



# TOWNSHIP OF FRANKLIN PUBLIC SCHOOLS

"Celebrating Excellence"

## Township of Franklin Public Schools District Goals for 2017-2018

as adopted by the Township of Franklin Board of Education on 12/21/16

### Strategic Priority One

**Vision 2019-Strategic Plan Alignment:** Goal 1-STUDENT ACHIEVEMENT/INSTRUCTIONAL PROGRAMS

**Goal: Reading Levels:** The Township of Franklin Public School District will increase the percentage of students in grades one through six reading on or above the appropriate grade level, in conjunction with all students demonstrating growth as assessed by Developmental Reading Assessment (DRA).

#### **Action Plan:**

Task	Topic/Task	Specific Actions	Responsible Parties	Assessment/Completion Dates	Comments
1	Schedule for Reading level information collected by district	Create a yearly schedule for the collection of reading level information	Supervisor of Curriculum & Instruction	September	
2	DRA Professional	New Teaching Staff Training		September	



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	Development	Refresher Training as needed Sept . Session analyzing individual students DRA rubrics Train other content areas in how to read and utilize DRA scores	Curriculum Team Reading Specialists Teachers		
3	Instructional Reading Strategies/ Interventions Professional Development	PD reading strategies and interventions PD for enhancing the balanced literacy ELA block	Reading Specialist PD providers/vendors Curriculum Team Teachers/Staff	Ongoing throughout the school year	
4	Establish clear tiers of reading interventions	Formalize tiers of reading interventions  Establish qualifications for student placements within each set tier	Reading Specialist Principals Curriculum Team Teachers/Staff		
5	Review of Reading Level Data	Reading level data review meetings with staff in PLC, SLC and DLC.	C & I Team Admin Team Teachers/Staff	Ongoing throughout the school year	
		Analyze reading levels for all student populations			



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		<p>Plan interventions as necessary</p> <p>Compare DRA and IRLA levels</p> <p>Monitor IRLA growth using School Pace</p> <p>Monitor progress for DRA</p> <p>Schedule collaboration time between ELA and Math teachers in regards to student reading levels</p> <p>Monitor the number of new referrals to the special education program specifically due to reading ability</p>			
6	Review School schedules	<p>Identify opportunities for additional time to address remedial needs of students</p> <p>Identify opportunities for skill based interventions teaching groups</p>		March-June	



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		Explore additional options for BSI instructions			
7	Promote a school culture that motivates the students to enjoy reading	Identify opportunities/incentives/activities that promote reading	Principals Teachers PTA/PTO Administration	Ongoing throughout the school year	

## **Progress Update:**

Progress Report Date	Action Plan Task(s)	Goal Attainment Evidence
September 2017	Task 1	<ul style="list-style-type: none"><li>• District DRA testing schedule complete. DLC recommended extended period of time for winter progress monitoring.</li><li>• Progress monitoring scheduled for the fall and the winter; Full DRA testing scheduled for May</li><li>• IRLA testing was completed in Sept. for all BSI students Gr. 1 - 4. Progress Monitoring is built into student/teacher conferences. Curriculum Office tracks growth through a beginning, middle and end-of-year level using an excel spreadsheet. Teachers and Curriculum Office also track growth through School Pace.</li><li>• This process occurs in September every year and will continue to occur</li></ul>

September 2016	Task 2	<ul style="list-style-type: none"> <li>● Reading Specialists and Title I teachers provide DRA Progress Monitoring training to new staff.</li> <li>● Refresher training for DRA Progress Monitoring is provided to all staff members on an as needed basis.</li> </ul>
April 2017		<ul style="list-style-type: none"> <li>● Reading Specialists train the new ELA teachers on administration of the full DRA.</li> <li>● Spring DRA assessment scheduled released to staff.</li> <li>● Refresher training to administer the full DRA is provided to staff members on an as needed basis.</li> </ul>
February-April 2017	Task 3	<ul style="list-style-type: none"> <li>● Reutter School held a series of five after school professional development sessions focused on specific literacy related, researched based practices (<i>Notices and Notes; Reading Nonfiction</i>) for improving reading levels and comprehension. A total of 17 staff members attended these professional development sessions.</li> <li>● March 17, 2017 PD Day. (21) American Reading Company provided follow up professional development for the teachers currently using the program. PD focused on (1) how to better structure their literacy blocks and (2) how to use their data to drive their instruction. <ul style="list-style-type: none"> <li>○ Teacher Feedback - "I learned": <ul style="list-style-type: none"> <li>■ We need to adjust our literacy block</li> <li>■ Useful information about a Balanced Literacy Framework</li> <li>■ Different ways teachers incorporate IRLA</li> <li>■ Strategies for planning a reading block</li> <li>■ Ways to have students practice new skills - i.e. with teacher using mentor text, with peers using leveled &amp; not leveled materials, then independently using instructional level materials chosen by students.</li> <li>■ That we are doing a pretty good job implementing the toolkits.</li> <li>■ Timing and how to organize my schedule</li> </ul> </li> </ul> </li> <li>● May 26, 2017 PD Day (Teacher Feedback under each Workshop)</li> </ul>



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<p>May 2017</p>		<ul style="list-style-type: none"> <li>○ Gr. 1 &amp; 2 - Foundations Q &amp; A (4) <ul style="list-style-type: none"> <li>■ Learned fun, new and useful tools/activities to use in my classroom</li> </ul> </li> <li>○ Gr. 3 ELA Teachers - Foundations Training (12) <ul style="list-style-type: none"> <li>■ Learned the vocabulary and practices of Foundations</li> <li>■ Session was useful for teaching phonics to my lower level students</li> <li>■ Very beneficial</li> <li>■ Need More Training</li> </ul> </li> <li>○ Gr. 3 &amp; 4 Guided Reading &amp; Intervention Strategies (7) <ul style="list-style-type: none"> <li>■ Reading strategies and read to use materials</li> <li>■ Discussions on student reflection and motivation</li> <li>■ Receiving ready to use material or "make-and-takes" is a great way to implement the new strategies/ideas</li> <li>■ Very useful session - many handouts and resources provided for future use</li> <li>■ Loved to create the make-and-takes - very excited to use these in my classroom</li> <li>■ Would like more training</li> </ul> </li> <li>○ Gr. 5 &amp; 6 Word Attack Strategies (14) <ul style="list-style-type: none"> <li>■ I learned different strategies to help students decode unfamiliar words</li> <li>■ I learned some Wilson strategies to help my students break down unknown words and have a firmer understanding of phonemic awareness</li> <li>■ Teaching 6th grade, phonics is not something on which we concentrate</li> <li>■ The Word Attack Strategies workshop brought the need for phonics for struggling readers</li> <li>■ Strategies to help struggling students who are lower than the average low student we see in our classes.</li> <li>■ The word attack strategies gave a lot of information I didn't know. I feel like gaining it'll be beneficial as we move into some guided reading things next year.</li> <li>■ Would like more training</li> </ul> </li> <li>○ Gr. 5 &amp; 6 Guided Reading with Novels (11) <ul style="list-style-type: none"> <li>■ I learned how to effectively run a guided reading group</li> </ul> </li> <li>○ Gr. 1 - 4 Follow up IRLA training (21)</li> </ul>
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		<ul style="list-style-type: none"><li>■ Learned tips on IRLA use</li><li>■ How to use the website</li><li>■ Presenter was highly engaging and knowledgeable</li><li>■ Refining IRLA practiced for my classroom next year</li><li>■ Refresher on IRLA components that are required at each level</li><li>■ Presenter was excellent, we set our own agenda for our needs</li><li>■ Loved this session, presenter was great, very knowledgeable, answered all of our questions, please have him come back for more training</li><li>■ A deeper understanding of the IRLA framework and how to apply it when coaching students</li><li>■ A lot of information regarding how to use IRLA in the classroom</li><li>■ Presenter did a tremendous job keeping us engaged and addressing issues and questions we presented him with</li><li>■ I enjoyed this session, it was full of useful information and answered a lot of my questions about IRLA</li><li>■ Presenter was down to earth, had us all engaged and eager to listen to what he had to say</li><li>■ I really enjoyed the IRLA PD. Best PD I have had in the district</li><li>■ Small groups utilizing IRLA information</li><li>■ Tools in School Pace I didn't know</li><li>■ More tidbits about IRLA</li><li>■ Would like continued support from IRLA presenters - stated several times</li></ul>
Sept. 2017		<ul style="list-style-type: none"><li>● DRA Rubric Review - all staff with Reading Specialists. Teachers worked with the reading specialists to review June full DRA levels and make plans for the Sept. Progress Monitoring</li></ul>
Oct. 2017		<ul style="list-style-type: none"><li>● ELA expectations in Science and Social Studies PD with SS and Science Teachers - ELA Instructional Coach facilitated</li></ul>
Jan. - Feb.		<ul style="list-style-type: none"><li>● American Reading Company provided PD for our IRLA Teachers in Gr. 1 - 4.</li><li>● Guided Reading In-an-hour 5 part series for CLR teachers with the Reading Specialists</li><li>● Interactive Read-Aloud PD w/ ELA Instructional Coach</li><li>● Effective Use of Mentor Texts w/ ELA Instructional Coach</li></ul>

