

**FAIR LAWN PUBLIC
SCHOOLS**

**ACHIEVEMENT OF
PERFORMANCE**

2016-2017

Elementary District Goals-Results Statement 2016-17

NJ Administrative Goal #1

I. Rationale

Although Fair Lawn Literacy PARCC scores are well above the state average and oftentimes leading our school peer groups, an analysis of the data suggests a closer look in the area of vocabulary development.

Whereas June 2016 in-service time was dedicated to targeting academic vocabulary words and September 2016 in-service time was dedicated to vocabulary instruction, the Language Arts Literacy Department will continue to support a department-driven district focus on vocabulary instruction throughout the school year.

Building on vocabulary-based summer workshops facilitated by the Language Arts Literacy Department Supervisor over the last several years (e.g., a Grade 5 exploration of Vocabulary A-Z software; a Grade 6-8 middle school morphology program; and a Grade 1-3 collaboration on academic vocabulary), Google Classroom and grade-specific folders have been created as a means for shared resources and support toward an enhanced vocabulary initiative this school year.

II. Administrative Goal Statement

Whereas Grade 4 and 5 PARCC literacy scores grew last year, the vocabulary score decreased. There is a district goal for the Grade 4 and 5 vocabulary scores to show growth this school year. Furthermore, the Language Arts Literacy Department will evaluate the use of Vocabulary A-Z to discern whether the program should be continued and/or expanded to Grade 4.

To advance this goal, the Principal/Administrator will engage in: Planning, Implementing, Supporting, Advocating, Communicating, Monitoring

Benchmarks

- September 2016 Review of Language Arts Literacy Department Resources in targeting vocabulary words and explicit vocabulary instruction. Google classroom and grade-specific files are created to support district collaboration.
- October 2016 Classroom SGOs are developed that use classroom data to create differentiated goals.
- January 2017 Review formative scores in vocabulary in Timed Reading units
- March 2017 Support PARCC testing
- April 2017 SGO Post-Testing
- May/June 2017 Plan summer curriculum revision for enhanced vocabulary curriculum support in the 2017-2018 school year

III. Mid-Year Summary

At the beginning of the school year, the staff in grades 4 and 5 met with the literacy specialist to review the resources available to assist in the development of the vocabulary program. Grade

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specific files were created in Google and stored on the K-5 Share. Staff developed differentiated goals and SGOs using classroom data. Individual staff reviewed the vocabulary scores from the Timed Reading Units administered in January to ascertain student growth. Adjustments to the goal were made to reflect needed improvement.

IV. End-of-Year Results

After careful review of the year-end SGO scores and classroom data regarding vocabulary development, it was ascertained that there was a significant increase in comprehension of select vocabulary words. This is attributed to the use of the resources in the K-5 Share and PLC initiatives which included vocabulary development. This information will be used to plan for summer curriculum revision and further support for the 2017-2018 school year.

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NJ Administrator Goal Setting #2

I. Rationale

Fourth and fifth grade students have had no prior exposure to Google Classroom which is becoming a key component of Fair Lawn Google Apps for Education. The district has trained staff and students in the use of Google Apps for Education with an emphasis on Google Drive which includes Docs, Sheets and Slides. The district is now incorporating the use of Google Classroom within the Google Apps for Education. Google Classroom is a Learning Management System which incorporates Google Drive, Google Calendar and Google Forms. Its main benefits include increased student engagement and improved organization for the classroom. Classroom easily streamlines the technology integration process for students and teachers. Classroom saves time and paper for both students and teachers.

II. Administrator Goal Statement

At least 80% of the students will demonstrate proficiency in the use of Google Classroom according to the tasks created by the District Google Apps Specialist. Proficiency is defined as accurately accomplishing 100% or more of the tasks.

III. To advance this goal, the Principal/Administrator will engage in: Planning, Implementing, Supporting, Advocating, Communicating, Monitoring.

October 2016 – 4th and 5th Grade Teacher Training for those who have not yet received Google Classroom training.

November 2016 – Students will be introduced to Google Classroom.

