current available technology resources; identify areas of needs and priorities, including replacements of obsolete technology.	Technology Director, with support from Technology Committee (of the Board); Administrative Staff	Begin: Fall 2016 Complete: June 2017	<ul style="list-style-type: none"> Technology (inventory) database and/or accompanying report Documentation of survey responses; discussions with representative user and/or focus groups

Status Update—June 2017:

a. Per the most current inventory taken at June 22, 2017, the District's technology resources encompassed the following:

	BRHS	BRMS	MIS	CBS	PMS	JBB	TOTAL
Computers	230	80	54	70	94	8	536
Laptops	138	78	18	18	20	4	276
NComputing (Thin Client)	7	130	87	67	87	0	378
Servers	5	1	2	1	1	28	38
Chromebooks	90	103	123	38	124	8	486
iPads	172	14	6	43	20	6	261
Apple TV	23	0	0	8	10	0	41
Projectors	32	22	9	5	21	0	89
Interactive Whiteboards/Projectors	17	18	18	15	18	1	87
Printers	33	12	10	8	16	4	83
Network Switches	27	13	7	6	9	3	65
Routers	1	1	1	1	1	1	6
Wireless Access Points	34	20	23	24	30	1	132
IP Phones	125	67	41	43	59	10	345

In addition to the hardware enumerated above, there are nearly 30 various recurring licenses and/or contracts in support of the District's technology programs.

- b.** The District has managed to operate with the level of resources shown, but it is inarguable that due to the speed of technological advancements, coupled with increasing educational and operational needs, additional resources is very desirable and, in some cases, needed. The following are some areas of needs and priorities:
- Upgrade existing network switching infrastructure, to increase network speed 10 fold to meet increased online access requirements by students/staff. [Funds budgeted in FY18 to complete this]
 - Add interactive projector technology in all schools in response to increased use as a common classroom tool by staff. [Funds initially budgeted for FY18 later eliminated for cost-savings]
 - Replacement of class room computers (Ncomputing U170 devices), first installed in 2011, but now discontinued by the manufacture and no longer supported. [Funds budgeted in FY18].
 - Replacement of aged laptops/carts at the High School and Middle School. [For future budget(s)]
 - Enhance the systems' defenses against potential vulnerabilities and/or attacks, commencing with a comprehensive independent network vulnerability assessment. [To start at the end of FY17].
- c.** The above listing is by no means all-inclusive. As mentioned, technology continues to advance at breath-taking speeds, along with users' needs and, regrettably, vulnerability risks. Therefore, the above should be considered as the needs and priorities of the moment, subject to change.

Action Plan: **Operations**

Priority: Positive and safe environment

Strategy: Examine ways to enhance district-wide discipline system

	ACTIVITY	PERSON(S) RESPONSIBLE	TIMELINE	EVALUATION METHOD
24	1. HIB training for staff and students in maintaining/enhancing a positive school environment.	Admin./ guidance	Commence: Fall 2016	<ul style="list-style-type: none">• Formal training protocols and other resources

During the District-wide Professional Development on February 21, 2017, consultant Jaime Ciofalo, conducted HIB training to the staff. A copy of her presentation can be found in the appendices on Page 97.

Also, twice a year a report is submitted to the Board of Education detailing the data related to HIB in the school district. As part of this report, the following data is included:

- Reports of HIB and Status,
- Nature of Bullying based on Protected Categories,
- Investigators,
- Nature of Any Discipline Imposed, and
- HIB Prevention Measures, Training, Remediation and other Programs

The information in this report details some of the programs that each school offers.

