

**GREEN BROOK TOWNSHIP PUBLIC SCHOOLS
BOARD OF EDUCATION
2019-2020 District Goals Report
Dr. James B. Bigsby, Superintendent of Schools**

Progress Toward District Goals

District Goal #1: Assess and enhance the efficiency and operation of all departments (STRATEGIC GOALS #2 & #3)	
Indicators of Student Progress:	
X	This goal has been achieved.
	Satisfactory progress has been made on this goal.
	Little to no progress has been made on this goal.
<p>Supporting Documents and Remarks:</p> <p>Efficiency is about making the best use of the resources available. As a superintendent in a small district, I do not have the advantage of large departments in which the regular and mandated business and responsibilities are divided up and completed. Over the past several years, the district has invested in Staff and Student Information Systems. Initially, these systems were used at the basic levels. This past year, we increased cross training and expectations of use which has the district using the tools at a more integrated level. This has been very valuable as we have had to rely heavily on the tools to perform district responsibilities because of Covid-19 and the resignation of our HR clerk. In addition, auditing and improving efficiency in the business office has prepared us for our upcoming QSAC review with the county during the 20-21 SY.</p> <p>With the elimination of the Director of Curriculum position, staff development responsibilities in regards to curriculum and instruction became my responsibilities. While planning and communicating expectations and responsibilities were handled by administration, record keeping and compliance responsibilities were integrated into HR. Since this work was typically done by the Director, procedures and guidelines were needed.</p> <p>Finally, having been a building administrator in the district, I clearly understood the lack of guidance from the Central Office. Procedures for all areas were reviewed with staff. Because procedures were not memorialized, documents were created. These documents will be reviewed every year.</p>	

District Goal #1 Documentation	
Major Activities	Documentation and Comments
Schedule and conduct BOE agenda review meetings	<ul style="list-style-type: none"> ● Established BOE meeting Agenda Review with entire staff. ● BOE and Committee Meeting NORMS - Spent the year putting this together. It is a draft for BOE review and approval. This will assist in BOE communication.
Review and update procedures for Human Resources/C & I	<ul style="list-style-type: none"> ● Procedure - Staff Entering District ● Procedure - Staff Exiting District - It provides a process for exiting staff by assigning various roles at the administrative level. ● Professional Development Requests - This is a result of the elimination of C & I Director. This also establishes both horizontal and vertical oversight of the entire process from request to approval to workshop payment. ● Staff Evaluation Protocols - This is a result of the elimination of C & I Director. This establishes and communicates set protocols for all staff that are easily revised based on changes from the state. ● GBTPS Faculty Handbook - This provides a central resource for all staff. ● SchoolFi (Staff Management Database) - Currently transferring and updating data into the system. Work will be completed by new HR clerk.
Review and update procedures for Operations	<p>Business Office</p> <ul style="list-style-type: none"> ● Manual created. This allows for cross training and consistency from year to year. <ul style="list-style-type: none"> ○ Business Office SOP ● Administrative procedures and use guidelines created. This provides consistent treatment of all groups. In addition, it establishes procedural safeguards for the district and behavior expectations for groups. <ul style="list-style-type: none"> ○ District Facilities Use ○ NOTE: In the process of creating a waiver/document for facilities use during the

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summer of Covid-19.

- Created guidelines for the process and use of School-based funds which allows for oversight.

- [Student Activities Fund](#)

General Operations (Technology-Based)

