



# DISTRICT GOALS

FRANKLIN LAKES  
PUBLIC SCHOOLS  
2015-2016

# FRANKLIN LAKES PUBLIC SCHOOLS DISTRICT GOALS 2015-2016

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# ABSTRACT

## DISTRICT VISION:

Build a learning environment where all children and adults take ownership to become imaginative, reflective, information age explorers and contributors to society

## DISTRICT MISSION:

The Board, in active collaboration with administration, staff and parents, and in responsive partnership with the entire community, will provide a comprehensive; academically challenging educational program that recognizes the individual needs of students and responds to the changing demands of our society

## DISTRICT CORE OBJECTIVES

1. Keep teaching and learning the number one priority.
2. Focus on student achievement for all levels of learners through the implementation of research-based curriculum that reflects best practices.
3. Focus students' education on hands-on, activity-based, interdisciplinary and meaningful learning, which fosters higher-level thinking and meets individual needs.
4. Foster emotional, social and intellectual development of students through relevant classroom activities, student support services and parental and community involvement.
5. Create a variety of comprehensive assessments that identify student strengths and establish goals for individual growth and improvement.
6. Foster the appreciation of diverse cultures and the arts.
7. Provide a comprehensive and ongoing staff development program that strengthens innovative, effective teaching and support practices and encourages staff to share their expertise and to take ownership of professional growth.
8. Provide high quality materials, resources, and technology to support learning.
9. Establish a safe, welcoming atmosphere in all of our schools.
10. Create an environment that empowers students and adults to take control of their own learning.
11. Involve the Franklin Lakes community and staff in developing, implementing and communicating district goals and outcomes.

## DISTRICT GOALS:

1. The Franklin Lakes Public Schools will provide exemplary educational opportunities and experiences, promoting the intellectual, physical, social and emotional, growth, of each and every student, preparing them to become meaningful contributors to the world in which they live.
2. The Franklin Lakes Public Schools will provide targeted, meaningful and collaborative professional learning opportunities to staff, as they continue to grow professionally in order to ensure the needs of all students are appropriately met.
3. The Franklin Lakes Public Schools will communicate effectively with parents, students, and the Franklin Lakes community.
4. The Franklin Lakes Public Schools will ensure that all resources are allocated in support of goals 1-3, while continuing to exercise fiscally responsible practices.

## ROLES:

The Board will ensure that the district goals reflect community values, to establish the necessary policies to achieve district goals, and to communicate with the community about the goals and the district's progress toward their attainment.

The Superintendent is responsible for progress toward the attainment of the district's goals, through the management of all staff to achieve measurable indicators and milestones. The superintendent will provide the Board with periodic updates on these indicators and milestones through the use of progress monitoring reporting.

## DEFINITION OF TERMS

**Goal** - Statement of the long-term aims of the Franklin Lakes Public Schools.

**Objectives** - Major components of the goals.

**Indicators** - Criteria used to evaluate progress toward the objectives, including both quantitative and qualitative information specifically illustrative of progress toward the achievement of the objectives.

**Baseline** - Initial qualitative and/or quantitative data used as a starting point in the measurement of progress.

**Milestone** - Targets that become the primary means of measuring the District's progress toward attainment of indicators, objectives, and goals.

**NJDOE** - New Jersey Department of Education

**NJCCCS** - New Jersey Core Curriculum Content Standards

**CCSS** - Common Core State Standards

**PARCC** – Partnership for Assessment of Readiness for College & Careers (State Assessment)

**Benchmark Districts** – Group of high performing Districts selected for data comparison, whose demographics are comparable to those of Franklin Lakes. (30 districts selected from District Factor Groupings I & J; *Alpine, Glen Rock, Ho Ho Kus, Oakland, Ridgewood Village, Saddle River, Upper Saddle River, Woodcliff Lake, Wyckoff, Haddonfield, Essex Fells, Millburn, North Caldwell, Tewksbury, West Windsor-Plainsboro, Cranbury, Little Silver, Rumson, Rumson-Fair Haven, Chatham, Chester, Harding Township, Mendham, Mendham Township, Mountain Lakes, Bedminster, Bernards Township, Montgomery Township, Summit, Westfield*)

## Goal 1: Student Achievement

The Franklin Lakes Public Schools will provide exemplary educational opportunities and experiences, promoting the intellectual, physical, social and emotional, growth, of each and every student, preparing them to become meaningful contributors to the world in which they live.

