

<b>Goal Area 1: Student Achievement</b>							
<b>Objective 1-1:</b>							
To create an environment where student-centered, differentiated learning is embraced and encouraged.							
<b>Objective 1-2:</b>							
To provide students with a faculty who is equipped with a thorough understanding of current best-practice, developmentally appropriate instructional methods and resources to support a rigorous learning environment.							
<b>Major Activities to Address Objectives 1-1 &amp; 1-2</b>							
			<b>In Progress</b>	<b>Completed</b>	<b>Not begun</b>	<b>Year</b>	<b>Notes</b>
			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1	
Adoption of and implementation of the Marzano Focused Teacher Evaluation Model through iObservation.							
			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 2	
Adoption of and implementation of the Marzano Focused School Leader Evaluation Model through iObservation.							
			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 3	<a href="#">Timeline for development and implementation of "Other Certificated Staff" with the Focused Non-Classroom Inst. Support Staff model can be found here.</a>
Adoption of and implementation of the Marzano Focused Non-Classroom Instructional Support Personnel Evaluation Model through iObservation.							Completed as of June 2019
			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Years 1, 2, 3, and ongoing	The administrators received PD to improve inter-rater reliability 8/24/18 and Leadership Training that focuses on both Ignite Core Instruction and interrater reliability on 11/29/2018. We have one more administrators leadership training scheduled for later in the year and two more admin and teacher Ignite team trainings later in the year (dates TBD). Ignite Core Instruction Action Plan
Collaborate with Learning Sciences International to develop teacher capacity through targeted professional development which will increase students' active cognitive engagement and critical thinking skills, which are necessary to attain to the rigor of the new academic standards and skills necessary to thrive in the new economy.							
			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Years 1, 2, 3, and ongoing	2 professional learning days were at least partially devoted to this work in 2017-2018. Most of the deeper dives into this was done through faculty & grade level meetings and in planning and reflection conferences. More PD was provided in this area through faculty and department meetings as well as individual planning and reflection conferences across 2018-2019. We have addressed Planning Standards-Based Lessons, Aligning Resources to Standards, and Planning to close the Achievement Gap as well as Critical Content and Proficiency Scales for the past 3 years. Formal PD will focus on other topics with the exception of new teachers and work done with individual staff in planning/reflection conferences.
Targeted work with staff on planning standards-based lessons/units, aligning resources to standard(s) and planning to close the achievement gap using all available data.							
			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Years 2, 3, and ongoing	<a href="#">The "Ignite Core InstructionTeam" is made up of 50 staff members including teachers from each building representing all grade levels, content areas and special areas, administration from every building, central office, curriculum and special services. Ignite Core Instruction is designed to help students increase their active cognitive engagement and critical thinking skills, which are necessary to attain to the rigor of the new academic standards and skills necessary to thrive in the new economy. A timeline and action plan to the Ignite professional learning can be found here.</a>
Targeted work with Ignite Student Learning Team on Target-Task Alignment- Students engage in a task to demonstrate if their learning is aligned to the taxonomy and intent of the Learning Target(s) and is progressing toward the standard(s), specifically for Teacher Prep, Student Readiness, Student Use, and Teacher Verify.							
							Updates to the above evidence has been completed in the linked document