March 2018		<ul style="list-style-type: none"> <li>• Literacy Across the Content Areas for CLR Teachers with Reading Specialist</li> <li>• Reflective ELA Roundtable: Instructional Best Practices &amp; Guided Reading Check-in w/ CLR Teachers and Reading Specialist</li> <li>• American Reading Company Coaching Days - 3 days at MFJ and MR for a total of 6 days</li> </ul>
May 2017	Task 4	<ul style="list-style-type: none"> <li>• Creation of the RTI committee</li> <li>• RTI committee meeting schedule developed (summer 2017) The committee will.....               <ul style="list-style-type: none"> <li>○ Clearly identify and define tiered interventions</li> <li>○ Plan needed professional development for teachers</li> <li>○ Identify student referral and monitoring of progress processes</li> <li>○ Committee includes all aspects of the district...regular ed., spec. ed., reading specialists, counselors, CST members, BSI and instructional coach</li> </ul> </li> <li>• Committee will continue into the 2018-2019 school year</li> </ul>
September 2016  June 2017	Task 5	<ul style="list-style-type: none"> <li>• Welcome Back PD Day - Teachers from each grade level meet with the Reading Specialist in order to review and analyze DRA scores and rubrics from the full DRA for their new class</li> <li>• Teachers, coaches and administrators participated in PLC and SLC data review meetings</li> <li>• <b>Report on 2016-2017 DRA data, I&amp;RS data, READ 180 data, iReady, Unit Assessment, IRLA delivered at the June BOE meeting- <a href="#">2016-2017 Student Performance Data</a></b></li> <li>• Caroline L. Reutter READ 180 data (as of 5/1/17)-19 students participating in the READ 180 program; 100% (n=19) have met their individual targeted Lexile expected growth.</li> <li>• IRLA Survey administered to teachers (10) using IRLA/100 Book Challenge - end of April. Teachers were asked to (1 )identify the pros &amp; cons of the IRLA reading assessment, foundational skills toolkits and School Pace; (2) explain how utilizing the IRLA/100 Book Challenge materials has impacted their instruction. Survey results indicated....</li> </ul>





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		<ul style="list-style-type: none"><li>○ 100% of them said the professional development from the American Reading Company has been beneficial</li><li>○ 100% said and explained how School Pace has allowed them to see and monitor student reading growth</li><li>○ 6 teachers said the materials allowed them to differentiate and provide meaningful interventions to individual students. 2 teachers were confused by the question and said they don't use 100 Book Challenge materials. 2 teachers skipped this question.</li><li>● IRLA/100 Book Challenge Survey administered to parents in grades 1 - 4. Survey was sent twice via school messenger email to 173 parents. As of 6/19/17 - 21 parents responded</li><li>Teacher and Administrator goals for 17-18 are aligned directly to increasing reading level growth as measured through IRLA or DRA. Individual goals are based on baseline data for each class.</li><li>● Supervisor of Curriculum and Instruction created a formal meeting schedule with Reading Specialist and Basic Skills Team Leaders at each building to review reading levels in order to ensure student supports are in place.</li><li>● Periodic meetings occur with Administrators and Reading Specialists in order to review student reading levels and growth.</li><li>● <b>Report on 2017-2018 DRA data, I&amp;RS data, READ 180 data, iReady, Unit Assessment, IRLA delivered at the February BOE meeting <a href="#">2017-2018 Student Performance-Mid Year Review</a></b></li><li>● End of the year DRA assessments will be completed in June 2018</li></ul>
June 2017	Task 6	<p>Review school schedules:</p> <ul style="list-style-type: none"><li>● Each principal meets with Jaime &amp; Barb to discuss schedules for the following school year<ul style="list-style-type: none"><li>○ 2017-2018 school schedules are still being reviewed/developed</li></ul></li><li>● BSI Structure</li></ul>



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April 2018		<ul style="list-style-type: none"><li>• MFJ - modified structure of BSI to include a reading interventionist time; planning to increase the part-time hours to 3.5 hours a day.<ul style="list-style-type: none"><li>○ MR - discussing how to better structure BSI, planning to increase the part-time hours to 3.5 hours a day</li><li>○ CLR - reviewing data to identify reading gaps for our BSI population; increased the P/T BSI hours to 3.5 per day in efforts to see more students.</li></ul></li><li>• Reviewing BSI Structure at CLR for the 18-19 school year to include smaller groups of students and ensuring strategic, targeted instruction is occurring.</li></ul>
September-June 2018	Task 7	<ul style="list-style-type: none"><li>• <u>Mary F. Janvier</u><ul style="list-style-type: none"><li>○ Read Across America Activities</li><li>○ Super Readers Program</li><li>○ Reading Buddies Program</li><li>○ Incorporating 10 - 15 minutes of school - wide "DEAR" time daily as a result of adjusting the dismissal procedure.</li><li>○ School membership in the Six Flag Reading Program and promotion of student participation with achievement recognition through the daily announcement</li><li>○ Routine classroom visitations by parents who read to their child's class</li><li>○ Participation with CLR in their Library Helpers program</li></ul></li><li>• <u>Main Road</u><ul style="list-style-type: none"><li>○ Principal Kiss a Pig Reading Incentive Program</li><li>○ Step it Up Program Reading and Math Incentive Program</li><li>○ Read Across America Activities</li><li>○ Brag Tags reading achievement</li><li>○ Reading Buddies Club</li><li>○ Shout out for increased reading scores</li><li>○ DEAR school wide</li></ul></li></ul>



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		<ul style="list-style-type: none"><li>○ Read a Million Minutes Challenge</li><li>● <u>Caroline L. Reutter</u>[1][2]<ul style="list-style-type: none"><li>○ Accelerated Reader Program and Reward Activities</li><li>○ Read Across America Activities</li><li>○ Library Helpers Reading to Mary F. Janvier students</li><li>○ Library Helpers reading promotion initiatives<ul style="list-style-type: none"><li>■ Reading Reward Metals</li><li>■ AR Reading School Progress Bulletin Board</li><li>■ Morning Announcements to promote independent reading</li></ul></li><li>○ Student Book Talks during Library Classes</li><li>○ Daily SSR time built into the schedule</li><li>○ ELA homework consists primarily of reading activities</li></ul></li></ul>
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## Strategic Priority Two

**Vision 2019-Strategic Plan Alignment:** GOAL 1-STUDENT ACHIEVEMENT/INSTRUCTIONAL PROGRAMS

**Goal: Standards Based Grading:** The Township of Franklin School District will continue to support the district implementation of the Standards Based Grading initiative, focusing efforts on developing a Standards Based Report Card for grade five while analyzing the grade six standards based grading pilot program.

