

## Curriculum and Instruction Action Plan

**Goal statement:** To ensure the success of all students.

**Objective:** To develop a plan to integrate science, technology, engineering, and mathematics (STEM) into multiple disciplines of study, including existing curriculum and new courses; implement Reader’s and Writer’s Workshop; develop a math program designed to increase the number of students successfully completing Algebra 1 prior to the 9th grade; inclusion of Response to Intervention (RTI) Methodology in I&RS Program; reorganize the current special education program continuum in order to provide greater opportunities for students with disabilities to be educated in the least restrictive environment (LRE).

Major Activities/Strategies	Staff	Resources	Timelines	Indicators of Success
Develop a K-8 Academic Camp that is integrated with Pre-12 extended school year program for children with disabilities for the purpose of providing credit completion, academic skill maintenance, enrichment, recreation, and social skills development.	Assistant Superintendent of C&I, Director of Special Education, Supervisor of Special Education, CST, K-8 GED and SPED faculty	Model districts	Summer 2015	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Implement Reader’s and Writer’s Workshop and integrate it into K-12 social studies and science instruction.	Assistant Superintendent of C&I ELA Supervisor Elementary Supervisor Principals	Reader’s Workshop Curriculum, Writer’s Workshop Curriculum, Teachers College at Columbia University, Rutgers University, Summit School District	September 2014 – June 2016	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments

Develop a comprehensive district-wide professional development program that promotes professional growth and meets the instructional needs of novice and master teachers.	Assistant superintendent, supervisors of professional development, C&I/Technology Coaches	Supervisors of C&I/Technology professional -6 C&I/Technology Coaches, model school districts	July 2015	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Replace the K-1 District Standardized ELA and Math test with assessment portfolios.	Central administration, principals, supervisors, directors, and faculty	Edusight, NJ DOE Model Curriculum, CCSS Website, PARCC Website, Model districts	September 2015	PARCC, report card grades, SGO/benchmark assessments, and other formal and informal assessments
Create a uniformed K-5 schedule consisting of the same number of periods and the following related arts or special periods: PE, Art, Music, and Media Arts, as well as push-in Spanish and 21 <sup>st</sup> Century Skills.	Assistant superintendents, principals, directors, supervisors, related arts faculty	School schedules Physical education teachers, media specialists or computer teachers, art teachers, music teachers, Spanish teachers, guidance counselors	September 2015	PARCC, report card grades, SGO/benchmark assessments, attendance, and other formal and informal assessments
Reassign Elementary ASI Math Teachers to ASI Literacy	Assistant superintendents, principals, supervisors, ASI Teachers	ASI Literacy Teachers	September 2015	PARCC, report card grades, SGO/benchmark assessments, and other formal and informal assessments
Explore and implement a variety of remedial math programs, particularly electronic programs that will	Central administration, principals, supervisors	ST Math, IExcel, SRA Math, SEMPLE Math	September 2015	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments

accelerate the performance of struggling students.				
Align 9-12 Science Curriculum with math curriculum so that prerequisite math concepts and skills are learned by students prior to taking science classes where they will have to apply them.	Assistant Superintendent of C&I, STEM supervisor	9-12 Math and Science Curricula, NJDOE Model Curriculum	September 2015	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Provide a self-contained educational environment for students in grades K-2.	Assistant Superintendent of C&I, Elementary Supervisor, Principals	K-2 Daily Schedules	September 2015	PARCC, report card grades, SGO/benchmark assessments, attendance, and other formal and informal assessments
Create a liberal and language arts block into the K-2 self-contained instructional day, and into the 3-5 split instructional day.	Assistant Superintendent of C&I, Liberal and Language Arts Supervisor	K-12 ELA, World Languages, and Social Studies Curricula	September 2015	PARCC, report card grades, SGO/benchmark assessments, attendance, and other formal and informal assessments
Create a STEM block into the K-2 self-contained instructional day, and into the 3-5 split instructional day.	Assistant Superintendent of C&I, STEM supervisor	K-12 Math, Science, and Technology Curricula	September 2015	PARCC, report card grades, SGO/benchmark assessments, attendance, and other formal and informal assessments
Implement an I&RS program that utilizes a Response to Intervention Approach for the purpose of accelerating the performance of at-risk general education students so as to ensure their success and to prevent them from being referred to special education.	Director of Special Education, Assistant Superintendent of C&I, Principals, Supervisors, faculty	I&RS Process and Procedural Manual, RTI Direct, Branching Minds	September 2015	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments

