

THE ENGLEWOOD BOARD OF EDUCATION

AGENDA – SPECIAL PUBLIC MEETING

October 27, 2014

7:30 a.m.

A Special Public Meeting of the Board of Education will be held this day in Room 114 at Russell C. Major Liberty School. The order of business and agenda for the meeting are:

I. CALL TO ORDER

II. OPEN PUBLIC MEETING STATEMENT – Board of Education President

The New Jersey Open Public Meetings Law was enacted to insure the right of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is discussed and acted upon. In accordance with the provisions of this act, the Board of Education has caused notice of this meeting to be posted in the Board Office, City Clerk’s Office, Public Library, and all Englewood public schools and e-mailed or faxed to the Record, Suburbanite, Co-Presidents of the ETA and EAA, Presidents of parent-teacher organizations and any person who has requested individual notice and paid the required fee.

III. ROLL CALL Molly Craig-Berry, Henry Pruitt III, Mark deMontagnac, George Garrison, III, Devry B. Pazant, Carol Feinstein, Junius Carter, Harley Ungar, Howard Haughton

IV. PLEDGE OF ALLEGIANCE

V. REVIEW OF CONSENT AGENDA

(The following resolutions are presented for your consideration pursuant to Board of Education Bylaw 164.)

Administration 15-A-24
Finance 15-F-31

Section	Section	Topic	Page	Tab
Administration	15-A-24	Approval – Submission of QSAC District Improvement Plan (DIP), New Jersey Quality Single Accountability Continuum	2	1
Finance	15-F-31	Approval – Comprehensive Maintenance Plan	2	2

VI. PRIVILEGE OF THE FLOOR

VII. APPROVAL OF CONSENT AGENDA

- a. Motion to approve the consent agenda: _____ Second: _____
- b. Board Discussion
- c. Vote

VIII. OLD/NEW BUSINESS

IX. ADJOURNMENT

QSAC District Improvement Plan (DIP)

District: Englewood Public School District

Submission Date: November 1, 2014

Submitted by: Mr. Michael Roth, Interim Superintendent

Step 1: Indicators (DPR or SOA)	Step 2: Issue/Actions/Strategies/Intervention and Budgeted Resources	Step 3: Person Responsible	Step 4: Evidence of Completion/Impact
<p>DPR I & P 2 - The District meets the Annual Measurable Objectives (AMO) in mathematics for the district's total population.</p>	<p>The required percentage of students have failed to meet the state progress targets in Mathematics as measured by NJASK and HSPA. In response, the following strategies will continue to be implemented: 1. Implementation of mandatory Principal and Teacher Evaluation System; 2. Response To Intervention (RTI) model implementation - Read 180, System 44, Orton Gillingham; 3. Math 180; 4. Implementation of Common Core Curriculum across all grade levels; 5. Continued implementation of formative/benchmark assessments. District will successfully attain Annual Measureable Objective (AMO)/progress targets in each school. Furthermore, all demographic groups and subgroups will attain progress SGO targets; 6. Implement a pacing guide for all Math courses and grades; 7. Provide and implement UbD lesson planning in Mathematics K-12, UbD workshops; 8. Implement Critical Thinking by using Costa's Level of Inquiry; 9. Critical Thinking devised by Richard Paul and Linda Elder (Foundation for Critical Thinking); 10. Parent and Student Math Night; 11. Implementation of Math Boot Camp; 12. Provide professional development in Common Core and PARCC in Math; 13. Saturday Math Program for High School Students; 14. Quarterly assessment of mathematics for entire district; 15. Progress Monitoring: Data Analysis of regular implementation of Intervention indicators of Math 180, Read 180, System 44 using Star Renaissance, Common Formative Assessments and PLC and subject/grade-level assessments.</p>	<p>Superintendent, Assistant Superintendent, Supervisor of Mathematics, Principals, Director of Curriculum and Instruction</p>	<p>Increase the previous year's percentage of students who were proficient on the NJASK and HSPA, transitioning to the PARCC assessment. All progress targets are met for total population and subgroups. This will be reflected in the School Performance Summary, meeting schedules, minutes, agendas, and attendance lists; District Test Data Analysis compiled by the District Test Coordinator for all schools.</p>

