

Action Plan

Goal #1: Develop and implement diverse programs that focus on 21st Century and career readiness skills to meet the needs of all learners.

Strategies/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when? (Day/Month)</i>	Resources <i>A. Resources available</i> <i>B. Resources needed (financial, human, political, and other)</i>	Potential Barriers <i>What are possible challenges/barriers?</i> <i>What individuals or organizations might resist?</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often/frequency?</i>	Success Indicators/Outcomes
Strategy 1: Offer additional CTE Programs.	Chief Academic Officer High School Administration Content Area Supervisors Guidance Department	9/2017 - 6/2021	A. Local, existing staff, local budget B. Additional staff, instructional resources, Perkins funding (grant), business and post- secondary partners, PD training, Technology Student Association (TSA)	A. Taxpayers B. Board of Education C. Costs D. Certification of staff E. Purchase of additional materials/supplies F. Training/PD G. Time to develop new curricula	A. Content Area Supervisors B. High School Administration C. Guidance Department D. Central Office via District/school newsletters E. Program of Studies book F. Board of Education presentations G. District/school websites H. Advisory Board meetings I. Weekly e-mail blasts from schools	A. Benchmark 1: Complete needs assessment and identify potential new CTE programs (SY18). B. Benchmark 2: Develop curricular, instructional, and operational plan for 2 new CTE programs. C. Benchmark 3: CTE Program 1 – Include in budget the need for staff and resources (SY19). D. Benchmark 4: CTE Program 1 – Implementation (SY20). E. Benchmark 5: CTE Program 2 – Include in budget the need for staff and resources (SY20). F. Benchmark 6: CTE Program 2 – Implementation (SY21).

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<p><u>GOAL 1</u></p> <p>Strategy 2: Provide students with opportunities in STEM/STEAM in K-12.</p>	<p>Chief Academic Officer</p> <p>Principals</p> <p>Content Area Supervisors</p> <p>Teachers (K-12)</p>	<p>9/2017 - 6/2021</p>	<p>A. Local funding; personnel, Perkins funding</p> <p>B. Staff, supplies/materials, PD for teachers, business/post-secondary partners, Technology Student Association (TSA)</p>	<p>A. Taxpayers</p> <p>B. Board of Education</p> <p>C. Costs</p> <p>D. Certification of staff</p> <p>E. Purchase of additional materials/supplies</p> <p>F. Training/PD</p> <p>G. Time to develop new curricula</p>	<p>A. Content Area Supervisors</p> <p>B. High School Administration</p> <p>C. Guidance</p> <p>D. Central Office via District/school newsletters</p> <p>E. Program of Studies book</p> <p>F. Board of Education presentations</p> <p>G. District/school websites</p> <p>H. Advisory Board meetings</p> <p>I. Weekly e-mail blasts from schools</p>	<p>A. Benchmark 1: Engage local and regional STEAM partners (SY18).</p> <p>B. Benchmark 2: Identify curricular needs and partner interests (SY18).</p> <p>C. Benchmark 3: Develop two (2) STEAM initiatives (SY18).</p> <p>D. Benchmark 4: STEAM Initiative 1 – Include in budget and staffing (SY19).</p> <p>E. Benchmark 5: Implement STEAM Initiative 1 (SY20).</p> <p>F. Benchmark 6: STEAM Initiative 2 – Include in budget and staffing (SY20).</p> <p>G. Benchmark 7: Implement STEAM Initiative 2 (SY21).</p>

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<p><u>GOAL 1</u></p> <p>Strategy 3: Expand guidance resources that expose all student learners to 21st Century and Career Readiness skills through structured learning experiences and opportunities. Resources will be made available to high school students first, then expand to include all grade levels.</p>	<p>Administration</p> <p>Guidance Department</p>	<p>9/2017 – 6/2022</p>	<p>A. Local funding, personnel</p> <p>B. Guest speakers, distance learning, Structured Learning Experiences (internships, co-ops, job shadowing), transportation</p>	<p>A. School proximity to businesses and other entities</p> <p>B. Costs</p> <p>C. Scheduling</p> <p>D. Time</p> <p>E. Funding to support initiatives</p> <p>F. Exploration activities that could detract from classroom instruction</p>	<p>A. Administration/Guidance Department</p> <p>B. Central Office via District/school newsletters</p> <p>C. Program of Studies book, Board of Education presentations</p> <p>D. District/school websites</p> <p>E. Weekly e-mails blasts from schools</p>	<p>A. Benchmark 1: Identify gaps in college and career readiness skills using data and faculty engagement (SY18).</p> <p>B. Benchmark 2: Engage the school community in conversations regarding needed coursework and enrichment (SY18).</p> <p>C. Benchmark 3: Develop at least three (3) structured learning experiences (SY18).</p> <p>D. Benchmark 4: Include in budget allowances for stipends and transportation (SY19).</p> <p>E. Benchmark 5: Implement at least three of these courses (one in SY20, one in SY21, and one in SY22).</p>

