**Action Plans**

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# MONROE TOWNSHIP STRATEGIC PLAN

## Goal #1 - Curriculum and Instruction

**Goal: To collaborate with staff and administration to articulate curriculum across all grades levels, subjects, and schools, providing instruction that is research based, evidence supported, aligned to the common core and integrates technology and character education.**

**Objective #1: Completion of curriculum to align with the Common Core that infuses technology and real world connection and applications into instructional practice.**

| Major Activities | Staff | Resources | Constraints | Timelines | Indicators of Success | Status Update April 2016 |
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| **Audit current curriculum documents to determine updates required** | Supervisors, curriculum writers and Asst. Superintendent | Current curriculum documents | Time<br><br>Updating all curriculum documents to coincide with teacher evaluation and CCSS | Ongoing (Maximum of 5 year cycle) | Current curriculum documents that are less than 5 years old.<br><br>Improvement on Teacher Evaluation element indicators – DQ 4 in Domain 1 of Marzano reflects higher level thinking skills and more learner centered activities | Audit for SY 15-16 has been completed.<br><br>All documents up for revision have been identified and will be revised Summer 2016.<br><br>The curriculum office will be implementing the Atlas curriculum mapping system beginning in the summer 2016. |

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| **Provide teachers with shared file for each curriculum to enable sharing of best practices** | Technology dept.<br>Teaching staff<br>Admin. | Access to secure webpages<br>Curriculum documents<br>Best practice exemplars/resources/benchmarks | Time<br>Accurate/Current resources | Ongoing | Shared best practices throughout the district as evidenced through observations and lesson plan review.<br>Complete resource library.<br><br>Move district to ebackpack for district digital flow of information<br><br>Using grade level meetings and faculty meetings to review revisions to curriculum Work with the supervisors to ensure that teachers are aware of all updates. | Shared files for content areas are present in Google Drive.<br>● Created collaboratively with teachers.<br>● Shared during professional development sessions and collaborative planning meetings<br>● Materials and resources reviewed on an ongoing basis by content supervisors and building leadership |
| **Require lesson plans to include evidence of use of available technology to improve learning and differentiation of instruction.**<br><br>**Provide professional development for staff to identify and share methodologies for infusing technology and real world connections into the curriculum** | All Staff<br>Admin<br><br>IT Dept.<br>Director of IS<br>Teaching Staff<br>PD Dept.<br>Admin. | Lesson Plans, HS School Goal<br><br>Current Technologies (Reading Eggs, Study Island, Edmentum, DRA dashboard, World Language Software, Explore Learning Gizmos | Consistent, clear vision of best practices of DI and technology integration.<br><br>Knowledge of resources<br>Consistent practices<br>Effectiveness of technology<br>Budget | Immediately<br><br>Ongoing | Increase of evidence of technology integration and DI in lesson plans.<br><br>SAMR pre and post survey<br><br>Discussion of technology engagement strategies during the third observation pre- and post-conferences.<br><br>Software reports<br>Electronic portfolios/cloud<br>Lesson Plans<br>Increase student usage of technology<br><br>Building PD needs assessments for next school year indicated some need for technology | Lesson plans reflecting technology integration submitted by teachers and reviewed by administrators.<br><br>Google Apps for Education (GAFE) trainings provided throughout the 15-16 SY.<br><br>Standards-based report card meetings and training for K-3 teachers.<br><br>PARCC assessment samples (CCSS aligned) distributed to all staff.<br><br>Year-long PD courses aligned to the CCSS. |

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| **Provide teachers and administrators with ongoing professional development on the Common Core Standards** | Admin.<br>All Staff | Education City, Envisions, SuccessNet, etc.)<br><br>Common Core State Standards<br><br>PARCC assessment samples<br><br>Model Curriculum Documents from NJDOE<br><br>District curriculum documents | Time | Ongoing | integration. Technology will be integrated throughout PD courses.<br><br>Ongoing professional development for administrators and content supervisors – Blended learning model<br><br>Implementation evidenced by:<br>- Instructional Strategies<br>- Assessment Protocol (lesson plans and observations)<br><br>Ongoing revision of curriculum documents | Provide PK-12 staff with on-going PD to facilitate infusion of mandated Next Generation Science Standards and STEM/STEAM initiatives districtwide. |

