Byram Township School District



STRATEGIC PLAN
2025 - 2030

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District Narrative

The Byram Township School District is dedicated to prepare students to be life-long learners with high self-esteem, strong interpersonal skills, and social values in an environment that encourages them to reach their full potential.

This district consists of two schools. Byram Lakes serves students in grades PreK-4 and enrolls approximately 451 students, while Byram Intermediate School (BIS) serves grades 5-8 with an enrollment of 344 students. With a total district enrollment over 800 students, demographic data from the 2023-2024 New Jersey School Performance Report indicates that the student population is 79.4% White, 13.8% Hispanic, 4.2% Black or African American, 0.4% Asian, 0.1% American Indian or Alaska Native, and 2.1% identifying as Two or More Races. Additionally, 7.4% of students qualify as economically disadvantaged (Free or Reduced Lunch), and 23.2% receive special education services.

The district participates in New Jersey's Inter-district Public School Choice Program, which allows approved districts to enroll students who reside outside district boundaries at no cost to families. Due to Byram Township School District's strong reputation for educational excellence, demand for enrollment consistently exceeds available space, resulting in a substantial waiting list each year.

Located in Sussex County, Byram Township covers more than 22 square miles and is home to approximately 8,500 residents. Known for its more than two dozen lakes and ponds, the township is aptly referred to as the "Town of Lakes." Byram offers a suburban community while maintaining convenient access to New York City, located approximately 45 miles away.

STRATEGIC PLAN DEVELOPMENT PROCESS



The strategic plan development process began in the spring of 2025 in coordination with the superintendent's entry plan. Prior to officially entering the district, the superintendent scheduled individual meetings with each member of the Board of Education and all school administrators to gather insight and perspective. In addition, a Community Meet and Greet was held on Tuesday, March 18, 2025, providing an opportunity for school community members to meet with the superintendent and business administrator to share ideas and offer input.



In March 2025, a community survey was developed and distributed electronically to all school community stakeholders. The survey was designed to identify district strengths and challenges, as well as solicit ideas for improvement. A total of 183 responses were received, including 133 from parents/guardians and 50 from staff members. Staff respondents represented a broad range of roles, including teachers, paraprofessionals, support staff, and secretaries.

Throughout the Spring of 2025, the superintendent also met with each grade level and department at Lakes Elementary School and Byram Intermediate School (BIS) to gather additional staff feedback. To ensure student voice was included, meetings were held members of the Student Council and PEER leadership groups, providing valuable student perspectives.



Data collected from the community survey and meetings were analyzed using artificial intelligence to identify patterns and trends. Areas for improvement were then grouped into thematic categories, many of which served as focal points for the district's Education Summit held on June 9th, 2025. During the summit, 67 members of the

school community volunteered their time to provide insights, recommendations, and a shared vision for the future of Byram education.



On July 23, 2025, the superintendent facilitated a Board of Education retreat. During the retreat, the Board and superintendent reviewed the data gathered from the surveys and Education Summit and engaged in collaborative discussions to develop Board and district goals for the 2025-2026 school year.

Following the development of district goals based on collected data, the attached action plans were created. Feedback from school administrators and district improvement committee members was incorporated before finalization.

Please note: This strategic plan will be revised and updated on an as-needed basis to align with the district's continued progress, improvement, growth, and goals.

2025-2026 DISTRICT GOALS

Goal # 1: District Operational Procedures

Design and implement streamlined district operational procedures to enhance organizational efficiency, consistency, alignment, and effectiveness.

Goal # 2: Communications

Develop and implement a formal districtwide communications plan that enhances clarity, builds trust, and ensures consistent and transparent communication in order to promote meaningful connections with all stakeholders.

Goal # 3: Strengthening Instructional Practices

Create a comprehensive, dynamic, inclusive learning environment that fosters high-quality teaching by enhancing and strengthening instructional practices while inspiring students and educators to achieve excellence through innovation, collaboration, and continuous growth.



Vision: No to the status quo. Identify priorities and get it done!

Byram Township School District								
5-Year Strategic Plan								
Focus Area 1: **District Operational Procedures**								
Design and implement streamlined district operational procedures to enhance organizational efficiency, consistency, alignment, and effectiveness.								
Goal # 1	**Activity**	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	Responsibility: (Persons responsible for coordinating)	Indicators of Success: (Metrics that can be used to measure progress)
Action Step 1	Complete an internal human resources department audit and implement new human resources procedures.	X	X	X	X	X	Superintendent	- Restructure district procedures so that all human resources operations are managed through the Superintendent's Office - Address and remediate individual provisional & teacher certification issues to align with New Jersey requirements - Create an online staff folder where districtwide human resources forms can be accessed - Revise district course graduate approval forms - Revise district professional development and travel forms - Update the position control roster and implement enhanced systems to ensure alignment and coordination between human resources department and business office - Create observation handbook - Creation of one universal district-wide employee handbook to provide clarity on procedures and protocols - Clean up and sync databases between schools, district, and business office
Action Step 2	Continually update BOE policy and regulation manual to ensure compliance with federal and New Jersey regulations.	X	X	X	X	X	Superintendent/BOE	- Revised BOE policy manual

Goal # 1	Activity	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	Responsibility: (Persons responsible for coordinating)	Indicators of Success: (Metrics that can be used to measure progress)
Action Step 3	Conduct a comprehensive review and revision of the district's job description manual, incorporating all necessary roles and responsibilities to strengthen organizational structures, clarify accountability, and support coherent, positive direction across the district.	X	X				Superintendent	- Revised BOE approved job description manual - Creation of administrative roles and job descriptions including: * Technology * Curriculum and Instruction * Special Education - Develop new and updated organizational chart
Action Step 4	Design and revise necessary district corrective action plans.	X	X	X	X	X	District Administrators	- QSAC - Collaborative Monitoring - PEOSH - Corrective action plans created, implemented, and followed through on
Action Step 5	Create a districtwide breakfast program.	X					Superintendent, Business Administrator, Principals	- Implementation of "After the Bell" breakfast program
Action Step 6	Implement procedures to address cleaning issues.	X	X				Superintendent, Business Administrator, Supervisor of Facilities	- Meet with outsourced cleaning company to establish expectations and priorities - Embed new maintenance and cleaning work order procedure system to ensure accountability - Power wash the front of Lakes Elementary School
Action Step 7	Create school staff committees.	X	X	X	X	X	Superintendent	- Establish district staff improvement committee - Establish artificial intelligence committee - Establish code of conduct committee to review and analyze intermediate school code of conduct
Action Step 8	Conduct a regionalization study to explore merging or sharing services.	X	X				BOE, Consultants	- Regionalization feasibility study report

Goal # 1	Activity	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	Responsibility: (Persons responsible for coordinating)	Indicators of Success: (Metrics that can be used to measure progress)
Action Step 9	Update long term facilities plan, including updating safety and security systems.	X	X	X	X	X	District Administrators, BOE	- Identify facilities needs and update long term facilities plan - Include the following updates to be completed by the end of 25/26 school year: * Camera System * Speaker/Alert Systems * Sensors * Boiler – BIS - Evaluate developing open space area
Action Step 10	Continue to investigate the possibility and feasibility of incorporating additional shared service agreements.	X	X	X	X	X	Superintendent, Business Administrator	- Additional shared service agreements and/or contracts
Action Step 11	Acquire 24-passenger bus in hopes of decreasing transportation costs.	X					Business Administrator	- Purchase of bus - Transportation cost analysis in June 2027
Action Step 12	Create and implement volunteer procedures to ensure compliance with state and legal mandates.	X	X				Superintendent	- Set up procedures and protocols - Communicate procedures and protocols to school stakeholders - Arrange necessary trainings
Action Step 13	Embed new technology protocols to increase security and decrease wasted classroom instructional time completing technology request forms.	X	X				Superintendent, Business Administrator, Principals, Assistant Principal, Technology Staff, Instructional Staff	- Positive Pay implementation to prevent check fraud - Two-factor authentication - New Chromebook protocols for staff and students.

