



Bound Brook Public Schools **Strategic Plan 2019-2024**



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Background

Purpose

A quality strategic plan that engages the whole school community ensures that the school is united by a common purpose. The plan helps to establish a clear and shared understanding of the school's strategic direction for the next five years, expressed through goals, targets, and key improvement strategies.

The **Bound Brook Public Schools 2019-2024 School Strategic Plan** draws on the information gathered and directions identified through the school self-evaluation and review processes. It is informed in consultation with students, staff, parents, and board members, and engagement with the broader community.

Importantly, the School Strategic Plan is a living document; if the circumstances of the school change, then so too should the Plan. The School Strategic Plan can be modified at any time through a process of re-endorsement by the Board of Education.

Effective Planning

There is no single best way to develop a quality strategic plan, but there are common processes that underpin effective planning. These include:

- Clearly articulating the school's vision, purpose, and values;
- Focusing on a "desired future" for the school, its students, and the community more broadly;
- Selecting a small number of improvement strategies that, based on the available evidence and the context of the school, will most likely lead to the achievement of the agreed outcomes; and
- Identifying what success will look like when it has been achieved.

Strategic Plan Process Overview

Research Study

Surveys of parents, teachers, students, administrators, board of education members, and community members

Focus Groups with parents, students, staff, board of education members, and community members

Steering Committee

Action Plans

Written Document

Approval

Board of Education

- Michele DeFazio, *President*
- Camilla Stevens, *Vice- President*
- Tyler Awtry
- Michael Bal
- William (Bill) Boehm
- Mario Meola
- Charity Morris
- Lizethe Martinez
- Roger Zupko
- Dominic Vatalare, *South Bound Brook Representative*

Administration

- Daniel Gallagher, *Superintendent of Schools*
- Elizabeth Fischer, *Assistant Superintendent of Curriculum and Instruction*
- Michael Steinmetz, *Business Administrator*
- Marc DeMarco, *Director of Special Services*
- Jessica Luteran, *Director of Pupil Personnel Services*
- Nancy Ross, *Manager of Human Resources*
- Joseph Girandola, *Director of Building and Grounds*
- Iskren Milanov, *Director of Technology*
- Edward Smith, *High School Principal*
- Jeffery Steele, *High School Assistant Principal and Director of Athletics*
- Christine Larson, *High School Assistant Principal*
- Joseph Santicerma, *Middle School Principal*
- Anthony Egan, *Middle School Assistant Principal*
- Nicholas Edwards, *Smalley School Principal*
- Kristin Brucia, *Smalley School Assistant Principal*
- Erika Clarke, *Lafayette School Principal*
- Aldo Russo, *LaMonte/Annex School Principal*
- Karen Oakes-Bullard, *Head Teacher of Preschool*
- Tom Dovidio, *Coordinator of Technology*
- Stacey Young, *Supervisor of Language Arts Literacy*
- Matthew Cann, *Supervisor of Mathematics*

Steering Committee

- Daniel Gallagher, *Superintendent of Schools*
- Edward Smith, *High School Principal*
- Joseph Santicerma, *Middle School Principal*
- Aldo Russo, *Elementary Principal*
- Jill Goldan, *Teacher*
- Lizethe Martinez, *Board Member*
- Patricia O'Reilly, *Parent*

Values, Vision, & Mission



Values



The Board of Education Core Values Policy - Staff

Core principles that the board of education expects every staff member to follow:

1 Professional Knowledge

All staff members shall have explicit knowledge of their position and job responsibilities. Each employee is to be a life-long learner continuing to grow and learn for his or her respective positions.

Teachers shall understand the central concepts, tools of inquiry, and structures of the discipline – especially as they relate to the Common Core State Curriculum Standards and the New Jersey Core Curriculum Content Standards (CCCS) – and design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students. Teachers must demonstrate an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.

2 Human Growth & Development

All staff members shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.

3 Diverse Learners

All staff members shall understand the practice of culturally responsive teaching, tolerance, and social justice.

4 Learning Environment

All staff members shall understand individual and group motivation and behavior and shall create a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. All staff members must use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.

5 Communication

All staff members shall use knowledge of positive and effective verbal, nonverbal, and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interactions.

6 Collaboration & Partnerships

All staff members shall build relationships with parents, guardians, families, and agencies in the larger community to support students' learning and well-being.

7 Professional Development

All staff members shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning process.

8 Professionalism

All staff members must maintain a commitment to professional ethics, communicate positively and effectively, and take responsibility for promoting the district to the community in a positive manner.

Staff members will check emails twice daily. Staff members will be positive when communicating in all forms to colleagues, parents, and community members, online and through other mediums, regarding all facets of the school district. If you do not have anything nice to say about an employee, parent, student, community member, or the district, you shouldn't say anything.

The Board of Education Core Values Policy - Teachers

9 Special Needs

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

10 Instructional Planning & Strategies

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners. The teacher plans using the state's standards, the school's curriculum, effective strategies, resources, and data to meet the needs of all students. The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

11 Assessment

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students. The teacher systematically gathers, analyzes, and uses all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

12 Student Progress

The work of the teacher results in acceptable, measurable, and appropriate student academic progress.

The preceding core values represent the expected behaviors of all members of the Bound Brook District Staff. They are to be taken very seriously. They represent effective behaviors that will help avoid complaints. Violations of the core values may result in severe disciplinary actions up to and including termination of employment.