Implement a K-5 ELA and Math Skills before or after school tutoring program for students with I&RS intervention plans and IEPs.	Assistant Superintendent of C&I, Director of Special Education, Principals, Supervisors, faculty	Literacy Academy STEM Academy Model districts	September 2015	PARCC, report card grades, SGO/benchmark assessments, attendance, and other formal and informal assessments
Implement the RTI methodology for the purpose of accelerating the performance of students with disabilities so as to increase their skill proficiency in ELA and mathematics.	Director of Special Education, Supervisor of Special Education, CST, SPED faculty	IEP Direct and RTI Direct software	September 2015	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Reorganize the current special education program and services continuum so that it provides students with disabilities the opportunity to be educated with their nondisabled peers in the least restrictive environment to the maximum extent possible based upon the nature and extent of their disability.	Director of Special Education, Supervisor of Special Education, CST, SPED faculty	Model districts	September 2015	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Fund AP Testing and require that all students who take an AP course take the respective AP test.	Assistant Superintendent of C&I, Principals, Supervisors, faculty	BOE Policy and Procedural Manual	September 2015	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Purchase and implement software for the purpose of writing lesson plans, building curriculum, evaluating certificated staff, analyzing longitudinal student assessment data, and for creating teacher class web pages.	Assistant Superintendent of C&I, Director of special projects/Technology	Oncourse	September 2015	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments

Create schools within a school in SUES and SMS using clusters, teams, and in SWMHS using career clusters.	Central administration, principals, supervisors, directors, and faculty	School districts with similar configurations	September 2015 – June 2017	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Explore the development of before and after care services that enrich, extend, and support student learning and enhance student achievement	Central administration, principals, supervisors, directors, and faculty	East Brunswick Schools BASC Other service providers	September 2015 – June 2017	PARCC, report card grades, SGO/benchmark assessments, attendance, and other formal and informal assessments
Create literacy and math intervention coach positions to work with teachers and to provide math and literacy development to struggling readers in grades K-5.	Assistant superintendents, principals, supervisors		September 2015 – June 2017	PARCC, report card grades, SGO/benchmark assessments, attendance, and other formal and informal assessments
Develop and implement a literacy continuum in grades K-12 that meets the literacy development needs of all students and includes alternative literacy programs for struggling readers and students with disabilities.	Central administration, principals, supervisors, directors, and faculty	GED Reading anthology and exemplar novels, Lindamood-Bell Talkies and visualizing and Verbalizing, Project Read, Wilson, Reading Milestones, Achieve 3000, Read 180, SRA Reading, Edmark Reading	September 2015 – June 2017	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments

Develop and implement units of study that integrate social studies and world languages with English Language arts.	Assistant Superintendent of C&I, Liberal and Language Arts Supervisor	K-12 ELA, World Languages, and Social Studies Curricula	September 2015- June 2017	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Develop and implement STEM units of study into existing and new math and science curricula.	Assistant Superintendent of C&I, STEM supervisor	K-12 Math, Science, Technology, and Business Curricula	September 2015- June 2017	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Develop a K-12 math program and curricula that will allow for 85% or more of students to successfully complete Algebra 1 by the end of 8th grade and PreCalculus before graduating; and 20% to successfully complete Geometry by 8th grade and Calculus before graduating.	Assistant Superintendent of C&I, STEM supervisor, grades 5-12 math teachers	BOE Advanced Courses Policy, K-12 Math	September 2015 – June 2017	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
To reorganize the World Languages Program to include a K-2 program that develops an appreciation for Spanish and a base level of language within the classroom, a 3-8 program that immerses general education students in Spanish Language acquisition while continuing to provide a base for students with disabilities, and a high school program that allows for students to expand their verbal and expressive writing skills in Spanish or provides them with the opportunity to learn another language.	Assistant Superintendent of C&I, Principals, Supervisors, faculty	World Languages Curriculum, Rosetta Stone Software	September 2015- June 2017	World language formal and informal assessments