### **Action Plan:**

Task	Topic/Task	Specific Actions	Responsible Parties	Assessment/Completion Dates	Comments
1	Grade 5 SBRC & Rubrics Development	Schedule regular meetings to allow teachers to develop SBG report cards and rubrics	Instructional Coaches Jaime & Rich	May 2017	
2	Professional Development	PLCs to unpack ELA & Math standards Creating Rubrics Consistent standards-based grading & assessment practices Visit and collaborate with teachers from other school districts using SBG PD workshops made available on PD Days	Instructional Coaches Jaime & Rich PLCs	Ongoing	



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3	Parent Resources	Information sessions How to read the report card Resources on District Website Opportunity for feedback	Curriculum Team Admin	Ongoing	
4	Analyze student achievement by standards	Identify standards where students show strength and weakness based on multiple data sources	Curriculum Team Teachers/Staff Admin	Ongoing	Review standard based SGOs
5	Analyze curriculum documents	Prioritize standards Looking for Gaps	Curriculum Team Teachers	Ongoing	
6	Continuous Report Card/Rubric Revision Gr. K-6	PLC Time to review/revise report card and rubrics Conduct parent & student survey	Teachers PLCs Curriculum Team Parents	Ongoing	
7	Analyze 6th Gr. SBG Pilot	PLC meetings Student Feedback Teacher Feedback Parent Feedback Determination of future grading practices for 6th grade	Staff PLCs Curriculum Team Students	May	



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## Progress Update:

Progress Report Date	Action Plan Task(s)	Goal Attainment Evidence
March 2017 April 2017 May 2017	Task 1	<ul style="list-style-type: none"> <li>Action Plan and products (report cards and rubrics) developed from the PLCs meetings and PD days. PLCs met two to three times a month</li> <li>5th grade Math and ELA report card completed</li> <li>5th grade standards based grading scoring rubrics completed by end of May</li> <li>Complete</li> </ul>
Ongoing 2016-2017 March 2017 May 2017  Summer 2017  Fall/Winter 2017/2018  April 2018	Task 2	<ul style="list-style-type: none"> <li>Teaching staff provided professional development on SBG               <ul style="list-style-type: none"> <li>Worksessions with Instructional Coaches to unpack standards that lead to reviewing and revising report cards and rubrics as necessary</li> <li>PD Session Titles - Developing the Independent Learner, Visit to Swedesboro-Woolwich to collaborate and observe SBG, Reflective Learning: What Does it Look Like, The 15 Fixes for Broken Grades</li> </ul> </li> <li>Creation of District-wide Standards-Based Grading Committee</li> <li>SBG Committee provided a kick-off training to all staff in regards to building the culture of SBG and utilizing the self-reflection/assessment rubric across the district. Provided clear district-wide definitions for each performance level.</li> <li>SBG Committee provided professional development on accommodations vs. modifications in regards to the report card</li> <li>Time provided for grade levels to create/revise Excels portions of end of trimester rubrics</li> <li>Gr. 6 STEM Team PD on grading practices and standards-based grading philosophy</li> <li>Gr. 5 consistent grading practices for ascertaining a final performance level at the end of the trimester</li> <li>Standards-Based Grading Committee will continue to meet through the summer and 18-19 school year</li> </ul>



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<p>2016 - 2017</p> <p>September 2017</p> <p>July 2016</p> <p>January 2017</p> <p>May 2017</p> <p>December 2017</p>	<p>Task 3</p>	<ul style="list-style-type: none"> <li>● Parent Information Sessions have been held throughout the past two years at MFJ, MR &amp; CLR</li> <li>● Back to School Night, the Curriculum Team was available at MR and CLR to gain feedback on report card wording as well as answer parent questions and concerns</li> <li>● Parent Resources added to the Website               <ul style="list-style-type: none"> <li>○ Standards-Based Report Card FAQ Document</li> <li>○ Standards-Based Grading &amp; Report Cards Presentation to BOE</li> <li>○ Links to performance rubrics for Math and ELA for grades K - 4 and grade 6 for the pilot</li> </ul> </li> <li>● "How to Read the Report Card" Night was held for parents - approximately 20 parents were in attendance</li> <li>● Realtime webinar-designed online SBG electronic report card to be viewed through the Realtime parent portal (to be completed in June)</li> <li>● Parent Survey was sent to 6th Grade parents in order to gain feedback on SBG Pilot. Survey was sent via School Messenger email and text - 36 responses (18%) received.</li> <li>● Parent Letter sent home for Kindergarten and 5th grade explaining E, M, P, N as well as some specific standards on the report card.</li> </ul>
<p>Ongoing 2017</p> <p>Fall 2017</p>	<p>Task 4</p>	<ul style="list-style-type: none"> <li>● The curriculum team along with administrators and teachers have utilized results from unit assessments, report cards, PARCC data, i-Ready results, information discussed at PLCs to identify standards where students show strength and weakness. Report out on student achievement data to BOE will be in June 2017 and reviewed with teachers in September 2017.</li> <li>● The Instructional Coaches along with teachers have analyzed the curriculum and made revisions as necessary in relation to the identification of those above mentioned standards.</li> <li>● The Instructional Coaches, Common Formative Assessment Writer's and PLCs are in the process of analyzing CFA results during each unit along with Unit Assessment Standards-</li> </ul>



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		<p>Based reports to find commonalities. In grades 3 - 6, the PARCC standards-based reports are also analyzed. In grade K - 2, i-Ready standards-based reports are also utilized in conjunction with UA results.</p> <ul style="list-style-type: none"><li>● This work will continue in the 18-19 school year</li></ul>
<p>Ongoing 2017</p> <p>Summer 2017</p> <p>Fall 2017</p> <p>Spring 2018</p>	Task 5	<ul style="list-style-type: none"><li>● The Instructional Coaches have met with PLCs in order to start identifying priority standards for each grade level</li><li>● Summer 2017- one teacher from each grade level will be working on creating standards-based assessments. Vertical Articulation in regards to the standards progressions through the grade levels will take place during these summer work sessions.</li><li>● Vertical Articulation this summer will identify gaps and overlaps in how standards are taught and the expected outcomes of student achievement for particular standards.</li><li>● Curriculum is a living document that is constantly being discussed, revised and added to during PLC meetings.</li><li>● Grade Level PLCs meet with coaches in order to analyze and revise the sequence and resources in the curriculum guidance documents</li><li>● This is an embedded ongoing process that will continue throughout each school year. Our curriculum documents are living documents.</li></ul>
<p>Ongoing 2017</p> <p>May 2017</p> <p>Fall/Winter 2017/2018</p>	Task 6	<ul style="list-style-type: none"><li>● All report cards and rubrics K-4 have been reviewed and revised this school year based on needs identified through PLC conversations</li><li>● Parent Survey was conducted for 6th grade parents to provide feedback on the standards-based grading pilot.</li><li>● Student Surveys for 6th grade students were conducted in December 2016 &amp; May 2017.</li><li>● Ongoing updates and revisions to end of trimester rubrics as necessary during PLCs and PD worksessions</li><li>● As needed revisions to report cards and rubrics will continue to occur in the future</li></ul>
Oct. - May 2017	Task 7	<ul style="list-style-type: none"><li>● PLC meetings were held weekly with the Supervisor of Curriculum &amp; Instruction</li><li>● Teacher feedback has been elicited throughout the year at the weekly PLC meetings and</li></ul>





