

GOAL 1: STUDENT SUCCESS - *Maximize the social-emotional and academic growth of every student.*

Objective 1.1 Differentiate instructional strategies to support each student's unique learning needs, interests, and aptitudes.

Action	Progress	Measured By	Next Steps
Identify differentiation strategies currently utilized by teachers K-12	Developed survey questions focused on current differentiation practices being implemented Administered the survey and share survey data of most commonly used differentiation strategies currently being utilized with content area supervisors and special services supervisors	Collection of tools and Survey Data	ACTION COMPLETED
Identify staff learning needs	Developed survey questions focused on enhancing current differentiation strategies Administered the survey and shared survey data with content area supervisors and special services supervisors in order to guide their professional development planning	Survey Data	ACTION COMPLETED
Provide a Professional Development model that will serve as a resource for differentiated instruction	Unpacked data from teacher survey as well as identified current tools available Conducted district-wide walkthroughs	A defined professional development model of differentiation for elementary/middle/high school levels	Create strategy guide for use by teachers Schedule implementation for Fall 2020

Objective 1.2 Enhance student services;

Branch out guidance into two sections: one for college experience and one for student success

Action	Progress	Measured By	Next Steps
Identify the greatest student needs at various transitions and enhance student supports.	Evaluated survey data - identified two transitions with highest concern: grade 8 to 9 and high school to college	Identification of greatest need and enhancement of supports for student transitions (see next action)	ACTION COMPLETED

<p>Creation of "transition" specific materials and revision of student services programming at major transitions between buildings.</p>	<p>Created context map of existing transition experiences in the district</p> <p>Began 9th grade transition program for those identified as needing additional transition support</p> <p>Initiated Montgomery 360 for HS students and developed monthly topics in addition to inclusion of lessons coordinated with health classes</p> <p>Included addition of parent modules for Montgomery 360 for the 2018-2019 school year</p> <p>Conducted 8th grade HS visit prior to course selection with addition of electives fair</p> <p>Established Peer Helper program at UMS</p> <p>Revised Freshmen Guidebook</p> <p>Provided parents of 8th graders with worksheet for tracking high school courses</p> <p>Established MHS alumni group on LinkedIn</p> <p>Coordinated with Obj 1.3 and 2.1 in creating Portrait of a Graduate competencies at each grade level</p> <p>Established coordination between UMS and MHS mentoring programs to provide continuum of support</p> <p>Ensured MHS staff member met with students at UMS prior to end of the year and made connection with MHS Achieve program</p>	<p>Compilation of transition materials and implementation of new/revised programming</p> <p>Incorporation of revisions to the transition program into counseling/guidance curriculum--revised summer of 2018</p>	<p>ACTION COMPLETED</p>
<p>Develop system for tracking students accessing after-school help.</p>	<p>Investigated methods to track after-school help</p> <p>Utilized Turnstile, once selected, to track extra help during Flex at UMS and beginning with 20 teachers at MHS</p>	<p>Selection of system--Turnstile at UMS during Flex and at MHS after school (piloted by 21 teachers at MHS)</p>	<p>Expand system to more teachers at MHS</p>

Explore the options of separating college from school counseling.	<p>Surveyed 18 public high schools</p> <p>Surveyed college admissions reps who visited MHS (approx. 150)</p> <p>Researched local private/parochial high schools and their school counseling structures</p> <p>Recommended addition of this a school counselor.</p>	Survey Data	ACTION COMPLETED
Recommended additional actions to enhance student services.	<p>Explored the feasibility of adding a middle school SAC</p> <p>Researched and implemented risk assessment screening for all students in grades 7-12</p> <p>Trained staff in recognizing signs of concern in students (“gatekeeper” training)</p> <p>Examined feasibility of providing Youth Mental Health First Aid training for all staff over the next 3 years</p>	<p>Presentation of proposal for adding a middle school SAC for the 2019-20 school year</p> <p>Recommendation of screening tool for risk assessment</p> <p>“Gatekeeper” training at Nov. 7 PD day for all certificated staff--district-wide</p> <p>Feasibility Data</p>	Implementation of risk assessment screening for grades 7-12
Objective 1.3 Ensure students’ social-emotional needs are being addressed.			
Action	Progress	Measured By	Next Steps