Byram Township School District

5-Year Strategic Plan

Focus Area 2: **Communications**

Develop and implement a formal districtwide communications plan that enhances clarity, builds trust, and ensures consistent and transparent communication in order to promote meaningful connections with all stakeholders.

Goal # 2	Activity	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	Responsibility: (Persons responsible for coordinating)	Indicators of Success: (Metrics that can be used to measure progress)
Action Step 1	Develop district communication plan/protocols.	X	X				Superintendent	- Creation of district communication protocol document chart - Integrate School Messenger and Genesis to ensure data consistency, improve system interoperability, and strengthen timely, accurate communication - Develop new internal communication procedures for facility usage
Action Step 2	Establish Board of Education communication protocols.	X					Superintendent	- Creation of Board Norms - Protocols for committee meetings - BOE resource folder - Facilitate BOE retreat - New BOE member orientation
Action Step 3	Enhance district website	X	X	X	X	X	District Administrators, Principals	- Embed district and school communications tab - Create district YouTube channel - Principal SMORES are posted and updated regularly - Improved website, including syncing school calendars and facility usage calendars - Feedback solicited and gathered from community
Action Step 4	Foster clearer, more effective communication between central office and school community stakeholders.	X	X	X	X	X	Superintendent	- Host Educational Summit and invite all school stakeholders to participate - RAMS Updates - Community - “Coffee” Hours - Stakeholders committee meetings - Documentation of yearly grade and department meetings - With help from town officials via Nixle - Invite community members who do not currently have children in the district to stay informed by receiving central office communications. - Documentation of SEPAG meetings

Goal # 2	Activity	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	Responsibility: (Persons responsible for coordinating)	Indicators of Success: (Metrics that can be used to measure progress)
Action Step 5	Increase communication between central office and staff.	X	X	X	X	X	Superintendent	- Grade and department meetings - SUPERGRAMS
Action Step 6	Increase communication between schools and community at large.	X	X	X	X	X	Superintendent	- Stakeholder committee meetings - District improvement committee

Byram Township School District

5-Year Strategic Plan

Focus Area 3: **Strengthening Instructional Practices**

Create a comprehensive, dynamic, inclusive learning environment that fosters high-quality teaching by enhancing and strengthening instructional practices while inspiring students and educators to achieve excellence through innovation, collaboration, and continuous growth.

Goal # 3	**Activity**	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	Responsibility: (Persons responsible for coordinating)	Indicators of Success: (Metrics that can be used to measure progress)
Action Step 1	Review and analyze state and district assessment data including, but not limited to: NJSLA, ACCESS, and DLM. Identify trends, strengths, and areas for growth in order to increase overall academic results.	X	X	X	X	X	District Administrators, Principals, Assistant Principal, Grade/Department Leaders, MTSS Staff, Instructional Staff	- State score reports – proficiency rate, growth measurement - Assessment presentation - Analysis in PLC meetings - Utilize assessment data to drive the school and district professional development plan (PDP)
Action Step 2	Identify and implement appropriate district interim assessments throughout the year: ELA, Math, Science, Social Studies.	X	X	X	X	X	District Administrators, Principals, Assistant Principal, Instructional Staff	- District assessments (including benchmarks, DIBELS, iReady, IM, CKLA) - District assessment calendar - Pilot IXL
Action Step 3	Continue to build staff capacity to use data to drive programming and instruction.	X	X	X	X	X	District Administrators, Principals, Assistant Principal, Grade/Department Leaders, MTSS Staff, Instructional Staff	- District and school PD plan - Professional development sessions - PLC meetings - MTSS documentation/support - Facilitation of data meetings
Action Step 4	Evaluate the possibility of expanding preschool to full day.	X	X				Superintendent, Business Administrator, Principals, Assistant Principal, Instructional Staff, BOE	- Submit preschool expansion aid application to NJDOE - Determine feasibility of implementing full day preschool
Action Step 5	Continue to improve and enrich the Gifted and Talented (SEEK) program.	X	X	X	X	X	Superintendent, District Administrators, Principals, Assistant Principal, Instructional Staff	- Revise G&T handbook & procedures - Rigorous G&T Program Plan - SEEK Hub for each grade level
Action Step 6	Address student equity to ensure all students achieve.	X	X	X	X	X	Superintendent, District Administrators, Principals, Assistant Principal, Instructional Staff	- Language Instruction Education Programs Plan (LIEP) - Comprehensive Equity Plan - Corrective Action Plans - Increase staff at Lakes Elementary School to have comparable class sizes in each grade level

Goal # 3	Activity	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	Responsibility: (Persons responsible for coordinating)	Indicators of Success: (Metrics that can be used to measure progress)
Action Step 7	Continue to improve and update curriculum.	X	X	X	X	X	Superintendent, District Administrators, Principals, Assistant Principal, Instructional Staff	- Embed an updated 5-year curriculum review cycle and update curriculum regularly - Audit instructional time and revise schedules as necessary, specifically allocating more language arts instructional time - Evaluate ways to improve instruction, including auditing curricular documents to ensure defined objectives and learning targets exist and communicate those out to stakeholders.
Action Step 8	Assess the feasibility of implementing an aftercare program on the Byram School District campus.		X				Superintendent, Business Administrator, Principals, Assistant Principal	- Analysis report
Action Step 9	Continue to improve program(s) that support and remediate at-risk students.	X	X	X	X	X	Superintendent, District Administrators, Principals, Assistant Principal, Instructional Staff	- Create new staff handbook & intervention program plan embedding diagnostic assessments and progress monitoring - Implement new MTSS procedures for high dosage intervention support - Create new 504 staff guidebook and procedures - PLC and data review meetings - Embed new “cusp” program to assist students who are on the border of achieving proficiency - Increase intervention and support staff if feasible and budget allows - Observation manual - Observations and walk-through data - Expand special education programs
Action Step 10	Invest in and expand technology infrastructure, devices, and digital tools to meet the evolving needs of students and staff.	X	X	X	X	X	Superintendent, District Administrators, Principals, Assistant Principal,	- Develop cycle process and purchase new Chromebook devices - Begin to replace old projectors and Smart Boards with interactive flat-panel displays - Plan and budget for the replacement of end of life technology hardware that supports instructional practices - Utilize eRate funding

Goal # 3	Activity	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	Responsibility: (Persons responsible for coordinating)	Indicators of Success: (Metrics that can be used to measure progress)
Action Step 11	Develop and implement comprehensive strategies that enhance emotional and social support systems for students.	X	X	X	X	X	School Counselors, CST Members	- Research, develop, and embed new systems of support
Action Step 12	Expand and improve staff professional development	X	X	X	X	X	Superintendent, District Administrators, Principals, Assistant Principal,	- Incorporate additional trainings via Vector Solutions - Embed EdCamps and increase professional development offerings including the implementation of shared leadership model - Designate more half-day professional development sessions in the school calendar - Stay current with emerging trends by sending key staff to conferences and workshops - Create teacher "PD hub" - Incorporate new administrative evaluation rubric - Distribute teacher professional development survey

SUPPORTING DOCUMENTS

District Survey:

Your input is valued! Please take a few minutes of your time to complete this anonymous brief survey.
* Indicates required question

Which of the following best describes you?*
Parent/Guardian
Teacher
Teacher Aide/Paraprofessional
Secretary
Custodian
Other Staff Member (CST, Speech, OT, other related service employee)
Student
Other:

Which school are you associated with?

For example:

- If you work, attend, or have a child who attends Byram Lakes, you would identify Byram Lakes.
- If you work, attend, or have a child who attends Byram Intermediate, you would identify Byram Intermediate.
- If you work or have a child who attends both schools, you would identify both.

*
Byram Lakes
Byram Intermediate
Both

Strengths of the district/school:*
I believe our school/district is working well in these areas:

Suggestions for improving the school/district:*
I would like to see our school/district change in these ways:

If you were sitting in my chair, what would you tackle first and why?*

Overall, to what extent does this school meet your expectations for providing an excellent education?*
Meets most of my expectations
Meets only some of my expectations
Does not meet any of my expectations

What else do you want me to know or think I should know about your school, district, etc.:*

Survey Results Summary:

Survey Data – Top Emerging Trends

Note: The top trends are noted for each category with example responses indicated under each trend.