- Created a formal communications plan. This is a living document subject to annual review and updating. In addition, I personally facilitated communications from trusted third parties (PTO, GBEAF, WHRHS, etc.).
 - [District Communication Plan](#)
- Re-engineered the district's printing/copying output. Eliminated classroom printers and replaced with high capacity, multifunction print/scan/copy units. Also added the PaperCut system to allow send-once/output-anywhere "follow me" printing, reducing waste and making for a better user experience. Based on prior year volumes, minimum savings of >\$51,000/year--with all new equipment.
 - [Copier Proposal Analysis](#)
 - [Copier Executive Summary](#)
 - Actual savings will be more due to greatly reduced volumes (pandemic).
- Purchased, configured, and deployed the IncidentIQ ticketing/tracking system. Created up-to-date computer asset inventory. Utilized the system to close out 600 tickets (bulk between Sept and Mar).
 - [Technology Updates](#)
 - [Analytics](#)
- Staff/Student Technology
 - Registration Process
 - Revamped Genesis SIS for completeness, correctness, and consolidation of student data. This data has multiple users, including NJSMART, ASSA, NJSLA, and DLM reporting, in addition to operational utility (such as contact information for mass notifications).
 - [Workflow](#)
 - Revamped the kindergarten registration process, reducing the elapsed time, minimizing parent visits, and greatly reducing the workload/impact on the IEF front office.
 - Pushed out Clever single-sign-on (SSO) service, allowing teachers and students to log in to various services. Worked with vendors to establish auto-rostering and account syncing between Clever, Genesis, and third-party apps. Provided the related training and documentation.
 - Created documentation and trained staff in rolling over lesson plans from prior years in Genesis (first year doing so, formerly a C&I function).
 - [Genesis Training](#)
 - Genesis - Created a new NJSLA score reports process that allows for the electronic delivery through Genesis. This drastically cut down on work hours and postage (previously these were printed out, folded, sorted, and stuffed into envelopes by the school offices). The new process is done by me in about one hour. Additionally, all NJSLA/PARCC scores have been added to Genesis as an additional data point for teachers/admins reviewing student performance.
 - Genesis - Redesigned honor roll process, making the entire process (from identification, to labeling the report card, to generating certificates) online. Reduced staff involved from 3 to 1 and reduced time from 3-4 hours four times per year to 10 minutes.
 - [Report Card Process](#)
 - Staff & Student Device Plan
 - Planned and prepared for a migration from macOS to Windows for staff devices in 2021-2022, including initial beta testing in 2019-2020 and early-adopter deployment for 2020-2021.
 - [Windows Migration Plan](#)
 - Change Chromebook turnover to 4 years (from 3), saves ~\$15,000/year; based on usage analysis, eliminated Discovery Ed. - \$5k/year and EBSCO database (\$495); provided free, equivalent, alternatives to staff;

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	<p style="text-align: center;">recommended further reduction to underutilized products for 2020-2021*</p> <ul style="list-style-type: none"> ● *Distance learning may impact these decisions. ● Technology Planning ● Software Utilization Analysis
<p>Review and update procedures for Student Services</p>	<ul style="list-style-type: none"> ● Child Study Team - Because special education is the largest expense for a district, it is important to have CST members who have knowledge and good decision making ability as well as the ability to ensure that IEP's are legally compliant. Also, because there is only one team for both buildings, it is important that CST is efficient as well. After twice a week meetings, discussion and analysis, the following changes were made this year and will be made next year. <ul style="list-style-type: none"> ○ Case Management - Assignment process was "haphazard", resulting in the potential for one teacher to work with every single case manager and also as a result, no single case manager has expertise in a certain program or population. This year, assigned just one case manager for all of preschool for more cohesion and movement toward a preschool "program" (whereas before, each class functioned like its own island) and allowed the case manager to develop expertise in this area by being the Early Intervention point person. <ul style="list-style-type: none"> ■ Next year, management will be completely reassigned to improve efficiency. ■ Weekly office hours in each building. ○ Next year, program criteria for program placement for IEP. Knowledge of programs along with student needs will improve decision-making - consistency and efficiency. ○ Next year, criteria for ESY or a high quality referral process. <ul style="list-style-type: none"> ■ A very large percentage of students with IEP's are recommended for ESY. There is no process in place for this determination and it is largely based on parent preference and what was done in the past, rather than based on the student's current need. ■ Next year, CST will use a process for ESY recommendation that includes criteria for eligibility and data collection. ■ THIS YEAR (Related to Health Crisis) - ESY delivered in Distance Learning format. <ul style="list-style-type: none"> ● ESY Implementation Options ● ESY 2020 ● Nursing/Counseling - <ul style="list-style-type: none"> ○ Nurses in both buildings new this year - IEF nurse new this year and GBMS new nurse in April. Plans for next year in terms of collaborating on updating outdated procedural manuals used in the nursing office. <ul style="list-style-type: none"> ■ Director worked with IEF nurse to prepare both nursing offices for COVID mitigation. Because schools were ordered closed shortly thereafter, no implementation of these procedures were required. Subsequently, Director also met with both nurses to discuss plans for reopening, inclusive of resources and health considerations. ○ As part of SEL goal, data revealed an increase in the need for risk assessments at GBMS. There was no procedure in place for risk assessment, nor was there a common interview format. Director worked closely with the principal and a committee was formed. <ul style="list-style-type: none"> ■ Next year, work will continue to finalize the manual. <ul style="list-style-type: none"> ● Draft Manual ● Reentry and Safety Plan Form ● Lead/LLD/ABA Program - Strong existing program - serves to keep students in district who otherwise would have been recommended for an OOD placement and brings in revenue from tuition-paying students <ul style="list-style-type: none"> ○ Intake Process - Prior to this year, there was NO Intake Process. Intake procedures were created that includes each step of the process as well as a student profile. <ul style="list-style-type: none"> ■ Intake Process ■ Analysis

