

NORTH BRANFORD PUBLIC SCHOOLS

Strategic Plan

2011-2016



Excellence in Education

Academic Rigor ~ Facilities ~ School Climate

Approved June 9, 2011 by the North Branford Board of Education

North Branford Public Schools



Superintendent of Schools

Scott Schoonmaker

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North Branford Public Schools

Strategic Plan 2011-2016



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Introduction and Executive Summary 2011-2016 Strategic Plan

At the North Branford Public Schools it is our responsibility to ensure that every student has the opportunity to excel. This Strategic Plan provides our road map to meet that responsibility. It is built on the foundation of work accomplished by past boards of education, superintendents, and the entire school community. The 2011-2016 Strategic Plan focuses on academic excellence and positive school climate. It outlines a set of foundational strategies that must be undertaken immediately, and accomplished within the next few years, to ensure excellence in education for every student in the North Branford Public Schools.

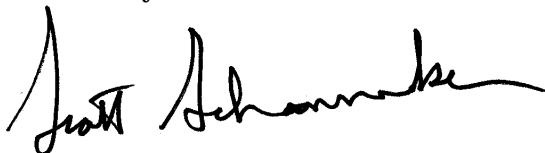
This Strategic Plan has been developed with consultation from the New England School Development Council's Division of Planning and Management, with much input from the teachers, principals, school district staff, families, students and community stakeholders. It incorporates the Common Core State Standards, the Connecticut Secondary Education Reform, and the New England Association of Schools and Colleges 2010 Evaluation Report recommendations, as well as an analysis of both academic and behavioral data.

The administrative team, under the guidance of the New England School Development Council's Planning and Management Division, began working on the 2011-2016 Strategic Plan in the spring of 2010. Work continued through the summer and into the fall; with the three sub-committees (Academic Achievement, School Climate, and School Facilities) meeting frequently to draft the initial goals. Subsequent meetings took place in January and February of 2011 with the NESDEC consultants meeting with the entire Administrative Council; in March the NESDEC consultants met with all of the district curriculum leaders, and on April 13th, 2011 the draft report was presented to staff and teachers, Board of Education members, and interested townspeople.

We appreciate the time that Board of Education members and North Branford Public School Staff gave us as they reviewed this plan and provided detailed feedback, which we have tried to address. This plan addresses critical needs and gaps while ensuring the continuation of high quality programs.

The Strategic Plan is designed to ensure that our goals are achievable, our progress is measurable, and we are accountable to those who place their trust in North Branford's schools.

Sincerely Yours,



Scott Schoonmaker

Superintendent of Schools

Vision Statement:

The North Branford Public Schools will be schools of excellence characterized by continuously improving student achievement; staff and programming focused on student success; and an exceptional learning environment.

Mission Statement:

It is the mission of the North Branford Public Schools to foster a strong learning environment focused on academic excellence and a positive school climate which prepares each student to be a responsible 21st Century citizen of the world.

Core Beliefs

We believe that:

- *Education is a shared responsibility among students, teachers, staff, parents, and the community.*
- *All students can learn.*
- *All students have abilities and talents that are worthy of being recognized and developed.*
- *Students and staff have the right to a safe, respectful, and challenging environment conducive to learning.*

2011-2016

Strategic Plan Goals

Goal 1: *To ensure student achievement occurs at high levels in order to meet or exceed grade level expectations and prepare students to achieve 21st Century Skills.*

Strategy 1.1 – *Create a comprehensive curriculum, instruction and assessment system based upon the Curriculum Management Cycle and aligned to the Common Core Standards*

Strategy 1.2 – *Ensure horizontal and vertical alignment of curriculum, instruction, and assessment*

Strategy 1.3 – *Develop a comprehensive district-wide assessment plan*

Strategy 1.4 – *Assure that all student s meet benchmark criteria as defined by the state and federal government*

Strategy 1.5 – *Develop a district-wide framework for professional development*

Strategy 1.6 – *Implement new programs consistent with our vision*

Goal 2: *To establish a positive school climate where all school members are supported, connected, and safe in school*

Strategy 2.1 – *Provide a socially, emotionally, intellectually and physically safe school climate for all school members*

Strategy 2.2 – *Promote meaningful student connections in the school, community, environment and global community*

Strategy 2.3 – *Establish the physical and operational capacity necessary to develop a positive school climate*

Goal 3: *To improve school facilities to support academic achievement in a safe learning environment*

Strategy 3.1 – *Establish a system of proper maintenance*

Strategy 3.2 – *Develop and implement a comprehensive security plan for all buildings*

Strategy 3.2 – *Provide a safe and healthy physical environment for all students and staff*

Strategy 3.4 – *Establish a capital improvement plan to support instructional programming and academic achievement*

Strategy 3.5 – *Maintain a technology infrastructure to support all instructional and facilities needs*

GOAL 1: To ensure student achievement occurs at high levels in order to meet or exceed grade level expectations and prepare students to achieve 21st Century Skills.

Strategy 1.1 Create a comprehensive curriculum, instruction and assessment system based upon the Curriculum Management Cycle and aligned to the Common Core Standards

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
<p>1.1.1 Identify the gaps between North Branford's existing curriculum and the Common Core Standards/State Curriculum documents by completing a cross walk</p>	<p><i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators Building Principals Curriculum Coordinators Grade-level and or subject area teachers</p>	<p>Initiate: Summer 2011 Review: 2011-2012 Complete: 2012</p>	<p>North Branford's Curriculum will be aligned to the Common Core Standards/ State Curriculum documents</p>	<p>Evidence of alignment between NB Curriculum guides and Common Core Standards Assessment. Evidence from Cross-walk comparisons</p>	<p>District Budget- Professional Development and Curriculum</p>
<p>1.1.2 Adopt a universal format for North Branford Curriculum, (Understanding by Design)</p>	<p><i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators Building Principals Curriculum Coordinators Subject area teachers</p>	<p>Implement as each curriculum comes up for curriculum writing in the 5-year CMC cycle</p>	<p>All North Branford curriculums will follow the same universal format at the end 2016</p>	<p>Evidence of new curriculum format in written curriculum</p>	<p>District Budget- Professional Development and Curriculum</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
1.1.3 Complete Curriculum Mapping for all areas	<i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators Building Principals Curriculum Coordinators	Initiate: 2011 Review: 2011-2012 Complete: 2012	North Branford's Curriculum Map will be aligned to the State and National standards	Review of the completed Curriculum Mapping will provide evidence of alignment to the State and National Standards	District Budget-Professional Development and Curriculum

GOAL 1: To ensure student achievement occurs at high levels in order to meet or exceed grade level expectations and prepare students to achieve 21st Century Skills.