What are the strengths of the school/district?

1. Exceptional Staff and Teachers

- Most frequently cited strength.
- Teachers and staff are described as:
  - Caring, professional, dedicated, kind, and respectful.
  - Willing to go above and beyond for students.
  - Strong communicators and supportive of both students and families.
- Specific individuals, including the principals and assistant principal, were acknowledged multiple times for their exceptional contributions.

2. Positive School Climate and Culture

- Strong sense of community, kindness, and inclusivity.
- Many described the district as "welcoming," "family-like," and "invested" in student well-being.
- Emphasis on emotional and social support, not just academics.
- Staff morale is seen as high, and it positively impacts students.

3. Strong Leadership and Administration

- Principals and administrators are praised for:
  - Being visible, engaged, and approachable.
  - Leading by example and knowing students personally.
  - Maintaining an open-door policy and actively communicating with families.
- New leadership (e.g., the superintendent) is perceived as responsive and impactful.

4. Communication and Responsiveness

- Effective communication is a standout strength:
  - Through email, monthly newsletters, S'more, and school-home updates.
  - Office staff and administration are described as proactive and helpful.
- Parents feel heard and supported, especially in special education and academic concerns.

5. Community and Family Involvement

- PTA/PTO is highly active and valued for:
  - Organizing events, fundraisers, enrichment programs, and assemblies.
- Parents appreciate the collaborative relationship between staff and families.

6. Extracurricular Activities and Enrichment

- Strong offerings in:
  - Clubs, music, art, STEM, student-led conferences, and sports.
- Emphasis on whole-child development and creative opportunities beyond core academics.

7. Academic Support and Intervention

- Teachers are recognized for:
  - Individualizing instruction and addressing learning gaps.
  - Effectiveness of RTI (Response to Intervention) and IEP supports, though RTI is an area some noted still needs improvement.
- Parents report academic gains and preparedness for high school.

8. Values and Character Education

- District-wide embrace of core values such as:
  - Respect, responsibility, kindness, empathy, and accountability.
  - Celebrated through LAKERS values, student recognition programs, and assemblies.

9. Safe and Supportive Environment

- Schools are described as safe, secure, and student-focused.
- Staff and safety committees are praised for maintaining a positive, structured setting.
- Students are known personally by staff and administrators.

10. Strong Programs and Curriculum

- Positive feedback on:
  - Special education services
  - Math and reading instruction
  - Continuation of specials like art and music
  - New curricular initiatives with room for teacher flexibility

Suggestions for Improving the School/District

1. Communication

- Most-frequently cited improvement
- Improve school-home communication, especially regarding student progress, upcoming events, and academic expectations.
- Unify platforms and reduce scattered messages (e.g., Genesis, Google Classroom, newsletters).
- Better and more timely responses to parent inquiries.
- Clearer and more consistent communication from administration and teachers.

2. Behavior and Discipline

- Develop a consistent, district-wide behavior plan with clear expectations, consequences, and accountability.
- Address bullying more effectively and transparently.
- Improve hallway and bus behavior protocols.
- Teachers and admin need more support managing behavior in classrooms.

3. Instruction and Academic Rigor

- Improve support for advanced learners (revitalize SEEK).
- Strengthen core instruction, especially in writing, phonics, science, and math.
- Reduce over-reliance on technology; return to paper-based learning where appropriate.
- Add future-focused programs (coding, IT, financial literacy, home ec).

4. Special Education and RTI

- Improve differentiation and instructional support across content areas, especially in Science and Social Studies.
- Provide more trained in-class support for special education students.
- Ensure IEP goals are meaningful and progress is monitored.
- Clarify and improve the RTI process.

5. Staffing, Training, and Morale

- Increase staffing levels (paraprofessionals, substitutes, counselors, custodians, tech).
- Competitive pay and support for staff retention.
- Provide meaningful, targeted professional development.
- Greater accountability for teacher performance and workload equity.

6. Student Well-being and Whole Child Focus

- Emphasize mental health, SEL, and emotional support.
- More recess, outdoor time, movement breaks, and opportunities for fun.
- Bring back celebrations, performances, and family engagement events.

7. Curriculum and Program Offerings

- Restore specials like Home Ec, Shop, and World Cultures.
- Offer electives that are enriching, skill-based, and inclusive (e.g., violin, dance).
- Reduce redundancy in programs and ensure coherence across grade levels.
- Support more hands-on and project-based learning.

8. Facilities & Operations

- Address cleanliness and maintenance concerns, especially at BLES and BIS.
- Improve traffic flow for drop-offs and pick-ups.
- Better tech support and updated devices.
- Resolve inconsistencies in bus routes and field use (e.g., geese issue).

9. Class Size & Scheduling

- Reduce class sizes to improve learning conditions.
- Align class sizes across grade levels.
- Ensure more common planning time for teachers.
- Review scheduling practices (e.g., double gym/art, lunch/recess timing).

10. Board & Administrative Leadership

- Foster a more collaborative, transparent relationship between the BOE, administration, and community.
- Seek more teacher input in decision-making.
- Rebuild trust through listening and follow-through.

If you were sitting in my chair, what would you tackle first and why?

1. Budget & Resource Allocation (Most Common Theme)

- Mistrust in how the budget has been handled and communicated.
- Desire for more transparency and community input on financial decisions.
- Repeated advocacy for smaller class sizes and more staff support.
- Requests to bring back or fund essential positions

2. Student Behavior, Discipline & School Culture

- Widespread frustration about student discipline, bullying, and disrespect.
- Calls for consistent enforcement of expectations and consequences.
- A belief that poor behavior impacts instruction and school climate.
- Desire to instill kindness, respect, and community values.

3. Trust, Communication & Community Relations

- Erosion of trust between the school district, BOE, and community (especially post-pandemic and budget votes).
- Desire for more authentic, two-way communication—not just information sharing.
- Frustration with a perceived lack of BOE transparency or accountability.
- Desire to heal divides and build unity.

4. Staff Morale, Retention & Support

- Recognition of outstanding staff—but concern that they are overwhelmed or unappreciated.
- Requests to identify, support, and retain high-quality educators and support staff.
- Concern about teacher burnout, unfair expectations, and a toxic climate in some pockets.

5. Academic Rigor, Differentiation & Curriculum Alignment

- Frustration with unclear grading systems (especially standards-based).
- Concerns about lack of challenge for advanced learners.
- Confusion about curriculum materials (e.g., math program).
- Requests to align instruction better across grade levels and schools (especially BLES to BIS transition).

6. Student Support: SEL, Special Education, and Equity

- Strong advocacy for increasing special education services (esp. in Science & SS).
- Interest in strengthening social-emotional learning (SEL) supports.
- Focus on ensuring all students (especially those with IEPs, ELLs, or marginalized backgrounds) have equitable access to opportunities and are protected from bullying.

7. Facilities, Operations & Infrastructure

- Cleanliness and safety of school buildings (especially with outsourced custodians).
- Requests to reinvest in facility maintenance and repairs.
- Specific concerns like geese in play areas or outdated BIS infrastructure.

8. Transition from Elementary to Intermediate School

- Many noted a significant culture shift and lack of preparation in the transition from Byram Lakes to BIS.
- Concerns about homework, behavior, and communication changes that overwhelm students and families.

9. Technology Use & Management

- Criticism of how devices are used in class (too much "leisure" use).
- Unclear rationale for bringing devices home if no homework is assigned.
- Request for better tech support—some tech work falling to secretaries.

10. Appreciation for Visibility and Openness

- Many respondents noted the superintendent's visibility, openness to input, and positive tone so far.
- Encouragement to continue listening and getting to know the community.

Overall, to what extent does this school meet your expectations for providing an excellent education?

