

# DISTRICT FOCUS

Fair Lawn Public Schools  
October 2012



**Bruce Watson, Superintendent of Schools**

Prepared in Cooperation with Central Office and School Administration

# **FAIR LAWN PUBLIC SCHOOLS**

## **DISTRICT FOCUS**

**2012 - 2013**

# FAIR LAWN PUBLIC SCHOOLS

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### Mission Statement

**The mission of the Fair Lawn Public Schools is to promote continuous improvement and high levels of learning, to foster self-confidence and support success for all students, and to engender productive and humane citizens empowered by the critical, technological, and communication tools necessary to function democratically in a global society. Our expectation is that all students achieve the New Jersey CORE Curriculum Content Standards (NJCCCS) at all grade levels.**

### District Overarching Goals

- ★ Success for all students through the promotion of high levels of learning for each student.
- ★ Quality and Continuous Improvement.

### Core Beliefs

Reference: DuFour and Ecker, 2002

- ❖ The fundamental purpose of the district is to ensure high levels of learning for all students.
- ❖ We can achieve our fundamental purpose of high levels of learning for all students only if we work together. We cultivate this collaborative culture through the development of Professional Learning Communities.
- ❖ We assess our individual and collective effectiveness in helping all students learn at high levels on the basis of results rather than activity. We eagerly seek out multiple indicators of student achievement and use that information to promote continuous improvement.
- ❖ Teacher effectiveness and school leadership are the top two factors affecting student achievement.
- ❖ We are responsible for preparing students to live and communicate in an interdependent and competitive global society.

### Core Components of School Performance

Reference: Vanderbilt Assessment of Leadership in Education

- *High Standards for Students Learning* - There are individual, team, and school goals for rigorous student academic and social learning.
- *Rigorous Curriculum (content)* - There is ambitious academic content provided to all students in core academic subjects.

- *Quality Instruction (pedagogy)* - There are effective instructional practices that maximize student academic and social learning.
- *Culture of Learning & Professional Behavior* - There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy and safe school environment in which student learning is the central focus.
- *Connections to External Communities* - There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- *Performance Accountability* - Leadership holds itself and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the professional staff and students.

### **Professional Development - Core Values and Commitments**

Reference: P.U.S.D. Professional Development, DuFour, Daggert, Wong, et al.

**All Students Learning** - We are committed to maintaining a focus on knowledge, skills and attitudes for improving student learning and achievement. The needs of all students, especially in our increasingly diverse community, will inform professional development planning and implementation. We will ensure that student success is the explicitly stated and ultimate goal of all development offerings.

**Continuous Improvement** - We are committed to ongoing assessment and the use of data to inform our decision-making and practice. Because accountability for student learning is the focus, we will design professional development based on data about student achievement and needs, as well as information about staff members' abilities and needs.

**Research-Based Practices** - We are committed to basing professional development plans on a foundation of standards that reflect research-based best practices. Professional development content and process will increase staff members' understanding of how to provide school environments and instruction that positively impact student achievement.

**Culture of Collaborative Inquiry and Problem-Solving** - We are committed to engaging professional development participants in cycles of inquiry, dialogue with colleagues, and reflection to encourage examination and modification of current practice. Modeling, coaching, and collaborative problem-solving will provide follow-up and establish a community of adult learners.

**Allocation of Resources** - We are committed to ensuring allocation of resources to support effective professional development. These include time, funding, materials, human resources, and leadership.

**Celebration** - We are committed to recognizing and celebrating learning of students and staff alike. Pride and self-confidence throughout the District will encourage risk-taking and ensure a culture of continuous improvement.

**BOARD  
AND  
SUPERINTENDENT'S  
DISTRICT  
GOALS**

**2012 - 2013**

# Fair Lawn Public Schools

**DISTRICT:** Fair Lawn  
**SUPERINTENDENT:** Bruce Watson  
**DATE:** September 2012  
**FINAL:** Board and Superintendent's District Goals and Objectives  
**SCHOOL YEAR:** 2012 - 2013

| Program / Instruction Goals  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|--|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b><u>LANGUAGE ARTS / LITERACY</u></b></p> <p style="text-align: center;"><b><u>CONTINUATION GOALS</u></b></p> <p>a. Foster foundational and reading comprehension skills of young readers in grades 2-3 through the MONDO Bookshop Program.</p> <p><b>Status:</b><br/>Classroom teachers in grades 2 and 3 met with Dana Clark, Reading Specialist, and Lucille Vax, MONDO Reading Consultant, six times to discuss the implementation of Readers' Workshop using the MONDO Bookshop Program. Topics included the following:</p> <p><b><u>Small Group Instruction</u></b></p> <ul style="list-style-type: none"> <li>i. The use of oral language in lessons to develop the conversational skills necessary to demonstrate comprehension.</li> <li>ii. Guided reading structures and delivery, more specifically the role of the teacher and the responsibility of the student.</li> <li>iii. Multiple measures of assessment, such as running records and conference notes.</li> <li>iv. Matching books to students.</li> <li>v. How to plan lessons that address specific student needs.</li> </ul> |          |                       |                    |                                 |

| Program / Instruction Goals  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|--|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b><u>LANGUAGE ARTS / LITERACY</u></b><br/>continued</p> <p><b><u>Small Group Planning</u></b></p> <ul style="list-style-type: none"> <li>i.       The architecture of the mini-lesson.</li> <li>ii.      The interactive Read Aloud</li> </ul> <p><b>Lifting the levels of comprehension through higher level questioning.</b></p> <p><b>January - A series of 'walkthroughs were completed by both the consultant and/or specialist to monitor implementation of the program, delivery of instruction, and student engagement.</b></p> <p><b>February - Principals met with consultant and specialist to discuss workshop format and progress made. Templates were distributed to facilitate observations.</b></p> <p><b>March-June - Continue to work with Consultant and Specialist</b></p> |          |                       |                    |                                 |

| Program / Instruction Goals   | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|---|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b><u>MATHEMATICS</u></b></p> <p style="text-align: center;"><b><u>CONTINUATION GOALS</u></b></p> <p>a. During the 2010-2011/2011-2012/2012-2013 school years we will implement a new grade 6 math curriculum to foster continued improvement on NJASK and to better prepare students for the Algebra 1 graduation assessment. The curriculum will be analyzed and compared to the new state standards for grade 6 and Algebra 1 Achieve standards. Students will, therefore, have an improved foundation for success. Achievement will be measured by the actual growth in the number of students that achieve proficiency on both the NJASK and the Algebra 1 end of course assessment.</p> <p><b>Status:</b><br/>This goal will continue for the 2012-2013 school year with a status of satisfactory progress. The staff has implemented numerous changes this year in a collaborative effort to increase the rigor of the grades 6 and 7 math curriculum. They have designed common assessments for grade 7. There has been excellent articulation between the grades 6 and 7 staff. In the 2012-2013 school year they will reflect on this year's achievements and implement changes for the areas still in need of modification, all driven by the CCCS.</p> <p>b. Continue new math basic skills instruction program for special education students that are identified as partially-proficient. Those students will achieve a 10% decrease in partial proficiency on the 2013 HSPA assessment as compared to their NJASK 8 scores.</p> <p><b>Status:</b><br/>The recent HSPA score reports have substantiated that our decisions with regards to placement, practice and instruction were correct. We achieve excellent results for both special education and regular education students.</p> |          |                       |                    |                                 |



| Program / Instruction Goals  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|--|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b><u>MATHEMATICS</u></b><br/>continued</p> <p>c. During the 2011-2012 school year, we will implement the new Dynamic Mathematics curriculum to help students achieve greater success on the NJASK. Over the next two years, data from NJASK 6, 7, and 8, will be monitored and analyzed. Our expectation is that each year more students will pass the NJASK and more students will achieve higher proficiency than their previous score.</p> <p><b>Status:</b><br/>This year, new projects were developed for Dynamic Math. We also increased the time we spend on NJASK practice. We will evaluate these changes when the State results arrive. We will also be implementing additional curriculum modifications in 2012-2013.</p> |          |                       |                    |                                 |

| Program / Instruction Goals  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|--|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b><u>SCIENCE</u></b></p> <p style="text-align: center;"><b><u>CONTINUATION GOALS</u></b></p> <p>a. The K-3 science curriculum will be spiraled in nature, consistent with the scope and sequence of those standards and eliminate any vertical overlap. The inquiry-based nature of the current science curriculum will be preserved and enhanced. It will promote student achievement through the emphasis of higher order thinking skills such as application, analysis and developing alternative solutions to problems, as evidenced by teacher developed assessments and laboratory activities. These skills are essential characteristics of a science literate person, as defined by the American Association for the Advancement of Science. By September 2012, the K-3 science curriculum will be audited and realigned to the NJCCCS by K-3 teachers and the science supervisor.</p> <p><b>Status:</b><br/> The Kindergarten Curriculum has been revised in a spiral nature. This is the second year of implementation. Teachers are being supported via grade level meetings. The first draft of the Next Generation Science Standards has been released for public comment. Ron Durso has reviewed the K-5 standards which are set for NJDOE adoption during 2012-2013. He has worked with the K-5 principals to select a committee of teachers to work with him, the literacy specialist, math specialist to address the revisions to the curriculum that will be required by these new standards. The committee will also review the health curriculum to determine areas where the health program and science program complement each other, along with the new Health W.A.V.E. program. The committee will also focus on the implementation of the Common Core Standards for Literacy into the new science program. This will be accomplished through the non-fiction readers/writers workshop literacy program. The new science curriculum will be rich in opportunities for student inquiry and focus on the development of critical thinking. Our focus will be to have the K-3 curriculum ready for 2012-2014 and the 4-5 program ready for 2014-2015.</p> |          |                       |                    |                                 |

| Program / Instruction Goals  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|--|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b><u>SCIENCE</u></b><br/>continued</p> <p>b. By June 2014, every student in grade 8-12 science will be exposed to at least one laboratory activity per semester which incorporates the use of computerized data collection equipment such as Vernier, TI Inspires, or Gizmos computer software.</p> <p><b>Status:</b><br/>High school teachers have been trained on the use of data collection equipment over the past three years. About 2/3 of the FLHS teachers implemented these tools into classes and about three do on a regular basis. Further training was offered at the April 20, 2012 professional day. The middle school teachers are still being introduced to the equipment as only a few pieces were purchased for them earlier this year. A few teachers have introduced the equipment as demos in classes. The use of the equipment was integral to the grade 8 technology assessment this year. Three middle school teachers attended an evening workshop hosted by Vernier and are excited to increase their use of the equipment next year.</p> <p>c. By May 2013, the proficiency percentage on the NJASK 8 science assessment for the Fair Lawn Middle Schools' 8<sup>th</sup> grade students, will be higher than the average proficiency percentage of schools in our DFG.</p> <p><b>Status:</b><br/>NJASK 8 Science data has been shared with all middle school teachers during department meetings and grade 8 teachers have used department meeting time to develop revised methods of preparation for the NJASK assessment. Many have incorporated practice writing prompts and common assessment rubrics into their classes. They all have given a 100% common midterm and are in the process of reviewing the results. They all have agreed to begin NJASK review of grade 6, 7, and 8 material to be incorporated into daily "do now" activities and will begin a more comprehensive review a few weeks before the NJASK. NJASK 2012 data will be reviewed by the science supervisor and shared with the middle school staff in Fall 2012.</p> |          |                       |                    |                                 |

| Program / Instruction Goals   | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|---|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b><u>SOCIAL STUDIES</u></b><br/><b><u>CONTINUATION GOALS</u></b></p> <p>a. To explore, promote, and evaluate the use of MAPS101 to engage students in map and geography skills..</p> <p><b>Status:</b><br/>This goal will continue for the 2012-2013 school year. The MAPS 101 pilot program proved to be of great success in the 2011-2012 school year. MAPS101 is now available for all students and teachers in the district, from grades K-12. Teachers are encouraged to infuse geography lessons and skills into daily lessons and activities. Reference guides for grades 3-12 are available for teachers which directly correlate MAPS 101 resources with curricula. Reference guides for grades K-2 are being created this year.</p> <p>b. To created common quarterly assessments among all similar course offerings to ensure equitable progress with the Common Core State Standards.</p> <p><b>Status:</b><br/>For the Social Studies Department, in both middle schools and the high school, common quarterly assessments are given starting in the first quarter. Teams of teachers will work together to continue incorporating components of writing, with common guidelines and rubrics, and coordinating with the English Language Arts Department. Teachers are working together to gather a clear picture of skills and expectations for success in each course, as well as supporting students to develop their written communication skills and expression in these the content areas.</p> |          |                       |                    |                                 |

| Program / Instruction Goals   | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|---|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b><u>OTHER</u></b></p> <p style="text-align: center;"><b><u>CONTINUATION GOALS</u></b></p> <p>a. Continue to explore and develop semester-based courses at the high school that afford expanded student opportunities in both the content and elective areas.</p> <p><b>Status:</b><br/>One technology semester course (Basic Home Ownership &amp; Repair) has been added to the collection of Financial Literacy semester courses. The 2012-2013 is full. It will be offered during the second semester at FLHS. Forensic Science remains as a semester course linked to Criminal Law and we will run one section next year. We will explore replacing Geo-Science with various semester courses, if possible, for 2013-2014. Our focus for new high school science courses will be for the third year, non-AP science student since our focus last year was on the creation and modification of our AP science offerings.</p> <p>b. The newly implemented middle school master schedule will maximize instructional time in core content areas and contribute to a 10% decrease in partial proficiency on the NJASK math and language arts literacy subject tests, by June 2014.</p> <p><b>Status:</b><br/>A new master schedule was implemented during the 2011-2012 school year. The highlights of this new schedule include the incorporation of a double block of literacy for students in all grades, as well as the designation of World Language as a core subject. The administrators of the two middle schools monitored the effectiveness of this new schedule throughout the school year. They obtained feedback from faculty and staff, and they made adjustments when possible. For the upcoming 2012-2013 school year, the master schedule has been altered slightly to eliminate the afternoon homeroom and redistribute this time during the lunch hours. No longer will there be a "staggered" lunch, but instead, the master schedule will be made of nine 40-minute periods. The administrators will continue to monitor the program as they investigate and discuss additional possibilities for a more radical (and thus - more beneficial) change to the master schedule.</p> |          |                       |                    |                                 |

| Program / Instruction Goals  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|--|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b><u>OTHER</u></b><br/>continued</p> <p>c.      <b>Rationale:</b><br/>To comply with state mandates HIB Statute (NJSA 18A:37-13 et seq.) And HIB Regulations (NJAC 6A: 16-7.9) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address incidents of HIB (Harassment, Intimidation, and Bullying).</p> <p>          <b>Goal:</b><br/>In year 2, the school-based ABS will infuse grade level informational lessons and continue to reinforce appropriate and positive student behaviors. Grade level teachers will collaborate to establish appropriate classroom lessons and small group interventions as needed. As a result, the number of HIB investigations and reports will decrease.</p> <p>          <b>Benchmarks:</b><br/>Review NJDOE guidelines for HIB<br/>Webmaster to post HIB policy on school website<br/>ABS will plan staff in-service during faculty meeting in fall and spring<br/>Reconvene with school level team and ABS to review progress<br/>Review cases to determine patterns and reestablish goals for following year.<br/>Collect and provide data to NJDOE regarding HIB incidents.</p> <p>          <b>Assessment:</b><br/>One hundred percent of K-5 students will participate in at least two HIB educational lessons in the 2012-2013 school year. As a result, the number of HIB investigations and reports will decrease.</p> |          |                       |                    |                                 |

| Program / Instruction Goals   | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|---|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><u><b>OTHER</b></u><br/>continued</p> <p>d. During the 2011-2012/2012-2013 school year, students and teachers in grades 9-12 will utilize "Google Apps for Education" to acquire 21<sup>st</sup> Century learning skills and tools. Teachers and students will dialogue utilizing e-mail in the Google Intranet. Achievement will be measured by the successful completion of student projects during this medium.</p> <p><b>Status:</b><br/>The Science Department has embraced the use of Google Apps for departmental collaboration. We will expand its use during 2012-2013. Similar opportunities will also be provided to the K-8 Health/P.E.</p> <p>During 2011-2012, one high school science teacher also utilized Google Apps with her classes. We plan to expand this to other science teachers for 2012-2013.</p> |          |                       |                    |                                 |

| Program / Instruction Goals  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|--|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b><u>BUILDINGS AND GROUNDS</u></b></p> <p>a      We will continue installation of energy efficient lighting throughout the district, taking advantage of rebates from N.J. Energy Smart Program.</p> <p><b>Status:</b><br/>Lighting projects are complete at Warren Point and Westmoreland, and ongoing at Thomas Jefferson and Edison School.</p> |          |                       |                    |                                 |