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<p><u>GOAL 1</u></p> <p>Strategy 4: Pursue the possible expansion of high school seminar courses, and provide appropriate PD supports.</p>	<p>Chief Academic Officer</p> <p>High School Administration</p> <p>Content Area Supervisors</p>	<p>9/2017 – 6/2020</p>	<p>A. Existing staff, local funding</p> <p>B. Professional development, instructional resources</p>	<p>A. Costs</p> <p>B. Scheduling</p> <p>C. Staffing</p> <p>D. Time</p> <p>E. Funding</p> <p>F. Personnel</p>	<p>A. Program of Studies book</p> <p>B. Scheduling meetings with Guidance</p> <p>C. Student orientations</p>	<p>A. Benchmark : Engage students in a discussion regarding specific interests in seminar course subjects (SY18).</p> <p>B. Benchmark 2: Identify staff expertise and willingness to teach a specialized course or club activity (SY18).</p> <p>C. Benchmark 3: Identify two courses to be implemented (SY18).</p> <p>D. Benchmark 4: Complete course development activities, including creation of instructional materials (SY18).</p> <p>E. Benchmark 5: Include in budget allowances for teacher stipends (SY19).</p> <p>F. Benchmark 6: Implement Course 1(SY19).</p> <p>G. Benchmark 7: Implement Course 2 (SY20).</p>

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<p><u>GOAL 1</u></p> <p>Strategy 5: Offer student incentive programs that foster high expectations (i.e. Renaissance Program).</p>	<p>Administration</p> <p>Guidance Department</p> <p>Teachers</p>	<p>9/2017 – 6/2021</p>	<p>A. Local funding and staff</p> <p>B. Cost of incentives</p>	<p>A. Media release forms/parental consent</p> <p>B. Some parents don't provide consent to release students' names/photos via the media/web</p>	<p>A. Published Honor Rolls/ B. academic achievements C. "Caught by the Cat," D. 8th Grade Ceremony E. Senior Awards Ceremony F. PBSIS Program G. Student recognition at Board of Education meetings</p>	<p>A. Benchmark 1: Establish a working group to examine potential student incentive programs, including staff, administration, and students. Determine how particular incentives will positively impact the school culture (SY18).</p> <p>B. Benchmark 2: Identify three possible incentive programs and engage the school community to gain interest/support (SY18).</p> <p>C. Benchmark 3: Implement one (1) incentive program at each school for each of the following school years: SY19, SY20, and SY21.</p>

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<p>GOAL 1</p> <p>Strategy 6: Instill innovative, as well as traditional instructional methods into the curriculum to provide differentiation for students that promote lifelong learning.</p>	<p>Administration</p> <p>Director of Guidance</p> <p>Content Area Supervisors</p> <p>Teachers</p>	<p>9/2017 – 6/2021</p>	<p>A. Existing staff</p> <p>B. Time and cost of curriculum development/PD and training</p>	<p>A. Time</p> <p>B. Funds for resources</p>	<p>A. Content Area Supervisors, School Administration</p> <p>B. Board-approved curriculum</p> <p>C. Curriculum mapping</p> <p>D. Department meetings</p>	<p>A. Benchmark 1: Identify instructional and curricular gaps that could be closed through the implementation of new, innovative strategies (SY18).</p> <p>B. Benchmark 2: Outreach to the school community to solicit feedback on areas to be addressed and prioritized (SY18).</p> <p>C. Benchmark 3: Outreach to the County, region, and State educational organizations (i.e. Superintendents, Principals, Directors of Curriculum & Instruction, Guidance Counselors, etc.) regarding innovative, instructional ideas these groups have attempted (SY18).</p>

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<p><u>GOAL 1</u></p> <p>Strategy 6 (Continued): Instill innovative, as well as traditional instructional methods into the curriculum to provide differentiation for students that promote lifelong learning.</p>						<p>D. Benchmark 4: Outreach to Rowan College of Education to develop a research base for best practices.</p> <p>E. Benchmark 5: Outreach to the NJDOE (i.e. Innovate New Jersey) (SY18).</p> <p>F. Benchmark 6: Identify the new instructional strategies that will be pursued (SY18).</p> <p>G. Benchmark 7: Include allowances for necessary materials, technology, and professional development in the budget (SY18).</p> <p>H. Benchmark 8: Conduct training (SY19).</p> <p>I. Benchmark 9: Implement one (1) new innovative, instructional strategy at each school in (SY20 and SY21).</p>

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Goal #2: Develop opportunities to expand the District’s resources and create collaborative partnerships with other districts to support distinct populations.