Strategy 1.2 Ensure horizontal and vertical alignment of curriculum, instruction, and assessment					
Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
1.2.1 Align transition grades regarding academic and behavioral expectations (preK/K, 2/3, 5/6, 8/9)	<i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators Building Principals Curriculum Coordinators Family Resource Center	Implement: 2011 Review: 2011-2012 Complete: 2012	Articulation between transition grades will facilitate smooth transitions from one school to another because grade level expectations will be made clear and consistent	End of year benchmark assessments will show evidence of grade level expectations being met	Professional development and curriculum budget
1.2.2 Provide training to selected teachers and ensure their participation in vertical and horizontal classroom walkthroughs	<i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators Building Principals Teachers	On-going through: 2016	Increased consistency of walkthrough focus	Comparison of pre and post walk through results	Professional development and curriculum budget
1.2.3 Administrators will participate in school walkthroughs	<i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators Building Principals Teachers	On-going through: 2016	Improved articulation and focus on best practices across the grade levels	Documentation of the school walkthroughs having taken place (minimum of 1 per school)	No additional cost

GOAL 1: To ensure student achievement occurs at high levels in order to meet or exceed grade level expectations and prepare students to achieve 21st Century Skills.

Strategy 1.3 Develop a comprehensive district-wide assessment plan

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
1.3.1 Create a district assessment calendar	<p><i>Reporter: Director of Curriculum and Instruction</i></p> <p>Central Office Administrators, Building Principals, Curriculum Coordinators</p>	<p>Initiate: 2011</p> <p>Review: 2011-2012</p> <p>Complete: 2012</p>	<p>Assessments will be completed consistently across the district and annual assessment results will be analyzed</p>	<p>District-wide assessment calendar will be completed and posted on the district website</p>	<p>Professional Development and Curriculum budget</p>
1.3.2 Create, review, and revise common assessments to ensure that they are aligned with each Common Core Grade Level Expectation	<p><i>Reporter: Director of Curriculum and Instruction</i></p> <p>Central Office, Administrators, Building Principals, Curriculum Coordinators, Grade/subject area teachers</p>	<p>On-going through: 2016</p>	<p>Common assessments will allow teachers and administrators to monitor student achievement across the grades/schools and adjust instruction</p>	<p>Student achievement scores on CMT/CAPT will measure the effectiveness by analyzing achievement on common assessments and CMT/CAPT</p>	<p>Professional Development and Curriculum budget</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
1.3.3 Implement scientific research based instruction and practices for quality instruction based on review and analysis of data	<p><i>Reporter: Director of Curriculum and Instruction</i></p> <p>Central Office Administrators, Building Principals Building data teams/RTI teams</p>	On-going through: 2016	Student achievement will improve as a result of teachers consistently providing scientific-research based instructional strategies	Improved student achievement data from various sources, including: common assessments, walkthroughs, benchmarks, and CMT/CAPT	Curriculum and Professional Development budgets
1.3.4 Use data to identify and address achievement gaps for students in identified subgroups	<p><i>Reporter: Director of Curriculum and Instruction</i></p> <p>Central Office Administrators, Building Principals</p>	<p>Initiate: 2011-2012 Review: 2012-2013</p> <p>On-going: 2013-2016</p>	<p>The sub-group of students with disabilities will perform in the proficient or above range on the CMT/CAPT</p> <p>Students from subgroups other than special education or English Language Learners will score commensurate with the larger student population</p> <p>Students in the sub-group: English Language Learners will perform with the English Mastery Standard</p>	The Adequate Yearly Progress Report on the CMT/CAPT will show that our sub groups are making adequately yearly progress	Curriculum and Professional Developmental budgets

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
<p>1.3.5 Progress monitoring will occur for all students to determine whether they require additional RtI</p>	<p><i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators, Building Principals Building data teams/RtI teams</p>	<p>On-going through: 2016</p>	<p>Students identified as requiring Tier 2 and Tier 3 interventions will be monitored consistently to determine whether or not they are making progress Students who do not demonstrate adequate progress after receiving Tier 3 intervention will be referred to special education in a timely manner</p>	<p>There will be a reduction in the number of referrals to special education Student achievement will show improvement</p>	<p>District Budget line items for staffing, special education, and professional development</p>

GOAL 1: To ensure student achievement occurs at high levels in order to meet or exceed grade level expectations and prepare students to achieve 21st Century Skills.

Strategy 1.4 Assure that all students will meet benchmark criteria as defined by the state and federal government					
Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
1.4.1 Align graduation requirements to support the new High School Reform requirements; including a CAPSTONE project and alternative assessments for NBHS exit exam; and end of course exams	<i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators, High School Administrators, Curriculum Coordinators, teachers	Initiate: 2011-2012 Review: 2013-2014 Complete: 2015	A CAPSTONE project will be required for graduation. The NBHS CAPT alternative assessment will be revised to address the new Secondary Reform requirements	Evidence of CAPSTONE and alternative assessment will be in place	NBHS budget. Curriculum and Professional Development budget
1.4.2 By the end of 8 th grade every student will produce an electronic reflective portfolio of best work or a demonstration project as a culminating assessment of what each student has learned in the middle school years	<i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators, Middle School Administrators, Curriculum Coordinators, teachers	Plan: 2011-2012 Review: 2013-2014 Complete: 2015	Middle School student electronic portfolios demonstrating achievement in learning and development	Evidence of the 8 th grade portfolio will be in place	Middle School Budget; technology, professional development and curriculum budgets