Elementary Schools

- Counseling-one on one and small group
- Bullying lessons in all classrooms
- Parent consultation
- Mentoring
- Behavior assessment
- Peer support group
- Staff monitoring of potential HIB students
- HIB Staff in-service presentations

- Character Education Programs
- Responsive Classroom
- “Bucket Filler” program
- Assemblies
- Week of Respect activities
- Red Ribbon Week activities
- Respect assembly
- Unity program and linking ceremonies
- Check in with HIB students (counselor)
- Daily Words of Wisdom on loud speaker
- Teacher led morning
- Meetings focused on bullying/ respect during W.O.R.
- Small group counseling
- HIB information on district sites
- HIB in-service handout/ guide for all staff

Intermediate School

- 4th Grade Anti-bullying curriculum
- PBSI:
 - Social skills groups
 - Basketball groups with school psychologist
 - Boys groups with Assistant Principal
 - Stellar Student Program
- Unity/Character Ed. Program:
 - Weekly CE Class
 - New word each month with weekly announcements
- HIB Staff training during faculty meeting
- Parent presentation during back-to-school night
- Individual and group counseling
- Week of Respect Activities:
 - Pledge filled out by all students and displayed by the office
 - Poster contest
 - Student-nominated forms acknowledging acts of respect
 - Respect assembly
 - Red Ribbon Week

Middle School

- All in Assembly
- Individual and group counseling as interventions
- Monitoring by staff
- Change of seat
- Anti-bullying lessons in CPR classrooms
- Week of Respect lessons and activities
- Anti-bullying posters in building
- PBSIS Program in building (RAPS)
- The Great Kindness Challenge
- IROC Assembly
- Messages in Motion
- BFF Bully Free Friends Club
- 6th to 8th Anti-bullying curriculum
- Bully Box: Anonymous posts for students/staff to report HIB incidents
- Red Ribbon Week Activities
- Teens on Fire Peer to Peer
- Anti-bullying lessons taught by BRHS students to BRMS lessons
- Strengthening Family Parent Support Program
- HIB Training at Faculty meeting

High School

- PLC Days raising student awareness to HIB
- On-Point Program
- Hall buddy/Peer mediation
- Intervention & Referral Services
- Positive Behavior Supports Program: On-Point
- Week of Respect/Words of Respect
- Student presentations on bullying
- Lunch time discussions w/student teacher
- Rachel's Challenge Community Event funded through Bordentown Municipal Alliance
- Counseling Sessions
- New Teacher Orientation Program 8/26-28

- Red Ribbon Week
- Friends of Rachel Club Anti-Bullying lessons
- District wide staff In-service on Suicide Prevention
- District-wide HIB Training
- Tuesday PANDA Group

The full report can be found in the appendices on page 109.

Action Plan: Personnel

Priority: Evaluate the effectiveness of a strong mentoring program

Strategy: Actively develop expertise of novice or new staff members

	ACTIVITY	PERSON(S) RESPONSIBLE	TIMELINE	EVALUATION METHOD
30	1. Mentor training;	Building Administration	Prior to Sept 15 of each school year	<ul style="list-style-type: none">• Record of completion of mentor training program
33	2. Formal Mentor/Mentee meetings;	Building Admin	monthly	<ul style="list-style-type: none">• agenda• log of meeting date/ time

Mentor training for all first year teachers is organized by the Human Resources department and a mentor is assigned to each new teacher. In each school, a different topic is covered each month. These formal meetings generally occur after school. A series of agenda and the covered topics can be found in the appendix, page 112.

Action Plan: Personnel

Priority: Align professional development opportunities with district, school, and staff goals and needs