| Program / Instruction Goals  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|--|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b>NEW GOALS</b></p> <p><b>A.     <u>PLC Goal</u></b></p> <p>Fair Lawn believes that the most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community (PLC), and that the Fundamental Purpose of our district is to ensure high levels of learning for all students. Therefore, during the 2012-2013 school year, we will create opportunities for teachers to work together in PLC Teams during the normal school hours through redesigning our elementary and middle school schedules, Board approved early dismissal days, and half day in service opportunities.</p> <p>All teachers will join a PLC Team with a specific topic of interest they will embrace for improved instruction/learning purposes. In May of 2013, the Group Leader will post the assessment of their teams' research, discussions, and decisions on the district's intraweb Infolink for all to share. In June of 2013, selected PLC Teams will present their research to the Board of education at a public meeting. Evidence of Growth Benchmarks and Milestones will be shared with the Board and a question and answer period will follow regarding how instruction and student learning was specifically affected by answering the critical questions:</p> <ul style="list-style-type: none"> <li>•What is it we expect students to learn?</li> <li>•How will we know when they have learned it?</li> <li>•How will we respond when they don't learn?</li> <li>•How will we respond when they already know it?</li> </ul> |          |                       |                    |                                 |

| Program / Instruction Goals   | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|---|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b>NEW GOALS</b><br/>continued</p> <p><b>B      <u>Teacher Retention</u></b></p> <p>The teachers we hire today will become the teachers for the next generation. Their success will directly relate to our students' success. We know that a comprehensive induction program proves most effective at training and retaining effective teachers in Fair Lawn classrooms. Research has determined that a new teacher lowers achievement growth by 0.12-0.16 standard deviations. (Hanushek, Kain, O'Brien, and Riokin-2005) and therefore high turnover is unacceptable.</p> <p>In order to improve our new teacher retention rate of 95%, we will expand our teacher induction program following a rigorous interview process for the 2012-2013 school year.</p> <ol style="list-style-type: none"> <li>1      <i>We will begin with a four-day orientation and training program before school begins for our first year novice teachers.</i></li> <li>2.      <i>Offer a continuum of professional development specifically geared toward the first, second, and third year teachers.</i></li> </ol> <p>During the first year, 95% of our novice teachers will enhance their knowledge of the strategies related to the Common Core Standards and Model Curriculum, where appropriate, in order to facilitate student achievement as evidenced through their plans, observations and evaluations.</p> |          |                       |                    |                                 |

| Program / Instruction Goals  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|--|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b>NEW GOALS</b><br/>continued</p> <p><b>B     <u>Teacher Retention</u> continued</b></p> <p>During the second year, all non-tenured teachers will develop professional portfolios (in which they demonstrate their ability to plan, teach, and analyze the effectiveness of their lessons). Through this process, 95% of the participants will report satisfaction with their professional growth and directions, as evidenced in the summaries of their collegial meetings and their supervisors, principals, and mentors/coaches.</p> <p>During the third year, 95% of our non-tenured teachers will pursue collegial partnerships. This will be achieved through discussions and written reflections based on classroom visitations of master teachers.</p> <p>All first and second year teachers will attend, during school hours, periodic Teacher Academies that focus on developing various skills and knowledge. The systematic induction program used to build teacher effectiveness, with the goal of retaining 95% of novice teachers, will be highly structured and monitored by the central office.</p> |          |                       |                    |                                 |

| Program / Instruction Goals   |  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|---|--|----------|-----------------------|--------------------|---------------------------------|
| <p align="center"><b>NEW GOALS</b><br/>continued</p> <p><b>C. <u>Language Arts / Literacy</u></b></p> <p><b>Rationale:</b><br/>In an effort to insure the district's two overarching goals for "Success for Each and Every Student" as well as "Quality and Continuous Improvement," we will focus on the two middle schools, specifically our eighth grade students who did not achieve the state benchmark under the Demographic Grouping of "Total Students" on the 2011 NJASK for Language Arts/Literacy. The unachieved Benchmark was established under the old guidelines of NCLB with interpretation by the State of New Jersey.</p> <p><b>Goal:</b><br/>This year's (2012-2013) eighth grade students under the Demographic Grouping of "Total Students" as reported on the NJASK 2013 test, for language Arts/Literacy will demonstrate a 10% decrease in Partially Proficient Performance Data as compared to the 2011 NJASK 6 test scores.</p> <p align="center">TIME LINE</p> |  |          |                       |                    |                                 |
| <b>August/<br/>September<br/>2012</b>   | <ul style="list-style-type: none"> <li>▶Analyze NJASK of 2012 to identify total students who have scored in the partial proficient range.</li> <li>▶Identify specific areas of deficiency in reading and writing.</li> </ul>   |          |                       |                    |                                 |
| <b>October<br/>2012</b>   | <ul style="list-style-type: none"> <li>▶Establish a current reading benchmark subgroup through the administration of the DRA or CARS.</li> <li>▶Develop an instructional plan for identified at-risk students with the middle school reading specialists, resource room teachers, LDTC, subject supervisor, and classroom teachers.</li> </ul> |          |                       |                    |                                 |
| <b>November<br/>2012 -<br/>February<br/>2013</b>  | ▶Target instruction as indicated by the evaluation of the students' DRA and CARS performance   |          |                       |                    |                                 |
| <b>February<br/>2013</b>  | <ul style="list-style-type: none"> <li>▶Administer benchmark assessment</li> <li>▶Reevaluate student progress</li> <li>▶Adjust instruction as indicated</li> </ul>   |          |                       |                    |                                 |
| <b>March<br/>2013</b>   | ▶Target instruction as indicated by the evaluation of the students' DRA and CARS performance   |          |                       |                    |                                 |
| <b>May 2013</b>   | ▶Administer the NJASK 8  |          |                       |                    |                                 |
| <b>Summer<br/>2013</b>  | ▶Compare 2013 NJASK 8 results with 2011 NJASK 6 scores to determine student growth in language arts.   |          |                       |                    |                                 |

| Program / Instruction Goals   | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|---|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b>NEW GOALS</b><br/>continued</p> <p><b>D     <u>Reading and Mathematics</u></b></p> <p><b><i>Rationale:</i></b></p> <p>In an effort to ensure the district's goals for success for every grade 4 student, as well as quality and continuous improvement, each elementary school will utilize the CTP4 test data to identify specific areas of focus in reading and mathematics. These foci will drive instructional practices to increase student performance levels in reading comprehension and numeracy as reflected in the more rigorous Common Core State Standards. Student progress in grade 4 will be tracked over a one year period culminating in the 2013-2014 school year.</p> <p><b><i>Goal:</i></b></p> <p>Through continued data analysis and targeted instruction, 90% of the cohort of grade 4 students will realize one year's growth in reading comprehension and mathematics (i.e., number sense, Geometry, etc.) As measured by the scale scores of the CTP4 when tested as grade 5 students.</p> |          |                       |                    |                                 |

| TIME LINE            | Literacy  | Mathematics  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|----------------------|---|--|----------|-----------------------|--------------------|---------------------------------|
| <b>October 2012</b>  | <ul style="list-style-type: none"> <li>▶Administer CTP4 - Grade 4</li> <li>▶Establish routines supporting reading workshop, including silent sustained independent reading</li> <li>▶Create a tracking system in which students monitor the volume and variety of texts read</li> </ul>   | <ul style="list-style-type: none"> <li>▶Administer CTP4- Grade 4</li> <li>▶Create/distribute student accounts with IXL program.</li> </ul>   |          |                       |                    |                                 |
| <b>October 2012</b>  | <ul style="list-style-type: none"> <li>▶Maintain reading workshop protocols that include reading texts across genres.</li> </ul>  | <ul style="list-style-type: none"> <li>▶Monitor student progress on number sense concepts utilizing IXL program</li> </ul>   |          |                       |                    |                                 |
| <b>November 2012</b> | <ul style="list-style-type: none"> <li>▶Upon receipt of CTP4 scores, the district math and reading specialists will conduct a careful item analysis. Students demonstrating substantial deficits in reading comprehension and/or mathematical concepts will be referred for intervention services, if they are not already enrollees.</li> <li>▶Learning targets will be identified.</li> <li>▶Direct instruction will be delivered in whole and small groups.</li> </ul> |  |          |                       |                    |                                 |
| <b>December 2012</b> | <ul style="list-style-type: none"> <li>▶Administer reading benchmarks. Assess and evaluate student progress.</li> <li>▶Revise student learning targets to guide individual and small group instruction.</li> </ul>  |  |          |                       |                    |                                 |
| <b>January 2013</b>  |   | <ul style="list-style-type: none"> <li>▶Administer Everyday Math mid-year assessment, aligned to CCSS.</li> <li>▶Revise student learning targets to guide individual and small group instruction.</li> </ul> |          |                       |                    |                                 |
| <b>March 2013</b>    | <ul style="list-style-type: none"> <li>▶Test preparation will be designed to reflect the needs identified by CTP4 testing and portfolio assessments.</li> </ul>   | <ul style="list-style-type: none"> <li>▶Test preparation will be designed to reflect the needs identified by CTP4 testing, portfolio assessments, and IXL reports.</li> </ul>                                |          |                       |                    |                                 |
| <b>May 2013</b>      | <ul style="list-style-type: none"> <li>▶Administer final reading benchmark assessment, noting progress specific to areas of instructional focus.</li> </ul>   |  |          |                       |                    |                                 |
| <b>June 2013</b>     |   | <ul style="list-style-type: none"> <li>▶Administer Everyday Math end-of-year assessment aligned to CCSS, noting progress specific to areas of instructional focus.</li> </ul>                                |          |                       |                    |                                 |
| <b>Sept 2013</b>     | <ul style="list-style-type: none"> <li>▶CTP4 testing will be administered - Grade 5</li> </ul>  |  |          |                       |                    |                                 |
| <b>November 2013</b> | <ul style="list-style-type: none"> <li>▶Upon receipt of CTP4 scores the district math and reading specialists will conduct a careful item analysis and review scale scores to note student progress.</li> </ul>   |  |          |                       |                    |                                 |

| Program / Instruction Goals   | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|---|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b>NEW GOALS</b><br/>continued</p> <p><b>E.      <u>Finance / Budget</u></b></p> <p>Rationale: Administrative Costs</p> <p>To ensure district funds are utilized effectively and all efforts are made to have funds expended in a way that allows students to be successful in the classroom. Further, the law states that all districts' Administrative Costs must not exceed a regional limit.</p> <p><b>Goal:</b></p> <p>The district's approved and adopted 2013-2014 school budget will contain total administrative costs per public that is at least 5% below the regional limit as established by the Commissioner and set forth in S-1701 and Chapter 23.</p> <p><b>Note:</b></p> <p>X = 2013-2014 Total Administrative Cost Per Pupil</p> <p>Y = 2013-2014 Regional Limit as set by the Department of Education</p> <p><b>Benchmarks:</b></p> <p>During the 2013-2014 budget development process, the district will calculate the pre-budget year costs to ensure that these costs are below the Regional Administrative Per Pupil Cost Limit.</p> |          |                       |                    |                                 |

| Program / Instruction Goals   | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|---|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b>NEW GOALS</b><br/>continued</p> <p><b>F. <u>Language Arts and Social Studies</u></b></p> <p><b>Rationale:</b><br/>The new CCSS promotes a balanced approach to reading whereby students read widely and deeply from a broad range of literary and informational texts. By reading texts in social studies, students building the background and knowledge necessary to understand the world around them.</p> <p><b>Goal:</b><br/>Students in grade five will improve their ability to understand and respond to nonfiction texts by engaging in instructional activities that integrate the social studies curriculum within the literacy block. As a result, 80 percent of the students in grade five will realize one year's growth on the reading portion of the NJASK 2013.</p> <p><b>Benchmarks:</b><br/><u>September 2012:</u><br/>Review NJASK 2012 to note student reading scores.<br/>Administer the narrative Mondo reading benchmark<br/>Engage in share/guided reading practices daily.</p> <p><u>November 2012</u><br/>Begin Calkins Nonfiction Unit of Study to use text structures to comprehend expository, narrative, and hybrid nonfiction using American reading Company resources.</p> <p><u>December 2012</u><br/>Administer the informational Mondo reading benchmark<br/>Begin Calkins Nonfiction Unit of Study to teacher students to navigate through nonfiction texts.</p> <p><u>January 2013</u><br/>Introduce historical themes through a critical analysis study</p> <p><u>February 2013</u><br/>Engage students in the study of interpretation text sets</p> <p><u>March 2013</u><br/>Engage 3-4 grade students in timed reading and writing units.</p> |          |                       |                    |                                 |



| Program / Instruction Goals  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|--|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b>NEW GOALS</b><br/>continued</p> <p><b>F. <u>Language Arts and Social Studies</u> (continued)</b></p> <p><u>May 2013</u><br/>Engage 3-4 students in research writing in the content areas.</p> <p><u>June 2013</u><br/>Gather informational writing samples for portfolio in grades 3 and 4.</p> <p><u>August 2013</u><br/>Review NJASK 2013 student reading scores to note student progress.</p> |          |                       |                    |                                 |

| Program / Instruction Goals  | Achieved | Satisfactory Progress | Little/No Progress | Board Assessment Agree/Disagree |
|--|----------|-----------------------|--------------------|---------------------------------|
| <p style="text-align: center;"><b>NEW GOALS</b><br/>continued</p> <p><b>G. <u>Language Arts</u></b><br/> <b>Rationale:</b><br/> In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, each elementary school will focus on the area of writing across the curriculum in grades 3-4. The new Common Core Curriculum Standards for writing clearly address the need for a systematic approach that fosters writing proficiencies on a wide array of topics.</p> <p><b>Goal:</b><br/> Through the implementation of the Lucy Calkins Units of Study, students will engage in effective practices that promote writing across genres and disciplines. As a result, students will realize one year's growth as measured on the NJASK.</p> <p><b>Benchmarks:</b><br/> <u>September 2012</u><br/> Review NJASK 2012 scores to note student proficiencies in writing.<br/> Engage students in the narrative units of study as prescribed in the Calkins resources in grades 3 and 4.</p> <p><u>October 2012</u><br/> Gather narrative writing samples for portfolio in grades 3 and 4.</p> <p><u>December 2012</u><br/> Engage in grade 4 students in persuasive writing.<br/> Engage grade 3 students in realistic fiction writing.</p> <p><u>January 2013</u><br/> Gather persuasive and realistic fictions writing samples for portfolio in grades 3 and 4.</p> <p><u>February 2013</u><br/> Engage students in a poetry unit to promote descriptive writing in grades 3 and 4.</p> <p><u>March 2013</u><br/> Engage 3-4 grade students in research writing in the content areas.</p> <p><u>May 2013</u><br/> Gather informational writing samples for portfolio in grades 3 and 4.</p> <p><u>August 2013</u><br/> Review NJASK reading scores to note student progress.</p> |          |                       |                    |                                 |

**SCHOOL - BASED**

**OBJECTIVES**

**2012 - 2013**

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **FORREST SCHOOL (K-5)**

#### **OBJECTIVE #1**

##### **RATIONALE:**

The new CCSS promotes a balanced approach to reading whereby students read widely and deeply from a broad range of literary and informational texts. By reading texts in social studies, students build the background knowledge necessary to understand the world around them.

##### **GOAL:**

Students in grade 5 will improve their ability to understand and respond to nonfiction texts by engaging in instructional activities that integrate the social studies curriculum within the literacy block. As a result, eighty percent of the students in grade five will realize one year's growth on the reading portion of the NJASK 2013.

##### **BENCHMARKS:**

|                |  |
|----------------|--|
| September 2012 | Review NJASK 2012 to note student reading scores.<br>Administer the narrative Mondo reading benchmark.<br>Engage in shared/ guided reading practices daily.        |
| November 2012  | Begin Calkins Nonfiction Unit of Study to use text structures to comprehend expository, narrative, and hybrid nonfiction using American Reading Company resources. |
| December 2012  | Administer the informational Mondo reading benchmark.<br>Begin Calkins Nonfiction Unit of Study to teach students to navigate through nonfiction texts.            |
| January 2013   | Introduce historical themes through a critical analysis study.   |
| February 2013  | Engage students in the study of interpretation text sets.  |
| March 2013     | Administer the narrative Mondo reading benchmark.  |
| May 2013       | Explore informational writing through historical content research.<br>Administer the informational Mondo reading benchmark.  |
| August 2013    | Review NJASK 2013 student reading scores to note student progress.   |

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **FORREST SCHOOL (K-5) (continued)**

#### **OBJECTIVE #2**

##### **RATIONALE**

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address incidents of H.I.B. (Harassment, Intimidation, and Bullying).

