

# 3D Strategic Plan

**2017 - 2022**

Prepared for the

## Paulsboro Public School District

Facilitated by: NJSBA Field Services Department

Theresa Lewis , Field Service Representative  
Jesse Adams Jr, Field Service Representative



**New Jersey School Boards Association**  
*Serving Local Boards of Education Since 1914*

# 3D Strategic Plan

## Paulsboro Public Schools

### Table of Contents

**Acknowledgments**

**Strategic Planning Process**

**Beliefs**

**Mission Statement**

**Visioning – Common Threads**

**District Strengths and Challenges**

**Goal #1: Student Achievement**

**Goal #2: Community**

**Goal #3: Diversity/Equity**

**Goal #4: Resources**

**Goal #5: Perception**

**Appendix A – State of the Schools Report**

**Appendix B – State of the Community Report**

**Appendix C - Crumble and Toss**

**Appendix D - Action Plans**



## **Acknowledgements**

The Paulsboro Public School District's Strategic Planning process, completed during the 2016-2017 academic year, could not have occurred without the support, cooperation and dedication of the following people and groups:

### **Paulsboro Public Schools Board of Education**

Thomas C. Ridinger, President

Joseph L. Lisa, Vice-President

Barbara Dunn

Marvin E. Hamilton, Sr.

Lisa L. Lozada-Shaw

William Scott Mackenzie

Lisa Priest

Irma Stevenson

Jim Walter

Dr. Laurie Bandlow, Superintendent

Jennifer Johnson, Business Administrator

### **District Internal Coordinators**

Deborah Kappra, Business Secretary

Lynn Green, Administrative Secretary

### **New Jersey School Boards Association**

Terri Lewis, Field Service Representative

Jesse Adams, Jr., Field Service Representative



## **State of the Schools Committee**

Matthew Browne

Nick Carbo

JoAnne Gayeski

Jennifer Johnson

Paul Morina

Lucia Pollino

Rebecca Richardson

## **State of the Community Committee**

Joe L. Kidd

Judy Mackenzie

Joseph Magazu

Walter C. Quint

Loretta Savidge

Mackenzie

## **Action Plan Members**

Dr. Laurie Bandlow

Paul Bracciante

Mathew Browne

John Giovanitti

Jennifer Johnson

Joseph Magazu

Paul Morina

Dr. Lucia Pollino

Mildred Tolbert



## Planning Council Members

Barbara Ann Murphy

Lisa Lozada Shaw

Catherine Zimmerman

Loretta Savidge

Charles Shaw

Marc Kamp

Cheryl Scott

Mark Zimmerman

Chuck Shaw

Matt Browne

Eileen Russell

Melissa Corson

Gary Stevenson, Mayor

Paul Morina

Irma R. Stevenson

Prudence Hanly

Jennifer Johnson

Roseanne Lombardo

JoAnne Gayeski

Steve Anuszewski

John Giovanitti

Thomas C. Ridinger

Joseph Magazu

Vernon Marino, Chief of Police

Judy Mackenzie

William Tuff

Lisa Horton

Laurie Bandlow, Superintendent



# Strategic Planning Process

## Executive Summary

### **A. Educating the Board to make an informed decision**

In January 2016, Dr. Laurie Bandlow, District Superintendent, contacted New Jersey School Boards Association Field Service Representative, Terri Lewis regarding the Strategic Planning process available through the Association. Mrs. Lewis later met with the district leadership to review the process.

The following information supplied to the Board of Education included a review of the following information and requirements:

- commitment of time and resources
- school and community level involvement
- strategic planning to meet the needs of the district
- the Board's role in the process
- potential participants to be included in the process

In May 2016 the Board of Education contracted with NJSBA for these services.

### **B. Planning**

In April 2016, the board president, the superintendent, the business administrator and internal coordinators met with the NJSBA Field Service Representative, Mrs. Lewis to review the pre-process materials including notices, invitations and internal coordinator job description. The Strategic Planning calendar was finalized and methods of informing the community and staff of the upcoming meetings were determined.

### **C. State of the School and State of the Community Information Committees**

On May 24, 2016, Terri Lewis, NJSBA Field Service Representative provided information and training to the State of the School and State of the Community Information Leaders. The meeting included the distribution of material and a training component for completion of the two required reports.

Training included guidance in the following areas:

1. Information needed for the State of the School  
(internal research)
2. Information needed for the State of the Community  
(external research)
3. Development of reports for the Planning Council Conference

Committee reports are included in the Strategic Planning notebook



#### **D. Staff & Community Orientation**

Throughout late August and early September 2016, Mrs. Lewis and Mr. Jesse Adams, Jr., NJSBA Field Service Representatives, in conjunction with the Superintendent, met with the staff & community in the district to explain the process and encourage participation. Volunteer sign-up forms were disseminated to staff and community.

#### **E. Planning Council Conference**

On September 30<sup>th</sup> and October 1, 2016, , Terri Lewis and Jesse Adams, New Jersey School Boards Association Field Service Representatives facilitated the Planning Council Conference. Outcomes of the conference included:

1. the vision of the future
2. development of the system of beliefs
3. review of the district mission statement
4. strengths and challenges
5. goals
6. strategies/objectives to accomplish the goals

Outcomes are included in the Strategic Planning notebook.

#### **F. Developing the Action Plans**

On December 1, 2016, Terri Lewis, Field Service Representative provided information and training to the Action Plan Team Leaders and worked directly with the Superintendent to assist these teams to do the following:

1. identify the action plans needed to accomplish the strategies/objectives
2. select measures for accountability
3. present action plans to the Planning Council for review

Outcomes are included in the Strategic Planning notebook

#### **G. Review of the Action Plans**

On March 29, 2017, Terri Lewis and Jesse Adams, Jr., , Field Service Representatives facilitated the second Planning Council Conference where action plans were presented for review to do the following:

1. test the plan for validity
2. give feedback to the Action Teams
3. finalize the action plans with full team input



## **H. Presentation of Strategic Plan to the Board of Education**

NJSBA Field Service Representatives Terri Lewis and Jesse Adams, Jr., worked with the Superintendent to shape the presentation of the plan to the full Board of Education on July 31, 2017.





# Paulsboro Public School District

## Beliefs

**We believe our children learn best...** when teachers care and parents are involved in their education.

**We believe the role of the parent...** is to be a partner with the school community in their child's educational journey.

**We believe the role of the community...** is to be informed, present and involved in our schools.

**We believe the role of the staff...** is to teach all students in a safe, caring and loving environment.

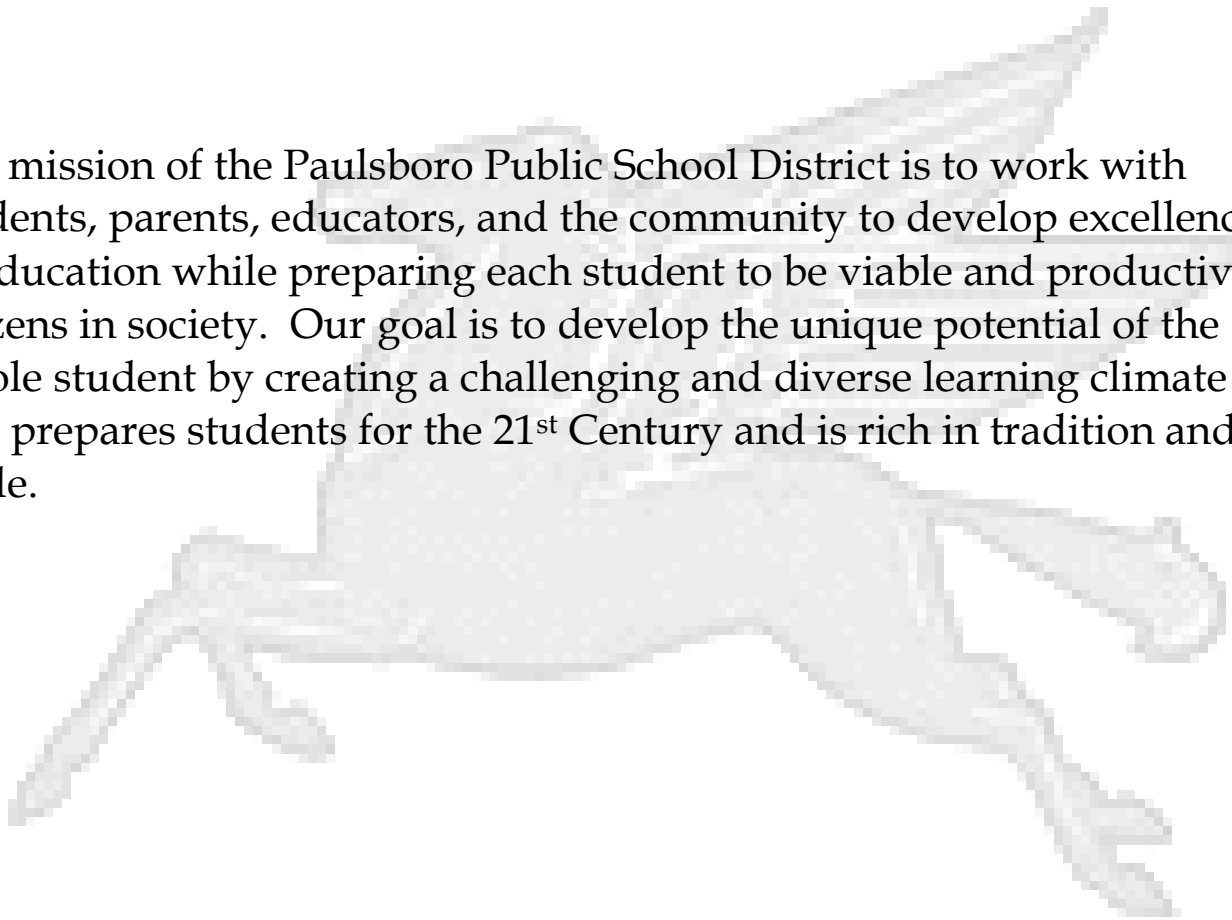
**We believe excellence in education...** includes children, parents, teachers and community preparing children to be viable and productive citizens that contribute positively to society.



# Paulsboro Public School District

## Mission Statement

The mission of the Paulsboro Public School District is to work with students, parents, educators, and the community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21<sup>st</sup> Century and is rich in tradition and pride.



# Visioning Common Threads

## Common Threads (Themes):

- Perception of the school and community needs to change
- Residents choose to be here for the education
- Safe community
- Boro that attracts residents due to academic offerings
- All three schools are unified toward common goals
- Transformational leadership
- Student develop a passion for learning
- Technology is current and accessed by all
- Instructional technology
- There is great emphasis on college and career readiness



# Strengths of the District

## Strengths - Group 1

- Dedicated staff
- Traditions and history
- Many extra curricular programs
- Sports teams
- Fund Arts department
- Ability to serve free meals
- Family atmosphere between staff and community
- Business/industry/town support/resource officers
- Respect and equality / Brotherhood
- Parental support programs (YMCA, Twilight,etc)

## Strengths - Group 2

- Diversity
- Strong alumni base
- Paulsboro pride and tradition
- Leadership
- Drama and art
- Resourceful
- Male athletics
- Potential
- HS student/teacher ratios
- Volunteerism

## Strengths - Group 3

- Excellent faculty/staff
- Generational Paulsboro pride
- Loyalty to each other and our community
- Local business support
- Smaller class size
- Local residents/groups as volunteers
- Community size
- Sports reputation
- Community resolve
- Diversity



# Challenges Facing the District

## Challenges - Group 1

- Lack of businesses
- Small student population
- Decreasing contributing tax base
- Decreasing state support
- Poverty
- 40% single adult homes (3:1 women-men)
- Transient student population
- Aging facilities/ technology
- Low literacy levels
- School reputation

## Challenges - Group 2

- Funding
- HS Science curriculum
- Weak parent participation
- Drop out rate
- Low socio economics
- Teacher involvement at school events
- Social and emotional stability of students
- Awareness of college choices
- Class size in elementary school
- STEAM

## Challenges - Group 3

- Facilities
- Infrastructure
- Technology
- Parental involvement
- Enrollment (school choice)
- Funding
- Academics - test scores/reading
- P{reception
- Transient population
- Walking district



# Goal Area #1

## Goal Area – Student Achievement

**Goal #1:** To support the staff to create a safe, nurturing and interactive learning environment that fosters all learning, that correlates to state mandated guidelines to successfully integrate students into society.

### **Objectives:**

1. Targeted professional development for all staff, supported by administration and school board.
2. Partner with colleges and trade schools to offer in-house and/or off-campus experiences.
3. Provide a safe, conducive learning environment that promotes hands-on, interactive activities/academies, fostering curiosity and responsibility implementing a 21<sup>st</sup> Century Curriculum.
4. Have all students reading at grade level.