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<p>Strategy 1: Develop an educational program, stepping away from the bricks and mortar of the school building that provides a structured experience leading to academic growth. The focus should be on applying knowledge in real-world settings, including enrichment, creativity, and innovation. The instruction needs to be academically rigorous, standards-based, verifiable, and applied across all grade-levels and the entire curriculum.</p>	<p>High School/Middle School Principals</p> <p>Transitional Coordinator</p> <p>Public Relations point person</p> <p>Teachers</p> <p>Coaches/Advisors</p> <p>Professionals (Retirees): Steve Pierangeli Patty Gaburo Lorraine Hill Linda DuBois</p>	<p>9/2017 – 6/2020</p>	<p>A. STEM, Jump Start Program with Salem Community College, technology, Mentoring Program, Transitional/Work Release Program, high school internships</p> <p>B. Virtual World (adult and community), utilization of shared services with other counties, utilization of the Odd Fellows’ Hall, community library, Schalick High School and Pittsgrove Township Middle School sports student mentors</p>	<p>A. Time</p> <p>B. Human resources</p>	<p>A. Surrounding school districts</p> <p>B. Local churches</p> <p>C. Local businesses</p> <p>D. HS/Middle School Principals</p> <p>E. Transitional Coordinator (communicate through Special Education)</p> <p>F. Teachers</p> <p>G. Coaches</p> <p>H. Advisors (through clubs and extracurricular activities)</p> <p>I. Retired Professionals to return to school as volunteers</p> <p>J. Public relations point person to publicize efforts and promote student interest</p>	<p>A. Benchmark 1: Establish a working group to identify community educational resources (SY18).</p> <p>B. Benchmark 2: Engage the community, including: local and county government, higher education institutions, community groups, and key businesses, such as the Chamber of Commerce (SY18).</p> <p>C. Benchmark 3: Identify 1 or 2 opportunities for each school in all grade levels (SY18).</p> <p>D. Benchmark 4: Include allowances for transportation costs in the budget (SY19).</p> <p>E. Benchmark 5: Implement at least one new opportunity (SY20).</p>

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<p><u>GOAL 2</u></p> <p>Strategy 2: Utilize shared services with other school districts, towns, and counties to support a programmatic emphasis.</p>	<p>Superintendent</p> <p>Chief Academic Officer</p> <p>School Business Administrator</p> <p>Principals</p>	<p>9/2017 - 6/2022</p>	<p>A. Salem County Office of Education, NJ Department of Education</p> <p>B. Human resources and time</p>	<p>A. Some statutes are prohibitive—may limit our goals.</p> <p>B. Lack of financial resources available, even with shared services.</p> <p>C. Some districts are territorial—reluctance to partner in a shared service agreement.</p>	<p>A. Central Office Administration</p> <p>B. Principals</p> <p>C. Networking/outreach with other school districts and communities</p>	<p>A. Benchmark 1: Develop a list of shared services being pursued throughout the State (i.e. referencing the User-Friendly Budgets; outreach to NJASBO; meet with a consortium, such as a Special Services District or Jointure Commission, with expertise in shared services) (SY18).</p> <p>B. Benchmark 2: Have the Business Office review the opportunities identified in BM1 and propose possible shared services initiatives that can be pursued (SY18).</p> <p>C. Benchmark 3: The Administration and Board enter into shared services agreements (SY18).</p> <p>D. Benchmark 4: Implement one new shared service agreement per year, beginning in SY19.</p>

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<p><u>GOAL 2</u></p> <p>Strategy 3: Develop community partnerships to solicit additional revenue sources that will support extracurricular activities and transportation (“Keep it real by keeping it here.”)</p>	<p>Superintendent</p> <p>Chief Academic Officer</p> <p>School Business Administrator</p> <p>Principals</p> <p>Athletic Director</p> <p>Teachers</p> <p>Advisors</p> <p>Coaches</p>	<p>9/2017 - 6/2022</p>	<p>A. Archers, B & B Poultry, Ben Laury's ProServ, local farmers in the agricultural community, Parvin State Park, Chem. Glass, Sir Speedy (Aaron Crispin), Salem Community College, Running Deer Country Club</p> <p>B. Human resources and time</p>	<p>A. Time</p> <p>B. Human resources to outreach/network with community partnerships</p>	<p>A. Contact Township of Pittsgrove to get a list of local businesses</p> <p>B. Central Office Administration</p> <p>C. Principals</p> <p>D. Teachers</p> <p>E. Advisors</p> <p>F. Coaches</p> <p>G. Incentives for community partnerships/local businesses (i.e. letters of receipt of donations)</p>	<p>A. Benchmark 1: Identify fundraising initiatives that have been used successfully by other school districts and community groups (SY18).</p> <p>B. Benchmark 2: Meet with development officers from established, local organizations (i.e. community colleges or Rowan University) to identify best practices (SY18).</p> <p>C. Benchmark 3: Engage alumni, parent groups, and booster groups (SY18).</p> <p>D. Benchmark 4: Implement one new funding initiative for each school year, beginning in SY19.</p>

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Goal #3: Develop and improve appropriate avenues for communication and interaction with parents and key communicators/constituent groups, inclusive of low-participating groups, to provide greater opportunities for partnerships (i.e. education, corporate, etc.) and outreach/events, while sharing what is happening in the district.