##### **GOAL**

In year 2, the school based ABS will infuse grade level informational lessons and continue to reinforce appropriate and positive student behaviors. Grade level teachers will collaborate to establish appropriate classrooms lessons and small group interventions as needed. As a result, the number of HIB investigations and reports will decrease.

##### **Benchmarks**

- Review NJDOE guidelines for HIB.
- Webmaster to post HIB policy on school website.
- ABS will plan staff in-service during faculty meeting in fall and spring.
- Reconvene with school level team and ABS to review progress.
- Review cases to determine patterns and re-establish goals for following year
- Collect and provide data to NJDOE regarding HIB incidents

##### **ASSESSMENT**

One hundred percent of K-5 students will participate in at least two HIB educational lessons in the 2012-2013 school year. As a result, the number of HIB investigations and reports will decrease.

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **FORREST SCHOOL (K-5)** (continued)

#### **OBJECTIVE #3**

##### **RATIONALE:**

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, each elementary school will focus on the area of writing across the curriculum in grades 3-4. The new Common Core Curriculum Standards for writing clearly address the need for a systematic approach that fosters writing proficiencies on a wide array of topics.

##### **GOAL:**

Through the implementation of the Lucy Calkins Units of Study, students will engage in effective practices that promote writing across genres and disciplines. As a result, eighty percent of the students will realize one year's growth in writing as measured on the NJASK.

##### **BENCHMARKS:**

|                       |   |
|-----------------------|---|
| <i>September 2012</i> | Review NJASK 2012 scores to note student proficiencies in writing.<br><br>Engage students in the narrative units of study as prescribed in the Calkins resources in grades 3 and 4. |
| <i>October 2012</i>   | Gather narrative writing samples for portfolio in grades 3 and 4.   |
| <i>December 2012</i>  | Engage grade 4 students in persuasive writing.<br><br>Engage grade 3 students in realistic fiction writing.   |
| <i>January 2013</i>   | Gather persuasive and realistic fictions writing samples for portfolio in grades 3 and 4.   |
| <i>February 2013</i>  | Engage students in a poetry unit to promote descriptive writing in grades 3 and 4.  |
| <i>March 2013</i>     | Engage students in research writing in the content areas in grades 3 and 4.   |
| <i>May 2013</i>       | Gather informational writing samples for portfolio in grade 3 and 4   |
| <i>August 2013</i>    | Review NJASK 2013 student reading scores to note student progress.  |



## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **LYNCREST SCHOOL (K-5)**

#### **OBJECTIVE #1**

**RATIONALE:** The new CCSS promotes a balanced approach to reading whereby students read widely and deeply from a broad range of literary and informational texts. By reading texts in social studies, students build the background knowledge necessary to understand the world around them.

#### **GOAL:**

Students in grade 5 will improve their ability to understand and respond to nonfiction texts by engaging in instructional activities that integrate the social studies curriculum within the literacy block. As a result, eighty percent of the students in grade five will realize one year's growth on the reading portion of the NJASK 2013.

#### **BENCHMARKS:**

|                |  |
|----------------|--|
| September 2012 | Review NJASK 2012 to note student reading scores.<br>Administer the narrative Mondo reading benchmark.<br>Engage in shared/ guided reading practices daily.        |
| November 2012  | Begin Calkins Nonfiction Unit of Study to use text structures to comprehend expository, narrative, and hybrid nonfiction using American Reading Company resources. |
| December 2012  | Administer the informational Mondo reading benchmark.<br>Begin Calkins Nonfiction Unit of Study to teach students to navigate through nonfiction texts.            |
| January 2013   | Introduce historical themes through a critical analysis study.   |
| February 2013  | Engage students in the study of interpretation text sets.  |
| March 2013     | Administer the narrative Mondo reading benchmark.  |
| May 2013       | Explore informational writing through historical content research.<br>Administer the informational Mondo reading benchmark.  |
| August 2013    | Review NJASK 2013 student reading scores to note student progress.   |



## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **LYNCREST SCHOOL (K-5) (continued)**

#### **OBJECTIVE #2**

##### **RATIONALE**

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address incidents of H.I.B. (Harassment, Intimidation, and Bullying).

##### **GOAL**

In year 2, the school based ABS will infuse grade level informational lessons and continue to reinforce appropriate and positive student behaviors. Grade level teachers will collaborate to establish appropriate classrooms lessons and small group interventions as needed. As a result, the number of HIB investigations and reports will decrease.

##### **Benchmarks**

- Review NJDOE guidelines for HIB.
- Webmaster to post HIB policy on school website.
- ABS will plan staff in-service during faculty meeting in fall and spring.
- Reconvene with school level team and ABS to review progress.
- Review cases to determine patterns and re-establish goals for following year
- Collect and provide data to NJDOE regarding HIB incidents

##### **ASSESSMENT**

One hundred percent of K-5 students will participate in at least two HIB educational lessons in the 2012-2013 school year. As a result, the number of HIB investigations and reports will decrease.

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **LYNCREST SCHOOL (K-5)** (continued)

#### **OBJECTIVE #3**

##### **RATIONALE:**

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, each elementary school will focus on the area of writing across the curriculum in grades 3-4. The new Common Core Curriculum Standards for writing clearly address the need for a systematic approach that fosters writing proficiencies on a wide array of topics.

##### **GOAL:**

Through the implementation of the Lucy Calkins Units of Study, students will engage in effective practices that promote writing across genres and disciplines. As a result, eighty percent of the students will realize one year's growth in writing as measured on the NJASK.

##### **BENCHMARKS:**

|                       |   |
|-----------------------|---|
| <i>September 2012</i> | Review NJASK 2012 scores to note student proficiencies in writing.<br><br>Engage students in the narrative units of study as prescribed in the Calkins resources in grades 3 and 4. |
| <i>October 2012</i>   | Gather narrative writing samples for portfolio in grades 3 and 4.   |
| <i>December 2012</i>  | Engage grade 4 students in persuasive writing.<br><br>Engage grade 3 students in realistic fiction writing.   |
| <i>January 2013</i>   | Gather persuasive and realistic fictions writing samples for portfolio in grades 3 and 4.   |
| <i>February 2013</i>  | Engage students in a poetry unit to promote descriptive writing in grades 3 and 4.  |
| <i>March 2013</i>     | Engage students in research writing in the content areas in grades 3 and 4.   |
| <i>May 2013</i>       | Gather informational writing samples for portfolio in grade 3 and 4   |
| <i>August 2013</i>    | Review NJASK 2013 student reading scores to note student progress.  |

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **MILNES SCHOOL (K-5)**

#### **OBJECTIVE #1**

##### **RATIONALE:**

The new CCSS promotes a balanced approach to reading whereby students read widely and deeply from a broad range of literary and informational texts. By reading texts in social studies, students build the background knowledge necessary to understand the world around them.

##### **GOAL:**

Students in grade 5 will improve their ability to understand and respond to nonfiction texts by engaging in instructional activities that integrate the social studies curriculum within the literacy block. As a result, eighty percent of the students in grade five will realize one year's growth on the reading portion of the NJASK 2013.

##### **BENCHMARKS:**

|                |  |
|----------------|--|
| September 2012 | Review NJASK 2012 to note student reading scores.<br>Administer the narrative Mondo reading benchmark.<br>Engage in shared/ guided reading practices daily.        |
| November 2012  | Begin Calkins Nonfiction Unit of Study to use text structures to comprehend expository, narrative, and hybrid nonfiction using American Reading Company resources. |
| December 2012  | Administer the informational Mondo reading benchmark.<br>Begin Calkins Nonfiction Unit of Study to teach students to navigate through nonfiction texts.            |
| January 2013   | Introduce historical themes through a critical analysis study.   |
| February 2013  | Engage students in the study of interpretation text sets.  |
| March 2013     | Administer the narrative Mondo reading benchmark.  |
| May 2013       | Explore informational writing through historical content research.<br>Administer the informational Mondo reading benchmark.  |
| August 2013    | Review NJASK 2013 student reading scores to note student progress.   |

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **MILNES SCHOOL (K-5) (continued)**

#### **OBJECTIVE #2**

##### **RATIONALE**

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address incidents of H.I.B. (Harassment, Intimidation, and Bullying).

##### **GOAL**

In year 2, the school based ABS will infuse grade level informational lessons and continue to reinforce appropriate and positive student behaviors. Grade level teachers will collaborate to establish appropriate classrooms lessons and small group interventions as needed. As a result, the number of HIB investigations and reports will decrease.

##### **Benchmarks**

- Review NJDOE guidelines for HIB.
- Webmaster to post HIB policy on school website.
- ABS will plan staff in-service during faculty meeting in fall and spring.
- Reconvene with school level team and ABS to review progress.
- Review cases to determine patterns and re-establish goals for following year
- Collect and provide data to NJDOE regarding HIB incidents

##### **ASSESSMENT**

One hundred percent of K-5 students will participate in at least two HIB educational lessons in the 2012-2013 school year. As a result, the number of HIB investigations and reports will decrease.

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **MILNES SCHOOL (K-5) (continued)**

#### **OBJECTIVE #3**

##### **RATIONALE:**

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, each elementary school will focus on the area of writing across the curriculum in grades 3-4. The new Common Core Curriculum Standards for writing clearly address the need for a systematic approach that fosters writing proficiencies on a wide array of topics.

##### **GOAL:**

Through the implementation of the Lucy Calkins Units of Study, students will engage in effective practices that promote writing across genres and disciplines. As a result, eighty percent of the students will realize one year's growth in writing as measured on the NJASK.

##### **BENCHMARKS:**

|                       |   |
|-----------------------|---|
| <i>September 2012</i> | Review NJASK 2012 scores to note student proficiencies in writing.<br><br>Engage students in the narrative units of study as prescribed in the Calkins resources in grades 3 and 4. |
| <i>October 2012</i>   | Gather narrative writing samples for portfolio in grades 3 and 4.   |
| <i>December 2012</i>  | Engage grade 4 students in persuasive writing.<br><br>Engage grade 3 students in realistic fiction writing.   |
| <i>January 2013</i>   | Gather persuasive and realistic fictions writing samples for portfolio in grades 3 and 4.   |
| <i>February 2013</i>  | Engage students in a poetry unit to promote descriptive writing in grades 3 and 4.  |
| <i>March 2013</i>     | Engage students in research writing in the content areas in grades 3 and 4.   |
| <i>May 2013</i>       | Gather informational writing samples for portfolio in grade 3 and 4   |
| <i>August 2013</i>    | Review NJASK 2013 student reading scores to note student progress.  |

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **RADBURN SCHOOL (K-5)**

#### **OBJECTIVE #1**

##### **RATIONALE:**

The new CCSS promotes a balanced approach to reading whereby students read widely and deeply from a broad range of literary and informational texts. By reading texts in social studies, students build the background knowledge necessary to understand the world around them.

##### **GOAL:**

Students in grade 5 will improve their ability to understand and respond to nonfiction texts by engaging in instructional activities that integrate the social studies curriculum within the literacy block. As a result, eighty percent of the students in grade five will realize one year's growth on the reading portion of the NJASK 2013.

##### **BENCHMARKS:**

|                |   |
|----------------|---|
| September 2012 | Review NJASK 2012 to note student reading scores.<br><br>Administer the narrative Mondo reading benchmark.<br><br>Engage in shared/ guided reading practices daily. |
| November 2012  | Begin Calkins Nonfiction Unit of Study to use text structures to comprehend expository, narrative, and hybrid nonfiction using American Reading Company resources.  |
| December 2012  | Administer the informational Mondo reading benchmark.<br><br>Begin Calkins Nonfiction Unit of Study to teach students to navigate through nonfiction texts.         |
| January 2013   | Introduce historical themes through a critical analysis study.  |
| February 2013  | Engage students in the study of interpretation text sets.   |
| March 2013     | Administer the narrative Mondo reading benchmark.   |
| May 2013       | Explore informational writing through historical content research.<br><br>Administer the informational Mondo reading benchmark.                                     |
| August 2013    | Review NJASK 2013 student reading scores to note student progress.  |

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **RADBURN SCHOOL (K-5) (continued)**

#### **OBJECTIVE #2**

##### **RATIONALE**

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address incidents of H.I.B. (Harassment, Intimidation, and Bullying).

##### **GOAL**

In year 2, the school based ABS will infuse grade level informational lessons and continue to reinforce appropriate and positive student behaviors. Grade level teachers will collaborate to establish appropriate classrooms lessons and small group interventions as needed. As a result, the number of HIB investigations and reports will decrease.

##### **Benchmarks**

- Review NJDOE guidelines for HIB.
- Webmaster to post HIB policy on school website.
- ABS will plan staff in-service during faculty meeting in fall and spring.
- Reconvene with school level team and ABS to review progress.
- Review cases to determine patterns and re-establish goals for following year
- Collect and provide data to NJDOE regarding HIB incidents

##### **ASSESSMENT**

One hundred percent of K-5 students will participate in at least two HIB educational lessons in the 2012-2013 school year. As a result, the number of HIB investigations and reports will decrease.

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **RADBURN SCHOOL (K-5)** (continued)

#### **OBJECTIVE #3**

##### **RATIONALE:**

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, each elementary school will focus on the area of writing across the curriculum in grades 3-4. The new Common Core Curriculum Standards for writing clearly address the need for a systematic approach that fosters writing proficiencies on a wide array of topics.

##### **GOAL:**

Through the implementation of the Lucy Calkins Units of Study, students will engage in effective practices that promote writing across genres and disciplines. As a result, eighty percent of the students will realize one year's growth in writing as measured on the NJASK.

##### **BENCHMARKS:**

|                       |   |
|-----------------------|---|
| <i>September 2012</i> | Review NJASK 2012 scores to note student proficiencies in writing.<br><br>Engage students in the narrative units of study as prescribed in the Calkins resources in grades 3 and 4. |
| <i>October 2012</i>   | Gather narrative writing samples for portfolio in grades 3 and 4.   |
| <i>December 2012</i>  | Engage grade 4 students in persuasive writing.<br><br>Engage grade 3 students in realistic fiction writing.   |
| <i>January 2013</i>   | Gather persuasive and realistic fictions writing samples for portfolio in grades 3 and 4.   |
| <i>February 2013</i>  | Engage students in a poetry unit to promote descriptive writing in grades 3 and 4.  |
| <i>March 2013</i>     | Engage students in research writing in the content areas in grades 3 and 4.   |
| <i>May 2013</i>       | Gather informational writing samples for portfolio in grade 3 and 4   |
| <i>August 2013</i>    | Review NJASK 2013 student reading scores to note student progress.  |



## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **WARREN POINT SCHOOL (K-5)**

#### **OBJECTIVE #1**

##### **RATIONALE:**

The new CCSS promotes a balanced approach to reading whereby students read widely and deeply from a broad range of literary and informational texts. By reading texts in social studies, students build the background knowledge necessary to understand the world around them.

##### **GOAL:**

Students in grade 5 will improve their ability to understand and respond to nonfiction texts by engaging in instructional activities that integrate the social studies curriculum within the literacy block. As a result, eighty percent of the students in grade five will realize one year's growth on the reading portion of the NJASK 2013.

##### **BENCHMARKS:**

|                |   |
|----------------|---|
| September 2012 | Review NJASK 2012 to note student reading scores.<br><br>Administer the narrative Mondo reading benchmark.<br><br>Engage in shared/ guided reading practices daily. |
| November 2012  | Begin Calkins Nonfiction Unit of Study to use text structures to comprehend expository, narrative, and hybrid nonfiction using American Reading Company resources.  |
| December 2012  | Administer the informational Mondo reading benchmark.<br><br>Begin Calkins Nonfiction Unit of Study to teach students to navigate through nonfiction texts.         |
| January 2013   | Introduce historical themes through a critical analysis study.  |
| February 2013  | Engage students in the study of interpretation text sets.   |
| March 2013     | Administer the narrative Mondo reading benchmark.   |
| May 2013       | Explore informational writing through historical content research.<br><br>Administer the informational Mondo reading benchmark.                                     |
| August 2013    | Review NJASK 2013 student reading scores to note student progress.  |

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **WARREN POINT SCHOOL (K-5) (continued)**

#### **OBJECTIVE #2**

##### **RATIONALE**

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address incidents of H.I.B. (Harassment, Intimidation, and Bullying).

##### **GOAL**

In year 2, the school based ABS will infuse grade level informational lessons and continue to reinforce appropriate and positive student behaviors. Grade level teachers will collaborate to establish appropriate classrooms lessons and small group interventions as needed. As a result, the number of HIB investigations and reports will decrease.