Targeted work with Ignite Student Learning Team, Team Talk - Students use teaming structures to share thinking with each other as they work together Teacher Prep, Student Readiness, Student Use, and Teacher Verify	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Year 3, and ongoing	We are working with LSI to provide a customized PD experience for our staff.
Specific work on helping teacher understand and apply the LSI Protocols in Essentials for Achieving Rigor: Standards-Based Planning - Planning Standards-Based Lessons/Units, Aligning Resources to Standards, and Planning to Close the Achievement Gap; and Standards-Based Instruction - Identifying Critical Content, Previewing New Content, Helping Students Process New Content, Using Questions to Help, Students Elaborate on New Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students, and Engage in Cognitively Complex Tasks	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Years 1, 2, 3, and ongoing	Because the evaluation tool is specifically aligned to the instructional model, the PD work cited for the other major activities in this goal area. We have addressed Planning Standards-Based Lessons, Aligning Resources to Standards, and Planning to close the Achievement Gap as well as Critical Content and Proficiency Scales for the past 3 years. Formal PD will focus on other topics with the exception of new teachers and work done with individual staff in planning/reflection conferences.
Specific work on establishing the Conditions for Learning - Using Formative Assessment to Track Student Progress, Providing Feedback and Celebrating Success, Organizing Students to Interact with Content, Establishing and Acknowledging Adherence to Rules and Procedures, Using Engagement Strategies, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, and Communicating High Expectations for Each Student to Close the Achievement Gap	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Years 1, 2, 3, and ongoing	The administrators received Leadership training with Gwen Brant (LSI) on March 6, 2019 and this learning day was followed by a Coaching for Instruction (C4I) day on March 7, 2019. We focused on some of the elements under the category of Conditions for Learning. This was a fluid day because it involves walkthroughs of classrooms so we addressed the elements we saw in action as well.
<b>Objective 1-3:</b> To analyze the curriculum-instruction-assessment cycle to increase the consistency between the written, taught and assessed curriculum.					
<b>Objective 1-4:</b> To increase opportunities in all curricular areas.					
<b>Major Activities to Address Objective 1-3 &amp; 1-4</b>					
	In Progress	Completed	Not begun	Year	Notes
Revise and align all core district curricula to the NJLSL.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1	<a href="#">Alignment for those curricula ELA, Math and Science completed in Y1. Further revisions due to new QSAC monitoring requirements outlined by the QSAC User Manual (as of August 2018) are planned.</a> We are on-target for current curriculum writing
Increase the capacity for staff members to focus on the essential shift in classroom instruction necessary to ensure that students achieve the level of rigor required by state academic standards and 21st Century learning needs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Years 1, 2, 3, and ongoing	<a href="#">Professional development is focused on increasing rigor, student teaming and using data to inform instruction.</a> <a href="#">Academic Teaming Overview</a>
Transition to OnCourse for curriculum building, mapping and reporting	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1, 2, and	SGO, Curriculum Builder, Lesson Planner, and Assessment Y 1, SIS, and gradebook, Y2 _ we rolled over to OnCourse 100% on June 30, 2019
New course/curriculum opportunities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		KHS- AP Capstone Seminar, AP Physics 2, Digital Photography, A Life-Long Lesson, Journalism 2, Human Anatomy & Physiology, Nutrition & Fitness SC, Intro to CGI Animation, Financial Planning 6, 7, 8.

<b>Goal Area 2: College and Career Readiness</b>						
<b>Objective 2-1:</b>						
To encourage students to develop self-advocacy skills.						
<b>Objective 2-2:</b>						
To provide opportunities for students to persevere and adapt to novel situations						
<b>Major Activities to Address Objectives 2-1 &amp; 2-2</b>						
	In Progress	Completed	Not begun	Year	Notes	
<i>Revision of the K-12 School Counseling curricula to create more opportunities to focus on self-advocacy</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Curriculum was completed in Y1, implementation will be ongoing	
<i>To develop and define other opportunities to build advocacy skills (Full Value cycle classes at PRM, Encore programs at Kiel and Stonybrook), increase in mindfulness education across K-12.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Kiel - FV implemented in every classroom, School Counselor (SC) has groups such as Newcomers, Bounce Back (resilience), Deep Breathing Exercises, and Feelings Awareness, we offer Art Therapy, Social Skills Groups, and Self Advocacy Groups; Stonybrook has Girls on the Run, Lunchtime Yoga, Math Mindset, Daily Mindfulness Minute, and the student run Stonybrook Learning Garden; PRM employs a system called Student Success Principles which focus on perseverance, tolerance and being an upstander, they also have Mindfulness Mondays, Math Mindset activities and TREP\$ Marketplace. KHS has a high variety of mindfulness, advocacy and peer leadership clubs and activities.	
<i>Work across grade levels implementing Math Mindset</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Math Mindset took hold in Y1 and continues K-8, while the work of math mindset continues, PD for teachers is complete.	
<i>Identification of students/groups who need more emotional Support/assistance with developing advocacy skill development and provide small group pull out sessions with School Counselors and/or Student Assistance Counselor.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	NJ Care Plus at KHS with assistance across K-8, social skills groups K-12. Position of School behaviorist added in Y1, expanded to FT in Y2. Suicidal ideology and risk assessments grouped by 50% in the high school in 2018-2019 as a result of the presence of the CarePlus LSW and Intern. We have added an second LSW and Intern who will be housed at Stonybrook in the 2019-2020 SY. While housed at SB, their services will be available to Kiel as the LSW at KHS has serviced students at PRM and across the district. More data to follow.	
<b>Objective 2-3:</b>						