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Strategy 1: Utilize electronic communication strategies, such as e-mails from principals, social media, etc.	Superintendent Chief Academic Officer Principals	9/2017 - 6/2022	A. School Messenger, Remind (text message system), internal Gmail groups, websites, social media B. None	A. Parents/Guardians not providing updated contact information to the schools. B. Stakeholders without Internet connectivity, or larger data plans	A. Principals B. Technology Department (Frequency varies, as needed and appropriate.)	A. Benchmark 1: Review current communication strategies at each school (SY18). B. Benchmark 2: Engage parents and staff regarding potential additional strategies to improve communication (SY18). C. Benchmark 3: Identify at least two (2) new communication initiatives, including training and technology, and incorporate in the budget (SY19). D. Benchmark 4: Implement at least two (2) new communication strategies, beginning in SY20.

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<p><u>GOAL 3</u></p> <p>Strategy 2: Identify the best means of communicating with senior citizens, low-income families, business owners, etc.</p>	<p>Board of Education</p> <p>Superintendent</p> <p>Central Office Administration</p>	<p>9/2017 - 6/2022</p>	<p>A. Newspaper press releases, digital signage display in Municipal Building, District newsletters, correspondence (e-mail, phone, mailings)</p> <p>B. Board of Education, Pittsgrove Township Liaison Committee</p>	<p>A. Lack of technology/stakeholders without Internet connectivity</p>	<p>A. Central Office Administration</p> <p>B. Technology Department</p> <p>C. Principals</p>	<p>A. Benchmark 1: Identify and engage marginalized groups in the community (i.e. senior citizen groups and minority/low-income families) to determine need and means for better communication (SY18).</p> <p>B. Benchmark 2: Identify initiatives that may be successful in communicating with these groups (i.e. using churches, associations, and community-based outreach programs) (SY18).</p> <p>C. Benchmark 3: Implement one new outreach activity for each school year, beginning in SY19.</p>

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<p><u>GOAL 3</u></p> <p>Strategy 3: Network with potential partners, such as higher education and other school districts that could lead to potential employment, job training, etc.</p>	<p>Superintendent</p> <p>Chief Academic Officer</p> <p>PTMS & APSHS Principals</p> <p>Director of Guidance</p>	<p>9/2017 - 6/2021</p>	<p>A. Local educational institutions, Principals’ groups, Superintendents’ Roundtable, Salem County Curriculum Consortium, Director of Guidance groups, local fire, police, and emergency responders, dual credit/articulation agreements with Salem Community College and Rowan University</p> <p>B. Area Chambers of Commerce (Vineland, Bridgeton), banks</p>	<p>A. Lack of interest</p>	<p>A. Principals</p> <p>B. Post-secondary schools</p> <p>C. Cumberland/Salem Workforce Investment Board</p> <p>D. College information nights hosted by the Guidance Department</p>	<p>A. Benchmark 1: Meet with local and regional workforce development partners (i.e. SCVTS, Salem Community College, Cumberland/Salem Workforce Investment Board/ One-Stop, and the Chamber of Commerce to brainstorm possible partnerships (SY18).</p> <p>B. Benchmark 2: Review the Department of Labor’s research on high needs jobs and careers in the County and region (SY18).</p> <p>C. Benchmark 3: Outreach to identify and target businesses regarding possible internships and externships for students (SY18).</p> <p>D. Benchmark 4: Develop partnerships, and budget for teacher stipends and transportation (SY19).</p> <p>E. Benchmark 5: Implement one new career program in both SY20 and SY21.</p>