##### **Benchmarks**

- Review NJDOE guidelines for HIB.
- Webmaster to post HIB policy on school website.
- ABS will plan staff in-service during faculty meeting in fall and spring.
- Reconvene with school level team and ABS to review progress.
- Review cases to determine patterns and re-establish goals for following year
- Collect and provide data to NJDOE regarding HIB incidents

##### **ASSESSMENT**

One hundred percent of K-5 students will participate in at least two HIB educational lessons in the 2012-2013 school year. As a result, the number of HIB investigations and reports will decrease.

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **WARREN POINT SCHOOL (K-5) (continued)**

#### **OBJECTIVE #3**

##### **RATIONALE:**

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, each elementary school will focus on the area of writing across the curriculum in grades 3-4. The new Common Core Curriculum Standards for writing clearly address the need for a systematic approach that fosters writing proficiencies on a wide array of topics.

##### **GOAL:**

Through the implementation of the Lucy Calkins Units of Study, students will engage in effective practices that promote writing across genres and disciplines. As a result, eighty percent of the students will realize one year's growth in writing as measured on the NJASK.

##### **BENCHMARKS:**

|                       |   |
|-----------------------|---|
| <i>September 2012</i> | Review NJASK 2012 scores to note student proficiencies in writing.<br><br>Engage students in the narrative units of study as prescribed in the Calkins resources in grades 3 and 4. |
| <i>October 2012</i>   | Gather narrative writing samples for portfolio in grades 3 and 4.   |
| <i>December 2012</i>  | Engage grade 4 students in persuasive writing.<br><br>Engage grade 3 students in realistic fiction writing.   |
| <i>January 2013</i>   | Gather persuasive and realistic fictions writing samples for portfolio in grades 3 and 4.   |
| <i>February 2013</i>  | Engage students in a poetry unit to promote descriptive writing in grades 3 and 4.  |
| <i>March 2013</i>     | Engage students in research writing in the content areas in grades 3 and 4.   |
| <i>May 2013</i>       | Gather informational writing samples for portfolio in grade 3 and 4   |
| <i>August 2013</i>    | Review NJASK 2013 student reading scores to note student progress.  |

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **WESTMORELAND SCHOOL (K-5)**

#### **OBJECTIVE #1**

##### **RATIONALE:**

The new CCSS promotes a balanced approach to reading whereby students read widely and deeply from a broad range of literary and informational texts. By reading texts in social studies, students build the background knowledge necessary to understand the world around them.

##### **GOAL:**

Students in grade 5 will improve their ability to understand and respond to nonfiction texts by engaging in instructional activities that integrate the social studies curriculum within the literacy block. As a result, eighty percent of the students in grade five will realize one year's growth on the reading portion of the NJASK 2013.

##### **BENCHMARKS:**

|                |   |
|----------------|---|
| September 2012 | Review NJASK 2012 to note student reading scores.<br><br>Administer the narrative Mondo reading benchmark.<br><br>Engage in shared/ guided reading practices daily. |
| November 2012  | Begin Calkins Nonfiction Unit of Study to use text structures to comprehend expository, narrative, and hybrid nonfiction using American Reading Company resources.  |
| December 2012  | Administer the informational Mondo reading benchmark.<br><br>Begin Calkins Nonfiction Unit of Study to teach students to navigate through nonfiction texts.         |
| January 2013   | Introduce historical themes through a critical analysis study.  |
| February 2013  | Engage students in the study of interpretation text sets.   |
| March 2013     | Administer the narrative Mondo reading benchmark.   |
| May 2013       | Explore informational writing through historical content research.<br><br>Administer the informational Mondo reading benchmark.                                     |
| August 2013    | Review NJASK 2013 student reading scores to note student progress.  |

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **WESTMORELAND SCHOOL (K-5) (continued)**

#### **OBJECTIVE #2**

##### **RATIONALE**

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address incidents of H.I.B. (Harassment, Intimidation, and Bullying).

##### **GOAL**

In year 2, the school based ABS will infuse grade level informational lessons and continue to reinforce appropriate and positive student behaviors. Grade level teachers will collaborate to establish appropriate classrooms lessons and small group interventions as needed. As a result, the number of HIB investigations and reports will decrease.

##### **Benchmarks**

- Review NJDOE guidelines for HIB.
- Webmaster to post HIB policy on school website.
- ABS will plan staff in-service during faculty meeting in fall and spring.
- Reconvene with school level team and ABS to review progress.
- Review cases to determine patterns and re-establish goals for following year
- Collect and provide data to NJDOE regarding HIB incidents

##### **ASSESSMENT**

One hundred percent of K-5 students will participate in at least two HIB educational lessons in the 2012-2013 school year. As a result, the number of HIB investigations and reports will decrease.

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **WESTMORELAND SCHOOL (K-5) (continued)**

#### **OBJECTIVE #3**

##### **RATIONALE:**

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, each elementary school will focus on the area of writing across the curriculum in grades 3-4. The new Common Core Curriculum Standards for writing clearly address the need for a systematic approach that fosters writing proficiencies on a wide array of topics.

##### **GOAL:**

Through the implementation of the Lucy Calkins Units of Study, students will engage in effective practices that promote writing across genres and disciplines. As a result, eighty percent of the students will realize one year's growth in writing as measured on the NJASK.

##### **BENCHMARKS:**

|                       |   |
|-----------------------|---|
| <i>September 2012</i> | Review NJASK 2012 scores to note student proficiencies in writing.<br><br>Engage students in the narrative units of study as prescribed in the Calkins resources in grades 3 and 4. |
| <i>October 2012</i>   | Gather narrative writing samples for portfolio in grades 3 and 4.   |
| <i>December 2012</i>  | Engage grade 4 students in persuasive writing.<br><br>Engage grade 3 students in realistic fiction writing.   |
| <i>January 2013</i>   | Gather persuasive and realistic fictions writing samples for portfolio in grades 3 and 4.   |
| <i>February 2013</i>  | Engage students in a poetry unit to promote descriptive writing in grades 3 and 4.  |
| <i>March 2013</i>     | Engage students in research writing in the content areas in grades 3 and 4.   |
| <i>May 2013</i>       | Gather informational writing samples for portfolio in grade 3 and 4   |
| <i>August 2013</i>    | Review NJASK 2013 student reading scores to note student progress.  |



## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **MEMORIAL MIDDLE SCHOOL (6-8)**

#### **OBJECTIVE # 1**

##### **QAAR MATHEMATICS GOAL-SPECIAL EDUCATION SUBGROUP**

##### **I. NEEDS STATEMENT:**

Special education students in Memorial Middle School did not achieve the established benchmark of 86% proficiency in mathematics on the 2012 administration of the grade 8 NJASK. Memorial Middle School will continue its attempt to meet and exceed the increased NCLB requirements for the special education subgroup in mathematics.

##### **II. OBJECTIVE:**

In keeping with the Superintendent's goal of *Quality and Continuous Improvement*, there will be a ten percent increase in the number of special education students scoring at the proficient level in mathematics on the 2013 administration of the NJASK 8 as compared to the 2012 administration.

To meet the needs of middle school students performing below the benchmark in mathematics, the district will provide in-service training:

- To afford content area instruction to teachers in the discipline of mathematics
- To demonstrate various approaches to content delivery;
- To examine best practices in differentiated instruction;
- To design pre/post assessments and establish benchmarks in mathematics at each grade level.
- To continue to provide Rotation courses in mathematics for 2012-2013.

Teacher goals will include

- identification of specific strengths/weaknesses of learners through standardized/diagnostic test skills arrays (CTP4 and *Mathematics Progress Indicators*);
- development of a variety of instructional strategies to accommodate the specific needs of the special education students;
- providing activities that require learners to demonstrate understanding of mathematical concepts and skills;
- assessment and evaluation of student progress in mathematics;
- demonstration of reading strategies to solve mathematical problems;
- instruction of students in test taking strategies;
- utilization of the CTP4 individualized student reports to create individualized instructional plans



### **SCHOOL-BASED OBJECTIVES (2012-2013)**

Learner goals will include

- an understanding of basic concepts in mathematics
- ✱ the ability to apply the concepts of mathematics as identified in the NJCCS
- ✱ application of test taking strategies

#### **III. TASKS:**

- ✱ Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the CTP-4 reporting matrix.
- ✱ Time on task will be increased through the introduction of a mathematics skills and explorations course into the rotation period for all subgroups.
- ✱ On-going teacher assessment and the use of the *Mathematics Progress Indicators* will be used to monitor student progress.

#### **TIME LINES**

##### ***September/October 2012***

- Identify teachers to provide instruction.
- Provide in-service to identified teachers.
- ✱ Identify targeted population.
- ✱ Pre-test students to develop an instructional plan.
- ✱ Continue to implement rotation classes.

##### ***November 2012***

- ✱ Compare CTP4 skills array with the pre-test results to assess the instructional plan.

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **MEMORIAL MIDDLE SCHOOL (6-8) (continued)**

#### **OBJECTIVE #2**

##### **QAAR LANGUAGE ARTS GOAL**

##### **I. NEEDS STATEMENT:**

Since the total population of students attending Memorial Middle School in grades 6 and 7 did not achieve the established benchmark of 86% on the NJASK, Memorial Middle School seeks to show growth in testing performance for all subgroups grades 6 and 7, and continued growth in testing performance for all subgroups in grade 8 in Language Arts Literacy.

##### **II. OBJECTIVE:**

In keeping with the Superintendent's goal of *Quality and Continuous Improvement*, there will be a twenty-five percent decrease in the number of total students in grades 6 and 7, and a ten percent decrease in the number of total students in grades 8, scoring at the partially proficient level in Language Arts Literacy in the 2012 administration of the NJASK as compared to the 2012 administration.

##### **Teacher goals:**

- To demonstrate various approaches to content delivery;
- To design pre/post assessments and establish benchmarks in Language Arts at each grade level.
- To provide an additional Language Arts literacy block and literacy specialists in each grade level in order to facilitate continued improvement in reading and writing.
- To develop a variety of instructional strategies to accommodate the specific needs of the special education students;
- To provide activities that require learners to demonstrate understanding of reading and writing strategies and skills;

##### **Learner goals will include**

- The application of the five strands of literacy;
- The ability to integrate reading and writing strategies across the curriculum;
- Application of test taking strategies.

##### **III. TASKS:**

- Additional time on task for all subgroups will be provided with the addition of a second Language Arts Literacy course in grades 6-8. This course will be in addition to the existing Language Arts class and will focus on reading and writing skills.

### **SCHOOL-BASED OBJECTIVES (2012-2013)**

- Revision to grades 6-8 English curriculum will serve to better align the curriculum with the **NJCCCS**.
- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the NJASK/CTP-4 reporting matrix.
- On-going teacher assessment and the use of the *Reading Progress Indicators* will be used to monitor student progress.

#### **TIME LINES:**

##### ***September/October 2012***

- Identification specific strengths/weaknesses of learners through standardized/diagnostic test skill arrays (NJASK, CTP4 and *Reading Progress Indicators*);
- Identify targeted population.
- Pre-test students to develop an instructional plan.

##### ***November 2012***

- Compare NJASK and CTP4 skills array with the pre-test results to assess the instructional plan.

##### ***January 2013***

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

##### ***April/May 2013***

- Administer NJASK 8

##### ***Summer 2013***

- Compare NJASK 6/7/8 test results.

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **MEMORIAL MIDDLE SCHOOL (6-8) (continued)**

#### **OBJECTIVE # 3**

##### **M.A.P. GOAL (MAKING ACADEMICS A PRIORITY)**

###### **Rationale:**

Memorial Middle School believes that homework plays an important part in a student's education and can add to a student's development. We see homework as an example of cooperation between teachers and parents. One of the goals of Memorial Middle School is to help students master the multi-dimensional abilities required of them in the 21st century. Students need to develop into independent learners, and we believe that doing homework is one of the ways in which students can acquire the skill of independent learning and develop a child's self-discipline and responsibility. It can provide a valuable link between one lesson and the next and provide communication between school and home. However, when homework/class work is not completed, it can have an unquestionable effect on a student's understanding of the content being taught.

###### **Goal:**

1. Making Academics a Priority (M.A.P.) is designed to reiterate to students that:
  - homework is important and has meaning;
  - doing assignments — or not doing assignments — has consequences, which may include lower grades if assignments go unfinished or undone.
2. M.A.P. will afford students additional time and a place, free from distractions, to complete missing or outstanding homework and class work.

###### **Timeline**

###### **September-October 2012**

-A teacher committee will meet, once a marking period, to revise and implement the procedures for M.A.P.

###### **January/May**

-Teachers will provide feedback regarding the effectiveness of M.A.P. using a Google form. This form will be completed in January and May to assist in modifying M.A.P. as we see necessary.

-Revisions will be implemented for 2013-14 school year.

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **THOMAS JEFFERSON MIDDLE SCHOOL (6-8)**

#### **OBJECTIVE # 1**

##### **PROFESSIONAL LEARNING COMMUNITY GOAL**

#### **I. NEEDS STATEMENT:**

*"Schools that function as Professional Learning Communities are always characterized by a collaborative culture." (Eaker, DuFour, DuFour)*

Thomas Jefferson Middle School continues to evolve as a Professional Learning Community. One of the tenets of PLC's—the collaborative culture—is deeply embedded at TJMS. As part of our PLC goal, we will utilize this collaborative culture to positively impact student performance by analyzing student data and creating SMART goals relevant to student needs.

#### **II. OBJECTIVE:**

In keeping with the Superintendent's goal of *Quality and Continuous Improvement and Success for All Students*, PLC teams at Thomas Jefferson Middle School will utilize daily PLC meeting time to collect and analyze data and develop SMART goals. These SMART goals will correlate directly to student performance and progress.

Teacher goals will include:

- Identification of specific strengths/weakness of students based on review and analysis of NJASK test score data.
- Development of SMART goals and creation of an instructional plan to improve student performance.
- Assess student performance periodically throughout the school year and adjust plan of action where needed.

#### **III. TASKS:**

- Teachers will identify specific student weaknesses through a thorough review of test scores.
- Develop SMART goals in each content area.
- Implement instructional plan related to SMART goals.
- Review student progress/performance throughout school year.

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **TIME LINES**

#### ***September/October 2012***

- ✱ PLC grade level meetings to review NJASK scores.
- Identification of areas of weakness based on review of test scores.
- ✱ Develop SMART Goals.
- ✱ Develop a student instructional plan.

#### ***November 2012***

- ✱ Compare CTP4 skill array with the pre-test results to assess the instructional plan.
- ✱ Utilize same to continue formulation of SMART Goal/Instructional plan.
- ✱ Implement Instructional Plan

#### ***January 2013***

- ✱ Evaluate student progress.
- Adjust instruction as indicated.

#### ***April/May 2013***

- ✱ Report on success of instructional plan and progress toward SMART Goal.

#### ***June 2013***

- ✱ Review/Revise for upcoming school year.

### **IV. RESULTS:**

Each TJ PLC team will conduct assessment of progress toward SMART Goals and report on student performance relative to same.

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **THOMAS JEFFERSON MIDDLE SCHOOL (6-8) (continued)**

#### **OBJECTIVE # 2**

#### **QAAR LANGUAGE ARTS GOAL**

##### **I. NEEDS STATEMENT:**

Since the total population of students attending Thomas Jefferson Middle School in grades 6 and 7 did achieve the established benchmark of 86% on the NJASK, Thomas Jefferson Middle School seeks to show growth in testing performance for all subgroups in all grade levels in Language Arts Literacy.

##### **II. OBJECTIVE:**

In keeping with the Superintendent's goal of *Quality and Continuous Improvement*, there will be a ten percent decrease in the number of total students in grades 6-8 scoring at the partial proficient level in Language Arts Literacy in the 2012 administration of the NJASK as compared to the 2012 administration.

###### **Teacher goals:**

- To demonstrate various approaches to content delivery;
- To design pre/post assessments and establish benchmarks in Language Arts at each grade level.
- To provide an additional Language Arts literacy block and literacy specialists in each grade level in order to facilitate continued improvement in reading and writing.
- To develop a variety of instructional strategies to accommodate the specific needs of the special education students;
- To provide activities that require learners to demonstrate understanding of reading and writing strategies and skills;

###### **Learner goals will include**

- The application of the five strands of literacy;
- The ability to integrate reading and writing strategies across the curriculum;
- Application of test taking strategies.

##### **III. TASKS:**

- Additional time on task for all subgroups will be provided with the addition of a second Language Arts Literacy course in grades 6-8. This course will be in addition to the existing Language Arts class and will focus on reading and writing skills.
- Revision to grades 6-8 English curriculum will serve to better align the curriculum with the NJCCCS.

### **SCHOOL-BASED OBJECTIVES (2012-2013)**

- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the NJASK/CTP-4 reporting matrix.
- On-going teacher assessment and the use of the *Reading Progress Indicators* will be used to monitor student progress.