Identify, purchase, and administer a Grade 2 ELA and Math Diagnostic standardized assessment, preferably computer –based that is aligned to the CCSS and PARCC or that will yield validly predictable results for such.	Assistant Superintendent of C&I ELA Supervisor Elementary Supervisor Principals	NJ DOE Website, CCSS Website, PARCC Website, Model district report cards	January 2016	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Reorganize the district into five pre K-2 primary elementary schools, one grades 3-5 intermediate elementary school, one middle school, and one high school.	Central administration, principals, supervisors, directors, and faculty	School districts with similar configurations	September 2016	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Revise K-12 Science curriculum to align with the Next Generation Science Standards.	Assistant Superintendent of C&I, STEM supervisor	K-12 Science Curriculum	September 2016	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Revise 6-12 Science Curriculum so that students and Grade 9 will take Biology, students in Grade 10 will take Chemistry, and students in Grade 11 will take Physics.	Assistant Superintendent of C&I, STEM supervisor	K-12 Science Curriculum	September 2016	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Develop and implement a modified block schedule at the middle school.	Assistant Superintendent of C&I, Supervisors, Middle School Principal and Vice Principals	6-8 Master Schedule	September 2016	PARCC, report card grades, SGO/benchmark assessments, attendance, and other formal and informal assessments
Develop and implement a block schedule at the high school.	Assistant Superintendent of C&I, Supervisors, High School	9-12 Master Schedule	September 2016	PARCC, report card grades, SGO/benchmark assessments, attendance, and other formal and informal assessments

	Principal and Vice Principals			
Reorganize the current Gifted and Talented Program so that it identifies and provides appropriate enrichment and extension services for 15-20% of the students in grades K-8 and ultimately expands the amount of students who take honors and advanced placement courses in high school.	Assistant Superintendent of C&I, Principals, Supervisors, faculty	BOE Policy and Procedural Manual, TAG Curriculum	September 2016	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments
Loop students with the same teacher in grades K-1, 2-3, and 3-5 or K-2 and 4-5 based upon the district organization of students.	Assistant superintendents, principals, supervisors, K-5 classroom teachers.	Model schools where looping has been successfully implemented.	September 2016 – June 2017	PARCC, report card grades, SGO/benchmark assessments, attendance, and other formal and informal assessments
Align the K-2 and 3-5 Report Card with the CCSS.	Assistant Superintendent of C&I, ELA Supervisor, Elementary Supervisor, Principals	NJ DOE Model Curriculum, CCSS Website, PARCC Website, Model district report cards	K-2 by September 2016 and 3-5 by September 2017	PARCC, SAT, AP, college placement, report card grades, SGO/benchmark assessments, graduation and other formal and informal assessments



## Finance and Infrastructure Action Plan

**Goal statement:** To develop an efficient and fiscally responsible budget.

**Objective:** To increase "new revenue" (transportation, advertising, etc.), total revenue for facility usage, tuition, and food services, and to decrease energy and utility expenditures.

Major Activities/Strategies	Staff	Resources	Timelines	Indicators of Success
Inventory all forms of revenue generation for the district.	Business Administrator, BOE Finance Committee	CSI Budget Software	July 2014 – December 2014	Increase in "new revenue" (transportation, advertising, etc.) for the 2014-15 school year. Increase in total revenue for facility usage, tuition, and food services for the 2014-15 school year.
Work collaboratively with the Business Administrator and BOE Finance Committee to identify other potential revenue sources for the district.	Business Administrator, BOE Finance Committee	CSI Budget Software	July 2014 – June 2015	Increase in "new revenue" (transportation, advertising, etc.) for the 2014-15 school year. Increase in total revenue for facility usage, tuition, and food services for the 2014-15 school year.
Review and potentially revise the BOE facility usage policies and temporary leasing rates.	Business Administrator, BOE Finance Committee, BOE Governance Committee	BOE Policy and Regulations Manual	July 2014 – June 2015	Increase in "new revenue" (transportation, advertising, etc.) for the 2014-15 school year. Increase in total revenue for facility usage, tuition, and food services for the 2014-15 school year.
Dialogue with Borough regarding the usage of facilities for community and recreation purposes.	Business Administrator, BOE Finance Committee, Jerry Ust, Tom Pollando	BOE Policy and Regulations Manual, Borough Ordinances	July 2014 – June 2015	Increase in "new revenue" (transportation, advertising, etc.) for the 2014-15 school year. Increase in total revenue for facility usage, tuition, and food services for the 2014-15 school year.