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<p>GOAL 3</p> <p>Strategy 4: Utilize regular communication to convey what is happening within the district across multiple platforms and methods.</p>	<p>Superintendent</p> <p>Chief Academic Officer</p> <p>Principals</p> <p>Technology Department</p>	<p>9/2018 - 6/2019</p>	<p>A. District and school newsletters, School Messenger, Remind (text message system), internal Gmail groups, websites, social media</p> <p>B. None</p>	<p>A. Distribution to non-school affiliated stakeholders</p> <p>B. Parents/Guardians not providing updated contact information to the schools.</p> <p>C. Stakeholders without internet connectivity, or larger data plans</p>	<p>A. Chief Academic Officer</p> <p>B. Principals</p> <p>(Frequency varies, as needed and appropriate.)</p>	<p>A. Benchmark 1: Add one (1) additional communication activity every marking period in each school, using a variety of methods identified in Strategy 1 of this goal (SY19).</p>
<p>GOAL 3</p> <p>Strategy 5: Retain a Communications Specialist, possibly through the creation of a stipend position, for an existing staff member.</p>	<p>Superintendent</p> <p>Chief Academic Officer</p> <p>Principals</p>	<p>9/2017 - 6/2019</p>	<p>A. Financial – budgeted stipend</p> <p>B. Board of Education approval of a stipend position</p>	<p>A. Finances (allocations in budget)</p>	<p>A. Newspaper press releases</p> <p>B. Digital signage in schools</p> <p>C. School website</p> <p>D. District/school newsletter</p>	<p>A. Benchmark 1: Create a job description and criteria for a Communications Specialist (SY18).</p> <p>B. Benchmark 2: Include the position in the SY18 budget.</p> <p>C. Benchmark 3: Advertise and hire for the new position (SY19).</p> <p>D. Benchmark 4: Start date for the new Communications Specialist = September 1, 2018.</p>

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<p><u>GOAL 3</u></p> <p>Strategy 6: Increase community participation over a 2-3 year span, by utilizing school and community sites that are comfortable, familiar, and accessible to the public.</p>	<p>Superintendent</p> <p>Chief Academic Officer</p> <p>School Business Administrator</p>	<p>9/2017 - 6/2022</p>	<p>A. Pittsgrove Township schools/buildings</p> <p>B. Local businesses, Pittsgrove Township Parks, security/staff for community events, funding from the Township of Pittsgrove</p>	<p>A. Accessibility</p> <p>B. Needed security when opening school doors to the community</p> <p>C. Scheduling balance between school and community needs</p> <p>D. Financial constraints – added security, staff, electric to house community events</p> <p>E. Effectively communicating with the entire Township</p>	<p>A. Monthly meetings</p> <p>B. Shared services between the Pittsgrove Township School District and the Township of Pittsgrove</p>	<p>A. Benchmark 1: Outreach to community partners, and identify possible new community locations (SY18).</p> <p>B. Benchmark 2: Survey parent and community groups regarding the most convenient times and locations (SY18).</p> <p>C. Benchmark 3: Determine whether live streaming or taped events are possible for dissemination of information on the District website (SY18).</p> <p>D. Benchmark 4: Implement by holding four (4) new community meetings per year/school, beginning in SY19.</p>

Strategies/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when? (Day/Month)</i>	Resources <i>A. Resources available B. Resources needed (financial, human, political, and other)</i>	Potential Barriers <i>What are possible challenges/barriers? What individuals or organizations might resist?</i>	Communications Plan <i>Who is involved? What methods? How often/frequency?</i>	Success Indicators/Outcomes
<p><u>GOAL 3</u></p> <p>Strategy 7: Utilize social media to communicate district opportunities and initiatives with the community.</p>	<p>Superintendent</p> <p>Chief Academic Officer</p> <p>Principals</p>	<p>9/2017 - 6/2022</p>	<p>A. School Messenger, Remind (text message system), websites, social media</p> <p>B. None</p>	<p>A. Parents/Guardians not providing updated contact information to the schools.</p> <p>B. Stakeholders without internet connectivity, or larger data plans</p>	<p>A. Chief Academic Officer</p> <p>B. Principals</p> <p>C. Technology Department</p> <p>(Frequency varies, as needed and appropriate.)</p>	<p>A. Benchmark 1: Utilize the Communications Specialist (hired in Strategy 5 of this goal) to develop protocols for the use of social media (SY19).</p> <p>B. Benchmark 2: Include staff training and resources in the SY19 budget.</p> <p>C. Benchmark 3: Implement one (1) additional public relations strategy per school, beginning in SY20.</p>

Action Plan

Goal #4: Develop a “cheaper way to spin the wheel” by creating efficiencies in operations (facilities, finances, staffing, etc.).

Strategies/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when? (Day/Month)</i>	Resources <i>A. Resources available B. Resources needed (financial, human, political, and other)</i>	Potential Barriers <i>What are possible challenges/barriers? What individuals or organizations might resist?</i>	Communications Plan <i>Who is involved? What methods? How often/frequency?</i>	Success Indicators/Outcomes
Strategy 1: Develop the capacity to seek additional sources of funding by utilizing an in-house grant writer.	Designate a grant writer - will seek qualified candidates both in-district and out-of-district. In-district grant committee to be formed (potentially including board members).	9/2017 - 6/2022	A. In-District staff and out-of-district contacts B. Grant writer and committee	A. Potential financial barriers B. Cost to hire an individual will have up front financial cost.	A. Grant Writer/Committee B. Central Office Administration C. Monthly grant committee meetings	A. Benchmark 1: Create a job description and criteria for a Grant Writer (SY18). B. Benchmark 2: Include the position in the SY18 budget. C. Benchmark 3: Advertise and hire for the new position (SY18). D. Benchmark 4: Start date for the new Grant Writer = September 1, 2018. E. Benchmark 5: Develop a Board policy to establish a Grants Subcommittee, and working Grants Committee (SY18). F. Benchmark 6: Apply for four (4) additional grants per year, beginning in SY19.