#### **TIME LINES:**

##### ***September/October 2012***

- Identification specific strengths/weaknesses of learners through standardized/diagnostic test skill arrays (NJASK, CTP4 and *Reading Progress Indicators*);
- Identify targeted population.
- Pre-test students to develop an instructional plan.

##### ***November 2012***

- Compare NJASK and CTP4 skills array with the pre-test results to assess the instructional plan.

##### ***January 2013***

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

##### ***April/May 2013***

- Administer NJASK 8

##### ***Summer 2013***

- Compare NJASK 6/7/8 test results.



## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **FAIR LAWN HIGH SCHOOL (9-12)**

#### **OBJECTIVE #1**

This Fair Lawn High School NCLB goal is focused on quality and continuous improvement and high levels of learning for all students.

Since the results of the HSPA testing conducted in March of 2012 continue to indicate that we did not meet the benchmark goals for the 2011-12 school year with the special education cohort, we will continue this goal. Our goal for the 2012-13 school year is to achieve "safe harbor" status (89.54%) as indicated by the results of the 2013 HSPA test which will be administered in March of 2013.

By the year 2013, eleventh grade special education students at Fair Lawn High School will demonstrate their ability to successfully "safe harbor on the HSPA as measured by a 8.14% increase in the number of students receiving a score of 200 or better on the Language Arts/Literacy section of the 2013 HSPA administration.

#### **Indicator**

By the year 2013, 89.54% of the eleventh grade special education students of Fair Lawn High School will achieve a passing score of 200 or better on the Language Arts/Literacy section of the HSPA.

Baseline: The special education sub group passing rate was 81.4% for the 2012 administration of the HSPA. An increase of 8.14% will indicate the achievement of "safe harbor" status for 2013.

#### **Action Plan**

Based upon the success of our action plan during the 2011-12 school year, we will continue to follow the same protocol during the 2012-13 school year. Therefore, using data from our standardized testing program including the NJ Pass, CTP-4, GEPA, WRAP, and internal diagnostic assessments, we have identified students in need of additional language arts instruction.

In Language Arts, we have identified all 11th grade special education students whose NJ PASS and/or CTP 4 scores indicate that they require focused literacy instruction in preparation for the March 2012 administration of the Grade 11 HSPA. Our research indicates that these students would benefit from focused instruction, based on the data presented. To ensure focused literacy instruction, we provide either of the two courses depending upon individual needs: (1) English 11 Academic level course in which class sizes are small and instruction is highly individualized. This class will be supported by paraprofessional(s) as needed OR (2) English 11 CP English Language Lab a college prep level course with support as necessary to meet individual needs.

## **SCHOOL-BASED OBJECTIVES (2012-2013)**

### **FAIR LAWN HIGH SCHOOL (9-12)**

#### **OBJECTIVE #2**

This Fair Lawn High School NCLB goal is focused on quality and continuous improvement and high levels of learning for all students.

By the year 2013, eleventh grade special education students at Fair Lawn High School will demonstrate their ability to successfully fulfill the HSPA requirements as measured by the number of students receiving a score of 200 or better on the Mathematics section of the 2012 HSPA administration.

The results of the HSPA testing conducted in March of 2012 indicate that while we achieved "safe harbor" status, we did not meet the benchmark goals in mathematics for special education students for the 2011-12 school year. Our goal for the 2012-13 school year is to attain benchmark status as indicated by the results of the 2013 HSPA test which will be administered in March of 2013. This would require a 9.80 % increase in the number of special education students receiving a score of 200 or better.

#### **Indicator:**

By the year 2013, 86% of the eleventh grade special education students of Fair Lawn High School will achieve a passing score of 200 or better on the Language Arts/Literacy section of the HSPA.

Baseline: Year 2011-12, 76.2% received a score of 200 or better on the Mathematics section of the HSPA. In order to attain benchmark status a minimum increase of 9.80% is required.

#### **Action Plan**

Since the 09-10 school year the passing rate of special education students in the mathematics section of the HSPA have shown an increase. In 2011-12 we did achieve "safe harbor" status, therefore the action plan during those two school years has yielded some success. Based upon our success, we will continue to follow the same protocol during the 2012-13 school year. Using data from our standardized testing program including the NJ Pass, CTP-4, GEPA, WRAP, and internal diagnostic assessments, we have identified students in need of additional mathematics.

These students will be required by the district to successfully complete a Basic Skills Instruction course. This course will be considered a mandated elective and successful completion will earn him/her 5 credits. This mathematics class is designed to help students develop a better understanding of mathematical concepts. Class sizes are small and instruction is highly individualized. The class will utilize software that will be tailored to each child's needs. This course will be a combination of direct instruction, drill and practice, computer activities, and will provide students' with additional help in their regular mathematics course.

### **SCHOOL-BASED OBJECTIVES (2012-2013)**

Participation in this specialized instructional program will provide students with the opportunity to focus on building and refining the mathematics skills and strategies required to perform with proficiency on the Mathematics section of the HSPA, which they will take as a member of the junior class in March 2013.

# **ACHIEVEMENT OF PERFORMANCE**

## **OBJECTIVES**

**2012 - 2013**

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)**

### **FORREST SCHOOL (K-5)**

#### **OBJECTIVE #1**

##### **Rationale**

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address the H.I.B. (Harassment, Intimidation, and Bullying). This goal will also provide students with strategies to appropriately address student conflicts.

##### **Goal**

K-5 teachers will plan and implement cross grade level assembly programs and/or activities which will provide students with positive strategies and resources when confronted with HIB behaviors.

##### **Benchmarks:**

###### **Fall 2011**

- Review NJDOE guidelines for HIB
- Webmaster to post HIB policy on school website
- Create a school-based committee (School Safety Team)
- Assign a coordinator
- Staff in-service session by Paul Green, district attorney
- Present information to PTA via PowerPoint and HIB parent guide
- Connie Greene will train administrators and HIB staff
- Committee will develop appropriate paperwork
- Review of HIB policies and procedures at back to school night and parents will sign off HIB parent form

###### **Fall/Winter 2011**

- Review procedures with staff at faculty meetings
- Teachers will provide cross grade level presentation to reinforce positive behavior techniques

###### **Spring 2012**

- Reconvene with school level team to revise forms and procedures
- Review cases to determine patterns and re-establish goals for following year

Ongoing – collect and provide data to NJDOE regarding HIB incidents

##### **Assessment**

One hundred percent of K-5 students will participate in at least two HIB assembly programs throughout the 2011-2012.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**RESULTS:**

To comply with state mandates to insure the safety and well being of all students, each elementary school established a structure for education and addressing the Harassment, Intimidation and Bullying incidents and procedures.

Each school developed their HIB Handbook in accordance with state guidelines through their Anti-Bullying Specialist, Character Education Programs, and HIB teams. NJDOE guidelines for HIB were reviewed with the staff and district attorney. In addition, each PTA/PTO was presented with an overview of state guidelines and procedures in effect. Administration participated in several training sessions throughout the year.

The elementary schools have realized a significant decline of HIB incidents. This can be attributed to increased awareness of social skills through the efforts of the ABS, parent training and awareness of HIB law, informative assemblies for students and parents, grade level appropriate skits and author visits.

In June 2012, each school's safety team met to review the year's progress and plan appropriate activities for the next academic year.

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #2**

#### **Rationale**

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, Forrest School will focus on the area of improved student writing across the curriculum. Students will show growth as writers by learning to express their ideas, interests, opinions and feelings on a wide array of topics. Teachers will share their best practices with each other and collaborate across grade levels in the delivery of writing instruction in a variety of content areas.

#### **Goal**

As a two-year objective commencing in September 2010 and will culminate in June 2012 By June 2011, 100% of teachers will have created and implemented grade level common assessment rubrics. Teachers will also share their best practices horizontally and vertically with their peers.

#### **Benchmarks**

August 2011

- Review assessment data

September 2011

- Distribution of Lucy Calkins writing kits to K-2 teachers

October 2011

- Professional development (modeling of lessons, dissection of writing units) via subject supervisor and reading specialist
- First scored writing piece to be placed in writing portfolio

January 2012

- Examining quality of student work samples

March

- Administer Measuring UP Assessments (3-5) and review of K-2 writing portfolios

#### **Assessment**

The second year of this goal will culminate in June 2012, whereby 85% of all general education students will achieve a passing score on a teacher developed writing assignment. This assignment will be aligned to the rubric developed.

### **RESULTS**

This is the culmination of a two-year district literacy goal. The elementary staff met their goals as stated in 2011. Students have shown growth as writers by learning to express their ideas, interests, opinions, and feelings, on an array of topics established across the K-1 grade levels.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**Teachers have created common assessment rubrics and shared their best practices horizontally and vertically with their peers.**

**Authors have been celebrated for each unit of study through publishing parties.**



## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #3**

#### **Rationale**

In conjunction with the district's focus on 21<sup>st</sup> Century Skills, third, fourth and fifth students in Forrest Elementary School will demonstrate growth in the area of technology for the 2011 – 2012 school year. Technology and classroom teachers will integrate technology through the Social Studies content.

#### **Goal**

In the 2011-2012 school year, one hundred percent of the third, fourth and fifth grade students will demonstrate proficiency on at least one technology project from their A B Technology strand portfolio. This will be measured by a teacher developed assessment designed for this purpose.

#### **Benchmarks**

Summer 2011

- Representation of 3, 4, 5 grade teachers meet with technology specialist to write and clarify social studies/technology curriculum integration
- Teachers define common projects for the social studies discipline

Fall 2011

- Computer teachers meet with grade level teachers to clarify technology projects that best address the NJCCS
- Typing Pals will be utilized to augment keyboarding skills

Ongoing – Students engage in projects in the core curriculum

#### **Assessment**

One hundred percent of the third, fourth and fifth grade students will demonstrate proficiency on at least one technology project from their A B Technology strand portfolio. This will be measured by a teacher developed assessment designed for this purpose.

### **RESULTS**

In conjunction with the district's focus on 21<sup>st</sup> Century Skills, third, fourth, and fifth grade students demonstrated growth in the area of technology for the 2011-2012 school year in the following ways:

- Representatives of each grade level met with the district technology specialist during the summer of 2011 to create and clarify social studies/technology curriculum integration. Common projects for the social studies discipline were defined.
- Computer teachers met with grade level staff in September 2011 to review the aspects of each project and how they relate the NJCCS.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

- **Implementation of these projects began in the Fall of 2011 and were completed by the end of May 2012.**
- **Our goal was realized as one hundred percent of the students in grades three to five demonstrated proficiency by completing a minimum of one technology project and include it in their technology portfolio.**
- **Grade level rubrics were used to assess student outcomes.**

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **LYNCREST SCHOOL (K-5)**

#### **OBJECTIVE #1**

##### **Rationale**

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address the H.I.B. (Harassment, Intimidation, and Bullying). This goal will also provide students with strategies to appropriately address student conflicts.

##### **Goal**

K-5 teachers will plan and implement cross grade level assembly programs and/or activities which will provide students with positive strategies and resources when confronted with HIB behaviors.

##### **Benchmarks:**

###### **Fall 2011**

- Review NJDOE guidelines for HIB
- Webmaster to post HIB policy on school website
- Create a school-based committee (School Safety Team)
- Assign a coordinator
- Staff in-service session by Paul Green, district attorney
- Present information to PTA via PowerPoint and HIB parent guide
- Connie Greene will train administrators and HIB staff
- Committee will develop appropriate paperwork
- Review of HIB policies and procedures at back to school night and parents will sign off HIB parent form

###### **Fall/Winter 2011**

- Review procedures with staff at faculty meetings
- Teachers will provide cross grade level presentation to reinforce positive behavior techniques

###### **Spring 2012**

- Reconvene with school level team to revise forms and procedures
- Review cases to determine patterns and re-establish goals for following year

Ongoing – collect and provide data to NJDOE regarding HIB incidents

##### **Assessment**

One hundred percent of K-5 students will participate in at least two HIB assembly programs throughout the 2011-2012.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**RESULTS:**

To comply with state mandates to insure the safety and well being of all students, each elementary school established a structure for education and addressing the Harassment, Intimidation and Bullying incidents and procedures.

Each school developed their HIB Handbook in accordance with state guidelines through their Anti-Bullying Specialist, Character Education Programs, and HIB teams. NJDOE guidelines for HIB were reviewed with the staff and district attorney. In addition, each PTA/PTO was presented with an overview of state guidelines and procedures in effect. Administration participated in several training sessions throughout the year.

The elementary schools have realized a significant decline of HIB incidents. This can be attributed to increased awareness of social skills through the efforts of the ABS, parent training and awareness of HIB law, informative assemblies for students and parents, grade level appropriate skits and author visits.

In June 2012, each school's safety team met to review the year's progress and plan appropriate activities for the next academic year.

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #2**

#### **Rationale**

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, Lyncrest School will focus on the area of improved student writing across the curriculum. Students will show growth as writers by learning to express their ideas, interests, opinions and feelings on a wide array of topics. Teachers will share their best practices with each other and collaborate across grade levels in the delivery of writing instruction in a variety of content areas.

#### **Goal**

As a two-year objective commencing in September 2010 and will culminate in June 2012 By June 2011, 100% of teachers will have created and implemented grade level common assessment rubrics. Teachers will also share their best practices horizontally and vertically with their peers.

#### **Benchmarks**

August 2011

- Review assessment data

September 2011

- Distribution of Lucy Calkins writing kits to K-2 teachers

October 2011

- Professional development (modeling of lessons, dissection of writing units) via subject supervisor and reading specialist
- First scored writing piece to be placed in writing portfolio

January 2012

- Examining quality of student work samples

March

- Administer Measuring UP Assessments (3-5) and review of K-2 writing portfolios

#### **Assessment**

The second year of this goal will culminate in June 2012, whereby 85% of all general education students will achieve a passing score on a teacher developed writing assignment. This assignment will be aligned to the rubric developed.

### **RESULTS**

**This is the culmination of a two-year district literacy goal. The elementary staff met their goals as stated in 2011. Students have shown growth as writers by learning to express their ideas, interests, opinions, and feelings, on an array of topics established across the K-1 grade levels.**

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**Teachers have created common assessment rubrics and shared their best practices horizontally and vertically with their peers.**

**Authors have been celebrated for each unit of study through publishing parties.**

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #3**

#### **Rationale**

In conjunction with the district's focus on 21<sup>st</sup> Century Skills, third, fourth and fifth students in Lyncrest Elementary School will demonstrate growth in the area of technology for the 2011 – 2012 school year. Technology and classroom teachers will integrate technology through the Social Studies content.

#### **Goal**

In the 2011-2012 school year, one hundred percent of the third, fourth and fifth grade students will demonstrate proficiency on at least one technology project from their A B Technology strand portfolio. This will be measured by a teacher developed assessment designed for this purpose.

#### **Benchmarks**

Summer 2011

- Representation of 3, 4, 5 grade teachers meet with technology specialist to write and clarify social studies/technology curriculum integration
- Teachers define common projects for the social studies discipline

Fall 2011

- Computer teachers meet with grade level teachers to clarify technology projects that best address the NJCCS
- Typing Pals will be utilized to augment keyboarding skills

Ongoing – Students engage in projects in the core curriculum

#### **Assessment**

One hundred percent of the third, fourth and fifth grade students will demonstrate proficiency on at least one technology project from their A B Technology strand portfolio. This will be measured by a teacher developed assessment designed for this purpose.

### **RESULTS**

In conjunction with the district's focus on 21<sup>st</sup> Century Skills, third, fourth, and fifth grade students demonstrated growth in the area of technology for the 2011-2012 school year in the following ways:

- Representatives of each grade level met with the district technology specialist during the summer of 2011 to create and clarify social studies/technology curriculum integration. Common projects for the social studies discipline were defined.
- Computer teachers met with grade level staff in September 2011 to review the aspects of each project and how they relate the NJCCS.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

- **Implementation of these projects began in the Fall of 2011 and were completed by the end of May 2012.**
- **Our goal was realized as one hundred percent of the students in grades three to five demonstrated proficiency by completing a minimum of one technology project and include it in their technology portfolio.**
- **Grade level rubrics were used to assess student outcomes.**



## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **MILNES SCHOOL (K-5)**

#### **OBJECTIVE #1**

##### **Rationale**

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address the H.I.B. (Harassment, Intimidation, and Bullying). This goal will also provide students with strategies to appropriately address student conflicts.

##### **Goal**

K-5 teachers will plan and implement cross grade level assembly programs and/or activities which will provide students with positive strategies and resources when confronted with HIB behaviors.