<p><i>Collaborate with Learning Sciences International to develop teacher capacity using the Marzano Protocol (MP) for teacher effectiveness across all 4 domains (Domain 1 - Standards-Based Planning, Domain 2 - Standards Based-Instruction, Domain 3 - Conditions for Learning and Domain 4 - Professional Responsibilities)</i></p>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Years 1, 2, 3, and ongoing</p>	<p>Strategies duplicative of Goal Ares 1 Student Achievement, objectives 1-1 and 1-2. As is mentioned in the progress indicators for Goal area 1, we have completed large scale PD on the Planning domain but will continue with new teachers and individual staff members during planning and reflection conferences.</p>
<p><i>Targeted work with staff on planning standards-based lessons/units, aligning resources to standard(s) and planning to close the achievement gap using all available data.</i></p>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Years 1, 2, 3, and ongoing</p>	<p>Strategies duplicative of Goal Ares 1 Student Achievement, objectives 1-1 and 1-2. As is mentioned in the progress indicators for Goal area 1 and above, we have completed large scale PD on the Planning domain but will continue with new teachers and individual staff members during planning and reflection conferences.</p>
<p><i>Targeted work with Ignite Student Learning Team on Target-Task Alignment and Success Criteria, Purposeful Task, Mini-Lesson, and Team Verify through PD and use of online tools Growth Tracker and Standards Tracker.</i></p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Years 2, 3, and ongoing</p>	<p>Strategies duplicative of Goal Ares 1 Student Achievement, objectives 1-1 and 1-2. New PD is planned for dates in August and September 2019</p>
<p><i>Targeted work with Ignite Student Learning Team on Scaffold Learning, Team Ownership, Supportive Teams, Rigorous Tasks, and Team Tracking through PD and use of online tools Growth Tracker and Standards Tracker.</i></p>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Year 3, and ongoing</p>	<p>Strategies duplicative of Goal Ares 1 Student Achievement, objectives 1-1 and 1-2.</p>
<p><i>Specific work on helping teacher understand and apply the LSI Protocols in Essentials for Achieving Rigor: Standards-Based Planning - Planning Standards-Based Lessons/Units, Aligning Resources to Standards, and Planning to Close the Achievement Gap; and Standards-Based Instruction - Identifying Critical Content, Previewing New Content, Helping Students Process New Content, Using Questions to Help, Students Elaborate on New Content, Reviewing Content, Helping Students Practice Skills, Strategies, and Processes, Helping Students Examine Similarities and Differences, Helping Students Examine Their Reasoning, Helping Students Revise Knowledge, Helping Students, and Engage in Cognitively Complex Tasks</i></p>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Years 1, 2, 3, and ongoing</p>	<p>Strategies duplicative of Goal Ares 1 Student Achievement, objectives 1-1 and 1-2. We have addressed Planning Standards-Based Lessons, Aligning Resources to Standards, and Planning to close the Achievement Gap as well as Critical Content and Proficiency Scales for the past 3 years. Formal PD will focus on other topics with the exception of new teachers and work done with individual staff in planning/reflection conferences.</p>
<p><i>Specific work on establishing the Conditions for Learning - Using Formative Assessment to Track Student Progress, Providing Feedback and Celebrating Success, Organizing Students to Interact with Content, Establishing and Acknowledging Adherence to Rules and Procedures, Using Engagement Strategies, Establishing and Maintaining Effective Relationships in a Student-Centered Classroom, and Communicating High Expectations for Each Student to Close the Achievement Gap</i></p>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Years 1, 2, 3, and ongoing</p>	<p>Strategies duplicative of Goal Ares 1 Student Achievement, objectives 1-1 and 1-2.</p>
<p><b>Objective 2-5:</b></p>						

<b>Create respectful global citizens that embrace diversity.</b>						
<b>Major Activities to Address Objective 2-5</b>						
**There are no universal solutions or specific rules for responding to ethnic, gender, cultural diversity and neurodiversity in the classroom.						
Teachers as role models by:		<b>In Progress</b>	<b>Completed</b>	<b>Not begun</b>	<b>Year</b>	<b>Notes</b>
Embracing global diversity and treat each student as an individual, and respect each student for who he or she is.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Years 1, 2, 3, and ongoing	KHS English 9 has a Multicultural Book Club Unit, non-fiction and fiction choices for classroom libraries, mentor texts and read alouds are more focused on cultural, religious and other forms of diversity.
Rectifying any language patterns or case examples that exclude or demean any groups.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Years 1, 2, 3, and ongoing	Supervisors and Directors (CIA and SS) are working to find and exclude texts and other resources that may be/seem exclusionary or demeaning.
Showing sensitivity to terminology that refers to specific ethnic and cultural group, gender and sexual orientation groups including LGBTQIA		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Years 1, 2, 3, and ongoing	Care Plus NJ is training staff for better understanding of LGBTQIA. We have also sent district school counselors and administrators to workshops that provide strategies to appropriately address the issues of the LGBTQIA community.
Providing a sense of unity in the classroom allow/encourage students to employ the Full Value strategy for 'calling group' when students feel that the cultural climate is making anyone uncomfortable.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Years 1, 2, 3, and ongoing	This is more developed at the K-5 grade span. We are working on finding better ways to address this with the older students.
Conveying the same level of respect and confidence in the abilities of all your students.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Years 1, 2, 3, and ongoing	This is addressed in both the instructional model and the teacher, principal and district leader evaluation models.
To develop opportunities for mentoring relationships between students.		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Years 1, 2, 3, and ongoing	Existing peer mentor programs exist at all four schools, we are looking at growing opportunities for a broader set of students.

