

**FAIR LAWN PUBLIC  
SCHOOLS**

**SCHOOL-BASED  
OBJECTIVES**

**2017-2018**

# ELEMENTARY DISTRICT GOALS 2017-2018

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## **NJ Administrator Goal Setting #1**

### **Rationale**

The district implemented a full day Kindergarten program in the 2016-17 school year. Last year administrators developed a goal focused on phonics instruction in Kindergarten and it was met with success. As the full day Kindergarten students move to grade one, the district will implement the Phonics First program to continue the growth realized from Kindergarten into First Grade.

### **Administrator Goal Statement**

For the 2017-2018 school year, at least 80% of all first grade students will make measurable gains in phonics and be at or exceed grade level expectations as measured by Phonics First and Words Their Way Assessments by April 2018.

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

**Summer 2017** - A summer workshop was conducted by the district's Literacy Specialist, Dana Clark, to put together phonics/spelling binders for staff. These binders will have weekly lesson plans and all of the resources needed for each week. Work will continue on this throughout the school year as well. The word wall words have been altered to match the Phonics First red words.

**September 2017** - Grade level teachers will review student phonics levels. Data will be collected as baseline information. Teachers will receive a two-day in-service training in the program. They will also co-create their SGO with the Language Arts Supervisor using phonics/spelling data from common assessments.

**November 2017** - Principals will meet with first grade teachers to review literacy instructional practices and review assessment data from Phonics First Assessments. Teachers will receive additional in-service training on September 15, 2017 with the program.

**December/January 2018** - First grade teachers will assess students to determine their current levels. Principals will review and analyze data.

**March 2018** - A third assessments will be conducted by first grade teacher and principals will review data.

### **Baseline Data**

- Phonics First Benchmarks
- *Words Their Way* spelling inventory

### **Mid-Year Summary**

# ELEMENTARY DISTRICT GOALS 2017-2018

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## NJ Administrator Goal Setting #2

### **Rationale**

The district implemented Everyday Mathematics 4 in grades K-2 in the 2014-2015 school year and in grades 3-5 during the 2015-2016 school year. There has been a heavy focus on learning the standards for mathematical practice, new content standards, and open response lesson structures. The program offers a data tracking piece that can be very beneficial for reporting on individual, class, school and district strengths and areas of growth. Teachers must utilize the Connect Ed platform to enter daily assessment check ins as well as unit test results to fully access the benefits of the online reports. Teachers can utilize this data to drive their instruction and track specific academic gains for each student. Based on the data provided by the district Math Specialist, the fourth grade scoring average across the district is only 80 percent. Looking closely at standards and content through the Connect Ed platform will allow teachers to target areas of weakness.

### **Administrator Goal Statement**

For the 2017-2018 school year, all teachers in grades K-5 will enter assessment check ins and unit tests into the Connect Ed Online Platform. Teachers will utilize the reports to target specific areas of weakness for individual students to drive their instruction. Activities will be prepared to address these areas. Based on the district average from previous years, at least 80 percent of fourth grade students will meet grade level expectations as measured by the district mid-year assessment.

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

**September 2017:** Teachers will meet with the district's math coach/specialist to input student rosters and review procedures for inputting assessment check-ins.

**October/November 2017:** After school support sessions will be held in each elementary school.

**December 2017:** Teacher presentations at faculty meetings will be held to share successes and data recording strategies.

**January 2018:** Grade level meetings with district's math coach/specialist to assess areas of weakness.

**February/March 2018:** Analysis of mid-year data.

**April/May 2018:** Analysis of student growth in each math standard using the district End-of-Year Assessment.

### **Baseline Data**

- 2016-2017 mid-year data

### **Mid-Year Summary**

# ELEMENTARY DISTRICT GOALS 2017-2018

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## NJ Administrative Goal Setting #3

### **I. Rationale**

In order to provide the foundational skills for effective literacy instruction within the first years of entering school, it is imperative to utilize effective instructional methods with regard to phonics, the understanding of the relationship between letters and sounds. After district research and collaboration, a committee of Fair Lawn educators and educational administrators agreed that the Phonics First program was a good fit for our kindergarten literacy program. As a result, the Phonics First program will be piloted throughout kindergarten classrooms in the district for the 2016-17 school year. The Phonics First program is nationally accredited involving Orton-Gillingham strategies and multi-sensory approaches. It is anticipated that the use of the systematic and evidence-based practices in the Phonics First program will improve our students' literacy achievement.

### **II. Administrative Goal Statement**

At least 90 percent of Kindergarten students will demonstrate proficiency or achieve the grade level expectation on the District Letter/Sound Assessment.

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

September 2016 - Baseline data from Teacher's College Letter/Sound assessment.