Meets most of my expectations
Meets only some of my expectations 1
Meets only some of my expectations
Does not meet any of my expectations 1
Meets most of my expectations 132
Meets only some of my expectations 43
Does not meet any of my expectations 6

What else do you want me to know or think I should know about the district?

1. Strong Praise for Byram Lakes Elementary School (BLES)

- BLES administration is described as kind, transparent, and supportive.
- Teachers, staff, and office personnel are frequently praised for professionalism and dedication.
- Many parents and staff describe BLES as a "family" or "special place."
- Positive school culture and student happiness are often cited.
- High satisfaction with communication, events, and school community spirit.

2. Concerns about Byram Intermediate School (BIS)

- Many families express anxiety or disappointment regarding the transition to BIS.
- Reports of a less positive school climate and inconsistencies in communication or support.
- Concerns that students are not prepared academically or emotionally for the rigor of high school.
- Multiple references to perceived lower quality of education or culture at BIS compared to BLES.

3. Special Education & Student Support (IEP/504)

- Mixed feedback: Some parents express gratitude for strong support, while others report gaps.
- Concerns about implementation, stigma, and insufficient teacher support at the intermediate level.
- Calls for better tracking of student progress and stronger RTI systems.

4. Strong Staff Dedication & Work Ethic

- Repeated appreciation for teachers, paraprofessionals, therapists, and support staff.
- Teachers described as hardworking, passionate, and caring.
- Comments note that staff morale is generally high but needs continued administrative support.

5. Communication & Transparency

- Praise for improved communication from BLES leadership.
- Requests for more regular updates from teachers, especially at BIS.
- Desire for increased transparency from district and BOE, especially in decision-making and policy changes.

6. Calls for Academic Rigor and Curriculum Alignment

- Some feel academic standards have dropped, particularly at BIS.
- Requests for more focus on writing, physical note-taking, and preparation for high school.
- Desire for honors-level classes and more engaging instructional strategies.

7. School Culture & Discipline

- Mixed feedback: some see a positive, inclusive environment; others report concerns about bullying, discipline inconsistencies, and a lack of follow-through.
- Desire for more programming around social-emotional learning, character development, and respect.

8. Community Division & BOE Distrust

- Several references to “loud minority voices” influencing school decisions.
- Perception that some programs are removed due to pressure from small groups of parents.
- Calls for district leaders to stand firm and make student-focused decisions.
- Concerns about BOE transparency and agendas.

9. Need for Equity in Student Experience

- Concerns that certain student groups (e.g., students with special needs, struggling learners) are not receiving equitable support.
- Requests for inclusive holiday celebrations and acknowledgment of diverse family structures.
- Frustration over perceived favoritism or lack of recognition for a broader range of students.

10. Facilities, Programs, & Operations

- Requests for longer lunches, snack breaks, and outdoor time.
- Desire for more field trips and hands-on learning (e.g., nature, local history).
- Advocacy for reinstating or expanding programs like Invisible Strings and music electives.
- Comments on cleanliness, janitorial staffing, and physical access (e.g., recess limitations due to muddy shoes).

11. Positive Outlook & Welcoming Tone

- Many welcomed the new leadership and offered to help or collaborate.
- Strong sense of hope, pride, and belief in the district's potential to improve.
- Comments encouraging the superintendent to observe firsthand, listen, and act with courage and vision

Educational Summit Topics:

- **Gifted and Talented Strategies**

- **Technology** (Issues may include: How can we provide better supports for our students & staff with the limited personnel and technological resources we have, artificial intelligence (AI), planning for technological future needs)

- **Student Support Services: Meeting the Needs of ALL Learners – Struggling, Middle, and Advanced** (Issues may include: Supports for academically struggling, middle of the road, and advanced students from grades preschool through eighth grade; supports for multi-lingual (ML) students, tiered systems of support (RTI/MTSS), student support programs including special education programming & child study team supports)

- **BIS – Fostering a Culture of Respect and High Expectations : Student Accountability** (Issues may include: Student conduct, discipline, behavior, social-emotional learning (SEL) support, climate & culture)

- **Planning for the Future by Refreshing Our Buildings to be Relevant for Today's Learners - Facilities & Operations** (Issues may include: Recommendations for prioritizing facility improvements and/or capital improvement plans, custodial services, long term facilities plan)

- **Resources** (Issues may include: How do we offer more with less? Maximizing dollars without sacrificing quality, funding, partnering with outside organizations)

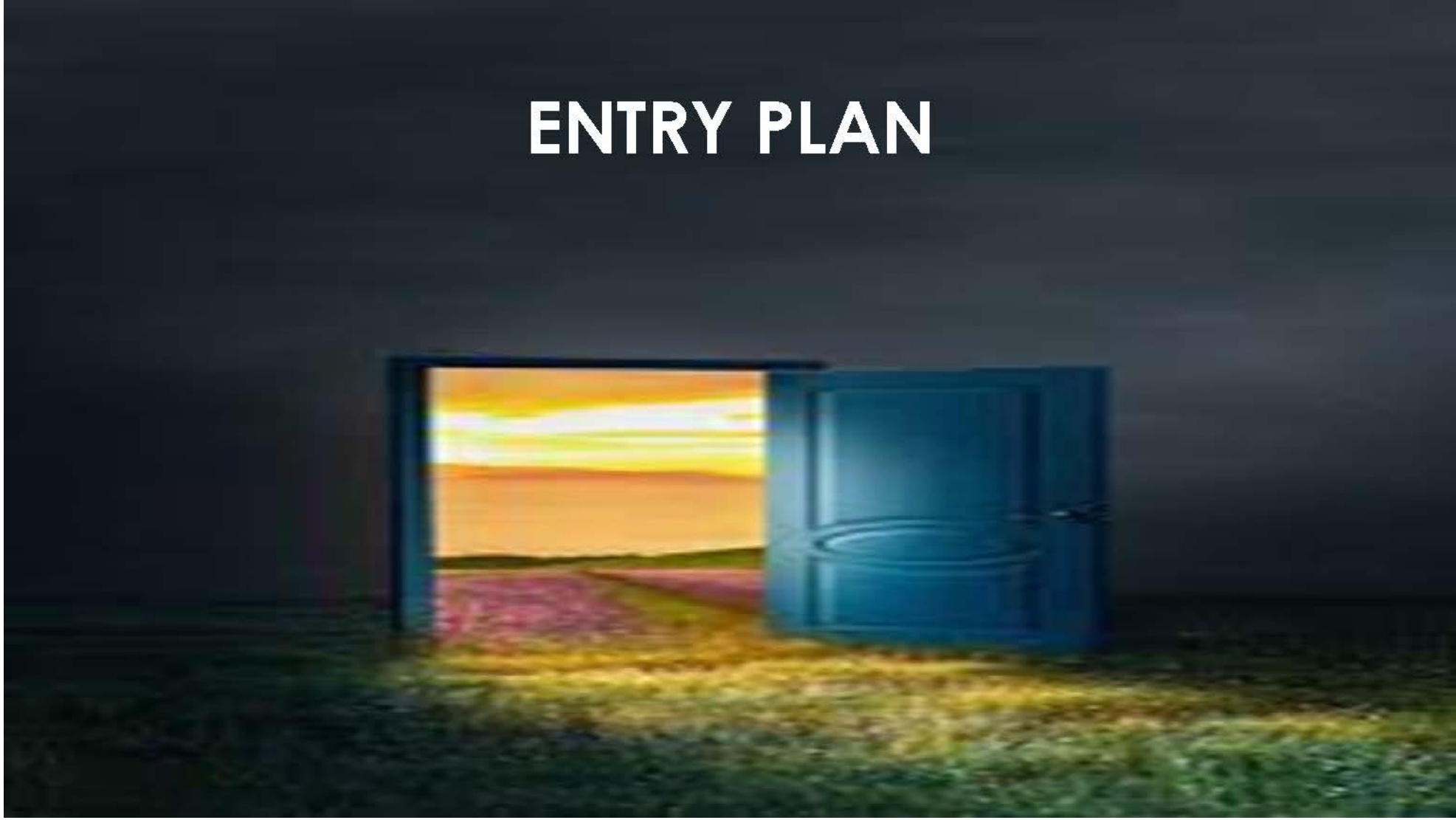
- **Re-imagining the Byram School Experience** (Issues may include: transitioning from the elementary school to the middle school, rethinking school experiences, fields of study, activities, extended school day programs, extra-curricular programs, other creative/visionary ideas that individuals may have)