<b>Goal Area 3: Technology</b>						
<b>Objective 3-1:</b>						
To provide the skills that foster digitally responsible citizens.						
<b>Major Activities to Address Objective 3-1</b>						
	In Progress	Completed	Not begun	Year	Notes	
Implementation of Google Applications for Education (G Suite)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Y1 Pilot, Y2 Full Implementation, ongoing professional learning. Majority of our teachers use GSuite and Google Classroom	
Increased instruction on digital literacy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	We have added more computer application lessons in the K-2 grade span to better prepare students earlier in their development. Units of instruction are embedded in ELA, social studies, science and other areas where research is regularly conducted. In addition, we have brought computer programming to the middle school and are growing our high school program as well.	
Revision of the STEM courses at PRM to include deeper understanding of coding and programming in JAVA	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Portions of this indicator have been completed. We offer coding and robotics and computer programming as cycle courses at PRM. We are offering AP Comp Sci Principles to freshmen starting in 2019-2020.	
Increased opportunities at KHS for computer programming course work at the CP and AP levels	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	In 2017-2018, we added the AP Computer Science Principals at KHS which will be expanded to include grade 9 students in 2019-2020. We continue to offer Computer Science 1 and 2 CP and AP Computer Science A at KHS.	
Increased opportunities to work in the cloud.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Portions of this indicator have been completed. as many teachers use OnCourse, Google Classroom and G Suite, Dropbox and other cloud-based solutions.	
Embed all curricula and lesson plans with references to safe, appropriate responsible and educationally sound uses of technology, 21st Century Life and Skills, global and digital citizenship, and interdisciplinary application of algorithmic thinking	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	QSAC Requirement	
Parent workshops on digital responsibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	2 parent programs on cyber safety in Y1, ongoing	
<b>Objective 3-2:</b>						
To Implement a “bring-your-own-device” program (BYOD) at grade spans 3-12 with a developmentally appropriate practice.						
<b>Objective 3-3:</b>						
To support all technological initiatives through meaningful professional development and, conversely, support professional development through technology.						

**Objective 3-4:**

Move the district from Office 360 to Google Apps for Education (GAFE).

**Objective 3-5:**

Update and maintain the requisite infrastructure.

**Major Activities to Address Objectives 3-2-3-5:**

	In Progress	Completed	Not begun	Year	Notes
<i>Use prudent spending practices to supply safe and effective technologies to the entire educational community.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Y1 Chromebooks replace traditional laptops, ongoing
<i>Monitor for obsolete hardware and software (computing devices, IWBs, document cameras, video/surveillance equipment, server room equipment); repurpose when possible and practical.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Ongoing
<i>Integration of devices to automate authentication of and protect regular and guest network users.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Complete year 1
<i>Regularly review and align policies regarding technology for the educational community to align with current reality.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	<a href="#">Policies 2361, 3283, 3321, 4283, 4321, 5512, 5512.02, 5516, 7522, and 7533.</a>
<i>Ensure data security with all third party vendors through contracts and best practices (e.g. passwords, smart use of Wi-fi, etc.).</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Currently we use several products that contain student data. Google, OnCourse, Systems 3000, Standards Tracker, SRI, and Math XL. Teachers are required to move all software and cloud-based applications through the technology department to ensure security. The move to OnCourse will reduce the number of sites where we house student and staff data. PD schedules
<i>Ensure all new technologies are paired with meaningful, long-term training to ensure staff are able to utilize the device or service with educational community as quickly as possible.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	<a href="#">Sept./Oct. 2017</a> <a href="#">January 2018</a> <a href="#">June 2018</a> <a href="#">Sept. 2018</a>
<i>Become 100% BYOD/1:1/hybrid capable by 2020.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	All schools have wireless access for staff, students and guests, there are still login problems and slow processing but we are actively looking at solutions. We are waiting on the Borough to address deficits in bandwidth from Optimum.
<i>Provide universal access to cloud-based productivity systems for platform independent access to files, communication (e.g., email, messaging, etc.) programs and services for employees and developmentally appropriate access to students).</i>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	<a href="#">G Suite is accessible by all students and staff. For our teaching and learning functionality we have begun the process of moving to OnCourse from PowerSchool. We have also increase the types of cloud-based paltforms we use to include Lesson Planner, Curriculum Builder, SGO planner, Student Assessment for Benchmarking and other Teacher generated online tests. We now have the ability to triangulate the relationships between curriculum, standards and lesson plans. in 2019-2020 we can add in student assessments and grade book as we transition to OnCourse SIS and Analytics.</a>
<i>Reduce dependency on printed documents through graduated removal of classroom printers, movement toward workgroup printers, and electronic sharing through cloud services.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1	All desk jet printers have been replaced by centrally located copy machines with the exception of those who print highly confidential materials such as IEP/health records.

