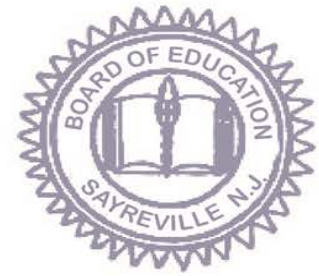




Sayreville Public Schools
Vision 2030

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Dr. Richard R. Labbe, Superintendent of Schools
Dr. Marilyn J. Shediack, Assistant Superintendent

Mr. Eric Glock-Molloy, Assistant Superintendent
Ms. Erin Hill, Business Administrator/Board Secretary

Sayreville Public Schools

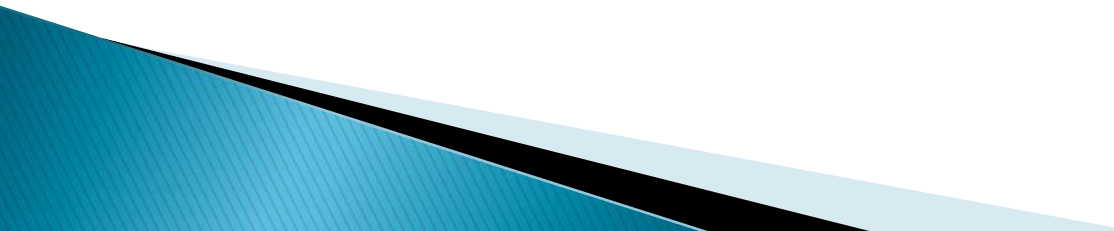
State of the Schools Address

Presented by: Dr. Labbe, Dr. Shediack, and
Mr. Glock-Molloy

OVERVIEW

- ▶ Purpose – To provide the school community with the current level of thoroughness and efficiency of our educational programs, services, and business operation.

2020 State of the Schools Address

- ▶ Overview – Dr. Labbe
 - ▶ 2019–20 Goal Achievement & 2020–21 Goals – Dr. Labbe
 - ▶ 2019–20 Student Standardized Assessment Results – Dr. Shediack
 - ▶ 2019–20 HIB Self–Assessment Ratings– Mr. Glock–Molloy
 - ▶ 2021–22 Budget Development Calendar – Ms. Hill
- 

2019–20 Accomplishments

- ▶ Unfortunately, due to the pandemic, with the exception of Advanced Placement Test results, there is very little student assessment data to report.
- ▶ Speaking of AP Test results, our students at SWMHS continue to demonstrate profound increases in their performance thanks to our exceptional AP teachers!
 - Total Advanced Placement Testing mean score rose from a 3.07 to a 3.56 out of a possible score of 5.
 - Significant score increases in ALL but three of the 15 tested classes, especially in Biology, Physics 1, Environmental Science, Statistics, Chemistry, Calculus BC. English Language Arts, English Literature, Psychology, Spanish, Art History, US History, and US Government & Politics.

More Accomplishments

- ▶ Installation of Frontline Time and Attendance
 - Will eliminate staff having to sign in and out at the main office of their school.
- ▶ Purchased many more instructional technology devices (Chromebooks and iPads) to ensure that any student in need of such during our Restart of School would have one.
- ▶ Purchased cameras and advanced Cisco kits to assist teachers in providing synchronous and simultaneous virtual and in-person instruction.
- ▶ Purchased 17 new buses and hired an additional mechanic.
- ▶ Purchased Fountas and Pinnell Reading System for Grades 4–5.
- ▶ Purchased Benchmark Assessment System for K – 5.
- ▶ Hired two Academic Support Instruction math teachers in K – 3.
- ▶ Purchased new math textbooks in grades 6 and 7.
- ▶ Purchased Envision Math (Grade 6) and Big Ideas in Math (Grade 7) supplemental software.
- ▶ Implementation of STEM Academy at SWMHS.