January 2017 – Students will be presented with the proficiency assessment mid-year to begin assessing their proficiency.

April 2017 – Proficiency assessment will be finalized by all fourth and fifth grade students.

Timeline to advance this goal

October 2016: Google Applications Specialist will insure that all 4th and 5th grade teachers receive Google Classroom Training.

November 2016: The Google Applications Specialist will launch Google Classroom in each 4th and 5th grade classroom.

January 2017 – Students will be presented with the proficiency assessment mid-year to begin assessing their proficiency.

January/February 2017 - The Google Applications Specialist will provide additional instruction as needed for 4th grade teachers and students in using additional components of Google Drive.

April 2016 – Proficiency assessment will be finalized by all fourth grade students.

IV. Baseline Data

- 4th and 5th grade students are entering this school year with no prior knowledge or training in Google Classroom.

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V. Mid-Year Summary

Earlier in the year fourth and fifth grade students and teachers have been trained in the use of Google Classroom. Students have received usernames and passwords, and through application in Technology classes as well as homeroom classroom use, they have begun infusing the use of Google Apps and Classroom throughout the curriculum. More recently, students have been presented with the proficiency assessment (January) to ascertain their understanding of the benefits of Google Classroom. The Google Applications Specialist, Miriam Parkinson, provided additional instruction to expand current knowledge on the various components of Google Drive. Staff continue to infuse these components in their weekly lessons.

VI. End-of-Year Results

After continued training and use of Google Classroom throughout the school year, the Proficiency Assessment was administered to the students in April, which showed that 95% of students involved in the project demonstrated 100% proficiency regarding this goal. This is attributed to the continued support of grade 4 and 5 classroom teachers as well as ancillary and special education staff. Teachers in specialty areas such as music and art also utilized this approach with students at the elementary level.

Thomas Jefferson Middle School Building Goal 2016-17

Results Statement 2016-2017

Block Schedule

In an effort to ensure the district's two overarching goals for "Success for Each and Every Student" and "Quality and Continuous Improvement," Thomas Jefferson Middle School will investigate the effectiveness and feasibility of implementing a block schedule. Thomas Jefferson Middle School currently operates a nine period day with 43 minute periods. Block scheduling may provide students with time sufficient to continue to improve our Mathematics and Literacy skills, as well as create additional instructional time.

The Thomas Jefferson block schedule option although not achieved enabled us to investigate:

- Feasibility of creating two concurrent schedules in which sixth grade would run parallel to seventh and eighth grade using a no bell option in order to alleviate hallway crowding and disruptions.
- Comparison of block schedules with different time and course configurations.
- House model versus a middle school model.
- Create a set of questions in order to be consistent when visiting area middle schools employing a block schedule model.

In conclusion, Thomas Jefferson Middle School will continue to further investigate whether a block schedule is feasible and will afford our teachers the instructional time sought in order to continue to improve our academic skills across the curriculum.

Fair Lawn High School Building Goal 2016-17

Goal #1

RESULTS STATEMENT

Fair Lawn High School Broadcast Journalism Course – Continuation of Goal

Update:

In the Fall of 2016, we brought the representative from Fusfoo to the Academic Council to learn about the possible applications for a Broadcast Journalism course. That product, though able to provide exposure to our students' video pieces, was more appropriate for feature pieces, than news-related pieces. We also explored how other area high schools, such as River Dell Regional High School, have implemented a successful Broadcast Journalism program. Our initial research has found that the students earn graduation credit for their fine arts/performing arts requirement through this program. The program at River Dell, for example, is offered through their Art Department, and not as an English Department elective course, as it would be at Fair Lawn High School. Our Guidance Department conducted informal surveys of our students concerning their interest in a Broadcast Journalism course if it were only offered as an English Department elective course. The majority of students who demonstrated interest in the course indicated that they would like it if it were offered as an Honors level course, and/or if it met their fine/performing art course requirement. We are going to evaluate how the course, the curriculum for which has been written and is awaiting finalization, could meet that student interest.