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
1.4.3 Benchmark Assessments will be implemented grades 2-12	<p><i>Reporter: Director of Curriculum and Instruction</i></p> <p>Central Office Administrators, Building Principals, Curriculum Coordinators, Grade/ subject area teachers</p>	<p>Implement: 2012</p> <p>Review: 2011- 2013</p> <p>Completion: 2014</p>	<p>Benchmark assessments will be part of the district assessment calendar and will be administered 3 times per year</p>	<p>Data will be shared with administrators, teachers, and the Board of Education</p>	<p>District / School budget</p>
1.4.4 Differentiated instruction will be provided to all students based on their assessment data	<p><i>Reporter: Director of Curriculum and Instruction</i></p> <p>Central Office Administrators, Building Principals, Curriculum Coordinators, Grade/ subject area teachers</p>	<p>Continue implementation: 2011-12</p> <p>Review: 2012-13</p> <p>On-going: through: 2016</p>	<p>Differentiation of instruction will be evident in lesson plans and lesson observations for students at all levels of instruction</p>	<p>Classroom walkthroughs and observation summaries will demonstrate evidence of differentiated instruction</p>	<p>Special Education budget, Curriculum and Staff Development budget</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
1.4.5 Implement all-day Kindergarten	<p><i>Reporter: Director of Curriculum and Instruction</i></p> <p>Central Office Administrators, Building Principals, Kindergarten teachers</p>	<p>Plan: 2011-2012</p> <p>Review: 2012- 2013</p> <p>Implement: 2013-2014 school year</p>	<p>Teachers will have the instructional time necessary to address student's academic, social and emotional skill development at the Kindergarten level</p>	<p>The Common Core Standards for reading and math instruction will be met for Kindergarten students</p>	<p>District Budget; Additional staff, and staff development</p> <p>Equipment line item</p>

GOAL 1: To ensure student achievement occurs at high levels in order to meet or exceed grade level expectations and prepare students to achieve 21st Century Skills.

Strategy 1.5 Develop a district-wide framework for professional development					
Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
1.5.1 Create a district wide professional development committee	<i>Reporter: Director of Curriculum and Instruction</i> Director of Curriculum Principals	Initiate: 2011 Complete: 2011-2012	Each building will send two or more representatives to the district staff development council	The district-wide staff development council meeting minutes will be provided to the administrators	No additional costs
1.5.2 Create a mission statement for the North Branford Professional Development Committee	<i>Reporter: Director of Curriculum and Instruction</i> District-Wide Professional Development Committee; Director of Curriculum	Initiate: 2011 Review: 2012-2012 Completion: 2014	The mission statement will be aligned to the district mission statement and specific to the area of Professional Development	The mission statement will be printed in a brochure and will be posted on the district web site	Curriculum/professional development budget
1.5.3 Involve teachers for professional development opportunities	<i>Curriculum and Instruction</i> District-Wide Professional Development Committee; teachers	Initiate: 2011 Review: 2012-2012 Completion: 2014	Expansion of opportunities for professional development including the creation of teacher surveys, faculty study courses, faculty course proposals aligned to district and/or building initiatives	A summary of annual Professional Development opportunities will be provided in the annual report	Curriculum/professional development budget

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
1.5.4 Develop a specialized Professional Development program for new teachers	<p><i>Reporter: Director of Curriculum and Instruction</i></p> <p>District-Wide Professional Development Committee; TEAM Coordinating Committee</p>	<p>Initiate: 2011</p> <p>Review: 2012-2012</p> <p>Completion: 2014</p>	<p>Professional development opportunities for new teachers will be aligned to the TEAM requirements</p>	<p>A summary of annual Professional Development opportunities will be provided in the annual report</p>	<p>Professional Development budget</p>

GOAL 1: To ensure student achievement occurs at high levels in order to meet or exceed grade level expectations and prepare students to achieve 21st Century Skills.

Strategy 1.6 Implement new programs consistent with our vision

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
1.6.1 Implementation of Project Lead the Way at the middle and high school level: Engineering	<i>Reporter: Director of Curriculum and Instruction</i> H.S and M.S Principals, Central office staff teachers	Initiate: 2011 On-going: 2011-2016	Engineering classes will be added each year for the next 4 years at the high school; engineering modules will be added at the middle school for the next 2 years	The district will have full filled the STEM requirement as put forward in the High School Reform documents	Additional staff will be needed, as well as additional staff development. District budget: staff line item and staff development line item
1.6.2 Implementation of Project Lead the Way at the middle and high school level: Bio-Medical cluster	<i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators; High School Administration, Teachers	Plan: 2012 On-going: 2012-2016	The addition of a biomedical class each year for four years	The district will have full filled the STEM requirement as put forward in the High School Reform documents	Additional staff will be needed, as well as additional staff development. District budget: staff line item and staff development line item
1.6.3 Implement an Automotive Technology class at the high school	<i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators; High School Administration, Teachers	Initiate: 2011-2012 school year Review: 2012-2013 Complete: 2014	Automotives will provide hands-on learning for students by integrating science, math, and technology	The class will be in the student handbook and will be on the district web site	Staff and equipment needs

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
1.6.4 Implement World Language, K-5 and investigate Mandarin	<i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators; Elementary Principals, World Language Curriculum Coordinator	Plan: 2011-2012 school year Review: 2012-2013 Complete: 2014	World Language will be implemented	World Language will be included in student schedules K-5	Additional staff will be needed, as well as additional staff development. District budget: staff line item and staff development line item
1.6.5 Provide additional programming for our gifted and talented students	<i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators; Elementary Principals, Gifted and Talented Facilitators	Initiate: 2011-2012 school year Review: 2012-2013. Complete: 2014	Additional opportunities for our bright, creative students will be evident K-12	Gifted and Talented opportunities will be included both during, and after, the school day	Staff Development, stipend line item account
1.6.6 Implementation of math and science coaches at the elementary and middle school level	<i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators; Coordinators and teachers	Initiate: 2011-2012 school year Review: 2012-2013 Complete: 2014	Math and science coaches will “coach” classroom teachers and impact student achievement	Student achievement in math and science will show improvement as measured by the CMT	Salary line item, Staff development budget

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
1.6.7 Plan for and implement all-day Kindergarten	<i>Reporter: Director of Curriculum and Instruction</i> Central Office Administrators and Elementary Principal	Review: 2011-2013 Implement: 2014	All-day Kindergarten will provide sufficient school time for instruction in literacy, numeracy, and science; as well as social-emotional development	Students will be successful in common core standards and expectations	District school budget

GOAL 2: POSITIVE SCHOOL CLIMATE – To establish a positive school climate where all school members are supported, connected, and safe in school.