Collaboratively investigate and implement a plan to generate print, field sign, website, and bus advertising revenue.	Business Administrator, BOE Finance Committee	EIRC	July 2014 – June 2015	Increase in "new revenue" (transportation, advertising, etc.) for the 2014-15 school year. Increase in total revenue for facility usage, tuition, and food services for the 2014-15 school year.
Work collaboratively with the Business Administrator and the Directors of Transportation and Food Services to develop a plan to maximize transportation and food services revenue.	Business Administrator, BOE Finance Committee, Director of Food Services, Supervisor of Transportation	CSI Budget Software	July 2014 – June 2017	Increase in "new revenue" (transportation, advertising, etc.) for the 2014-15 school year. Increase in total revenue for facility usage, tuition, and food services for the 2014-15 school year.
Generate revenue from the development of tuition-based general and special education programs before, during, and after school, as well as during the summer.	Assistant superintendent of C&I, Director of Special Services	Model programs from other districts	January 2015- June 2017	Increase in tuition revenue.
Seek, apply for, and obtain financial grants, donations, and endowments.	Business Administrator, Assistant Superintendents, Principals, Supervisors, Directors, BOE Finance Committee	NJ DOE	July 2014 – June 2017	Increase in "new revenue" (transportation, advertising, etc.) for the 2014-15 school year. Increase in total revenue for facility usage, tuition, and food services for the 2014-15 school year.
Reduce paper distribution to conserve paper consumption and reduce costs for paper, copiers, and copying supplies.	Business Administrator, Assistant Superintendents, Principals,		July 2014 – June 2017	Decrease in paper and copying expenditures during the 2014-15 school year as compared to 2013-14.

	Supervisors, Directors, faculty and staff, Green Committee			
Purchase and implement a software for registering new and existing students in order to conserve paper, postage, labor, and to centralize district enrollment services.	Business Administrator, Finance Committee	InfoSnap	January 2015 – June 2017	Decrease in paper and copying expenditures during the 2014-15 school year as compared to 2013-14.
Explore the purchase and installation of solar panels.	Business Administrator, Director of Buildings and Operations, Supervisor of Custodians, BOE Finance Committee, Green Committee	EIRC	January 2015 – June 2017	Decrease in energy and utility expenditures during the 2014-15 school year as compared to 2013-14.
Purchase and replace all lighting with energy efficient fixtures.	Business Administrator, Director of Buildings and Operations, Supervisor of Custodians, BOE Finance Committee, Green Committee		January 2015 – June 2017	Decrease in energy and utility expenditures during the 2014-15 school year as compared to 2013-14.

Upgrade boiler systems in each school in order to ensure energy efficiency.	Business Administrator, Director of Buildings and Operations, Supervisor of Custodians, BOE Finance Committee, Green Committee		January 2015 – June 2017	Decrease in energy and utility expenditures during the 2014-15 school year as compared to 2013-14.
Implement strategies district-wide for the conservation of electric energy, gas, and oil.	Business Administrator, Director of Buildings and Operations, Supervisor of Custodians, BOE Finance Committee, Green Committee		January 2015 – June 2017	Decrease in energy and utility expenditures during the 2014-15 school year as compared to 2013-14.
Reduce transportation costs by implementing a three tiered bus routing schedule in the morning for pick-up and he afternoon for dismissal.	Business Administrator, and Supervisor of Transportation	Other districts with three tiered bus schedules	September 2015	Decrease in transportation costs.
Demolish Selover and construct a new elementary school/central administration building in its place.	Business Administrator, Director of Buildings and Operations, Architect	Referendum, building designs	September 2017	Reduction in class sizes