Vision and Mission



Vision Statement

The vision of the Bound Brook Public Schools is to provide a comprehensive educational program that will:

- Promote citizenship through tolerance and diversity;
- Prepare graduates for their educational and vocational choices in life;
- Develop motivated, life-long learners;
- Provide opportunities for students to be users of technology;
- Encourage finders and users of data to develop problem solving skills;
- Provide educational opportunities both within and outside the classroom;
- Provide opportunities for the community to be a resource and learning center;
- Challenge students educationally;
- Provide a positive learning environment;
- Recognize student successes; and
- Promote academic and personal growth.

Mission Statement

The Bound Brook Public Schools is a supportive multicultural community that provides an innovative and academically challenging educational program while offering a variety of extra-curricular and social opportunities that encourage life-long learning and citizenship.

Strategic Goals



Our strategic goal areas are...



1

**Cultural Responsiveness,
Disproportionality, & Equity**

2

**Consistency, Continuity, &
Data-Driven Instruction**

3

**Academic Achievement &
Student Motivation**

4

**Family & Community
Engagement**

5

**Social-Emotional/Mental
Health & Mindfulness**

Goal 1: Cultural Responsiveness, Disproportionality, & Equity

Specific

Provide equity and excellence of education by increasing overall performance and eliminating the gaps between minority and nonminority student outcomes by reducing the disparity in graduation rates, proficiency scores on assessments, participation and performance in accelerated courses, disciplinary infractions, and placement in Gifted Student Education programs.

Measurable

Each year over the next five years the district will review participation and performance scores in gifted and talented, NJSLs assessments, accelerated courses, and graduation rates, as well as disciplinary infractions data.

Achievable

The District Equity Leadership Team will be formed to provide direction and support to the District to create the conditions for equitable schools and reduce the disproportionality of minority students in the district.

Relevant

Disproportionality may be defined as the “overrepresentation” and “underrepresentation” of a population or demographic group in any category of education or program, or category that exceeds expectations for that group, or differs substantially from the representation of others in that category relative to the overall student population. Currently, minority and low-income students are less likely to exceed academic expectations, are underrepresented in advanced courses, and are overrepresented among students receiving disciplinary infractions.

Time-Bound

Each year of the five-year strategic plan, minority students’ graduation rates, assessment scores, participation and performance in accelerated courses, and placement in Gifted Student Education programs will increase by 3% to 5%. There will also be a decrease of 3% percent per year in disciplinary infractions.

Equity in Bound Brook Public Schools

Around three-quarters of stakeholders who responded to the strategic planning survey view the following as “important” or “very important”:¹

- Closing gaps in achievement between all students and socioeconomic factors (70%); and
- Integrating socially and culturally inclusive practices into policies and processes (73%).

Professional development related to culturally responsive and relevant instruction was also identified as a strategy to improve student learning during stakeholder focus groups.²

Research on Equity & Disproportionality

Wide achievement gaps between student groups is in part due to implicit bias. Implicit bias refers to unconscious, negative attitudes and low expectations that teachers may hold for minority and socio-economically disadvantaged students.

Teachers and staff can reduce implicit bias by acknowledging their own biases, evaluating stereotypes present in instructional materials, paying close attention to the impact of bias, and providing challenging, rigorous, and engaging instruction to every student in every class.³

Goal 1 Implementation

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
1-1	Develop and support strong equity leadership at the school and district levels.	<ul style="list-style-type: none"> • Superintendent • District Equity Leadership Team • Principals 	Ongoing
1-2	Establish, support, and sustain equity leadership teams at each school and at the district level.	<ul style="list-style-type: none"> • Superintendent • District Equity Leadership Team • Principals 	Implemented and ongoing
1-3	Embrace and embed the agreements and conditions of courageous racial discourse throughout the Bound Brook Public Schools.	<ul style="list-style-type: none"> • Superintendent • District Equity Leadership Team • Principals 	Ongoing
1-4	Initiate and sustain site, district, and regional dialogue on issues of race and achievement.	<ul style="list-style-type: none"> • Superintendent • District Equity Leadership Team • Principals 	Ongoing
1-5	Allocate resources based, in part, on critical factors of academic need, achievement data, mobility, and economic status.	<ul style="list-style-type: none"> • Superintendent • Principals 	Annually
1-6	Examine school and district policies, practices, and structures for potential bias, and, where found, eliminate it.	<ul style="list-style-type: none"> • Superintendent • Principals 	Ongoing
1-7	Engage multiple cultural perspectives as an essential component of decision-making at the school and district levels.	<ul style="list-style-type: none"> • Superintendent • Principals 	Ongoing
1-8	Increase the number of 3-12 th grade minority students who score on or above grade level on the NJSLA and LinkIt Benchmark assessments in reading, math, and science by providing needed resources, research-based strategies, and needed support to students, teachers, and staff.	<ul style="list-style-type: none"> • Principals • Supervisors 	Ongoing
1-9	Increase the percentage of minority and socioeconomically disadvantaged students enrolled in advanced-level or higher courses focusing on math, science, and ELA by 5%.	<ul style="list-style-type: none"> • Principals • Supervisors 	Ongoing
1-10	Increase the number of underrepresented English language learners (ELLs) and socio-economically disadvantaged students in gifted programs.	<ul style="list-style-type: none"> • Principals • Supervisors 	Ongoing
1-11	Reduce the minority/non-minority and socioeconomic gap in participation in advanced, accelerated, Advanced Placement, and dual enrollment courses by 3%.	<ul style="list-style-type: none"> • Principals • Supervisors • Teachers 	Ongoing
1-12	Increase overall secondary students with successful completion of advanced, accelerated, Advanced Placement, and dual enrollment courses by 3% and reduce the minority/non-minority successful completion gap by 5%.	<ul style="list-style-type: none"> • Principals • Supervisors • Teachers 	Ongoing
1-13	Increase the percentage of minority students who demonstrate readiness for college and careers upon graduation as measured by the PSAT, SAT, or ACT by at least 5%.	<ul style="list-style-type: none"> • Principals • Supervisors • Teachers 	Ongoing