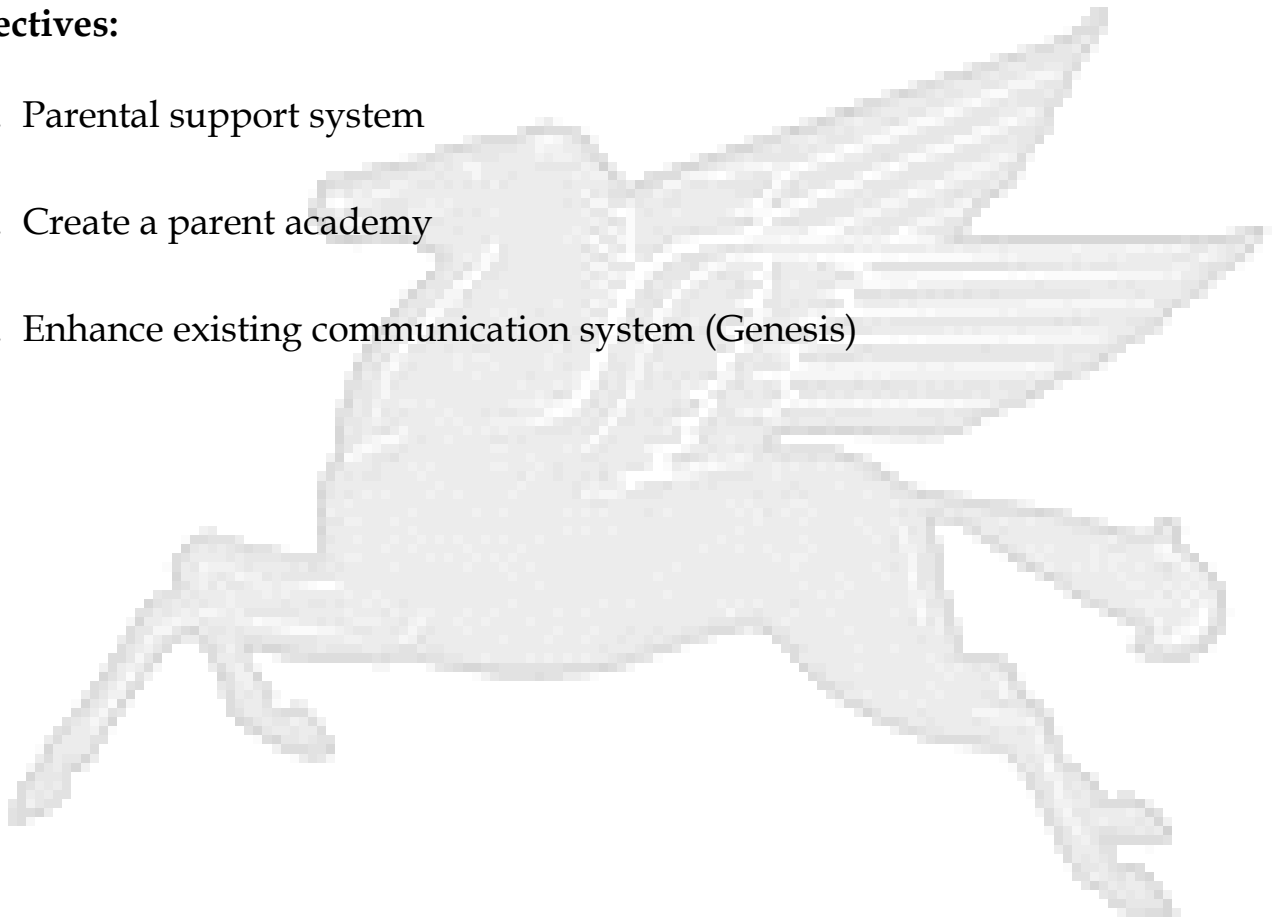
# Goal Area #2

## Goal Area - Community

**Goal #2:** To reach the 21<sup>st</sup> century parent to create the 21<sup>st</sup> century learners.

### **Objectives:**

1. Parental support system
2. Create a parent academy
3. Enhance existing communication system (Genesis)



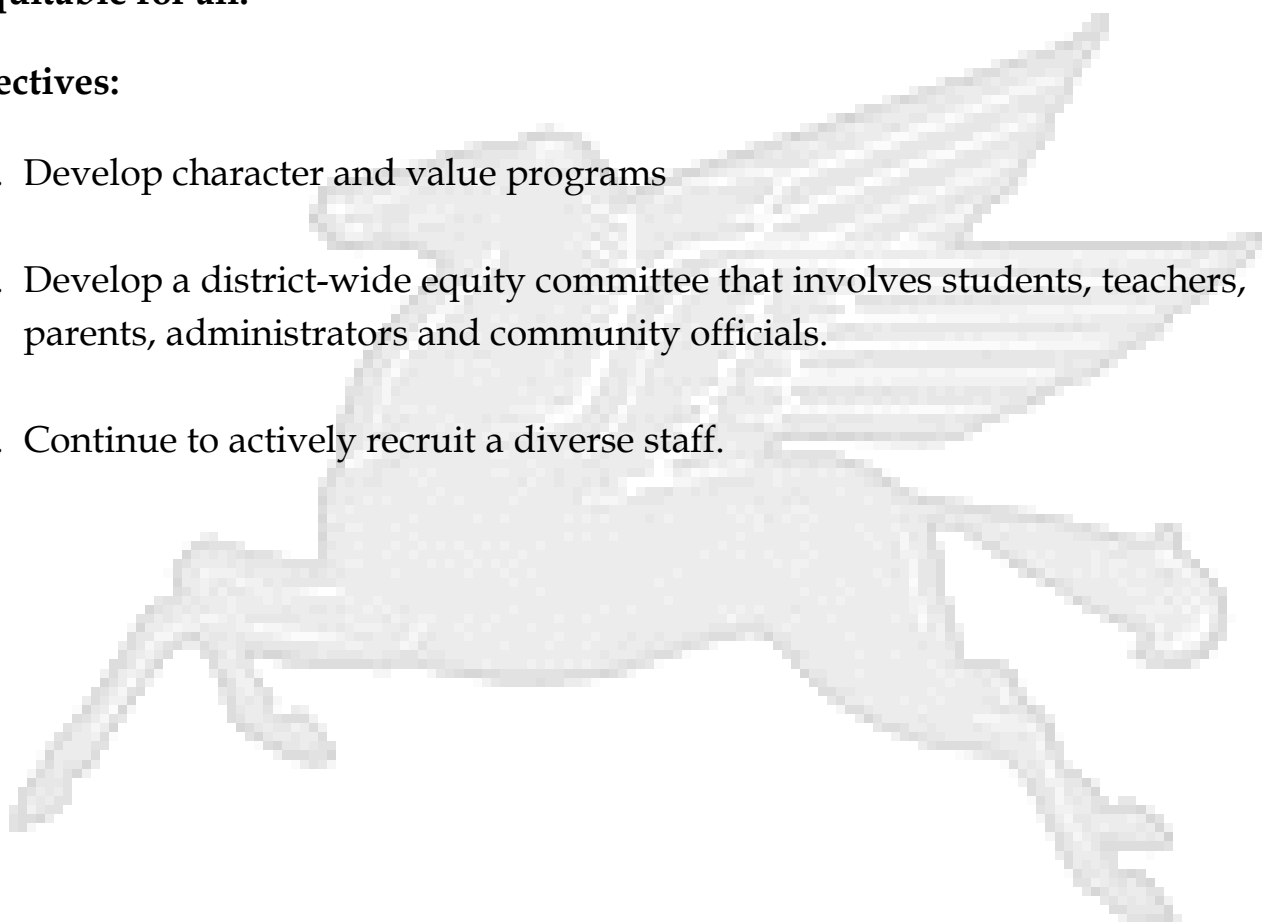
# Goal Area #3

## Goal Area - Diversity/Equity

**Goal #3:** Create a district wide environment within the school community that is equitable for all.

### **Objectives:**

1. Develop character and value programs
2. Develop a district-wide equity committee that involves students, teachers, parents, administrators and community officials.
3. Continue to actively recruit a diverse staff.





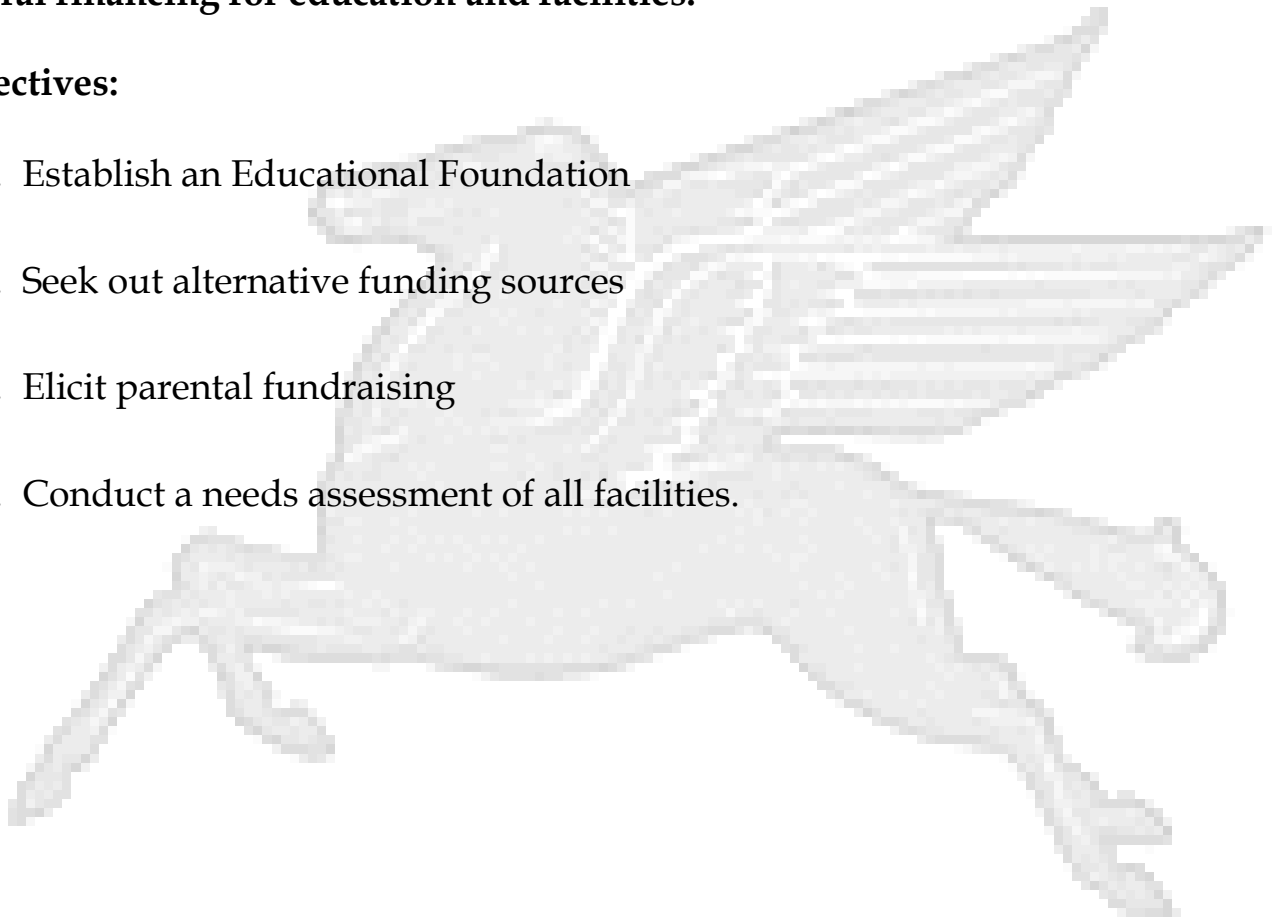
# Goal Area #4

## Goal Area - Resources

**Goal #4: Examine all avenues to secure more funding to supplement state and federal financing for education and facilities.**

### **Objectives:**

1. Establish an Educational Foundation
2. Seek out alternative funding sources
3. Elicit parental fundraising
4. Conduct a needs assessment of all facilities.



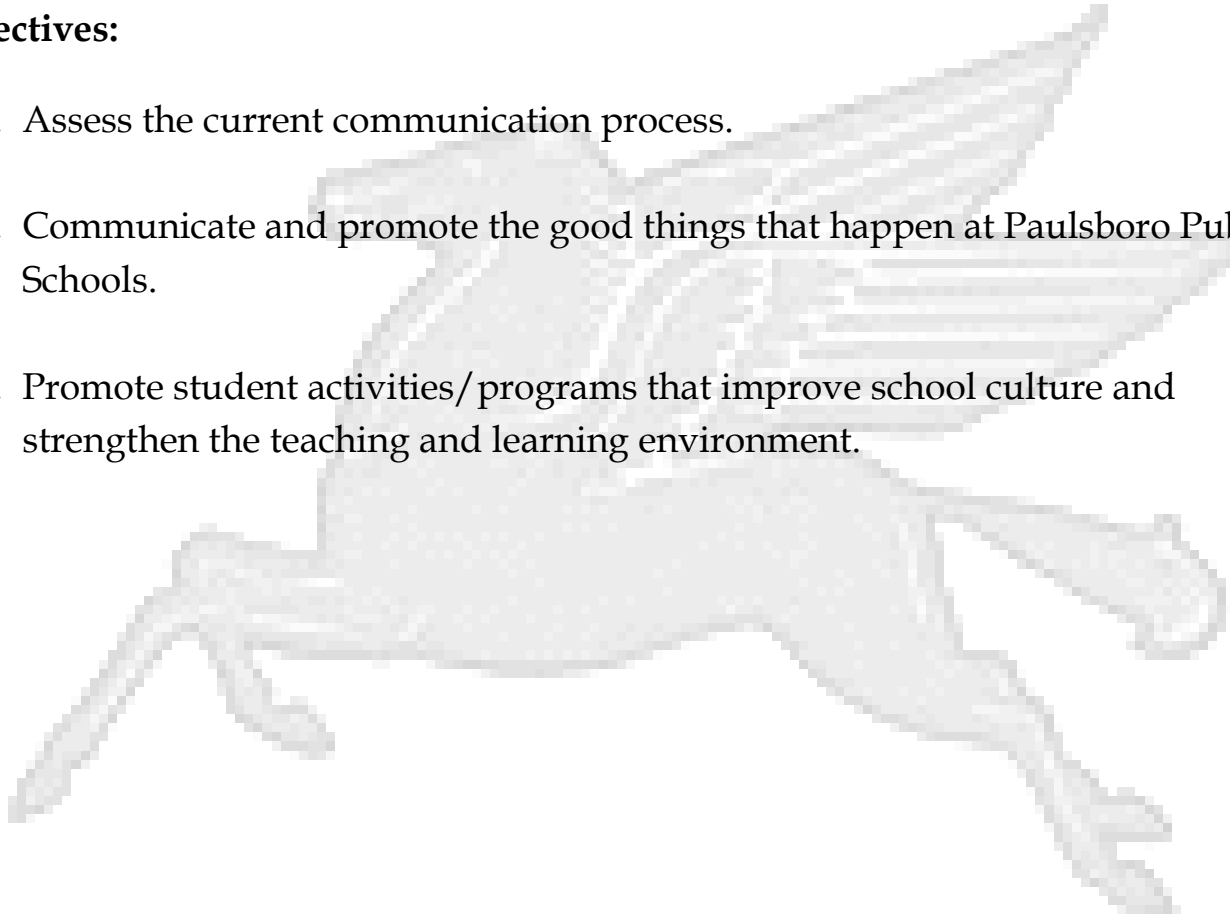
# Goal Area #5

## Goal Area - Perception

**Goal #5: Improve the perception of the Paulsboro School District.**

### **Objectives:**

1. Assess the current communication process.
2. Communicate and promote the good things that happen at Paulsboro Public Schools.
3. Promote student activities/programs that improve school culture and strengthen the teaching and learning environment.



# APPENDIX A



**Paulsboro Public Schools**  
**Strategic Plan**  
**2016-2017**  
**State of the Schools Report**



## TABLE OF CONTENTS

INTRODUCTION .....

CHARACTERISTICS OF SCHOOL AND SCHOOL CLIMATE.....

STUDENT PERFORMANCE ASSESSMENTS.....

PROGRAM.....

STAFFING.....

# INTRODUCTION

Paulsboro Public Schools is located in historic Paulsboro, New Jersey, in Gloucester County. Paulsboro is located along the Delaware River and is a town deep set in tradition. The year 2016 marks the 100<sup>th</sup> anniversary of the Paulsboro School District.

*Other info here....*

The district has embarked on the strategic planning process in order to understand where we are as a district, and where we want to be five years from now. Working with different constituents ranging from teachers, administrators, members of the Child Study Team, Board of Education members, technology experts, parents, and other interested community members, a State of the Schools Committee was formed. Our task was to collect information to be reviewed in order to reveal the strengths of the district and areas that could use further attention.

There are five separate sections to the State of the Schools Strategic Planning Report:

1. Characteristics of School and School Climate
2. Student Performance Assessments
3. Program
4. Staffing
5. Resources/Finances

Members of the committee were divided into subcommittees based upon their interests and/or expertise in the five topics listed above. Subcommittees met at different times from June 2016 through September 2016. Each participant was a volunteer. The co-chairs and members of the committee were:

**State of the Schools Committee Chair:** Lucia Pollino, Ed.D.

## **Subcommittee Assignments**

<u>Subcommittee</u>	<u>Person</u>	<u>Stakeholder Group</u>
Characteristics of School	Lucia Pollino	Administration
Student Performance	Lucia Pollino	Administration
Program	Lucia Pollino	Administration
Staffing	Jennifer Johnson	Administration
Resources/Finances	Jennifer Johnson	Administration

## CHARACTERISTICS OF THE SCHOOLS AND SCHOOL CLIMATE

### Enrollment

#### PHS

Total School Enrollment	
2012-13	529
2013-14	520
2014-15	374

#### Billingsport

Total School Enrollment	
2012-13	339
2013-14	335
2014-15	327

#### Loudenslager

Total School Enrollment	
2012-13	306
2013-14	316
2014-15	303

#### PJHS

Total School Enrollment	
2014-15	152

### Ethnicity & Gender

6-2016 Ethnic / Gender Report													
	Asian		Black		Hispanic		Multi-Racial		White		All		TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	
LOUD	1	0	80	90	12	12	5	4	54	27	152	133	285
	0%	0%	28%	32%	4%	4%	2%	1%	19%	9%	53%	47%	
PJHS	2	0	54	41	8	4	3	7	21	13	88	65	153
	1%	0%	35%	27%	5%	3%	2%	5%	14%	8%	58%	42%	
PHS	84	68	27	14	0	3	1	0	75	63	187	148	335
	25%	20%	8%	4%	0%	1%	0%	0%	22%	19%	56%	44%	

	BLACK		Hispanic		Hawaiian/Pac		WHITE		ALL		TOTAL
Grade	M	F	M	F	M	F	M	F	M	F	
BILL	105	88	11	21	2	0	63	65	181	174	355
	30%	25%	3%	6%	1%	0%	18%	18%	51%	49%	

### Homeless

	Homeless 6-2016	Total Pop 6-2016	% Homeless 6-2016
BECC	9	355	3%
LES	9	285	3%
PJHS	6	158	4%
PHS	6	335	2%
OOD	5	57	9%
Total	35	1190	3%

## Students with Disabilities

### PHS

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	92	25%
Economically Disadvantaged Students	220	58.8%
English Language Learners	1	0.3%

### Billingsport

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	42	13%
Economically Disadvantaged Students	181	55.4%
English Language Learners	8	2.5%

### Loudenslager

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	69	23%
Economically Disadvantaged Students	227	74.9%
English Language Learners	2	0.7%

### PJHS

Current Year Enrollment by Program Participation		
2014-15	Count of Students	% of Enrollment
Students with Disability	32	21%
Economically Disadvantaged Students	109	71.7%
English Language Learners	0	0.0%

