

STRATEGIC PLANNING

STUDENT ACHIEVEMENT

To meet every individual's potential by laying the foundation for success in the 21st century.

	Objectives	Timelines	Actions	Indicators of Success	Person(s) Responsible
1	Rigorous and diverse curriculum to <u>all</u> students in all areas	Ongoing	<p>ELA-</p> <ul style="list-style-type: none"> By September 2017 draft and implement K-5 Balanced Literacy Curriculum that aligns to the NJSLs. <ul style="list-style-type: none"> Read Aloud Reading Workshop Writing Workshop Shared Reading Guided Reading Word Work By September 2018 draft and implement 6-12 Inquiry Based ELA Curriculum that aligns to the NJSLs <ul style="list-style-type: none"> Reading Literature Reading Informational Writing Opinion, Informative, and Narrative pieces <p><u>In Spring of 2018</u> Reassess the strength of the K-5 curriculum. Determine to what degree the curriculum meets the NJSLs. Based on this assessment revise the units of study to more accurately align to the NJSLs.</p> <p><u>In Spring of 2019</u> Reassess the strength of the 6-12 curriculum. Determine to what degree the curriculum meets the NJSLs. Based on this assessment revise the units of study to more accurately align to the NJSLs.</p>	Review of 5 year plan and implementation as needed (Balanced Literacy, Mathematics & Next Gen Science Standards).	All staff