**Objective #2: Integrate character education PreK-12 to develop positive personal growth at school, at home and in the community at large.**

| Major Activities | Staff | Resources | Constraints | Timelines | Indicators of Success | Status Update February 2015 |
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| **Develop and implement a program to recognize students** | All Teaching Staff, building administration | -School budget funds<br>-Donations<br>-PTO/PTA | - Budget funds<br>- Expansion of Report Card | Ongoing<br>September - June | - Report Cards PreK-2 - Respect, Responsibility, Cooperation, Habits of Mind<br>- Student of the Month awards | Ongoing Character Education Programs in all schools, including Week of Respect, assemblies, classroom lessons, Challenge Day, Rachel's Challenge activity, |

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| **who demonstrate good character and make responsible choices in personal behavior** | | - MEF | format to rest of district | | - Middle School team awards<br>- Random Acts of Kindness programs at schools<br>- Senior awards<br>- Create Report Card Committee district wide<br>- State self assessment grades<br>- One student at each grade level is recognized by Monroe Township Human Relations Commission with a Character award | Random Acts of Kindness programs at schools<br>- Senior awards<br>- State self assessment grades<br>- One student at each grade level is recognized by Monroe Township Human Relations Commission with a Character award |
| **Develop a character education program that teaches basic social behaviors that are developmentally appropriate and are reinforced systemically.** | -Anti-Bullying specialists<br>- Guidance counselors<br>- All teaching staff<br>- Building Principals, VPs<br>- Board of Education | - School budget<br>- Building administration<br>- Supervisors, curriculum documents | - Non funded mandate<br>- Consistent implementation of policy and laws | Ongoing<br>September - June | - Guidance lessons<br>- Individual Social Groups<br>- Lunch Bunches (elementary)<br>- Respect Activities<br>- Red Ribbon Week<br>- Pep Rally (Flash Mob - Middle school)<br>- Challenge Day<br>- Teacher / staff trainings<br>- Policy implementation<br>- Annual State Anti-Bullying Grades<br>- SAC programs for students and parents | Every school has a comprehensive HIB training program for staff. Students are informed via lessons and programs. Schoolwide Character Education programs are implemented and provided. |
| **Solicit parental expectations regarding the development of character education.** | -Anti-Bullying Specialists<br>-Anti - Bullying Coordinator<br>- Principals<br><br>- Principals | School Wires<br>Global Connect | Parent Participation<br>Construction of valid and reliable survey tool | March 2014 - December 2014 | - School Goal Committees<br>- School Safety Teams / Meetings<br>- Parent Orientations via Back to School Nights<br>- Parent assemblies<br>- Formulations and distribution of Surveys<br>- Student Handbooks | Parents are solicited and actively involved via school committees, orientations, and programs. Parents are aware of the HIB process |

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| **Communicate effectively behavioral expectations for students to parents and community members** | - Staff | School Wires, Wordpress, email, School schedules, schools | Consistency throughout schools | September 2013-June 2014<br>Ongoing annually | - Monthly Newsletters<br>- School websites<br>- Conferences<br>- Back to School nights<br>- Parent Programs | Parents are made aware via signed Code of Conduct and availability on school websites.<br>. |
| **As part of the character education program provide appropriate opportunities to bring community members, parent into the school** | - Anti-Bullying Specialists<br>- Anti-Bullying Coordinator<br>- Counselors<br>- School teachers and staff<br>- Volunteers<br>- Parents | - Curriculum<br>- Teaching staff<br>- Administration | - Time | Ongoing throughout the school year | - Spring - Mayor / Town Council awards for good character<br>- Police and Doctor school visitations<br>- Senior Citizen Rave Readers<br>- Read Across America<br>- School Assemblies<br>-Multi-Cultural assemblies/celebrations<br>- Career Days | See Indicators of Success |

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| **as volunteers as role models.** | | | | | | |

## Goal #2 - Community Engagement / Business Partnership

**Goal: To develop ways to capture the skills and talents of our community and engage our local businesses making our students' learning experiences more diverse and experiential.**

**Objective #1: Actively work with business and community leaders to expand our partnerships and create symbiotic relationships that will benefit our students.**