##### **Benchmarks:**

###### **Fall 2011**

- Review NJDOE guidelines for HIB
- Webmaster to post HIB policy on school website
- Create a school-based committee (School Safety Team)
- Assign a coordinator
- Staff in-service session by Paul Green, district attorney
- Present information to PTA via PowerPoint and HIB parent guide
- Connie Greene will train administrators and HIB staff
- Committee will develop appropriate paperwork
- Review of HIB policies and procedures at back to school night and parents will sign off HIB parent form

###### **Fall/Winter 2011**

- Review procedures with staff at faculty meetings
- Teachers will provide cross grade level presentation to reinforce positive behavior techniques

###### **Spring 2012**

- Reconvene with school level team to revise forms and procedures
- Review cases to determine patterns and re-establish goals for following year

Ongoing – collect and provide data to NJDOE regarding HIB incidents

##### **Assessment**

One hundred percent of K-5 students will participate in at least two HIB assembly programs throughout the 2011-2012.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**RESULTS:**

To comply with state mandates to insure the safety and well being of all students, each elementary school established a structure for education and addressing the Harassment, Intimidation and Bullying Incidents and procedures.

Each school developed their HIB Handbook in accordance with state guidelines through their Anti-Bullying Specialist, Character Education Programs, and HIB teams. NJDOE guidelines for HIB were reviewed with the staff and district attorney. In addition, each PTA/PTO was presented with an overview of state guidelines and procedures in effect. Administration participated in several training sessions throughout the year.

The elementary schools have realized a significant decline of HIB incidents. This can be attributed to increased awareness of social skills through the efforts of the ABS, parent training and awareness of HIB law, informative assemblies for students and parents, grade level appropriate skits and author visits.

In June 2012, each school's safety team met to review the year's progress and plan appropriate activities for the next academic year.

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #2**

#### **Rationale**

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, Milnes School will focus on the area of improved student writing across the curriculum. Students will show growth as writers by learning to express their ideas, interests, opinions and feelings on a wide array of topics. Teachers will share their best practices with each other and collaborate across grade levels in the delivery of writing instruction in a variety of content areas.

#### **Goal**

As a two year objective commencing in September 2010 and will culminate in June 2012 By June 2011, 100% of teachers will have created and implemented grade level common assessment rubrics. Teachers will also share their best practices horizontally and vertically with their peers.

#### **Benchmarks**

August 2011

- Review assessment data

September 2011

- Distribution of Lucy Calkins writing kits to K-2 teachers

October 2011

- Professional development (modeling of lessons, dissection of writing units) via subject supervisor and reading specialist
- First scored writing piece to be placed in writing portfolio

January 2012

- Examining quality of student work samples

March

- Administer Measuring UP Assessments (3-5) and review of K-2 writing portfolios

#### **Assessment**

The second year of this goal will culminate in June 2012, whereby 85% of all general education students will achieve a passing score on a teacher developed writing assignment. This assignment will be aligned to the rubric developed.

### **RESULTS**

This is the culmination of a two-year district literacy goal. The elementary staff met their goals as stated in 2011. Students have shown growth as writers by learning to express their ideas, interests, opinions, and feelings, on an array of topics established across the K-1 grade levels.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**Teachers have created common assessment rubrics and shared their best practices horizontally and vertically with their peers.**

**Authors have been celebrated for each unit of study through publishing parties.**

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #3**

#### **Rationale**

In conjunction with the district's focus on 21<sup>st</sup> Century Skills, third, fourth and fifth students in Milnes Elementary School will demonstrate growth in the area of technology for the 2011 – 2012 school year. Technology and classroom teachers will integrate technology through the Social Studies content.

#### **Goal**

In the 2011-2012 school year, one hundred percent of the third, fourth and fifth grade students will demonstrate proficiency on at least one technology project from their A B Technology strand portfolio. This will be measured by a teacher developed assessment designed for this purpose.

#### **Benchmarks**

Summer 2011

- Representation of 3, 4, 5 grade teachers meet with technology specialist to write and clarify social studies/technology curriculum integration
- Teachers define common projects for the social studies discipline

Fall 2011

- Computer teachers meet with grade level teachers to clarify technology projects that best address the NJCCS
- Typing Pals will be utilized to augment keyboarding skills

Ongoing – Students engage in projects in the core curriculum

#### **Assessment**

One hundred percent of the third, fourth and fifth grade students will demonstrate proficiency on at least one technology project from their A B Technology strand portfolio. This will be measured by a teacher developed assessment designed for this purpose.

### **RESULTS**

In conjunction with the district's focus on 21<sup>st</sup> Century Skills, third, fourth, and fifth grade students demonstrated growth in the area of technology for the 2011-2012 school year in the following ways:

- Representatives of each grade level met with the district technology specialist during the summer of 2011 to create and clarify social studies/technology curriculum integration. Common projects for the social studies discipline were defined.
- Computer teachers met with grade level staff in September 2011 to review the aspects of each project and how they relate the NJCCS.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

- **Implementation of these projects began in the Fall of 2011 and were completed by the end of May 2012.**
- **Our goal was realized as one hundred percent of the students in grades three to five demonstrated proficiency by completing a minimum of one technology project and include it in their technology portfolio.**
- **Grade level rubrics were used to assess student outcomes.**

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **RADBURN SCHOOL (K-5)**

#### **OBJECTIVE #1**

##### **Rationale**

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address the H.I.B. (Harassment, Intimidation, and Bullying). This goal will also provide students with strategies to appropriately address student conflicts.

##### **Goal**

K-5 teachers will plan and implement cross grade level assembly programs and/or activities which will provide students with positive strategies and resources when confronted with HIB behaviors.

##### **Benchmarks:**

###### **Fall 2011**

- Review NJDOE guidelines for HIB
- Webmaster to post HIB policy on school website
- Create a school-based committee (School Safety Team)
- Assign a coordinator
- Staff in-service session by Paul Green, district attorney
- Present information to PTA via PowerPoint and HIB parent guide
- Connie Greene will train administrators and HIB staff
- Committee will develop appropriate paperwork
- Review of HIB policies and procedures at back to school night and parents will sign off HIB parent form

###### **Fall/Winter 2011**

- Review procedures with staff at faculty meetings
- Teachers will provide cross grade level presentation to reinforce positive behavior techniques

###### **Spring 2012**

- Reconvene with school level team to revise forms and procedures
- Review cases to determine patterns and re-establish goals for following year

Ongoing – collect and provide data to NJDOE regarding HIB incidents

##### **Assessment**

One hundred percent of K-5 students will participate in at least two HIB assembly programs throughout the 2011-2012.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**RESULTS:**

To comply with state mandates to insure the safety and well being of all students, each elementary school established a structure for education and addressing the Harassment, Intimidation and Bullying incidents and procedures.

Each school developed their HIB Handbook in accordance with state guidelines through their Anti-Bullying Specialist, Character Education Programs, and HIB teams. NJDOE guidelines for HIB were reviewed with the staff and district attorney. In addition, each PTA/PTO was presented with an overview of state guidelines and procedures in effect. Administration participated in several training sessions throughout the year.

The elementary schools have realized a significant decline of HIB incidents. This can be attributed to increased awareness of social skills through the efforts of the ABS, parent training and awareness of HIB law, informative assemblies for students and parents, grade level appropriate skits and author visits.

In June 2012, each school's safety team met to review the year's progress and plan appropriate activities for the next academic year.



## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #2**

#### **Rationale**

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, Radburn School will focus on the area of improved student writing across the curriculum. Students will show growth as writers by learning to express their ideas, interests, opinions and feelings on a wide array of topics. Teachers will share their best practices with each other and collaborate across grade levels in the delivery of writing instruction in a variety of content areas.

#### **Goal**

As a two year objective commencing in September 2010 and will culminate in June 2012 By June 2011, 100% of teachers will have created and implemented grade level common assessment rubrics. Teachers will also share their best practices horizontally and vertically with their peers.

#### **Benchmarks**

August 2011

- Review assessment data

September 2011

- Distribution of Lucy Calkins writing kits to K-2 teachers

October 2011

- Professional development (modeling of lessons, dissection of writing units) via subject supervisor and reading specialist
- First scored writing piece to be placed in writing portfolio

January 2012

- Examining quality of student work samples

March

- Administer Measuring UP Assessments (3-5) and review of K-2 writing portfolios

#### **Assessment**

The second year of this goal will culminate in June 2012, whereby 85% of all general education students will achieve a passing score on a teacher developed writing assignment. This assignment will be aligned to the rubric developed.

### **RESULTS**

This is the culmination of a two-year district literacy goal. The elementary staff met their goals as stated in 2011. Students have shown growth as writers by learning to express their ideas, interests, opinions, and feelings, on an array of topics established across the K-1 grade levels.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**Teachers have created common assessment rubrics and shared their best practices horizontally and vertically with their peers.**

**Authors have been celebrated for each unit of study through publishing parties.**

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012) (continued)**

### **OBJECTIVE #3**

#### **Rationale**

In conjunction with the district's focus on 21<sup>st</sup> Century Skills, third, fourth and fifth students in Radburn Elementary School will demonstrate growth in the area of technology for the 2011 – 2012 school year. Technology and classroom teachers will integrate technology through the Social Studies content.

#### **Goal**

In the 2011-2012 school year, one hundred percent of the third, fourth and fifth grade students will demonstrate proficiency on at least one technology project from their A B Technology strand portfolio. This will be measured by a teacher developed assessment designed for this purpose.

#### **Benchmarks**

Summer 2011

- Representation of 3, 4, 5 grade teachers meet with technology specialist to write and clarify social studies/technology curriculum integration
- Teachers define common projects for the social studies discipline

Fall 2011

- Computer teachers meet with grade level teachers to clarify technology projects that best address the NJCCS
- Typing Pals will be utilized to augment keyboarding skills

Ongoing – Students engage in projects in the core curriculum

#### **Assessment**

One hundred percent of the third, fourth and fifth grade students will demonstrate proficiency on at least one technology project from their A B Technology strand portfolio. This will be measured by a teacher developed assessment designed for this purpose.

### **RESULTS**

In conjunction with the district's focus on 21<sup>st</sup> Century Skills, third, fourth, and fifth grade students demonstrated growth in the area of technology for the 2011-2012 school year in the following ways:

- Representatives of each grade level met with the district technology specialist during the summer of 2011 to create and clarify social studies/technology curriculum integration. Common projects for the social studies discipline were defined.
- Computer teachers met with grade level staff in September 2011 to review the aspects of each project and how they relate the NJCCS.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

- **Implementation of these projects began in the Fall of 2011 and were completed by the end of May 2012.**
- **Our goal was realized as one hundred percent of the students in grades three to five demonstrated proficiency by completing a minimum of one technology project and include it in their technology portfolio.**
- **Grade level rubrics were used to assess student outcomes.**

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **WARREN POINT SCHOOL (K-5)**

#### **OBJECTIVE #1**

##### **Rationale**

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address the H.I.B. (Harassment, Intimidation, and Bullying). This goal will also provide students with strategies to appropriately address student conflicts.

##### **Goal**

K-5 teachers will plan and implement cross grade level assembly programs and/or activities which will provide students with positive strategies and resources when confronted with HIB behaviors.

##### **Benchmarks:**

Fall 2011

- Review NJDOE guidelines for HIB
- Webmaster to post HIB policy on school website
- Create a school-based committee (School Safety Team)
- Assign a coordinator
- Staff in-service session by Paul Green, district attorney
- Present information to PTA via PowerPoint and HIB parent guide
- Connie Greene will train administrators and HIB staff
- Committee will develop appropriate paperwork
- Review of HIB policies and procedures at back to school night and parents will sign off HIB parent form

Fall/Winter 2011

- Review procedures with staff at faculty meetings
- Teachers will provide cross grade level presentation to reinforce positive behavior techniques

Spring 2012

- Reconvene with school level team to revise forms and procedures
- Review cases to determine patterns and re-establish goals for following year

Ongoing – collect and provide data to NJDOE regarding HIB incidents

##### **Assessment**

One hundred percent of K-5 students will participate in at least two HIB assembly programs throughout the 2011-2012.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**RESULTS:**

To comply with state mandates to insure the safety and well being of all students, each elementary school established a structure for education and addressing the Harassment, Intimidation and Bullying incidents and procedures.

Each school developed their HIB Handbook in accordance with state guidelines through their Anti-Bullying Specialist, Character Education Programs, and HIB teams. NJDOE guidelines for HIB were reviewed with the staff and district attorney. In addition, each PTA/PTO was presented with an overview of state guidelines and procedures in effect. Administration participated in several training sessions throughout the year.

The elementary schools have realized a significant decline of HIB incidents. This can be attributed to increased awareness of social skills through the efforts of the ABS, parent training and awareness of HIB law, informative assemblies for students and parents, grade level appropriate skits and author visits.

In June 2012, each school's safety team met to review the year's progress and plan appropriate activities for the next academic year.

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #2**

#### **Rationale**

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, Warren Point School will focus on the area of improved student writing across the curriculum. Students will show growth as writers by learning to express their ideas, interests, opinions and feelings on a wide array of topics. Teachers will share their best practices with each other and collaborate across grade levels in the delivery of writing instruction in a variety of content areas.

#### **Goal**

As a two year objective commencing in September 2010 and will culminate in June 2012 By June 2011, 100% of teachers will have created and implemented grade level common assessment rubrics. Teachers will also share their best practices horizontally and vertically with their peers.

#### **Benchmarks**

August 2011

- Review assessment data

September 2011

- Distribution of Lucy Calkins writing kits to K-2 teachers

October 2011

- Professional development (modeling of lessons, dissection of writing units) via subject supervisor and reading specialist
- First scored writing piece to be placed in writing portfolio

January 2012

- Examining quality of student work samples

March

- Administer Measuring UP Assessments (3-5) and review of K-2 writing portfolios

#### **Assessment**

The second year of this goal will culminate in June 2012, whereby 85% of all general education students will achieve a passing score on a teacher developed writing assignment. This assignment will be aligned to the rubric developed.

### **RESULTS**

This is the culmination of a two-year district literacy goal. The elementary staff met their goals as stated in 2011. Students have shown growth as writers by learning to express their ideas, interests, opinions, and feelings, on an array of topics established across the K-1 grade levels.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**Teachers have created common assessment rubrics and shared their best practices horizontally and vertically with their peers.**

**Authors have been celebrated for each unit of study through publishing parties.**



## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #3**

#### **Rationale**

In conjunction with the district's focus on 21<sup>st</sup> Century Skills, third, fourth and fifth students in Warren Point Elementary School will demonstrate growth in the area of technology for the 2011 – 2012 school year. Technology and classroom teachers will integrate technology through the Social Studies content.

#### **Goal**

In the 2011-2012 school year, one hundred percent of the third, fourth and fifth grade students will demonstrate proficiency on at least one technology project from their A B Technology strand portfolio. This will be measured by a teacher developed assessment designed for this purpose.

#### **Benchmarks**

##### **Summer 2011**

- Representation of 3, 4, 5 grade teachers meet with technology specialist to write and clarify social studies/technology curriculum integration
- Teachers define common projects for the social studies discipline

##### **Fall 2011**

- Computer teachers meet with grade level teachers to clarify technology projects that best address the NJCCS
- Typing Pals will be utilized to augment keyboarding skills

Ongoing – Students engage in projects in the core curriculum

#### **Assessment**

One hundred percent of the third, fourth and fifth grade students will demonstrate proficiency on at least one technology project from their A B Technology strand portfolio. This will be measured by a teacher developed assessment designed for this purpose.

### **RESULTS**

In conjunction with the district's focus on 21<sup>st</sup> Century Skills, third, fourth, and fifth grade students demonstrated growth in the area of technology for the 2011-2012 school year in the following ways:

- Representatives of each grade level met with the district technology specialist during the summer of 2011 to create and clarify social studies/technology curriculum integration. Common projects for the social studies discipline were defined.
- Computer teachers met with grade level staff in September 2011 to review the aspects of each project and how they relate the NJCCS.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

- **Implementation of these projects began in the Fall of 2011 and were completed by the end of May 2012.**
- **Our goal was realized as one hundred percent of the students in grades three to five demonstrated proficiency by completing a minimum of one technology project and include it in their technology portfolio.**
- **Grade level rubrics were used to assess student outcomes.**

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **WESTMORELAND SCHOOL (K-5)**

#### **OBJECTIVE #1**

##### **Rationale**

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address the H.I.B. (Harassment, Intimidation, and Bullying). This goal will also provide students with strategies to appropriately address student conflicts.

##### **Goal**

K-5 teachers will plan and implement cross grade level assembly programs and/or activities which will provide students with positive strategies and resources when confronted with HIB behaviors.