<i>Encourage near 100% instructional use of a digital learning environment (DLE) to augment lessons, warehouse documents, broadcast class messages, etc.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	G Suite and OnCourse
<i>Embed all curricula and lesson plans with references to safe, appropriate responsible and educationally sound uses of technology, 21st Century Life and Skills, global and digital citizenship, and interdisciplinary application of algorithmic thinking.</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	QSAC Requirement
<i>Centralize student performance data; provide access and analytical tools to teaching staff as appropriate.</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 2 and ongoing	OnCourse
<i>Provide robust, useful, research-based and educationally sound technologies to all students</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Through Google Classroom, Google Apps for Education and Extensions, our staff has increased the use of digital technologies significantly in the first year and a half of the strategic plan.

<b>Goal Area 4: Finance, Facilities, and Safety</b>						
<b>Objective 4-1:</b>						
Guide students to become digitally responsible citizens.						
<b>Objective 4-2:</b>						
Continue to upgrade and modernize facilities and infrastructure.						
<b>Objective 4-3:</b>						
Explain and obtain alternate sources of funding.						
<b>Major Activities to Address Objectives 4-1-4-3</b>						
	In Progress	Completed	Not begun	Year	Notes	
Continue to train staff in the use of ALICE (Alert, Lockdown, Inform, Counter, and Evacuate) system of emergency response.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	<a href="#">This will always be an ongoing training program</a>	
Continue to implement security audits based upon the SERAPH training.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1 and 2	Continual review of safety is ongoing, SERAPH audit suggestions complete.	
Effectively integrate the Kinnelon Police Department Class Three School Security Officer to the needs of the schools in the district.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1 and 2	Y1 KHS, Y2 PRM/Kiel and Stonybrook	
Prioritize infrastructure and facilities upgrades on the Long-Range Facilities Plan:						
Multiple Disabilities room at KHS.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Years 1 and 2	Complete except functioning dishwasher	
Technology Infrastructure (see Goal Area 3)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Years 1 and 2	Most complete but technology is always requires monitoring for upgrades	
Parking lot and walkway repairs.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Years 1 and 2	Ongoing process, some completed at each building	
External & internal door upgrades at all buildings.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Ongoing process, some completed at each building	
External security cameras at all schools.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 2 and ongoing	Ongoing process, some completed at each building	
Visual alert systems for areas that noise may prevent an auditory alert at all schools.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 2 and ongoing	Ongoing process, some completed at each building	
Bollard installation around KHS cafeteria external eating area.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 1	Completed summer 2017	
Study traffic flow around buildings to determine needs for speed bumps, changes in signage, traffic patterns, and other safety issues.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Year 1 and ongoing	Completed, new traffic patterns and bus drop off/ pick up procedure	
Upgrade internal camera systems at PRM and KHS.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 2	Initial phases completed, need for additional cameras/clarity and blind spots will be addressed in 2018-2019 school budget	

Reconfigure the entry area at Stonybrook School so that visitors must pass through the main office.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 2	Complete summer 2017
Add swipe card or code lock to Staff Work Rooms, Faculty Rooms, and all other common areas to improve lockdown security at all schools.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Year 2 and ongoing	Ongoing process, some completed at each building
Continue frequent building walkthroughs to insure that all classrooms are locked when vacant at all schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ongoing	Ongoing; always with SRO assigned to building and occasionally Fire Chief, KPD Chief
Add swipe card entry to Sisco School/Board of Education offices	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Planned	For 2019-2020
Continue to research and apply for grants and alternative funding sources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In progress	ongoing
Assist with the rejuvenation of the Kinnelon Education Foundation (KEF).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	In progress	As much as is possible