Strategy: Provide professional development that is tied to staff needs

ACTIVITY		PERSON(S) RESPONSIBLE	TIMELINE	EVALUATION METHOD
36	1. Determine professional development needs;	Curriculum & Instruction Admin.	June-August	<ul style="list-style-type: none"> ● Analysis of observation reports “areas in need of improvement.” ● Teacher survey ● Backwards design based on district, school, & staff goals. ● Alignment with observation report data, teacher surveys, and alignment with district and school goals. ● Faculty Meeting Agendas ● Increase in faculty participation as presenters ● Increase in faculty participation at teacher-led PD opportunities ● Increase in faculty participation in outside conferences, site visits, etc. ● Turnkey presentations for BRSD faculty
37	2. Complete District/School Professional Development Plan for each school year;	Staff/ building Admin. DEAC, PD Committees	June - August	
38	3. Sharing District Professional Development Plan with faculty/staff;	Building Admin	September	
39	4. Take steps to achieve Local Professional Development such as: empowering teachers to act as presenters, teacher instructional rounds, Lunch & Learn/Brown Bag workshops;	Director of Curriculum & Instruction; Building Admin.	June - August	
40	5. Continue to gain insights outside the Bordentown Regional School District such as: outside presenters, site visits to other districts, teacher attendance at conferences, etc.	Director of Curriculum & Instruction; Building Admin	June - August	

36. Determine professional development needs;

Professional needs are determined from a myriad of sources. District educators use data from observation reports, informal classroom observations, district and teacher-created assessments, standardized assessments, and educators' input to build a comprehensive professional development plan and program. While some offerings/opportunities are specific to an educator's distinct role in the district (such as science teachers attending workshops on their new standards) other opportunities come from a global view of assessment and instruction data.

37. Complete District/School Professional Development Plan for each school year;

Yearly, members of the district create a professional development plan to serve as a template for staff professional learning. The professional development plan includes goals for teacher learning that serves to comply with recurring state-mandated trainings (i.e., bloodborne pathogens) and noted needs as derived from class observations, collaboration between administration and teachers, and/or District Education Advisory Committee (DEAC) meetings. During the current school year, there was a focus at several district professional development days on school culture and climate. This goal was strongly identified through the previous year's DEAC discussions as well as other feedback solicited from teachers. The 2016-2017 professional development plan is included in the appendix on page 145.

38. Sharing District Professional Development Plan with faculty/staff;

The District Evaluation Advisory Committee (DEAC), comprised of teachers and administrators from across the district, is involved in planning professional development activities and relaying information to, and gathering information from, educators in their respective buildings. Additionally, professional development opportunities are shared with faculty and staff through all-staff communications such as periodic emails. Additionally, specific opportunities for different staff members are shared as they arise.

39. Take steps to achieve Local Professional Development such as: empowering teachers to act as presenters, teacher instructional rounds, Lunch & Learn/Brown Bag workshops;

The district provides a number of local professional development opportunities that are planned and directed by district staff. Some examples include:

- Teacher-presenters during scheduled PD days
- Before and after-school sessions
- Sharing of instructional strategies at faculty meetings
- Education-focused Book Clubs and Lunch and learns
- Shared learning from conferences

40. Continue to gain insights outside the Bordentown Regional School District such as: outside presenters, site visits to other districts, teacher attendance at conferences, etc.

District educators also are provided the opportunity to learn from other local and national experts. Some examples include:

- National presenter Dave Weber facilitating an all-district workshop
- Educator attendance at conferences with topics regarding: technology, reading instruction, new sciences standards, writer's workshop, etc.
- Local presenter Kelly Rimer working with elementary teachers on math instruction
- Trainer from FOSS science program working with teachers on program implementation and science instruction
- Kindergarten teachers visiting Chesterfield to observe instruction

Action Plan: Personnel

Priority: Employ a High Quality Faculty

Strategy: Develop a Recruitment Plan to acquire a high-quality faculty

	ACTIVITY	PERSON(S) RESPONSIBLE	TIMELINE	EVALUATION METHOD
41	1. Evaluate the current application process for ease and efficiency;	Superintendent/Business Administrator	Fall/Winter 2016	<ul style="list-style-type: none"> Survey other districts for comparison. Evaluate software programs like <u>Applitrack</u> and perform a cost study.
42	2. Attend college job-fairs at local colleges & universities;	Director of Curriculum & Instruction /Building Admin	Spring	<ul style="list-style-type: none"> Ease of access to postings on district website
43	3. Confirm hiring needs in the early part of the hiring season;	District-wide Administration	March	<ul style="list-style-type: none"> Presence at Job Fairs. Analysis of hiring practices
44	4. Recruit diverse staff to meet the needs of Bordentown's population.	HR Director/Principals	January of each school year.	<ul style="list-style-type: none"> Analysis of date of hire, specifically looking for earlier hire dates. Track data of new hires.