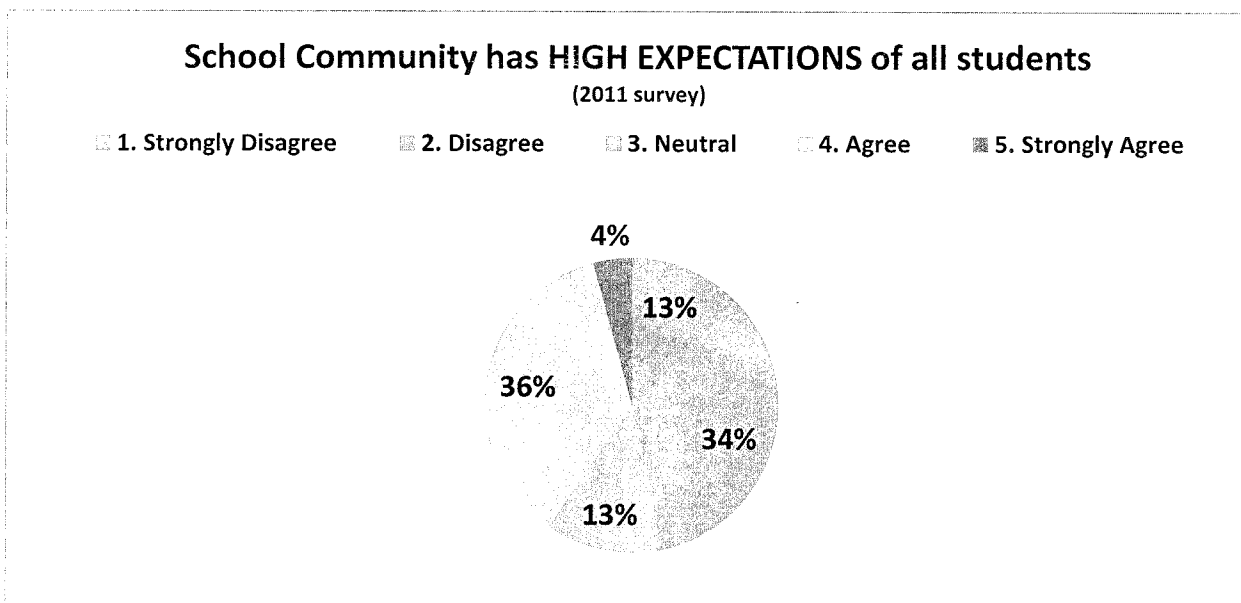
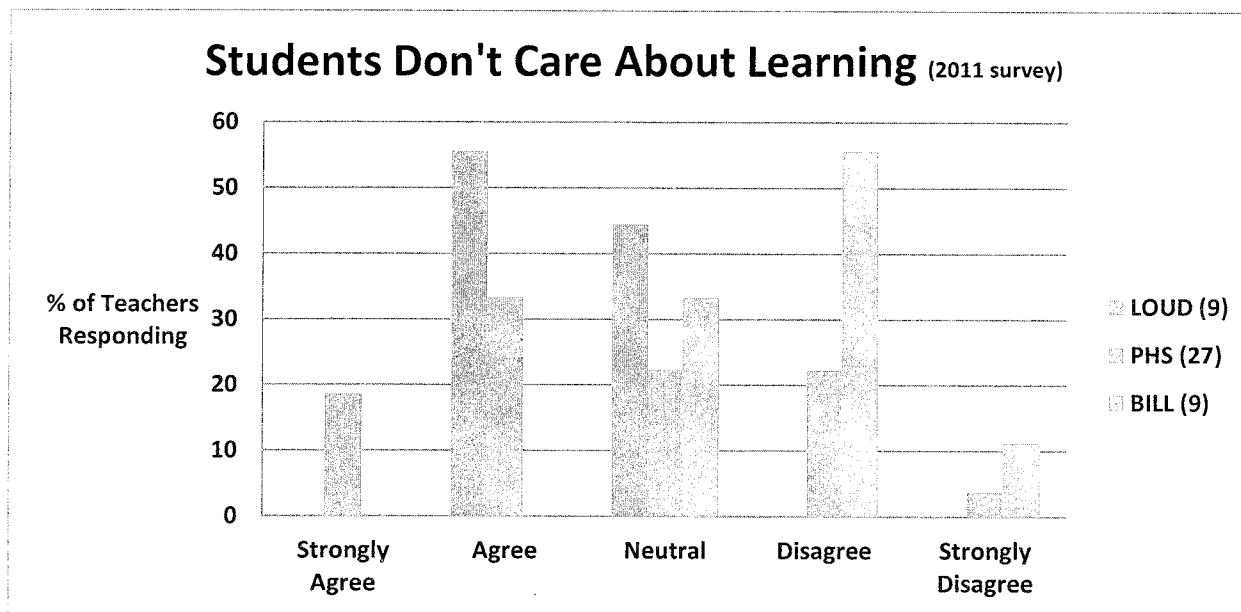
## HS Drop Outs

2016	Dropouts	% Dropouts
BOYS	16	59%
GIRLS	11	41%
District	27	23%

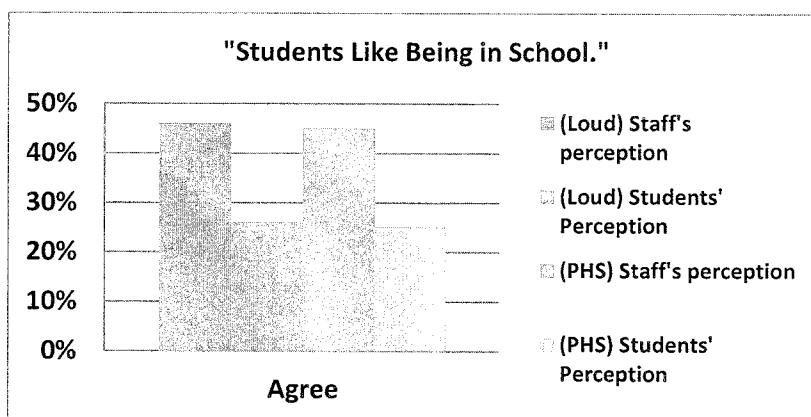
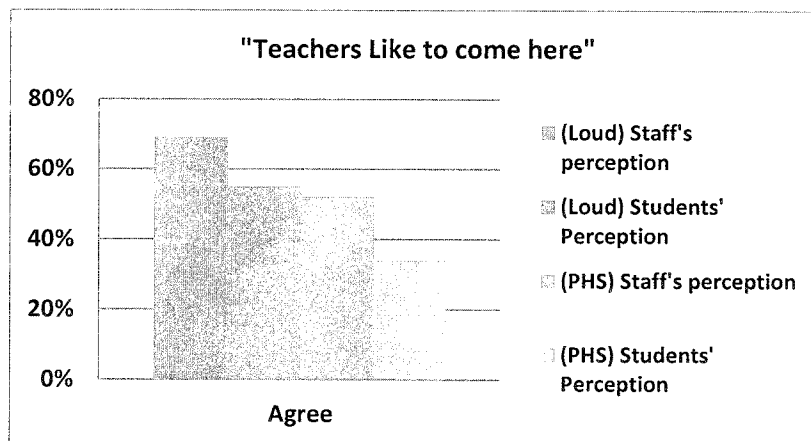
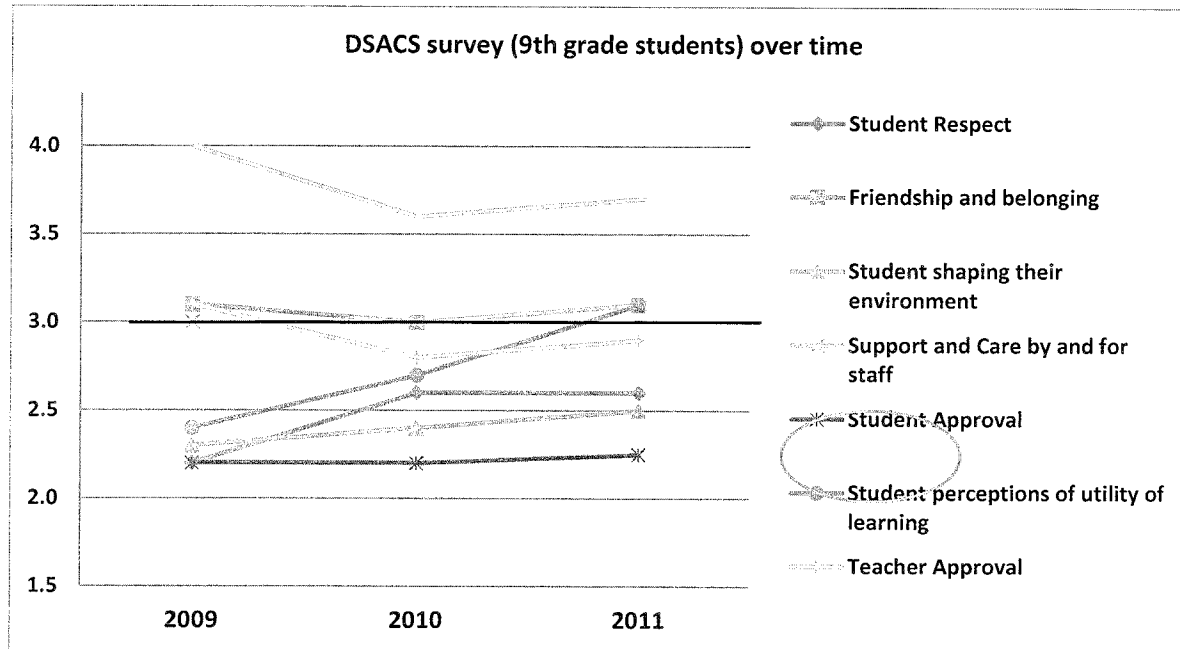


## SCHOOL CLIMATE

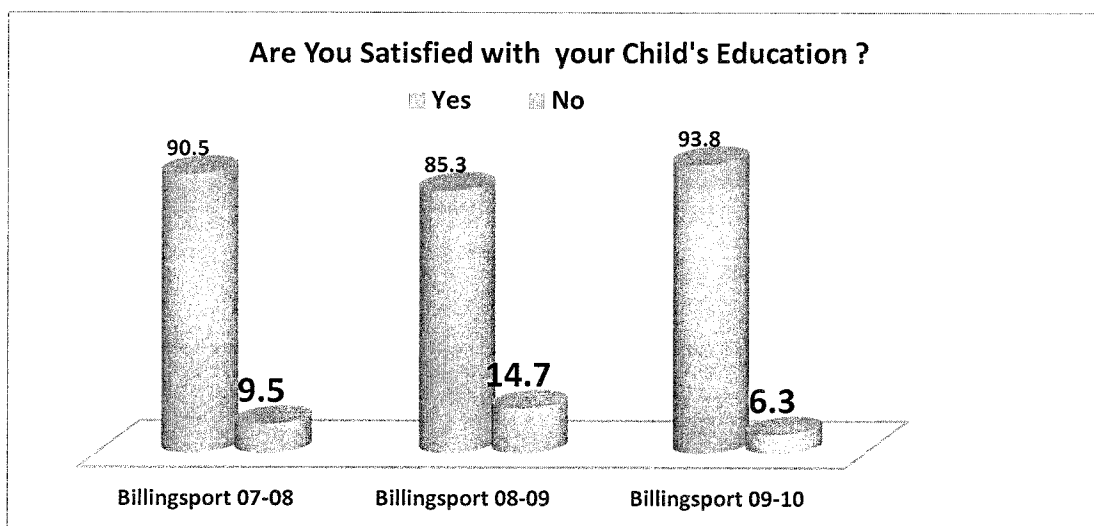
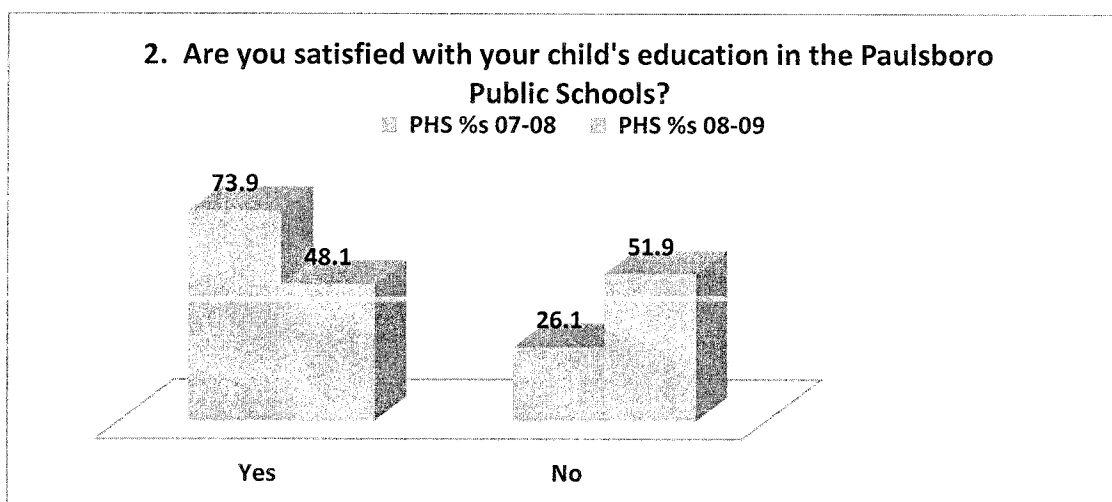
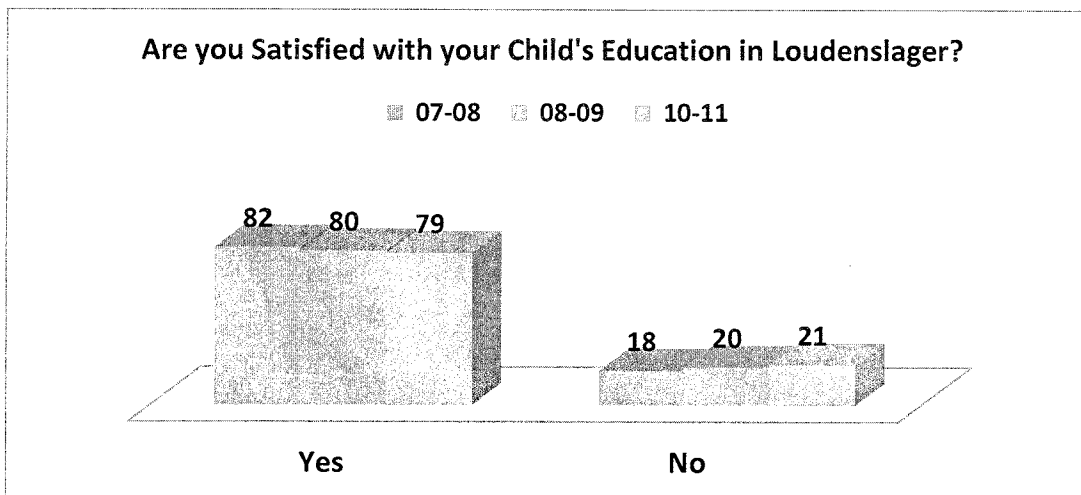
### 2011 Teacher Survey



## Student Surveys



## Parent Surveys



## Cafeteria Information

<b>Breakfast</b>	<b>School Year</b>	<b>% Meals Served</b>	<b>Lunch</b>	<b>School Year</b>	<b>% Meals Served</b>
	2012-2013	45		2012-2013	69
	2013-2014	52		2013-2014	68
	2014-2015	59		2014-2015	77
	2015-2016	59		2015-2016	77

# **STUDENT PERFORMANCE/ASSESSMENT**

## **Informal Assessments**

Paulsboro Public Schools utilize numerous tests and assessments, both formal and informal, to determine what students have learned, and where improvements are needed. The following list provides examples of assessments given throughout the school year.

### **NWEA (Northwest Evaluation Association):**

- NWEA Measures of Academic Progress® (MAP®) tests present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty.
- Delivered over the web, MAP is a complete set of assessments aligned to national and state curricula and standards:
  - MAP: Reading, Mathematics
  - MAP for Primary Grades: Reading and Mathematics
    - The system includes:
    - Early Literacy and Numeracy, which provide a quick reference for gauging student readiness for Reading and Mathematics instruction
- Skills Checklists, which provide teachers with a way to continually assess student's achievement relative to the skills of phonological awareness, phonics, number sense, and computation.
- Survey with Goals in Reading and Mathematics, which produce immediate overall scores, as well as scores within each goal area.
- Paulsboro administers NWEA MAP 2 times through 3 times per year dependent on grade level/school.
- If needed, additional testing can be administered between scheduled testing dates.