			<p>Science</p> <ul style="list-style-type: none"> • New NGSS (NJSLS) aligned curricula (K-5) completed by March 2017. • Implement NGSS (NJSLS) aligned curricula K-5 in September 2017. <p>Coordination between:</p> <ul style="list-style-type: none"> ○ Science and Engineering Practices ○ Cross Cutting Concepts ○ Disciplinary Core Ideas <ul style="list-style-type: none"> • Review alignment of K-5 curricula May-June 2018 through the use of assessment data, teacher experiences and comparison to relevant standard documentation. • Review of recently created, NGSS aligned curricula (6-12) beginning May-June 2017 through the use of assessment data, teacher experiences and comparison to relevant standard documentation. Attention given to: <ul style="list-style-type: none"> ○ Coverage of Disciplinary Core Ideas ○ Adequate student use of Science and Engineering Practices ○ Adequate coverage of cross cutting concepts <p>Social Studies</p> <ul style="list-style-type: none"> • Align instruction to the C3 Framework by integrating Social Studies Lab to promote inquiry based learning. • Strengthen the use of informational text in K-5. • Increase the use of primary source documents in K-12. • Integrate the nine historical thinking skills into all SS lessons. • Revised K-5 Social Studies Curriculum in Summer of 2018. • DBQ writing activities in 6-12 SS classes. 		
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			<ul style="list-style-type: none"> Collaborate with the ELA department to align both departments around the NJSL standards. <p>Mathematics</p> <p>2016-2017</p> <ul style="list-style-type: none"> District revision of grades K-12 Mathematics Curriculum beginning Summer of 2016 to May 2017. Revised curriculum materials aligned with NJSL during September 2016-March 2017. Adopted curriculum materials that meet the required expectations for focus & coherence and rigor & mathematical practices by NJSL for K-5 grades and High School in Spring of 2017. Adopted AP Computer Science Principles and AP Calculus BC courses and curriculum materials between October 2016-June 2017 Implement K-5 and High School revised curricula starting September 2017. <p>2017-2018</p> <ul style="list-style-type: none"> By June 2018 implement K-5 and High School (Algebra 1, Geometry, Algebra 2) new Mathematics curricula. By June 2018 assess the strength of the K-5 and High School (Algebra 1, Geometry, Algebra 2) curricula. Determine to what degree the curriculum meets the expectations for focus & coherence and rigor & mathematical practices required by NJSL. Revise the units of study and pacing to align more accurately with performance level descriptors. <p>In Fall of 2018</p> <ul style="list-style-type: none"> Reassess the strength of the 6-8 curriculum. Determine to what degree the 		
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			<p>curriculum meets the expectations for focus & coherence and rigor & mathematical practices required by NJSLS. Revise the units of study and pacing to align more accurately with performance level descriptors.</p> <p>In Spring of 2019</p> <ul style="list-style-type: none"> • Reassess the strength of the high school (9-12) curriculum. Determine to what degree the curriculum meets the expectations for focus & coherence and rigor & mathematical practices required by NJSLS. Revise the units of study and pacing to align more accurately with performance level descriptors. <p>Special Education:</p> <ul style="list-style-type: none"> • K-12 MD program revision (2016-2017) • Transition Curriculum Revisions (2016-2017) • Study Skills program revision (2016-2017) • Ongoing/continual assessment of programs to ensure alignment to NJSLS. 		
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2	Postsecondary education readiness	Ongoing	<p>ELA- <u>2016-2017</u></p> <ul style="list-style-type: none"> December 2016 administrators attend the College Readiness Workshop at CCM. January 2017- Coordinate an AP summit for northern NJ. By May 2017 complete an analysis of English college readiness by surveying former JTHS students currently enrolled in college. By May 2017 complete an analysis of college expectations for incoming freshman by surveying 38 English college professors. By May 2017 senior teachers attend the College/HS North Jersey Articulation at Seton Hall University. <p><u>2017-2018</u></p> <ul style="list-style-type: none"> Analyze all data collected from 2016-2017. Use this data to set goals and shape the 2018-2019 curriculum and instruction revisions for 6-12 ELA. <p>Repeat this analysis cycle in 2020, after the new curriculum has been implemented for 2 years.