More Accomplishments

- ▶ Energy Savings Improvement Project and Solar Power Purchase Agreement:
 - Installation of rooftop and carport solar panels.
 - Replacement of all lighting across the district with high efficiency technology.
 - Replacement of boilers and other inefficient mechanicals.
 - Installation of HVAC in SMS gymnasium and media center, as well as the Wilson AP Room.
 - Replacement of SUES Gymnasium HVAC rooftop units.
- ▶ Installation of secure retention vestibules at Arleth, Eisenhower, Truman, and Wilson.
- ▶ Installation of new windows at Eisenhower.
- ▶ Installation of HVAC in the SWMHS Gymnasium.
- ▶ School Renovations:
 - SMS Media Center floor.
 - SMS Faculty Bathrooms.
 - Wilson Faculty Lounge floor.
- ▶ Preparation of Project Before at Cheesequake.

2019–20 Goal Review

FINANCE:

1. Explore the development and potential implementation of a self-insured medical benefit program for the district in May 2019. **Accomplished. We may implement in 2021–22.**
2. Increase the number of parents who submit free and/or reduced lunch applications as evidenced by a 25% increase in the number of submitted applications by potentially eligible parents as compared to 2018–19. **Did not accomplish. However, it did increase by 10% or 95 applications.**

FACILITIES:

1. Submit for approval to the New Jersey Department of Education (NJDOE) by February 29, 2020 a BOE approved bond referendum that was developed collaboratively with the district architect of record and the school community for an election in September 2020. **Accomplished but plan were stalled due to pandemic.**
2. Submit for approval to the New Jersey Department of Education (NJDOE) by July 1, 2020 a BOE approved Energy Savings Improvement Project (ESIP) that was developed collaboratively with the district architect of record and a NJDOE qualified Energy Service Company (ESCO). **Accomplished and currently underway.**

TECHNOLOGY:

1. Develop, budget for, and implement a sustained device lifecycle plan for replacing district technology hardware, security hardware, and end user devices, inclusive of classroom devices, during the 2020–2021 budget cycle as well as future budget cycles. **Accomplished**
2. Purchase and install security cameras for the purpose of ensuring complete internal and external video surveillance coverage in all district buildings by the end of August 2020. **Accomplished**
3. Budget for, purchase, and install security cameras for the purpose of ensuring complete video surveillance coverage in all new and existing busses and vans by the end of August 2020. **Accomplished**
4. Collaborate with administration and faculty to develop and implement an efficient system for evaluating the effectiveness of purchased software solutions district-wide by September of 2020. **Accomplished**
5. Explore, develop, and implement technology systems for the purpose of safely streaming on the internet BOE, district, and building based activities and events by September of 2020. **Accomplished**

STUDENT ACHIEVEMENT:

1. Students in Pre-K – 12th Grade will show improvement in their overall literacy skills as evidenced by: **Not measured due to cancellation of NJSLA.**
 - 70% of the students in grade 10 meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment – ELA (2018–2019 baseline is 66.2%).
 - 61% of the students in grade 4 meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment – ELA (2018–2019 baseline is 55.2%).
 - 60% of the students in grade 6 meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment – ELA (2018–2019 baseline is 55.2%).
2. Students in Pre-K – 12th Grade will show improvement in their overall mathematic skills as evidenced by: **Not measured due to cancellation of NJSLA.**
 - 60% of the students enrolled in Middle School Algebra I meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment – Algebra I. (2018–2019 baseline is 54.4%).
 - 49% of the students enrolled in grade 6 meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment – Math (2018–2019 baseline is 36.6%).
 - 58% of the students enrolled in grade 5 meeting or exceeding expectations as measured on the New Jersey Student Learning Assessment – Math (2018–2019 baseline is 48.6%).