Strategy 2.1 Provide a socially, emotionally, intellectually and physically safe school climate for all school members

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
<p>2.1.1 Positive Behavior Intervention Supports (PBIS) will be implemented for all students</p>	<p><i>Reporter:</i> PBIS district Coordinator Building Administrators PBIS team members Mental health staff All faculty & staff members PBIS district and school coaches</p>	<p>Initiate: TVES 2009-2010 NBHS 2010-2011 NBIS 2011-2012 JHS 2012-2013 Implement Phase I: TVES 2010-2011 NBHS 2011-2012 NBIS 2012-2013 Implement Phase II: TVES 2011-2012 NBHS 2012-2013 NBIS 2013-2014 JHS 2014-2015 Review/Revise: TVES 2012-2013 NBHS 2013-2014 NBIS 2014-2015 JHS 2015-2016 Complete: TVES 2013-2014 NBHS 2014-2015 NBIS 2015-2016 JHS 2016-2017</p>	<p>A PBIS team will be formed, trained, and meet on a monthly basis to plan, implement, and sustain school-wide PBIS There will be an increase in positive behaviors in the school and related settings There will be a decrease in office referrals and disciplinary actions undertaken, including detentions and suspensions</p>	<p>Data obtained from office referrals and positive behavior slips tracked by data systems (e.g. SWIS, Powerschool, RTIm Direct, etc.)</p>	<p>School professional development budget</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.1.2 Bullying prevention will occur in all schools	<p><i>Reporter:</i> Building Administrators</p> <p>Mental health staff</p> <p>All faculty & staff members</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review & Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>Schools will provide anti-bullying assemblies and related programs and/or training for students, parents and staff members</p> <p>Schools will post anti-bullying messages in visible locations</p> <p>Ongoing discussions of bullying prevention will occur through advisory sessions, forums, and curriculum development</p> <p>Counseling staff members will be available to work with students who bully others, have been bullied, or have witnessed bullying</p> <p>School bullying procedures will be periodically revised to ensure alignment with state mandates and included in all handbooks</p>	<p>Data obtained from office referrals for verified acts of bullying which are reportable to the CSDOE</p> <p>Data obtained from positive behavior slips that counteract bullying</p>	<p>School budgets</p> <p>PTO funds</p> <p>Student activity accounts</p> <p>Available grants</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.1.3 Students will maintain appropriate behavior in school and related settings	<p><i>Reporter:</i> Building Administrators</p> <p>Central office Administrators</p> <p>Mental health staff members</p> <p>All faculty & staff members</p> <p>School resource officer</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review & Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>School expectations will be reviewed/revised annually to promote fairness & consistency</p> <p>School expectations will be visible within the building</p> <p>Staff members will regularly monitor and supervise the use of unstructured settings (e.g. hallways, bathrooms, cafeteria, playgrounds, etc.) as a preventative measure</p> <p>Discipline management will be progressive, timely, effectively enforced and framed as a learning opportunity</p> <p>Appropriate documentation and data entry will occur for all reportable offenses, as well as positive behavior</p> <p>Parents will partner with staff members to ensure appropriate home-school communication to promote consistency and follow-through across settings</p> <p>A school resource officer will work with students to promote health and safety</p>	<p>Data obtained from office referrals and positive behavior slips tracked by data systems (e.g. SWIS, Powerschool, RTIm Direct, etc.)</p> <p>Schedules will indicate adult supervision in all areas of the school building as needed</p>	<p>District (Personnel) budget</p> <p>School budgets</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.1.4 All school members will be treated with respect and dignity regardless of race, gender, disability, socio-economic status and/or cultural differences	<p><i>Reporter:</i> Building Administrators</p> <p>Central office Administrators</p> <p>Mental health staff</p> <p>Coaches</p> <p>Club advisors</p> <p>All faculty & staff members</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review & Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>A designated administrator in each school building will receive Title 9 training</p> <p>School programs and events will be developed and supported to promote diversity and tolerance</p> <p>All schools will provide inclusive opportunities for students during and after school hours</p> <p>Students from families with low income will be considered for scholarships and fee-waivers that will enable them to participate in field trips, programs, school activities, and related functions</p> <p>All schools will recognize important calendar events, such as Black History Month, Women’s History Month, Native American Heritage Month, etc. in order to celebrate the contributions of designated groups on our society</p>	<p>Evidence of professional development training</p> <p>School programs, activities, and clubs</p> <p>Financial assistance provided (via scholarships, waivers, etc.), and events</p>	<p>School budgets</p> <p>PTO funds</p> <p>Student activity accounts</p> <p>Available grants</p> <p>Scholarships</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.1.5 All students will have an equal opportunity to succeed in school	<p><i>Reporter: Director of Curriculum & Instruction</i></p> <p><i>Director of Special Services</i></p> <p>Building Administrators</p> <p>ELL tutors</p> <p>Open Choice liaisons</p> <p>Language arts consultants</p> <p>RTI team members</p> <p>PPTs</p> <p>504 teams</p> <p>All faculty & staff members</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review & Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>The progress of students in designated subgroups (e.g. students with low income, disabilities, English Language Learners, and/or minority groups) will be carefully monitored to ensure that they are making progress in the curriculum and prepared for state assessments</p> <p>Inclusive learning opportunities will be provided to all students</p> <p>Response to Intervention (RTI) will be provided to students who are not meeting standards</p> <p>English Language Learners will receive ELL tutoring in accordance with state requirements</p> <p>Equity audits will be administered to identify any areas of inequity in curriculum, programs, and structures</p> <p>In-school academic assistance will be available to all NBHS students who participate in the Open Choice program or demonstrate need</p>	<p>Progress monitoring data collected for subgroups</p> <p>ELL tutoring</p> <p>RTI action plans</p> <p>Student participation rates</p> <p>Equity audits</p>	<p>District budget</p> <p>School budgets</p> <p>Available grants</p>

GOAL 2: POSITIVE SCHOOL CLIMATE – To establish a positive school climate where all school members are supported, connected, and safe in school.