| Major Activities | Staff | Resources | Constraints | Timelines | Indicators of Success | Status Update February 2015 |
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| **Convene a committee to work and collaborate on identifying community resources; Create a guide to assist in working with local businesses enabling identification of "friends of the district" who would be willing to provide opportunities such as career internships, financial resources or other experiences that** | Original Committee members, Saturday Morning Meeting district staff, parents and residents who contributed to the committee. Also the HS Graphics Arts teacher and students who worked with the committee to develop the Community Outreach Resource Guide. | Community Organizations, Local Business, residents and PTA contacts that were willing to provide work opportunities and internships for students. | Although attendance at times was sparse at scheduled committee meetings, members contributed to the degree they could. No constraints were experienced towards the completion of the Resource Guide | Jan-June 2013 | Completion of a Community Out Reach Resource Guide. The guide would be an updated list (in graphic format like a booklet) of the many organizations and local businesses, PTA contacts and individuals that would be considered "friends" of the school district. These "friends" are willing to establish partnerships with the schools, staff, parents and students to provide internships and work and career opportunities for our students. The Resource guide could be updated annually. Another indicator of success would be the expectation that as students were involved with local business for the completion of academic requirements parents would also take a more active role in their child's | Resource Guide was completed and is available. Guide will be updated annually.<br><br>High school students are placed in Work Study ,paid and non paid internships, Job Shadowing, Structured Learning Experience (SLE), Community Service via Senior Option Program. |

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| **would enrich students' lives.** | | | | | educational program, and the community. | |
| **Develop mechanisms to create symbiotic relationships between businesses and the district that would encourage and support their involvement in educational programs, providing scholarships and support for other student entrepreneurial endeavors.** | Local Businesses<br>Booster Clubs<br>MTEA<br>MTAA | MEF<br>Local Business<br>Teaching Staff<br>Administrators<br>Private organizations (See Appendix A) | Consistent commitments<br>Outreach<br>Staff | Ongoing | Scholarships<br>Grants<br>School Story<br>Champions of Education<br>Board of Education Meetings<br>Assemblies<br>Email Correspondence | Students are provided scholarships from local businesses and organizations; students have created signs for the Historical Society; and internships are provided by local businesses and organizations.<br><br>Currently investigating strategies for engaging our alumni to create networks for our students, highlight their successes and possibly support the students through scholarships. |
| **Continue to strengthen relationships with established partners such as: Monroe Twp. Public Library, Monroe Twp. Shade Tree Commission, Monroe Twp. Environmental Commission** | Admin<br>Staff<br>Monroe Twp:<br>- Library<br>- Shade Tree<br>- Environmental | Admin<br>Staff<br>Staff of Monroe Twp. Organizations | Time and logistics for partnered activities | Ongoing | Meetings<br>Class Visits<br>Authentic learning experiences for students<br>Library events for students<br>Articulation/planning sessions | The township Enviromobile and the township Fire House trailer visit schools and provide instruction to elementary students.<br><br>Monroe Township Library collaborates with several elementary schools in database instruction and library nights.<br><br>Monroe Township Library offers consulting services as it relates to literature recommendations |

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| | | | | | | for special projects and summer reading program.<br><br>Collaboration with township on:<br>● Annual Arbor Day celebration<br>● SustainableNJ Grant (2)<br>● Township Green Fair<br>● School Gardens<br>● Enviromobile<br>● Rutgers University Waksman Summer Institute for Scientific Research |

## Goal #3 - Finance and Facilities

**Goal: To ensure accurate and timely communication with all stakeholders regarding district finances and to assess current and future facilities needs.**

**Objective #1: Develop and implement communications plan for district finances.**

| Major Activities | Staff | Resources | Constraints | Timelines | Indicators of Success | Status Update February 2015 |
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| **Identify the scope and specifics of information needed to be conveyed; fixed costs, cost comparisons, cost drivers, categorical spending, tax rate analysis and additions/deletions to budget** | Superintendent<br><br>Business Administrator<br><br>Board Finance Committee<br><br>Members of the Board of Education | Labor Agreements<br><br>State Aid Report<br><br>Ratables<br><br>Analytical Budget Worksheets<br><br>Comprehensive Annual Financial Report | Enrollment Growth<br><br>Aging Facilities<br><br>State Aid Underfunding | November 2013 - April 2014 | Addressing Capital Projects in 5 year Long Range Facility Plan<br><br>Planning for referendum<br><br>Budget approval at County & State level<br><br>Reduce over adequacy | The District has produced a budget that is near final approval which has received more public accolades and has been recognized by the County for many “best practices” unlike any time in the last decade. Planning and the successful efforts of the Business Administrator to create efficiencies was largely responsible for the unique creation of surplus which supplanted the need to raise taxes by $600,000. |
| **Develop an annual budget calendar to ensure transparency; Convene an annual budget steering committee in September of each year of representative stakeholders** | Superintendent<br><br>Business Administrator<br><br>Principals<br><br>Directors | School Story<br><br>District Website | State Mandated Budget Deadlines | November 2013 - April 2014 | Board adoption of preliminary calendar and a more informed and participative public. | The budget calendar is complete and was largely in part responsible for the increased public interest in the budget process. A portal to immediately answer the public's questions about the budget was established and used. |