STUDENT ACHIEVEMENT:

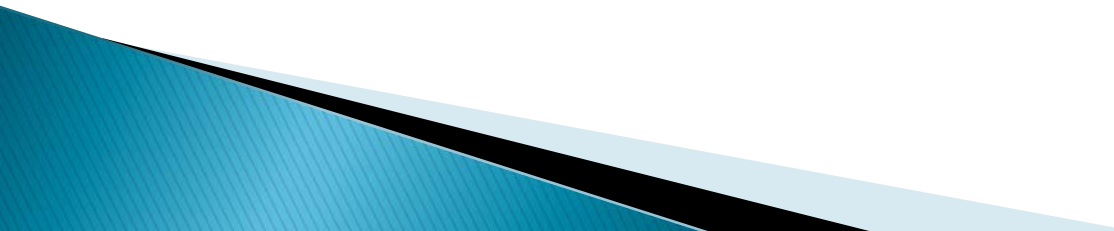
3. Improve college and career readiness by developing a STEM Academy at Sayreville War Memorial High School for implementation in September 2020. **Accomplished**
4. Increase preschool education opportunities for over 500 preschool children with and without disabilities in the Sayreville Community by September 2020 using PEA funding through the leasing and preparation of an appropriate facility, the contracting with private vendors, and through the development and implementation of a program plan and budget approved by the NJDOE. **Accomplished**
5. Enhance the functional academic, vocational, independent living, social and emotional, and self-advocacy and determination skills and competencies of students with intellectual, developmental, and other disabilities eligible to be educated from 18 years of age until 21 by January of 2021 through the renovation of an appropriate facility, partnerships with applicable community organizations and agencies, and the development of an appropriate program and curriculum. **In progress, but may be delayed due to the stalling of the referendum.**

CULTURE AND CLIMATE:

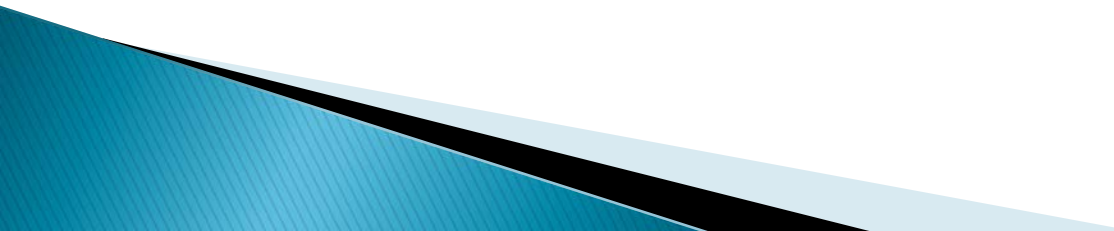
1. Enhance the culture of the school district by identifying in collaboration with the entire school community and incorporating into the vision and mission of the Sayreville Public Schools the core values and principles that define a Sayreville Bomber by January 1, 2020. **Accomplished.**
2. Ensure the safety, security, and physical and psychological well-being of the students and staff in the school district by collaboratively developing for potential implementation a cooperative and coordinated multiple borough, state, and federal agency reunification plan for students and staff displaced from their location for emergency purposes by March 1, 2020. **In progress but finalization delayed due to pandemic.**
3. Improve the climate of each school by implementing collaboratively researched and developed macro and micro strategies for reducing the number of student behavioral infractions resulting in out of school suspensions and the number of students who are identified as being chronically absent from school, as evidenced by a reduction in both by the end of the 2019–20 school year. **Implemented but could not be validly nor reliably measured due to pandemic.**

2020–21 Goals

FINANCE:

1. Continue to explore Self Insured Medical Insurance and look to implement for July 2021.
 2. Increase the number of parents who submit free and/or reduced lunch applications as evidenced by a 10% increase in the number of submitted applications as compared to those submitted in 2019–20.
- 

FACILITIES:


1. Implement the BOE approved district Energy Savings Improvement Project (ESIP) and Solar Power Purchase Agreement (PPA)
 2. Revise the district Long Range Facility Plan by prioritizing capital improvement and maintenance projects and devise a plan for implementing these projects using district reserves in lieu of a referendum.
- 

INFORMATION, TECHNOLOGY & OPERATIONS:

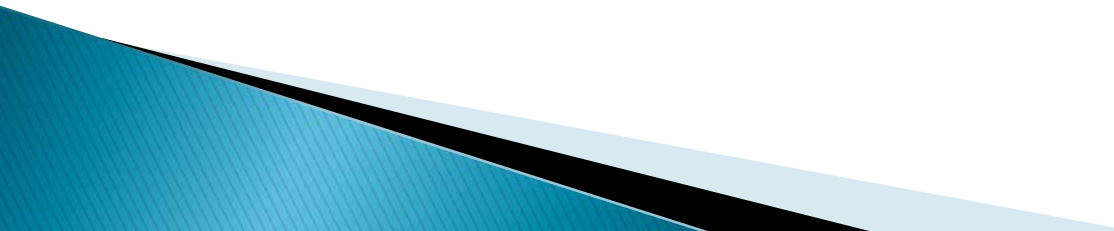
1. Deploy technology and train instructional staff on simultaneous in-person and remote video conferencing instruction systems.
2. Budget and plan for the expansion and sustained use of simultaneous in-person and remote video conferencing instruction systems.
3. Sustain the current device lifecycle plan for replacing district technology hardware, security hardware, and end user devices, inclusive of classroom devices, staff devices, and one to one student devices, during the 2021–2022 budget cycle as well as future budget cycles.
4. Budget for the implementation of grades 8–12 “take home;” PreK–7 “classroom set,” and instructional staff “take home” one to one device programs by September of 2021.
5. Implement Phase 2 of the district Interoperability Radio Network in order to support district operations, safety, and security.
6. Budget for evening campus security monitor coverage of all school buildings in 2021–22.

STUDENT ACHIEVEMENT:

1. Students in Pre-K – 12th Grade will show improvement in their overall literacy skills as evidenced by:
 - In grades 3–5 the number of students meeting or exceeding grade level standards, as measured by the Language Arts LinkIt! Benchmark Assessments will increase by 20%.
 - In grades 6–8 the number of students meeting or exceeding grade level standards, as measured by the Language Arts LinkIt! Benchmark Assessments will increase by 20%.
 - In grades 9–10 the number of students meeting or exceeding grade level standards, as measured by the Language Arts LinkIt! Benchmark Assessments will increase by 20%.
2. Students in Pre-K – 12th Grade will show improvement in their overall mathematic skills as evidenced by:
 - In grades 3–5 the number of students meeting or exceeding grade level standards, as measured by the Mathematics LinkIt! Benchmark Assessments will increase by 20%.
 - In grades 6–7 the number of students meeting or exceeding grade level standards, as measured by the Mathematics LinkIt! Benchmark Assessments will increase by 25%.
 - The number of Middle School Algebra I students meeting or exceeding grade level standards, as measured by the Algebra I LinkIt! Benchmark Assessments will increase by 25%.

3. Increase preschool education opportunities for the Sayreville Community by September 2021 using PEA expansion funding. The district will increase the enrollment of preschool children with and without disabilities by 195 students over the current baseline enrollment of 633 students.
 4. Enhance the functional academic, vocational, independent living, social and emotional, and self-advocacy and determination skills and competencies of students with intellectual, developmental, and other disabilities eligible to be educated from 18 until 21 years of age through the creation and implementation of an appropriate 18–21 year old program and curriculum, as well as the renovation of an appropriate facility and partnership with applicable community organizations and agencies, by January 2022.
- 

CULTURE AND CLIMATE:

1. Ensure the safety, security, and physical and psychological well-being of the students and staff in the school district by collaboratively developing, implementing, and coordinated drilling of a cooperative and coordinated multiple borough, state, and federal agency reunification plan for students and staff displaced from their location for emergency purposes by March 1, 2021.
 2. Improve the climate of each school by implementing collaboratively researched and developed macro and micro strategies for reducing the number of students who are identified as being chronically absent from school, as evidenced by a reduction in both by the end of the 2020–21 school year.
- 

CULTURE AND CLIMATE:

3. It is the belief of the district that everyone regardless of position within the district, (faculty, staff, student, and parent or community member) should feel able to bring their whole selves to the district and achieve their full potential. To that end, the district will work to become part of a collective partnership working together to attract progress and retain diverse talent at every level across the district. Committing to true representation across all levels of the district is not only ethically right but it is also in the best interest of all members of the community. It is the intent of the district to identify and help eliminate overt or implied discrimination and/or bias in the district through open communication, inclusive collaboration, and transparent commitment to evolving in the manner in which we work together. The district will develop and implement recruitment and retention practices designed to build a diverse, inclusive, and engaged faculty and staff that reflect the values and core principles shared by the district and greater community. In addition, the district identify core issues resulting in overt or implied discrimination or bias by January 2021 so as to formulate an equity and harmony plan for the district by June of 2021.