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May 2017		<p>through formal and informal conversations.</p> <ul style="list-style-type: none"><li>● Student Surveys for 6th grade students were conducted in December 2016 &amp; May 2017. Results were analyzed by the 6th grade teachers along with the Curriculum Team. 191 students participated in the survey.<ul style="list-style-type: none"><li>○ 10% of students answered yes to being a more reflective learner because of SBG, however, if they chose yes they were to explain and 52% of students chose to write comments indicating how they were a more reflective learner.</li><li>○ 63% have a better understanding of how they are expected to learn in regards to the standards.</li><li>○ 45% of students reported they are able to focus more on their learning while 40% were unsure</li><li>○ 52% of students reported they are able to focus more on their learning rather than on their grades</li><li>○ 40% of students prefer standards-based grading to traditional grading</li><li>○ 66% of students in 4 classes reported the self-evaluation form was helpful</li></ul></li><li>● Parent Survey was conducted for 6th grade parents to provide feedback on the standards-based grading pilot. 18% (N=36) of the 6th grade parents responded to the survey.<ul style="list-style-type: none"><li>○ 80% stated this was their first experience with SBG.</li><li>○ 39% stated the SB report card provided them more specific information in regards to their child's strengths and weaknesses.</li><li>○ 52% have had the same or more meaningful conversations with their child in regards to their work and academic progress because of the SBG and the report card.</li><li>○ 41% feel they are more aware or that it is about the same as with traditional grading when it comes to being more aware of the specific skills their child is learning each trimester because of the SB report card.</li><li>○ 32% feel the SBG and report cards help them to better understand their child's academic progress</li><li>○ 32% feel SBG has had an impact on their child's work habits (completing assignments, following directions for all assignments, submitting assignments on</li></ul></li></ul>
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December 2017	<p>time, working well partners and in teams, independently choosing to improve their work based on teacher feedback)</p> <ul style="list-style-type: none"><li>○ We asked parents to describe how their child feels about SBG - 29 responses that were varied</li><li>○ Q8 - 34% believe SBG is a positive move, is no different than traditional grading or has no preference for the type of grading the district uses</li></ul> <ul style="list-style-type: none"><li>● Determination for Phase II 17-18 6th Gr. SBG Hybrid Pilot for ELA &amp; SS:<ul style="list-style-type: none"><li>○ 97-100 Exceptional → Current 93 - 100 A</li><li>○ 85 - 96 Meets → Current 85 - 92 B</li><li>○ 73 - 84 Progressing → Current 73 - 84 C</li><li>○ 50 - 72 Needs Improvement → Current 65 - 72 D</li><li>○ Incomplete → Current 64 below F</li></ul></li><li>● Grades will be reported out as numbers. Students will receive an overall number grade for each standard in ELA and SS for each trimester. Report card will be set up to reflect standards not just one ELA or SS overall grade</li><li>● Teacher Survey - December 2017:<ul style="list-style-type: none"><li>○ The only positive noted for the hybrid is that this group of students are familiar with numbers and it is consistent with Delsea</li><li>○ Challenges of the hybrid:<ul style="list-style-type: none"><li>■ The number ranges made it difficult to determine what is "meeting" is "meeting" and there was some confusion as to what number on the range to score the assignment.</li><li>■ The overall average being posted for the class in Realtime was challenging. The kids always thought this was their "grade" despite how many times we discussed it wasn't.</li><li>■ The numbers difficult to explain to parents without them equating it to the traditional grading scale. Again, despite explanation, it always came back to are they getting an "A" in your class?</li></ul></li></ul></li></ul>
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Winter 2018		<ul style="list-style-type: none"><li>■ Parents - even though system was explained, we still had parents who had difficulty with the concept that number grades were not averaged.</li><li>■ It is difficult to not look at the numbers as "grades".</li><li>○ 8 out of the 9 teachers responded they want to do true Standards-Based grading for the upcoming and future school years.</li><li>○ Reasons to go true SBG:<ul style="list-style-type: none"><li>■ Changing the traditional grading scale mindset is too tough with numbers for both the kids and the parents.</li><li>■ The ranges are too difficult use with SBG mindset and students are either Excelling, Meeting, Progressing or Needing Improvement. There doesn't need to be ranges within those performance levels.</li><li>■ True standards based grading allows teachers to evaluate students as needed. It also takes away some students' need to mask their learning. They work on a skill until they meet the standard. The number still gives students the 0-100 mentality. This makes them feel as though they need to earn the highest grade, and they aren't as concerned with meeting the standard.</li><li>■ Standards progression indicators might have been more clear. Grading is more based on progression of mastery than traditional.</li><li>■ Assignments and CFA's have been tailored to specific standards and we feel that it would be best to continue in this manner.</li></ul></li><li>○ Plans for transition to Delsea - making sure we have articulation with Delsea teachers so they have a better understanding of where the students are coming from and what they are used to here at Franklin in terms of grading structures.</li></ul>
Spring 2018		<ul style="list-style-type: none"><li>○ Grade 6 STEM team is regularly meeting with the C&amp;I to implement SBG into math and science for the 2018-2019 AY</li><li>○ Grade 6 is preparing to transition to true standards-based grading for the 18-19 school year.</li></ul>



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## **Strategic Priority Three**

**Vision 2019-Strategic Plan Alignment:** *GOAL 2-TECHNOLOGY*

**Goal: Technology Based Professional Development:** The Superintendent will work with the Supervisor of Curriculum and Instruction to identify and support the professional development needs of the district, specifically in the area of technology based instruction.



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## Action Plan:

Task	Topic/Task	Specific Actions	Responsible Parties	Assessment/Completion Dates	Comments
1	App/Software Review Process	Identify all of the instructional software/applications used throughout the district	Technology Coach	April	
2	Assess Teaching Staff Technology Levels	Survey the staff regarding usage levels/capabilities/needs of the Google application platform and other instructional software (Ex. iReady, Spreadsheets Google Sites, docs,etc)	Technology Coach	March	
3	Lesson Planning/ Classroom Observations	Review lesson plans and classroom observation reports to evaluate the use of technology based instruction	Principals/Supervisors	Ongoing	
4	Professional Development Plan	Review compiled data to develop the 2017-2018 District Professional Development Plan	District Leadership Committee	May - Sept. 2017	
5	Create 3 year technology plan	Review data from NJTRAX Survey in order to create a 3	Technology Coach Supervisors	CLR - Done Feb. 2017 MFJ & MR - June 2018	



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	for all schools	year technology plan for each school	Administrators School Technology Committees		
6	Professional Development Feedback	Conduct post professional development session survey	Supervisors Technology Coach Supervisor of C&I PD Presenters	Ongoing	