## School Climate Action Plan

**Goal statement:** To enhance School Climate.

**Objective:** To reduce confirmed student HIB incidences and out of school suspensions.

Major Activities/Strategies	Staff	Resources	Timelines	Indicators of Success
Develop and implement a “hazing” or HIB in extracurricular activities training module for staff, students, and parents.	Assistant Superintendents, SMS and SWMHS Principals, Director of Athletics	Hazing or Bully Prevention in Athletics Programs	March 2015	Reduction of confirmed HIB incidences and out of school suspensions
Develop and implement a contract for all extracurricular activity participants to sign which pledges that they will not participate in acts of HIB or demonstrate any form of behavior that is in conflict with the student code of conduct.	Assistant Superintendents, SMS and SWMHS Principals, Director of Athletics	Hazing or Bully Prevention in Athletics Programs	March 2015	Reduction of confirmed HIB incidences and out of school suspensions
Staff each elementary school with a guidance counselor and two counselors at the SUES.	Assistant Superintendent of HR, Business Administrator, Principals, supervisor of Guidance		September 2015	Reduction of confirmed HIB incidences and out of school suspensions

Develop, adopt, and implement a 21 <sup>st</sup> Century Skills Curriculum	Assistant Superintendent of C&I	NJDOE 21 <sup>st</sup> Century Skills CCCS, and Model Curriculum	September 2015	Reduction of confirmed HIB incidences and out of school suspensions
Develop, adopt, and implement a K-12 social skills and emotion coping skills curriculum for children with disabilities.	Director of Special Education	Skills Streaming	September 2016	Reduction of confirmed HIB incidences and out of school suspensions
Explore, identify, purchase, and implement a K-8 Character Education Program.	Assistant Superintendent of C&I, Supervisor of Guidance	Character Education Programs, such as Character Counts	September 2016	Reduction of confirmed HIB incidences and out of school suspensions
Explore, identify, purchase, and implement a K-8 behavioral modification program.	Assistant Superintendent of C&I, Supervisor of Guidance	Behavioral Programs, such as Ripples Effect, Positive Behavioral supports	September 2016	Reduction of confirmed HIB incidences and out of school suspensions

## Staff Morale Action Plan

**Goal statement:** To increase staff morale.

**Objective:** Increase in teacher and administrator retention and staff satisfaction through the development of a comprehensive professional development program.

Major Activities/Strategies	Staff	Resources	Timelines	Indicators of Success
Audit the district's current professional development program at the district and building level.	Superintendent, Assistant Superintendents, Principals, Supervisors, Directors, Business Administrator		July 2014 – June 2015	Needs identified
Ascertain the professional development philosophy and the outcomes desired by the Sayreville Board of Education and the Sayreville Education Association.	SBOE, SEA		July 2014 – June 2015	Philosophy and outcomes identified
Create job description for and hire a supervisor for professional development.	Assistant superintendent, supervisors of C&I		May-June 2015	Appointment of Supervisor of Professional Development/Middle School
Assign technology professional development responsibilities to District Chief Technology and Information Officer and Technology Integration Teacher.	Assistant superintendent, supervisors of C&I		May-June 2015	

Research model professional development programs.	Superintendent, Assistant Superintendents, Staff Development Committee	Model districts	September 2015 – June 2016	
Visit model professional development programs.	Superintendent, Assistant Superintendents, Staff Development Committee	Model districts	September 2015 – June 2016	
Attend local, state, and national workshops, and conventions pertaining to the design and implementation of model professional development programs.	Superintendent, Assistant Superintendents, Staff Development Committee	Model districts	September 2015 – June 2016	
Work collaboratively with central and building administration and the Board of Education to develop a plan for acquiring the funding required to incrementally provide the resources for a model professional development program.	Superintendent, Assistant Superintendents, Business Administrator, BOE Finance and Infrastructure Committee	General Fund, NCLB Title 2 Grant, NJ DOE Notice of Grant Opportunities	September 2015 – June 2016	2016-17 Professional development Budget
Hire stipend and potentially full time C&I and technology professional development coaches/trainers.	Assistant superintendent, supervisors of C&I		September 2016	Appointment of stipend and potentially full time C&I and technology professional development coaches/trainers.



<p>Develop and implement a comprehensive district-wide professional development program that promotes professional growth and meets the instructional needs of novice and master teachers, supports targeted initiatives, promotes leadership, and supports the needs of non-certificated support staff.</p>	<p>Assistant superintendent, supervisors of C&amp;I/Technology professional development, C&amp;I/Technology Coaches</p>	<p>2 Supervisors of C&amp;I/Technology professional development, 5-6 C&amp;I/Technology Coaches, Edison Public Schools</p>	<p>September 2016</p>	<p>Increase in teacher and administrator retention and staff satisfaction</p>
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