### **OBJECTIVE A – ACADEMIC PERFORMANCE**

Students will demonstrate academic growth on state measures, indicating secondary and postsecondary readiness as compared to students in PARCC states, school districts across the state of New Jersey, and schools within the FLOW districts.

**INDICATOR 1:** Improve performance on state standardized assessments, as compared to the state, and FLOW district schools, using aggregated data based on student population groups identified by the NJDOE.

#### **MILESTONES:**

a. By June 2016, maintain differences between percentages (+ or – 5 percentage points) for scores attained by District over those attained by the State on the spring 2014 NJASK, with regard to students performing at the grade appropriate level or higher as measured by spring 2015 PARCC baseline data and NJASK Science data (NJ Only), as defined by NJDOE. A comparison to the PARCC Consortium provides new baseline data. Note: PARCC proficiency is indicated by scores within a range included in Levels 4: Met Expectations and 5: Exceeded Expectations. NJASK continues to use the terms Proficiency, (P) and Advanced Proficiency, (AP).

*NJDOE Spring 2014 NJASK Data (reference)*

Grade	ELA State P/AP	ELA District P/AP	Difference	Math State P/AP	Math District P/AP	Difference	Science State P/AP	Science District P/AP	Difference
3	65.5%	88.3%	+22.8%	75.5%	90.4%	+14.9%	NA	NA	NA
4	59.8%	80.3%	+20.5%	74.9%	89.3%	+14.4%	88.6%	96.9%	+8.3%
5	62.3%	82.4%	+20.1%	79.8%	89.9%	+10.1%	NA	NA	NA
6	66.9%	90.6%	+23.7%	79.3%	92.1%	+12.8%	NA	NA	NA
7	64.0%	89.2%	+25.2%	66.8%	85.4%	+18.6%	NA	NA	NA
8	79.8%	92.8%	+13.0%	71.5%	89.2%	+17.7%	78.9%	92.2%	+13.3

*NJASK performance indicators P=Proficient, AP=Advanced Proficient*

NJDOE 2015 PARCC Data (baseline) NJASK Science Data (comparative)

Grade	ELA PARCC Levels 4 & 5	ELA State Levels 4 & 5	ELA District Levels 4 & 5	Difference Between State & District	Math PARCC Levels 4 & 5	Math State Levels 4 & 5	Math District Levels 4 & 5	Difference Between State & District	Science State NJASK P/AP	Science District NJASK P/AP	Difference Between State & District
3	%	44%	%		%	45%	%		NA	NA	
4	%	51%	%		%	40%	%		90.6%	97.2%	+6.6%
5	%	51%	%		%	41%	%		NA	NA	
6	%	49%	%		%	41%	%		NA	NA	
7	%	52%	%		%	37%	%		NA	NA	
8	%	52%	%		%	24%	%		77.0%	93.3%	+16.3%

NJASK performance indicators P=Proficient, AP=Advanced Proficient;  
PARCC Levels or Proficiency 4=Met Expectations, 5=Exceeds Expectations

b. By June 2016, reduce differences between percentages for scores attained by District with those attained by FLOW Districts on the spring 2014 NJASK, with regard to students performing at the grade appropriate level or higher as measured by spring 2015 PARCC baseline data and NJASK Science data, as defined by NJDOE, where District scores fell below the FLOW average. Benchmark Districts provide new baseline data. Note: PARCC proficiency is indicated by scores within a range included in Levels 4: Met Expectations and 5: Exceeded Expectations. NJASK continues to use the terms Proficiency, (P) and Advanced Proficiency, (AP).