Align K-12 SEL programs and strategies to design a comprehensive, developmentally appropriate SEL K-12 framework.	<p>Gathered current MTSD SEL Programming K-12</p> <p>Conducted research on best practices through visits to schools with strong Character Education programs (Schools of Character)</p> <p>Aligned NJ State Social, Emotional Learning (SEL) Competencies with Portrait of a Graduate</p> <p>Developed Learning Progression for SEL/POG Competencies</p> <p>Initiated drafting of MTSD SEL Framework</p> <p>Reviewed established SEL Frameworks (i.e. CASEL, Illinois State Boe)</p> <p>Applied for School of Character accreditation / Mock Audit (UMS)</p> <p>Completed POG/SEL Curriculum Mapping (UMS)</p> <p>Developed POG/Climate survey grades 3-12</p>	<p>MTSD K-12 SEL Program Inventory</p> <p>MTSD POG/SEL Competencies document including definitions and learning progressions</p> <p>Receipt of two promising practice awards from Character.org</p>	<p>Attend identified professional workshops SEL training. (CASEL Webinar Series, state character education conference in March at Rider) 2019-20</p> <p>Examine current SEL Practices and Programs for proper alignment</p> <p>Create programs and strategies to develop SEL competencies where needed Spring 2020</p> <p>Write MTSD SEL Framework Spring 2020</p> <p>Apply for UMS School of Character and pursue district of character status Fall 2019</p> <p>POG/SEL Curriculum Mapping by Spring 2020</p>
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Objective 1.4 Provide relevant, targeted professional development for all staff.

Action	Progress	Measured By	Next Steps
Develop comprehensive management tool for tracking district professional development and alignment to district goals by staff member	<p>Conducted an audit of professional development topics covered since 2012</p> <p>Piloted additional features of the district's current tool for in-house (GoSignMeUp) professional development</p> <p>Developed a protocol for utilizing the district registration software for both district Professional Development days and Flex Professional Development opportunities by Fall 2018</p>	<p>A searchable database of historic professional development will be created</p> <p>Usage reports and staff evaluations</p>	<p>Launch searchable database for Professional Development by September 2019</p> <p>Create guidelines for supervisor-led Professional Development by September 2019</p>

Develop innovative ways to deliver professional development.	<p>Adapted Flex Professional Development to better meet individual staff goals</p> <p>Collaborated with MTEA on updating flex pd procedures and calibrate Flex Professional Development options</p> <p>Identified outside experts to facilitate district-wide Professional Development</p> <p>Optimized supervisor-led sessions</p> <p>Increased opportunities during all district Professional Development days for staff input</p> <p>Increased staff choice selection on Professional Development Days</p> <p>Calibrated professional development best practices across departments and grade levels</p>	<p>Staff Professional Development Day agenda review</p> <p>Professional Development Evaluation Data</p> <p>Annual Employee Feedback Surveys</p> <p>Building Staff Development Agendas</p>	<p>Apply tech turnkey model to teacher turnkey trainers and create guidelines/training procedures for teacher turnkey trainer program by Spring 2020</p> <p>Explore the possibility of expanding summer Professional Development to neighboring districts in order to increase shared ideas, collaboration, and diverse viewpoints by Summer 2020</p>
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Objective 1.5 Ensure special education services provide a continuum of supports and interventions that meet each learner's needs.

Action	Progress	Measured By	Next Steps
Evaluate program placement options across the district, identify potential gaps in programming, and develop a plan to remediate where needed	<p>Initiated an analysis of program placement options for current students with disabilities PreK - Grade 12</p> <p>Developed a survey to obtain special education staff input regarding program placement options</p> <p>Utilized the student placement report to identify potential programming needs</p> <p>Administered survey to special education teachers, related services providers and child study team members</p> <p>Analyzed results to identify potential programming needs</p>	<p>Student Placement Report</p> <p>Staff Survey</p>	ACTION COMPLETED
Evaluate current resources and supports available for students with disabilities across the district, and identify potential needs for improvement	<p>Initiated an analysis of the resources and supports provided in each instructional setting across building levels</p> <p>Developed a survey to obtain special education staff and parent input regarding the availability of resources and supports to address the needs of the students with disabilities</p>	<p>Special Education Resources Report</p> <p>Staff and Parent Survey</p>	<p>Analyze data obtained through report and survey to identify potential programming needs</p> <p>Administer Parent Survey</p> <p>Administer follow up staff survey to access indicators of demographics of needs</p>

Objective 1.6 Address areas for improvement in English Language Learners (ELLs) program.