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| | Board Finance Committee | | | | | |
| **Determine what media to use for communicating financial information** | Superintendent<br>Assistant Superintendent<br>Business Administrator | District Website<br><br>School Story | Too much information | Ongoing | Public Survey | Website, Public Presentation, Committee presentations. |

**Objective #2: To identify the facilities needs of the district through an assessment of each facility and the grounds to insure safe and secure learning environments for students and staff.**

| Major Activities | Staff | Resources | Constraints | Timelines | Indicators of Success | Status Update February 2015 |
|---|---|---|---|---|---|---|
| **Conduct an assessment to establish priorities for maintenance and upkeep for both buildings and grounds** | Director of Facilities<br>Superintendent<br>Business Administrator<br>BG&T Committee | Long Range Facility Plan<br><br>Rod Grants<br><br>Operating Budget<br><br>Referendum | Budget Cap<br><br>Unlikeliness of success of referendum | Ongoing | Project Completions<br><br>Referendum success<br><br>Rod Grant Approvals | We included a project costing over a million dollars in the 16/17 budget to replace the Woodland roof and we are well into a Student Growth Advisory Committee to plan for future facility needs based on enrollment growth and degrading facilities.. |
| **Establish and implement a schedule of needed maintenance for all buildings and grounds and provide financial resources to adhere to the schedule.** | Superintendent<br><br>Business Administrator<br><br>Director of Facilities | Comprehensive Annual Maintenance Plan<br><br>Long Range Facility Plan | Budget | Ongoing | No grievances<br>No regulatory violations<br>Completed projects | A job order process is in place for staff to request minor repairs and improvements to facilities and as mentioned above the subject of the facilities meeting the demands for an increasing student body is being intensely studied by the Student Growth Advisory Committee. |

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| | BG&T Committee | | | | | |
| **Conduct a space audit to identify all useable classroom space in each of the building to ensure optimum utilization of all available spaces** | AD Hoc Committee<br>Superintendent<br>Business Administrator<br>Director of Facilities | Long Range Facility Plan<br><br>Re-Districting Study | Budget<br><br>Unlikeliness of successfully passing a referendum | Ongoing | NJ Department of Education approval | This is being studied as part of the Student Growth Advisory Committee. |

## Goal #4 – Technology and the Arts

**Goal: To explore the implementation of virtual learning PreK-12 to increase exposure and use of technology and to expand opportunities for students in the "arts."**

**Objective #1: Acquire the technological devices necessary to support the transition to a virtual environment – PreK to 12th grade**

| Major Activities | Staff | Resources | Constraints | Timelines | Indicators of Success | Status Update February 2015 |
|---|---|---|---|---|---|---|
| **Inventory and assess needs at the building levels** | Technology Staff<br>Administration<br>Teaching Staff | Technology needs assessment | Time | Immediate | Needs Assessment Results<br>Inventory of Current Technology | Elementary iPad Inventory conducted 12/14<br>A complete inventory was completed and submitted to the Assistant Superintendent. (April 2015)<br>Ongoing inventory maintained by technology staff. |
| **Identify programmatic needs for virtual learning environments; classroom instruction and PARCC assessments**<br><br>**Set elementary vision for digital learning** | Administrators, Teaching Staff<br><br>Admin<br>Teachers<br>Parents<br>Students | Curriculum Documents<br><br>Creation of model digital classroom<br>Professional development | Identification of what a virtual learning environment looks like in the elementary classroom, Time, Budget, information surrounding PARCC<br><br>1:1 devices in elementary schools<br>professional development<br>infrastructure | Ongoing<br><br>September 2014 and ongoing | Identification of what the virtual learning environment looks like and its integration into the curriculum<br><br>PARCC field tests and analysis of procedures<br><br>Creation of model classroom<br>Understanding of vision and mission<br>Digital workflow<br>Admin/teacher/staff/parent/student comfort levels in using digital flow for school learning in and out of the classroom. | PARCC information provided via multiple methods including video presentations by Assistant Superintendent and content supervisors. Parent information nights throughout the year prior to the PARCC. Website updated regularly.<br><br>Google Drive and Google Classroom training opportunities through district professional development have been offered. Professional development opportunities for teachers in the the virtual learning environment genre including flipped classroom, GAFE, and iPad's have |