### **The Developmental Reading Assessment (DRA):**

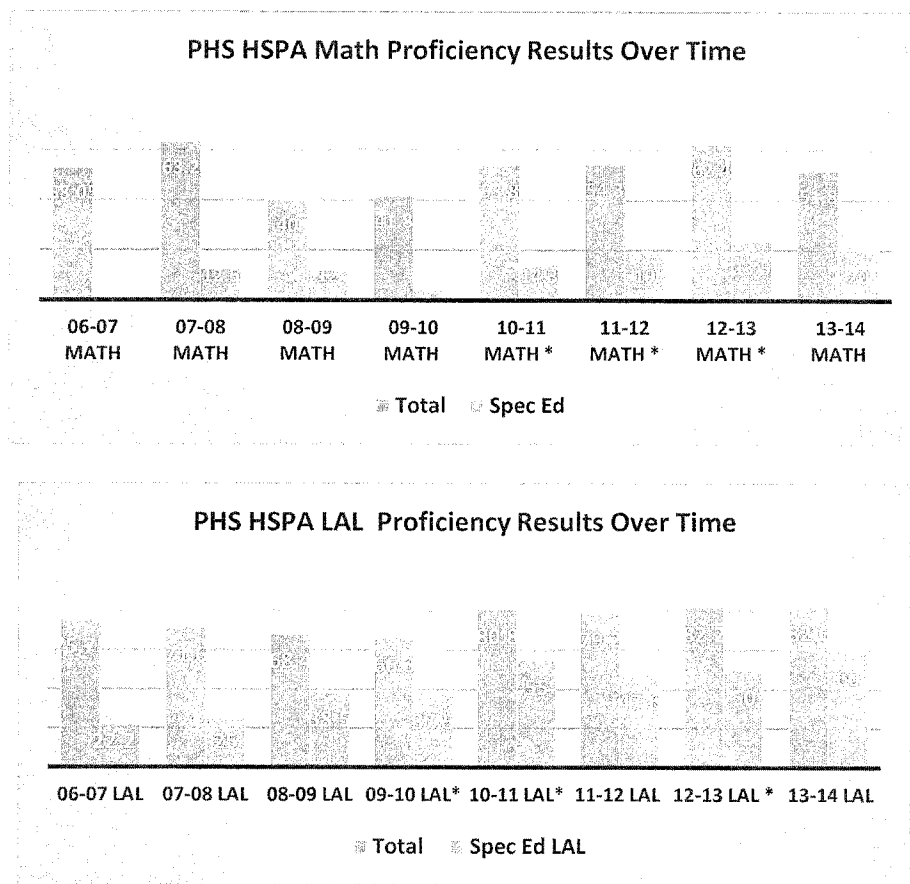
- The Developmental Reading Assessment (DRA) is a set of individually administered criterion-referenced reading assessments used primarily in grades K - 2.
- Modeled after an informal reading inventory, the DRA is intended to be administered, scored, and interpreted by classroom teachers.
- It intended to identify students' independent reading level, defined as a text on which students meet specific criteria in terms of accuracy, fluency, and comprehension. Additional purposes include identifying students' reading strengths and weaknesses, planning instruction, and monitoring reading growth.
- The DRA Word Analysis is designed to evaluate the phonological awareness and phonics skills of students in Kindergarten and early first grade.
- Billingsport teachers administer the DRA at the beginning and end of the year. The DRA can be done during the year to monitor progress.

## Formal (Standardized) Tests Results

Paulsboro Public Schools all mandated state assessments, both formal to determine what students have learned, and where improvements are needed. The following list provides results of recently administered mandated assessments given throughout the years.

### HSPA (High School Proficiency Assessment)

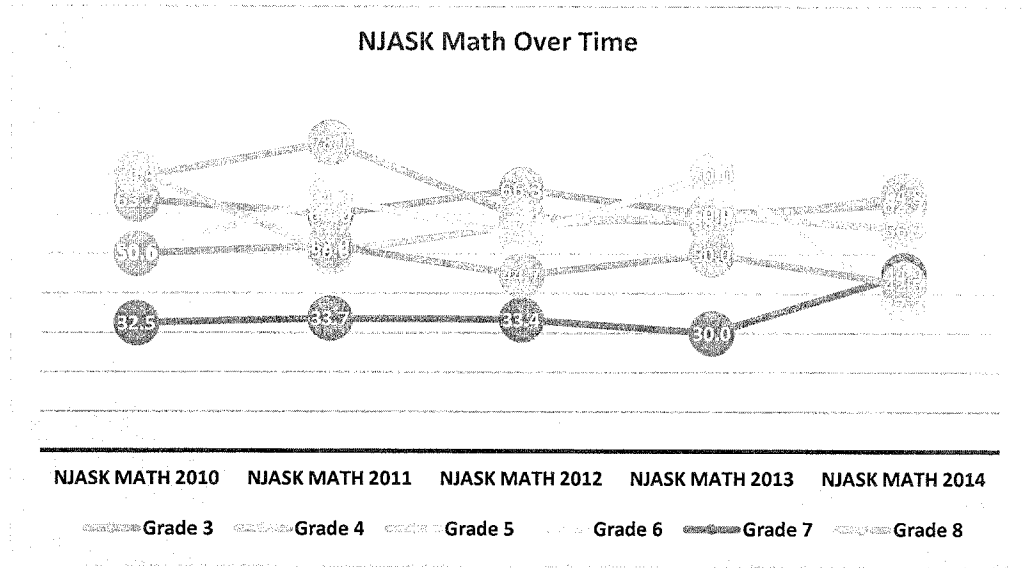
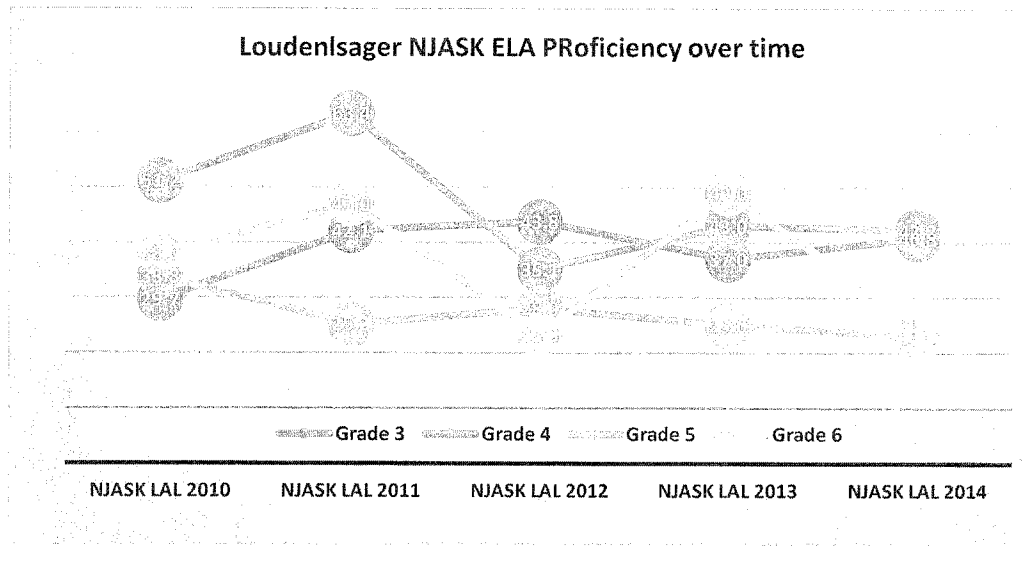
The HSPA scores from 2007 – 2014 are below (for general education and special education students). These assessment are no longer administered. The graduating class of 2014 was the last cohort class to have been administered the HSPA.



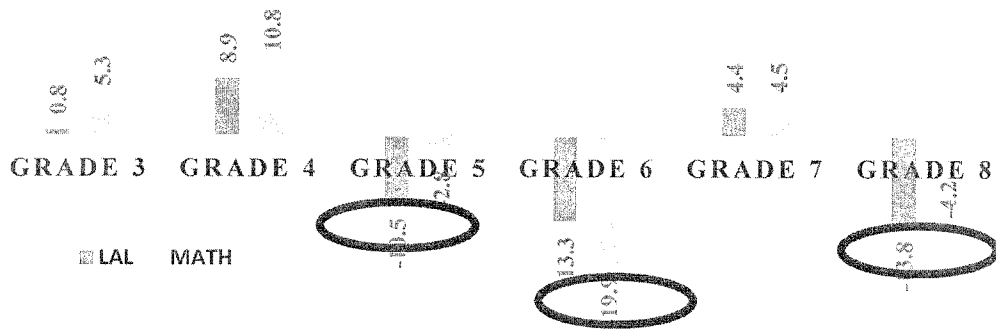
### NJASK (New Jersey Assessment of Skills and Knowledge)

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>NJASK MATH 2010</b>	63.7	69.3	70.4	50.6	32.5	50.0
<b>NJASK MATH 2011</b>	60.0	78.1	50.6	64.0	33.7	52.0
<b>NJASK MATH 2012</b>	66.3	59.4	57.3	54.6	33.4	44.7
<b>NJASK MATH 2013</b>	60.0	58.0	60.0	70.0	30.0	50.0
<b>NJASK MATH 2014</b>	62.7	64.8	56.3	37.3	44.9	42.5

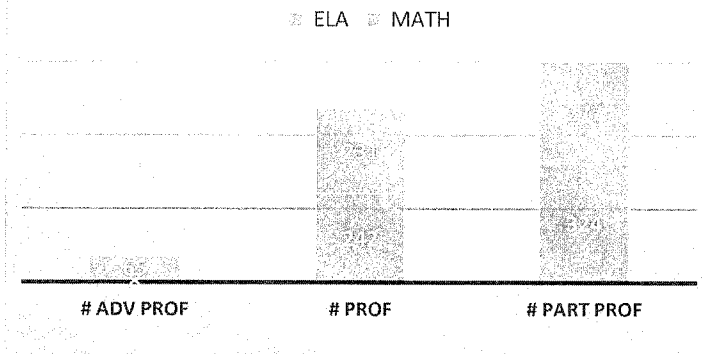
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>NJASK LAL 2010</b>	29.7	51.2	33.8	38.0	28.9	60.0
<b>NJASK LAL 2011</b>	42.1	63.4	25.2	47.0	27.8	48.7
<b>NJASK LAL 2012</b>	43.8	35.1	28.0	23.3	29.3	47.4
<b>NJASK LAL 2013</b>	37.0	43.0	25.0	49.0	24.0	59.0
<b>NJASK LAL 2014</b>	40.8	42.2	23.0	25.3	39.1	42.1



# 2014 NJASK % PROFICIENT DIFFERENCES FROM DFG A

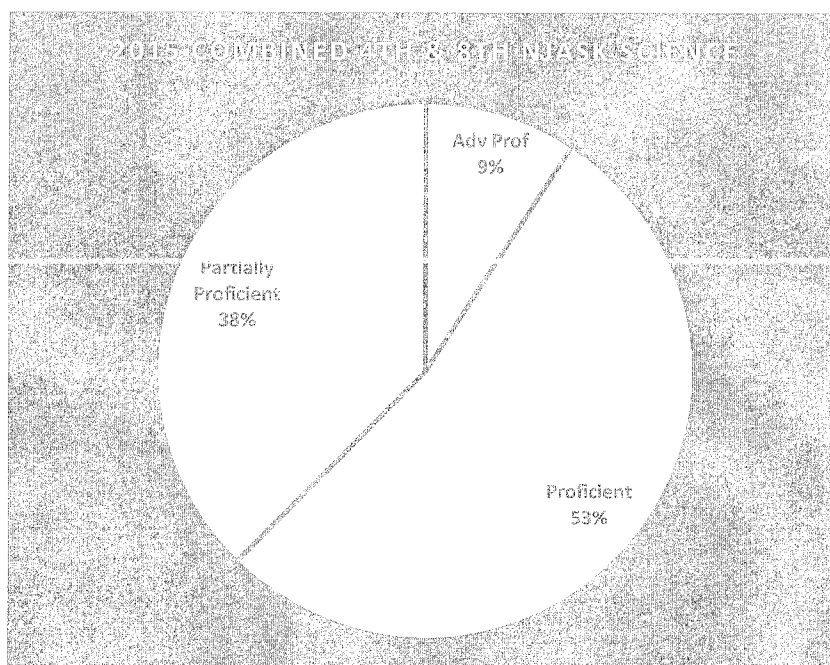
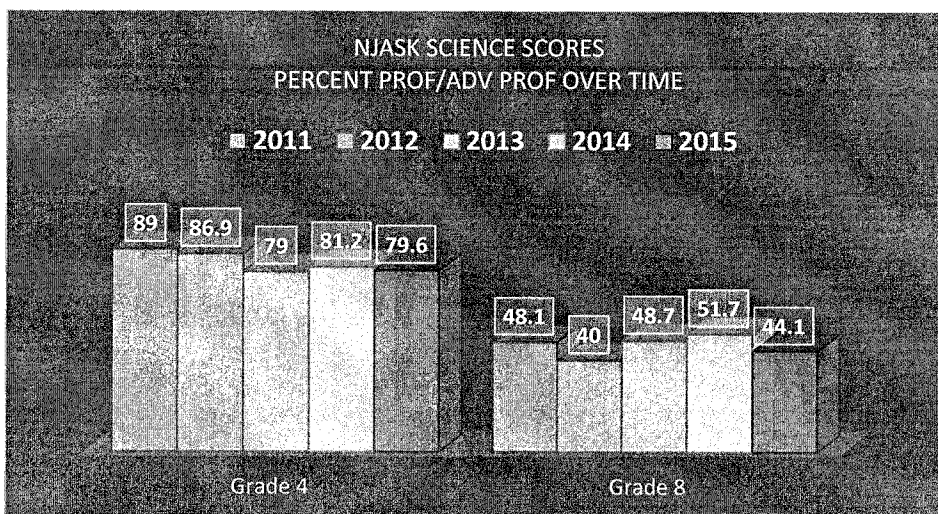


## District Results HSPA and NJASK TOTAL





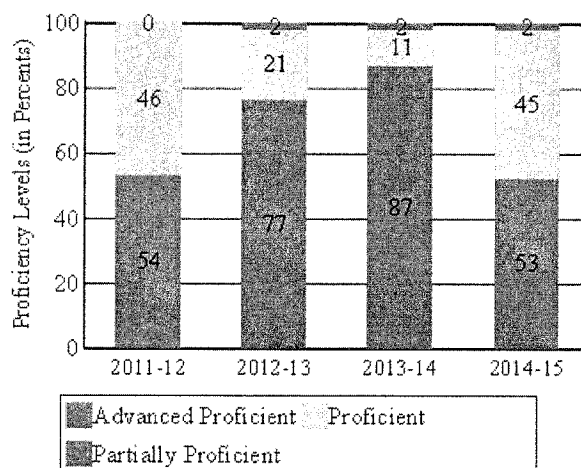
## NJASK Science – Grades 4 & 8 Over Time



## NJBCT (New Jersey Biology Competency Test)

### Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



## SAT

### College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	51.2%	68.0%	79.1%
Participating in ACT	8.3%		25.2%
Participating in PSAT or PLAN	93.1%	70.9%	79.6%
Participating in Dual Enrollment	0.0%		14.9%

### Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,211	1,373	1,508
Critical Reading	387	453	496
Mathematics	433	471	518
Writing	391	450	494