Action	Progress	Measured By	Next Steps
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Facilitate training and provide resources for staff and administrators in appropriate instruction and cultural competency related to ELLs and multilingual learners	<p>Provided Professional Development on English Language Learners (ELL) and Disabilities to counseling, academic support and CST staff</p> <p>Completed Sheltered Instruction Observation Protocol (SIOP) training of 71 district teachers - cohorts 1 & 2</p> <p>Provided small-group Professional Development to teachers at UMS/LMS</p> <p>Collected survey and anecdotal data to improve future SIOP training and collaborated with SIOP presenters to improve and tailor Professional Development for MTSD based on survey and anecdotal feedback</p> <p>Facilitated cultural and language awareness mini-lessons for SIOP participants</p> <p>Trained 28 staff members/cohort 3 in SIOP strategies and encouraged teachers to reference resources i.e. ELL profile, Mainstream teacher resource folder, Professional Development book, etc.</p> <p>Provided administrator training to follow-up and support use of SIOP instructional strategies in the classroom</p> <p>Created and continue to build Mainstream teacher resource folder in shared Google drive</p> <p>Provided SIOP strategies and activities Professional Development book for SIOP participants</p> <p>Provided SIOP follow-up Professional Development for teachers e.g. explore summer book club; Support teachers in creating unit and lesson-specific scaffolds for linguistically diverse students; curricular exemplars</p> <p>Trained additional cohorts in SIOP strategies and encouraged teachers to reference resources i.e. ELL profile, Mainstream teacher resource folder, Professional Development book, etc. (ongoing)</p>	<p>Attendance records</p> <p>Survey results</p> <p>Inventory of resources for teachers</p> <p>Agendas for multi Professional Development offerings related to teaching strategies for ELLs</p> <p>Plan outline for teacher accountability of SIOP strategies implementation</p>	ACTION COMPLETED
Improve intervention protocols and instructional practices for ELLs, multilingual learners and related at-risk populations	<p>Developed list of program needs based on state mandates and identified need and curtailed list to highest priority items</p> <p>Designed and implemented ELA standards-aligned ELL= curriculum at MHS</p> <p>Purchased text about Sp.Ed. & ELLs</p> <p>Provided PD for WL and ESL teachers on teaching world languages to students with disabilities</p>	<p>Meeting notes and recording spreadsheet</p> <p>BOE-approved curriculum on RubiconAtlas</p>	Schedule focus on this action item for 2019 -2021

Enhance support services for ELLs, multilingual learners, related at-risk populations and their families	Developed list of program needs based on state mandates and district identified needs		ACTION COMPLETED
	Conducted four Parent Advisory meetings	Meeting notes and recording spreadsheet	
	Communicated Seal of Biliteracy procedure out to community		
	Developed, translated, and implemented ELL progress reports	Seal of Biliteracy article publicized & info on website and MHS Program of Studies	
	Began collection and translation of district documentation		
	ELL Summit sponsored by NJPSA, attended by Objective team and ELL teachers	Two (2) ELL Parent Advisory Meeting articles publicized & info on website	
	Translated OHES/VES Handbook and district report cards into several priority languages and posted on Genesis and district/school websites in Summer 2018		
	Piloted and determined best use of interpretation device at VES/MHS: iPad w Google translate	Translated documents	
	Explored late bus access (based on current budget, cost prohibitive)		
	Established assignments and responsibilities for: - collaboration and communication regarding ELL- related instructional strategies and best practices across buildings; - Point-of-entry procedures in alignment with state mandates and best practices; - Interpretation best practices, standards and ethics	Attendance / agendas	
Objective 1.7 Evaluate the impact of programs and expenditures on student learning.			
Action	Progress	Measured By	Next Steps