## Progress Update:

Progress Report Date	Action Plan Task(s)	Goal Attainment Evidence
January - Sept. 2017  Jan. - Mar 2018	Task 1	<ul style="list-style-type: none"><li>• The principals and curriculum team created a document of all subscriptions and digital programs in use at each building.</li><li>• Instructional coaches analyzed those subscriptions and programs.</li><li>• As of the 17-18 budget all academic subscriptions will be ordered from the Curriculum &amp; Instruction Budget. This will assist monitoring progression and consistency amongst all three schools</li><li>• As of Sept. 2017 all subscriptions were purchased through the Curriculum Budget. All instructional personnel were in agreement with the purchases.</li><li>• A survey was provided to staff in order for them to rate the paid &amp; free subscriptions and websites the district has offered. Teachers rated each one based on the value to the educational program and how often the programs are utilized. They were asked to identify other websites or resources that they would like to use and how those benefit the</li></ul>



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		<p>educational program. Teachers were also asked to provide feedback in regards to their comfort level using Google Classroom, as well as identifying areas for technology professional development and how they prefer to receive PD - one-on-one, small group, large group.</p> <ul style="list-style-type: none"><li>• From this survey a follow up survey was sent out to gain even more information about the subscriptions and websites the teachers listed and rated. We were then able to break down the data by school and even particular by grade levels in some cases. We are using this data to reflect upon the websites and subscriptions we have purchased and what we will be purchasing in the future.</li></ul>
February- Sept. 2017	Task 2	<ul style="list-style-type: none"><li>• The technology coach provided training to the business office staff with use of Google calendars and Google forms.</li><li>• Main Road and Janvier Schools surveyed the team leaders on the need for training on the components of Google apps. Survey results indicated more training needed on Google Slides, Sheets and Forms. The survey also revealed that most were comfortable with the use of Google Classroom but would like additional training with the app.</li><li>• The March and May professional day offerings were driven by the survey results</li><li>• Aug. Technology Coach trained new staff members on Realtime, Chromebook &amp; Technology request procedures</li><li>• Sept. PLCs Technology Coach provided teachers with PD for the standards-based grading gradebook on Realtime.</li><li>• Technology Coach is assisting team leaders as needed to create their PLC agendas on Google Drive and management of Google Drive.</li><li>• September - Technology Coach sent communication to team leaders to see what requests they have for technology pd for the start of the school year.</li><li>• Technology Coach is serving on the Advisory Board of the South Jersey Technology Consortium</li></ul>



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Jan. - Mar 2018		<ul style="list-style-type: none"><li>• Technology Coach provided training for staff during faculty meetings for Internet Filtering Software</li><li>• From the survey mentioned above, our Instructional Technology Coach planned PD opportunities for our 3/16/18 PD Day. She is offering sessions on Google Drive Management, Collaborative Cross Building Projects, and using a SWIVL that was won by our CLR teachers at an EdCamp on 1/27/18. A web apps collaborative session will also be occurring for teachers that attended EdCamps to share what they learned.</li><li>• Several Staff members across all three buildings participated in four different Saturday morning EdCamps.</li><li>• Surveys to teachers will continue to occur in order to plan future professional development</li></ul>
Jan-June 2017	Task 3	<ul style="list-style-type: none"><li>• Danielson Teacher Evaluation Data for the 2015-16 and 2016-17 school year has indicated....<ul style="list-style-type: none"><li>○ between 79-84% of teachers making appropriate use of technology.</li><li>○ between 16-19% of teachers are making extensive and/or imaginative use of technology.</li></ul></li><li>• Principals/Supervisors are identifying more technology based lesson activities outlined in lesson plans.</li><li>• March 2017-C.L. Reutter-The Technology coach has met with the 5 ELA and Math teams and 6 STEM team to integrate Google Classroom /online versions of the unit assessments</li></ul>
April-June 2017	Task 4	<ul style="list-style-type: none"><li>• April-District Leadership Committee reviewed professional development survey data and teacher observation data compared to 2015-2016 and identified areas of strengths and areas for growth; the committee identified target areas of focus for 2017-2018 as compared to the district goals.</li><li>• May- District Leadership Committee analyzed professional development survey data, district goals and teacher evaluation data for each Domain in Danielson in order</li></ul>





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		<p>highlighted areas of strength and areas of needed growth. The committee then took the focus areas from Danielson and compared the areas of strength and needed growth to last year's areas of strengths and needed growth. The focus areas were further analyzed to see the actual growth made, if any from the previous year. Areas of strength and need were correlated to district goals when applicable. In examining the survey data, district goals and the areas in need of improvement according to the domains in Danielson, the committee discussed each area and voted on the top four to become our district professional development goals. The district professional development goals are:</p> <ul style="list-style-type: none"><li>○ Support teachers through providing meaningful PD on best practice differentiated, tiered reading strategies that will ultimately increase the number of students reading on grade level. (District Goal 1)</li><li>○ Provide professional development to support the components within Domain 2 of Danielson, Classroom Environment.</li><li>○ Continue to support teachers in implementing Standards-Based Grading (SBG) and Report Cards (SBRC). (District Goal 2)</li><li>○ Support the teachers across the district through providing targeted, meaningful professional development in order to successfully integrate technology into classroom instruction. (District Goal 3)</li><li>○ Continue to implement an on-line system (GCN) to provide professional development to teachers on state mandated requirements for professional development (State mandated trainings)</li><li>● Individual School Leadership Committees will use the district professional development plan as a starting point to develop their individual school goals. (Due Sept. 30, 2017)</li></ul>
October 2016 - March 2017	Task 5	<ul style="list-style-type: none"><li>● Created the Caroline L. Reutter 3 year Technology Plan<ul style="list-style-type: none"><li>○ Steps to creating the board approved CLR Tech Plan:<ul style="list-style-type: none"><li>■ NJ TRAX survey was given to stakeholder in the Fall of 2016</li></ul></li></ul></li></ul>



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Feb. 2018		<ul style="list-style-type: none"><li>■ Jessica Schulz, Data Evaluation and Research Coordinator analyzed the surveys and created an executive summary</li><li>■ The survey results and executive summary were analyzed by the curriculum department and the CLR Tech committee in order to develop five goals.</li><li>■ Instructional Supervisor and Instructional Technology Coach wrote the initial draft of the plan.</li><li>■ The CLR Technology Committee engaged in several meetings to help finalize the plan</li><li>■ Technology plan received BOE approved</li><li>■ CLR Technology plan was submitted to the county office on March 6, 2017.</li></ul> <ul style="list-style-type: none"><li>● The Main Road 3 year Technology Plan initial meetings have occurred</li></ul>
Feb.-May 2018	Task 6	<ul style="list-style-type: none"><li>● Main Road School held a three part Google professional development focused on Google Classroom, Apps, and Forms. A total of 24 staff members participated in these professional development opportunities.</li><li>● March 17th, PD Day Technology Offerings:<ul style="list-style-type: none"><li>○ Intro to Google Drive Management - 50 teachers attended<ul style="list-style-type: none"><li>■ Post PD Survey Information- 22 teachers responded to the survey. The majority rated it as moderately relevant to their teaching. The PD session focused on the ins and outs of Google Drive, such as navigation and organization. The staff indicated the need for additional PD on Google on the more advanced functions of Google Drive.</li></ul></li><li>○ Google Form and Online Formative Assessments - 50 teachers attended<ul style="list-style-type: none"><li>■ Post PD Survey Information-30 teachers responded to the survey. Most teachers thought that Using Google Forms for Formative Assessments PD</li></ul></li></ul></li></ul>