### Advanced Placement

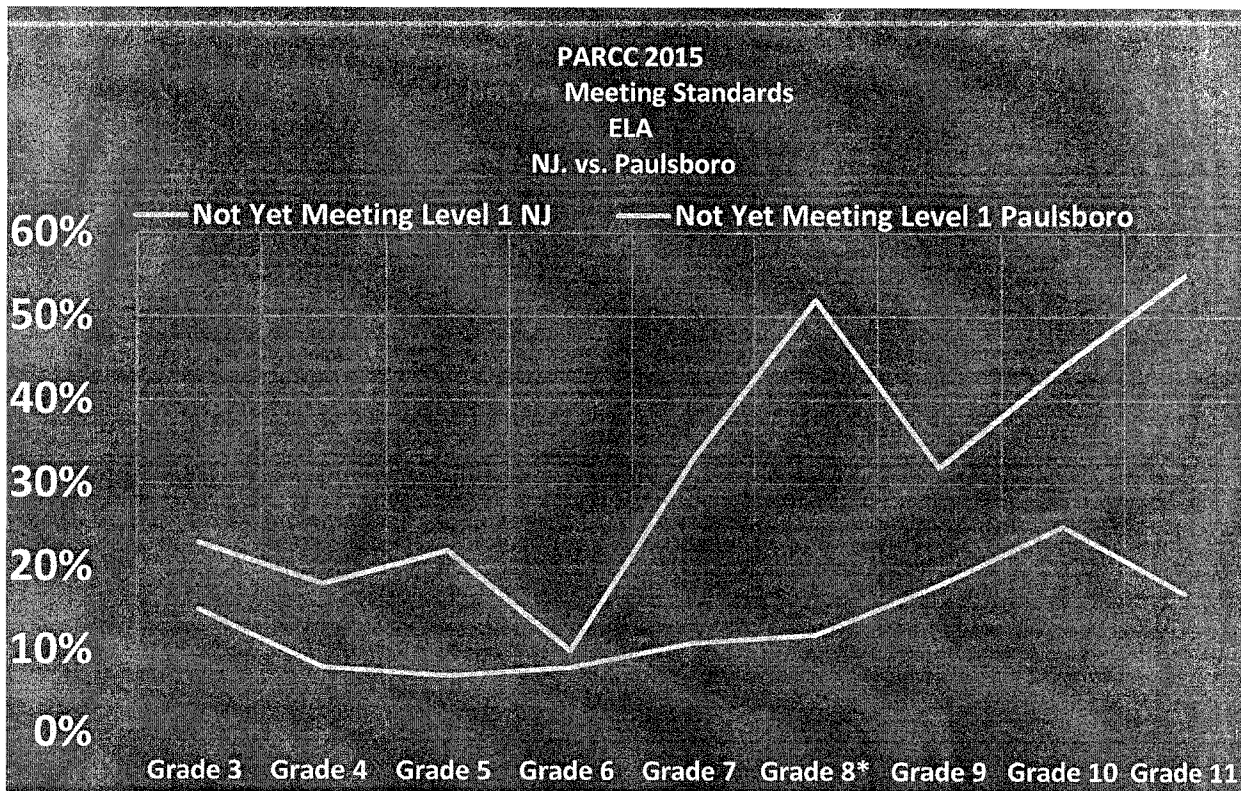
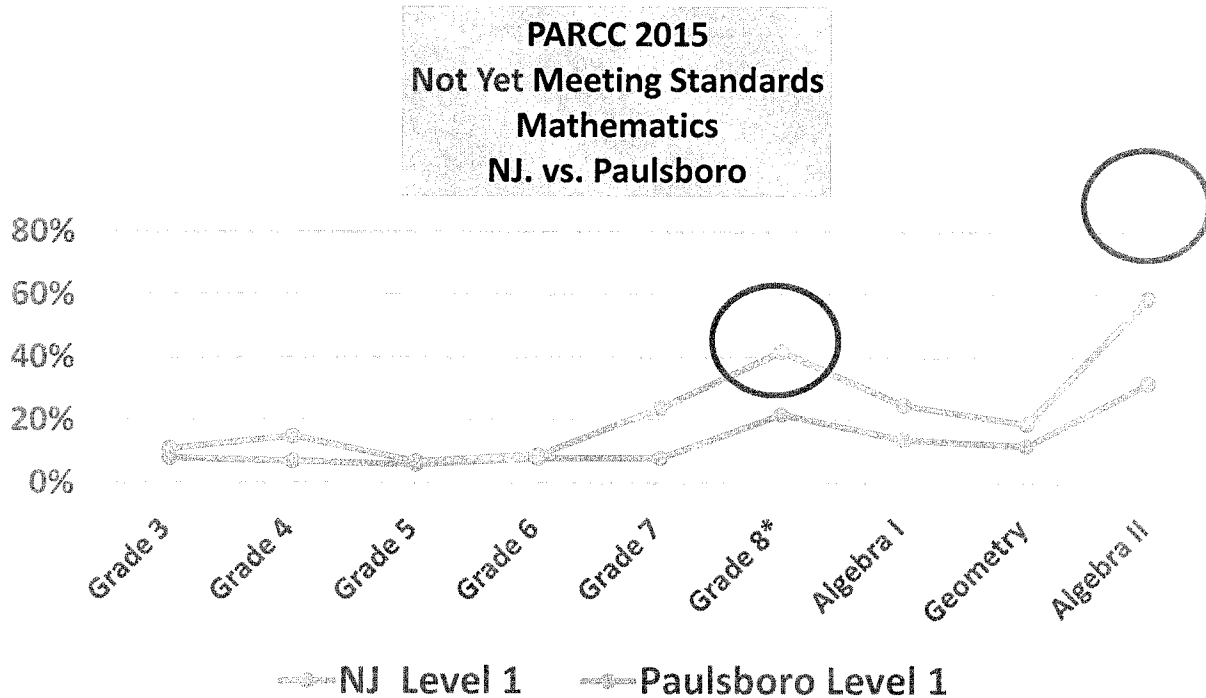
#### AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	7.3%	23.6%	36.3%
One or More Test	6.7%	20.4%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	6.7%	18.2%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

# PARCC



## Additional (non-state mandated) Tests Results

### MAP (2012 – 2015) Math

<b>Grade</b>	<b>Paulsboro MAP Mean MATH Score Fall 2012</b>	<b>Paulsboro MAP Mean MATH Score Fall 2013</b>	<b>Paulsboro MAP Mean MATH Score Fall 2014</b>	<b>Paulsboro MAP Mean MATH Score Fall 2015</b>	<b>2011 NWEA Normed MATH Mean</b>	<b>2015 NWEA Normed MATH Mean FALL</b>
<b>K</b>	140	137	141	135	142	140
<b>1</b>	152	156	161	159	160	162
<b>2</b>	173	177	178	178	176	177
<b>3</b>	182	181	188	184	190	190
<b>4</b>	192	194	196	198	199	201
<b>5</b>	195	204	205	198	207	211
<b>6</b>	200	209	211	209	212	217
<b>7</b>	208	219	215	214	216	223
<b>8</b>	216	223	227	219	219	226

### MAP (2012 – 2015) Reading

<b>Grade</b>	<b>MAP Mean READING Score Fall 2012</b>	<b>MAP Mean READING Score Fall 2013</b>	<b>MAP Mean READING Score Fall 2014</b>	<b>MAP Mean READING Score Fall 2015</b>	<b>2011 NWEA Normed Reading Mean</b>	<b>2015 NWEA Normed MATH Mean FALL</b>
<b>K</b>	140	140	141	138	144	141
<b>1</b>	152	156	162	159	163	161
<b>2</b>	173	174	182	176	178	174
<b>3</b>	182	177	184	182	192	188
<b>4</b>	192	191	191	196	204	198
<b>5</b>	195	193	197	194	213	206
<b>6</b>	200	201	202	201	220	211
<b>7</b>	208	210	207	205	226	214
<b>8</b>	216	213	216	215	230	217

# Paulsboro Public Schools — Program Descriptions

## **Academic Programs**

### *Billingsport Early Childhood Development Center*

Preschool, Kindergarten, First and Second Grade-Level teachers teach all content areas (ELA, Math, Science, Social Studies, Writing) with the exception of Physical Education, Library, Art, Technology, World Language, and Music. Additional staff are provided for these courses.

### *Loudenslager Elementary School*

Third and Fourth Grade-Level teachers teach all content areas (ELA, Math, Science, Social Studies, Writing) with the exception of Physical Education, Library, Art, Technology, World Language, and Music. Additional staff are provided for these courses. Fifth and Sixth Grade Level teachers are departmentalized for Math and English Language Arts, but also teach one class each day in Writing and Science or Social Studies. Additional Staff are provided to teach Physical Education, Library, Art, Technology, World Language, and Music.

### *Paulsboro Junior High School*

Classes at the Junior High School level are departmentalized and include Mathematics, Language Arts Literacy, Social Studies, Science, Accelerated Math and Algebra. Students may also elect to take Band, Choir, Spanish, General Music, Journalism, Technology Literature, PARCC Prep and Introduction to Robotics.

### *Paulsboro High School*

Classes at the High School Level are departmentalized and include Mathematics, Language Arts Literacy, Social Studies and Science. Students may also elect to take Band, Choice, World Language, Industrial Arts, or Business Education electives.

## **Special Education**

### *Billingsport Early Childhood Development Center*

- Learning Language Disabilities Classroom — Kindergarten, First and Second Grade
- In-Class Support Classroom — Preschool, Kindergarten, First and Second Grade
- Preschool Disabled Class

### *Loudenslager Elementary School*

- Self-Contained - Behavioral Disabilities Classroom - Multi-Grade Classroom
- Self-Contained - Multiply Disabled Classroom - Multi-Grade Classroom
- Learning Language Disabilities Classroom - Grade 3, Grade 4, Grade 6
- Co-Teaching Classroom - Grade 5
- In-Class Support Classroom - Grade 3, Grade 4, Grade 5, Grade 6

# Paulsboro Public Schools — Program Descriptions

## Paulsboro Junior High School

- Self-Contained —Behavioral Disabilities Classroom — Grade 7, Grade 8
- Self-Contained — Multiply Disabled Classroom — Grade 7, Grade 8
- Learning Disabilities Classrooms — Grade 7, Grade 8
- In-Class Support Classroom— Grade 7, Grade 8

## Paulsboro High School

- Self-Contained — Behavioral Disabilities Classroom — Grade 9 through Grade 12
- Departmentalized Special Education Classroom — Grade 9 through Grade 12
- Supplemental Instructional Classroom — Grade 9 through Grade 12

## **Curriculum**

Paulsboro Public Schools offers a comprehensive, standards-based curriculum designed to engage students in meaningful learning opportunities. These opportunities prep students for college and careers and help foster a life-long love of learning. All curricula in English Language Arts and Mathematics are aligned to the Common Core State Standards. All other content-area curricula are aligned to the New Jersey Core Curriculum Content Standards as well as the Career & Readiness Standards.

## **Basic Skills Instruction (BSI)**

The purpose of the BSI Program is to provide academic support for students in either literacy or mathematics. This supports meets the student's needs through in class support and/or small-group instruction. Students receive instruction and support that concentrates on their specific skill weaknesses for a give subject area.

## **English Language Learners (ELL)**

English Language Learners at all grade levels are expected to master the Standards and are exposed to the same skills as their peers. Eligible ELL students receive additional support from a certified ELL instructor after-school on a weekly basis.

## **Gifted & Talented Program**

The purpose of the Enrichment Program is to provide academic support for students in science, technology, engineering, and math. This support meets the student's needs through in class support (grades Kindergarten and First grade) and small group pull out instruction (Second through Sixth grade). Participation is determined using multiple measures. These measures include student performance on PARCC and MAP testing, report card grades, teacher recommendation, reading level, and the NNAT2 nonverbal ability test. Students participate in short term and/or long term 21<sup>st</sup> century projects that concentrate on amplifying their classroom instruction and further challenging their academic ability.

# Paulsboro Public Schools – Program Descriptions

## **Graduation Requirements**

In order to graduate from Paulsboro High School and receive the state endorsed Paulsboro Board of Education diploma, a student must successfully complete the following;

### **Required Courses**

- One year of Physical Education and Health for each year in school.
- 4 Years of English
- 3 Years of History (Including 1 Year of World History and Two Years of U.S. History)
- 3 Years of Mathematics
- 3 Years of Science
- 2 Years of Fine, Practical, and/or Performing Arts
- 2 Years of World Language

“Successful Completion” means that the student has demonstrated the degree of proficiency required by the district to indicate achievement of the district goals for the particular course, and has attended the required number of course sessions.

### **Credits Required for Graduation (Minimum Required Credits)**

- 30 Credits for Promotion to Grade 10
- 60 Credits for Promotion to Grade 11
- 90 Credits for Promotion to Grade 12
- 130 Credits Are Required for Graduation

## **Extra-Curricular Activities**

### **Loudenslager Elementary School**

- Student Council
- Intervention Tutoring
- School Store

### **Paulsboro Junior High School Clubs/Activities**

- National Junior Honor Society

### **Paulsboro Junior High School Athletics**

- Boys/Girls Basketball
- Cross Country
- Field Hockey
- Track & Field
- Wrestling



# Paulsboro Public Schools — Program Descriptions

## Paulsboro High School Clubs/Activities

- Athletes Being Leaders Everywhere
- Big Brother/Big Sister
- Key Club
- National Honor Society
- Paulsentinel
- Pegasus Players
- School Store
- Student Council
- Student Against Destructive Decisions
- Student United for Respect and Equality
- Yearbook Club

## Paulsboro High School Athletics

- Baseball
- Boys/Girls Basketball
- Boys/Girls Soccer
- Boys/Girls Tennis
- Boys/Girls Track & Field
- Cross Country
- Girl's Field Hockey
- Football
- Softball
- Wrestling

## **Character Education Program**

### Loudenslager Elementary School

- **“Caught Doing” Good Program:** Students are acknowledged for making a special effort to assist another student, teacher, or volunteer in the building without being asked to do so. Students can be nominated by any staff member or visitor to the building.
- **Renaissance Program:** Students have the opportunity to earn a Gold, Red, or White Card each marking period based on meeting specific requirements in three categories; Grades, Attendance, Discipline.

### Paulsboro Junior High School/Paulsboro High School

## Paulsboro Public Schools — Program Descriptions

- Renaissance Program: To encourage positive behavior, attendance and academics
- SURE: Students United for Respect and Equality
- Big Brothers Big Sisters
- Gay Straight Alliance
- Honor Roll Ice Cream Social
- Principals Pizza Party
- Brotherhood Assembly

# Paulsboro Public Schools — Facilities/Academic Schedules

## **District Wide Days In School**

School Year (For Students) — 181

School Days (For Teachers) — 184

School Day for Certified Staff — 7 Hours, 25 Minutes

## **Length of School Day**

Paulsboro High School — 6 Hours, 40 minutes

Paulsboro Junior High School — 6 Hours, 40 Minutes

Loudenslager Elementary School — 6 Hours, 52 Minutes

Billingsport Early Childhood Center — 6 Hours, 35 Minutes

## **Average Class Size**

### Billingsport Early Childhood Center

	<b>Average Class Size</b>
Pre-School	<b>10.5</b>
Kindergarten	<b>15.6</b>
1 <sup>st</sup> Grade	<b>22.0</b>
2 <sup>nd</sup> Grade	<b>22.3</b>

### Loudenslager Elementary School

	<b>Average Class Size</b>
3 <sup>rd</sup> Grade	<b>26.3</b>
4 <sup>th</sup> Grade	<b>22.3</b>
5 <sup>th</sup> Grade	<b>15.0</b>
6 <sup>th</sup> Grade	<b>18.0</b>

### Paulsboro Junior High School

Paulsboro Junior High School average class sizes are being reported based on enrollment in the Language Arts Courses.

	<b>Average Class Size</b>
7 <sup>th</sup> Grade	<b>17.75</b>
8 <sup>th</sup> Grade	<b>17.25</b>

## Paulsboro Public Schools — Facilities/Academic Schedules

### Paulsboro High School

Paulsboro High School average class sizes are being reported based on enrollment in the Language Arts Courses.

	<b>Average Class Size</b>
9 <sup>th</sup> Grade	<b>20.25</b>
10 <sup>th</sup> Grade	<b>20.0</b>
11 <sup>th</sup> Grade	<b>22.0</b>
12 <sup>th</sup> Grade	<b>23.25</b>

## Paulsboro Public Schools – Staffing

### Teachers by School

<b>Teachers By School</b>	<b>PHS</b>	<b>PJHS</b>	<b>LOUD</b>	<b>BECC</b>
Regular Classroom Teachers	45	16	21	23
Special Education Teachers	7	4	9	8
<b>Total</b>	<b>52</b>	<b>20</b>	<b>30</b>	<b>32</b>

### Teacher Professional Standing

<b>Status By School</b>	<b>PHS</b>	<b>PJHS</b>	<b>LOUD</b>	<b>BECC</b>
Non-Tenured Teachers	14	9	9	11
Tenured Teachers	38	11	21	21
<b>Total</b>	<b>52</b>	<b>20</b>	<b>30</b>	<b>32</b>

### Education levels of Certified Staff

<b>Education By School</b>	<b>PHS</b>	<b>PJHS</b>	<b>LOUD</b>	<b>BECC</b>
Bachelor's Degree	37	17	18	22
Master's Degree	15	3	12	10
Doctorate	0	0	0	0
<b>Total</b>	<b>52</b>	<b>20</b>	<b>30</b>	<b>32</b>

# APPENDIX B



# Paulsboro Public Schools -Strategic Plan

## July 2016

### State of the Community Committee

**Purpose:** To examine what conditions and changes in the Borough of Paulsboro may have impacted the Paulsboro Public Schools.