</p> <p>Science</p> <ul style="list-style-type: none"> Survey graduates who have gone on to major in science at the college/university level. Use responses to adjust high school classroom practices and expectations. Additional training (summer institutes) for AP teachers in areas where scores are at or below state average. Provide AP teachers with additional resources designed to improve exam scores e.g. test prep books. Provide teachers with ongoing PD in implementing the new NGSS aligned 	<p>Senior survey, review of ELA scores, alumni review, review of AP scores, analysis of current scholarship recipients over a five year period (for growth potential), applying and accepted post-secondary assessment and review of SAT scores. Continued work Transition Coordinator</p>	All staff
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			<p>curricula. These changes in instruction are designed to improve analytical, critical thinking and synthesis skills which will help students as they enter college.</p> <p>Social Studies</p> <ul style="list-style-type: none"> • Provide AP teachers with resources to prepare students for the exam. I.e Online test prep materials. • Survey graduates who are majoring in history/social sciences to measure their experiences. • Improve the research paper writing process to prepare students to write in college. • Continued PD for SS teachers. <p>Mathematics</p> <ul style="list-style-type: none"> • Online survey of AP teachers across NNJ to collect data on the perceptions and practices of AP teachers in the pre-screening of AP students, the promoting of AP courses to students, and in determining AP course offerings. • Facilitating participation for AP teachers to participate in summer institutes and/or one day refreshers. • Provide AP teachers with prep books designed to improve exam scores. • Use sample tests to identify areas of growth and weaknesses. • Facilitate student advancement by identifying gifted students beginning with 6th grade. <p>School Counseling Department:</p> <ul style="list-style-type: none"> • Grade 8 - Counselors will begin to utilize Naviance to determine student strengths through Naviance Questionnaires and to link student strengths to potential career 		<p><i>School Counselor/Director of Student Personnel Services</i></p>
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			<p>and post-graduation choices.</p> <ul style="list-style-type: none"> • Grade 9-12 - Counselors will continue to utilize Naviance to create grade level tasks for academic and post-secondary goals. • All 10th and 11th grade students will participate in the PSAT - PSAT scores will be used in counseling sessions to assist in developing academic goals and determining course choice through the use of the AP potential matrix. <p>Special Education</p> <ul style="list-style-type: none"> • HS Transition Coordinator will continue to network with trade schools and vocational schools to match students with their interests. • Continual push for Least Restrictive Environment with decreasing supports to ensure students are equipped with the tools necessary to succeed in college. 	<p>Analysis of Naviance Task Completion</p>	<p>Department Supervisors will utilize AP Potential matrix during course recommendations.</p>
3	Provide ongoing consistent teacher Professional Development	Ongoing	<p>ELA-Provide teachers with ongoing PD that includes active learning opportunities, teacher collaboration/coaching sessions, and timely/specific feedback provided by administration.</p> <p><u>K-5 2016-2017</u></p> <ul style="list-style-type: none"> • By May 2017 all K-5 teachers receive Tier 1 PD-Structure of Balanced Literacy • By June 2017 all K-5 teachers receive Tier 2 PD-Curriculum & Resources • By July 2017 all K-5 teachers observe balanced literacy classrooms in action. <p><u>6-12 2016-2017</u></p> <ul style="list-style-type: none"> • Teachers engage in Tier 1 workshops on: <ul style="list-style-type: none"> ◦ Academic Talk/Text Dependent 	<p>ScIP and DEAC meeting minutes, review of academic calendars, new teacher training, mentoring and district PDP.</p>	<p>All staff</p>