There is little question that the application process being used by the Bordentown Regional School District is not a modernized approach. Many school districts utilize an online process for applying for jobs. Although the BRSD has an application online (see appendices, page 161), the applicant must download the application, print it and physically deliver or mail it to the school district. This could be a problem in that it will limit the number of applicants that will apply for a job if it becomes too cumbersome. This is typically truer with entry level positions.

In previous districts where I have worked, they used the most popular application tool known as Applitrack. Applitrack has since changed names, but is essentially the same piece of human resources software which has been rebranded as Frontline Applicant Tracking. There are a number of benefits to moving toward a cloud based applicant tracking system. First, it provides a more professional appearance for applicants. The forms are

easily customizable and can be tailored to the needs of the district. Second, since Frontline Applicant Tracking is the most prevalent system in New Jersey, once a candidate applies to a schools district, the vast majority of it can be auto-loaded into the next school district that an applicant applies to. Most of the demographic questions are the same across the board so an applicant would simply need to complete district specific areas, such as writing samples, when applying. This benefit greatly increases the size of the applicant pool because much of the application process has already been completed. Finally, tracking software allows for easy filing and manipulation of the data. This can be especially useful when a position opens in the district that is similar to one that was just advertised.

The Bordentown Regional School District human resources department is a skeleton crew. In fact, it is made up of one person who basically files and delegates the applications, advertises, and collects required paperwork from new hires. The addition of electronic applicant tracking software would not negate the need for this person.

Although the benefits of having this design is readily apparent, there are two reasons that the BRSD does not use this system; cost and need. The cost of the program is relatively low. For the first year, the cost would be \$8,500 and then would cost approximately \$4,500 each year following (See appendices, page 165). Although not a great cost, the district needs to balance the need for this program. Over the last few years we have had very light turnover. In fact, at the end of the 2016-17 academic year, there were zero retirements. The district occasionally faces leaves of absences or employees moving from the area, but these numbers have been low. It would be a fair assessment to state that the BRSD has little difficulty in staffing any open positions. Grant it, an easier process might create a larger pool of candidates but, the candidates we have been hiring seem to be fitting our needs. At this point, I would not recommend moving toward an online applicant tracking program but I believe this is something to watch and, if as expected, we begin to see an uptick in our hiring needs, the cost investment would be well worthwhile.

One of the ways that the BRSD finds applicants is through building strong relationships with our college partners. WE have accomplished this in two different ways. First, we take a large number of student teachers from local schools, particularly the College of New Jersey and Rider University. We have hired a fair number of these student teachers as they garnered their first experience in our district. We also attend career fairs at local colleges. This year we sent interviewers to The College of New Jersey, Rider University, and Stockton State College.

One of the goals that came out of the Strategic Plan was to confirm hiring needs in the early part of the hiring season. Since we have not had any recent mass exoduses (due to retirements or budget), the hiring process has truly been cyclical, with no real beginning. The district has stayed on top of the hiring process and, as mentioned earlier, has been able to successfully staff any vacancies.

Finally, it is difficult to track diversity when there has been little change in hiring. Proportionally, there has been more hiring with the administrative ranks. In this area, there has been an increase in diversity. However, it should be noted that the increase in diversity has not been in response to a greater emphasis but rather the best candidates for the jobs happen to be from diverse backgrounds.