Goal 1 Implementation

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
1-14	Embed an inquiry-based peer tutoring program modeled after AVID Tutorials into the Extended Learning Program at the high school level with the intent to provide support for minority students who fall below a C in accelerated courses.	<ul style="list-style-type: none"> • Principals • Supervisors 	Implemented and ongoing
1-15	Ensure all schools have approved, research-based, and fully operational behavior plans that include teachers and staff training to assure effective implementation and the use of best practices to reduce minority student referrals and in- and out-of-school suspension rates.	<ul style="list-style-type: none"> • Directors • Supervisors 	Implemented and ongoing
1-16	Develop, implement, and monitor plans to decrease minority student absences by executing an incentive program and other efforts to increase daily attendance and decrease the number of students missing 10% or more days of school.	<ul style="list-style-type: none"> • Principals 	Implemented and ongoing
1-17	Engage parents and the community in efforts of the district to close minority and non-minority student outcome gaps.	<ul style="list-style-type: none"> • Superintendent • District Equity Leadership Team • Principals 	Implemented and ongoing
1-18	Increase access to data tracking systems and reports for minority student outcomes to monitor efforts and guide users on how to access the information for decision-making, closing gaps, and reducing disparity among subgroups.	<ul style="list-style-type: none"> • Superintendent • District Equity Leadership Team • Principals 	Ongoing
1-19	Implement the comprehensive action plan to support school leaders and teachers in incorporating culturally responsive instructional strategies that accelerate academic achievement and close the gap for minority students.	<ul style="list-style-type: none"> • Superintendent • District Equity Leadership Team • Principals 	Ongoing
1-20	Increase teacher recruitment and retention efforts to ensure faculty diversity mirrors the student population by recruiting at institutions noted for graduating black, Hispanic and other needed educators; mentoring teachers; providing incentives; and hosting job fairs to ensure minority educator percentages represent the district minority population percentages.	<ul style="list-style-type: none"> • Superintendent • District Equity Leadership Team • Principals • Human Resources 	Implemented and ongoing

Goal 2: Consistency, Continuity, & Data-Driven Instruction

Specific

Ensure curriculum, instruction, and assessment are designed and delivered with a focus on content rigor, student engagement, and continuous improvement of academic achievement.

Measurable

The District Leadership Team will increase the capacity of teachers to utilize data in the development of lesson plans and assessments and improve teachers' capacity to understand and provide relevant feedback to students to improve student achievement.

Achievable

The District Leadership Team will check alignment between curriculum units, lesson plans, data-driven instruction, and assessment, ensuring differentiation, center-based instruction, and rigor to sustain academic achievement improvement.

Relevant

The Data-Driven Instructional Cycle has four phases:

- **Students take an assessment** that has been carefully mapped to NJSL standards and will yield rich data.
- **Use the data to create skill-based profiles for each student.** Profiles are most powerful when aligned to one or more standard systems so that teachers can analyze student performance on specific skills.
- **Analyze the data.** There are a variety of factors to consider when reviewing the data:
 - Has the skill been covered in class, or is it coming up on the curriculum map?
 - If there are multiple standards assessing the same skill, which questions were easier and which were more challenging for students?
 - Is there evidence for a common mistake or misconception in the data?
 - Are there certain standards that, if prioritized, would have the greatest impact on student achievement?
- **Implement a data-driven, instructional plan.** At this point, enriched by the in-depth data analysis completed in step three, teachers are prepared to move from analysis to action in the classroom.

Time-Bound

The district team will conduct additional walk-throughs to observe classroom practices and conduct weekly lesson plan checks with usable feedback for teachers to improve the capacity of teachers to utilize data in the development of lesson plans and assessments.

Data Use in Bound Brook Public Schools

Teachers who provided feedback during the strategic planning process express a desire for additional professional development focused on building a data-driven culture.

Teachers are especially interested in refining their ability to use achievement data to inform and differentiate instruction and help students set long-term goals.⁴

Research on Data Use in School Districts

The U.S. Department of Education has identified five steps that schools and districts can take to use student achievement data to support instructional decision-making:

1. Make data part of an ongoing cycle of instructional improvement;
2. Teach students to examine their own data and set learning goals;
3. Establish a clear vision for schoolwide data use;
4. Provide supports that foster a data-driven culture within the school; and
5. Develop and maintain a district-wide data system.⁵