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		<p>session was extremely relevant to their teaching. Teachers learned how to produce different types of assessments. Similar to the previous Google session, they felt it might have been too geared towards the beginner and the space was limiting. Respondents indicated the need for a more advanced session in the future and the need for more information geared toward use in the lower grades.</p> <ul style="list-style-type: none"><li>● May 26th, PD Day Technology Offerings:<ul style="list-style-type: none"><li>○ i-Ready Reports - 7 teachers attended. 1 teacher replied to the survey stating the workshop was mostly useful and they received good information and would like more sessions for i-Ready.</li><li>○ Introduction to Google Sheets - 7 teachers attended. 4 teachers replied to the survey. 2 found it extremely useful, 1 found it mostly useful and the other 1 said it was somewhat useful. The survey indicated the participants learned fun, engaging activities to do with their students and how to create formulas to help them with data analysis. The post PD survey identified the need for more advanced technology sessions.</li><li>○ Google Educator Level 1 training courses were started by Computer Literacy Teachers at MFJ &amp; MR during the May 26th PD day. The teachers participated in the Fundamentals training. By reading, watching videos, and doing activities, they are learning how to integrate Google in their classroom. Once they complete the Fundamentals Training they can take the exam to become a Google Certified Educator Level 1. The Fundamentals Level training consists of thirteen unit ranging from approximately 30-90 in length. The teachers are working their way through the units in order to become proficient in engaging in the professional growth and leadership, increasing efficiency and saving time, and facilitating and inspiring student learning and creativity.</li></ul></li><li>● Our staff members have attended the following EdCamps on their own initiative on</li></ul>
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		<p>Saturday mornings:</p> <ul style="list-style-type: none"><li>○ 1/27/18 - 17 staff members at Harrison Twp.</li><li>○ 3/10/18 - 21 staff members at Glassboro</li><li>○ 4/17/18 - 16 people have signed up to attend in Washington Twp.</li></ul> <ul style="list-style-type: none"><li>● March 16, 2018 PD Day Offerings:<ul style="list-style-type: none"><li>○ Google Drive Management</li><li>○ Collaborative Cross Building Projects</li><li>○ How to use a SWIVL that was won by our CLR teachers at an EdCamp on 1/27/18.</li><li>○ Web Apps for the Classroom</li><li>○ Webinar on the OnCourse Assessment/Classroom Module</li></ul></li></ul>
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## **Strategic Priority Four**

**Vision 2019-Strategic Plan Alignment:** GOAL 4-FACILITIES AND SERVICES

**Goal: District Safety:** The Superintendent will work with the School Business Administrator and the district architect to develop renovation plans that will address safety/security concerns pertaining to facilities.



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## **Action Plan:**

Task	Topic/Task	Specific Actions	Responsible Parties	Dates	Comments
1	Facilities Assessment	Facilities walk through with local authorities and architects	Tom Rambone, Ted Peters, Amy Morley, Henry Kobik, Bette DiPietro, FTPD, Troy Walton	Ongoing	Complete
2	Safety Recommendations (Facilities)	Discuss possible facilities upgrades in regards to student/staff safety	Tom Rambone, Ted Peters, Amy Morley, Henry Kobik, Bette DiPietro, FTPD, Troy Walton	January 2017	Complete
3	School Building Entrances	Architect develop rough cost estimate for 2017-2018 budget development	Garrison Architects	February 2017	Rough cost estimate to be submitted prior to drawing due to 2017-2018 budget timelines- Complete
4	Budget	Analyze 2017-2018 Budget impact	BOE Bette DiPietro	February-March 2017	Complete
5	Architect Recommendations	Review Architect Draft	Bette DiPietro, Troy Walton, Principals, Tom Rambone, BOE, FTPD	April-July 2017	First draft reviewed Second draft submitted Second Draft reviewed and accepted by BOE
6	Board of Education approval	Motion on BOE agenda to approve project submission	Bette DiPietro	July 2017	July 2017 BOE Meeting



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7	Amend Long Range Facilities Plan	Enter project into LRFP File for DOE approval	Garrison Architects, BOE approval required	TBD	Complete
8	State Approval	Submit project to State for approval	Garrison Architects	TBD	Complete
9	Bid project	Draw specs for bid on project and construction manager	Garrison Architects, Frank Domain, BOE	TBD	Complete
10	Bid Opening	Deadline set to open submitted bid applications	Garrison Architects, Frank Domain	TBD	Complete
11	Award Bid	Board motion to award bid	Garrison Architects, Troy Walton, Frank Domain, Board of Education	Feb. 2018	Completet
12	Begin project	Construction begins	Contractor, Construction Manager	Summer 2018	

### Progress/Results Update:

Progress Report Date	Action Plan Task(s)	Goal Attainment Evidence
January-February 2017	Tasks 1, 2 & 3	<ul style="list-style-type: none"><li>• Building walkthroughs with the goal of facilities security were completed</li><li>• Review of the 5/16/16 unannounced DOE security drill recommendations</li></ul>



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		<ul style="list-style-type: none"><li>● Review recommendations included in the July 2015 New Jersey Safe Schools Task Force Report</li><li>● Safety committee and Board of Education Identified the school building entrances as major safety concern</li><li>● Requested Garrison Architects to construct draft drawings and a preliminary costs breakdown of creating "Safety Vestibules" at the entrances of all three school buildings</li><li>● Draft of Garrison Architects preliminary (very rough estimates) cost breakdown was submitted to the district.</li></ul>
March 2017	Tasks 3, 4	<ul style="list-style-type: none"><li>● Budgeted funds (based on Garrison Architects estimates) in the tentative 2017-2018 budget \$1,695,431</li><li>● Project funded with Emergency Reserve \$193,966 plus Capital Reserve \$1,501,465</li></ul>
April 2017  Sept. 2017	Task 5	<ul style="list-style-type: none"><li>● Preliminary drawings of the Safety Vestibules submitted to the district from Garrison Architects</li><li>● Reviewed the draft Safety Vestibule drawings at the April BOE work session (4/26/17)</li><li>● BOE provided feedback/questions regarding draft Safety vestibule drawings</li><li>● Reviewed the Safety Vestibule drawings with the Franklin twp. Police Department (9/14/17)</li></ul>
May-July 2017	Task 5	<ul style="list-style-type: none"><li>● Garrison Architects submitted second draft of drawings that included suggestions gathered from BOE and the building principals.</li><li>● Second draft of drawings to be reviewed by the BOE.</li><li>● July 19, 2017 BOE mtg - BOE approves motion to accept the drawings for the safety vestibule project at all three schools. The drawings are as presented by Garrison Architects.</li><li>● The new total estimated project cost is \$ 1,920,375. Mrs. DiPietro explained that the \$224,944 increase in total estimated project cost could be funded by Capital Reserve because monies were added to Capital Reserve per BOE motion in June 2017.</li></ul>
August -October 2017	Tasks 7 and 8	<ul style="list-style-type: none"><li>● Garrison Architects submits applications to DOE with amendments to LRFP</li><li>● Garrison receives approvals from DOE</li></ul>



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Jan -Feb 2018	Task 9 and 10	<ul style="list-style-type: none"><li>• RFPs advertised</li><li>• Bids received and opened-2/16/18</li></ul>
Feb 2018	Task 11	<ul style="list-style-type: none"><li>• BOE awarded contract to W. J. Gross</li></ul>
June 2018	Task 12	<ul style="list-style-type: none"><li>• Anticipated project start date June 20, 2018</li><li>• Anticipated project completion date August 24, 2018</li></ul>

## **Strategic Priority Five**

**Vision 2019-Strategic Plan Alignment:** GOAL 5-COMMUNICATION

**Goal: District Wide Communication:** The Township of Franklin School District will improve district wide communication while increasing opportunities for staff members to provide input on building and district level initiatives.