<p>Evaluate budgeted program(s) that are aimed at positively impacting students academically. 2017-2018</p>	<p>Examined academic growth and proficiency for identified students in the Wilson program for three years and compared their performance to other students with similar histories, as well as to all other students</p> <p>Developed objective team questions for certified Wilson Teachers' focus groups and conducted focus groups with certified Wilson Teachers</p> <p>Examined feedback from certified Wilson Teachers' focus groups</p> <p>Developed survey questions that were administered to Wilson students</p>	<p>Analysis of Wilson students' performance through growth model utilizing multiple assessment scores to create a composite achievement score that represents past achievement and provides a baseline for projections to future performance, growth was then evaluated for each student</p>	<p>2017-2018 ACTION COMPLETED</p>
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Evaluate budgeted program(s) that are aimed at positively impacting students academically. 2018-2019	Examined K-4 student reading performance to identify current achievement levels	Review of cohort running record data from grades 1-4, for current 5th graders (18-19).	2018-2020 Create Academic Support Handbook
	Examined statewide assessment data for student performance grades 3-8	Review of PARCC reading and writing data.	
	Examined transition of students from elementary to middle school through the lens of K-8 Language Arts	Review of programs and structures at the elementary and middle school levels (academic support, general education, special education, etc.)	
	Examined the K-8 Language Arts Program	Professional meetings with comparable school districts	
	Identified specific area of focus within the K-8 Language Arts Program (Academic Support)	Teacher focus groups	
	Identifying comparable school districts to determine Academic Support structures	Data Day spreadsheets	
	Identified Academic Support current areas of success and potential areas for growth	Fall 2018 Workshop	
	Review Intervention Tracking Forms and linked these forms to Data Day spreadsheets to provide comprehensive information about individual students	Spring 2019 Workshop	
	Conducted professional development workshops for Academic Support teachers on the impact of brain-based research on interventions and distinguishing the difference between strategy-based interventions and accommodations		
	Provided professional development for classroom teachers on enhancing Tier 1 classroom-based strategies		

GOAL 2: SCHOOL AND WORK ENVIRONMENT - *Ensure a learning environment that promotes excellence.*

Objective 2.1 Increase teacher-parent communication about students' educational progress.			
Action	Progress	Measured By	Next Steps

Implement the Revised K-4 Standards-Based Report Card and Parent-Teacher Conference Form	<p>Completed and implemented Report Card/Conference Form</p> <p>Delivered Professional Development to teaching staff</p> <p>Collected feedback from teachers on report card and conference form</p> <p>Revised report card and conference form based on teacher feedback after 2 implementation cycles</p>	<p>New conference forms delivered directly to parents during the 2017-18 school year</p> <p>New report card delivered to parents through Genesis in February and June 2018</p> <p>Teacher input forms and committee meetings provided feedback used towards revisions</p>	ACTION COMPLETED
Collect and analyze parent feedback on implementation and effectiveness of new K-4 Standards Based Report Card and Conference Form	<p>Gathered feedback from stakeholders</p> <p>Facilitated parent focus groups to gather feedback on report card and conference forms</p>	<p>Revisions to report card and conference forms reflective of focus group and teacher feedback</p> <p>Parent input and feedback captured in document and shared with team leaders</p>	Facilitate additional focus group to gather input and feedback from a larger parent group prior to the end of 2019 school year
Communicate established grade 5-12 grading timeline expectations to students and parent	<p>Communicated expectations to staff, students, and parents through department websites</p> <p>Added grading timeline expectations for Grades 5-8 to Student Handbook for 2018-2019</p>	<p>Grading information on department websites</p> <p>MHS Student Handbook revised to include grading information</p>	ACTION COMPLETED

Objective 2.2 Expand high school programs and pathways.

Action	Progress	Measured By	Next Steps
Research program and course offerings from a diverse sampling of high schools	<p>Began evaluation of high school pathways</p> <p>Utilized Hanover reports to guide our feasibility study</p> <p>Reviewed additional information from Hanover upon receipt</p> <p>Developed an alternative 9th grade science course for the 2018-2019 school year: Integrated Physical, Earth, and Life Science (IPELS)</p>	Hanover research study	Conduct interviews across 15-20 high schools for benchmarking to inform decisions
Conduct a feasibility study of potential courses or pathways for MHS students	To begin in 2019	Completed study	Conduct study following Hanover Research report for 2019-2020

Objective 2.3 Ensure the curriculum and assessment system across and grade and building levels support the Portrait of a Graduate