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<p>DPR I & P 3 - Language Arts Literacy (LAL) State assessment data for the district's total student population shows at least 95% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal).</p>	<p>The required percentage of students have failed to meet the state progress targets in language arts as measured by NJASK and HSPA. In response, the following strategies will continue to be implemented: 1. Implementation of mandatory Principal and Teacher Evaluation System; 2. Response To Intervention (RTI) model implementation - Read 180, System 44, Orton Gillingham; 3. Reader's and Writer's Workshop; 4. Implementation of Common Core Curriculum across all grade levels; and, 5. Continued implementation of formative/benchmark assessments. District will successfully attain Annual Measureable Objective (AMO)/progress targets in each school. Furthermore, all demographic groups and subgroups will attain progress targets; 6. Implement a pacing guide for all English and Language Arts courses and grades; 7. Implement Critical Thinking by using Costa's Level of Inquiry, Critical Thinking devised by Richard Paul and Linda Elder (Foundation for Critical Thinking); 8. Parent and Student Literacy Night; 9. Implementation of Writer's Workshop; 10. Work with or assist Building Administrators as they share effective instructional practices and strategies that emphasize the impact of differentiated instruction; 11. Gather data from a variety of sources including Teacher/Administrator assessments, standard testing results and examination of student portfolio at every grade level; 12. Progress Monitoring: Data Analysis of regular implementation of Intervention indicators of Math 180, Read 180, System 44 using Star Renaissance, Common Formative Assessments, PLC and subject/grade-level assessments.</p>	<p>Superintendent, Assistant Superintendent, Director of Curriculum and Instruction, Supervisor of ELA and Principals</p>	<p>Increase the previous year's percentage of students who were proficient on the NJASK and HSPA, transitioning to the PARCC assessment. All progress targets are met for total population and subgroups. This will be reflected in the School Performance Summary, Meeting schedules, minutes, agendas, attendance lists; District Assessment Committee agendas, minutes and attendance lists; District Test Data Analysis compiled by the District Test Coordinator for all schools. 1. Submission of agenda from Parent Literacy Night. 2. Parent survey analysis feedback. 3. A Literacy Committee comprised of Teacher and Administrators to address literacy-based goals.</p>

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<p>DPR I & P 4 - Mathematics assessment data for the district's total student population shows one of the following: a. At least 95% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal).</p>	<p>The required percentage of students have failed to meet the state progress targets in Mathematics as measured by NJASK and HSPA. In response, the following strategies will continue to be implemented: 1. Implementation of mandatory Principal and Teacher Evaluation System; 2. Response To Intervention (RTI) model implementation - Math 180, Do the Math Now; 3. Implementation of Common Core Curriculum across all grade levels; 4. Continued implementation of formative/benchmark assessments. District will successfully attain Annual Measureable Objective (AMO)/progress targets in each school. Furthermore, all demographic groups and subgroups will attain progress targets; 5. Implement a pacing guide for all Math courses and grades; 6. Provide and implement UbD lesson planning in Mathematics K-12, UbD workshops; 7. Implement Critical Thinking by using Costa's Level of Inquiry; 8. Critical Thinking devised by Richard Paul and Linda Elder (Foundation for Critical Thinking); 9. Parent and Student Math Night; 10. Implementation of Math Boot Camp; 11. Implement the use of Rubrics; 12. Professional development for administrators to improve evaluation skills; 13. Provide professional development in Common Core and PARCC in Math; 14. Saturday Math Program for High School Students; 15. Quarterly assessment of mathematics for entire district; 16. Progress Monitoring: Data Analysis of regular implementation of Intervention indicators of Math 180, Read 180, System 44 using Star Renaissance, Common Formative Assessments, PLC and subject/grade-level assessments.</p>	<p>Supervisor of Mathematics, Principals and Director of Curriculum and Instruction, Curriculum Committee</p>	<p>Increase the previous year's percentage of students who were proficient on the NJASK and HSPA, transitioning to the PARCC assessment. All progress targets are met for total population and subgroups. This will be reflected in the School Performance Summary, meeting schedules, minutes, agendas, and attendance lists; District Test Data Analysis compiled by the District Test Coordinator for all schools; Formative and summative assessment data.</p>