##### **Benchmarks:**

###### **Fall 2011**

- Review NJDOE guidelines for HIB
- Webmaster to post HIB policy on school website
- Create a school-based committee (School Safety Team)
- Assign a coordinator
- Staff in-service session by Paul Green, district attorney
- Present information to PTA via PowerPoint and HIB parent guide
- Connie Greene will train administrators and HIB staff
- Committee will develop appropriate paperwork
- Review of HIB policies and procedures at back to school night and parents will sign off HIB parent form

###### **Fall/Winter 2011**

- Review procedures with staff at faculty meetings
- Teachers will provide cross grade level presentation to reinforce positive behavior techniques

###### **Spring 2012**

- Reconvene with school level team to revise forms and procedures
- Review cases to determine patterns and re-establish goals for following year

Ongoing – collect and provide data to NJDOE regarding HIB incidents

##### **Assessment**

One hundred percent of K-5 students will participate in at least two HIB assembly programs throughout the 2011-2012.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**RESULTS:**

To comply with state mandates to insure the safety and well being of all students, each elementary school established a structure for education and addressing the Harassment, Intimidation and Bullying incidents and procedures.

Each school developed their HIB Handbook in accordance with state guidelines through their Anti-Bullying Specialist, Character Education Programs, and HIB teams. NJDOE guidelines for HIB were reviewed with the staff and district attorney. In addition, each PTA/PTO was presented with an overview of state guidelines and procedures in effect. Administration participated in several training sessions throughout the year.

The elementary schools have realized a significant decline of HIB incidents. This can be attributed to increased awareness of social skills through the efforts of the ABS, parent training and awareness of HIB law, informative assemblies for students and parents, grade level appropriate skits and author visits.

In June 2012, each school's safety team met to review the year's progress and plan appropriate activities for the next academic year.

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #2**

#### **Rationale**

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, Westmoreland School will focus on the area of improved student writing across the curriculum. Students will show growth as writers by learning to express their ideas, interests, opinions and feelings on a wide array of topics. Teachers will share their best practices with each other and collaborate across grade levels in the delivery of writing instruction in a variety of content areas.

#### **Goal**

As a two year objective commencing in September 2010 and will culminate in June 2012 By June 2011, 100% of teachers will have created and implemented grade level common assessment rubrics. Teachers will also share their best practices horizontally and vertically with their peers.

#### **Benchmarks**

August 2011

- Review assessment data

September 2011

- Distribution of Lucy Calkins writing kits to K-2 teachers

October 2011

- Professional development (modeling of lessons, dissection of writing units) via subject supervisor and reading specialist
- First scored writing piece to be placed in writing portfolio

January 2012

- Examining quality of student work samples

March

- Administer Measuring UP Assessments (3-5) and review of K-2 writing portfolios

#### **Assessment**

The second year of this goal will culminate in June 2012, whereby 85% of all general education students will achieve a passing score on a teacher developed writing assignment. This assignment will be aligned to the rubric developed.

### **RESULTS**

This is the culmination of a two-year district literacy goal. The elementary staff met their goals as stated in 2011. Students have shown growth as writers by learning to express their ideas, interests, opinions, and feelings, on an array of topics established across the K-1 grade levels.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**Teachers have created common assessment rubrics and shared their best practices horizontally and vertically with their peers.**

**Authors have been celebrated for each unit of study through publishing parties.**

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #3**

#### **Rationale**

In conjunction with the district's focus on 21<sup>st</sup> Century Skills, third, fourth and fifth students in Westmoreland Elementary School will demonstrate growth in the area of technology for the 2011 – 2012 school year. Technology and classroom teachers will integrate technology through the Social Studies content.

#### **Goal**

In the 2011-2012 school year, one hundred percent of the third, fourth and fifth grade students will demonstrate proficiency on at least one technology project from their A B Technology strand portfolio. This will be measured by a teacher developed assessment designed for this purpose.

#### **Benchmarks**

Summer 2011

- Representation of 3, 4, 5 grade teachers meet with technology specialist to write and clarify social studies/technology curriculum integration
- Teachers define common projects for the social studies discipline

Fall 2011

- Computer teachers meet with grade level teachers to clarify technology projects that best address the NJCCS
- Typing Pals will be utilized to augment keyboarding skills

Ongoing – Students engage in projects in the core curriculum

#### **Assessment**

One hundred percent of the third, fourth and fifth grade students will demonstrate proficiency on at least one technology project from their A B Technology strand portfolio. This will be measured by a teacher developed assessment designed for this purpose.

### **RESULTS**

In conjunction with the district's focus on 21<sup>st</sup> Century Skills, third, fourth, and fifth grade students demonstrated growth in the area of technology for the 2011-2012 school year in the following ways:

- Representatives of each grade level met with the district technology specialist during the summer of 2011 to create and clarify social studies/technology curriculum integration. Common projects for the social studies discipline were defined.
- Computer teachers met with grade level staff in September 2011 to review the aspects of each project and how they relate the NJCCS.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

- **Implementation of these projects began in the Fall of 2011 and were completed by the end of May 2012.**
- **Our goal was realized as one hundred percent of the students in grades three to five demonstrated proficiency by completing a minimum of one technology project and include it in their technology portfolio.**
- **Grade level rubrics were used to assess student outcomes.**



## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012) (continued)**

### **MEMORIAL (6-8)**

#### **OBJECTIVE #1**

##### **LANGUAGE ARTS GOAL**

###### **I. NEEDS STATEMENT:**

Students in grades 6-8 attending Memorial Middle School did not achieve the established benchmark of 86% proficiency in Language Arts Literacy on the 2011 administration of the NJASK. Therefore, Memorial Middle School seeks to meet and/or exceed the NCLB requirement for total students in Language Arts Literacy.

###### **II. OBJECTIVE:**

In keeping with the Superintendent's goal of *Quality and Continuous Improvement*, there will be a ten percent decrease in the total number of students in grades 6-8 scoring at the partial proficiency level in Language Arts Literacy on the 2012 administration of the NJASK as compared to the 2011 administration.

Teacher goals:

- to demonstrate various approaches to content delivery.
- to design pre/post assessments and establish benchmarks in Language Arts at each grade level.
- to provide an additional Language Arts literacy block in order to facilitate continued improvement in reading and writing.
- to develop a variety of instructional strategies to accommodate the specific needs of students.
- to provide activities that require learners to demonstrate understanding of reading and writing strategies and skills.

Learner goals will include:

- the application of the five strands of literacy;
- the ability to integrate reading and writing strategies across the curriculum;
- the application of test taking strategies.

###### **III. TASKS:**

- Additional time on task for all subgroups will be provided through a major revision to the middle school master schedule. All students will take two daily English courses: Literature Connections and Language Arts.
- Revisions to grades 6-8 English curriculum will serve to better align the curriculum with the NJCCCS.
- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the NJASK/CTP-4 reporting matrix.

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **MEMORIAL SCHOOL (K-5)** (continued)

- On-going teacher assessment and the use of the *Reading Progress Indicators* will be used to monitor student progress.

#### **TIME LINES**

##### *September/October 2011*

- Identify specific strengths/weaknesses of learners through standardized/diagnostic test skill arrays (NJASK, CTP4 and *Reading Progress Indicators*).
- Identify targeted population.
- Pre-test students to develop an instructional plan.

##### *November 2011*

- Compare NJASK and CTP4 skills array with the pre-test results to assess the instructional plan.

##### *January 2012*

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

##### *April/May 2012*

- Administer NJASK.

##### *Summer 2012*

- Analyze NJASK results.

#### **RESULTS:**

**The NJASK Language Arts Literacy results indicated the following:**

- Of the total population within grade 8, 90.3% of all our Memorial students were proficient on the NJASK.
- The subgroups within grade 8 indicate that 95.8% of our general education students, 68.8% of our special education students and 100% of our Limited English Proficient students reached proficiency in Language Arts Literacy.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

- **Of the total population within grade 7, 81.4% of all our Memorial students were proficient on the NJASK.**
- **The subgroups within grade 7 indicate that 90.8% of our general education students, 38.1% of our special education students and 25% of our Limited English Proficient students reached proficiency in Language Arts Literacy.**
- **Of the total population within grade 6, 82.3% of all of our Memorial students were proficient on the NJASK.**
- **The subgroups within grade 6 indicate that 92.2% of our general education students, 34.8% of our special education students and 66.7% of our Limited English Proficient students reached proficiency in Language Arts Literacy.**

**As a result of these scores Memorial Middle School for the first time this year has changed its teaching configuration in grades 6,7, and 8 in order to better prepare our students for the NJASK tests. In each grade there is now a literacy specialist targeting “at risk” learners in order to address students within the general education population that are partially proficient while our special education department has now become departmentalized in the areas of English and Math. This is the first year our family model students will be using the present Mathematics 6 curriculum modified in accordance with their needs.**

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #2**

#### **MATHEMATICS GOAL**

##### **I. NEEDS STATEMENT:**

While the total population of students in grades 6-8 attending Memorial Middle School *did* achieve the established benchmark of 80% proficiency in Mathematics on the 2011 administration of the NJASK, individual subgroups (students with disabilities, economically disadvantaged) did not. Therefore, Memorial Middle School seeks to meet and/or exceed the NCLB requirement for all subgroups in Mathematics.

##### **II. OBJECTIVE:**

In keeping with the Superintendent's goal of *Quality and Continuous Improvement*, there will be a ten percent decrease in each identified subgroup of students in grades 6-8 scoring at the partial proficiency level in Mathematics on the 2012 administration of the NJASK as compared to the 2011 administration.

Teacher goals:

- to demonstrate various approaches to content delivery.
- to design pre/post assessments and establish benchmarks in mathematics at each grade level.
- to provide an additional marking period of the Dynamic Math rotation course for the 2011-2012 school year.
- to develop a variety of instructional strategies to accommodate the specific needs of students.
- to provide activities that require learners to demonstrate understanding of mathematical concepts and skills.

Learner goals will include:

- an understanding of basic concepts in mathematics;
- the ability to apply the concepts of mathematics as identified in the NJCCCS;
- the application of test taking strategies.

##### **III. TASKS:**

- Additional time on task for all subgroups will be provided through a major revision to the middle school master schedule. All students will take two marking periods of Dynamic Math in addition to their daily math course.
- Revisions to grades 6 and 7 Mathematics curriculum will serve to better align the curriculum with the NJCCCS.
- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the NJASK/CTP-4 reporting matrix.

### **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

- On-going teacher assessment will be used to monitor student progress.

#### **TIME LINES**

##### *September/October 2011*

- Identify specific strengths/weaknesses of learners through standardized/diagnostic test skill arrays (NJASK, CTP4).
- Identify targeted population.
- Pre-test students to develop an instructional plan.
- Continue to implement rotation classes.

##### *November 2011*

- Compare NJASK and CTP4 skills array with the pre-test results to assess the instructional plan.

##### *January 2012*

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

##### *April/May 2012*

- Administer NJASK.

##### *Summer 2012*

- Analyze NJASK results.

#### **RESULTS:**

##### **The NJASK Math results indicate the following:**

- Of the **total population** of students enrolled at Memorial Middle School in grades 6-8, **77.3%** scored proficient or higher on the NJASK in Math.
- Of the **sixth grade** total population **85.8%** scored proficient on the NJASK in Math.
- Of the **seventh grade** total population **70.4%** scored proficient on the NJASK in Math.
- Of the **eighth grade** total population **78.9%** scored proficient on the NJASK in Math.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

- Of the **sixth grade** population of *students with disabilities* **44%** scored proficient on the NJASK in Math. 56% of this sub-group scored partial proficient. This indicates the goal of reducing partial proficiency by 10% was NOT achieved.
- Of the **seventh grade** population of *students with disabilities* **38.1%** scored proficient on the NJASK in Math. 61.9% of this sub-group scored partial proficient. This indicates the goal of reducing partial proficiency by 10% was NOT achieved.
- Of the **eighth grade** population of *students with disabilities* **37.6%** scored proficient on the NJASK in Math. 62.5% of this sub-group scored partial proficient. This indicates the goal of reducing partial proficiency by 10% was NOT achieved.
- Of the **sixth grade** population of *economically disadvantaged students* **81.3%** scored proficient on the NJASK in Math. This indicates the goal of reducing partial proficiency by 10% was achieved.
- Of the **seventh grade** population of *economically disadvantaged students* **52.6%** scored proficient on the NJASK in Math. 47.4% of this sub-group scored partial proficient. This indicates the goal of reducing partial proficiency by 10% was NOT achieved.
- Of the **eighth grade** population of *economically disadvantaged students* **60%** scored proficient on the NJASK in Math. 40% of this sub-group scored partial proficient. This indicates the goal of reducing partial proficiency by 10% was NOT achieved.

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **THOMAS JEFFERSON (6-8)**

#### **OBJECTIVE #1**

##### **LANGUAGE ARTS GOAL**

##### **I. NEEDS STATEMENT:**

While the total population of students attending Thomas Jefferson Middle School did achieve the established benchmark of 86% our individual grade levels did not. Therefore, Thomas Jefferson Middle School seeks to meet and or exceed the increased NCLB requirement for all subgroups in Language Arts.

##### **II. OBJECTIVE:**

In keeping with the Superintendent's goal of *Quality and Continuous Improvement*, there will be a ten percent decrease in the number of total students in grades 6-8 scoring at the partial proficient level in Language Arts Literacy in the 2012 administration of the NJASK as compared to the 2011 administration.

Teacher goals:

- To demonstrate various approaches to content delivery;
- To design pre/post assessments and establish benchmarks in Language Arts at each grade level.
- To provide an additional Language Arts literacy block in order to facilitate continued improvement in reading and writing.
- To develop a variety of instructional strategies to accommodate the specific needs of the special education students;
- To provide activities that require learners to demonstrate understanding of reading and writing strategies and skills;

Learner goals will include

- The application of the five strands of literacy;
- The ability to integrate reading and writing strategies across the curriculum;
- Application of test taking strategies.

##### **III. TASKS:**

- Additional time on task for all subgroups will be provided with the addition of a second Language Arts Literacy course in grades 6-8. This course will be in addition to the existing Language Arts class and will focus on reading and writing skills.
- Revision to grades 6-8 English curriculum will serve to better align the curriculum with the NJCCCS.
- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the NJASK/CTP-4 reporting matrix.

**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

**THOMAS JEFFERSON SCHOOL (K-5)** (continued)

- On-going teacher assessment and the use of the *Reading Progress Indicators* will be used to monitor student progress.

**TIME LINES:**

***September/October 2011***

- Identification specific strengths/weaknesses of learners through standardized/diagnostic test skill arrays (NJASK, CTP4 and *Reading Progress Indicators*);
- Identify targeted population.
- Pre-test students to develop an instructional plan.

***November 2011***

- Compare NJASK and CTP4 skills array with the pre-test results to assess the instructional plan.

***January 2012***

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

***April/May 2012***

- Administer NJASK 8

***Summer 2012***

- Compare NJASK 8 test results.

**RESULTS:**

**The NJASK Language Arts Literacy results indicated the following:**

- Of the total population within grade 8, 92.1% of all our TJ students were proficient on the NJASK.
- The subgroups within grade 8 indicate that while 96.6% of our general education students reached proficiency in Language Arts Literacy, 63.7% of our special education students and .75% of our Limited English Proficient students did not.



**ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

- **Of the total population within grade 7, 81.3% of all our TJ students were proficient on the NJASK.**
- **The subgroups within grade 7 indicate that while 93.3% of our general education students reached proficiency in Language Arts Literacy, 42.5% of our special education students and 55.5% of our Limited English Proficient students did not.**
- **Of the total population within grade 6, 93.1% of all of our TJ students were proficient on the NJASK.**
- **The subgroups within grade 6 indicate that while 93.1% of our general education students reached proficiency in Language Arts Literacy, 44.2% of our special education students and 50% of our Limited English Proficient students did not.**

**As a result of these scores Thomas Jefferson Middle School for the first time this year has changed its teaching configuration in grades 6,7, and 8 in order to better prepare our students for the NJASK tests. In each grade there is now a literacy specialist targeting “at risk” learners within the general education population, and the special education department has now become more departmentalized in the areas of English and Math. With core content specialists it is now our goal to increase performance scores by 10% or better.**

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **OBJECTIVE #2**

#### **MATHEMATICS GOAL**

##### **• NEEDS STATEMENT:**

Students in several subgroups (Students with Disabilities, Hispanic and Economically Disadvantaged) at Thomas Jefferson Middle School did not achieve the established proficiency benchmarks of 80% proficiency in Mathematics on the 2011 administration of the NJASK in grades 6-8. Therefore, Thomas Jefferson Middle School seeks to meet and exceed the increased NCLB requirement for all subgroups in Mathematics.

##### **• OBJECTIVE:**

In keeping with the Superintendent's goal of *Quality and Continuous Improvement*, there will be a ten percent decrease in the number of total students in grades 6-8 scoring at the partial proficient level in Mathematics in the 2012 administration of the NJASK as compared to the 2011 administration.