- **Supporting Excellent Teaching/Professional Development** (Issues may include: Designing relevant professional development opportunities, additional methods for supporting teachers/staff)

BYRAM TOWNSHIP SCHOOL DISTRICT

STRATEGIC PLAN




ENTRY PLAN


Listen & Learn
Listen & Learn
Assess Progress


OUR JOURNEY HERE
MEETINGS – GROUP AND INDIVIDUAL
BOE, STAFF, ADMIN, DEPT & GRADE LEVEL PLC'S
SURVEYS
COMMUNITY MEET AND GREET
EDUCATIONAL SUMMIT
COFFEE HOUR – NIGHT AND DAY
STUDENTS - PEER AND STUDENT COUNCIL GROUP
UNION LEADERSHIP – MONTHLY MEETING
COMMITTEES – CODE OF CONDUCT/DISTRICT
IMPROVEMENT
STAKEHOLDERS
BOARD RETREAT
DISTRICT IMPROVEMENT COMMITTEE

Strategic Planning

Strategic planning will help you fully uncover your available options, set priorities for them, and define the methods to achieve them.

- Robert J. McKain

In other words, Where are we now? Where do we want to be?




COMPONENTS OF STRATEGIC PLANNING
Action Plans
Goals
Vision for the Future
Challenges/ Opportunities
Strengths/ Achievements
Information


Multiple opportunities for all stakeholders
to have a say
Principals & Teachers
Parents
Students
Community

SURVEY DATA

- 183 responses

Overall, to what extent does this school meet your expectations for providing an excellent education?



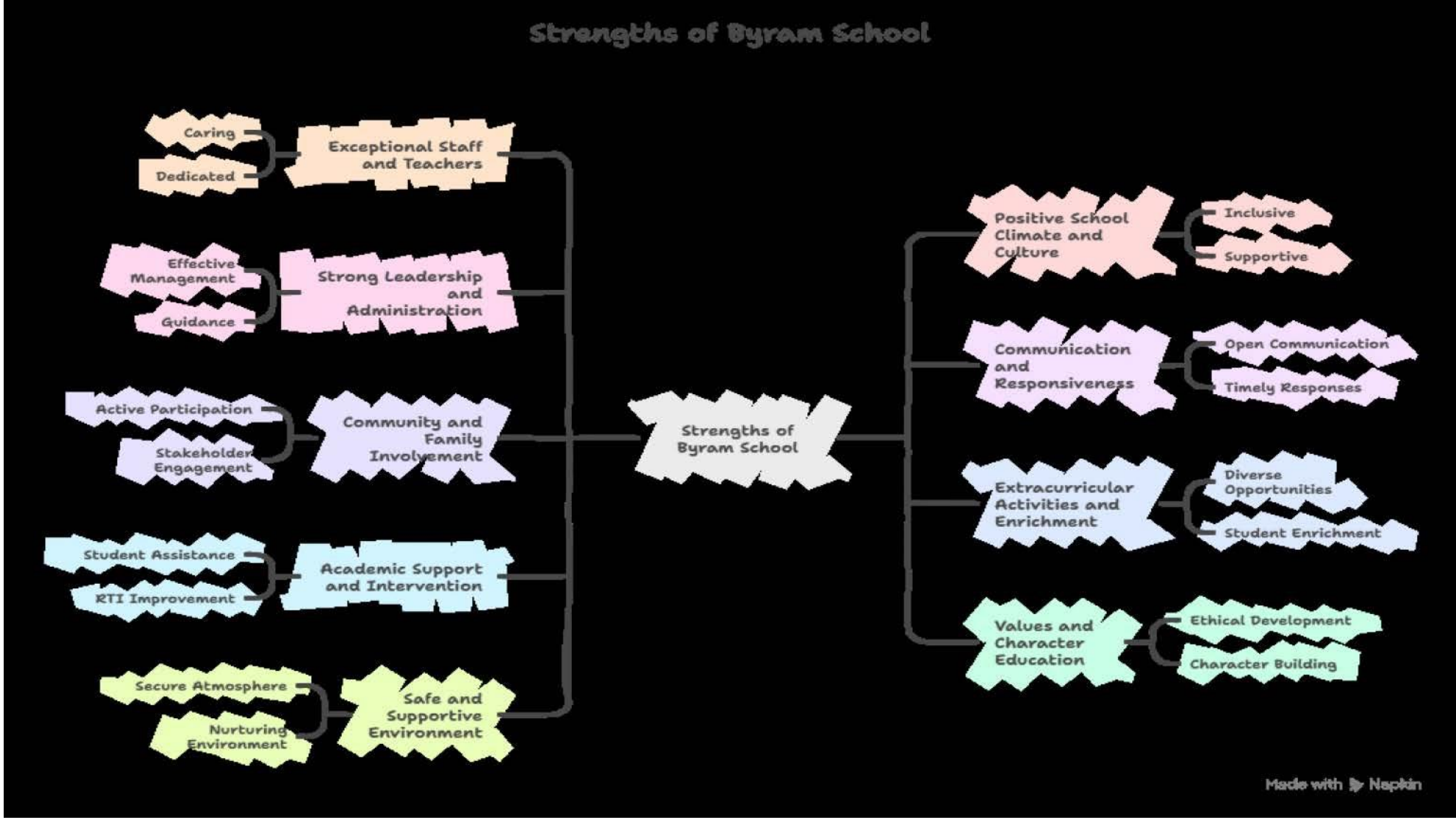
Most respondents believe the school meets their expectations for an excellent education.