Strategies/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when?</i> <i>(Day/Month)</i>	Resources <i>A. Resources available</i> <i>B. Resources needed</i> <i>(financial, human, political, and other)</i>	Potential Barriers <i>What are possible challenges/barriers?</i> <i>What individuals or organizations might resist?</i>	Communications Plan <i>Who is involved?</i> <i>What methods?</i> <i>How often/frequency?</i>	Success Indicators/Outcomes
<p>GOAL 4</p> <p>Strategy 2: Examine and analyze the costs of utilities to promote efficiency (i.e. solar, turning off lights/computers, etc.).</p>	<p>School Business Administrator</p> <p>Principals</p> <p>Supervisor of Maintenance</p> <p>Custodial Supervisor</p>	<p>9/2017 - 6/2022</p>	<p>A. Computer systems, outside contracts/contractors, building space</p> <p>B. Funds to upgrade systems</p>	<p>A. Financial barriers</p> <p>B. Lack of resources to perform necessary upgrades</p> <p>C. Completing energy efficient upgrades may have large upfront costs.</p>	<p>A. School Business Administrator</p> <p>B. Principals</p> <p>C. Supervisor of Maintenance</p> <p>D. Custodial Supervisor</p> <p>E. Gather data monthly, if necessary, perform energy audit.</p> <p>F. Develop energy savings plan that is monitored monthly.</p>	<p>A. Benchmark 1: Identify the benefits of the program in terms of utilities savings, green buildings, and educational and curricular benefits (SY18).</p> <p>B. Benchmark 2: Outreach to other areas and New Jersey School Business Administrators to identify possible initiatives and providers to save additional energy (SY18).</p> <p>C. Benchmark 3: Prepare the RFPs (SY19).</p> <p>D. Benchmark 4: Begin implementation of savings initiatives in SY20.</p>

Strategies/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when? (Day/Month)</i>	Resources <i>A. Resources available</i> <i>B. Resources needed (financial, human, political, and other)</i>	Potential Barriers <i>What are possible challenges/barriers? What individuals or organizations might resist?</i>	Communications Plan <i>Who is involved? What methods? How often/frequency?</i>	Success Indicators/Outcomes
<p>GOAL 4</p> <p>Strategy 3: Develop a building maintenance plan to schedule periodic updates and maintenance.</p>	<p>School Business Administrator</p> <p>Principals</p> <p>Supervisor of Maintenance</p> <p>Custodial Supervisor</p>	<p>9/2017 - 6/2020</p>	<p>A. Computer systems, School Dude, a scheduled maintenance plan, Maintenance/Custodial Department</p> <p>B. Funds to make updates as necessary. The maintenance demands of aging facilities become larger as time progresses.</p>	<p>A. Financial barriers</p> <p>B. Lack of resources to do necessary upgrades.</p> <p>C. Upgrades may have large upfront costs.</p>	<p>A. School Business Administrator</p> <p>B. Principals</p> <p>C. Supervisor of Maintenance</p> <p>D. Custodial Supervisor</p> <p>E. Hold monthly meetings to review the plan and make changes as necessary.</p>	<p>A. Benchmark 1: Develop a Facilities Subcommittee, including school leaders, Business Office staff, and school facilities office staff (SY18).</p> <p>B. Benchmark 2: Task the Committee with developing a facilities maintenance and upgrade plan, which is integrated with: school building capacity and district demographics, the district Long-Range Facility Plan, and the District Technology Plan (SY19).</p> <p>C. Benchmark 3: Identify a technology platform for tracking and budget; train staff (SY18).</p> <p>D. Benchmark 4: Integrate the demands of a maintenance plan with the budget planning process (SY19).</p> <p>E. Benchmark 5: Implement in SY20.</p>