			<p>Questions</p> <ul style="list-style-type: none"> ○ Close Reading ○ Rhetorical Analysis ○ Argument: Claim, evidence, warrant <ul style="list-style-type: none"> ● By June 2017 Teachers engage in vertical articulation on writing rubric, and structure of writing assignments, (research papers, thesis statements etc). ● By July 2017 Teachers choose a professional text and form an Instructional Rounds Group: <ul style="list-style-type: none"> ○ Penny Kittle's <i>Book Love</i> ○ Kyleen Beers and Bob Probst <i>Notice and Note</i> 6-10 ○ Jim Burke <i>What's the Big Idea</i> 6-12 ○ Kyleen Beers and Bob Probst <i>Nonfiction</i> 6-10 ○ (need one more title) <p><u>K-5 2017-2018</u></p> <ul style="list-style-type: none"> ● By November 2017 all K-5 teachers receive Tier 3 PD-Differentiating through Balanced Literacy. ● By June 2018 all K-5 teachers receive at least 2 coaching sessions with timely and specific feedback. ● By June 2018 all K-5 teachers receive walkthroughs with timely and specific feedback. <p><u>6-12 2017-2018</u></p> <ul style="list-style-type: none"> ● Teachers engage in Tier 2 Workshops on: <ul style="list-style-type: none"> ○ Academic Talk/Text Dependent Questions ○ Close Reading ○ Rhetorical Analysis ○ Argument:claim, evidence, warrant ● By December 2017 Teacher read their chosen professional text. ● By February 2018 teachers engage in two 		
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			<p>book clubs with their chosen professional text.</p> <ul style="list-style-type: none"> By June 2018 all 6-12 teachers engage in at least 2 Instructional Rounds sessions based on their chosen professional text. <p><u>In Spring of 2018</u> Reassess teacher effectiveness regarding their implementation of the curriculum. Determine to what degree teachers are delivering the curriculum with fidelity. Based on this assessment generate the next cycle of PD that includes active learning opportunities, teacher collaboration/coaching sessions, and timely/specific feedback provided by administration.</p> <p><u>In spring of 2019</u> Reassess 6-12 teacher effectiveness regarding their implementation of the curriculum. Determine to what degree teachers are delivering the curriculum with fidelity. Based on this assessment generate the next cycle of PD that includes active learning opportunities, teacher collaboration/coaching sessions, and timely/specific feedback provided by administration.</p> <p>Science K-5 Professional development will take place during multiple inservice days, faculty meetings, grade level meetings and at optional sessions over the summer and during the year. The plan is as follows:</p> <p>Year: 16-17</p> <ol style="list-style-type: none"> 1. Intro NGSS components. 2. Focus on three dimensional teaching. 3. Build capacity to plan (lesson design template). 4. Choose text series. 5. Explore assessment. 		
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			<p>Year: 17-18</p> <ol style="list-style-type: none"> 1. Text series training. 2. Focus on three- dimensional teaching using text series. 3. Build capacity to plan (lesson design template). 4. Build and expand assessments. 5. Build academic talk and arguing from evidence. <p>Year: 18-19</p> <ol style="list-style-type: none"> 1. Focus on three-dimensional teaching using text series. 2. Build capacity to plan (lesson design template). 3. Build and expand assessments. 4. Build academic talk and arguing from evidence. <p>6-12</p> <p>Professional development will take place during multiple inservice days, faculty meetings, grade level meetings and at optional sessions over the summer and during the year. The plan is as follows:</p> <p>Year: 16-17</p> <ol style="list-style-type: none"> 1. Focus on three-dimensional teaching using exemplar lessons. 2. Build capacity to plan (lesson design template). 3. Build and expand assessments. <p>Year: 17-18</p> <ol style="list-style-type: none"> 1. Focus on three-dimensional teaching using exemplar lessons. 2. Build capacity to plan (lesson design template). 3. Build and expand assessments. 4. Build academic talk and arguing from evidence. <p>Year: 18-19</p> <ol style="list-style-type: none"> 1. Focus on three-dimensional teaching using exemplar lessons. 		
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			<p>2. Build capacity to plan (lesson design template).</p> <p>3. Build and expand assessments.</p> <p>4. Build academic talk and arguing from evidence.</p> <p>Social Studies</p> <p>K-5 Years:16-17 & 17-18</p> <ul style="list-style-type: none"> Continued PD for teachers on Social Studies Labs and inquiry-based learning. Continued PD on integrating informational text and using primary & secondary sources. Continued PD on creating standards aligned common assessments. <p>K-5 Year: 18-19</p> <ul style="list-style-type: none"> Build capacity for teachers to create and fully implement Social Studies Labs and inquiry-based learning. Build capacity for teachers to fully integrate informational text and using primary & secondary sources. Build capacity for the creation standards aligned common assessments. <p>6-12</p> <ul style="list-style-type: none"> Continued PD on the nine historical thinking skills. Continued PD on designing inquiry-based lessons. Full implementation of evidence based discussions facilitated through a Socratic Seminars Continued PD on blended learning, self-directed instruction, and the flipped classroom. Continued PD on the C3 Framework to prepare students for College, Career, and Civic Life. Full implementation of standards aligned common assessments across each grade level. 		
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			<p>Mathematics</p> <p>K-5</p> <p>Professional development will be provided during professional development days, curriculum council meetings, faculty and grade level meetings, and voluntary sessions over the summer and during the year.</p> <p>2016-2017</p> <ul style="list-style-type: none"> • Focus on grade level major standards. • Focus on Mathematical Practice Standards. • Using Common Assessments to drive instruction. • Identify valuable educational resources. • Identifying strengths and weaknesses in PARCC data. • Instructional practices or shifts that link to the PARCC data. <p>2017-2018</p> <ul style="list-style-type: none"> • K-5 text series training. • Building procedural fluency from conceptual understanding. • Facilitating meaningful classroom mathematical discourse. <p>2018-2019</p> <ul style="list-style-type: none"> • Emphasis on rigor & mathematical practices required by NJSLs. • Tasks promoting reasoning and problem solving. • Engaging students in making connections among mathematical representations <p>6-12</p> <p>Professional development will be provided during professional development days, faculty and department meetings, PLC, and voluntary sessions over the summer and during the year.</p> <p>2016-2017</p>		
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			<ul style="list-style-type: none"> • Focus on grade level major standards • Focus on Mathematical Practice Standards • Using Common Assessments to drive instruction. • Identify valuable educational resources • Identifying strengths and weaknesses in PARCC data • Instructional practices or shifts that link to the PARCC data <p>2017-2018</p> <ul style="list-style-type: none"> • Algebra I, Geometry, Algebra 2 text series training. • Emphasis on rigor & mathematical practices required by NJSLS. • Facilitating meaningful classroom mathematical discourse. <p>2018-2019</p> <ul style="list-style-type: none"> • Emphasis on rigor & mathematical practices required by NJSLS. • Tasks promoting reasoning and problem solving. • Engaging students in making connections among mathematical representations. • Analysis to determine to what degree the curriculum meets the expectations for focus & coherence and rigor & mathematical practices required by NJSLS. <p>Special Education</p> <ul style="list-style-type: none"> • Continued professional development on Assistive Technology resources available to students and staff (both Special Education and Special Education). • Encourage opportunities for Special Education teachers to attend content-related PD events to ensure alignment to NJSLS. 		
4	Monitor, evaluate	<i>Ongoing</i>	<i>ELA-</i>	<i>Review of all standardized</i>	<i>All Staff</i>