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| | | | | | | significantly increased for 2016-17.<br><br>Chromebooks have been purchased for utilization at the elementary level. |
| **Identify protocol for refreshing and protecting district digital equipment including iPad learning tools** | ISTE Master Plan committee | Parent protection payment<br>Lease<br>Apple Care Plus<br>Admin Staff | Support for digital learning environment<br>Budget | June 2014-June 2015 | Insurance for damaged devices<br>Newest technology for our students<br>Increased expansion of 1:1 digital environment<br>Student achievement scores<br>Professional development<br>School goals<br>Updates to ISTE Master Plan | Apple refresh at MTHS took place summer and fall 2016.<br><br>Some Chromebooks were purchased for the elementary level. |
| **Assess community needs for technological related services; student interns; student created products as a revenue source and providing practical / real life experiences** | Administration<br>Teaching Staff<br>Community Representatives | Survey<br>Needs Assessment | Potential Legal issues surrounding student created products,<br>Time, Budget | Ongoing | Results of survey/needs assessment | Legal and tax implications posed a problem for student products.<br><br>Town historian collaboration with MTHS woodshop. |
| **Assess current arts programs at building level. Identify areas/programs to expand in both fine and performing arts; i.e. instrumental, theatre,** | Administration<br>Teaching Staff | Needs Assessment | Budget in expanding arts programs | Ongoing | Needs Assessment Results | The K-12 art and music programs utilize iPads and computers with programs such as Artsonia to create digital portfolios and video technology to enhance reflection of performance based assessments. |

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| **graphics, audio and visual design** | | | | | | |

# Goal #5 - Communications

**Goal: To create a user friendly system that provides all stakeholders the opportunity to offer input that will helps to shape the educational program and facilitates transmittal of information to all interested stakeholders.**

**Objective #1: Develop and implement opportunities to solicit input from stakeholders on educational issues that impact the community.**

| Major Activities | Staff | Resources | Constraints | Timelines | Indicators of Success | Status Update April, 2016 |
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| **Create online survey for all target groups to solicit feedback on educational programs, hot topics, and the best means to communicate effectively.** | Central Office/ Outside Survey Company | Survey Questions | Inadequate representation/ participation | January 2014 | Participation/Feedback<br>Compilation of responses<br>Possible cost of survey | Parent, student, and teacher surveys were completed for Cluster Grouping Pilot. This program is now integrated into our instructional program. |
| **Create flexible focus groups that are representative of the various constituencies in our community.** | Central Office Building Administrators | Contact Information | Lack of representation | February 2014-Ongoing | Participation | The superintendent has been meeting with PTO/A Presidents, Senior Community groups, The League of Women Voters, student liaison and other groups. The Student Growth Advisory Committee (SGAC), which is comprised of representatives of the various constituencies in the community, has been meeting monthly. |

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| **Create opportunities for interactive communication venues through the use of technology including Skype, TV hotlines, etc. for focus groups** | Central Office* Superintendent High School Television Production Crew | Staff Topics to be discussed | Lack of participation | March 2014-Ongoing Quarterly | Participation | Technology, such as Facebook, Twitter, Constant Contact, and websites are used for interactive communication. |
| **Develop Town Hall Meeting model for in person input for focus groups and key communicators.** | Central Office* Superintendent | Staff Topics to be discussed | Lack of participation | February 2014-Ongoing Quarterly | Participation | SGAC is modeled on a Town Hall concept. In addition, Town Hall meetings are planned for the Summer and Fall of 2016. |

**Objective #2: Create multiple platforms that facilitate transmittal of information to all interested stakeholders.**

| Major Activities | Staff | Resources | Constraints | Timelines | Indicators of Success | Status Update February 2015 |
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| **Update Alert Now system to reflect parental preferences regarding best number to contact and preferred method of communication** | Main Office in each school building | Genesis | Parents do not always provide updated information | September 2014 – ongoing | All parents receive important information | Done annually. Online updates are being investigated. |

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| **School and District highlights broadcasted on a regular schedule through local cable channel of NJEA Classroom Focus** | HS TV Production Staff members Building principals | N/A | Can we broadcast on additional channels other than Comcast? | November 2013 – ongoing | Broadcasted information is a reflection of the fine work and achievements of the district | Channel 28, and other sources, such as Falcon Flyer/Express, Facebook and Twitter, are used to broadcast school and district highlights. Each school maintains a digital format, such as e-newsletters, Twitter and Facebook, for communicating school highlights. |
| **Explore utilizing social media such as Facebook and Twitter as a viable options for the district Create an electronic newsletter to communicate school and district news** | Central Office* | Time | This will be a "no comment" page so it will only broadcast information | January 2014 - ongoing | Number of "likes" on Facebook | **COMPLETED.** The district now has a Facebook and Twitter account. In addition, the electronic newsletter is the Falcon Flyer/Express. |