**Data Sources:** Only actual data points were used in this report. That is, estimates and extrapolations from the data were not used. The primary sources of data used for this report were the United States Census and New Jersey Department of Education.

Paulsboro and Greenwich Township have a long-term sending-receiving agreement so that students from both communities attend Paulsboro High School for grades 9-12. The Greenwich Township pays Paulsboro tuition based on the actual cost to educate a student for those who attend Paulsboro High School.

Data is only reported for those years when a given cohort of students can be tracked.

#### Executive Summary:

- The decrease in school enrollment is greater than the decrease in the Borough population.
- The racial composition of the school district does not mirror that of the Borough.
- The financial status for the citizens of Paulsboro appears to be improving.
- The number of housing units and vacant homes has decreased. The number of rental units has remained constant. As a result, a greater portion of the families are living in rental units.
- Approximately 40% of the families are “single parent” with female head of household compared to male head of household being in a ratio of 3:1.
- There was a significant drop in the crime rate (both violent and nonviolent) in the Borough of Paulsboro between 1990 and 2014.
- There is some indication that the train derailment and water contamination problem may have negatively impacted school enrollment. After factoring the declining Borough population, students going to school in other districts, and fewer Greenwich Township students attending Paulsboro High School, the impact of the train derailment and water contamination is, most likely, relatively small in terms of school enrollment.
- The kindergarten enrollment is consistently much higher than the prekindergarten enrollment. This could be, in part, the result of parents from neighboring districts enrolling their children in the full day kindergarten program in Paulsboro. It is also possible that many four year olds are not being served in the prekindergarten program because it has a limited number of seats available.
- The number of students in a given class as it moves from kindergarten through grade 8 decreases significantly. The decreases are in the 30%+ range.
- There is now and has been for decades a significant decrease in the 2<sup>nd</sup> grade enrollment compared to the cohort of 1<sup>st</sup> graders.
- There is a significant decrease in enrollment for cohorts as they move from 2<sup>nd</sup> grade to 3<sup>rd</sup> grade. This trend became more pronounced coincident with the elimination of courtesy bussing.
- The enrollment for cohorts as they move from 6<sup>th</sup> grade to 7<sup>th</sup> grade increases somewhat. That is, the transition between Loudenslager Elementary School and Paulsboro Junior High School does not result in a decrease in enrollment. In fact, in some cases the enrollment between 6<sup>th</sup> and 7<sup>th</sup> grade increases which suggests that some students are returning to Paulsboro from parochial schools.
- The number of Greenwich Township students attending Paulsboro High School has decreased significantly. At one point, Greenwich Township sent approximately 60 students per grade (9-12) to Paulsboro High School. The number is currently in the range of 10-20 students per grade.
- School Choice and the fulltime program at GCIT have impacted the enrollment at Paulsboro High School. Both Paulsboro and Greenwich Township students are attending GCIT in greater numbers. This has significant financial impact on the Paulsboro Public Schools as well as making it difficult to maintain a comprehensive program of study.
- Paulsboro High School was placed in Focus Status by the New Jersey Department of Education due to a low graduation rate. This status lasted from 2012 through 2015.
- The size of cohorts as they move from 9<sup>th</sup> to 12<sup>th</sup> grade decreases significantly.

## **Table 1: Demographic Comparison of Borough of Paulsboro, Greenwich Township and the Paulsboro Public Schools 1990-2016**

Note: This analysis is based on the period 2000 through 2010 because those are the only data points in common for all groups.

### **Indications Based in Data:**

- Table 1 indicates that the population of both Paulsboro and Greenwich Township was very stable for the period 2000-2010.
- Table 1 indicates that while the total population of Greenwich Township is stable the number of 0-18 year olds decreased 7.9%. That is Greenwich Township is becoming slightly “older.”
- Table 1 indicates a similar but less pronounced population shift in Paulsboro with the number of 0-18 year olds decreasing by 2.8%. That is, Paulsboro is becoming slightly “older.”
- Table 1 indicates that the enrollment of the Paulsboro Public Schools decreased by 11.1% (157) students between 2000 and 2010.
- Table 1 indicates that the demographic composition of the Paulsboro Public Schools and the Borough of Paulsboro do not mirror each other. That is, in 2000 the Borough populations when examined by race was White-People of Color: 63%-37% at the same time the school enrollment was White-People of Color: 58%-42%. These ratios changed significantly by 2010 with the Borough population being White-People of Color: 54%-46% while the school enrollment was White-People of Color: 36%-64%.

### **Comments:**

- Based on the data, there are fewer children residing in Paulsboro and Greenwich Township. That is, for the period 2000-2010 there are 117 fewer 0-18 year olds.
- The decrease in school enrollment is greater than the decrease in 0-18 year olds residing in Paulsboro and Greenwich Township. That is, the school enrollment decreased by 11.1% (157 students) while the number of 0-18 year olds decreased by 4.4% (117 students)
- The demographic composition of the Paulsboro Public Schools no longer mirrors the population of the Borough.



## **Tables 2: Borough of Paulsboro Demographic and Economic Data Based on U.S. Census Data 2000-2010**

### **Table 2a: Borough of Paulsboro Crime Data Source: New Jersey State Police – Uniform Crime Report 1990-2014**

#### **Indications Based in Data:**

- Table 2 indicates that the per capita income increased more rapidly than the consumer price index for the period 2000 through 2010.
- Table 2 indicates that the income required to move a family above the poverty level increased less rapidly than the per capita income for the period 2000-2010. It should be noted that the U.S. Census Bureau estimates the poverty level for a family of three in 2015 to be \$18,972. This is a 22% increase since 2010.
- Table 2 indicates that the number of housing units decreased while the number of rental units remained constant between 2000 and 2010. This suggests that a slightly greater percentage of the families are living in rental units.
- Table 2 indicates that the median home value increased significantly and the number of vacant homes decreased significantly between 2000 and 2010.
- Table 2 indicates that 40.4% of the families were “single-parent” (actually single adult) in 2010.
- Table 2a indicates that there was a steady drop in the crime rate in the Borough of Paulsboro from 1990 through 2014.

#### **Comments:**

- Based on the data for the period 2000-2010, it appears that the financial status of families in Paulsboro is improving. The income needed for a family of three to stay above the poverty line increased 22% since 2010. Unfortunately, no data is available to determine if the income for families residing in Paulsboro matched this increase.
- In 2010, just over 40% of the families in Paulsboro were “single parent” (more accurately single adult because some of the households are headed by other than a parent). Three-quarters of the single adult families are female head of household. The school district might consider recruiting male teachers and paraprofessionals for the elementary school in order to provide male role models.
- Over the years, the number of students who are considered homeless has increased significantly. If a Paulsboro student is homeless and living outside of the Borough, the district must either bus him/her back to Paulsboro to attend school or pay tuition to the district of temporary residence. This places a significant financial burden on the Paulsboro Public Schools. The increase in the number of homeless students is not expected based on the improving financial status of the residents.

## **Table 3: Significant Events in the Borough that May Have Impacted School Enrollment**

During November 2012 a train carrying hazardous materials derailed in the Borough of Paulsboro. As a result, there was a partial evacuation of the municipality. The event also received significant media coverage over a long period of time.

During Fall 2013 a contaminate was detected in the municipal water supply. Ultimately, the industry that introduced the contaminant into the water supply was identified. The ground water issue impacted many communities in Gloucester County. Again, this matter received significant media coverage.

Enrollment data for school districts is collected during October. As a result, the impact of train derailment would become apparent during the 2013-2014 school year. The impact of the water contamination would become apparent during the 2014-2015 school year.

**Indications Based in Data:**

- Table 3 seems (pending review of special education data) to indicate that the enrollment declined between the 2012-2013 school year and the 2015-2016 school year. This decrease represents 75 students (6.8%).

**Comments:**

## **Table 4: Enrollment Data 1998-1999 to 2015-2016**

This data allows cohorts of students to be tracked from prekindergarten through grade 12. It also allows the cohort to be examined relative to significant school and community events.

## **Table 5: Transition Grade 1 and Grade 12**

The purpose of Table 5 is to examine school enrollment overall. Later in this report enrollment trends are examined at different grade levels within the Prekindergarten - Grade 12 program.

**Indications Based in Data:**

- Table 5 indicates that for the classes of 2010 through 2016, the first grade enrollment has decreased slightly. The decrease was approximately 3.9% which is not similar to the decrease in 0-18 year olds residing in Paulsboro.
- The enrollment for these classes at graduation is approximately the same or lower than in first grade. It must be noted that the grade 12 enrollment includes tuition students from Greenwich Township as well as students who reside in Paulsboro.
- Between 2010 and 2016, the number of 12<sup>th</sup> grade students decreased by 19.6%. This decrease is much greater than the over decline in the Borough population.

**Comments:**

- The Classes of 2010 through 2016 were impacted by the implementation of full day prekindergarten, closing of St. John's School and the opening of Guardian Angels School, elimination of courtesy bussing, implementation of the fulltime program at Gloucester County Institute of Technology, beginning of School Choice, implementation of Charter Schools, Paulsboro High School entering Focus Status, the train derailment, and the Borough water problem.

## **Table 6: Transition Between Prekindergarten and Kindergarten**

**Indications Based in Data:**

- Table 6 indicates that the kindergarten enrollment remained constant in the range of 90-100 students for the graduating classes of 2014 through 2028.

- Table 6 indicates that the full-day prekindergarten (four year old) enrollment grew from about 50 students to as high as 73 students for the graduating classes of 2015 through 2022. The enrollment then decreased back to about 50 students.
- Table 6 indicates that, for a given cohort, the prekindergarten enrollment is significantly lower than that for kindergarten. This difference is high as 50%.

**Comments:**

- There has been, for decades, a concern that parents from neighboring communities are enrolling their children in the full day kindergarten even though they do not reside in Paulsboro. Beginning in September 2016 West Deptford Township and the City of Woodbury will implement full day kindergarten programs. It is possible that this will reduce the enrollment in Paulsboro's kindergarten program.
- If the kindergarten enrollment is an accurate reflection of the number of five year olds residing in Paulsboro then it is likely that a significant number of 4 year olds are not be served by the prekindergarten program.
- Based on the census data, the prekindergarten and kindergarten enrollment should remain steady.
- The school district implemented a prekindergarten expansion grant beginning with the 2015-2016 school year.

## **Table 7: Kindergarten – Grade 8**

Table 7 examines the enrollment changes between kindergarten and grade 8 for the graduating classes from 2011 through 2020. Later in this report enrollment trends within the kindergarten through 8<sup>th</sup> grade program will be examined in more detail.

**Indications Based in Data:**

- Table 7 indicates that class sizes are becoming smaller. The magnitude of this decrease is much larger (17.3% - 39.2%) than can be explained by the change in the population of the Borough.
- Table 7 indicates that for the cohorts in the classes of 2011 through 2020 there is a significant enrollment decrease between Kindergarten and Grade 8. For the classes of 2011-2015 the decrease is in the range of 7.3%-23.1%. The enrollment decrease for the classes of 2016 through 2020 is significantly larger with a range of 17.9%-39.8%.
- The decrease in enrollments can be partially explained by the implementation of School Choice in New Jersey. There are 24 students attending school in other districts as a result of School Choice. On the other hand, there are 10 students from other districts attending the Paulsboro Public Schools via School Choice. In addition, there are 8 students from other districts attending Paulsboro Public Schools as "courtesy students." Most of the incoming students attend Paulsboro High School. Many of the students leaving Paulsboro via School Choice are at the elementary level. The net change is -6 students districtwide.

**Comments:**

## **Table 8: Kindergarten – Grade 2**

**Indications Based in Data:**

- Table 8 indicates that the kindergarten and 1<sup>st</sup> grade enrollments are very stable for the classes of 2020 through 2016.

- Table 8 indicates that the 2<sup>nd</sup> grade enrollment is smaller than that for 1<sup>st</sup> grade. This trend is historic back to the 1980s. This difference varies from year to year but is as large as 28%. This trend is examined in detail in Table 9.

#### **Comments:**

- Paulsboro implemented full day Kindergarten in the late 1980s. At that time, most of the neighboring districts had half-day kindergarten programs.
- One possibility is that some of the students who attend kindergarten in Paulsboro do not legally reside in the Borough. If this is the case, it is a matter of interest that they remain in Paulsboro through 1<sup>st</sup> grade but do not stay for Grade 2.
- Another possibility is that some of the Paulsboro children who attend kindergarten and 1<sup>st</sup> grade at Billingsport Early Childhood Center then opt to go to school elsewhere beginning in 2<sup>nd</sup> grade.

## **Table 9: Transition Between 1<sup>st</sup> and 2<sup>nd</sup> Grade**

#### **Indications Based in Data:**

- Table 9 indicates a very stable 1<sup>st</sup> grade enrollment for the classes graduating between 2010 and 2026. With few exceptions the enrollment is the 90 to 102 range.
- The 1<sup>st</sup> grade enrollment does not show the decrease over time that is typical in the district as a whole.
- Table 9 indicates a decreasing enrollment over time for the 2<sup>nd</sup> grade. The decrease in 2<sup>nd</sup> grade enrollment for the classes of 2010 through 2026 is 17.7%. (96 to 79 students)
- Table 9 also indicates that as cohorts move between 1<sup>st</sup> and 2<sup>nd</sup> grade there is a decrease in enrollment. This change is very variable but for the classes of 2017 through 2026 it is in the range of 13% - 32%.

#### **Comments:**

- The decrease in enrollment between 1<sup>st</sup> grade and 2<sup>nd</sup> grade is historic back to the 1980s. It is suggested that the school administration attempt to determine where the students who leave Billingsport Early Childhood Center after 1<sup>st</sup> grade attend school for grade 2.
- It should be noted that the same trend existed when both Loudenslager Elementary School and Billingsport Elementary School served kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup> grades.

## **Table 10: Transition Between 2<sup>nd</sup> and 3<sup>rd</sup> Grade**

This is the transition between Billingsport Early Childhood Center and Loudenslager Elementary School

#### **Indications Based in Data:**

- Table 10 indicates that the 2<sup>nd</sup> grade and 3<sup>rd</sup> grade enrollments have decreased for the classes of 2009 through 2025. These decreases for 2<sup>nd</sup> and 3<sup>rd</sup> grades are 20.0% and 37.1% respectively. The magnitude of the decrease cannot be explained by the change in Borough population.
- Table 10 indicates that the decrease in enrollment between 2<sup>nd</sup> and 3<sup>rd</sup> grade increased significantly for the classes graduating from 2021 through 2025. These decreases are in the range of 10.3% - 26.3%.

**Comments:**

- The class of 2021 was entering 3<sup>rd</sup> grade for the 2011-2012 school year. This decrease in enrollment from 2<sup>nd</sup> grade to 3<sup>rd</sup> grade was 23.4% that year. This is coincident with the elimination of courtesy busing.

## **Table 11: Transition Between 6<sup>th</sup> and 7<sup>th</sup> Grade**

This is the transition between Loudenslager Elementary School and Paulsboro Junior High School

**Indications Based in Data:**

- Table 11 indicates that the class sizes for the classes graduating from 2005 through 2021 were very stable in grades 6 and 7.
- Table 11 indicates that, in general, the 7<sup>th</sup> grade enrollment is equal to or greater than that for 6<sup>th</sup> grade.

**Comments:**

- It appears that parents of 6<sup>th</sup> graders opt to have their children attend Paulsboro Junior High School. In fact, some students who did not attend Loudenslager Elementary School return to the district for high school. Some of these students may have attended parochial elementary schools. This would not be unusual in Paulsboro.