Results of Goal #1 Implementation – June 2017:

Our guidance counselors' informal survey of student interest in the latter half of the 2016-2017 school year indicated that the majority of students would prefer to take a Broadcast Journalism course if it met a graduation requirement. Also, we need additional research concerning how Fusfoo has been valuable to other school districts, and learn about any issues that those districts may have had with it. Additionally, an important personnel issue prevented our continued exploration of a Broadcast Journalism course for the second half of the 2016-2017 school year. Lastly, the enrollment interest in the Journalism course was lacking for the 2017-2018 school year, necessitating the cancellation of the course offering for that school year. Our students will be able to participate in Journalism activities through its offering as an extracurricular activity in 2017-2018, and to possibly complement that activity, we will continue to research how Fusfoo may be integrated as a broadcast outlet for digital student journalism projects. We will also consider digital availability of The Crimson Crier in the 2017-2018 school year.

Fair Lawn High School Building Goal 2016-17

Goal # 2 RESULTS STATEMENT

Improvement of Student Assessment

Update:

The teachers of similar courses have been meeting since September 2016 in their course-related PLCs to discuss, along with related topics, formative assessments, which would provide the teachers with a clear understanding of the success of the student' learning. The teachers would use instruments that probed both the students' substantive knowledge and their abilities to apply what they have learned to authentic problems and scenarios. The formative assessments would also be used to evaluate every student, not only broadly-based questions that are directed to the class in its entirety, to which a few students may respond. The teachers of similar courses and single courses will work to continue the development of these formative assessment instruments to be used in the classrooms on a daily basis. As they are used, the teachers will meet in their PLCs, and at other times, to discuss the efficacy of the instruments and to make any modifications to them as necessary for their improvement.

Results of Goal #2 Implementation – June 2017:

This goal has been implemented in the 2016-2017 school year. The teachers in similar courses in the content areas have used their PLC time and Faculty Meeting release time to the discussions about student assessment, providing feedback to the students concerning their achievement on those assessments, and how that achievement affects their instructional planning (e.g., to continue with the lesson plan for the unit, or to re-teach content and skills to individual students or to the class in its entirety, based on the students' achievement on the assessment). These discussions also promote the uniformity of course instruction concerning content and skills for the students. The importance of this instructional planning activity necessitates its continuation on PLC days in the 2017-2018 school year.

Fair Lawn High School Building Goal 2016-17

Goal # 3 RESULTS STATEMENT

Continued Implementation of Google Docs

Update:

Many of the Fair Lawn High School staff has been involved in the multiple opportunities offered for Google Classroom and Google Docs training, facilitated by our District Google Classroom Facilitator. Staff members who have not used Google Classroom before this school year have been introduced to it, and the staff members who have used it prior to this year have been enriching their skills. Many of the teachers in the content areas have been using Google Classroom with their students to communicate, and to present and to collect student assignments. We are continuing with our uses of Google Classroom for the rest of this school year, both in daily classroom teacher practice, and through continuing education training in its uses facilitated by Ms. Parkinson.

Results of Goal #3 Implementation – June 2017:

The teachers at Fair Lawn High School have embraced the uses of Google Classroom and Google Docs in the 2017-2018 school year. In the 2016-2017 school year, 47 teachers from the different content areas participated in Google workshops. The workshops included:

- Build a Google Classroom
- Google Calendar and Drawings
- Googlize Assignment/Lesson and Upload into Google Drive
- Google Drive: Ins and Outs (for the Teacher Academy)
- Google Forms and Quizzes
- Advanced Google Classroom
- Advanced Google Classroom and Rubrics
- Intermediate Google Classroom

The teachers worked with Google Specialist Ms. Miriam Parkinson in completely hands-on learning of their chosen workshops in the computer lab. Ms. Parkinson also worked with many of the teachers in their classrooms to apply what they have learned in their classrooms.

The results for the 2016-2017 SGO-100% of the participants increased their familiarity with Google Apps and Docs, and were able to understand how to use their chosen application in their classroom. The teachers will continue to implement that use in the 2017-2018 school year.