Strategy 2.2 Promote meaningful student connections in the school, community, environment, and global community

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.2.1 Students will experience a smooth transition as they negotiate school and grade changes	<p><i>Reporter:</i> <i>Building Administrators</i></p> <p>Director of Special Services</p> <p>Director of Curriculum & Instruction</p> <p>Faculty & staff members</p> <p>Retention committees</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review/Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>Sending/receiving school staff members will consult during scheduled meetings for planning purposes</p> <p>Vertical walk-throughs will occur for teachers to promote an understanding of different grade level expectations</p> <p>Information will be solicited from parents for class placement consideration and course selection, as appropriate</p> <p>Families will be invited to visit the new school and staff prior to the first day of school</p> <p>Orientation activities will occur for students as needed</p> <p>Mentoring opportunities will occur for all freshmen students and extend to all high school grade levels</p> <p>Attendance letters will be sent home for students who are approaching the maximum days allowed by BOE policy</p> <p>Retention & loss of credit decisions will be made prior to the last day of school</p>	<p>Feedback obtained from staff members, students, and parents</p> <p>Written plans developed by each school detailing their transition procedures for possible inclusion in handbooks and related materials</p> <p>Correspondence provided to families regarding attendance, retention, and/or loss of credit</p>	<p>District professional development budget, School budgets</p> <p>PTO funds</p> <p>Student activity accounts</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.2.2 All classroom communities will establish and maintain a climate that is conducive to learning	<p><i>Reporter:</i> <i>Building Administrators</i></p> <p>All faculty & staff members</p>	<p>Initiate: 2011-2012 Implement Phase I: 2012-2013 Implement Phase II: 2013-2014 Review/Revise: 2014-2015 Complete: 2015-2016</p>	<p>Educators will utilize effective classroom management strategies</p> <p>Educators will model and nurture attitudes that learning is essential</p> <p>Students will demonstrate engagement and participation in their learning</p> <p>Teacher-student interactions will be mutually respectful</p> <p>Peer interactions will be respectful</p>	<p>Classroom observations</p> <p>Summative evaluations</p> <p>Evidence from walk-throughs</p> <p>Teacher feedback provided to students</p> <p>Discipline referrals (or lack thereof)</p> <p>Positive behavior slips</p> <p>Report card comments</p>	<p>District professional development budget</p> <p>School budget</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.2.3 All students will receive support for their learning	<p><i>Reporter:</i> <i>Building Administrators</i></p> <p>Faculty and staff</p> <p>School Resource Officer</p>	<p>Initiate: 2011-2012 Implement Phase I: 2012-2013 Implement Phase II: 2013-2014 Review/Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>Staff members will set and maintain high expectations for all learners</p> <p>All staff members will utilize research-based and effective instructional strategies and educational materials</p> <p>Scaffolded instruction will be provided to ensure students' understanding and readiness for independent work</p> <p>Differentiated instruction will be provided to all students in accordance with their unique learning needs</p> <p>Effective RTI supports will be available for all learners</p> <p>Students will take academic risks and share their thoughts and work with others</p> <p>Every student will be connected to a caring and responsible adult in the school</p> <p>A school resource officer will work with students to help them make decisions that support health and safety</p>	<p>Assessment data</p> <p>Classroom observations</p> <p>Summative reviews</p> <p>Evidence from walk-throughs</p> <p>Teacher feedback provided to students</p> <p>Discipline referrals (or lack thereof)</p> <p>Positive behavior slips</p> <p>Report card comments</p>	<p>District budget</p> <p>School budget</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.2.4 All school members will demonstrate school spirit	<p><i>Reporter:</i> Building Administrators</p> <p>PTO</p> <p>Coaches and club advisors</p> <p>All faculty and staff members</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review/Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>Schools will display posters, banners, bulletin boards, etc. featuring school colors, mascots, mottos, awards, etc.</p> <p>Schools will provide assemblies, rallies, and other events to foster school spirit</p> <p>Students will have opportunities to represent their school at sporting events, club meetings, activities, and trips</p> <p>Schools will designate special days to promote school spirit (e.g. centered on a theme, for fundraising purposes, etc.)</p>	<p>The presence of posters, banners, bulletin boards, etc. that promote school spirit</p> <p>School members' participation in school events</p> <p>Students' behavior observed during events, meetings, trips, etc.</p>	<p>School budgets</p> <p>PTO funds</p> <p>Student activity accounts</p>
2.2.5 Students will showcase their unique talents, skills, and abilities in the school and related settings	<p><i>Reporter:</i> Building Administrators</p> <p>Superintendent</p> <p>Director of Curriculum and Instruction</p> <p>Faculty and staff members</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review/Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>Schools will expand elective offerings for students (e.g. vocational and career education, music, art, athletics, etc.)</p> <p>Schools will offer a range of afterschool activities and/or clubs that tap into students' interests and strengths</p> <p>Schools will provide fairs, expositions, conventions, and related events to feature student-developed authentic projects and information that are centered on a subject or theme</p>	<p>Increased offerings in course selection books, after-school enrichment programs, clubs, and events</p> <p>Periodic survey of students' interests</p> <p>Student participation in fairs, expos, etc.</p>	<p>District personnel budget</p> <p>School budgets</p> <p>PTO funds</p> <p>Student activity accounts</p> <p>Available grants</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.2.6 Students will assume leadership roles that enhance their commitment to school and to the development of themselves and others	<p><i>Reporter:</i> <i>Building Administrators</i></p> <p>Club/class advisors</p> <p>Faculty and staff members</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review/Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>Student governments will enable students to represent the interests of their peers, have a voice in school functions, participate in a democratic process, and model good citizenship</p> <p>Students will be given opportunities to lead student groups, such as clubs (e.g. president, vice president, secretary, treasurer, co-chair, representative, etc.) both within and beyond school</p> <p>Student mentors or tutors will be utilized as appropriate</p> <p>Older students will be given opportunities to work with younger students across buildings for activities, events, or other designated times</p>	Student participation in leadership roles	<p>School budgets</p> <p>Student activity accounts</p> <p>PTO funds</p> <p>Available grants</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