AI GENERATED

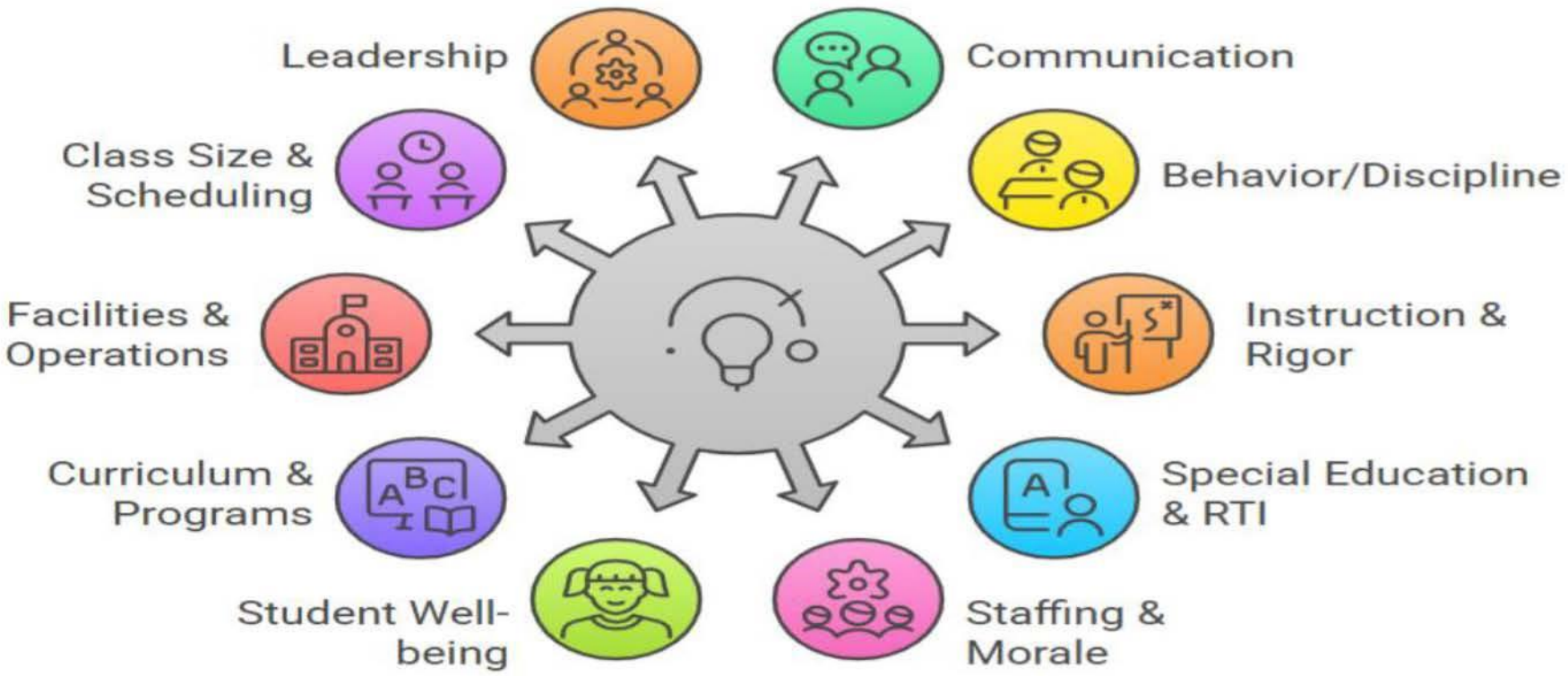
STRENGTHS



- Exceptional staff and teachers (caring, dedicated)
- Positive school climate and culture
- Strong leadership & administration
- Communication & responsiveness
- Community & Family involvement
- Extracurricular activities & enrichment
- Academic support & intervention (although RTI is an area noted for needing improvement)
- Values & character education
- Safe & supportive environment


Strengths of Byram School
Caring
Dedicated
Exceptional Staff and Teachers
Effective Management
Guidance
Strong Leadership and Administration
Active Participation
Stakeholder Engagement
Community and Family Involvement
Student Assistance
RTI Improvement
Academic Support and Intervention
Secure Atmosphere
Nurturing Environment
Safe and Supportive Environment
Strengths of Byram School
Positive School Climate and Culture
Inclusive
Supportive
Communication and Responsiveness
Open Communication
Timely Responses
Extracurricular Activities and Enrichment
Diverse Opportunities
Student Enrichment
Values and Character Education
Ethical Development
Character Building
Made with Napkin

Educational Improvement Areas



Data categories were generated via AI



EDUCATIONAL SUMMIT

Technology

Supporting teachers and PD

Student Support Services: Meeting the Needs of ALL Learners

Student Respect & Accountability

Re-imagining the Byram School Experience

Gifted & Talented Focus Group

Planning for the Future – Facilities and Operations


COMPONENTS OF STRATEGIC PLANNING
Action Plans
Work of Administration
Goals
Vision for the Future
Challenges/ Opportunities
Strengths/
Achievements
Information



Mission

The Byram Township Board of Education is dedicated to prepare students to be life-long learners with high self-esteem, strong interpersonal skills, and social values in an environment that encourages them to reach their full potential.

Vision

No to the status quo. Identify priorities and get it done!

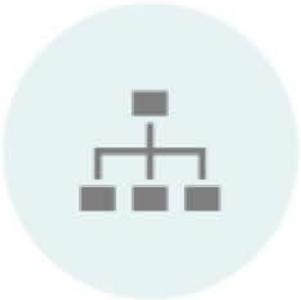
Types of Goals



DISTRICT GOALS

COLLABORATIVELY SET BY THE BOARD & THE CSA. THE BOARD SUPPLIES THE "WHAT" AND RESOURCES NECESSARY FOR THEIR ATTAINMENT.

THE CSA PROVIDES THE "HOW" (ACTION PLANS) AND IS RESPONSIBLE FOR THEIR COMPLETION.



BOARD GOALS

ARE SET BY THE BOARD TO IMPROVE PROCESS/TASKS "OWNED" BY THE BOARD. THEY ARE EVALUATED IN CONJUNCTION WITH THE BOARD SELF-EVALUATION.

District Goals:

•Design and implement streamlined district operational procedures to enhance organizational efficiency, consistency, alignment, and effectiveness.

•Develop and implement a formal districtwide communications plan that enhances clarity, builds trust, and ensures consistent and transparent communication in order to promote meaningful connections with all stakeholders.

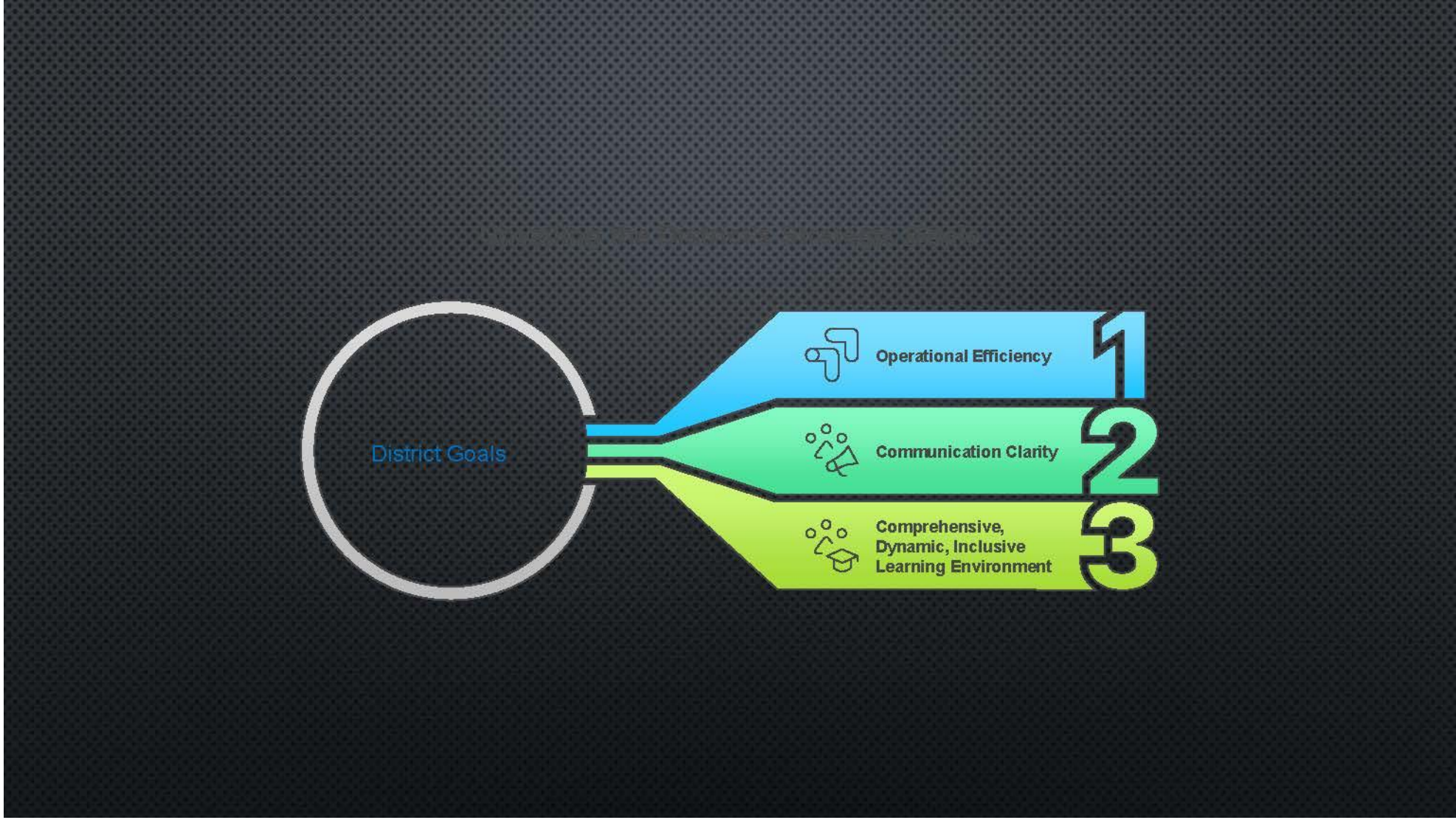
•Create a comprehensive, dynamic, inclusive learning environment that fosters high-quality teaching by enhancing and strengthening instructional practices while inspiring students and educators to achieve excellence through innovation, collaboration, and continuous growth.