Action	Progress	Measured By	Next Steps
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Define and create a progression of the sub competencies that comprise the Portrait of a Graduate	Defined each characteristic of the Portrait of a Graduate for every grade level, K-12	Grade level charts with clear definitions for each characteristic of the Portrait of a Graduate	ACTION COMPLETED
Identify curricular strengths and weaknesses in representing the Portrait of a Graduate across grade levels	Completed curriculum inventory tool	<p>Tool utilized to begin curricular inventory at UMS in January and February of 2019</p> <p>Supervisors review curriculum for some student exemplars</p>	<p>ACTION COMPLETED</p> <p>Collect some student exemplars in the 2019-20 school year</p> <p>Conduct a district curricular inventory during the 2019-20 school year</p>
Expand teaching and learning strategies in the classroom that support the Portrait of a Graduate across grade levels	Scheduled for the 2020-21 school year	Classroom observations. Student and teacher feedback	Implement professional development on teaching strategies that support the Portrait of a Graduate (2020-21 school year)

Objective 2.4 Examine the science program.

Action	Progress	Measured By	Next Steps
Conduct interviews/focus groups of school community members to gather clarifications about the strategic survey data and collect ongoing feedback regarding the student experience in science	<p>Conducted focus groups June 2017</p> <p>Reported out public board meeting in August 2017</p> <p>Conducted second round focus groups in spring 2018</p>	Collected and shared data from focus groups	<p>Conduct third round focus groups in winter 2018</p> <p>Collect, analyze and report data to BOE</p>
Communicate to students and parents how the new science standards are driving a shift within the learning experience in the classroom	<p>Communicated new science standards, shift in the learning experience and grading expectations to all stakeholders</p> <p>Modeled expectations for learning shift in student classrooms</p> <p>Conducted four parent meetings at LMS informing parents of the new standards</p> <p>Conducted Family STEM Night the in Fall of 2017 led by students and teachers to share new standards and practices</p> <p>Presented K-4 curricular changes to the board on February 13, 2018</p>	Provided and clarified all information regarding new standards	<p>ACTION COMPLETED</p> <p>Annual presentation cycle in place</p>

Utilize teacher learning teams to develop consistency in instructional practices, student assessments, homework, and communication of student learning experiences.	<p>Developed plan with science staff to insure consistency of instructional practices, homework, and assessments among all classrooms through district database</p> <p>Established articulation schedule between UMS & MHS departments to foster collaboration and professional development</p> <p>Conducted two articulation meetings and two professional development days between MHS and UMS faculty</p> <p>Conducted two professional development days with MHS science faculty working with UMS and LMS science teachers</p> <p>Conducted three professional development days between OHES and VES science faculty</p> <p>Conducted mid-year survey to ensure continued consistency</p>	Implemented on-going plan to review and insure consistency in instructional practices, assessments, homework, and communication	Continue professional development
Examine the current recommendation process and markers for success, inclusive of math skills, to inform student placement in science.	<p>Analyzed data at end of school year for physics students</p> <p>Completed curriculum writing for IPELS course.</p> <p>Established regular 8th to 9th grade science and math teacher articulation days for 18-19</p>	Assessed first marking period grades for all physics students	ACTION COMPLETED
Develop a transitional experience for freshmen to aid the transition into physics.	<p>Utilized MHS Collaborative Learning Teams (CLTs) to develop and implement a new physics unit focussing on experimental design and mathematical foundations</p> <p>Reviewed and revised Physics First introductory unit to increase student success</p> <p>Refined transition unit for implementation in Fall 2018</p>	Evaluated student survey to determine effectiveness of transitional Unit.	

Objective 2.5 Develop strategies for ongoing staff involvement in the decision-making process, as well as with planning and implementation of new initiatives.