Goal 2 Implementation

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
2-1	Increase the percentage of standards-based instruction with rigorous tasks, student-centered classrooms, and differentiation of teaching and learning as measured by evidence collected during observations and walk-through visits.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing
2-2	Improve implementation of district-developed curriculum guides in all subject areas through professional development support to classroom teachers.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing
2-3	Ensure effective instructional decisions by collecting data during observations and walk-through visits to support the development of effective lesson plans, demonstrate the use of benchmark assessments aligned to NJ Standards in ELA, math, and science at all levels.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing
2-4	Develop a repository of exemplary lesson plans by subject, standard, and grade level.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing
2-5	Increase teacher use of project-based learning in lessons leading to higher achievement levels for students through teacher participation in personalized learning and project-based learning professional development.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing
2-6	Analyze summer program's pre-post assessment data to ensure students demonstrate academic growth throughout the summer.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing
2-7	Increase enrollment and attendance of targeted students participating in summer programs to ensure increased opportunities for improving proficiency levels.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing
2-8	Increase participation in summer reading and math programs for students.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing

Goal 2 Implementation

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
2-9	Reduce the number of students who are academically behind by two-to-three years through the implementation of targeted interventions and monitoring systems.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing
2-10	Increase student proficiency in core academic courses and courses recovered by monitoring and improving extended learning programs (academic remediation) in all schools.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing
2-11	Increase participation in enrichment and academic opportunities in mathematics, science, and technology competitions, fairs, and clubs at the elementary, middle, and high school levels.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing
2-12	Improve instructional leadership skills of principals and assistant principals through professional development.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing
2-13	Refine the curricular differentiation of gifted teachers with a focus on structured curriculum and goal-oriented expectations using 2017-18 data as a baseline.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • C&I Supervisors • Principals 	Ongoing

Goal 3: Academic Achievement & Student Motivation

Specific

Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community members resulting in individual employee learning, student achievement, and overall school improvement.

Measurable

The Principal's Ethics and Department Team will conduct surveys on climate, culture, and behaviors with students, staff, administrators, and parents as a data point to improve academic performance.

Achievable

The Principal's Ethics and Department Team will be formed to provide direction and support to the district as we explore and seek to improve the effects that our response to behaviors has on students, staff, administrators, and parents, with the ultimate goal of improving academic performance.

Relevant

The Principal's Ethics and Department Team will participate in extended training and planning in responsive classroom and restorative practices. The Principal's Ethics and Department Team will utilize instruments in reviewing, analyzing, and developing a Code of Conduct framework. The Principal's Ethics and Department Team is charged to:

- Ensure that the code of conduct is aligned to district policies and state laws;
- Ensure policies and documents are regularly updated to new statutes and laws;
- Ensure that all documents use appropriate tone and language;
- Ensure all documents are engaging, user-friendly reference tools with key design elements;
- Ensure that progressive discipline steps are clearly outlined; and
- Ensure that all due process procedures are listed, followed, and enforced.

Time-Bound

Each year of the five-year strategic plan stakeholders' satisfaction with the climate and culture will increase by 3% to 5% per year while the number of behavioral incidents will decrease by 3% to 5% per year.

Climate & Culture in Bound Brook Public Schools

Stakeholders indicate that increasing student achievement is their top priority. Focus group participants identify several areas in which the learning environment could be improved. For example, students indicate that many of their peers lack motivation and may pass through school without learning core material. Staff note that teacher turnover and negative attitudes among some teachers can adversely affect school climate.⁶

Research on School Climate & Culture

A positive school climate consists of:

- Clear rules and norms;
- Sense of physical security;
- Sense of social-emotional security;
- Support for academic learning;
- Support for social and civic learning;
- Respect for diversity;
- Social support;
- School connectedness and engagement;
- Clean, orderly, and adequate physical surroundings;
- Safe social media use;
- Effective leadership; and
- Positive professional relationships⁷

Goal 3 Implementation

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
3-1	Establish literacy as a primary focus for eliminating the racial achievement gap. Continue initiatives through early childhood programming and parent training.	<ul style="list-style-type: none"> C&I Supervisors 	Ongoing with annual review
3-2	Explore current and critical research and best practice related to creating equitable/anti-racist learning environments. Continue district and site initiatives/teams.	<ul style="list-style-type: none"> District Equity Leadership Team C&I Supervisors Asst. Superintendent 	Ongoing
3-3	Synthesize, interpret, and contribute to research that informs culturally responsive practice and that combines the wisdom of researchers and practitioners.	<ul style="list-style-type: none"> District Equity Leadership Team C&I Supervisors Asst. Superintendent 	Ongoing
3-4	Develop a plan for implementing culturally responsive, standards-based curriculum, instruction, and assessment practices. Continue planning/review with Educational Services Advisory Committee.	<ul style="list-style-type: none"> District Equity Leadership Team C&I Supervisors Asst. Superintendent 	Ongoing with annual review
3-5	Implement, monitor, and evaluate changes in what we do that results in improved achievement for students of color.	<ul style="list-style-type: none"> District Equity Leadership Team C&I Supervisors Asst. Superintendent 	Ongoing with annual review
3-6	Systematically disaggregate and analyze achievement data and develop related individual and site staff development goals. Explore use of growth models.	<ul style="list-style-type: none"> District Equity Leadership Team C&I Supervisors Asst. Superintendent 	<ul style="list-style-type: none"> Planning 2019-2020 Implementation 2019-2020
3-7	Provide low-achieving students with intensive interventions designed to accelerate learning in basic skill areas of reading, writing, and math. Continue as a priority effort. Improve monitoring of effectiveness of interventions, along with student participation pathways.	<ul style="list-style-type: none"> District Equity Leadership Team C&I Supervisors Asst. Superintendent 	<ul style="list-style-type: none"> Planning 2019-20 Implementation 2020-21
3-8	Hold high expectations for every student and actively assist each one to reach high academic standards.	<ul style="list-style-type: none"> C&I Supervisors Principals 	Ongoing
3-9	Develop and implement an academic support plan (K-12) that prepares under-achieving students for college eligibility and success.	<ul style="list-style-type: none"> C&I Supervisors Asst. Superintendent 	<ul style="list-style-type: none"> 2019-20 - Ongoing planning for additional grade levels 2019-20 - implementation of current programs