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<p>DPR I & P 6 - At least 70% of the district's total student population, across all grades tested in science, achieved proficient or advanced proficient status on the most recent state science assessments.</p>	<p>The required percentage of students have failed to meet the state progress targets in Science as measured by NJASK. In response, the following strategies will continue to be implemented: grade level meetings, formative and summative assessments and continued professional development. Formative data will be reviewed and shared to improve instruction and to identify student strengths and weaknesses. 1. Create Science PLC to develop collective understanding of inquiry/exploratory-based teaching (PLC documentation forms required and collected). 2. Provide Professional Development to teacher. 3. Assessment of science inventory and materials to ensure that students have necessary materials for learning.</p>	<p>Director of Curriculum and Instruction, Principals, Classroom Teachers</p>	<p>Meeting agendas, Benchmark Assessment Data, lesson plans and a NJCCCS-based science curriculum document. 1. Assessment of SGO using the state-defined quality assessment rubric. 2. Formative Assessment. 3. Successful completion of SGO. 4. Highly Effective Teacher ratings. 5. Student interest survey. 6. Review of Teacher PDP logs.</p>
<p>DPR I & P 7 - The percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic year is: a. at least 95%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3).</p>	<p>1. Introduction of a HSPA Math and Language Arts prep class. 2. Extended day math program. 3. Provide Response to Intervention to online individualized learning opportunities. 4. Provide professional learning opportunity for teachers to enhance understanding of CCSS and to prepare students to meet the rigors of PARCC assessment. 5. Supplemental instruction during school day and after school.</p>	<p>Director of Curriculum and Instruction, Principals, Math and ELA Supervisors, High School Administration</p>	<p>Meeting agendas, Benchmark Assessment Data, lesson plans; District Test Data Analysis compiled by the District Test Coordinator for all schools; Formative and summative assessment data. Assessment of SGOs using the state-defined quality assessment rubric.</p>

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<p>DPR I & P 12 - The district assesses the progress of each student in mastering the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS) at least two times each year, including content areas not included on statewide assessments. Data from rigorous assessments at the district, school and classroom level are used to evaluate, adjust and improve instruction.</p>	<p>The District currently has benchmark assessments, formative assessments and summative assessments. Teachers will use these assessments and Item Analysis to create action plans to drive instruction. Science and Social Studies Committees were created to review and turnkey the curricula. Administrators will ensure that the updated correct curricula is being implemented in classrooms. 1. Grades 9-12, use common formative assessment and end-of-year finals. 2. Grades 7-8, social studies will be online with CCSS and NJCCCS. 3. Grades K-5, science and social studies will be put online with NJCCCS.</p>	<p>Superintendent, Assistant Superintendent, Director of Curriculum, Principals, Building Administrators, Classroom Teachers</p>	<p>Benchmark Assessment results, Item Analysis results, Grade-level agendas, sign-in sheets. Updated Science and Social Studies curriculum online.</p>
<p>DPR I & P 13 - The district uses a monitoring process to continually improve curriculum implementation for each NJCCCS and CCSS area.</p>	<p>The Department of Curriculum and Instruction will develop and use internal monitoring in proceeding to continually improve curriculum implementation for the NJCCCS and CCSS content areas. 1. Conduct informal walk-through and formal observation. 2. Review sample of student work to access levels of mastery on target skills and standards.</p>	<p>Director of Curriculum & Instruction, Building Administrators, Classroom Teachers</p>	<p>Item Analysis results, Grade-level agendas, sign-in sheets, teacher effectiveness framework, documentation from PLC sessions will reflect that student work was reviewed and assessed.</p>

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<p>DPR I & P 14 - The curriculum specifies the content to be mastered for each grade and includes clear grade-level benchmarks and interim assessments.</p>	<p>The district has established assessments; however, rigor needs to be added to ensure content skill mastery at each grade level. This invariably will encourage students to obtain a higher level of academic achievement towards Advanced Proficient on state assessments. To bring about these improvements, the district will: 1. Perform curriculum alignment/revision. 2. Utilize Standard Solutions for LAL & Math curriculum alignment 3. Revise and develop pacing guides and align curriculum with Common Core State Standards. 4. Monitor grade-level meetings to review and analyze assessment data to drive instruction.</p>	<p>Director of Curriculum and Instruction, Building Administrators, Classroom Teachers</p>	<p>Lesson Plans, walk-through results; 1. Implementation of electronic curriculum mapping. Examples: Rubicon Atlas and Curriculum 21 by Heidi Hayes Jacob.</p>
<p>DPR I & P 15 - The curriculum and information about student strengths and needs are horizontally and vertically articulated among all grades, content areas, schools, and at all specific transition points.</p>	<p>Student academic profiles must be articulated among all grades, content areas and at all significant transition points. 1. Monitor subject areas and grade-level PLC sessions to ensure that curriculum is horizontally and vertically aligned. 2. The professional learning communities model will be presented to all District Administrators. The expectation is that every PLC will run based on the same tenants and will use the same procedures and documentation artifacts. 3. Arrange for teachers to meet in subject area and grade-level sessions to sample student work.</p>	<p>Director of Curriculum and Instruction, Building Administrators, Classroom Teachers</p>	<p>Copies of Curriculum Guides, lesson plans, professional development schedules, sign-in sheets, Portfolio of student work, PLC documentation.</p>