Action	Progress	Measured By	Next Steps
<p>Utilize the District Leadership Team (DLT) designed to foster a collaborative learning environment, working together on district-wide problem solving while guiding the integration of school collaboration efforts with district initiatives.</p> <p>1a. Identify and adapt a decision making framework.</p> <p>1b. Create a rollout protocol to be used with new initiatives, inclusive of the full cycle of evaluation.</p>	<p>Utilized DLT structure, K-12, with focus on homework</p> <p>Created protocol for Five Point Decision Making Framework</p> <p>Continued meetings as a functioning body, with report out to SLTs</p> <p>Presented and shared protocol and decision making framework to ALT and revised based on feedback</p> <p>Presented and shared procedures and decision making framework to DLT and revised based on feedback</p>	Positive teacher responses to district survey questions	ACTION COMPLETED

Create School Leadership Teams (SLTs) through which teachers and administrators work together on school-level problem solving, plan and implement new	Instituted SLTs in every school, with a current focus on homework Formed solutions committees on an as-needed basis, with the goal of joint decision making	Positive teacher responses to district survey questions	ACTION COMPLETED
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GOAL 3: COLLABORATION AND COMMUNICATION - *Strengthens stakeholder relationships to support and enhance learning.*

Objective 3.1 Recruit and retain high quality educators.			
Action	Progress	Measured By	Next Steps
Refine hiring protocols and district recruitment practices.	Benchmarked 8-10 comparable districts' recruitment and selection protocols Synthesized interview data from comparable districts Identified best practices from data to enhance MTSD hiring protocols	Completed outreach of comparable districts	ACTION COMPLETED
Enhance onboarding protocols and support systems provided to pre-tenured staff.	Identified components for a Cohort program Outlined and proposed a budget for a Cohort program Secured budget through Title II funding for Cohort program Outlined parameters and posted for Cohort program lead teachers Selected and held initial training of MTSD New Staff Cohort leaders Implemented MTSD New Staff Cohort Program January 2019	Establishment of a Cohort program for pre-tenured staff designed to build camaraderie and enhance supports provided through the current mentoring program through intra-and inter-building meetings	ACTION COMPLETED
Examine and accommodate revised state requirements for student teachers.	Developed and administered a questionnaire for local universities regarding expectations for student teachers Reviewed responses from universities and aligned with state requirements Examined media release policy to accommodate video taping of student teachers and developed a form for district-wide use	A district-wide procedure for management of student teachers	ACTION COMPLETED
Objective 3.2 Build partnerships between schools, families, and community to enhance student-learning opportunities.			
Actions	Progress	Measured By	Next Steps
Establish partnership with higher education	Documented district's current partnerships with higher education Focused on utilizing current meeting structures with local high schools to collaborate and share best practices related to higher education partnerships	Outline of local schools and best practices with higher education	ACTION COMPLETED

Increase opportunities for community partnership for job shadowing with community professionals.	Designed website to host learning and partnering opportunities for students through community professional partnerships	Website activity and track partnerships and student participation	<p>Develop marketing strategies to promote to greater number of students and community members involved</p> <p>Structure approval process for volunteers</p> <p>Develop protocol for student, parent, community participation.</p> <p>TBC Spring 2020</p>
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Objective 3.3 Improve communication with all stakeholders.

Action	Progress	Measured By	Next Steps
Determine the most utilized, effective, and preferred methods of communication i.e. E-Blast, Blackboard Connect, Twitter, Remind etc.	<p>Attended all five School Leadership team meetings to analyze current methods of communication with parents, educators, students</p> <p>Focused on reviewing District Website for ADA compliance</p> <p>Tracked Websites of all schools over the last 4 years to determine a steady drop in community use</p> <p>Enhanced schools' use and availability of text messaging through Blackboard Connect to facilitate communication between schools and parents</p> <p>Cross referenced (aggregate) current communication methods from each individual school and analyzed most effective methods in order to streamline district communication</p> <p>Submitted proposal for tracking usage and efficiency</p>	<p>Strategic Planning Committee communication and discussions with School Leadership teams in each school</p> <p>Notes, evidence, and documentation from these meetings have been conveyed and memorialized to objective teams</p> <p>Website traffic/usage is trending down over the last 4 years</p> <p>Blackboard connect usage data: Blackboard connect is underutilized by schools- this has greater potential - consistent use needs to be followed and measured over the coming school year - the ability to use text is now available for all school</p> <p>Tracking schools' websites usage shows that heavy usage is primarily parents and students using this as the portal to access Genesis</p>	<p>ACTION COMPLETED</p> <p>Monitor usage of communication tools.</p> <p>18-19 vs 17-18, Spring 2019</p>