<p>2.2.7 Schools will develop and/or expand interventions to re-engage students who have become disengaged (as evidenced by truancy, failing grades, recurring disciplinary referrals, substance use, etc.)</p>	<p><i>Reporter:</i> <i>Building Administrators</i> Superintendent Mental health staff RTI teams Bridges teachers Faculty & staff members</p>	<p>Initiate: 2011-2012 Implement Phase I: 2012-2013 Implement Phase II: 2013-2014 Review/Revise: 2014-2015 Complete: 2015-2016</p>	<p>Universal screenings will occur to identify students who may be at-risk RTI will provide tiered supports (e.g. counseling, consultation with outside providers, referrals to agencies, etc.) Parent meetings will occur to elicit effective home-school partnerships Academic counseling and/or support will be available during or after school Limited participation in sports and activities until grades meet standards Summer school and/or retention & will be considered for students demonstrating academic failure or truancy Behavior intervention plans and contracts will be developed as needed Ongoing consultation with student support staff and mental health programs The Bridges Program may be considered for students who require an alternative educational setting Consultation will occur with guidance staff to determine whether a magnet program or other educational options may be appropriate</p>	<p>Reduction in numbers of students who are truant Reduction in number of students failing one or more course(s) Reduction in office referrals Reduction in suspension and expulsion rates Behavior plans & contracts Participation rates in Bridges Participation rates in summer school Retention rates Drop-out rates Graduation rates</p>	<p>District budget School budget Available grants</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.2.8 Students will engage in activities that promote community awareness and involvement	<p><i>Reporter:</i> <i>Building Administrators</i></p> <p>Club advisors</p> <p>Faculty & staff</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review/Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>Students will participate in community service work within the school building and outside of it</p> <p>Schools will engage in classroom, departmental, or school-wide fundraising activities and/or collections to benefit identified causes on a regular basis</p> <p>Students will be publicly recognized for their charitable works through positive behavior slips, letters, articles, awards, etc.</p> <p>Community service projects will be completed by NBHS seniors as part of their graduation requirements</p>	<p>Rate of student participation</p> <p>Positive behavior slips, articles, letters, etc.</p> <p>Totals from fundraisers</p> <p>State of the Schools reports</p> <p>Projects completed by students</p>	<p>School budgets</p> <p>Student activity accounts</p> <p>PTO funds</p> <p>Available grants</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.2.9 Students will engage in activities that promote environmental awareness and sustainable living	<p><i>Reporter: Building Administrators</i></p> <p>Faculty and staff members</p> <p>Club advisors</p> <p>Committee members</p> <p>Director of Food Services</p> <p>Cafeteria staff</p> <p>Custodial staff</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review/Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>Students will participate in Earth Day and/or related activities</p> <p>After-school activities and clubs will be created and/or expanded to provide students with opportunities to engage in and promote sustainable and responsible environmental practices</p> <p>School committees will be formed to identify ways to reduce the building carbon footprint</p> <p>Students will garden, farm, compost, and otherwise learn how to work the land and/or greenhouse to grow food</p> <p>Students will donate their food items for use in the cafeterias, food closets, community locations, etc.</p> <p>Students will participate in recycling efforts to reduce waste in the buildings</p> <p>School cafeterias will support “green” efforts by using reusable table-wear</p> <p>A committee will be formed to identify ways to improve current food choices to include fresh, local, organic products</p> <p>Students will be educated about and encouraged to select organic, local, fresh, food options as part of the daily meal</p>	<p>Student participation</p> <p>Food production and donation</p> <p>Committee reports and recommendations</p> <p>Rate of recycling</p> <p>Evidence of reusable table-wear</p> <p>Menu options</p>	<p>School budgets</p> <p>Student activity accounts</p> <p>PTO funds</p> <p>Available grants</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.2.10 Students will engage in activities that promote global awareness and outreach	<p><i>Reporter:</i> <i>Building Administrators</i></p> <p>Director of Curriculum and Instruction</p> <p>Superintendent</p> <p>Faculty and staff members</p> <p>Club advisors</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review/Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>Students will engage in learning and extracurricular activities that recognize and celebrate multiculturalism and diversity</p> <p>Students will receive expanded opportunities to learn about world languages</p> <p>Students will receive expanded opportunities to learn about different customs, mores and values (e.g. sociology, world culture studies, geography, social studies, etc.)</p> <p>Students will have opportunities to communicate with students from different countries using technology resources</p> <p>Students will engage in fundraising efforts or collections to benefit global causes (e.g. UNICEF, the Water Project, international relief efforts, etc.)</p> <p>International trips and/or exchange programs may be available to selected students</p>	<p>State of School reports & School Profiles</p> <p>Student participation in events</p> <p>Totals from fundraisers</p>	<p>District budget</p> <p>School budgets</p> <p>Student activity accounts</p> <p>PTO funds</p> <p>Available grants</p>