Action Plan: **Personnel**

Priority: Promote greater collaboration between faculty, administration, and board of education

Strategy: Continued participation in Rutgers Collaborative School Leadership Initiative

ACTIVITY		PERSON(S) RESPONSIBLE	TIMELINE	EVALUATION METHOD
45	1. Attendance at Rutgers organized conferences.	District administrative team, faculty, board of ed.	Yearly, as set by Rutgers researchers.	<ul style="list-style-type: none">Record of attendance

Over the last two years, the school district has been a partner with a Rutgers cooperative called the Northeast TURN – New Jersey Collaborative School Leadership Initiative. We have had the team come into the school district to offer professional development as well as had various stakeholders participate in PD at the University. This past year Mr. Walder, the high school principal and Mrs. Brotherton, the Association President attended.

The Excellence and Equity Through Collaborative Partnerships on March 17 & 18, 2017. This workshop focused on building a more collaborative relationship between district administration and the unions that operate in a school district. This is a continuation of previous work done in a partnership with Rutgers University and Saul Rubenstein. A copy of the agenda can be found in the appendices on page 180.

One of the results of these workshops was an increase in communication and collaboration between the BRHS administration and the association representatives. They have begun to meet on a weekly basis to informally discuss important aspects of the daily operation of the school and the direction for the future. This will continue throughout the 2017-18 school year. Along with this has come more opportunities to work together on items such as testing schedules and end of the year activities.

Action Plan: Program & Instruction

Priority: Students will acquire foundational skills and knowledge at every level of their education

Strategy: Review curriculum documents to ensure they are both rigorous and supportive of the needs of diverse learners. This review should confirm that curriculum documents are aligned with applicable standards, include assessments and appropriate pacing guides, and make use of best instructional practices including differentiation.

	ACTIVITY	PERSON(S) RESPONSIBLE	TIMELINE	EVALUATION METHOD
55	1. Develop year-long/full course pacing guides in K-12. Set Timely Review Process for all classes;	Director of C&I Assistant Principal Of C&I Principals Summer Curriculum Writers	on-going	<ul style="list-style-type: none">● Implementation of Completed Pacing Guides● Classroom Observations
59	5. Create a plan for Professional Development in the use of instructional best practices and to teach diverse learners;	Admin team Teachers	on-going	<ul style="list-style-type: none">● Pacing guides/Curriculum Calendars● Observation of common pacing and common units across grade levels and subject areas
60	6. Analyze assessment information to determine programmatic strengths and weaknesses.			<ul style="list-style-type: none">● Professional Develop Plan and offerings● Classroom Observations● Staff Surveys● Review of minutes from ScIP meetings● Review of minutes from DEAC meetings ● Review of student results from state standardized assessments

55. Develop year-long/full course pacing guides in K-12. Set Timely Review Process for all classes.

Pacing guides included within the curricular documents provide a needed support for implementation as they help teachers determine the amount of instructional time that should be spent on a particular topic or unit. While avoiding rote implementation, well-constructed pacing guides provide direction while allowing for professional judgement as the curriculum is implemented.

Several examples of the pacing guides are included in the Appendix, beginning on page 187, is representative of all the guides that can be found in the various district curriculum resources. Through different guides, there are areas where teachers need to adhere to the sequence of units, and other courses or units, during which the timeframe is important but the sequence is not.

59. Create a plan for Professional Development in the use of instructional best practices and to teach diverse learners.

Yearly, members of the district create a professional development plan to serve as a template for staff professional learning. The professional development plan includes goals for teacher learning that serves to comply with recurring state-mandated trainings (i.e., bloodborne pathogens) and noted needs as derived from class observations, collaboration between administration and teachers, and/or District Education Advisory Committee (DEAC) meetings. During the current school year, there was a focus at several district professional development days on school culture and climate. This goal was strongly identified through the previous year's DEAC discussions as well as other feedback solicited from teachers. Strategic Plan goals 36-40, highlighted earlier in this report, also focus on, and contain artifacts related to, professional development.