## **Table 12: Transition Between 8<sup>th</sup> and 9<sup>th</sup> Grades**

### **Table 12a: Greenwich Township Students Entering Paulsboro High School as 9<sup>th</sup> Graders**

#### **Indications Based in Data:**

- Table 12 displays the enrollment for Grade 8 and the “cohort” for Grade 9. The students enrolled in Grade 8 are students from Paulsboro as well as a few Choice and courtesy pupils. In grade 9 these students are joined by pupils from Greenwich Township. Greenwich Township has participated in a sending-receiving relationship with Paulsboro for many decades.
- Table 12 indicates that the enrollment in Grade 8 has decreased by 9.3% from the graduating class of 2003 until the graduating class of 2019. This decrease is larger than can be explained by the decrease in the Borough population.
- The overall population of Greenwich Township decreased by approximately 0.5% between 2000 and 2010 as reported by the United States Census. The 0-18 year old population decreased about 1.7% during the same period of time.
- Table 12 indicates that the number of Grade 9 students attending Paulsboro High School has decreased significantly for the graduating classes from 2003 through 2019. At the beginning of the period, the 9<sup>th</sup> grade enrollment was approximately 60 students greater than 8<sup>th</sup> grade. That is (in the main), Grade 9 Enrollment- Grade 8 Enrollment = Greenwich Township Students. By illustration, for the Graduating Class of 2003: 135-75 = 60 Greenwich Township Students. Toward the end of the time frame, this number dropped to 20-30 students. The graduating class of 2019 suggests that the number of Greenwich Township students attending Paulsboro High School is very small. The change cannot be accounted for by municipal population trends.
- The data in the preceding paragraph would need to be analyzed carefully in terms of the number of Paulsboro 8<sup>th</sup> grade students opting to attend Choice Schools, GCIT, Charter Schools, etc. The same analysis needs to take place for the students from Greenwich Township.

#### **Comments:**

- The change in the population of Greenwich Township is relatively small compared to the decrease in the number of students from the sending district that opt to attend Paulsboro High School.
- Greenwich Township parents have many options for their children’s high school education. They can opt to home school or send their children to a private school. Most recently, Charter Schools, Choice Schools, and a fulltime program at the Gloucester County Institute of Technology have become options.
- The smaller number of Greenwich Township students attending Paulsboro High School has a substantial financial impact because of the loss of tuition payments. The lower enrollment also makes it more difficult to maintain a comprehensive program at Paulsboro High School.
- It is suggested that the administration of the Paulsboro Public Schools examine where students from Greenwich Township are attending high school.
- The class of 2006 was in the 8<sup>th</sup> grade when GCIT began its conversion to a full time program. From 2006 forward more of the programs at GCIT became fulltime.

## **Table 13: Transition Between Grade 9 – Grade 12**

#### **Indications Based in Data:**

- Table 13 displays the same trend as other data presented in this report. That is, class size is decreasing significantly.



- Table 13 displays data for the cohort of students as it moves from Grade 9 through Grade 12. In the main, Greenwich Township students join the class in 9<sup>th</sup> grade. In addition, in most cases, students opting to attend the Gloucester County Institute of Technology make this decision just prior to entering grade nine. As a result, the Grade 9-12 should be stable in terms of enrollment.
- At the end of the 2011-2012 school year the New Jersey Department of Education placed Paulsboro High School in Focus Status due to a pattern of low graduation rates. The low graduation rate is seen in the decline in enrollment from grade 9 through grade 12 for the classes of 2010, 2011, and 2012. The decrease in grade 9-12 enrollment for these classes was in the range of 25%.
- Thanks to the hard work of the staff and administration as well as assistance from the New Jersey Department of Education, the graduation rate improved significantly. As a result, the school was removed from Focus Status at the beginning of the 2015-2016 school year.
- The classes of 2005 and 2006 were the first to be impacted by the change from a shared-time to full-time program at the Gloucester County Institute of Technology.
- The classes of 2012 through 2016 may have also been negatively impacted by the train derailment and Borough water issue.

**Comments:**

**Table 1**  
**Demographic Comparison of Borough of Paulsboro, Greenwich Township and the Paulsboro Public Schools**  
**1990-2016**

School Year or Census	Percentage of the Borough Population or School Enrollment								School Enrollment	Paulsboro Population		Greenwich Township Population	
	White		Black		Hispanic		Other			Under 18 Years Old	Total	Under 18 Years Old	Total
	School	Borough	School	Borough	School	Borough	School	Borough					
2015-2016	34	Not Available	54	Not Available	10	Not Available	2	Not Available	1164	Not Available	Not Available	Not Available	Not Available
2010-2011 2000 Census	36	54	53	37	10	9	1	< 1	1261	1724	6097	797	3739
1999-2000 2000 Census	58	63	38	31	4	4	< 1	2	1418	1773	6160	865	3758
1990 Census	Not Available	70	Not Available	29	Not Available	1	Not Available	< 1	Not Available	1829	6577	Not Researched	Not Researched
									Decrease 2000-2010 157 Students 11.1%	Decrease 2000-2010 49 Youngsters 2.8%	Decrease 2000-2010 63 People 1.0%	Decrease 2000-2010 68 Youngsters 7.9%	Decrease 2000-2010 19 People 0.5%

Note: This analysis is based on the period 2000 through 2010 because those are the only data points in common for all groups.

**Table 2**  
**Borough of Paulsboro Demographic and Economic Data**  
**Based on U.S. Census Data**  
**2000-2010**

Census	Per Capita Income	Consumer Price Index	Median Home Value	Average Household Size	Poverty Level Family of Three	Total Housing Units	Rental Units	Vacant Housing Units	Single Parent Families
2010	\$21,645	218.1	\$142,610	2.66	\$15,552	2,533	939	247	40.4% **
2000	\$16,349	172.2	\$78,193	2.60	\$13,861	2,628	935	275	Not Available
Change	32.4%	26.7%	82.3%	2.3%	12.2%	-3.6%	<<1.0%	-29.8%	Not Applicable

\*\* 29.8% single parent female head of household and 10.6% single parent male head of household.

**Table 2A**  
**Borough of Paulsboro Crime Data**  
**Source: New Jersey State Police – Uniform Crime Report**  
**1990-2014**

Year	Crime Index	Crime Rate per 1,000 Residents	Violent Crime Rate per 1,000 Residents	Non-Violent Crime Rate per 1,000 Residents
2014	247	41.0	3.3	37.7
2010	273	44.8	3.1	41.7
2000	309	50.2	6.7	43.5
1990	449	68.3	8.7	59.6

**Table 3: Enrollment Data 2012-2013 to 2015-2016**

ENROLLMENT REPORT YEAR	Grade														Total
	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12	
12-13	52	109	90	77	78	73	63	63	75	65	82	96	80	99	1102
13-14	49	97	102	73	68	75	73	70	65	78	99	82	76	87	1094
14-15	52	100	91	76	64	71	69	74	71	68	93	92	81	84	1086
15-16	57	104	111	79	56	65	64	53	73	62	63	82	80	78	1027

**NOTE:** This data needs to be checked carefully because there seems to be “unusual” enrollments reported for special education.



Table 5: Transition Grade 1 and Grade 12

The purpose of Table 5 is to examine school enrollment overall. Later in this report enrollment trends are examined at different grade levels within the Prekindergarten - Grade 12 program.

Grade	Class Graduating In							Change 2010-2016
	2016	2015	2014	2013	2012	2011	2010	
1	98	79	82	95	101	102	102	3.9%
12	78	84	87	99	83	106	97	19.6%
Change Grade 1 – Graduation	-20.4%	+6.3%	+6.1%	+4.2%	-17.8%	+3.9%	-4.9%	Not applicable

Table 6: Transition Between Prekindergarten and Kindergarten

Grade	Class Graduating In															Change 2014-2028
	2028	2027	2026	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	
PreK	52	49	52	51	54	64	72	69	64	69	73	64	71	51	40*	**+1.8%
K	104	100	97	109	93	99	107	96	91	113	95	100	103	89	91	+14.3%

\* Half Day Prekindergarten

\*\* Full Day 2015-2028

Table 7: Kindergarten – Grade 8

Table 7 examines the enrollment changes between kindergarten and grade 8 for the graduating classes from 2011 through 2020. Later in this report enrollment trends within the kindergarten through 8<sup>th</sup> grade program will be examined in more detail.

Grade	Class Graduating In										Change 2011-2020
	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	
K	91	113	95	100	103	89	91	105	122	110	-17.3%
8	62	68	78	65	70	80	70	95	94	102	-39.2%
Change K-8	-31.9%	-39.8%	-17.9%	-35.0%	-32.0%	-10.1%	-23.1%	-9.5%	-23.0%	-7.3%	NA

**Table 8: Kindergarten – Grade 2**

Grade	Class Graduating In													Change 2014-2026
	2026	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	
K	97	109	93	99	107	96	91	113	95	100	103	89	91	+6.2%
1	91	102	90	91	100	93	91	101	102	97	98	79	82	+11.0%
2	79	76	73	77	87	94	65	84	82	78	85	74	68	+16.2%
Change	-18.6%	-30.3%	-21.5%	-22.2%	-18.7%	-2.1%	28.6%	-25.7%	-13.7%	-22.0%	-17.5%	-16.9%	-25.3%	Not Applicable

**Table 9: Transition Between 1<sup>st</sup> and 2<sup>nd</sup> Grade**

Grade	Class Graduating In																	Change 2010-2026
	2026	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	
1	91	102	90	91	100	93	91	101	102	97	98	79	82	95	101	102	102	-10.8%
2	79	76	73	77	87	94	65	84	82	78	85	74	68	93	92	97	96	-17.7%
Change Grade 1 to 2	-13.2%	-25.5%	-18.9%	-15.4%	-13.0%	+1.0%	-31.9%	-16.8%	-19.6%	-19.6%	-13.3%	-6.3%	-17.1%	-2.1%	-8.9%	-4.9%	-5.9%	Not Applicable

**Table 10: Transition Between 2<sup>nd</sup> and 3<sup>rd</sup> Grade**

This is the transition between Billingsport Early Childhood Center and Loudenslager Elementary School

Grade	Class Graduating In																	Change
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	
2	76	73	77	87	94	65	84	82	78	85	74	68	93	92	97	96	95	-20.0%
3	56	64	68	78	72	72	79	82	72	80	70	67	87	86	102	109	89	-37.1%
Change Grade 2-3	-26.3%	-12.3%	-11.7%	-10.3%	-23.4%	+10.8%	-6.0%	0.0%	-7.6%	-5.9%	-5.4%	-1.5%	-6.5%	-6.5%	+5.2%	+13.5%	-6.3%	NA

Table 11: Transition Between 6<sup>th</sup> and 7<sup>th</sup> Grade

This is the transition between Loudenslager Elementary School and Paulsboro Junior High School

Grade	Class Graduating In																	Change 2005-2021
	2021	2020	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	
6	74	70	63	79	65	66	76	73	88	76	78	97	75	94	74	87	70	+5.7%
7	73	71	65	75	66	70	87	68	104	95	90	111	76	96	77	86	69	+5.8%
Change	-1.4%	+1.4%	+3.2%	-5.1%	+1.5%	+6.1%	+14.5%	-6.8%	+18.2%	+18.0%	+15.4%	+14.4%	+1.3%	+2.1%	+4.1%	-1.1%	-1.4%	Not Applicable

Table 12: Transition Between 8<sup>th</sup> and 9<sup>th</sup> Grades

Grade	Class Graduating In																	Change 2003-2019
	2019	2018	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	
8	68	78	65	70	80	70	95	94	102	96	80	88	76	67	60	84	75	-9.3%
9	63	93	99	82	102	100	121	110	145	128	93	116	119	138	124	133	135	-53.3%
	-7.4%	+19.2%	+52.3%	+17.1%	+27.5%	+42.9%	+27.4%	+17.0%	+42.2%	+33.3%	+16.3%	+31.8%	+56.8%	+106.0%	+106.7%	58.3%	+80.0%	Not applicable

Table 12a: Greenwich Township Students Entering Paulsboro High School as 9<sup>th</sup> Graders

Students	School Year					
	2015-2016 Class of 2019	2014-2015 Class of 2018	2013-2014 Class of 2017	2012-2013 Class of 2016	2011-2012 Class of 2015	2010-2011 Class of 2014
Total Greenwich Students	54	57	45	69	62	58
Number Attending PHS	18	16	14	31	22	22
% Attending PHS	33%	28%	31%	45%	35%	38%



Table 13: Transition Between Grade 9 – Grade 12

Grade	Class Graduating In															Change 2003-2016
	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	
9	82	102	100	121	110	145	128	93	116	119	138	124	133	135	138	-40.6%
10	82	96	86	114	106	121	105	115	97	120	119	113	119	120	115	-28.7%
11	81	76	80	106	85	119	111	103	116	107	105	99	115	121	104	-22.1%
12	78	84	87	99	83	106	97	92	106	115	108	101	121	120	104	-25.0%
Change 9-12	-4.9%	-17.6%	-13.0%	-18.2%	-24.5%	-26.9%	-24.2%	-1.0%	-8.6%	-3.4%	-21.7%	-18.5%	9.0%	-11.1%	-24.6%	Not Applicable



# APPENDIX C



# Crumble & Toss

- We do have a good school district. It takes lots of ideas and people to keep it moving forward.
- Most people are on the same page when it comes to the big picture about Paulsboro Schools.
- Entire community is truly committed to our students.
- I learned the step by step process of establishing strategies, goals, etc.
- 50% of our population is made up of single parents.
- I learned that many different people from many different professions can come together and create a plan for success.
- I've learned that we have a core group of concerned community members, parents, teachers and administrators who want to see the Paulsboro District succeed and move to the future.
- Confirmed that there is a great group of committed borough people who care about the future of our children.
- The need for community involvement.
- Voicing our ideas and brainstorming for the betterment of our students.
- Perception is key. Sometimes how you perceive a problem will determine the solution.
- I learned that outside opinions matter.
- There are some very good community members who have great ideals and care about where we are going as a school district.
- There are 20 clubs in the high school.
- Paulsboro schools offer a lot of activities/help to students.
- Strategic planning is really needed for moving forward.
- Out school system will only improve if all of the parents, teachers, administrators and community work together as a team.
- I learned that state bureaucracy is stifling the intellectual development of our youth.
- A lot more finance.
- I learned that Paulsboro has many talented, dedicated people who want to work together to improve our school. We need to find a way to keep them engaged and attract more.
- 245 abandoned homes in Paulsboro.
- Improved perspective.
- Perception is what I feel and (sic) we need to address in this process.
- When everyone works together (team) toward a common goal, great things can happen to succeed in these endeavors. Go Big Red!





# APPENDIX D



## PAULSBORO PUBLIC SCHOOLS ACTION PLAN - GOAL #1

**GOAL #1:** To support the staff to create a safe, nurturing and interactive learning environment that fosters all learning, that correlates to state mandated guidelines to successfully integrate students into society.

**OBJECTIVE #1-1:** Targeted professional development for all staff, supported by administration and school board.

Major Activities	Staff	Resources	Timelines	Indicators of Success
Build teachers' capacity in increasing the use of technology in the classrooms. Specifically, train teachers to use Microsoft Classroom 365. These teachers will then turnkey the information in their buildings. This will be ongoing.	Instructional Coaches, Team of teachers to be the turnkey trainers	Local PD budget and/or ESA	Spring 2017 through June 2019	Observation of teachers using Microsoft classroom 365 in their classrooms.
HS teachers will successfully create and implement lessons for implementation in the newly revised block schedule.	HS principal, HS teachers,	Local PD budget and/or ESSA	Spring 2017 through June 2019	Increased student engagement in the classroom as evidenced in observations.
Implement Diversity and Sensitivity training district wide for entire staff.	Administration	Local PD budget	Ongoing Fall 2017 through 2021	Teachers' interactions with students are much less confrontational as observed by administration. Decrease in discipline referrals for insubordination.
Continue to provide security training and practice for the varied, emergency situations. Due to changes in staff and possible building security changes (cameras, doors, swipe cards/not, etc.) this is high priority.	Administration and local Police Dept.	Local PD budget	Ongoing Fall 2017 through 2021	Smooth drills, compliance by ALL staff Feedback from teachers/administration/local PD.

## PAULSBORO PUBLIC SCHOOLS ACTION PLAN - GOAL #1

**GOAL #1:** To support the staff to create a safe, nurturing and interactive learning environment that fosters all learning, that correlates to state mandated guidelines to successfully integrate students into society.