BOE Goals:

•Ensure that policies and regulations are up to date with current practices and protocols needed to effectively run a school district.

•Engage in professional development opportunities including individual Board member academy and Board Certification training with the NJSBA. The Board certification recognizes the full Board's commitment to training and effective governance in areas such as group process, decision-making, planning, effective meetings, and focus on student achievement.

•Develop Board Norms and committee protocols to ensure accountability and compliance.


District Goals
Operational Efficiency
1
Communication Clarity
2
Comprehensive, Dynamic, Inclusive Learning Environment
3

ACTION PLANS

- The Administration developed goal statements aligned to each goal area with an intended outcome for each.
- District goals and initiatives were created as the direct result of these goal statements.

Byram Township School District

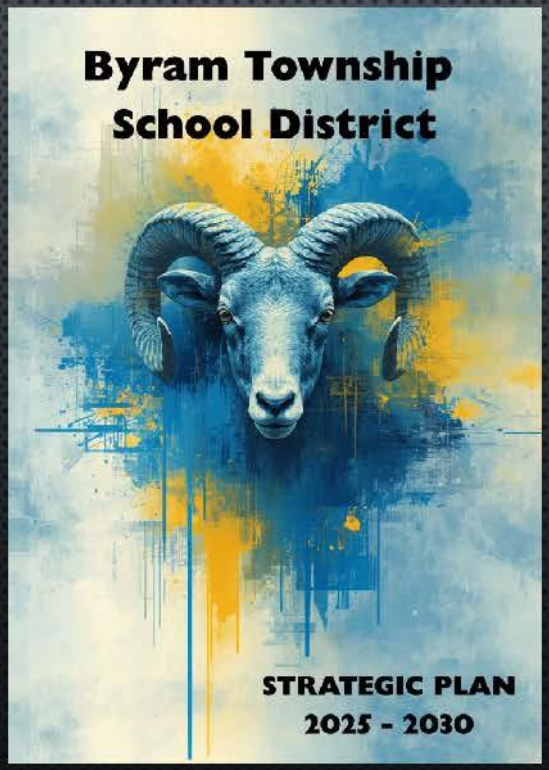
5-Year Strategic Plan

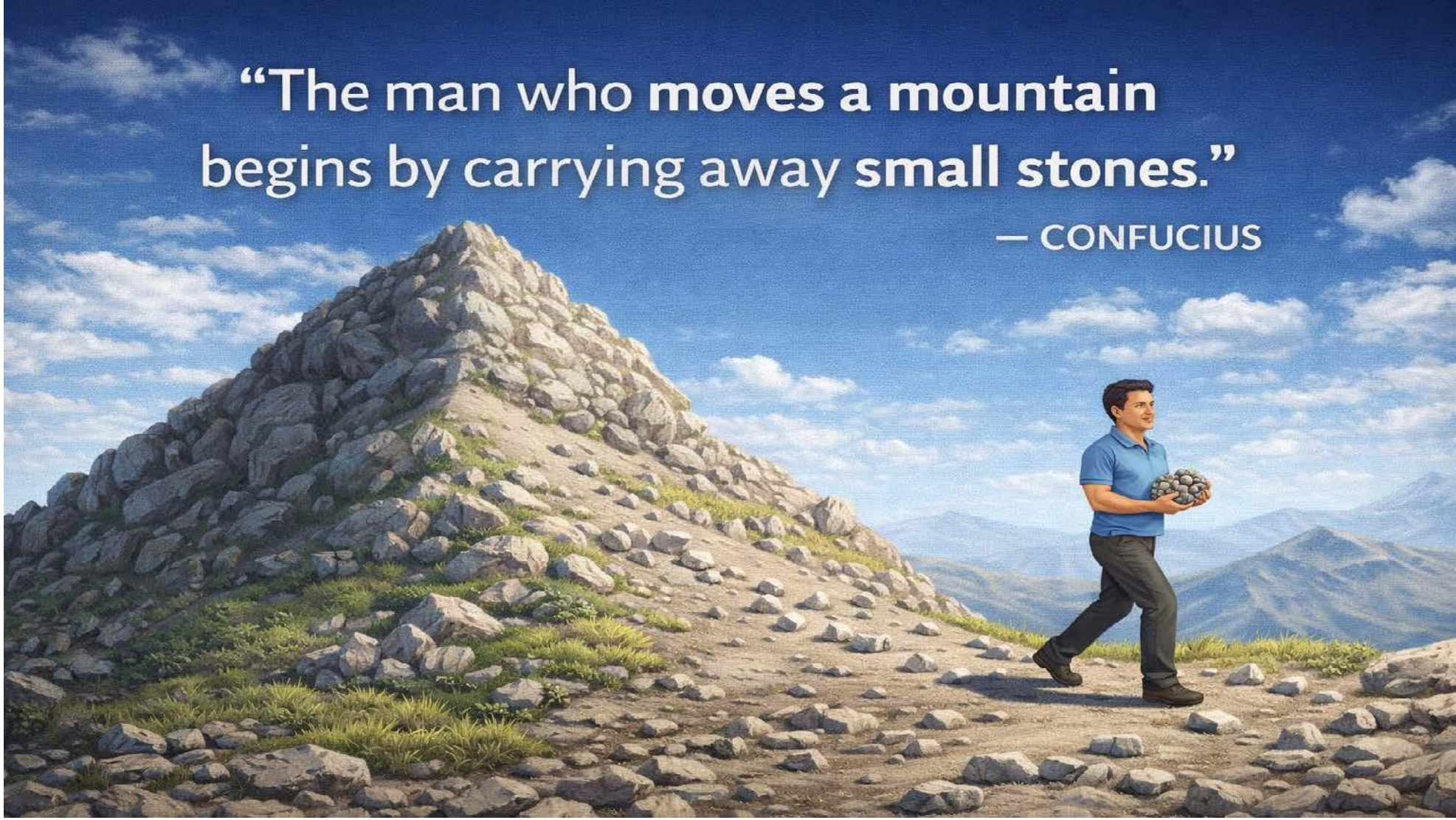
Focus Area 1: District Operational Procedures