60. Analyze assessment information to determine programmatic strengths and weaknesses.

On a yearly basis, annual assessment information is analyzed and presented to the board of education in a public setting (See Appendix, page 198). The presentation itself, while part of a state reporting requirement, affords district administration the opportunity to not only inform the board and public about student scores on the standardized tests, but also the educational endeavors that the district is currently pursuing in the three grade bands (elementary, middle, and high school). The bulk of the presentation is comprised of PARCC proficiency rates for BRSD students as they compare with rates from students across the state and PARCC consortium. Additional information in the presentation relates to PSAT and SAT participation rates for BRSD students and the number of advanced placement course offerings (complete with a breakdown of numbers of students in the courses and student test participation and overall scores).

Such assessment information is also used, in conjunction with locally administered assessments (reading levels, writing scores based on a common rubric, math program tests, etc.), to further the macro-level view of educational programming within the district. Using this information, the district continues to refine programs by offering professional opportunities for teacher learning and focusing observations (both formal and informal) to coincide with areas of need (several examples are seen in the correlation with artifacts presented for goals number 36-40).

Action Plan: Program & Instruction

Priority: Students will acquire foundational skills and knowledge at every level of their education

Strategy: Collect, analyze and interpret data as a means to identify student strengths/areas of need, inform instructional strategies and plan for intervention(s) or specialized programming.

ACTIVITY		PERSON(S) RESPONSIBLE	TIMELINE	EVALUATION METHOD
61	1. Continue progress monitoring of all K-12 special education students;	Director of Special Services Principals CST Teachers	on-going	<ul style="list-style-type: none"> • Training for teachers • Student progress toward specific IEP-driven goals
62	2. Refine Intervention protocols for literacy and math in regular education prior to referral for special education K-5;	I&RS Teams Counselors BSI Teacher K-5 Admin	on-going	<ul style="list-style-type: none"> • Tracking of intervention and level of success with pre and post data • Decreased special education referrals by providing alternate supports through general education

When a referral is made to the Child Study Team (CST), the main component of the process is a review of the student data and progress to determine if there is an educational impact. The CST utilizes the assessment data derived during the I&RS process to make an informed decision regarding the need for an evaluation. Specifically, Kindergarten students who are referred for special services, often have many variables that are impacting them. This might be the first time a student has been in a school setting, or in a setting where academics are the main focus. They typically experience a longer school day, and require a greater attention span to stay focused and on task. Kindergarten students are also coming into the district with varied preschool experiences, so there is not a consistent baseline to measure the student's prior knowledge. Student's prior experience with handwriting and fine motor skills are also a typical area of discrepancy. The implementation of the Bracken School Readiness test, which is used during our Kindergarten screening, has helped tremendously to provide the teachers with consistent baseline data of each student at

that time. The district has improved the Kindergarten screening process even further. It was decided that more specific information was required. The district added a phonemic awareness portion, and a measure of fine motor skills, such as cutting and handwriting. The district then put into place a specific remediation for the Kindergarten students during the 2016-17 school year who continued to show a need for academic support after the first 6-8 weeks of school. With the information gathered during the Kindergarten screening, and the interventions that were put into place specifically for Kindergarten, the data has shown that a positive impact was made in regards to student success.

During the 2015-16 school year, there were 7 Kindergarten students who were referred to the Child Study Team for an evaluation from Peter Muschal Elementary School (PMES). During the 2016-2017 year, with the above noted interventions, there were only 2 students referred for special education from PMES. This data is a strong indicator that highlights the effectiveness of the interventions put into place for the Kindergarten students. It also demonstrates that the district had a significant decrease in the number of students referred for special education services from PMES for the 2016-2017 year, which reveals that with specific and targeted intervention, a majority of students did not require additional services or classification of special services. With targeted instruction and remediation, these students were able to gain the necessary skills to be on grade level.

In terms of special education, the district has implemented a new IEP program called IEP Direct. Training was provided for the Office of Special Services, Child Study Team members, and related service providers. The Special Education teachers were trained during the September in-service days to ensure that they knew how to utilize the program. One CST member in each building was designated as the IEP Direct lead, and during the year, they would assist the staff in the building to troubleshoot. This CST member would also typically provide training to any new special education staff that came into the district after the initial training period.