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## Action Plan:

Task	Topic/Task	Specific Actions	Responsible Parties	Assessment/Completion Dates	Comments
1	District Communication Structure	Creation of District Leadership Committee in conjunction with functions of SLC and PLC. Provide Professional Development on effective meeting communication and teacher leadership roles	Troy Walton Jaime Doldan Principals	September 2016	
2	District Wide Staff Needs Assessment Survey	Analyze and revise staff survey questions  Conduct full staff survey  Compare Staff Survey results to previous survey results	Troy Walton TFEA Leadership DLC	February 2018	
3	Track Usage of District's website and social media accounts	Ex. Google Analytics Reports for Website Followers on Facebook, Twitter, Realtime Parent Portal, Surveys	Jenn Graff Principals		
		Create internal (employees	Troy Walton	TBD	



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4	Staff Communication	only) website  Track methods of communicating with district staff Integrate the use of Google Apps for Communication Purposes	Jenn Graff Principals Supervisors DLC Business Office Staff		
5	Parent/ Community Communication	Conduct a follow up survey to the 2016 parent communication survey  Identify use of classroom communication tools	Troy Walton Jenn Graff Principals Teachers Administration		
6	BOE Communication	Develop yearly calendar for "report out" of progress on district goals Explore the option for "paperless" BOE meetings	Troy Jaime Principals Bette	March 2017	

**Progress Update:**

Progress Report Date	Action Plan Task(s)	Goal Attainment Evidence
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Sept 2016-Dec 2018	Task 1	<ul style="list-style-type: none"><li>● Reviewed the committee(s) structure of the district</li><li>● Principals reviewed the committee and faculty meeting schedules to ensure consistency amongst all three school buildings. The schedule includes.....<ul style="list-style-type: none"><li>○ Weekly Professional Learning Communities (PLC) meetings</li><li>○ Monthly full staff faculty meetings</li><li>○ School Leadership Committee (SLC) meetings that occur every three weeks.</li><li>○ Team leaders facilitate the PLC meetings and serve on the SLC</li></ul></li><li>● Created the District Leadership Committee (DLC)<ul style="list-style-type: none"><li>○ Representatives from all three buildings plus administrators serve on the DLC.</li><li>○ 2016-2017 the DLC met 7 times</li><li>○ One major purpose is to formalize and streamline communication - DLC, SLC, PLC and vice versa</li><li>○ Main Discussion topics:<ul style="list-style-type: none"><li>■ Communication across the district and within the schools</li><li>■ Teacher Evaluation procedures, requirements, data</li><li>■ Professional Development</li><li>■ Curriculum Conversations</li><li>■ District Testing</li><li>■ Resources from the state department of education</li><li>■ Vision and District Goals</li><li>■ Student Achievement Data</li></ul></li></ul></li><li>● Developed the 2017-2018 DLC meeting calendar to include monthly meetings<ul style="list-style-type: none"><li>○ Standing item on the agenda is ideas for communication</li></ul></li><li>● 2015-2016 - CLR entered in Connected Action Roadmap - CAR PLC Pilot. CLR became the pilot school of the pilot. The CAR Pilot provides PLCs with a purpose - shared leadership to improve student learning, curriculum, assessments, student achievement, climate &amp; culture. 2018 entering year 3 in the pilot</li></ul>
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		<ul style="list-style-type: none"><li>• 2016-2017 - MFJ and MR entered their first year in the CAR Pilot - 2018 - entering year 2</li><li>• Oct. 2017 - Mrs. Doldan, Mr. Carr &amp; Mr. Peters presented Effective Communication Structures Within Your District and School at the NJPSA Conference</li><li>• Nov. 2017 - Mrs. Doldan along with Mrs. Jennings &amp; Mrs. Busler presented How Communication is at the Forefront of Building a Positive Climate &amp; Culture at the CAR Regional Training.</li><li>• Mr. Peters and Mrs. Jennings presented two sessions at AMLE on Effective Communication Structures and Developing Effective PLCs</li><li>• 2015-2018 - Mr. Peters and Mrs. Doldan delivering several presentations on behalf of NJDOE and NJPSA on PLC Design and Utilizing the CAR Model</li><li>• CLR highlighted as a lead school for implementing PLCs/highlight video</li></ul>
Feb.-May 2018	Task 2	<ul style="list-style-type: none"><li>• Full staff survey to be review/revised and administered in 2017-2018</li><li>• December 2017 DLC reviewed draft of staff survey</li><li>• Met with the TFEA, TFSSA and TFPSA to review draft of the staff survey</li><li>• Feb. staff survey administered</li><li>• Survey results were compiled and first shared with the DLC</li><li>• Executive summary of the staff survey was shared with the BOE</li><li>• General survey results shared with the entire staff</li><li>• Survey results indicated an improvement in communication, specifically the mentioning DLC, SLC and PLC meeting structure. The board brief, CAR model and open lines of communication with building level administrators were also specifically mentioned.</li></ul>
Feb-April 2018	Task 3	<ul style="list-style-type: none"><li>• Began tracking visitors to all pages of the district website using Google Analytics</li><li>• <u>2/1/17-2/21/17</u> data showed <b>8,226</b> views of the district's main web page. The calendar, job opportunities and staff directory pages were the top 3 subpages receiving views during this period.</li><li>• <u>4/1/17-4/30/17</u> data showed <b>4,524</b> users visited a total of <b>20,086</b> webpages. The district's</li></ul>