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	<ul style="list-style-type: none"> ● I&RS, RTI, 504, G&T - An RTI model with a multi-tiered system of support is loosely in place at both schools. Both buildings use RTI direct, though the middle school has higher quality data. Created a streamlined process with expectations allowed the team to provide concrete information about what the concern was and how it was being addressed. <ul style="list-style-type: none"> ○ Next year, the Director will work with IEF principal to create a system for RTI & I&RS that includes more data, entry/exit criteria, clearer interventions and time-bound progress monitoring like that exists at GBMS. ○ G&T process will be reviewed and updated next year. <ul style="list-style-type: none"> ■ Assess strengths and weaknesses in the identification process, specifically looking at universal COGAT administration for all of Grade 2, to determine where improvements can be made ■ Transfer all management to building level for global program implementation and oversight at the district level. ● Preschool - 2019-20 school year was the first year that the program was fully integrated - tuition-paying preschool students and students with IEP's. <ul style="list-style-type: none"> ○ Analysis ○ Parent Presentation
<p>Review and update procedures for IEF and GBMS</p> <ul style="list-style-type: none"> ● Student Code of Conduct ● Building Operations 	<p>Student Code of Conduct and Building Operations</p> <ul style="list-style-type: none"> ● Student/Parent Handbook - Principals were asked to begin creating handbook in the Fall. <ul style="list-style-type: none"> ○ GBMS - Will be finalized for approval for upcoming school year. <ul style="list-style-type: none"> ■ DRAFT GBMS Handbook ○ IEF - did not begin draft

District Goal #2: Ensure all Green Brook Township Public School facilities are maintained addressing student and staff instructional and safety needs	
Indicators of Student Progress:	
	This goal has been achieved.
X	Satisfactory progress has been made on this goal.
	Little to no progress has been made on this goal.
<p>Supporting Documents and Remarks:</p> <p>Student and staff safety and welfare is a priority for the district. Our strategic plan calls for us to build a safe, positive and healthy learning and working climate. This goal required work in reviewing our current infrastructures, both physical and security, prioritizing the needs and mandates, and creating a plan to address these needs and mandates.</p> <p>Due to the Health Crisis and school closure, our plans have had to shift or be delayed.</p>	

District Goal #2 Documentation	
Major Activities	Documentation and Comments
Comprehensive Facility Review	<p>With discussion with the BOE and review of past experience, district secured a new firm to complete a comprehensive facilities review and put together a long range plan.</p> <ul style="list-style-type: none"> ● Comprehensive Review ● Create a short range plan
District Cybersecurity	<p>Radically improved the district's cybersecurity while simultaneously solving the lack of cell service within the buildings. (NOTE: for security purposes, no documentation included)</p> <ul style="list-style-type: none"> ● Installed and configured Palo Alto firewall, including multiple hourly updates to known threats. Unlike traditional firewalls, the PA box is content-aware and blocks threats based on