One feature of this program is to complete progress monitoring of IEP goals and objectives electronically. Prior to this, goals and objectives were completed by hand and typically only in the area of related service. Special education teachers were provided training in this area as well. IEP Direct allows teachers and related service providers to enter their information into one area, and can be easily printed out into a reporting feature, which is sent home to families twice a year. This is another communication tool to document student's progress.

While it is impossible to avoid classification for students who have a true learning disability, there are programs and interventions in place at the Bordentown Regional School District to help identify areas where there are gaps in students' education and assist in remediating those students to avoid unnecessary classification and close the achievement gap. Our elementary teachers utilize the workshop model in both reading and writing following the Teacher's College Reading and Writing Project Units of Study. The underlying philosophy of this model is to immerse children in authentic reading and writing experiences for an extended period of time while meeting the needs of the individual learners through guided reading groups, strategy groups and one-on-one conferring. The workshop model is part of the balanced literacy approach that teachers employ in their classrooms which includes shared reading and writing experiences, interactive writing, read aloud and word study. Our mathematics program at the elementary level has recently been updated to the Everyday Math 4 program, which is aligned with the New Jersey Student Learning Standards and allows for differentiation and added support for students with identified needs.

Teachers receive information regarding individual student progress in the areas of literacy and math using a data collection sheet. Independent reading levels, spelling stages, and math proficiency are reported out at the end of the year and provided to their rising teacher once class lists have been established. Using the information gathered along with samples of student work from the Student Learning Portfolios, teachers can begin to plan instruction based on their students' strengths and areas of weakness. As students become acclimated to the school year and strong instruction takes hold, teachers identify specific areas of need for students and implement interventions to potentially remediate students prior to referring them to our Basic Skills teachers. Professional development is provided each year to address Dyslexia and Other Reading Difficulties with a focus on interventions that classroom teachers can implement if they notice that a student is struggling.

Students who receive documented interventions but still show little or no progress may be referred to our Basic Skills teachers for screening to determine eligibility for additional support services. The initial referral document has recently been updated to include submission of student work samples and academic levels such as independent reading levels, individual spelling stage and writing proficiency. Once this paperwork is received with student work attached, the basic skills teachers and building administration determine if the student is eligible for basic skills support. If a student is not eligible for support, additional classroom interventions may be recommended prior to moving forward with an I&RS meeting. Some of the interventions recommended are provided by our basic skills instructors and learning consultants. The instructors use a variety of resources when making suggestions to teachers. Some intervention activities may be derived from the Florida Center for Reading Research (FCRR), research-based phonological awareness or phonemic awareness programs, and from recommended practices through the workshop model. Once a student is deemed eligible for support, the Basic Skills teachers use a variety of research based interventions. These interventions may include but are not limited to additional daily support in their area of need using scaffolded literacy instruction such as Leveled Literacy Intervention, Wilson Reading Program, Foundations, and Language for Learning. Occasionally students are also placed on computer programs such as Hear Builder or Lexia as part of their remediation. Research points to early intervention and remediation to avoid academic gaps. To that end, the district has worked to revise the Kindergarten screening process to ensure that students' academic needs are met as early in their educational experience as possible.

Historically the district has completed a Kindergarten Screening process. In 2014, the district revised the process to include the Bracken School Readiness Assessment (BSRA) 3rd edition. The BSRA measures receptive understanding of basic school readiness concepts. The correlation between alphabetic recognition and phonemic awareness to later reading success led the district to add an additional component to the screening process in 2015 to assess the phonemic awareness of incoming kindergarten children. It is widely documented that having phonemic awareness is central in a child's ability to learn to read and spell.