GOAL 2: POSITIVE SCHOOL CLIMATE – To establish a positive school climate where all school members are supported, connected, and safe in school.

Strategy 2.3 Establish the physical and operational capacity necessary to develop a positive school climate

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
2.3.1 Building staff members will be divided into groups that promote teaching and learning	<p><i>Reporter: Building Administrators</i></p> <p>Director of Curriculum and Instruction</p> <p>Department leaders</p> <p>Leadership teams</p> <p>Deans of Students/Lead Teachers</p> <p>Data teams</p> <p>Faculty</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review & Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>Teachers will be grouped into Professional Learning Communities (PLCs) and/or Data Teams to consult and collaborate about teaching and learning, and share materials</p> <p>Planning time will be available during the school day/week for all faculty members</p> <p>Department leaders will help oversee curriculum development, implementation, and revision in collaboration with the Director of Curriculum and Instruction and building administrators</p> <p>Department meetings will occur on a weekly or monthly basis, and include members or representatives from all schools 3x per year</p> <p>Leadership teams with appropriate teacher representation will be developed to provide input into the functioning of the school</p> <p>Lead Teachers and/or Deans of Students will assume some leadership responsibilities to assist and support building administrators, as appropriate</p>	<p>Meeting minutes and reports</p> <p>Reports submitted to the Director of Curriculum and Instruction</p> <p>Curriculum revisions</p>	<p>Curriculum & Instruction budget</p> <p>Professional Development budget</p> <p>School budgets</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
<p>2.3.2 The use of school space will promote teaching and learning, safety, efficient transitions, and adult supervision</p>	<p><i>Reporter:</i> Building Administrators</p> <p>Director of Buildings and Grounds</p> <p>Custodial staff</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review & Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>Assignment of classroom space will promote safe, supervised, and efficient transitions</p> <p>Assignment of classroom space will facilitate teacher consultation, collaboration, sharing of materials and space</p> <p>Appropriate adult supervision will occur in key areas where misbehavior is most likely to occur as a preventative measure (e.g. hallway, bathrooms, café, X Block, etc.)</p> <p>Room assignments will provide adequate space for the number of students that need to access it and the purpose for which it was intended</p>	<p>Room assignments</p> <p>School maps</p> <p>Duty schedules</p> <p>Feedback from students and staff members</p>	<p>District (Buildings and Grounds) budget</p> <p>School budgets</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
<p>2.3.3 Building schedules will create the capacity for instruction and transitions</p>	<p><i>Reporter: Building Administrators</i></p>	<p>Initiate: 2011-2012 Implement Phase I: 2012-2013 Implement Phase II: 2013-2014 Review & Revise: 2014-2015 Complete: 2015-2016</p>	<p>Building schedules will ensure adequate instructional time for each subject</p> <p>Building schedules will ensure that all students have access to school resources (e.g. computer labs, library, etc.)</p> <p>Schedules will provide appropriate transition time for students to travel to classes, the cafeteria, etc.</p> <p>Arrival and dismissal schedules and procedures will maximize instructional time and promote safe, timely, efficient, and supervised transitions</p> <p>Duty schedules will be developed to ensure adult supervision of students during designated times (e.g. cafeteria, hallway, playground, dismissal, X block, study hall, etc.)</p>	<p>Schedules</p> <p>Instructional hours as reported on School Profiles</p> <p>Student “traffic” flow during arrivals and dismissals</p>	<p>n/a</p>

Action Plan	Person Responsible	Timeline	Indicators of Success	Evaluation Criteria	Financing
<p>2.3.4 All school members and outside groups utilizing the school buildings and grounds will participate in keeping the building safe, clean, well maintained, and organized (minimal clutter)</p>	<p><i>Reporter: Building Administrators</i></p> <p>Director of Buildings and Maintenance</p> <p>Custodians</p> <p>Faculty & staff members</p>	<p>Initiate: 2011-2012</p> <p>Implement Phase I: 2012-2013</p> <p>Implement Phase II: 2013-2014</p> <p>Review & Revise: 2014-2015</p> <p>Complete: 2015-2016</p>	<p>Students will be responsible for cleaning up after themselves in the classroom, cafeteria, and all other settings</p> <p>Students will regularly clean out their lockers and desks to promote organization</p> <p>Teachers will set-up classrooms to promote efficiency, minimizes clutter & distractions</p> <p>Maintenance issues will be reported to the office immediately</p> <p>Students will be given jobs, as appropriate, to assist in the cleanliness of the school</p> <p>School leaders will monitor building use and capacity to ensure that they are consistent with fire codes and related safety criteria</p> <p>Students and/or groups will be held accountable for acts of vandalism in the building</p> <p>Students and/or groups will be held financially responsible for replacing any school furniture, equipment, or other items that they have damaged</p> <p>Building administrators will reserve the right to prevent students and groups from accessing specific locations if they are misused, vandalized, or deemed unsafe</p>	<p>Condition of the buildings</p> <p>Maintenance reports</p> <p>Discipline referrals</p>	<p>District (Buildings & Grounds) budget</p> <p>School budgets</p>

GOAL 3: To improve school facilities to support academic achievement in a safe learning environment.

Strategy 3.1: Establish a system of proper maintenance					
Action Plan	Person Responsible	Timeline	Indicators of success	Evaluation Criteria	Financing
3.1.1 Develop and implement custodial standards and processes for interior and exterior cleaning including a prioritized checklist	<i>Reporter:</i> Winnicki Choti	Develop: 2012 Implement: 2012	Cleaning standards will be uniform among both staff and buildings	Supervisory audit Principal feedback	
3.1.2 Develop and implement a comprehensive preventive maintenance plan	<i>Reporter:</i> Winnicki Choti Florio	Develop: 2012 Implement: 2013	Unplanned outages are reduced	Supervisory audit	Repair budget
3.1.3 Provide ongoing PD for custodial staff	<i>Reporter:</i> Winnicki Choti	Each school break	All custodians use proper material and techniques	Supervisory audit	PD budget
3.1.4 Evaluate staffing needed to achieve this strategy	<i>Reporter:</i> Winnicki Choti	Develop: 2012 Implement: 2013-2016	Staffing levels will reflect published standards	Comparison to published standards	Personnel budget

GOAL 3: To improve school facilities to support academic achievement in a safe learning environment.