NJDOE Spring 2014 Data (reference)

Grade	ELA FLOW P/AP	ELA District P/AP	Math FLOW P/AP	Math District P/AP	Science FLOW P/AP	Science District P/AP
3	89.06%	88.30%	92.90%	90.40%	NA	NA
4	85.80%	80.30%	91.16%	89.30%	97.30%	96.9%
5	84.40%	82.40%	90.90%	89.90%	NA	NA
6	87.60%	90.60%	92.36%	92.10%	NA	NA
7	88.20%	89.20%	84.56%	85.40%	NA	NA
8	96.06%	92.80%	87.63%	89.20%	92.80%	92.2%

NJASK performance indicators P=Proficient, AP=Advanced Proficient

*NJDOE 2015 PARCC Data (baseline) NJASK Science Data (comparative)*

Grade	ELA Benchmark Districts Levels 4&5	ELA FLOW Levels 4 & 5	ELA District Levels 4 & 5	Math Benchmark Districts Levels 4&5	Math FLOW Levels 4 & 5	Math District Levels 4 & 5	Science Benchmark Districts P/AP	Science FLOW NJASK P/AP	Science District NJASK P/AP
3	%	%	%	%	%	%	%	NA	NA
4	%	%	%	%	%	%	%	%	97.2%
5	%	%	%	%	%	%	%	NA	NA
6	%	%	%	%	%	%	%	NA	NA
7	%	%	%	%	%	%	%	NA	NA
8	%	%	%	%	%	%	%	%	93.3%

*NJASK performance indicators P=Proficient, AP=Advanced Proficient;  
 PARCC Levels or Proficiency 4=Met Expectations, 5=Exceeds Expectations*



**INDICATOR 2:** Meet the established NJDOE performance targets for each school with the confidence interval applied, as noted in the School Performance Reports, published by NJDOE, including the measure of attendance.

**MILESTONES:**

a. By June 2016, meet performance targets for ELA and Math, by school, for Total population and appropriate sub-groups, as established by NJDOE. (Progress Targets may be adjusted by NJDOE due to PARCC implementation.)

**School Progress Targets ELA**

School	Target School wide 2013-2014	Target School wide 2014-2015	Target School wide 2015-2016	Target White 2013-2014	Target White 2014-2015	Target White 2015-2016	Target Asian 2013-2014	Target Asian 2014-2015	Target Asian 2015-2016	Target Sts w/ Disabil 2013-2014	Target Sts w/ Disabil 2014-2015	Target Sts w/ Disabil 2015-2016
FAMS	90%	90%	90%	90%	90%	90%	90%	90%	90%	76.9%	79.5%	82.1%
CRS	88.7%	90%	90%	88.2%	89.5%	90%	NA	NA	NA	NA	NA	NA
HMR	89.9%	90%	90%	90%	90%	90%	NA	NA	NA	77.5%	80%	82.5%
WAS	86.8%	88.3%	89.8%	87%	88.5%	90%	NA	NA	NA	NA	NA	NA

Fig. 4 ESEA Waiver Annual Progress Targets provided by NJDOE 2010-2011 \*It should be noted that PARCC may provide new targets as a result of the 2014-2015 administration.

**School Progress Targets Mathematics**

School	Target School wide 2013-2014	Target School wide 2014-2015	Target School wide 2015-2016	Target White 2013-2014	Target White 2014-2015	Target White 2015-2016	Target Asian 2013-2014	Target Asian 2014-2015	Target Asian 2015-2016	Target Sts w/ Disabil 2013-2014	Target Sts w/ Disabil 2014-2015	Target Sts w/ Disabil 2015-2016
FAMS	90%	90%	90%	90%	90%	90%	90%	90%	90%	61%	65.4 %	69.8%
CRS	90%	90%	90%	90%	90%	90%	NA	NA	NA	NA	NA	NA
HMR	90%	90%	90%	90%	90%	90%	NA	NA	NA	87.5 %	88.9 %	90%
WAS	90%	90%	90%	90%	90%	90%	NA	NA	NA	NA	NA	NA

Fig. 5 ESEA Waiver Annual Progress Targets provided by NJDOE 2010-2011 \*It should be noted that PARCC may provide new targets as a result of the 2014-2015 administration.

b. By June 2016, meet performance targets for ELA and Mathematics, as established by NJDOE School-wide targets and the identified sub group targets, in the areas of ELA and Mathematics, for Students with Disabilities.