Goal 3 Implementation

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
3-10	Implement and support academic programs that accelerate under-achieving students into more rigorous curriculum and courses, including honors, advanced placement, and Challenge opportunities.	<ul style="list-style-type: none"> • C&I Supervisors • Principals 	<ul style="list-style-type: none"> • Planning 2019-20 • Implementation beginning 2020-21
3-11	Continue to promote a learning culture where every student's achievement is the most important priority, and staff, students, and parents are co-responsible and accountable for that success.	<ul style="list-style-type: none"> • Superintendent • Principals 	Ongoing
3-12	Increase the percent of district- and building-based administrators to receive training on effective schools' research resulting in prepared leaders for lower-performing schools.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent 	<ul style="list-style-type: none"> • Planning 2019-20 • Implementation beginning 2020-21
3-13	Conduct progressive discipline professional development for administrators and staff using an effective training model and monitor training results from a scaled survey for effectiveness from the administrators and staff attending.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent 	<ul style="list-style-type: none"> • Planning 2019-20 • Implementation beginning 2020-21
3-14	Ensure schools have an active and documented Equity Team that addresses an environment reflective of the district's core value of cultural competence.	<ul style="list-style-type: none"> • Principals 	Implementation 2019-20
3-15	Improve the professional culture and morale at each school site by targeting related areas identified in a district and school-based survey.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Principals 	Ongoing with annual review
3-16	Ensure all schools have fully operational behavior plans reflecting positive behavior supports and restorative practices with the implementation of these preventative strategies resulting in improved student behavior, reduction of referrals and suspension rates, and the use of recommended practices for in-school suspension alternatives to decrease out-of-school suspensions.	<ul style="list-style-type: none"> • Directors • Supervisors 	Ongoing with annual review
3-17	Monitor and review district and school emergency plans to ensure that the documented plans address the unique issues and location of each school, are reviewed by school personnel, and ready to execute in the event of an emergency.	<ul style="list-style-type: none"> • School Safety Officer 	Ongoing with annual review

Goal 3 Implementation

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
3-18	Reduce gaps in achievement through additional interventions and supports for families.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Principals 	Ongoing with annual review
3-19	Develop (and train staff on) specific strategies to address identified gaps.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Principals 	Ongoing with annual review
3-20	Create systematic interventions and supports to address achievement gaps.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Principals 	Ongoing with annual review
3-21	Develop an assessment and support plan for students new to the district (academic transition).	<ul style="list-style-type: none"> • Assistant Superintendent • Principals 	<ul style="list-style-type: none"> • Planning 2019-20 • Implementation beginning 2020-21
3-22	Develop a multi-tiered support system in order to differentiate services and interventions according to student needs.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Principals • Directors 	Ongoing with annual review
3-23	Partner with community agencies to maximize access to needed and available services, to better serve students and families.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Principals 	Ongoing with annual review
3-24	Reform disciplinary practices, build a more positive culture, and attend to social and emotional needs.	<ul style="list-style-type: none"> • Principals 	Ongoing with annual review
3-25	Engage staff in professional learning activities that build their capacity to foster safe and healthy learning environments for all students.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Principals 	Ongoing with annual review
3-26	Establish Elementary-Middle and Middle-High School transition committees.	<ul style="list-style-type: none"> • Principals 	<ul style="list-style-type: none"> • Planning 2019-20 • Implementation beginning 2020-21

Goal 4: Family & Community Engagement

Specific

Develop a comprehensive plan for increasing family and community partnerships to meet academic, social-emotional learning (SEL), and health needs of children.

Measurable

The District Leadership Team will increase parent and community engagement in the schools.

Achievable

The District Leadership Team will increase parent and community engagement in the schools.

Relevant

Strong connections between school staff and families are important in any school and have special relevance for schools committed to the improvement of education. Connections built on misinformation, assumptions, or stereotypes can create friction between schools, families, and students. All connections with stakeholders should be based upon respect and cultural sensitivity. School-family connections provide opportunities to increase inclusiveness and equity. The following guidelines are to be implemented to support teacher-family relationships built on respect:

- Assume good intentions, and approach all families as partners who want the best for their children;
- Invite parents or guardians to share knowledge about their students' lives, interests, hopes, and struggles;
- Invite parents or guardians to share information about family cultures and traditions;
- Recognize and respect differences in family structures;
- Recognize the role that identity and background may play in shaping relationships between teachers and families; and
- Bring a sense of self-reflectiveness and cultural humility to all conversations and interactions. View linguistic, cultural, and family diversity as strengths.

Time-Bound

Each year of the five-year strategic plan the District Leadership Team will increase parent academy offerings, Parent Teacher Student Organization (PTSO) development, and outreach.