Teacher goals:

- ✧ To demonstrate various approaches to content delivery;
- ✧ To design pre/post assessments and establish benchmarks in mathematics at each grade level.
- ✧ Provide a Dynamic Math Rotation course for the 2011/2012 school year.
- ✧ To develop a variety of instructional strategies to accommodate the specific needs of students;
- ✧ To provide activities that require learners to demonstrate understanding of mathematical concepts and skills;
- ✧ To assess and evaluate student progress in mathematics;

Learner goals will include

- an understanding of basic concepts in mathematics
- the ability to apply the concepts of mathematics as identified in the NJCCS
- ✧ application of test taking strategies

##### **✧ TASKS:**

- ✧ Additional time on task for all students will be provided through a major revision of the middle school master schedule. All students will take two marking periods of Dynamic Mathematics in addition to their daily math course.
- ✧ Revision to grades 6-7 Mathematics curriculum will serve to better align the curriculum with the NJCCCS.

### **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the NJASK and CTP-4 reporting matrix.
- On-going teacher assessment and the use of the *Mathematics Progress Indicators* will be used to monitor student progress.

#### **TIME LINES:**

##### ***September/October 2011***

- Identification of specific strengths/weaknesses of learners through standardized/diagnostic test skills arrays (NJASK, CTP4 and *Mathematics Progress Indicators*);
- Identify targeted population.
- Pre-test students to develop an instructional plan.
- Continue to implement new rotation classes.

##### ***November 2011***

- Compare the NJASK and CTP4 skills array with the pre-test results to assess the instructional plan.

•

##### ***January 2012***

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

##### ***April/May 2012***

- Administer NJASK.

##### ***June 2012***

- Results to be determined by analysis of the subgroup scores from the 2012 NJASK administration (Passing rate = 80%).

### **RESULTS**

**The NJASK Math results indicated the following:**

- Of the total population within grade 8, 84.7% of all our TJ students were proficient on the NJASK in Math.
- The subgroups within grade 8 indicate that while 91.3% of our general education students were proficient 8.7% were not a 3.1% decrease in partial proficiency, and that 100% of our Limited English Proficient students reached proficiency in 2011 and 2012, while 52.3% of our special education students were proficient 47.7% were not reflecting a 3.5% decrease in partial proficiency.

### **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

- In terms of ethnicity, the Hispanic population at TJ showed that 40.9% were partially proficient a decrease in partial proficiency from last spring to this spring of 9.1%, the white population 13.7% were partially proficient a 1.3% decrease, the black or African American population reflected that 14.3% of our students were partially proficient a 45.7% decrease in partial proficiency while the Asian population showed an increase from zero students being partially proficient to 9.3% being partially proficient on the 2012 NJASK spring test.
- In terms of economic status, 21.7% of TJ's economically disadvantaged students were partially proficient an 11.6% decrease in partial proficiency in Math from spring 2011 to the spring of 2012.
- Of the total population within grade 7, 81% of all our TJ students were proficient on the NJASK in Math.
- The subgroups within grade 7 indicate that while 89.7% of general education students were proficient there was a 2.6% increase in partial proficiency, while 48.7% of our special education students were proficient, 51.3% were not reflecting an 18% increase in partial proficiency amongst our special education population and while 63.7% of our Limited English students were proficient 36.4% were not a 13.6% decrease in partial proficiency in comparison to last springs scores.
- In terms of ethnicity TJ's Hispanic population 38.5% were partially proficient a 4.6% increase in partial proficiency, our Black or African American population 20% were partially proficient a 20% increase from last spring, while the Asian population showed a 17.4% rate of partial proficiency a 4.9% increase in partial proficiency in Math over last year.
- Of the total population within grade 6, 90.8% of all of our TJ students were proficient on the NJASK in Math while 9.2% were partially proficient. The subgroups within grade 6 indicate that while 96.7% of our general education students reached proficiency in Math 3.3% did not, 65.2% of our special education students were proficient that 34.9% were not and that while 90% of our Limited English Proficient students were proficient 10% were not.
- The subgroups within grade 6 indicate that while 91.5% of the white students were proficient that 8.4% were not, our Black or African American population 100% were proficient, while 80.8% of our Hispanic population were proficient that 19.2% were not and that our Asian population 100% were proficient.

In order to work towards decreasing partial proficiency rates TJ continues to offer a double block of Dynamic Math and Dynamic Math Lab for those students partially proficient. In the area of special education we have departmentalized Math and for the first time are paralleling the core content curriculum by teaching Mathematics 6 instead of Everyday Math series.

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

### **HIGH SCHOOL (9-12)**

#### **OBJECTIVE #1**

This Fair Lawn High School NCLB goal is focused on quality and continuous improvement and high levels of learning for all students. Since the results of the HSPA testing conducted in March of 2011 continue to indicate that we did not meet the benchmark goals for the 2010-11 school year with the special education cohort, we will continue this goal. Our goal for the 2011-12 school year is to attain benchmark status (92%) as indicated by the results of the 2012 HSPA test which will be administered in March of 2012.

By the year 2012, eleventh grade special education students at Fair Lawn High School will demonstrate their ability to successfully fulfill the HSPA requirements as measured by a 4% increase in the number of students receiving a score of 200 or better on the Language Arts/Literacy section of the 2012 HSPA administration.

#### **Indicator**

By the year 2012, 92% of the eleventh grade special education students of Fair Lawn High School will achieve a passing score of 200 or better on the Language Arts/Literacy section of the HSPA.

Baseline: The special education sub group passing rate was 88% for the 2011 administration of the HSPA. An increase of 4% will indicate the achievement of the AYP benchmark for 2012.

#### **Action Plan**

Based upon the success of our action plan during the 2010-11 school year, we will continue to follow the same protocol during the 2011-12 school year. Therefore, using data from our standardized testing program including the NJ Pass, CTP-4, GEPA, WRAP, and internal diagnostic assessments, we have identified students in need of additional language arts instruction.

In Language Arts, we have identified all 11th grade special education students whose NJ PASS and/or CTP 4 scores indicate that they require focused literacy instruction in preparation for the March 2012 administration of the Grade 11 HSPA. Our research indicates that these students would benefit from focused instruction, based on the data presented. To ensure focused literacy instruction, we provide either of the two courses depending upon individual needs: (1) English 11 Academic level course in which class sizes are small and instruction is highly individualized. This class will be supported by paraprofessional(s) as needed OR (2) English 11 CP English Language Lab a college prep level course with support as necessary to meet individual needs.

### **RESULTS**

For the **2011-2012** school year, **81.4%** of our special education students achieved proficiency or advanced proficiency in the language arts/literature section of the HSPA. Therefore we did not achieve our goal of achieving the AYP benchmark (92%) in the special education population. An analysis of the data indicates that we dropped 6.6 % as compared to last year's results. Based upon

## **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

previous year's results we anticipate an improvement in scores and will update results after the October 2012 administration of the HSPA to this cohort.

### **FAIR LAWN HIGH SCHOOL (K-5)** (continued)

#### **OBJECTIVE #2**

This Fair Lawn High School NCLB goal is focused on quality and continuous improvement and high levels of learning for all students. By the year 2012, eleventh grade special education students at Fair Lawn High School will demonstrate their ability to successfully fulfill the HSPA requirements as measured by the number of students receiving a score of 200 or better on the Mathematics section of the 2012 HSPA administration.

The results of the HSPA testing conducted in March of 2011 indicate that we did not meet the benchmark goals in mathematics for special education students for the 2010-11 school year. Our goal for the 2011-12 school year is to attain safe harbor status as indicated by the results of the 2012 HSPA test which will be administered in March of 2012. This would require a 6.41 % increase in the number of special education students receiving a score of 200 or better.

#### **Indicator:**

By the year 2012, 70.51% of the eleventh grade special education students of Fair Lawn High School will achieve a passing score of 200 or better on the Language Arts/Literacy section of the HSPA.

Baseline: Year 2010-11, 64.1% received a score of 200 or better on the Mathematics section of the HSPA. In order to attain "Safe Harbor" status a minimum increase of 6.41% is required.

#### **Action Plan**

Since the 09-10 school year the passing rate of special education students in the mathematics section of the HSPA have shown an increase. While we have not made safe harbor, the action plan during those two school years has yielded some success. We will continue to follow the same protocol during the 2011-12 school year. Using data from our standardized testing program including the NJ Pass, CTP-4, GEPA, WRAP, and internal diagnostic assessments, we have identified students in need of additional mathematics

These students will be required by the district to successfully complete a Basic Skills Instruction course. This course will be considered a mandated elective and successful completion will earn him/her 5 credits. This mathematics class is designed to help students develop a better understanding of mathematical concepts. Class sizes are small and instruction is highly individualized. The class will utilize software that will be tailored to each child's needs. This course will be a combination of direct instruction, drill and practice, computer activities, and will provide students' with additional help in their regular mathematics course.

Participation in this specialized instructional program will provide students with the

### **ACHIEVEMENT OF PERFORMANCE OBJECTIVES (2011-2012)** (continued)

opportunity to focus on building and refining the mathematics skills and strategies required to perform with proficiency on the Mathematics section of the HSPA, which they will take as a member of the junior class in March 2012.

### **RESULTS**

For the 2011-2012 school year, 76.2% of our special education students achieved proficiency or advanced proficiency in the mathematics section of the HSPA. Therefore we did achieve our goal of achieving making "safe harbor" (70.51%) in the special education population. This is an overall increase of 12.1% over 2010-11. Based upon previous year's results we anticipate an improvement in scores and will update results after the October 2012 administration of the HSPA to this cohort.

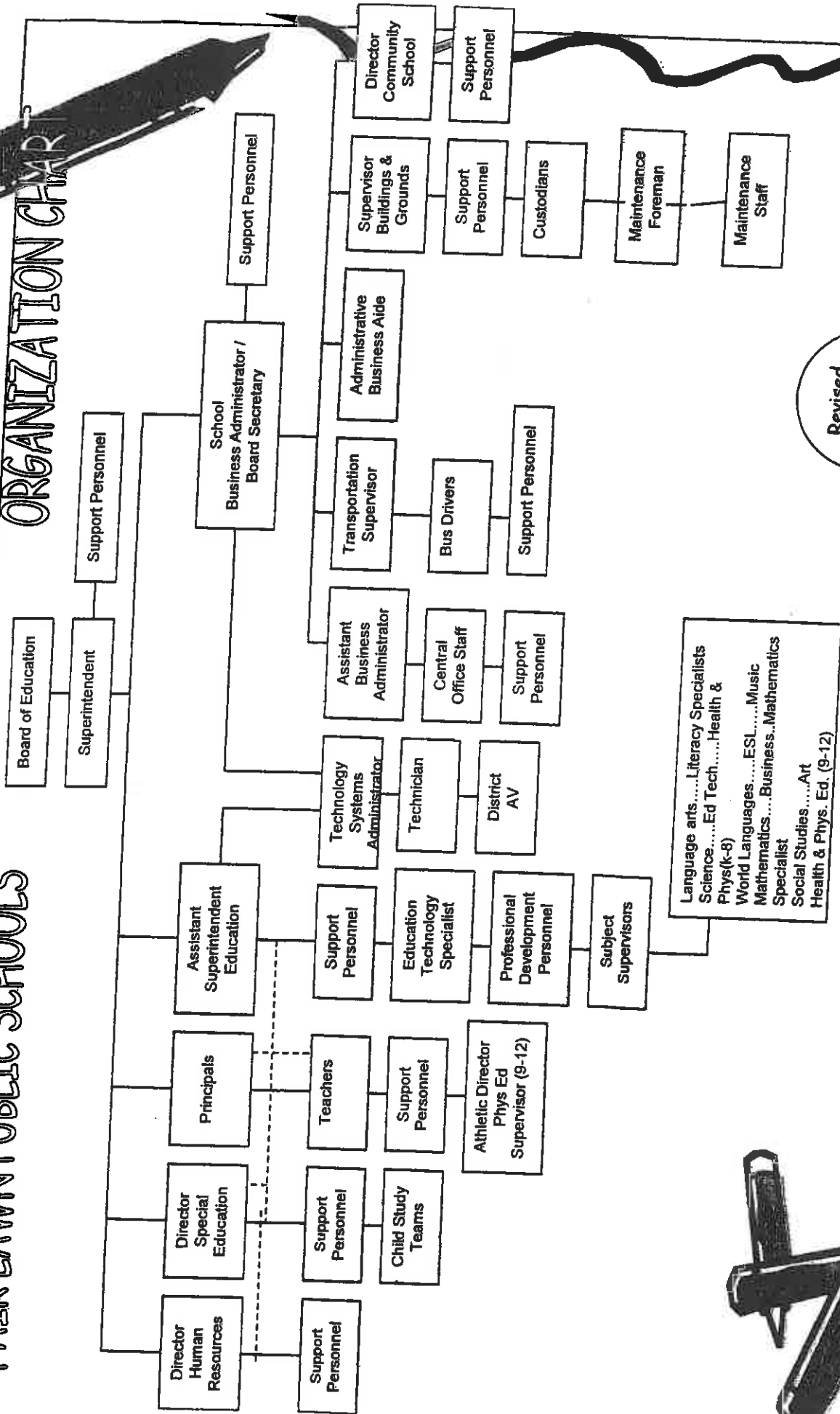
# **ORGANIZATION CHART**

**2012 - 2013**



# FAIR LAWN PUBLIC SCHOOLS

## ORGANIZATION CHART



Revised  
9/2010

# **SCHOOL NURSES**

## **SCHEDULE**

**2012 - 2013**

**ASSIGNMENT PLAN FOR CERTIFIED AND NON-CERTIFIED NURSES**  
**2012/2013 School Year**

| <b><u>Name</u></b> | <b><u>Time</u></b> | <b><u>School</u></b> | <b><u>Monday-Friday</u></b> |
|--------------------|--------------------|----------------------|-----------------------------|
| Binetti            | 8:15 – 3:30        | Thomas Jefferson     | Daily                       |
| Campbell           | 8:15 – 3:30        | Memorial             | Daily                       |
| Dieckhoff          | 11:00 – 12:15      | Memorial             | Daily                       |
| Janc               | 8:00 – 8:45        | WP                   | Daily (bus)                 |
| Hughes             | 2:45 – 3:45        | WP                   | Daily (bus)                 |
| Ericson            | 8:30 – 1:00        | Westmoreland         | Daily                       |
| Goldberg           | 11:15 – 3:15       | Lyncrest             | Daily                       |
| Manelis            | 10:00 – 3:00       | Thomas Jefferson     | Daily                       |
| Marotta            | 7:45 – 3:05        | High School          | Daily                       |
| Mazzuca            | 8:15 – 11:30       | Lyncrest             | Daily                       |
| Mazzuca            | 12:45 – 3:30       | Westmoreland         | Daily                       |
| Niemiec            | 8:15 – 3:30        | Milnes               | Daily                       |
| Roberts            | 8:30 – 12:30       | Edison               | MTWF                        |
| Roberts            | 12:40 – 2:00       | Forrest              | MTWF                        |
| Roberts            | 8:30 – 3:00        | Forrest              | Thurs.                      |
| Rochford           | 7:45 – 3:05        | High School          | Daily                       |
| Rustanova          | 11:00-12:15        | Milnes               | Daily                       |
| Rustanova          | 12:30-2:00         | Radburn              | Daily                       |
| Sayegh-Hessami     | 8:15 – 3:30        | Forrest              | MTWF                        |
| Sayegh-Hessami     | 8:15 – 3:30        | Edison               | Thurs.                      |
| Scheps             | 10:30 – 12:30      | Warren Point         | MTWF                        |
| Scheps             | 12:40 – 2:00       | Edison               | MTWF                        |
| Scheps             | 9:30 – 12:30       | Warren Point         | Thurs                       |
| Scheps             | 12:40 – 2:00       | Edison               | Thurs.                      |
| Shubert            | 8:15 – 3:30        | Radburn              | Daily                       |
| Szabo              | 8:15 – 3:30        | Warren Point         | Daily                       |

**Nurse (certificated)**

**Assignment**

|                   |  |
|-------------------|--|
| C. Campbell       | Memorial Middle School                                       |
| K. Binetti        | TJ Middle School   |
| B. Rochford       | High School  |
| J. Moratta        | High School  |
| S. Niemiec        | Milnes School  |
| T. Sayheg-Hessami | Forrest School   |
| J. Shubert        | Radburn School   |
| K. Szabo          | Warren Point School  |
| A. Mazzuca        | Westmoreland School (Half Day)<br>Lyncrest School (Half Day) |

Updated 10/4/12  
Nursing assignments