District Progress Targets ELA & Mathematics

Dist.	Target School wide 2013-2014	Target School wide 2014-2015	Target School wide 2015-2016	Target White 2013-2014	Target White 2014-2015	Target White 2015-2016	Target Asian 2013-2014	Target Asian 2014-2015	Target Asian 2015-2016	Target Sts w/ Disabil 2013-2014	Target Sts w/ Disabil 2014-2015	Target Sts w/ Disabil 2015-2016
ELA	90%	90%	90%	90%	90%	90%	90%	90%	90%	70.4%	74%	80.6%
Math	90%	90%	90%	90%	90%	90%	90%	90%	90%	74.2%	77.1%	80%

Fig. 5 ESEA Waiver Annual Progress Targets provided by NJDOE 2010-2011 \*It should be noted that PARCC may provide new targets as a result of the 2014-2015 administration.

c. By June 2016, implement curricular and programmatic revisions to improve the effectiveness of targeted supports to the academic achievement of struggling learners, students in the general education program and students with special needs.

These include:

- Refine implementation of Response to Intervention Model as part of the Collaborative Support & Intervention [CSI] Program, including targeted interventions and ongoing progress monitoring to support data-informed instructional practices on behalf of struggling learners.
- Implement a system of progress monitoring, AIMSWeb to inform Special Education and CSI instructional decision-making and implementation of instructional practices, on behalf of struggling and/ or special education students.
- Analyze and utilize local benchmark data to inform instructional decision-making and the implementation of instructional practices for Strategies & Intervention students.
- Revise, clarify and communicate the *Step Up to Writing* scope and sequence, used in special education programming.

d. By June 2016, meet the benchmark of 6% or below in the area of Chronic Absenteeism, as defined by NJDOE, reported as a measure of school progress in the State's School Progress Target report.

**Chronic Absenteeism NJDOE Target 6%**

School	Chronic Absenteeism % 2013 **	Chronic Absenteeism % 2014**	Targeted Chronic Absenteeism % 2015	Actual Chronic Absenteeism % 2015
FAMS	8%	5%	* At or below 6%	%
CRS	8%	7%	* At or below 6%	%
HMR	7%	4%	* At or below 6%	%
WAS	4%	6%	* At or below 6%	%

Fig. 8 \*\*Actual NJ School Performance Report Data

**OBJECTIVE B – EQUITY & EXCELLENCE**

Students will be provided with a rigorous curriculum through expanded learning opportunities, differentiated, targeted instruction and supports, that are delivered in an environment that promotes equitable access to these rigorous opportunities.

**INDICATOR 1:** Meet established student growth objectives (SGOs) designed by teachers to measure specific targeted benchmarks. 99.4% of Teachers and administrators met the levels of Full Attainment (36.4%) and Exceptional Attainment (63.0%) in 2014-2015.

**MILESTONES:**

a. By June 2016, at least 98% of students will meet or exceed rigorous, attainable, targeted SGO benchmarks established by their teachers to measure progress toward grade level appropriate content and skills, a 5% increase over 2014-2015.

b. By June 2016, administrators will use the Student Growth Objective: Quality Rating Rubric, provided by NJDOE to review the quality and level of rigor of all SGOs created by teachers for implementation during the 2015-2016 school year. In light of these increased expectations for SGO quality and rigor, 90% of teachers and administrators will attain SGO scores in the range of Full Attainment (3) or Exceptional Attainment (4).

**INDICATOR 2:**

Review and revise curriculum in order to ensure equitable access to rigorous content aligned to the Common Core State Standards and the New Jersey Core Curriculum Content Standards, and will guide instructional goal setting, implementation and assessment in all content areas.