Strategies/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when? (Day/Month)</i>	Resources <i>A. Resources available B. Resources needed (financial, human, political, and other)</i>	Potential Barriers <i>What are possible challenges/barriers? What individuals or organizations might resist?</i>	Communications Plan <i>Who is involved? What methods? How often/frequency?</i>	Success Indicators/Outcomes
<p><u>GOAL 4</u></p> <p>Strategy 4: Identify and implement future facility and operational needs, including the need to expand the number of classrooms to alleviate concerns with the ability to differentiate instruction (i.e. class size, supports, PD, age of facilities, etc.).</p>	<p>Board of Education – Bond Referendum Subcommittee</p> <p>Superintendent</p> <p>School Business Administrator</p> <p>Supervisor of Maintenance</p> <p>Principals</p>	<p>9/2017 - 6/2019</p>	<p>A. Demographer, architect</p> <p>B. Additional funds will be needed (i.e. grants, approved bond referendum, etc.)</p>	<p>A. Support from the community</p> <p>B. Tax impact could be difficult on the community. Plans to reduce the tax burden should be addressed.</p>	<p>A. Board of Education – Bond Referendum Subcommittee Superintendent</p> <p>B. School Business Administrator</p> <p>C. Principals</p> <p>D. Supervisor of Maintenance</p> <p>E. Custodial Supervisor</p>	<p>A. Benchmark 1: Using the Facilities Subcommittee identified in Strategy 3 of this goal, identify facility enhancements needed to implement new educational programs (SY18).</p> <p>B. Benchmark 2: Brainstorm alternatives (i.e. sending/receiving relationships or shared services agreements), and examine grade/school configurations within the District (SY18).</p> <p>C. Benchmark 3: Update the Long-Range Facility Plan (SY19).</p>

Action Plan

Goal #5: Identify and address barriers to serve the needs of underserved populations, including school culture issues (i.e. welcoming environment, recognition, etc.).

Strategies/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when? (Day/Month)</i>	Resources <i>A. Resources available B. Resources needed (financial, human, political, and other)</i>	Potential Barriers <i>What are possible challenges/barriers? What individuals or organizations might resist?</i>	Communications Plan <i>Who is involved? What methods? How often/frequency?</i>	Success Indicators/Outcomes
Strategy 1: Increase school resources and tutoring for struggling learners.	Central Office Business Administrator Principals Content Area Supervisors Guidance Department National Honor Society Advisor	9/2017 - 6/2020	A. National Honor Society, Title I, mentoring programs B. Finances, additional personnel, offering of services during the school day	A. All of these resources are currently available and functioning. B. The lack of future funding is a potential barrier.	A. Chief Academic Officer B. School Business Administrator C. Principals D. Content Area Supervisors E. National Honor Society Advisor F. Guidance Department G. Annual staff meetings H. Professional development/training	A. Benchmark 1: Review each school's current process for identifying/supporting struggling learners (SY18). B. Benchmark 2: Develop a tiered system of support for struggling learners, with academic and social support structures. Academic Programs: Review interventions involving differentiated instruction in the classroom, the use of technology, and the need for tutoring. Social Supports: Engage guidance counselors to determine if Peer Mentoring or Family Services Programs and enhancements would be beneficial (SY18).

Strategies/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when? (Day/Month)</i>	Resources <i>A. Resources available B. Resources needed (financial, human, political, and other)</i>	Potential Barriers <i>What are possible challenges/barriers? What individuals or organizations might resist?</i>	Communications Plan <i>Who is involved? What methods? How often/frequency?</i>	Success Indicators/Outcomes
<p><u>GOAL 5</u></p> <p>Strategy 1 (Continued): Increase school resources and tutoring for struggling learners.</p>						<p>C. Benchmark 3: Include resources and needed staff (to hire) in the budget SY18 budget.</p> <p>D. Benchmark 4: Develop a training program for teachers in differentiated instruction and technology to assist/provide support to struggling learners (SY19).</p> <p>E. Benchmark 5: Implement the new interventions (SY20).</p>
<p><u>GOAL 5</u></p> <p>Strategy 2: Engage and survey parents of special education and Section 504 students to understand if course work is challenging and interesting for students.</p>	<p>Supervisor of Special Education</p> <p>District 504 Compliance Officer</p>	<p>9/2017 - 6/2019</p>	<p>A. Established parent advisory group meetings and survey tools</p> <p>B. Regular meetings with parental participation</p>	<p>A. Lack of parent involvement or participation in Special Education and 504 Plan meetings to gauge feedback.</p>	<p>A. Supervisor of Special Education</p> <p>B. District 504 Compliance Officer</p> <p>C. Parents and community members</p> <p>D. Schedule semi-annual parent group meetings.</p>	<p>A. Benchmark 1: Create a Parent Advisory Committee for each school (SY18).</p> <p>B. Benchmark 2: Groups will meet every marking period during SY19.</p> <p>C. Benchmark 3: Conduct an informal survey on student successes/ issues at the beginning of each school year, during the first Parent Advisory Committee meeting (SY19).</p>