	and implement plans for growth		<p><u>Curriculum</u> <u>In Spring of 2018</u> Reassess the strength of the K-5 curriculum. Determine to what degree the curriculum meets the NJSLS. Based on this assessment revise the units of study to more accurately align to the NJSLS.</p> <p><u>In Spring of 2019</u> Reassess the strength of the 6-12 curriculum. Determine to what degree the curriculum meets the NJSLS. Based on this assessment revise the units of study to more accurately align to the NJSLS.</p> <p><u>Teacher Instruction</u> <u>In spring of 2018</u> Reassess K-5 teacher effectiveness regarding their implementation of the curriculum. Determine to what degree teachers are delivering the curriculum with fidelity. Based on this assessment generate the next cycle of PD that includes active learning opportunities, teacher collaboration/coaching sessions, and timely/specific feedback provided by administration.</p> <p><u>In spring of 2019</u> Reassess 6-12 teacher effectiveness regarding their implementation of the curriculum. Determine to what degree teachers are delivering the curriculum with fidelity. Based on this assessment generate the next cycle of PD that includes active learning opportunities, teacher collaboration/coaching sessions, and timely/specific feedback provided by administration.</p> <p><u>Student Achievement</u> <u>In spring of 2018</u> Run cohort longitudinal reports for K-5 using</p> <ul style="list-style-type: none"> • PARCC • Unit Assessments 	<p><i>assessments.</i></p>	
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			<ul style="list-style-type: none"> • Common Assessments • F&P levels • BSI entry/exit <p>In spring of 2019 Run cohort longitudinal reports for 6-12 using</p> <ul style="list-style-type: none"> • PARCC • AP Scores • Unit Assessments • Common Assessments • Core Skills Entry/Exit <p>Science Year: 16-17</p> <ul style="list-style-type: none"> • Assess curricular efficacy against assessment data, released model documents and teacher experiences. • Update the strategic planning document where needed based on new data. • Assess teacher practice against the Danielson FfT and supplemented by NJDOE primers for scoring science educators. • Based on teacher performance, assign specific PD opportunities and tailor department meetings. <p>Social Studies</p> <ul style="list-style-type: none"> • Collect & analyze data from the following: <ul style="list-style-type: none"> ○ Common Assessments ○ PARCC ○ Final Exams ○ Teacher Performance <p>Mathematics K-5 2016-2017</p> <ul style="list-style-type: none"> • K-5 Unit Assessments • K-5 Unit Assessments Analysis 		
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			<ul style="list-style-type: none"> • 3-5 PARCC • 3-5 PARCC Test Analysis • BSI Entry/Exit • Teacher Performance • Danielson Rubric • Assess teacher practice against the Danielson FfT and supplemented by NJDOE primers for scoring mathematics educators. • Based on teacher performance, assign specific PD opportunities and tailor department meetings. <p>2017-2018</p> <ul style="list-style-type: none"> • K-5 Unit Assessments • K-5 Unit Assessments Analysis • 3-5 PARCC • 3-5 PARCC Test Analysis • BSI Entry/Exit • Teacher Performance • Danielson Rubric • Assess teacher practice against the Danielson FfT and supplemented by NJDOE primers for scoring mathematics educators. • Based on teacher performance, assign specific PD opportunities and tailor department meetings <p>6-12</p> <p>2016-2017</p> <ul style="list-style-type: none"> • Unit Tests • Unit Test Analysis • End of Year Exam • End of Year Exam Analysis • Algebra 1, Geometry, Algebra 2 PARCC • Algebra 1, Geometry, Algebra 2 PARCC Analysis • Core Skills Entry/Exit • Teacher Performance • Danielson Rubric 		
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			<ul style="list-style-type: none"> Assess teacher practice against the Danielson FfT and supplemented by NJDOE primers for scoring mathematics educators. Based on teacher performance, assign specific PD opportunities and tailor department meetings. <p>2017-2018</p> <ul style="list-style-type: none"> Unit Tests Unit Test Analysis End of Year Exam End of Year Exam Analysis Algebra 1, Geometry, Algebra 2 PARCC Algebra 1, Geometry, Algebra 2 PARCC Analysis Core Skills Entry/Exit Teacher Performance Danielson Rubric Assess teacher practice against the Danielson FfT and supplemented by NJDOE primers for scoring mathematics educators. Based on teacher performance, assign specific PD opportunities and tailor department meetings. By June 2018 assess the strength of the K-5 and High School (Algebra 1, Geometry, Algebra 2) curricula. Determine to what degree the curriculum meets the expectations for focus & coherence and rigor & mathematical practices required by NJSLS. Revise the units of study and pacing to align more accurately with performance level descriptors. <p>Special Education</p> <ul style="list-style-type: none"> Track student progress and evaluate effectiveness of students progressing towards Least Restrictive Environments 		
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			(declining supports running parallel to student success).		
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TECHNOLOGY					
<i>To prepare and develop students and staff for the ever changing 21st century digital skills.</i>					
	Objectives	Timelines	Actions	Indicators of Success	Person(s) Responsible
1	Create meaningful technology experiences that supplies students with the tools for college and careers.		<i>PD for faculty, staff, and administration.</i> <i>Encourage and support online assessments.</i> <i>Encourage online discussions/communication.</i> <i>Teach Typing K-5.</i> <i>Participate in Hour of Code.</i> <i>Provide after school programs that encourage the use of technology.</i> <i>Integrate blended learning and flipped classrooms K-12.</i> <i>Promote individualized learning.</i> <i>Upgraded auditorium for professional presentations.</i> <i>Provide resources for teachers.</i> <i>Continue providing new Assistive Technology to those students who require it.</i> <i>Increase STE(A)M courses and curriculum integration at the high school. Possibly a</i>	<i>Staff integrating technology into instruction in meaningful ways to enhance student achievement.</i> <i>Teachers fluidly using learning management systems.</i> <i>Teachers and staff actively and independently seeking out technology-based PD.</i> <i>Teachers assessing students online.</i> <i>Establishing a culture of risk-taking regarding technology integration.</i>	<i>Technology Leadership Team, Teacher Leaders, Admin Team</i> <i>Technology Leadership Team, Teacher Leaders, Admin Team</i> <i>Teachers</i> <i>Technology Leadership Team, Teacher Leaders, Admin Team</i> <i>Technology Leadership</i>