**MILESTONES:**

a. By June 2016, continue to implement new and/or revised board-approved curricula that clearly and specifically align with the 2014 State Board adopted version of the NJCCCS and most recent updates to the CCSS, in compliance with N.J.A.C. 6A: 8.2 and QSAC requirements.

Curricular Areas	Revision 2015-2016
<p><b>*Need additional info from NJDOE</b></p> <p>Science K-5            Science 6-8            Technology 6-8            World Languages 6-8</p>	<p>September 2017*</p> <p>September 2016</p> <p>June 2016</p> <p>September 2016</p>

Curricular Areas	5 Yr. Required Timeline
<p><b>*Need additional info from NJDOE</b></p> <p>Language Arts K-2, 3-5, 6-8            Mathematics K-2, 3-5            Mathematics 6-8            Social Studies K-2, 3-5, 6-8            World Languages K-5            Visual &amp; Performing Arts K-8            Comprehensive Health &amp; Physical Education</p>	<p>June 2017+</p> <p>June 2016+</p> <p>June 2018+</p> <p>June 2017</p> <p>June 2017</p> <p>June 2017</p> <p>June 2017</p>

*\* The NJDOE is currently engaging in a standards review process of the CCSS for ELA and Mathematics, and is expected to set a revision date requirement in the near future for both subject areas. +Possible NJDOE standards adoption/revision pending.*

b. By June 2016, provide support through shared professional development and district-wide departmental planning time to Instrumental Music Teachers, General Music Teachers, Physical Education Teachers and Art Teachers in the planning, preparation, and execution of school and district performances, art shows and events.

c. By June 2016, continue to support the professional needs of teachers of Art, Music and Physical Education in grades PreK-8 by ensuring all students are exposed to a robust, standards-aligned curriculum that is differentiated for all students including those identified as gifted, students identified with special needs, English Language Learners, and those in need of academic support, by allocating resources, human and financial, that support the program.

d. By June 2016, inform the school community about the types and purposes of assessments in Franklin Lakes Public Schools as we continue to rely on multiple measures to assess student achievement and program success, by making information available to stakeholders.

e. By June 2016, perform a program evaluation of the Collaborative Support & Intervention (CSI) program, and make necessary adjustments to the identification process and program implementation as a result.

f. By June 2016, perform a program evaluation of the District's Writing program K-8, and make recommendations for necessary adjustments to current practice.

### **INDICATOR 3:**

Monitor efforts to support positive school climate and culture, and will reinforce positive behavioral models as required by N.J.S.A. 18A:37-15 and P.L. 2010, Chapter 122, NJ Anti-Bullying Bill of Rights.

### **MILESTONES:**

a. By June 2016, at least By June 2016, at least 85% of students will be satisfied that they have not experienced any incidences of HIB across District's schools. This is an increase of 5% from 2014-2015, as measured by the Olweus Survey at both elementary and middle school levels.

b. By June 2016, the district will conduct a program evaluation of the Olweus program. The frequency of class meetings, agendas of each class meeting, and results of the student survey will measure the effectiveness of the program. Targeted topics include: Respect for Others, Character Education, Classroom and School Cohesion, Problem-solving, Tolerance for Others, Societal Issues (like honesty, cyber-bullying, cheating), Pride in one's endeavors, Fairness, Peer to Peer Relationships, and Effective Communication.

c. By June 2016, counselors and principals will present information on specific topics at PTA meetings to foster community engagement, and to elaborate on how the District endeavors to prevent episodes of bullying in schools.

d. By June 2016, the District's websites will be used to notify parents of specific activities and disseminate important information pertinent to programs. "School News and Views" will also serve as a vehicle to distribute information that pertains to District-wide programs and activities.

e. By June 2016, school counselors, and principals will participate with the Franklin Lakes Municipal Alliance, which is comprised of Mayor and Council, Police Department, and parents to extend the bridge between school and community.

f. The District is committed to eliminating any acts of harassment, bullying and intimidation within school buildings and offsite. HIB law is essentially the means for achieving this goal. The District's policy and regulations are based on HIB law and serves as the basis for our goals.