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<p>DPR I & P 17a - For each content area, supervisory practices are implemented to ensure that the curriculum is taught in every classroom; these practices focus on classroom instruction as evidenced by teacher-principal/supervisor discussions and meetings, teacher evaluations and observations, lesson planning, student performance data and walk-throughs.</p>	<p>Progress has been made in the adoption of curriculum in core content areas; however, a district curriculum review will address the remaining subject areas: Periodic review of curriculum by C & I department, Teacher leaders, Administrators and Curriculum and Instruction Parent Committee. 2. Ensure that all Curriculum is aligned to NJCCCS and CCSS.</p>	<p>Director of Curriculum and Instruction, Building Administrators</p>	<p>Letter of Communication with a purpose, minutes, agenda and working drafts of Curriculum.</p>
<p>DPR I & P 17b - For each content area, lesson plans are aligned with the curriculum; the NJCCCS and the CCSS, are integrated with technology and are reviewed at least monthly by principals/supervisors. Each teacher is provided with feedback on lesson planning and implementation.</p>	<p>Progress has been made in improving the development of quality lesson planning in core content areas; however, curriculum reviews are being completed by the Curriculum & Instruction program. 1. Grades 9-12, use common formative assessment and end-of-the-year finals. 2. Grades 7-8, social studies will be online with CCSS and NJCCCS. 3. Grades K-5, science and social studies will be put online with CCSS. Purchase of an on-line curriculum database tool so edits can be made by staff in a timely manner.</p>	<p>Assistant Superintendent, Director of Curriculum & Instruction, Building Administrators</p>	<p>Meeting agendas, sign-in-sheets, lesson plans, observations, evaluation schedules. Update online curriculum.</p>

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<p>DPR I & P 18 - The district requires and verifies that instruction for all students is based on the district's curriculum, instructional materials, media and school library resources and includes instructional strategies, activities and content that meet individual students' needs including Individual Education Programs (IEP). "All students" includes those students with disabilities, English language learners, gifted and talented students and students in alternative education programs.</p>	<p>Progress has been made in ensuring that all students receive instruction in the least restrictive environment, inclusive of all students with disabilities, English Language Learners, Gifted and talented students and students in alternative education programs. The following activities will be taken: 1. Written technology curriculum plan will be approved and posted. 3. All IEP's are developed with the most current curricula, including CCSS and NJCCCS. Teachers and CST case managers work closely to design educational/instructional goals and objectives to align with district curriculum. These goals and objectives are used to drive instruction, create lesson plans and to provide instructional strategies that meet the needs of all students with IEP's. Goals and objectives are updated yearly or more often, depending on the students' needs and progress.</p>	<p>Director of Pupil Services, Building Administrators and Director of Curriculum and Instruction</p>	<p>Lesson plans, District Technology Plan, technology to support instruction is written in the Teacher unit/lesson plan.</p>

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<p>SOA 3 - Implement Board-approved new and/or revised curricula that clearly and specifically align with the most recent State Board - adopted version of the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS) and with the timeline for implementation of curriculum for each content standard (N.J.A.C. 6A:3-3.1).</p>	<p>Progress has been made in the adoption of curriculum in core content areas, however; a district curriculum review will address the remaining subject areas: Periodic review of curriculum by C & I department, Teacher leaders, Administrators and Curriculum and Instruction Parent Committee. Ensure that all curriculum is aligned to NJCCCS and CCSS.</p>	<p>Classroom Teachers; Building Administrators; Assistant Superintendent</p>	<p>Copies of Curriculum Guides, lesson plans, professional development schedules, sign-in sheets, portfolio of student work, PLC documentation.</p>

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<p>DPR Governance 2 - The Board of Education has a policy with the Chief School Administrator (CSA) to annually evaluate the CSA based on the adoption of goals and performance measures, which reflect that the highest priority is given to student achievement and attention to subgroup achievement. The Board annually reviews and revises, as necessary, the evaluative instrument based on district goals and objectives. In the event that the certificate of the CSA is revoked, the contract is null and void as of the date of the revocation (N.J.S.A. 18A:17-15 and N.J.A.C 18 A: 17-20.3).</p>	<p>The District currently has approved contracts for all Administrators.</p>	<p>Superintendent, Board of Education, Business Administrator</p>	<p>County Approved Administrative Contracts.</p>