			<i>mandatory semester STEM class for freshman that hits technology standards to be paired with mandatory financial literacy course.</i>		Team, Admin Team
2	Improve technology resources in K-12		<p><i>Continual review of three year technology plan.</i></p> <p><i>Grant writing to increase technology.</i></p> <p><i>Innovation labs at MS & HS.</i></p> <p><i>Explore online resources, ie textbooks, supplemental resources, & test prep resources.</i></p> <p><i>Explore synergistic computer lab technology with supervisors.</i></p> <p><i>Spearhead Jefferson Township Education Foundation</i></p> <p>Media Department: Unify the devices to ensure that students and teachers can access and utilize the chrome platform to its optimum capacity</p>	<p><i>Increased number of digital resources to facilitate learning.</i></p> <p><i>Increased number of devices (1:1?).</i></p> <p><i>Completed innovation lab. Established Jefferson Township Education Foundation.</i></p> <p><i>Grant Writer</i></p> <p>All devices are updated and functional with the same platform.</p>	<p>Admin Team</p> <p>Admin Team</p> <p>Admin Team</p> <p>? Tech Department</p>
3	Engage staff in Professional Development opportunities to enhance knowledge		<p><i>Attempt to implement a Technology Summit (K-12).</i></p> <p><i>Encourage and support faculty, staff, and administration to become a Google Certified Educator.</i></p> <p><i>Encourage the use of Personal Learning Networks.</i></p> <p><i>Foster a Tech Summit.</i></p> <p><i>Foster Flipped Faculty Meetings.</i></p>	<p><i>Faculty & Staff using Personal Learning Networks.</i></p> <p><i>Host a Tech Summit</i></p> <p><i>Flipped Faculty & Department Meetings</i></p>	<p>Technology Leadership Team</p> <p>Admin. Team</p> <p>Admin. Team</p>