- By June 2016, maintain at least 95% of teachers are satisfied that incidences of HIB are minimized to the greatest degree possible in the District's schools, and that the majority of incidences fall within normal peer-to-peer conflict category. This is a 5% increase over 2014-2015.

- By June 2016, maintain at least 95% of teachers confirm use of Olweus topics in classrooms to demonstrate that the District has a systematic approach to preventing instances of HIB. This is a 5% increase over 2014-2015.

g. By June 2016, the District will earn the highest HIB self-assessment grade established by Department of Education standards, a maximum of 78 points District-wide, as measured by data gathered from the 2014-2015 school year, and confirmed by the New Jersey Department of Education. This is a 3-point increase over points earned in 2013-2014. To reach this milestone the District will do the following:

- Sustain a strong effort to continue staff training and strengthening a skill-set to identify HIB by offering a refresher workshop on HIB regulations and law, reporting, investigations of HIB cases and outcomes. The workshop will highlight the difference between conflict and HIB and suicide prevention.

- Activities for "teaching and learning" will continue to support efforts to reach 95% rate for non-existent episodes of HIB

h. By June 2016, maintain School Safety Teams in each school comprised of staff, administrators and parents in order to continue strengthening the relationship between community and school relevant to the District's policy and regulations for HIB, ongoing school wide activities to prevent HIB, and reporting of survey results.

## **GOAL 2: PROFESSIONAL GROWTH**

The Franklin Lakes Public Schools will provide targeted, meaningful and collaborative professional learning opportunities to staff, as they continue to grow professionally in order to ensure the needs of all students are appropriately met.

### **OBJECTIVE A – PERFORMANCE EVALUATION**

Implement method of evaluation of staff performance in an objective manner consistent with requirements of AchieveNJ, and align evaluation of performance with goals for student learning, as well as with school and district goals.

#### **INDICATOR 1:**

Utilize McREL, a high quality, State-approved teacher practice instrument for the purpose of teacher and administrator observations. During post-observation conferences, administrators provide tailored feedback to staff to help identify areas for professional growth throughout the year. These goals and plans are then incorporated in each educator's Professional Development Plan (PDP).

#### **MILESTONES:**

a. By June 2016, administrators, School Improvement Panels (SciP) and the District Evaluation Advisory Committee (DEAC) will conduct analyses of aggregate teacher observation data each cycle, and ensure these analyses inform decisions about appropriate professional development opportunities, targeted to address the needs of the District, and the schools, as well as those of individual teachers and administrators.

b. By June 2016, ensure that all certified staff observations and evaluations are completed in alignment with the requirements of AchieveNJ, including the implementation of meaningful pre conferences (when appropriate), and post conferences, that utilize all available information to support the process, such as the sharing of artifacts and reflective practice.

**INDICATOR 2:** Provide appropriate professional development for staff with regard to SGO 2.1 and AchieveNJ updates as required by NJDOE.

#### **MILESTONES:**

a. By June 2016, ensure that District and State professional development presentations are provided to teaching staff members on SafeSchools, during professional development events, and at faculty meetings.

b. By June 2016, administrators will provide 100% of teachers with guidance and support in the SGO process, ensuring that the timeline as required by AchieveNJ is fully implemented.

## **OBJECTIVE B – PROFESSIONAL DEVELOPMENT**

Increase the ability of district staff to effectively deliver instruction and to monitor instructional practice, assess student learning, and make data based decisions, through comprehensive staff development opportunities, programs and activities.

### **INDICATOR 1:**

Support teachers in creating and achieving high-quality, measurable, tiered Student Growth Objectives (SGOs) that meet the specific learning needs of students, via training and support in the use of data to inform instruction, and plan for differentiated instruction to meet the needs of all students, i.e., Special Education, Gifted & Talented, ELLs, students “at risk”.