Information gathered from the Kindergarten screening is compiled and the following steps take place:

1. Building administration and teachers review the information gathered from the Bracken, the phonemic awareness component and the parent survey.
2. Parents are provided with the results of their child's individual screening and are invited to a Kindergarten Readiness Night. The presentation is designed to address areas of need and to review essential readiness skills. The evening also provides parents with tips and strategies for supporting their child during the summer months prior to entering kindergarten.

3. Class lists are developed based on the screening results and efforts to make classes balanced.
4. Kindergarten teachers receive individual information regarding their incoming kindergarten class prior to the start of the school year to allow for review and planning of instruction to start the year.

This past year, incoming kindergarten students at the Peter Muschal Elementary School were identified through the initial screening process as being “in need” academically. After 6-8 weeks of strong classroom instruction outlined above including our Foundational Skills Unit and the use of the Phonological Awareness Training for Reading (2nd edition), identified students were reassessed to determine whether there was still an academic need for remediation and/or support. Of the 19 students identified as being in need of remediation prior to starting school in September, 13 either met or were approaching the expected benchmarks in one or more subtest when reassessed in October. The table below shows how students progressed during the year with the support provided through this intervention program (* One student was not re-assessed in February; however, this student did achieve benchmark in November using the Trimester 1 benchmarks).

19 Students TOTAL	Follow up to May 2016 screening	Using T1 Benchmarks	Using T2 Benchmarks
	October	November	February
Number of students who achieved benchmark	4	10	13*
Number of students approaching benchmark	9	2	5
Number of students below benchmark	6	7	0

Approximately 4 weeks later, all but 9 students had achieved expected benchmarks. Assessments to determine students’ academic needs included letter recognition, letter-sound identification and the DIBELS screener. Interventions during this time were provided as both in-class and pull-out support. In February, all students had either achieved or were approaching benchmarks for letter recognition and letter-sound recognition.

The data shown in the table above and discussed in this narrative does not mean that all of the students who received the additional support were exited from services permanently, nor does it intend to report that the children will no longer receive support. All of these students will be monitored as they enter first grade to ensure that they continue to make expected progress. Of the 19 originally identified students, only 2 students are in the process of being referred for a CST evaluation based on their performance in the assessments along with other data collected by their classroom teacher and the BSI support teacher. The CST will use this information along with additional evaluations to identify if there is a more specific learning disability that is impeding their academic progress. The information collected from this year supports the philosophy of providing good first instruction and then employing interventions both by the classroom teacher and through support services *prior to seeking a CST evaluation*.

Supportive data and various forms can be viewed in the appendices on page 205.

Action Plan: Program & Instruction

Priority: Students will acquire foundational skills and knowledge at every level of their education

Strategy: Provide opportunities for students to develop into productive members of the larger community by enhancing their exposure to various academic experiences and extracurricular activities.

	ACTIVITY	PERSON(S) RESPONSIBLE	TIMELINE	EVALUATION METHOD
66	Continue to develop students' 21 st Century skills (i.e., web-based applications, computer programming, keyboarding, internet research and safety, digital citizenship, etc.).	Admin Team Instructional Staff	on-going	<ul style="list-style-type: none">● Student Products / Performance● Lesson Plans● Classroom Observations

BRHS continues to expand its offerings and opportunities for 21st Century Skills – throughout its courses, extra-curricular activities, etc. In addition to adding new courses, BRHS continues to increase access to technology hardware and software. The following items and pages offer examples of some of the specific details and documentation of these efforts:

- New course – Introduction to Computer Science
- New course – AP Computer Science Principles
- New course – Digital Photography
- New course – Hospitality & Tourism
- Teen Arts competition – Digital Photography
- Connection to Princeton University Computer Science Department through Mr. Creegan
- Visit to the Military STEM Expo – Joint Base McGuire-Dix-Lakehurst, NJ
- Bring your own device policy
- Additional Chromebook, iPad and laptop carts
- Additional projectors, document cameras, Geometer's Sketchpad
- Use of Google Classroom for numerous applications

*See attachments in the Appendix, page 246.