**OBJECTIVE #1-2:** Partner with colleges and trade schools to offer in-house and/or off-campus experiences.

Major Activities	Staff	Resources	Timelines	Indicators of Success
Collaborate with Woodbury Public Schools and use their model to allow specific students the ability to attend RCGC during the school day.	HS Principal and Guidance Counselors	Time	Begin program Fall 2017 and continue each year, increasing course choices/opportunities	Increase in number of students taking advantage of the opportunity; feedback from students participating in the programs
Contact the ARMY to review the many resources they can provide in area of careers. These include experiences with surgeons, courses in SAT prep for everyone, etc.	HS Guidance	Time	Make contact and research through 17-18. Implement varying offerings 17-18 through 2021	Number of varying experiences offered to our students; Number of students participating and evaluations/feedback from students and teachers.
Implement a STEAM academy at PHS.	Superintendent	Educational Foundation	Fall 2018	STEAM Academy is implemented, and has students enrolled.
Provide summer feeder programs to STEAM Academy	Superintendent	Educational Foundation ESEA grant	Summer 2019 through 2021	

Collaborate with local businesses (refinery, etc.) to provide students with real world experiences	Superintendent	NA	Continue to discuss Earn/Learn program, speakers who come in to speak, etc. Fall 17 to begin discussions about additional experiences that can be provided to our students	List of programs provided by local businesses Feedback for students participating in programs
--	----------------	----	---	--

## PAULSBORO PUBLIC SCHOOLS ACTION PLAN - GOAL #1

**GOAL #1:** To support the staff to create a safe, nurturing and interactive learning environment that fosters all learning, that correlates to state mandated guidelines to successfully integrate students into society.

**OBJECTIVE #1-3:** Provide a safe, conducive learning environment that promotes hands-on, interactive activities/academies, fostering curiosity and responsibility implementing a 21<sup>st</sup> Century Curriculum.

Major Activities	Staff	Resources	Timelines	Indicators of Success
Earn and Learn summer program	Administration, local municipality employees, hired teachers	Funded by Exxon Mobil Research	It is in place now, and continue to work collaboratively with Exxon Mobil to ensure that it continues through 2021.	Feedback from students participating in the program Culminating student projects
Implement the newly revised Science curriculum in grades K through 8, ensuring that all materials needed for hands on experiences are provided.	Principals Curriculum Director, teachers, Coaches	Funded through Local Funds	Fall of 2016 new curriculum was implemented. Increased hands on experiences will occur each year through 2021	Improved Science scores; feedback from teachers, students and parents; improved reading scores (non-fiction)
Continue working with outside organizations to provide after school programs (eg. JOY at PJHS/PHS and REAL at LOUD)	Superintendent and administration	21 <sup>st</sup> Century Grant	The present program ends in 2019 and it is imperative that we find/continue/ to have an after school program for students	Completed student projects; participation; feedback from students/parents/teachers.
Incorporate more current elective programs at PHS. Graphic design, Social Media, Marketing, Interaction Design etc. are some examples.	HS administration Curriculum Director	Local Funds	Discussion has occurred already on which courses should be included for the 17-18 school year. Phase other courses in over time	Increased Enrollment in courses, feedback from students and teachers



## PAULSBORO PUBLIC SCHOOLS ACTION PLAN - GOAL #1

**GOAL #1:** To support the staff to create a safe, nurturing and interactive learning environment that fosters all learning, that correlates to state mandated guidelines to successfully integrate students into society.

**OBJECTIVE #1-4:** Have all students reading at grade level.

Major Activities	Staff	Resources	Timelines	Indicators of Success
Evaluate the current ELA materials available through the various vendors	Teachers volunteering for the ELA committee spearheaded by the district ELA/SS instructional coach	Funding has been allotted as per the curriculum review matrix in the 16-17	January 2017 through June 2017	Approved ELA K-8 series at the May 2017 BOE meeting
Re-write the ELA curriculum including SLS as required by NJDOE	Teachers, ELA/SS instructional coach	Funding has been proposed for the 17-18 budget	Summer 2017	Copies of updated K-12 ELA curriculum
Provide ongoing PD for all K-8 ELA teachers to properly implemented the newly implemented ELA curriculum	Teachers, ELA/SS instructional coach, Principals, Trainers	Funding from ESSA and local PD budget	September 2017 through June 2019	Attendance sheets, proper implementation of ELA lessons as documented in

Research available READING programs for students who are not reading at grade level; Achieve 3000, Reading 180, etc. and recommend program that best fits the needs of our district. Recommendations should be presented by school/grade/program.	Teachers, Instructional ELA/SS Coach	Unknown at this time Possibly IDEA, ESSA	September 2017 through June 2018	Plan of which programs will be purchased, how/who will be trained to implement the program, at which grade level, which students, etc.
Implement (with fidelity) programs chosen.	Administration, Teachers, Instructional ELA/SS Coach	Unknown at this time Possibly IDEA, ESSA	September 2017 through 2021	Increased number of students reading at grade level or higher



## PAULSBORO PUBLIC SCHOOLS ACTION PLAN – GOAL #2

**GOAL: # 2** To reach the 21<sup>st</sup> Century parent to create the 21<sup>st</sup> Century learners.

**OBJECTIVE: #1** Parental support system

Major Activities	Staff	Resources	Timelines	Indicators of Success
Through targeted outreach and including parents, determine the needs of our 21 <sup>st</sup> century parents.	Counselors Social Workers Teachers Parents			
Enlist parents to assist in planning, implementing and evaluating outreach to parents.	Counselors Social Workers Teachers Parents			
Provide PD to staff on how to increase parent engagement for at-risk student populations.				
Collaborate with community organizations to assist parents with different types of support.				

**PAULSBORO PUBLIC SCHOOLS  
ACTION PLAN – GOAL #2**

**GOAL #2:** To reach the 21<sup>st</sup> Century parent to create the 21<sup>st</sup> Century learners.

**OBJECTIVE #2:** Create a parent academy

Major Activities	Staff	Resources	Timelines	Indicators of Success
Form a district wide task force designed to develop and implement a parent academy.				
Enlist parents to help organize educational opportunities for other parent.				
Collaborate with community organizations to provide educational opportunities for parents.				

## PAULSBORO PUBLIC SCHOOLS ACTION PLAN – GOAL #2

**GOAL #3:** To reach the 21<sup>st</sup> Century parent to create the 21<sup>st</sup> Century learners.

**OBJECTIVE #3:** Enhance existing communication system

Major Activities	Staff	Resources	Timelines	Indicators of Success
Survey parents to find out what information is critical to them, what information they would like to have, and what types of media are the preferred conveyors of that information.	Administration Teachers Staff Students Parents			
Inventory or current methods of communicating – what do we communicate and how do we do it?				
Create, revise and repurpose media to get information into the hands of parents.				
Develop a communications plan designed to sustain the flow of information.				



## PAULSBORO PUBLIC SCHOOLS ACTION PLAN – GOAL #3

**GOAL: # 3** Create a district wide environment within the school community that is equitable for all.

**OBJECTIVE: #1** Develop character and value programs

Major Activities	Staff	Resources	Timelines	Indicators of Success
Each school will continue to seek meaningful school wide character education and cultural programs for their staff and students.	Counselors Administrators Social Workers Teachers	Necessary time and funds to promote appropriate programming and related PD.	Programs to be presented in Fall and Spring	Recognition of diversity in our newsletter and website. Program scheduling and post analysis of effectiveness. Student surveys
Celebrate cultural diversity through ongoing recognition programs.	Counselors Administrators Social Workers Teachers	Support of clubs and programming such as; S.U.R.E., Multi –Cultural Night, Black History Month.	Ongoing	Active student participation and engagement.
Provide for improved sensitivity training for all of our staff.	All	Necessary time and funds to develop/ select and present programming and related PD. Survey for staff perceptions, administered prior and post presentation.	2017-2018	Success will be an improvement of staff sensitivity.



## PAULSBORO PUBLIC SCHOOLS ACTION PLAN – GOAL #3

**GOAL #3:** Create a district wide environment within the school community that is equitable for all.

**OBJECTIVE #2:** Develop a district-wide equity committee that involves students, teachers, staff, parents, administrators and community officials.

Major Activities	Staff	Resources	Timelines	Indicators of Success
Form a district wide equity committee that would include two representatives from each school, also to include members of support staff and community.	2 staff from every school, 2 support staff, and community members.	Put on website and district calendar. Sample Equity Surveys	Meet four times a year beginning in October 2017. equity survey	Recognition of diversity in our newsletter and website.
Have equity committee do a yearly presentation to the staff and school board to take action on recommendations from the committee.	Chairman of the committee		Spring of 2018 participate in Paulsboro Day and community activities	Review of recommendations from committee, review of progress with equity issues
Create an equity team in the junior high and high school with students and staff.	Counselors		Begin in October 2017. Students will discuss with adults, staff, parents equity issues that students have in school.	Recommendations from students, get addressed by school administrators

Diversity training for all staff.	All	Professional development related to diversity and best practices to engage with all of our constituents.	October 2017. Safe schools. Online training. Professional development for staff	Staff would have a better understanding of diverse community. Improved social and emotional development within our students as evidenced by reduced behavioral referrals.
-----------------------------------	-----	--	---	---

**PAULSBORO PUBLIC SCHOOLS  
ACTION PLAN – GOAL #3**

**GOAL #3:** Create a district wide environment within the school community that is equitable for all.

**OBJECTIVE #3:** Continue to actively recruit a diverse staff

Major Activities	Staff	Resources	Timelines	Indicators of Success
Job Fairs – focusing on a qualified diverse group of candidates.	Administration Board of Education	Financial means to participate in fairs.	Ongoing, emphasis on early spring each year.	The development of a plan on attending job fairs. An increase in a diverse populace seeking employment in our district. Successful hiring of a qualified diverse selection of staffing.
Review and target advertising for a diverse staff.	Administration Board of Education	New Jersey Hire College and University connections Student Teaching Coordinators Media	Ongoing, emphasis on early spring each year.	An increase in a diverse populace seeking employment in our district. Successful hiring of a qualified diverse selection of staffing.
Continue to participate in the County Joint Equity Committee Activities	Administration Teachers Staff Students Parents	Time to partake in activities. Calendar of events and meetings. Funding for activities as needed.	Ongoing	Increased participation in activities, agendas, turn key resources.



**PAULSBORO PUBLIC SCHOOLS  
ACTION PLAN – GOAL #4**

**GOAL #4:** Examine all avenues to secure more funding to supplement state and federal financing for education and facilities.

**OBJECTIVE #1:** Establish an Educational Foundation

Major Activities	Staff	Resources	Timelines	Indicators of Success
Research how to start an education foundation	Superintendent Business Administrator	Education Foundation Association in New Jersey	January 2017	Research and documentation of Education foundations and the State Education foundation Association
Set up monthly meetings to review what a foundation is and to recruit members	Superintendent	Committee Volunteers	Winter and Spring 2017	Commitment of committee members
Create bylaws and an executive board	Committee Members	New Jersey Education Foundation Association	Winter 2017	Written bylaws and formation of an executive board
File an application for a 501 C 3 with the IRS	Attorney	Application to the IRS	Winter 2017	Successful application submitted and approved
Kick off the Pegasus Education Foundation at the April Centennial Gala	Centennial Committee and Foundation Committee	April Red Tie Gala	Spring 2017	Increase in membership, organized Board of Directors and excitement about the Foundation

**PAULSBORO PUBLIC SCHOOLS  
ACTION PLAN – GOAL #4**

**GOAL #4:** Examine all avenues to secure more funding to supplement state and federal financing for education and facilities.

**OBJECTIVE #2:** Seek out alternative sources of revenue

Major Activities	Staff	Resources	Timelines	Indicators of Success
Continue to research corporate sponsorship opportunities	District Administration		Ongoing	Board of Education approval of corporate sponsorship
Research various grant opportunities to support programs in the district.	District Administration			
Meet with local, county and state officials to explore shared service opportunities.				
Investigate effective and efficient use of revenue generating assets (including facilities and technology) and implement as appropriate.				

**PAULSBORO PUBLIC SCHOOLS  
ACTION PLAN – GOAL #4**

**GOAL #4:** Examine all avenues to secure more funding to supplement state and federal financing for education and facilities.

**OBJECTIVE #3:** Elicit parental support in fund raising

Major Activities	Staff	Resources	Timelines	Indicators of Success
Create and/or maintain strong PTA's at each school	District Administration	PTA/Administration	Ongoing	PTA and increase in membership
Guide PTA in funding needed projects at each building	Building Principals and PTA Executive Boards	PTA Bylaws regarding fundraising	Ongoing	Increased revenue for the students and the school.
Build parent involvement in setting goals for each school	Building Principals/PTA	PTA Meetings and minutes	Ongoing	Increase in PTA membership and school success with goals
Have PTA Executive Board and members research appropriate fund raising opportunities	PTA	Fund Raising ideas	Ongoing	Planned fundraising activities

**PAULSBORO PUBLIC SCHOOLS  
ACTION PLAN – GOAL #4**

**GOAL #4:** Examine all avenues to secure more funding to supplement state and federal financing for education and facilities.

**Objective #4:** Conduct a needs assessment of all facilities and systems to reduce operating costs

Major Activities	Staff	Resources	Timelines	Indicators of Success
Create a long range facilities plan complete with an emphasis on reducing future operating costs				
Research and employ effective sustainable energy practices.				
Examine our current telecommunications and data services for cost savings.				





# PAULSBORO PUBLIC SCHOOLS

## ACTION PLANS – GOAL #5

**GOAL #5:** Improve the Perception of the Paulsboro School District

**OBJECTIVE #1:** Promote Student Activities/Programs that Improve School Culture and Strengthen the Teaching & Learning Environment

Major Activities	Staff	Resources	Timelines	Indicators of Success
Promoting Student Work & Activities <ul style="list-style-type: none"> <li>• PHS &amp; PJHS Choirs</li> <li>• Jazz Band</li> <li>• Artwork</li> <li>• Exxon Mobil Earn to Learn</li> <li>• S.U.R.E.</li> <li>• Big Brothers/Big Sisters</li> <li>• ABLE</li> </ul>	Staff	Financial Support Coordination of Staff Time Administration Support Board of Education Support	Ongoing	Positive Community Feedback Student Involvement Increased Student Involvement
Promote Improved Attendance, Behavior and Academics and morale through the Renaissance Program	Staff	Administrative and Board of Education Support	Ongoing	Improvements in student behavior, academics, morale and/or attendance.
Develop a Social Media Class/AV Class that promotes positive activities that occur in school and district	AV Coordinator Staff member	Technology Appropriate media Allocation of staff	Fall 2017	Increased positive public relations and recognition

**PAULSBORO PUBLIC SCHOOLS  
ACTION PLANS – GOAL #5**

**GOAL#5:** Improve the Perception of the Paulsboro School District

**OBJECTIVE #2:** Assess the current communication process

Major Activities	Staff	Resources	Timelines	Indicators of Success
Develop a steering committee to assess the current methods of communication to the public. The focus will be to determine which methods are successful in communicating the positive things that happen at Paulsboro Junior – Senior High School	Administration Staff Members	Evaluate current communication media: S.J. Times The Record Today Channel 5 Eye on Paulsboro Paulsentinel Paulsboro Panorama	Winter and Spring 2017	Positive feedback from community members and staff
Utilize information from steering committee to evaluate which methods are successful and develop an action plan for the future	Administration Staff Members	School Media Administration Staff	Winter 2018	Positive feedback on events and assemblies from students, staff and community members
Enhance and continue social events that involve community and state leaders	Teachers Staff Community Members	All Social School Events	On-going	Positive feedback on events and assemblies from students, staff, and community members

**PAULSBORO PUBLIC SCHOOLS  
ACTION PLANS – GOAL #5**

**GOAL #5:** Improve the Perception of the Paulsboro School District

**OBJECTIVE #3:** Communicate and Promote the Good things that happen at Paulsboro Public Schools

Major Activities	Staff	Resources	Timelines	Indicators of Success
Develop a Public Relations Committee	Administration Staff	Financial Support Media Time	Winter 2018	Positive image projected to the community for the Paulsboro Junior – Senior High School
Increase the use of /explore creative ways to use Twitter, Facebook, and various technology based applications for the benefit of Paulsboro Public Schools	Public Relations Committee Technology Director	Technological Infrastructure to support Twitter, Facebook, etc.	Fall 2017	Positive image projected to community
Work with students to develop class/club focused on social media marketing and promotion of the district				
Research and explore public relations strategies utilized at other school districts	Public Relations Committee Technology Director	Financial Support for state of the art software	Fall – Winter 2017	Positive image projected to the community