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<p>DPR Governance 3b - The district's budgeting process and its allocation of resources are aligned with instructional priorities and student needs to provide for a thorough and efficient (T & E) education (N.J.A.C. 6A:16-8.1). The district annually aligns fiscal goals and budget objectives to ensure that instructional resources are sufficient to address the needs of students and student subgroup performance as measured under NCLB. The district develops curricula and ensures professional development for all staff.</p>	<p>Progress has been made in the adoption of curriculum in core content areas; however, a district curriculum review will address the remaining subject areas: Periodic review of curriculum by C & I department, Teacher leaders, Administrators and Curriculum and Instruction Parent Committee. Ensure that all Curriculum is aligned to NJCCCS and CCSS.</p>	<p>Superintendent, Board of Education, Assistant Superintendent, Business Administrator, Director of Curriculum and Instruction</p>	<p>Copies of Curriculum Guides, lesson plans, professional development schedules, sign-in sheets, portfolio of student work, PLC documentation.</p>

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DPR Personnel - The Board has annually approved by resolution the district Statement of Assurance document as reflected in the minutes.	The District Improvement Panel (DIP) met on October 10, 2014 to review the Statement of Assurance. A resolution will be presented to the Board of Education to accept the Statement of Assurance as reviewed by the DIP.	Superintendent, Director of Curriculum and Instruction, Human Resources Manager	Copy of Board resolution and approved minutes.
Governance SOA 7 - Submits new, renegotiated, amended, altered or extended contracts for superintendents, deputy superintendents, assistant superintendents and school business administrators to the Executive County Superintendent (ECS) for review and approval. Takes no formal action to approve or implement such contracts prior to ECS review and approval (N.J.S.A. 18A7-8,N.J.A.C 6A:23A-3.1).	Administrator contracts for the 2014-2015 school year have been submitted and reviewed by the Executive County Superintendent.	EPSD Board of Education, Business Administrator	Administrator contracts for the 2014-2015 school year have been submitted and reviewed by the Executive County Superintendent.

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<p>Operations SOA 8 - noncompliant-there are no bus evacuation drills.</p>	<p>The School Bus Emergency Evacuation Drill Report must be completed by each principal. Each principal will be responsible for bus emergency evacuation drills twice within the school year (the first by November 30, 2014 {reported on the December Board Meeting agenda} and the second by April 30, 2014 {reported on the May Board Meeting agenda}.</p> <p>Completed reports will be kept at the school and submitted to the Facilities Department. The Facilities Department will compile the data and submit a final report to the Superintendent for the December and May Board agenda.</p> <p>Building Administrators will contact the Head of Security and Director of Facilities in advance of bus drills so that they may be present.</p> <p>Each Building administrator will review a bus drill evacuation video.</p> <p>http://www.bing.com/videos/search?q=Bus+Evacuation+Drills+for+Students&Form=VQFRVP#view=detail&mid=4F6CD131119C73A9C46E4F6CD131119C73A9C46E</p>	<p>Assistant Superintendent, Facilities Director, Head of Security, Building Administrators, Bus Personnel, Affirmative Action Officer</p>	<p>Bus emergency evacuation drill reports, Board agendas. Principals' notes/logs.</p>

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<p>Operations SOA 20 - Implements the NJDOE-approved Comprehensive Equity Plan (CEP) designed to eliminate discrimination according to race, age, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability, socioeconomic status, pregnancy or parenthood (N.J.A.C. 6A:7-1.4).</p>	<p>A committee has been formed to review and revise the District Comprehensive Equity plan</p>	<p>Assistant Superintendent, Human Resources Manager, Affirmative Action Officer</p>	<p>Revised and reviewed Comprehensive Equity Plan.</p>