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		<p>main web page received <b>11,213</b> hits during the month of April. The job opportunities, district calendar, staff directory and useful links for parents were the top 4 subpages views during this period.</p> <ul style="list-style-type: none"><li>• <u>5/1/17-5/31/17</u> data showed <b>13,625</b> views of the district's main web page, with a total of <b>25,589</b> page views during the month of May. The job opportunities, calendar, staff directory and useful links for parents were the top 4 subpages views during this period.</li><li>• Administered staff health benefits survey, providing the entire staff the opportunity to identify out of network healthcare providers</li><li>• Tracking use of SurveyMonkey data: <u>12/2016 to 12/2017</u> the district released 10 surveys via SurveyMonkey that yielded over 600 responses. Topics of the surveys included professional development, PARCC, IRLA, SBG, Healthcare and communication.</li><li>• <u>8/1/17-8/31/17</u> data showed <b>4,926</b> users visited a total of <b>22,549</b> webpages. The district's main web page received <b>9,202</b> hits during the month of August. The job opportunities, calendar, staff directory and useful links for parents (parent portal) were the top 4 subpages views during this period.</li><li>• <u>9/1/17-9/30/17</u> data showed <b>6,242</b> users visited a total of <b>33,332</b> webpages. The district's main web page received <b>16,694</b> hits during the month of September. The calendar, staff directory and useful links for parents (school times), and parental portal were the top 4 subpages views during this period.</li><li>• <u>10/1/17-10/30/17</u> data showed <b>5,321</b> users visited a total of <b>25,716</b> webpages. The district's main web page received <b>13,546</b> hits during the month of October. The calendar, parent portal, staff directory, and useful links for students were the top 4 subpages views during this period. It is important to note that the newly created Staff Resources (intranet) received <b>590</b> views during the month of October.</li><li>• Cumulative data from August 2017 through October 2017 shows the average user visits <b>2.08 web pages per session</b> with the average session duration at <b>2 minutes and 18 seconds</b>. This data indicates that users are quickly finding the information needed with a</li></ul>
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		<p>minimal amount of difficulty.</p> <ul style="list-style-type: none"><li>• <u>11/1/17-11/30/17-</u> data showed <b>4,198</b> users visited a total of <b>20,786</b> webpages. The district's main web page received <b>10,819</b> hits during the month of November. The calendar, job opportunities, useful links for students and staff directory were the top 4 subpages viewed during this period.</li><li>• <u>12/1/17-12/31/17-</u> data showed <b>4,042</b> users visited a total of <b>16,392</b> webpages. The district's main web page received <b>8,639</b> hits during the month of December. The job opportunities, calendar, useful links for students and staff directory were the top 4 subpages viewed during this period.</li><li>• <u>1/1/18-1/31/18-</u> data showed <b>5,739</b> users visited a total of <b>24,930</b> webpages. The district's main web page received <b>13,327</b> hits during the month of January. The job opportunities, calendar, useful links for students and staff directory were the top 4 subpages viewed during this period.</li><li>• <u>2/1/18-2/28/18-</u> data showed <b>4,403</b> users visited a total of <b>18,320</b> webpages. The district's main web page received <b>9,485</b> hits during the month of February. The calendar, job opportunities, and staff directory were the top 3 subpages viewed during this period.</li><li>• <u>4/1/18-4/30/18-</u> data showed <b>4,873</b> users visited a total of <b>21,308</b> webpages. The district's main web page received <b>10,279</b> hits during the month of April. The job opportunities, calendar, and student links were the top 3 subpages viewed during this period.</li><li>• <u>5/1/18-5/31/18-</u> data showed <b>5,094</b> users visited a total of <b>23,387</b> webpages. The district's main web page received <b>10,980</b> hits during the month of May. The job opportunities, calendar, and staff were the top 3 subpages viewed during this period.</li></ul>
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Jan-June 2017	Task 4	<ul style="list-style-type: none"><li>● Provide the staff with monthly correspondence such as Board Briefs, superintendent monthly update email, and Franklin Flyer in efforts to provide district-wide and BOE information to all staff.</li><li>● Use of Google docs to communicate and track progress towards district goals</li><li>● Main Road and Janvier Schools surveyed the team leaders on the need for training on the components of Google apps. Surveys results indicated more training needed on Google Slides, Sheets and Forms. The survey also revealed that most were comfortable with the use of Google Classroom but would like additional training with the app.</li><li>● Increased use of Google docs as means of organizing and communicating with district and building level committees.</li><li>● Monthly meetings held with the TFEA and TFSSA Association Leadership</li><li>● Review of current staff email "lists"<ul style="list-style-type: none"><li>○ Updated lists to include identified subgroups</li><li>○ Revised staff onboarding, exit and transfer notification procedures to ensure the staff lists are kept up to date</li></ul></li><li>● District Website Manager working with School Messenger to identify the software's capabilities compared to the needs of the district.</li><li>● The technology director worked with School Messenger to sync internal employee profile (contact information) with the staff lists feature on the district website to ensure up to date information.</li><li>● The DLC, Curriculum Cabinet, SLC and PLC agendas have all been converted to Google docs.</li><li>● Administrators and staff using the comments feature on Google docs to have ongoing communication regarding meeting agendas/topics.</li><li>● District Website Manager developed the structure for an Employee Intranet. The Intranet is accessed from the district website and is password protected. The DLC compiled items that they feel would be beneficial on the employee Intranet. As of December 2017, the</li></ul>
Summer 2017		



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		<p>district and each individual school has a functioning Intranet.</p> <ul style="list-style-type: none"><li>• All PLC agendas are on Google Docs or Sheets and are shared with Instructional Coaches and Administrators<ul style="list-style-type: none"><li>○ Team leaders have the ability to email coaches, other staff and/or administrators from the agenda in order to ask a question, pose an idea or receive clarification or feedback.</li></ul></li></ul>
Ongoing	Task 5	<ul style="list-style-type: none"><li>• Principals are currently surveying the teaching staff to compile a list of communication methods used to communicate with the parents of their students.</li><li>• December 2016-created Google survey to include parents/community members in the nomination process for "Teachers of the Year"<ul style="list-style-type: none"><li>○ 2016-the district received 42 nominations for Teacher of the Year with 33% of the nominations coming from parents/community members.</li><li>○ 2017-the district received 51 nominations for Teacher of the Year with 48% of the nominations coming from parents/community members.</li></ul></li><li>• All three school principals participating in PTA/PTO Meetings</li><li>• Principals sending out parent newsletters highlighting activities within their respective schools. Newsletters-Bi-Monthly (MFJ)/Monthly (CLR)/ Monthly (MR)</li><li>• Reviewed the <b>2016 District Website/Communication Survey Data</b> to ensure we are meeting the preferred communication methods of the respondents<ul style="list-style-type: none"><li>○ 124 people responded to the survey; 86% (n=106) were parents of children attending the district</li><li>○ 44% (n=54) reported visiting the district website a minimum of once a week</li><li>○ Current school news, links to student information, and dates of upcoming events were listed as the top three reasons for visiting the website</li><li>○ Text messages, automated phone calls, and email were identified as the top three useful methods of receiving school/district information</li></ul></li></ul>





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- 54% (n=62) of the respondents follow the district on Facebook
- 6% (n=7) of the respondents follow the district on Twitter
- 23% (n=26) of the respondents have downloaded the district's mobile app
- November 2017-a follow up communication survey will be administered.
- November 17th-December 8th-a Follow Up Community/Parent communication survey was administered. Results of the survey showed
  - 125 people responded to the survey; 86% (n=107) were parents of children attending the district
  - 27% (n=33) reported visiting the district website a minimum of once a week; while an additional 27% (n=33) reported visiting the website 2-3 times per month.
  - Dates of upcoming events (75%), current school news(68%) ,and links to student information (68%) were listed as the top three reasons for visiting the district website
  - Text messages ,email and district website posts were identified as the top three useful methods of receiving school/district information
  - 59% (n=68) of the respondents follow the district on Facebook
  - 5% (n=6) of the respondents follow the district on Twitter
  - 20% (n=23) of the respondents have downloaded the district's mobile app
  - The following conclusions can be made based on Individual comments provided throughout the survey.....
    - Respondents found the website user friendly and easy to navigate
    - Respondents would like to see more descriptive information included on the school calendars
    - Respondents would like to see more information regarding clubs/activities
    - Respondents would like to see the lunch menu posted on the website
    - Respondents posted many complimentary comments regarding the overall communication of the school district



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		<ul style="list-style-type: none"><li>○ 79% of the respondents reported being mostly or completely satisfied with the overall communication by the school district</li></ul>
Feb-May 2017  August 2017     October 2017	Task 6	<ul style="list-style-type: none"><li>● Supt. and Board of Education president constructed a district goals report out <a href="#">calendar</a></li><li>● Calendar was presented to the full board of education at the April BOE meetings</li><li>● April BOE meeting (4/26/17)-reported out progress on Strategic Priority #4</li><li>● May BOE meeting (5/26/17)-reported out on progress on Strategic Priority #2</li><li>● Posting of the BOE agenda on the website prior to the BOE meeting for public review</li><li>● Weekly BOE updates provided every Friday to keep all BOE members informed of school/district happenings</li><li>● June BOE meeting-reported out progress on Strategic Priority #1 and Student Performance Data. The student performance data is posted on the district website. <a href="#">June 2017 Student Performance Data</a></li><li>● 7/6/17 &amp; 8/23/17-District Administrators and BOE members participated in a webinar regarding "Board Docs"-online board meeting platform.</li><li>● September BOE Meeting-reported out progress on Strategic Priority #3</li><li>● October BOE Meeting-reported out Student Performance Data-PARCC. The student performance data is posted on the district website. <a href="#">October 2017 Student Performance PARCC/iReady/DRA/UA</a></li><li>● Training set up for the use of Board Docs in Jan/Feb 2018.</li><li>● March 2018-BOE begins use of Board Docs</li></ul>