### **MILESTONES:**

- a. By June 2016, teachers will be trained in use of assessments to inform instruction (e.g., diagnostic, formative, etc.), interpretation of assessment data, in appropriate planning for differentiation in response to this data, and the role of data in progress monitoring.
- b. By June 2016, teachers will be trained in approaches for the sharing of data/ collaboration and planning of classroom differentiation given varied learners, i.e., Special Education, Gifted & Talented, ELLs, students “at risk”.

### **INDICATOR 2:**

Build capacity of all teachers to increase student engagement in learning, with attention to technology integration across all content areas, small group instruction, and 21<sup>st</sup> Century skills.

### **MILESTONES:**

- a. Teachers will be provided with opportunities to share best practices regularly, related to student engagement and technology integration during the 2015-2016 school year.
- b. Elementary Technology Committee and Tech Assistants will work to support teachers in the integration of technology for learning across grade levels and content areas.
- c. Middle School teachers will be trained in the use of Google Classroom and Google App’s during the 2015-2016 school year.
- d. By June 2016 all elementary school teachers will be trained and will set up a Google Site for their classroom webpage.
- e. By June 2016 all elementary school teachers of grades 3-5 will be trained in Google Classroom.



### **INDICATOR 3:**

Build a collaborative professional culture where staff members engage in a systemic process for improved practice.

#### **MILESTONES:**

a. By June 2016, District administrators will make at least two (2) school visits for the purpose of conducting Instructional Rounds, using the protocol described in *Instructional Rounds in Education; A Network Approach to Improving Teaching and Learning*, (City, Elmore, Fiarman, and Teitel, 2009). Each school will identify a “problem of practice” and “Key Questions” on which these visits will focus.

b. By June 2016, a scheduled protocol will be developed to maximize use of staff developer(s) and to encourage contributions by teacher leaders to support the implementation of best practices such as small group lesson design, differentiation of instruction, student self-assessment techniques, and the integration of 21st Century skills, through job-embedded professional development, modeling best practices, classroom visitation, workshops, and the un-conference model.

### **INDICATOR 4:**

Engage in opportunities to share best educational learning and practice with other school districts including those outside of the State of New Jersey.

#### **MILESTONES:**

a. By June 2016, the superintendent will apply on the district’s behalf for membership in the Tri-State Consortium, (a “critical friends” group of high performing school districts from NY, CT, and NJ), and, once accepted, will work to engage 100% of the administrative team and at least 4 appropriate teacher leaders (one from each school) in consortium activities.

b. By June 2016, District administrators will continue to collaborate with FLOW Districts at the administrative, department, and school level.

### **GOAL 3: COMMUNICATION**

The Franklin Lakes Public Schools will communicate effectively with parents, students, and the Franklin Lakes community.

#### **OBJECTIVE A – COMMUNITY ENGAGEMENT & SHARING OF INFORMATION**

The Franklin Lakes Public Schools will provide improved mechanisms for teachers and administration to interact with parents. Franklin Lakes Public Schools will additionally implement systems to provide sustained continuity between the parents, teachers and administrators.

#### **INDICATOR 1:**

Provide a variety of opportunities to parents that are informational in nature regarding educational concepts, standards and practices.

#### **MILESTONES:**

- a. By June 2016, at least 4 evening events will be offered to parents to learn about school curricular initiatives, technology, and/or current issues and trends in education, and will be posted as webcasts on the district website.
- b. By June 2016, at least 2 Book Talks will be held, one appropriate for adults and one for children in support of literacy and a healthy exchange of ideas.
- c. By June 2016, curricular content of the district website will be updated, in order to better inform parents about grade level expectations.

#### **INDICATOR 2:**

Investigate a new website platform

#### **MILESTONES:**

- a. By June 2016, create a list of features that are being used with our current website.
- b. By June 2016, review the list with the admin team to rank the value of each feature and determine if there are features that we need.
- c. By June 2016, review web website platforms and get competitive quotes from vendors that can meet our needs.

### **INDICATOR 3:**

Explore the potential benefit of moving to Google Mail from FirstClass

### **MILESTONES:**

- a. By June 2016, create a list of collaborative features that exist within FirstClass and compare them against the collaborative features within Google.
  