2019–20 Student Standardized Assessment Results

Presented by Dr. Marilyn Shediack



AP Comparisons

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 |
|------------------|------|------|------|------|------|------|------|
| Total Enrollment | 367 | 322 | 387 | 359 | 393 | 400 | 446 |
| Total # of Exams | 215 | 189 | 336 | 356 | 358 | 362 | 394 |
| # of Scores 3+ | 163 | 140 | 207 | 218 | 246 | 273 | 321 |
| % of Scores 3+ | 76% | 74% | 62% | 61% | 69% | 75% | 81% |

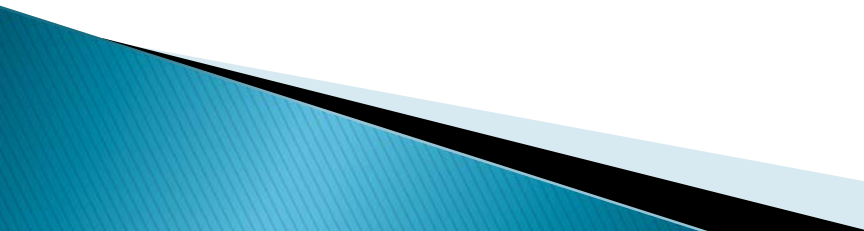
Mean SAT Scores Class of 2020

| | NEW SAT 2017 | | SAT 2018 | | SAT 2019 | | SAT 2020 | |
|----------------------------|------------------|------|------------------|------|------------------|------|------------------|------|
| | EBRW (Verbal) | Math | EBRW (Verbal) | Math | EBRW (Verbal) | Math | EBRW (Verbal) | Math |
| 4-Year College Bound | 553 | 562 | 566 | 575 | 564 | 578 | 574 | 590 |
| 2-Year College Bound | 483 | 502 | 482 | 493 | 499 | 517 | 481 | 482 |
| Total Students | 532 | 539 | 543 | 552 | 541 | 557 | 540 | 550 |
| State | 539 | 537 | 547 | 547 | 544 | 545 | 540 | 541 |

Looking Back: 2019 -2020 Initiatives

- ▶ Fountas & Pinnell Classroom Grade 3
- ▶ enVision Math 2020 in Grades K – 5
- ▶ Twenty five new and revised curriculum guides
- ▶ New textbooks – Psychology, Integrated Science, Physics 9
- ▶ Sheltered Instruction Observation Protocol (SIOP) to support English Language Learners
- ▶ High School Academies – Foundations of Academic and Community Training in Education (FACT) and Sayreville Business Academy (SBA)
- ▶ Middle School Instructional Coach
- ▶ Two additional ASI Math teachers at Samsel
- ▶ Lunch & Learn at Middle School
- ▶ Opportunity Rooms at Middle School and High School
- ▶ AP Computer Science
- ▶ CTE Programs
- ▶ Rutgers University Behavioral Health Program at Elementary Schools

Looking Forward: 2020 -2021 Initiatives

- ▶ Fountas & Pinnell Classroom Grades 4 and 5
 - ▶ F & P Benchmark Assessment System Grades K – 5
 - ▶ enVision Math 2020 in Grade 6
 - ▶ Big Ideas Math in Grade 7
 - ▶ High School STEM Academy
 - ▶ Two additional ASI Math teachers at the K–3 Schools
 - ▶ Newsela at the High School
 - ▶ Expanding CTE Programs
 - ▶ LinkIt! Benchmark Assessments in Grades 1 – 12
- 

2019–20 HIB Self–Assessment Ratings

By Mr. Eric Glock–Molloy



HIB–Anti Bullying Self–Assessment

- ▶ The Commissioner of Education is required to develop a program to grade each public school and school district's efforts to implement the *Anti–Bullying Bill of Rights Act* (ABR) (*N.J.S.A. 18A:17–46*).
- ▶ The ABR grade for each school will be determined primarily through a self–assessment of the school's implementation of the ABR using a tool titled *School Self–Assessment for Determining Grades under the ABR* (Self–Assessment).