Englewood City School District

03-1370

Comprehensive Maintenance Plan Report

Actual FY 13-- Current Fy 14-- Planned FY 15

School Name	13-14 Actual	14-15 Budgeted	15-16 Planned
Quarles Elementary 03-1370 001	<p style="text-align: right;">\$56,821</p> Annual service and inspections of all building systems, including boilers in Bldg B, C, & D. Asbestos floor tile removed, and replaced with vinyl composite tile in Administration Building, and music room. Inspected and Certified playgrounds, replaced all mulch. Repaired fencing behind school Resurfaced gym floor, painted 12 classrooms Removed Library carpet and installed vinyl tile	<p style="text-align: right;">\$60,685</p> Annual service and inspections of all building systems, including boilers. Exterior lighting upgrades and additional security cameras. Wall repair and painting as needed. Inspect and certify playgrounds and mulch where needed. Resurface gym floor	<p style="text-align: right;">\$61,898</p> Annual service and inspections of all building systems. Roof repairs to buildings. Painting as needed. Inspect and certify playgrounds, mulch where needed. Resurface and stripe parking areas. Resurface gym floor
John Grieco Elementary 03-1370 040	<p style="text-align: right;">\$95,754</p> Annual service and inspections of all building systems including boilers and elevator. Replaced elevator controller. Replaced filters and belts on roof top units 3 times. Painted stairwells, repaired walls and repainted as needed. Inspected and certified playgrounds, installed mulch. Changed generator fluids and tested unit. Various roof repairs where needed. Resurfaced gym floor	<p style="text-align: right;">\$102,265</p> Annual service and inspections of all building systems including boilers and elevator Install curbing in areas where it is absent Inspect and certify playgrounds, mulch where needed. Resurface gym floor	<p style="text-align: right;">\$104,310</p> Annual service and inspections of all building systems including boilers and elevator Tree plantings for replace of removed dead trees Inspect and certify playgrounds, mulch where needed. Resurface gym floor
McCloud Elementary 03-1370 003	<p style="text-align: right;">\$99,964</p> Annual service and inspections of all building systems, including boilers and elevator. Inspected and certified playground, installed mulch. Added more security cameras and access control to the main office. Replaced 2 compressors for air conditioning in cafeteria. Resurfaced gym floor and replaced basketball backboard motor	<p style="text-align: right;">\$106,761</p> Annual service and inspections of all building systems, including boilers and elevator. Remove additional areas of carpet and install tile. Resurface gym floor	<p style="text-align: right;">\$108,895</p> Annual service and inspections of all building systems, including boilers and elevator. Increase number of security cameras. Finish 2nd floor asbestos abatement. Resurface gym floor Inspect and certify playgrounds, mulch where needed

Englewood City School District

03-1370

Comprehensive Maintenance Plan Report

Actual FY 13-- Current Fy 14-- Planned FY 15

School Name	13-14 Actual	14-15 Budgeted	15-16 Planned
Janis Dismus Middle School 03-1370 010	\$99,627 Annual service and inspections of all building systems, including boilers and elevator. Changed generator fluids and tested unit. Replaced ceiling tiles in one classroom, repaired & painted classrooms and hallways where needed. Replaced inoperable security cameras. Repaired broken steam pipe, and broken water line on the main floor. Repaired locker system. Resurfaced gym floor	\$106,401 Annual service and inspections of all building systems, including boilers and elevators. Replace media center carpet. Resurface gym floor	\$108,529 Annual service and inspections of all building systems including boilers and elevator. Painting where needed. Classroom lock upgrades Install light motion sensors in classrooms
Dwight Morrow High School 03-1370 020	\$213,711 Annual service and inspections of all building systems, including elevator and boilers Resurfaced gym floors twice, repaired broken steam pipes. Replaced entrance doors to auditorium. Installed new clock system. Repaired locker system. Upgraded field fencing and cleaned lime tanks Upgraded intercom system to digital with the capability to broadcast in both buildings simultaneously	\$228,243 Annual service and inspections of all building systems, including elevator and boilers Resurface gym floors, asbestos tile removal Replace sidewalk at auditorium doors entrance Roof repairs North Building	\$232,807 Annual service and inspections of all building systems, including elevator and boilers Resurface gym floors, painting as needed Brick repointing, and roof repair
Russell C. Liberty School 03-1370 060	\$43,300 This building still houses the facilities department and the District assists the City of Englewood in its upkeep and daily cleaning maintenance	As of this year, 14-15; the City of Englewood has taken over complete maintenance as owners of this facility	
Vince Lombardi Learning Ctr 03-1370 007	\$32,620 Annual service and inspections of all building systems in leased space. Replaced broken windows, repaired seals on windows. Replace communications and clock system. Installed kitchen ice machine	\$34,838 Annual service and inspections of all building systems. Replace broken windows as needed and repair seals	\$35,534 Annual service and inspections of all building systems.
Totals All Schools	\$641,797	\$639,193	\$651,974