Family & Community Engagement in Bound Brook Public Schools

Focus group participants indicate that the district can struggle to engage parents and guardians in student learning; parents require more guidance on how to best support their child academically. Stakeholders suggest that the district's parent-teacher organizations should provide more opportunities for parents to engage, and that these opportunities should be held at convenient times (such as evenings).⁸

Research on Family & Community Engagement in School Districts

Engagement practices that research has shown have a positive effect on student achievement include:

- Engaging parents in their child's learning through social networks;
- Empowering parents with leadership roles in the school environment;
- Providing parents with classes to help with their own education or their child's education;
- Providing families with opportunities to engage with their child's education at home and at school; and
- Building strong parent-school relationships.⁹

Goal 4 Implementation

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
4-1	Engage families and community members in courageous conversations and community action to develop cultural competence and create and sustain the conditions for equity and excellence for all students.	<ul style="list-style-type: none"> • Superintendent • Principals 	Implement Community Engagement plan - 2019-20
4-2	Continue to engage families of color in dialogue and the creation of strategies to bridge the cultural gap between schools, families, and communities.	<ul style="list-style-type: none"> • Asst. Superintendent • Principals 	Ongoing
4-3	Identify community resources to support and be co-responsible for students' academic success.	<ul style="list-style-type: none"> • Principals • Parent Integration Specialists (<i>New Position</i>) 	<ul style="list-style-type: none"> • Planning 2019-2020 • Implementation 2020-2021
4-4	Mediate educational barriers through improved integration of school and community resources to better serve children and families.	<ul style="list-style-type: none"> • Asst. Superintendent • Principals 	Ongoing with continued planning for new program development
4-5	Expect, encourage, and provide opportunities for family involvement in their children's education.	<ul style="list-style-type: none"> • Principals 	Ongoing implementation
4-6	Adopt and promote a district-wide culture that engages families and communities of color as essential partners in district and school planning and decision-making.	<ul style="list-style-type: none"> • Superintendent • Principals 	Implementation 2019-2020
4-7	Engage the business, social services, and government communities as partners in supporting and promoting academic achievement and equity goals.	<ul style="list-style-type: none"> • Superintendent • Principals 	Ongoing implementation
4-8	Provide resources and services to promote and support the social and academic success of students in Bound Brook schools.	<ul style="list-style-type: none"> • Asst. Superintendent • Principals 	Ongoing
4-9	Improve customer service of central office and schools.	<ul style="list-style-type: none"> • All Administration 	Ongoing
4-10	Create school-based community engagement teams that are charged with fostering strong partnerships between schools, families, and communities through numerous, culturally meaningful practices.	<ul style="list-style-type: none"> • Principals • Teachers 	Ongoing
4-11	Create additional opportunities for students to make a positive impact on the community, where community members, groups, and businesses are actively engaged in student learning and accomplishments, serving mutually beneficial goals for community and students.	<ul style="list-style-type: none"> • All Administrators 	Ongoing
4-12	Extend ways the district serves as the hub of the community.	<ul style="list-style-type: none"> • All Administrators 	Ongoing
4-13	Increase, encourage, support, and monitor valued local and global partnerships.	<ul style="list-style-type: none"> • All Administrators 	Ongoing

Goal 4 Implementation

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
4-14	Promote community awareness and access to school programs.	• All Administrators	Ongoing
4-15	Explore opportunities for community-based student internships.	• All Administrators	Ongoing
4-16	Increase ways the district communicates with families and community (e.g., newsletters, videos).	• All Administrators	Ongoing
4-17	Grow district leaders'/building administrators' participation in community groups and partnerships.	• All Administrators	Ongoing
4-18	Conduct parent input meetings throughout the district. Start a new PTSO within the district.	• All Administrators	Ongoing
4-19	Participate in meetings with local and state officials on issues directly impacting education and the community.	• Superintendent • Assistant Superintendent	Ongoing
4-20	Participate in meetings with state, college, and university officials.	• Superintendent • Assistant Superintendent	Ongoing
4-21	Participate in meetings with various education and business groups throughout the community, state, and nation to represent the district.	• Superintendent • Assistant Superintendent	Ongoing
4-22	Develop and sustain partnerships with universities and community colleges that deliver teacher and leader preparation for the development and recruitment of teachers for the district.	• Superintendent • Assistant Superintendent	Ongoing
4-23	Enhance family outreach & communication tools to impact student success.	• All Administrators	Ongoing
4-24	Support proactive & transparent communication with all stakeholders to foster trust and collaboration.	• All Administrators	Ongoing
4-25	Broaden partnerships with community organizations and individual volunteers to create programs and resources needed by students and families.	• All Administrators	Ongoing
4-26	Increase visibility of school needs and school programs with all stakeholders.	• All Administrators	Ongoing
4-27	Expand learning opportunities for parents at home, school, and/or in the community .	• All Administrators	Ongoing
4-28	Showcase current and former students.	• All Administrators	Ongoing

Goal 5: Social-Emotional/Mental Health & Mindfulness

Specific

Develop and sustain a healthy, respectful, caring, safe learning environment for students, faculty, staff, and community resulting in individual employee learning, student achievement, and overall school improvement.

Measurable

The District Wellness Leadership Team will conduct surveys on stress, mental wellbeing, and fitness with students, staff, administrators, and parents as a data point to improve academic performance.