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	<ul style="list-style-type: none"> application, rather than just addresses. • Remote access (Global Protect) • Implemented an in-house certificate signing authority (CSA) enabling secure communications for authorized, district-owned devices. • Deployed GoGuardian for Chromebook content filtering. Pushed out policies for staff and students, including restricting district-owned staff devices from accessing social media, webmail, and other avenues of possible malware/phishing exploits. • Introduced GoGuardian Teacher, allowing staff to monitor, control, interact, and log student Chromebook activity. This has been useful as a behavior tool in school, a way to efficiently communicate with students who may be shy about raising their hands, and during distance learning it has proven to be a valuable teaching tool--letting teachers see what students see and guiding them through problems. <ul style="list-style-type: none"> ◦ Created proactive notification policies in GoGuardian. To date, thanks to this system, we were able to identify and intervene in 7 potential cases of student self-harm. • Created an isolated guest network allowing WiFi access for personal devices while keeping them completely segregated from district traffic and computers.
District Building Security	<p>Added best-practices to building physical security, including:</p> <ul style="list-style-type: none"> • Standardized key cards • Lanyards for staff w/non-removable card holders • SRP training with the addition for "Hold" protocol • Created and shared trespasser protocols <ul style="list-style-type: none"> ◦ Protocols • Specified camera system for 100% internal and external coverage with analytics (implementation pending financing) <ul style="list-style-type: none"> ◦ Quote & Plan • Specified and procured phone system that doubles as a panic button/emergency alert (started April 2019, completion over the summer) • Revised emergency plans (in process, delayed by pandemic, to be completed by 6/30)

District Goal #3: Develop a shared understanding of high-quality instruction, including content and instructional strategies, by all staff and implemented in all classrooms and instructional environments (STRATEGIC GOAL #1)	
Indicators of Student Progress:	
	This goal has been achieved.
X	Satisfactory progress has been made on this goal.
	Little to no progress has been made on this goal.
<p>Supporting Documents and Remarks:</p> <p>I have shared my philosophical approach on how we can positively impact student performance. All the research focuses on teacher efficacy, capacity and practice as the main factors. If we develop a common understanding (horizontal and vertical alignment) of high quality instruction, which includes standards-based knowledge in ELA and Math, best practices in pedagogy and high leverage strategies, then students will have equal access to rigorous and engaging standards-based instruction to increase student achievement. Creating expectations, guidance and support for collaborative work and developing the capacity of the administrators through professional development and supervision are strategies I focused on for this goal.</p> <p>This is a multi-year goal that emphasizes process. Due to school closure, some major activities will shift and continue next year.</p>	

District Goal #3 Documentation	
Major Activities	Documentation and Comments
Collaborative Work Review curriculum and plan units of instruction by	To assist IEF, I set up the expectations for lesson planning for BOTH buildings. These expectations were already set up at GBMS from the time I was there as principal. No clear expectations were ever set up with IEF staff. More importantly, a process for planning collaboratively needed to be

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<p>grade level or department (horizontal articulation and alignment).</p>	<p>communicated which was NOT done. Lesson Planning Expectations</p> <p>The new principal will continue this work next year.</p>
<p>Collaborative Work Design professional development schedule that includes opportunities for horizontal articulation and alignment at school and district level.</p>	<p>IEF - Professional development plan was not created. Staff was allowed to use math resources individually.</p> <p>This work will be taken up by the new principal and with the adoption of GoMath as the Elementary Math Program.</p>
<p>Collaborative Work Review currently used common summative assessments (benchmarks) and evaluate their validity.</p> <p>Determine and review current common formative assessments used in the district.</p>	<p>IEF - Because there is no common planning that occurs, there are no common assessments - benchmark or formative. This work will be done next year with the new principal.</p> <p>GBMS - Prior work leading up to this year, worked on teachers understanding of the different types of assessments. PD - Conceptions of Assessment Presentation, Learning Triangle (PD in the prior years).</p> <p>GBMS Math department began piloting GoFormative as a tool to effectively assess students. This tool allows teachers to collect formative assessment data in real time with students. In addition, through meetings and review of district data, Benchmark data is needed to identify students who are in need.</p> <p>GBMS staff have received In House training using GoFormative. This tool will be used to collect both common formative and Benchmark data across the district.</p> <ul style="list-style-type: none"> ● GoFormative Training <ul style="list-style-type: none"> ○ Beginners Session ○ Advanced Session
<p>Implement and train administrators on evaluation tool from NJDOE.</p> <p>Create goals specifically targeting instruction.</p> <p>Conduct observations of administrators.</p> <p>Develop professional development plan for administrators for 2019-2020 academic year and beyond.</p>	<p>Because the administrative team was new, the first part of the year was spent on finalizing and sharing building goals/plans and developing team norms, practices, and expectations, while getting the buildings/departments up and running. My observations and feedback focused on growth and was scaffolded based on my perceived assessment of the individuals' strengths and weaknesses. In addition, my supervision was directed at having the administrators, first, manage the environment, and then learn how to impact programs through people.</p> <p>Board approved and provided training to administrative staff. In addition, set the foundation instructionally with the following PD during Instructional Council Meetings.</p> <ul style="list-style-type: none"> ● NJPEPL Process ● Instrument ● GBTPS Supervision & Growth Process ● Change Theory (Summer) - Team directed to create an "ecology" of the building/department. This assessment provides them with information on how to approach their staff with change and growth process. ● Priorities based on District Goals ● Professional Growth Process with staff ● Staff Observation Expectations <p>Instructional Council Meetings (Meeting agenda up until School Closure) - Agenda</p> <p>Brainstorming for Upcoming Year - this identifies the priorities/needs for departments/buildings. Administrators also are asked to reflect on their year and identify areas of growth.</p> <p>Weber - Big Ideas, Summary - Work is also detailed in this document</p> <p>Ferreira - Big Ideas, Summary - Work is also detailed in this document</p> <p>Fried - Summary - Work is also detailed in this document</p> <p>Subervi - Big Ideas, Summary</p> <p>Fornale - Big Ideas, Summary</p>