			<p><i>Provide PD during department meetings, faculty, after school.</i></p> <p><i>Increase PLC time where professionals can develop activities that meet student needs. Provide clear long-term strategic plans to shift instructional practices.</i></p>		<p><i>Admin. Team</i></p> <p><i>Admin. Team.</i></p> <p><i>Teacher leaders</i></p>
4	Increase innovative learning opportunities to further enhance authentic learning		<p><i>PD for faculty, staff, and administration.</i></p> <p><i>Integrate blended learning and flipped classrooms K-12.</i></p> <p><i>Full implementation of Learning Management Systems K-12.</i></p> <p><i>Online assessments.</i></p> <p><i>Online discussions.</i></p> <p><i>Broaden STEM education K-12.</i></p> <p><i>Innovation labs at MS & HS</i></p>	<p><i>Teachers implementing online assessments</i></p> <p><i>All staff using Learning Management Systems</i></p> <p><i>Completed Innovation Lab</i></p>	<p><i>Technology Leadership Team, Teacher Leaders, Admin Team</i></p> <p><i>Technology Leadership Team, Teacher Leaders, Admin Team</i></p>

CULTURE & CLIMATE

*To ensure students will demonstrate good character, **maintain a healthy lifestyle**, **show** cultural acceptance, and passion for lifelong learning.*

	Objectives	Timelines	Actions	Indicators of Success	Person(s) Responsible
1	Create productive citizens through service learning opportunities		<p><i>Monitor service/volunteer opportunities through various student organizations.</i></p> <p><i>All students will participate in service learning.</i></p> <p><i>Participate in 9/11 and/or MLK Day service opportunities.</i></p> <p><i>Partnering with General ed students with MD/LLD classrooms.</i></p> <p><i>Community Service opportunities for MD/BD programs across the district.</i></p>	<p><i>Practices being carried out in the classroom, school climate survey, and student academic and discipline records. Curriculum.</i></p>	<p><i>All Staff</i></p> <p><i>Teachers/Admin</i></p>
2	Promote physical fitness, social and emotional strength through positive and ethical behavior		<p><i>Work with local organizations (PTA, Municipal Alliance, etc.) to provide programs.</i></p> <p><i>Monitor number of HIB and discipline infractions. School Safety/Climate teams will analyze the information and data on HIB reports and look for trends. The team will develop plans to address these trends and to prevent further incidents from occurring.</i></p> <p><i>Provide opportunities for students to practice mindfulness</i></p> <p><i>Each building's Wellness Committee will plan health</i></p>	<p><i>Marines provide a fitness day for high school students.</i></p> <p><i>Initiate Blood Drive through Red Cross.</i></p>	<p><i>All Stakeholders</i></p> <p><i>Guidance/Admin SS/CT.</i></p>