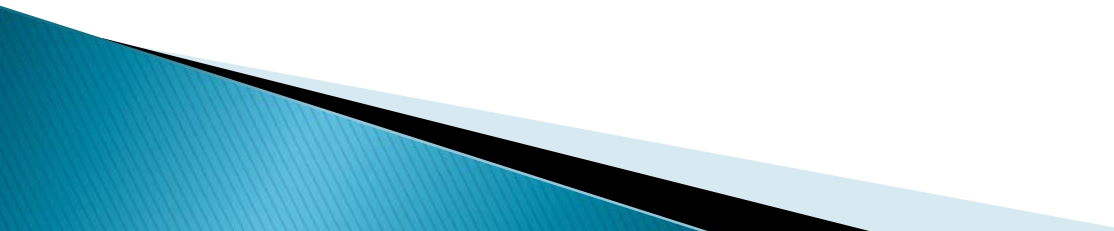
HIB–Anti Bullying Self–Assessment

- ▶ The Self–Assessment must be made available for public comment and approved by the district board of education (BOE). The chief school administrator (CSA) will be required to certify the electronic submission of each school’s Self–Assessment and *Statement of Assurances*. The school district’s grade will be the average of the grades of each school in the district.
- ▶ The NJDOE will create *District and School Grade Reports* of the district–reported ratings for each core element for each school and for the school and district grades.

HIB–Anti Bullying Self–Assessment

- ▶ Districts and schools are required to post the grades as follows:
 - Each school must post the grade received by the school and the school district on the homepage of the school’s website within 10 days of the NJDOE notification that the grades are available and must use the state *District and School Grade Reports* for posting on the appropriate websites.
- ▶ School district officials are required to review the school and school district grades with the BOE at a public meeting.

HIB–Anti Bullying Self–Assessment

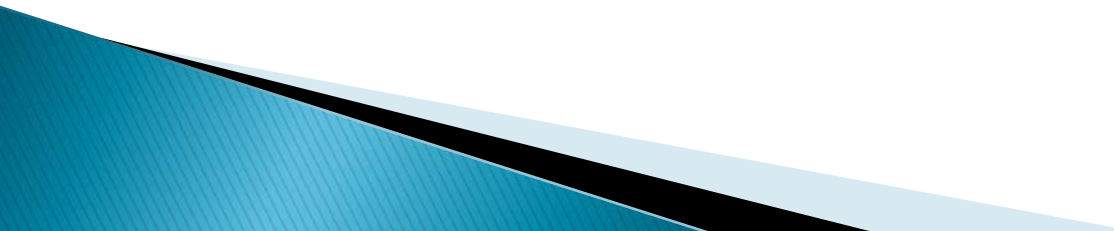
- ▶ The Self–Assessment includes eight core elements (identified immediately below) which address all of the ABR requirements for schools.
 - ▶ #1: HIB Programs, Approaches or Other Initiatives
 - ▶ #2: Training on the BOE–approved HIB Policy
 - ▶ #3: Other Staff Instruction and Training Programs
 - ▶ #4: Curriculum and Instruction on HIB and Related Information and Skills
 - ▶ #5: HIB Personnel
 - ▶ #6: School–Level HIB Incident Reporting Procedure
 - ▶ #7: HIB Investigation Procedure
 - ▶ #8: HIB Reporting
- 

HIB–Anti Bullying Self–Assessment

▶ *Assigning the School Grade*

- A point value will be assigned to each indicator based on the selected rating category as follows:
 - Does not meet the requirements – 0 points
 - Partially meets the requirements – 1 point
 - Meets all requirements – 2 points
 - Exceeds the requirements – 3 points
- Each core element will receive a score based on the sum of the ratings for all indicators within a core element. The overall grade for each school will be reported as the sum of the subtotals of the eight core elements compared to the sum of the maximum score of 78. (For example, school X achieved a total score of 55 of 78 points.)