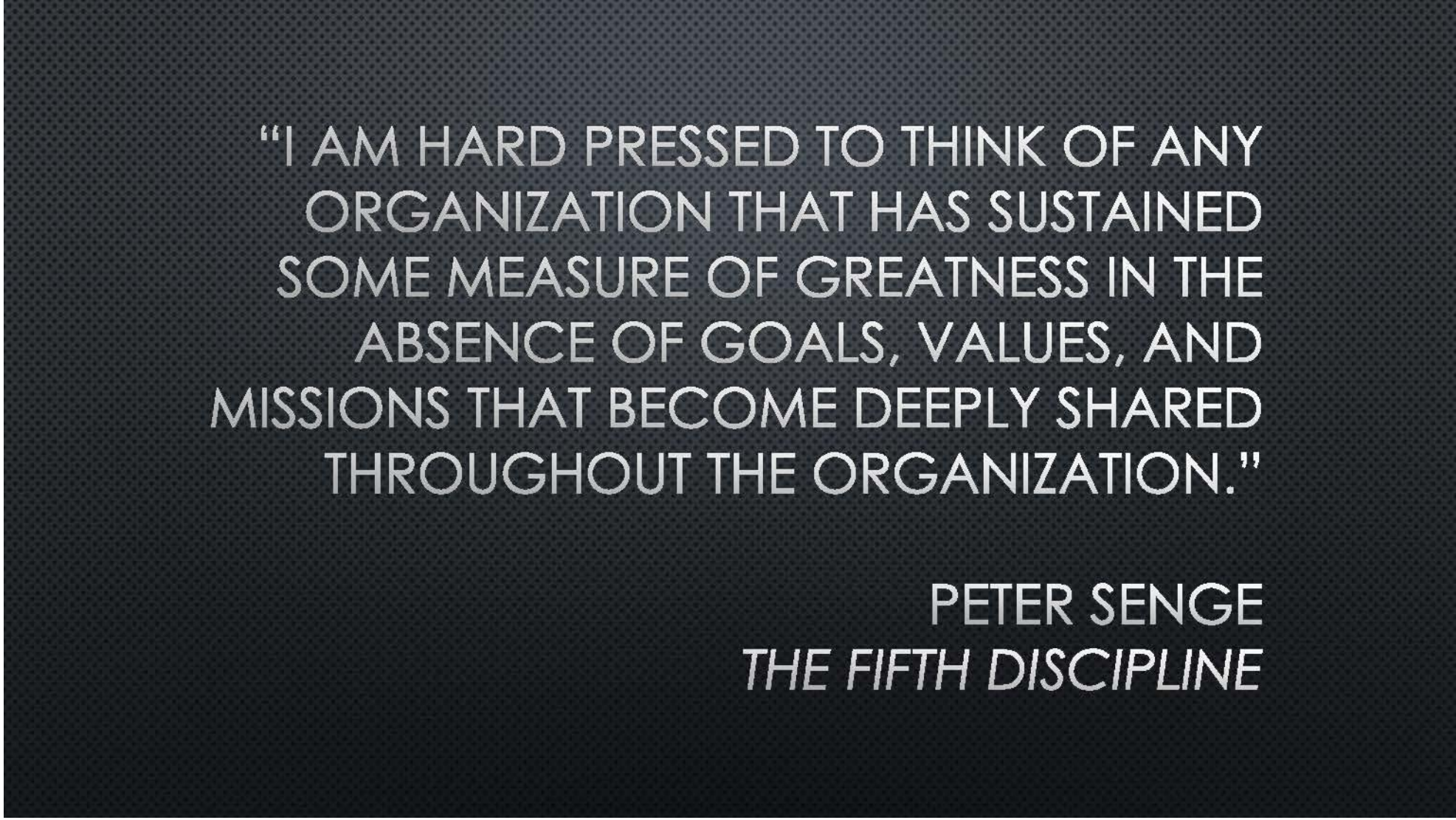
Design and implement streamlined district operational procedures to enhance organizational efficiency, consistency, alignment, and effectiveness.

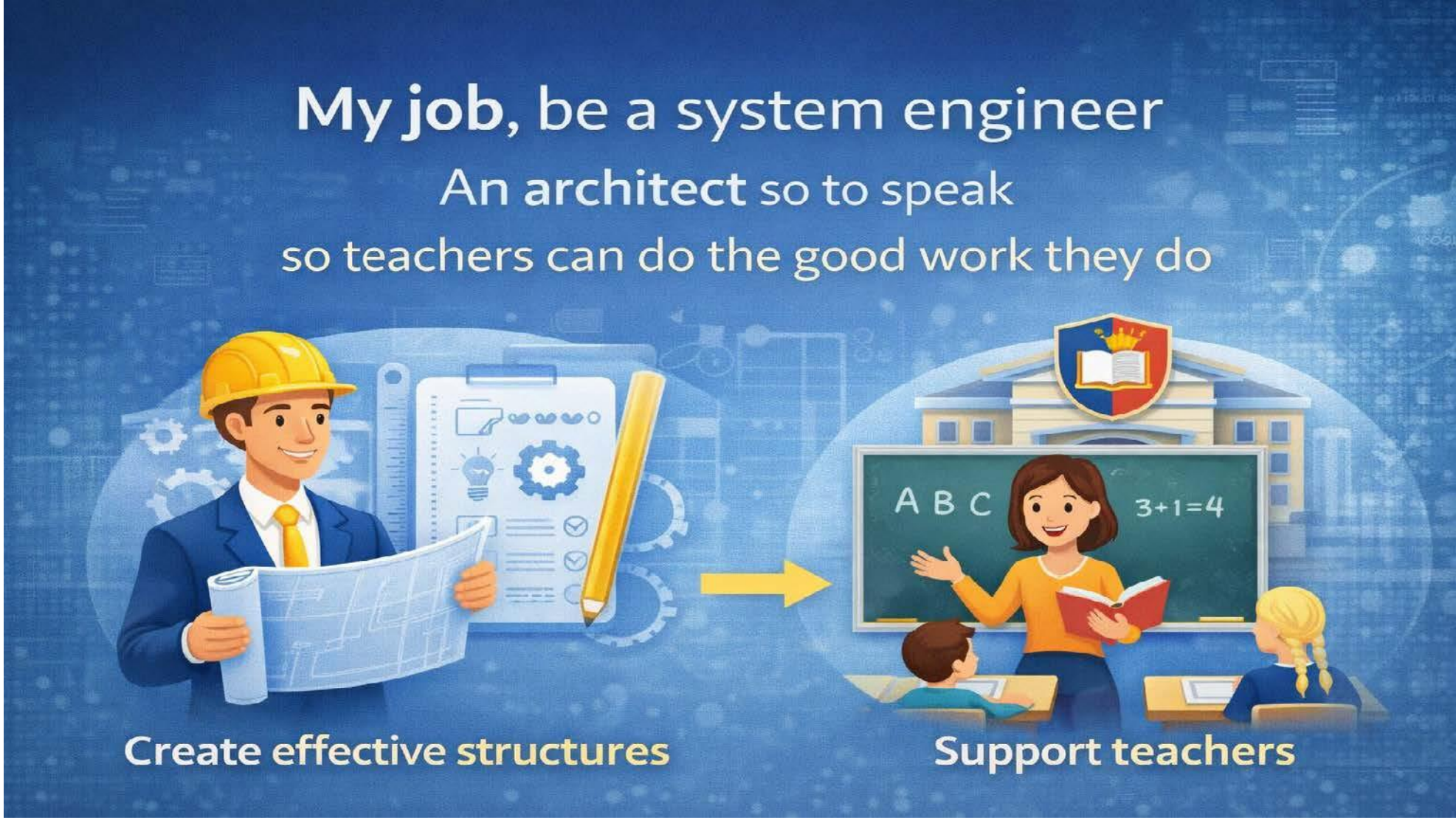
Goal # 1	Activity	2025 2026	2026 2027	2027 2028	2028 2029	2029 2030	Responsibility: (Persons responsible for coordinating)	Indicators of Success: (Metrics that can be used to measure progress)
Action Step 1	Complete an internal human resources department audit and implement new human resources procedures.	X	X	X	X	X	Superintendent	- Restructure district procedures so that all human resources operations are managed through the Superintendent's Office - Address and remediate individual provisional & teacher certification issues to align with New Jersey requirements - Create an online staff folder where districtwide human resources forms can be accessed - Revise district course graduate approval forms - Revise district professional development and travel forms - Update the position control roster and implement enhanced systems to ensure alignment and coordination between human resources department and business office - Create observation handbook - Creation of one universal district-wide employee handbook to provide clarity on procedures and protocols - Clean up and sync databases between schools, district, and business office

FINALIZED STRATEGIC PLAN DOCUMENT




“The man who moves a mountain
begins by carrying away small stones.”
— CONFUCIUS


"I AM HARD PRESSED TO THINK OF ANY ORGANIZATION THAT HAS SUSTAINED SOME MEASURE OF GREATNESS IN THE ABSENCE OF GOALS, VALUES, AND MISSIONS THAT BECOME DEEPLY SHARED THROUGHOUT THE ORGANIZATION."
PETER SENGE
THE FIFTH DISCIPLINE


My job, be a system engineer
An architect so to speak
so teachers can do the good work they do
A B C
3+1=4
Create effective structures
Support teachers


SUCCESS
FUTURE BOE MEETING - I WILL REVIEW WHERE WE ARE
WITH EACH GOAL
"STATE OF THE DISTRICT"
START