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District Goal #4: Promote and support the Social and Emotional Learning of all GBTPS students by increasing the staff capacity and aligning Understandings and Practices Districtwide (STRATEGIC GOAL #4)

Indicators of Student Progress:

	This goal has been achieved.
X	Satisfactory progress has been made on this goal.
	Little to no progress has been made on this goal.

Supporting Documents and Remarks:

According to NJDOE, social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

If we promote and support social and emotional growth for all students, we will be underscoring and making real the central mission of developing Independent Learners. This goal attempts to provide the following: 1) social and emotional learning experiences in a safe and nurturing learning environment in order to encourage responsible behaviors and decision making by strengthening self-efficacy beliefs and executive functioning skills and by fostering positive interpersonal skills. 2) professional development for all staff on the understanding of Social and Emotional Learning Competencies and the implementation of effective practices to meet the SEL needs of all students.

This is a multi-year goal that develops a plan for growth and professional development. As we began this work at the beginning of the school year, we identified a focus and purpose for this important work by establishing a SEL Leadership team made up of administrators, nurses, CST, and counselors. We engaged in professional development to assist our own understanding, reviewed data in order to prioritize our work, and researched resources in order to develop a plan for building the capacity in our staff.

Due to school closure, we have adjusted our focus to prioritize and react to the anticipated mental health concerns of both staff and students. In addition, we will continue moving forward with our plans of being proactive and developing a common understanding and best practices of Social and Emotional Learning.

District Goal #4 Documentation

Major Activities	Documentation and Comments
Define SEL for GBTPS	Created SEL Leadership Team and began collaborative work on creating a Framework that would guide our work. Leadership team participated in PD with SEL Network Support Group (partnership with College of St. Elizabeth and Rutgers University). <ul style="list-style-type: none"> • Framework • SEL Competencies PD • Social Emotional Learning Alliance for NJ • School Culture & Climate Initiative
Research and develop staff and student needs assessment for Social and Emotional Learning (SEL), cultural awareness and beliefs Provide appropriate professional development related to the School Culture/Climate, SEL Framework and Definition Identify professional development needs related to SEL practices in the classroom and buildings	Initial plan we developed with SCCI - SEL Plan (Original) Revised Plan - I have worked with SCCI to revise our approach to include our focus on mental health and transition into September. In addition, I added the Administrative Leadership training because of our change in the administrative team. <ul style="list-style-type: none"> • Revised SEL Plan

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Final Comments:

This past year has been extraordinary and has reinforced the importance of these particular goals as the work we have done towards attaining them has provided the district the necessary tools and processes that have allowed us to successfully navigate the district through this unprecedented health crisis. It is important to highlight the important work that was accomplished since March. In addition to the typical responsibilities and work around district goals, I created an additional goal to guide our work during this health crisis. Receiving very little guidance from the state, I worked with the county and our administrative team to create a plan for and delivered a School Health-Related Closure Preparedness Plan that allowed the district to operate as normal as possible. Unlike other goals in which you work to grow and to perform to potential, this goal sought to minimize loss to student learning, mitigate stress and frustration, and provide and maintain equitable access. Throughout this crisis, the leadership structure and expectations have allowed me and the administrative team to comprehensively plan for an unprecedented situation.

[Goal: School Health-Related Closure](#)

[Distance Learning Documents](#)

[Draft - Return to School Committee in the summer](#)