HIB–Anti Bullying Self–Assessment

- ▶ Grading for school districts will include two scores:
 - The overall score to be provided by the DOE at a later date; and
 - The average of the total scores on the Self–Assessment from all schools in a school district.
- 

2019-20 ABS/HIB SELF ASSESSMENT

| SCHOOL | #1 out of 15 | #2 out of 9 | #3 out of 15 | #4 out of 6 | #5 out of 9 | #6 out of 6 | #7 out of 12 | #8 out of 6 | SCORE out of 78 |
|-----------------------------|--------------------|-------------------|--------------------|-------------------|-------------------|-------------------|--------------------|-------------------|-----------------------|
| SWMHS | 12 | 9 | 14 | 5 | 8 | 6 | 12 | 6 | 72 |
| SMS | 13 | 8 | 14 | 6 | 8 | 6 | 10 | 6 | 71 |
| SUES | 12 | 7 | 12 | 6 | 7 | 5 | 12 | 4 | 65 |
| Eisenhower | 10 | 8 | 10 | 4 | 7 | 5 | 12 | 6 | 62 |
| Arleth | 13 | 9 | 13 | 6 | 8 | 5 | 12 | 6 | 72 |
| Truman | 15 | 7 | 15 | 6 | 9 | 6 | 12 | 6 | 76 |
| Wilson | 14 | 9 | 14 | 6 | 8 | 6 | 12 | 6 | 75 |
| Project Before @ Selover | 13 | 9 | 14 | 6 | 8 | 6 | 12 | 6 | 74 |
| District Average | 13 | 8 | 13 | 6 | 8 | 6 | 12 | 6 | 71 |

#1: HIB Programs, Approaches or Other Initiatives

#2: Training on the BOE-approved HIB Policy

#3: Other Staff Instruction and Training Programs

#4: Curriculum and Instruction on HIB and Related Information and Skills

#5: HIB Personnel

#6: School-Level HIB Incident Reporting Procedure

#7: HIB Investigation Procedure

#8: HIB Reporting

School's HIB Self-Assessment Comparison

| School | 13-14 | 14-15 | 15-16 | 16-17 | 17-18 | 18-19 | 19-20 |
|--------------------------|-------|-------|-------|-------|-------|-------|-------|
| Arleth | 64 | 67 | 69 | 69 | 71 | 70 | 72 |
| Eisenhower | 54 | 62 | 50 | 51 | 51 | 63 | 62 |
| High School | 68 | 70 | 77 | 75 | 76 | 73 | 72 |
| Middle School | 55 | 71 | 70 | 61 | 67 | 68 | 71 |
| SUES | 56 | 59 | 64 | 65 | 64 | 66 | 65 |
| Truman | 63 | 64 | 66 | 73 | 66 | 70 | 76 |
| Wilson | 64 | 68 | 54 | 75 | 75 | 75 | 75 |
| Project Before @ Selover | N/A | N/A | N/A | N/A | N/A | N/A | 74 |

Maximum Possible Score 78

2021–22 Budget Development Calendar

By Erin Hill



2020–21 Budget Development Calendar

- October 13, 2020 – State of the Schools Address
- December 4, 2020 – All Budget Data Due in CSI
- December 15, 2020 – Food Services Presentation
- January 5, 2021 – BOE Reorganization
- January 8, 2021 – Balanced Preliminary Budget Submitted to BOE
- January 19, 2021 – Schools, Curriculum & Instruction, and Athletics Presentations
- February 2, 2021 – Special Education, Technology, and Transportation
- February 16, 2021 – Buildings, Grounds, & Capital Projects, and Personnel Presentations
- March 2, 2021 – BOE Approval of Preliminary Budget
- March 16, 2021 – **Let the Children Lead**
- May 4, 2021 – Public Hearing and BOE Adoption of Final Budget

Dates subject to change based on Board Meeting Schedule Approved at January 5th Reorganization Meeting