- b. By June 2016, compare the cost to maintain a FirstClass server, licensing, internet services and archiving to Google archiving.

### **OBJECTIVE B – STRATEGIC PLANNING**

The Franklin Lakes Public Schools will engage in the creation of a 3-5 year Strategic Plan, under the guidance of New Jersey School Boards Association (NJSBA), using their 3D Strategic Planning model.

### **INDICATOR 1:**

The District will hold strategic planning sessions that include all stakeholder groups, for the purpose of visioning and setting a course for the future of the district.

### **MILESTONES:**

- a. By June 2016, three (3) strategic planning sessions, facilitated by NJSBA will be held that include participation by representatives of all stakeholder groups (Board of Education, administration, staff, parents, community members, and students).
  
- b. By June 2016, the Superintendent will continue to update the public on the state of the district inclusive of a presentation on the topic, during the first of three strategic planning sessions.

### **INDICATOR 2:**

The District will adopt a 3-5 year strategic plan complete with action steps for all established goals.

### **MILESTONES:**

- a. By June 2016, information gathered during the strategic planning sessions facilitated by NJSBA will be shared with the Board and the public by NJSBA at a public meeting.
  
- b. By June 2016, the Superintendent and the District Administrative Team will create action steps designed to achieve goals and objectives identified during the strategic planning process.
  
- c. By June 2016, the Board of Education will adopt the Franklin Lakes Public Schools Strategic Plan.

## **GOAL 4: RESOURCE MANAGEMENT**

The Franklin Lakes Public Schools will ensure that all resources are allocated in support of goals 1-3, while continuing to exercise fiscally responsible practices.

### **OBJECTIVE A – BUDGET IN SUPPORT OF DISTRICT GOALS**

The Franklin Lakes school district strives to educate the public through a transparent and informative budget planning process. There will be open public discussion on all budget issues and construction of a 2015-16 budget that falls within the State cap.

#### **INDICATOR 1:**

Complete District budget calendar

#### **MILESTONES:**

- a. By October 2016, create a District Budget calendar
- b. By March 2016, complete preliminary budget steps on time, as noted in the Budget Calendar, October 2015 - March 2016.
- c. By March 2016, make periodic presentations on budget status at Board of Education meetings.

#### **INDICATOR 2:**

Implement a print management system to reduce paper waste and cost, while limiting the number of erroneously printed documents to improve the efficiency of our printing environment.

#### **MILESTONES:**

- a. By September 2016, continue to Investigate a variety of print management systems and select the one that best meets the district's requirements.
- b. By June 2016, implement the print management system for all school staff and students in grades five through eight.
- c. By October 2016, create training material for teachers and support them as they train the students in the use of the print management system.
- d. By June 2016, monitor the effectiveness of the new system in keeping cost down in paper consumption and toner.

## **OBJECTIVE B – FACILITIES & OPERATIONS**

The Franklin lakes school district is committed to providing a safe and healthy environment for all learners

### **INDICATOR 1:**

Work with local and state agencies to ensure operations address state required provisions and environmentally conscious decision-making.

### **MILESTONES:**

- a. By June 2016, improve methods of monitoring the disposal of recyclables over the prior year.
- b. By June 2016, update the district's Long Range Facilities Plan (LRFP).
- c. By June 2016, complete new Affordable Care Act IRS reporting requirements.
- d. By June 2016, complete scheduled facilities improvements and maintenance tasks under existing LRFP.

### **INDICATOR 2:**

Ensure School Safety and preparedness

### **MILESTONES:**

- a. By October 2016, enter into a shared services agreement with RIH district for District Security Coordinator Services.
- b. By June 2016, review and Update the District's Emergency Management Plan with the FLOW Security Coordinator.
- c. By June 2016, provide Stonegate School Safety & Security Training to all district staff
- d. By June 2016, evaluate and recommend a staff emergency communication system
- e. By June 2016, re-evaluate number and locations of Emergency alarm buttons