Achievable

The District Wellness Leadership Team will participate in extended training and planning with consultant health care professionals. The Wellness Team will utilize instruments in reviewing, analyzing, and developing a Wellness Strategy Framework. The Wellness Team is charged to:

- Develop deeper understanding of wellness, nutrition, and mental health challenges and promising strategies;
- Share ideas and practices for quality professional development aimed at improving wellness;
- Examine the implications of wellness on student learning through the lens of leadership;
- Analyze data, policies, and practices through the lens of wellness and recommend changes;
- Identify and provide guidance and support on wellness challenges regarding fitness, nutrition, and mental health; and
- Develop, support implementation, and provide on-going review of the District Wellness Strategies.

Relevant

The District Wellness Leadership Team will be formed to provide direction and support to the district as we explore and seek to better understand the impact physical and mental wellness have on the students, staff, administrators, and parents to improve academic performance.

Time-Bound

Each year of the five-year strategic plan site-based wellness teams will increase training in meditation, mindfulness, fitness programs, and nutrition.

Research on Health & Wellness in School Districts

Students need more than academic knowledge to do well in school—they must also be able to work with others, understand and manage their emotions, and set and achieve goals. These abilities are commonly referred to as social-emotional learning (SEL) skills. Schools can directly build students' SEL skills through curricula and programs that address SEL.¹⁰

SEL in schools has been shown to have long-term, positive effects on students' academic achievement, behavior, and emotional well-being. SEL is also cost effective: for every \$1 invested in SEL programs, there are \$11 in benefits for students and society as a whole.¹¹

Good nutrition and regular physical activity are also vital for students to do well in school. Skipping breakfast, not getting enough food, and eating too few fruits and vegetables is associated with lower grades and higher rates of absenteeism. Further, students who are physically active and who participate in regular physical education classes tend to have better grades and classroom behaviors.¹²

Goal 5 Implementation

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
5-1	Develop site-based wellness teams. Promote the need for teacher volunteers to participate and commit to the wellness team of their building for a five-year period.	• Principals	Implementation 2019-2020
5-2	Provide training and support for teacher leaders in meditation and mindfulness. Teachers will develop students' awareness of and teach students to use mindfulness strategies and meditation practices.	• Superintendent	Implementation 2019-2020
5-3	Develop activities for staff and students to reduce stress and promote overall physical wellness.	• Wellness Teams	Implementation 2019-2020
5-4	Provide training and support for teacher leaders in nutrition. Teachers will teach students throughout the district how better nutrition promotes wellness and prevents mental wellness imbalances.	• Wellness Teams	Implementation 2020-2021
5-5	Expand mental health supports for students and staff.	• Wellness Teams	Implementation 2020-2021
5-6	Identify available community resources and communicate them to parents, students, and staff.	• Wellness Teams	Implementation 2020-2021
5-7	Identify and create community partnerships to provide more supports to students and families.	• Wellness Teams	Implementation 2020-2021
5-8	Increase school-based supports for students and staff in areas where community resources are not readily available.	• Wellness Teams	Implementation 2020-2021
5-9	Provide ongoing professional development related to mental health.	• Superintendent • Assistant Superintendent	Ongoing
5-10	Ensure that 100% of elementary school counselors provide curriculum on social skills related to bullying in grades K-2.	• Directors	Ongoing
5-11	Provide a continuous support system through a high-quality teacher induction program focused on effective and equitable instruction for all students by incrementally building the expertise of our developing teachers in their first three years using mentoring, coaching, and job-embedded professional development.	• Superintendent • Assistant Superintendent	Ongoing
5-12	Provide professional development offerings based on prioritized needs identified through teacher observation and performance data and deliberate practice processes evaluated by teacher survey results.	• Superintendent • Assistant Superintendent • Principals	Ongoing
5-13	Enhance the Employee Wellness Program to encourage and reward employee participation in preventive screenings, fitness and nutrition/weight loss programs, and carrier-provided clinical programs.	• Wellness Teams • Human Resources	Implementation 2020-2021

Goal 5 Implementation

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
5-14	Establish a recognition process for employees with outstanding attendance records.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent 	Implementation 2020-2021
5-15	Engage schools in wellness efforts through Empower Somerset and Robert Wood Johnson.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent 	Ongoing
5-16	Provide all physical education students the opportunity to achieve the level of Healthy Fitness Zone (HFZ) in the Presidential Youth Fitness Program.	<ul style="list-style-type: none"> • Principals 	Ongoing
5-17	Provide ongoing mental health professional development for staff, students, and parents/community.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent 	Ongoing
5-18	Provide professional development on classroom management, teacher-student relationship building, de-escalation, implicit bias, functional behavioral assessment, and behavior intervention plans.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Principals 	Ongoing
5-19	Establish teams in each school for responsive classroom/restorative practices.	<ul style="list-style-type: none"> • Principals 	Implementation 2020-2021
5-20	Restructure In-School Suspension in each school and integrate strategies to change inappropriate behaviors.	<ul style="list-style-type: none"> • Principals 	Implementation 2020-2021
5-21	Improve nutrition and fitness programs through implementation of a newly revised Nutrition and Fitness Board Policy and Procedure.	<ul style="list-style-type: none"> • Wellness Teams 	Implementation 2020-2021
5-22	Cultivate and nurture children's and adults' health and well-being through healthy eating and physical activity in a district-wide culture of wellness.	<ul style="list-style-type: none"> • Wellness Teams 	Implementation 2020-2021
5-23	Enhance student understanding of nutrition and fitness through connections with curriculum	<ul style="list-style-type: none"> • Principals 	Ongoing
5-24	Transition physical education programs to focus on skills needed for students to develop lifelong, healthy habits and fitness	<ul style="list-style-type: none"> • Principals 	Ongoing
5-25	Annual increase in the percentage of students involved in extra-curricular activities.	<ul style="list-style-type: none"> • Athletic Director 	Ongoing
5-26	Improve field trip and classroom outing procedures to enable safe and frequent outdoor learning experience.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Principals 	Ongoing
5-27	Support staff and student participation in local and national programs to increase wellness habits and practices.	<ul style="list-style-type: none"> • Wellness Teams 	Implementation 2020-2021
5-28	Ensure the use of healthy, locally sourced food from school district and local farms for school meals.	<ul style="list-style-type: none"> • Wellness Teams 	Implementation 2020-2021