Strategy 3.2: Develop and implement a comprehensive security plan for all buildings

Action Plan	Person Responsible	Timeline	Indicators of success	Evaluation Criteria	Financing
3.2.1 Update the crisis response manual and systematically review and practice	<i>Reporter:</i> Winnicki NBPD	Update: 2012 Practice: 2012 Review: 2013-2016	Staff and students understand all components of crisis response	Quarterly drills	
3.2.2 Develop and implement a staff training program	<i>Reporter:</i> Winnicki NBPD Consultant Principals	Develop: 2012 Implement: 2013	Each staff member understands his or her personal role in building security	Supervisory audit	PD budget
3.2.3 Conduct a physical audit including exterior doors / video surveillance/ intrusion alarms / interior secure locations, and implement recommendations	<i>Reporter:</i> Winnicki Consultant	Audit: 2012 Implement: 2013-2016	Potential security breaches are identified and corrected	Comparison to audit	Professional services budget Building improvement budget

Action Plan	Person Responsible	Timeline	Indicators of success	Evaluation Criteria	Financing
3.2.4 Evaluate the need for live interface with NBPD and implement as required	<i>Reporter:</i> Winnicki NBPD Hartigan	Evaluate: 2013 Implement: 2014	NBPD will be able to view school security cameras in real time	NBPD feedback	Technology budget
3.2.5 Design and implement a buzzer entry system at all schools	<i>Reporter:</i> Winnicki Choti Hartigan	NBHS: 2012 TVES: 2013 JH:2014	Staff will control visitor access	Office staff feedback	Building improvement budget
3.2.6 Evaluate staffing requirements to enhance building security, and implement recommendations as required	<i>Reporter:</i> Winnicki Principals NBPD	Evaluate: 2013 Implement: 2014-2016	Security systems will be properly monitored	Principal feedback	Personnel budget

GOAL 3: To improve school facilities to support academic achievement in a safe learning environment.

Strategy 3.3: Provide a safe and healthy physical environment for all students and staff					
Action Plan	Person Responsible	Timeline	Indicators of success	Evaluation Criteria	Financing
3.3.1 Assess indoor air quality and climate control in all buildings and upgrade as needed	<i>Reporter:</i> Winnicki Choti Building teams	Assessment: 2012-2013 Upgrade: 2014-2016	Active TFS program	Principal feedback	Repair budget Capital budget
3.3.2 Monitor asbestos and abate as needed	<i>Reporter:</i> Winnicki Choti Consultant	Triennial: 2014 Abate: 2012-2016	Removal of ACM from schools	Consultant	Repair budget Building improvement budget Capital budget
3.3.3 Evaluate waste disposal and recycling procedures and implement necessary changes	<i>Reporter:</i> Winnicki Choti ToNB Recycle Committee	Evaluate: 2012 Implement: 2013	Waste is properly categorized and disposed	Supervisory audit Recycle committee audit	ToNB Trash Contract
3.3.4 Update chemical safety and hazardous waste procedures and implement necessary changes	<i>Reporter:</i> Winnicki Choti Science coordinators	Update: 2013 Implement: 2014	Lab chemicals and hazardous waste are properly stored and disposed	Supervisory audit	Professional services budget

Action Plan	Person Responsible	Timeline	Indicators of success	Evaluation Criteria	Financing
3.3.5 Update integrated pest management plan and implement necessary changes	<i>Reporter:</i> Winnicki Choti Contractor	Update: 2012 Implement: 2012	IPM reflects current building size and use, emergency response is adequate	Contractor feedback Principal feedback	Repair budget
3.3.6 Implement required radon testing plan	<i>Reporter:</i> Winnicki Choti Contractor	Implement: 2012	Radon levels are determined	Contractor feedback	Professional services budget
3.3.7 Monitor underground storage tanks	<i>Reporter:</i> Winnicki Choti Contractor	Establish schedule: 2012	UST monitoring meets state guidelines	Contractor feedback	Professional services budget
3.3.8 Maintain fire and life safety systems (alarms, smoke, heat, carbon monoxide, fire doors, sprinklers)	<i>Reporter:</i> Winnicki Choti ToNB fire marshal Contractor	Maintain: 2012-2016	Fire and life safety systems respond properly during tests and incidents	Periodic drills Contractor and fire marshal inspections	Repair budget
3.3.9 Implement green cleaning products	<i>Reporter:</i> Winnicki Choti	Implement: 2012	All cleaning products are on green list	Supervisory audit	Building supply budget

GOAL 3: To improve school facilities to support academic achievement in a safe learning environment.

Strategy 3.4: Establish a capital improvement plan to support instructional programming and academic achievement					
Action Plan	Person Responsible	Timeline	Indicators of success	Evaluation Criteria	Financing
3.4.1 Assess facilities needs in each building related to physical and programmatic requirements (library, instructional, office, health services, locker rooms, bathrooms, et al)	<i>Reporter: Winnicki</i> Choti Consultant Principals Directors	Assess: 2012	Updated assessment of facilities	Principal feedback	Professional services budget
3.4.2 Develop a specific building by building five-year capital improvement plan annually including budget-grade estimates.	<i>Reporter: Winnicki</i> Choti Principals Directors Consultant	Develop: 2012-2016	Prioritized list of facilities improvements are available	Principal feedback	Professional services budget
3.4.3 Secure funding for items identified in 3.4.2	<i>Reporter: Winnicki</i>	Budget cycle: 2012-2016	High priority facility needs are addressed	Budget process	Capital budget

GOAL 3: To improve school facilities to support academic achievement in a safe learning environment.

Strategy 3.5: Maintain a technology infrastructure to support all instructional and facilities needs					
Action Plan	Person Responsible	Timeline	Indicators of success	Evaluation Criteria	Financing
3.5.1 Evaluate vulnerability to physical and cyber attack and make necessary corrections	<i>Reporter:</i> Hartigian Winnicki Choti Consultant	Evaluate: 2012-2013 Correct: 2012-2016	Absence of physical or cyber intrusion	Technology director Consultant	Technology budget Building improvements budget
3.5.2 Update the three-year state technology plan.	<i>Reporter:</i> Hartigian Querfeld Technology staff / committee	Update: 2012-2015	Plan is accepted by SDE	SDE feedback	Technology budget
3.5.3 Secure funding for needs identified in 3.5.2	<i>Reporter:</i> Winnicki Hartigian	Budget cycle: 2014-2016	High priority technology needs are addressed	Budget process	Technology budget Building improvements budget Capital budget