			<p><i>and wellness activities and programs that promote a healthy lifestyle and making positive healthy choices.</i></p> <p><i>Ethical decision-making will be incorporated into curriculum activities where appropriate, i.e. literature, health, history, etc.</i></p>		
3	Promote compassion, empathy, and tolerance to ensure cultural acceptance		<p><i>Work with local organizations, such as the PTA and Municipal Alliance, to provide programs.</i></p> <p><i>Utilize student-led organizations to provide programs.</i></p> <p><i>Provide character education opportunities like the Positivity Project.</i></p> <p><i>Increase inclusion opportunities with MD/LLD classes.</i></p> <p><i>Continue to schedule learning program opportunities for character education and development.</i></p> <p><i>Each building School Safety/Climate Team will develop annual school climate plans that incorporate programs that promote compassion, empathy, and tolerance.</i></p>	<p><i>Curriculum</i></p> <p><i>Summer reading program.</i></p> <p><i>Increased branding throughout the district--You can't hide from Falcon Pride!</i></p>	<p><i>All Stakeholders</i></p> <p><i>Guidance</i></p> <p><i>Guidance Child Study Team</i></p> <p><i>Admin. Team with-EDP advisors</i></p>
4	Increase effectiveness of		<p><i>Build positive relationships with local media (Jefferson Chronicle, NJ.com, News 12).</i></p>	<p><i>Updated district website, Twitter, Facebook, Newsletters</i></p>	<p><i>District Administration</i></p>

	communication in order to highlight student achievement		<i>Increase the use of digital communication with all stakeholders.</i>		
5	Provide authentic and experiential learning opportunities		<i>Provide peer-peer (HS to MS) teaching/training opportunities for character development, drug and alcohol awareness, and HS/College readiness.</i> <i>Increase students' opportunities to participate in community-based instruction and transition experiences.</i>	<i>Field trips, service learning.</i>	<i>All Staff</i> <i>Guidance</i> <i>Child study</i> <i>team</i>

FINANCE & FACILITIES

To create a safe, sustainable school facility that will enable students to learn in a healthy, secure environment.

	Objectives	Timelines	Indicators of Success	Person(s) Responsible
1	To implement the upgrades and recommendations made to all facilities by BOE approved firm		<p><i>Completion of maintenance work orders and school-wide projects. (Accountability for work orders?)</i></p> <p><i>Spearhead Jefferson Township Education Foundation.</i></p> <p><i>To provide and maintain a schedule for facility upgrades.</i></p>	<i>All</i>
2	To utilize community resources which foster student learning and provide real world application		<p><i>Continue implementation of DARE Program and monitor effectiveness.</i></p> <p><i>Continue implementation of Jr. Police Academy.</i></p> <p><i>Promote transition education program.</i></p> <p><i>Foster programs through JTMAC to promote drug awareness.</i></p> <p><i>Continue building relationships with JTHS Transition coordinator.</i></p>	<p><i>Admin.</i></p> <p><i>Admin.</i></p>
3	To research and explore revenue-generating opportunities (i.e. grant writers)		<p><i>Develop grant requests to NJEA and PTA.</i></p> <p><i>Employ a grant writer.</i></p> <p><i>International Exchange Students.</i></p> <p><i>Out of district students for Academy classes (Like Environmental Science).</i></p> <p><i>Spearhead Jefferson Township Education Foundation.</i></p>	<i>Admin.</i>

			<i>Expand Special Ed programs to bring in tuition students.</i>	
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