Enhance communication for families' transitions between grades and schools.	Attended all five School Leadership team meetings to analyze current methods of communication with parents, educators, students - pertaining to transitions	Annual parent and student survey developed by other Strategic Plan team 1.2 Measured by collection of data	Establish communication guidelines specific to individual schools for parents spring 2019 Form District transition team to establish uniform communication among school leadership teams and help parents with transition between schools.-winter 2018-2019 Awaiting results of District Survey in regards to community transition concerns before the District Transition team forms
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GOAL 4: RESOURCES AND OPERATIONS - *Optimize operational and financial resources to enhance student experience.*

Objective 4.1 Provide a safe and healthy school environment.			
Action	Progress	Measured By	Next Steps
Enhance Bus Safety and Security	Included new radio equipment in 2018-19 budget		
	Created new bus driver training manual		
	Enhanced training for K-1 students and parents	Stakeholder feedback	
	Provided buses at OHES new Kindergarten orientation 9/5	Bus safety reports	Develop expanded plan to communicate with parents
	Included bus safety drills on board agenda	Third party audit of school safety practices	Finalize transportation handbook
	Enhanced review of safety requirements with drivers		Installation of GPS system on all buses (May 29-31 2019)
	Drafted a transportation handbook	Videos for staff, parents and students	
	Conducted meetings with stakeholders		
	Provided parents and 2019-2020 Kindergarten students. overview of bus procedures		

Enhancement of Crisis Management Plan	<p>Conducted meetings with district safety committee</p> <p>Reviewed safety plan</p> <p>Adopted Somerset County Protocol “I Love U Guys”</p> <p>Conducted stakeholders meetings on district safety</p> <p>Conducted tabletop exercise</p> <p>Completed safety drill November 5, 2018</p>	<p>Crisis Management Plan</p> <p>Regular scheduled drills including Fire and Police</p> <p>Third party audit of school safety practices</p>	ACTION COMPLETED
Evaluation of external school safety practices	<p>Received and reviewed proposals to audit school safety practices</p> <p>Obtained Board approval for vendor to conduct audit</p> <p>Scheduled evaluation</p>	Third party audit of school safety practices	ACTION COMPLETED

Objective 4.2 Maintain balanced and sustainable short and long-term budgets.

Action	Progress	Measured By	Next Steps
Seek new revenue sources	<p>Conducted meetings with district sustainability team</p> <p>Received NJ Smart Start Grant</p> <p>Received Sustainable NJ Grant</p> <p>Received Safety Grant</p> <p>Contacted community businesses for revenue opportunities</p> <p>Investigated grant writing opportunities with NJSBA</p>	Revenue received from new sources	Evaluate Energy/Cost Savings through ESIP
Develop 5 year plans for major expense categories	<p>Identified long range projects for each school</p> <p>3-5 year financial plan</p> <p>5 year capital plan</p>	Document presented to board annually	ACTION COMPLETED
Evaluate alternative energy sources	Consultant provided an energy audit for all five schools	Adopt or implement alternative energy if identified	Following receipt of audit, review audit and make decision on implementation
Retrofit all facilities with LED light fixtures to reduce energy costs	<p>LED light fixtures installed in various parking lots</p> <p>LED lights replaced in UMS media center</p> <p>Included LED light fixtures in 2018-19 budget for MHS parking lot</p> <p>Examined interior lighting to upgrade to LED</p>	Report of completed retrofit light fixtures	Timelines identified for completion in each building

Objective 4.3 Ensure facilities are efficiently maintained and operated.

Action	Progress	Measured By	Next Steps
Provide training for custodial staff	Created training manuals Trained staff on proper cleaning Trained staff on proper use of the district's chemical dilution system	Report from department that staff are trained Inspections and observations	ACTION COMPLETED
Implementation of a five year maintenance plan	Consulted with head custodians and building principals Maintained staff records Created 5-year maintenance plan	Five year plan updated annually	ACTION COMPLETED
Include capital plan in annual budget	Included following projects in 2018-19 budget: - Gym refinishing - Masonry work - Door and hardware replacement - Roof maintenance Included capital projects in 2019-20 budget New Transportation Bldg. completed	Approved annual budget will include capital projects	Board approval of capital projects in 2019-20 final budget