Strategies/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when? (Day/Month)</i>	Resources <i>A. Resources available B. Resources needed (financial, human, political, and other)</i>	Potential Barriers <i>What are possible challenges/barriers? What individuals or organizations might resist?</i>	Communications Plan <i>Who is involved? What methods? How often/frequency?</i>	Success Indicators/Outcomes
<p><u>GOAL 5</u></p> <p>Strategy 3: Ensure that awards ceremonies and newsletters are inclusive of students at multiple skill levels and abilities.</p>	<p>Principals</p> <p>Supervisor of Special Education</p> <p>Guidance Department</p>	<p>9/2017 - 6/2022</p>	<p>A. Students of the Month, academic achievement awards, behavior rewards, school newsletters</p> <p>B. N/A – This is already in place.</p>	<p>A. None</p>	<p>A. Chief Academic Officer</p> <p>B. Principals</p> <p>C. Content Area Supervisors</p> <p>D. Supervisor of Special Education</p> <p>E. Guidance Department</p> <p>F. Daily behavior rewards</p> <p>G. Monthly at BOE meetings, monthly newsletter publications and quarterly in regard to academic achievement and annually at award ceremonies).</p>	<p>A. Benchmark 1: The building principals will review on a monthly basis, the list of student recognitions to ensure that the student recognition program represents a diverse population within each school (SY18).</p>

Strategies/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when? (Day/Month)</i>	Resources <i>A. Resources available B. Resources needed (financial, human, political, and other)</i>	Potential Barriers <i>What are possible challenges/barriers? What individuals or organizations might resist?</i>	Communications Plan <i>Who is involved? What methods? How often/frequency?</i>	Success Indicators/Outcomes
<p><u>GOAL 5</u></p> <p>Strategy 4: Assist underserved populations at both sides of the spectrum. Close the gap for academic and trade students to provide the requisite knowledge to success in further education.</p>	<p>Supervisor of Special Education</p> <p>Division of Vocational Rehabilitation</p> <p>Division of Developmental Disabilities (DDD)</p> <p>Transition Coordinator</p> <p>CST Case Managers and Liaisons</p>	<p>9/2017 - 6/2022 (currently in place)</p>	<p>A. Division of Vocational Rehabilitation, Division of Developmental Disabilities, Child Study Team</p> <p>B. Additional outside agencies, guest speakers (trade)</p>	<p>A. There are currently no challenges/barriers.</p>	<p>A. Division of Vocational Rehabilitation (DVR)</p> <p>B. Division of Developmental Disabilities (DDD)</p> <p>C. Transition Coordinator</p> <p>D. CST case managers and liaisons (annually at planned meetings)</p>	<p>A. Benchmark 1: Conduct an analysis of the student performance data for the District to identify curricular and instructional gaps regarding distinct student populations (SY18).</p> <p>B. Benchmark 2: Engage the schools' professional learning communities to identify possible solutions (SY18).</p> <p>C. Benchmark 3: Budget for new programmatic and/or support initiatives. (SY19).</p> <p>D. Benchmark 4: Implement at least one (1) new initiative in each school year beginning in SY20.</p>

Strategies/ Action Steps <i>What will be done?</i>	Responsibilities <i>Who will do it?</i>	Timeline <i>By when? (Day/Month)</i>	Resources <i>A. Resources available B. Resources needed (financial, human, political, and other)</i>	Potential Barriers <i>What are possible challenges/barriers? What individuals or organizations might resist?</i>	Communications Plan <i>Who is involved? What methods? How often/frequency?</i>	Success Indicators/Outcomes
<p><u>GOAL 5</u></p> <p>Strategy 5: Bridge the social gap that exists among groups across the spectrum by identifying opportunities for interaction both during and outside the school day.</p>	<p>Principals</p> <p>Athletic Department</p> <p>Child Study Team</p> <p>Guidance Department</p> <p>Teachers</p> <p>Club Advisors</p>	<p>9/2017 - 6/2019</p>	<p>A. Clubs/student organizations, field trips, athletics</p> <p>B. Continued or additional funding to maintain or expand offerings, exploration to get involved with Special Olympics</p>	<p>A. Already in progress.</p>	<p>A. Principals</p> <p>B. Director of Athletics</p> <p>C. Coaches</p> <p>D. Teachers</p> <p>E. Advisors (through extracurricular clubs)</p> <p>F. Guidance counselors can share schools' offerings with students</p> <p>G. Child Study Team to support students with special needs</p>	<p>A. Benchmark 1: Conduct training for all principals and guidance counselors in the district, and have them conduct a review of all of the programs and offerings to ensure equitable access for all students (SY18).</p> <p>B. Benchmark 2: Conduct training for all club advisors and coaches, and have them conduct a review of all of the co-curricular activities to ensure equitable access to each activity and club for all students (SY18).</p> <p>C. Benchmark 3: The District will implement corrective actions as needed to respond to the findings in Strategies 1 and 2 of this goal (SY19).</p>