Goal 5 Implementation

#	Sub-Initiatives	Responsible Leader(s)	Implementation Timeline
5-29	Adopt and monitor norms for meetings to create high functioning and respectful work environments.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent 	Ongoing
5-30	Establish a Student Health Clinic.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent 	Implementation 2020-2021
5-31	Provide training for staff for safety and positive school cultures.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent 	Ongoing
5-32	Support positive relationships and social skills through training and development of programs.	<ul style="list-style-type: none"> • Wellness Teams 	Implementation 2020-2021
5-33	Enhance safety and health through required trainings.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Human Resources 	Ongoing
5-34	Promote positive, caring and supportive district and school climates that are respectful of all learners.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Human Resources 	Ongoing
5-35	Distribute and analyze Healthy Youth Survey results at the building level and develop action plans that address opportunities for improvement.	<ul style="list-style-type: none"> • Wellness Teams 	Implementation 2020-2021
5-36	Research and adopt evidence-based programs that enhance social-emotional well-being in all learning environments.	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent 	Implementation 2020-2021

Appendix



Description of Leadership Teams

1 District Equity Leadership Team

The District Equity Leadership Team will be formed to provide direction and support to the district as we explore and seek to better understand the intersection of race and schooling and to create the conditions for equitable schools.

The District Equity Leadership Team will participate in extended training and planning with consultant Edward Fergus. The District Equity Leadership Team will utilize instruments in reviewing, analyzing, and developing an Equity Strategy Framework.

The District Equity Leadership Team is charged to:

- Develop deeper understanding of equity challenges and promising equity strategies;
- Share ideas and practices for quality professional development aimed at closing the achievement gap;
- Examine the implications of racism on student learning through the lens of leadership;
- Analyze data, policies, and practices through the lens of race and recommend changes;
- Identify and provide guidance and support on leadership challenges regarding race, student achievement, and equity; and
- Develop, support implementation, and provide on-going review of the District Equity Strategy.

2 District Wellness Leadership Team

The District Wellness Leadership Team will be formed to provide direction and support to the district as we explore and seek to better understand the impact of wellness and mental wellness on the students, staff, administrators, and parents to improve academic performance.

The District Wellness Leadership Team will participate in extended training and planning with consultant health care professionals. The Wellness Team will utilize instruments in reviewing, analyzing, and developing a Wellness Strategy Framework.

The Wellness Team is charged to:

- Develop deeper understanding of wellness, nutrition, and mental health challenges and promising strategies;
- Share ideas and practices for quality professional development aimed at improving wellness;
- Examine the implications of wellness on student learning through the lens of leadership;
- Analyze data, policies, and practices through the lens of wellness and recommend changes;
- Identify and provide guidance and support on wellness challenges regarding fitness, nutrition, and mental health; and
- Develop, support implementation, and provide on-going review of the District Wellness Strategies.

Description of Leadership Teams, Continued

3 Principal's Ethics and Department Team

The Principal's Ethics and Department Team will be formed to provide direction and support to the district as we explore and seek to improve the effects that our response to behaviors has on students, staff, administrators, and parents, with the ultimate goal of improving academic performance.

The Principal's Ethics and Department Team will participate in extended training and planning with responsive classroom and restorative practices. The Principal's Ethics and Department Team will utilize instruments in reviewing, analyzing, and developing a Code of Conduct Framework.

The Principal's Ethics and Department Team is charged to:

- Ensure that the code of conduct is aligned to district policies and state laws;
- Ensure policies and documents are regularly updated to new statutes and laws;
- Ensure that all documents use appropriate tone and language;
- Ensure all documents are engaging, user-friendly reference tools with key design elements;
- Ensure that progressive discipline steps are clearly outlined; and
- Ensure that all due process procedures are listed, followed, and enforced.

4 Bound Brook Public Schools Parent Teacher Student Organization (PTSO)

The purpose for the Bound Brook Public Schools PTSO is to encourage, support, and facilitate communication between parents, teachers, school administration, and students. The PTSO will exist to support and assist our community of students, parents, and educators.

All teachers/staff and students of Bound Brook Public Schools and the parents and/or guardians of Bound Brook Public Schools students are members of the organization. There is no formal membership sign-up process and there are no member "dues".

The Bound Brook Public Schools PTSO meets four-to-six times per year with the desire of providing a mix of day-time and evening meeting opportunities. All meetings are open to all students, parents, and staff members. The specific meeting schedule, including time, location, and agenda is advertised via the [district website](#) and the SchoolMessenger messaging system.

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