September 2016 - Training by a certified Phonics First professional developer followed by teacher collaboration for effective integration

October 2016 - Advanced training by a certified Phonics First professional developer followed by teacher collaboration for effective integration

January 2017 Midyear grade level meeting dedicated to debriefing with student progress

Spring 2017 Post assessment data analysis from Teacher's College letter/sound assessment

May/June 2017 District Administration discussion/reflection on expanding the program to Grade 1

### **IV. Mid-year Summary**

At the beginning of the year kindergarten teachers assessed students to gain baseline data related to letter-sound skills. Staff participated in training for the Phonics First program given by certified personnel. Kindergarten teachers have been meeting weekly to plan lessons, and monthly with colleagues across district, to share successes and glean best practices on the implementation of the program. The principal has been visiting classes to witness daily lessons and has conducted formal observations regarding the program. Teachers have administered the midyear assessment to gain pertinent data on student progress. This information has been entered in the individual teacher's SGOs and reviewed by the building principal. Discussions continue to occur to plan for future lesson implementation.

### **V. End-of-Year Results**

During the course of the school year, Kindergarten staff and administration met to review and student progress and effectiveness of the daily structure established. 95% of students demonstrated proficiency or achieved the grade level expectation on the district Letter/Sound Assessment administered in May 2017.

## ELEMENTARY DISTRICT GOALS 2017-2018

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There was a 29% increase in the number of students approaching end of year reading with a higher percentage of students surpassing grade level expectations. Staff and administration met in May to discuss the successes of the full day program. At the June 5, 2017 Education Committee meeting, staff presented their findings to the Board of Education. The overall feeling was a sense of accomplishment.

# Memorial Middle School Building Goal 2017-2018

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## Grade Level Configuration and Construction

**Rationale:** As the Fair Lawn School District experiences significant enrollment growth, changes must be made to physical facilities and program to accommodate the increase of students. This plan includes construction to existing middle schools, and the restructure of the middle school program to include a self-contained grade 5. As the district proposes moving the fifth grade into the middle schools it is necessary to develop an appropriate and effective fifth grade program and curricula. It is important for middle school administrations and district subject supervisors to collaborate on issues such as schedule, program, grading, discipline, philosophy, etc... These collaborative efforts will provide the opportunity for regularly scheduled discussion regarding necessary topics inherent within the role of educational leader; and provide regular opportunities to meet as Professional Learning Community. These meetings will allow the district school based leadership to move forward with several initiatives that will have immediate and long range impact on student growth. This goal is expected to be a multi-year goal:

**Goal:** Middle School principals and district Subject Supervisors will meet monthly to discuss targeted areas of need and development with regards to the proposed referendum and the inclusion of grade 5 at the middle school level. These meetings will focus on topics such as program and schedule. Although meetings will be structured, the organic nature of the meetings will allow for discussion as needed.

## Timeline

Monthly meetings of District Subject Supervisors and Principals of Memorial Middle School and Thomas Jefferson Middle School to discuss issues and concerns including program and scheduling, meaningful grading, discipline and philosophy.

- October 10, 2017 9:00 a.m. Edison
- November 14, 2017 11:00 a.m. Edison
- December TBD Memorial
- January 15, 2018 9:00 a.m. Memorial
- February 14, 2018 9:00 a.m. Thomas Jefferson
- March 13, 2018 11:00 a.m. Edison
- May 8, 2018 11:00 a.m. Edison
- June 8, 2018 TBD Thomas Jefferson

# Memorial Middle School Building Goal 2017-2018

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## Mental Health

**Rationale:** As the number of students experiencing anxiety and other mental health issues at the middle school level increases, it becomes increasingly difficult to appropriately educate, and manage the needs of, these students:

### **Goals:**

1. Identify students for placement in Effective School Solutions program in collaboration with CST and I and RS.
2. Work with Assistant Superintendent of Schools for Student Services and Special Education Supervisors, in collaboration with CST and Effective School Solutions to develop strategies for working with identified students.
3. Reduce the number of OOD referrals due to anxiety and self-injurious behaviors by 5% (based on 2016-2017 numbers).

### Timeline

#### September-October 2017

-Identify at-risk students in need of ESS services

#### November 2017– December 2017

-Meet with ESS to develop program and coordinate program/academics

#### January 2018 – June 2018

-Implement ESS program

#### June 2018

Meet with ESS, CST, Special Education to assess effectiveness of program

# Thomas Jefferson Middle School Building Goal 2017-18

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## **Professional Development**

In accordance with the district's two overarching goals of "Success for Each and Every Student and Quality and Continuous Improvement" and in response to a recent faculty survey, the Thomas Jefferson Middle School administration seeks to increase professional development opportunities for staff in the areas of Special Education, English Language Learners, technology, and other best teacher practices relevant to the learning community.

### **Rationale**

Thomas Jefferson Middle School prides itself on its continued willingness to develop professionally. Therefore, our goal is to create additional professional development opportunities. Workshops, speakers, webinars, and group facilitated discussions will be utilized in order to enhance instruction for the purpose of supporting student learning.

### **Goals**

- To work alongside the SCIP Committee on the development of a calendar offering professional development workshop opportunities.
- To create a staff sign-up protocol in order to facilitate the sharing of best teacher practices.
- To develop within the master schedule a Professional Learning Period for all staff.
- To provide speakers regarding technology needs.
- To provide workshop opportunities offered in a round robin format.

### **Timeline**

#### ***September/November 2017***

- Survey staff in order to assess current professional development needs.
- Develop a schedule of speakers and workshop opportunities.

#### ***December/January/February 2017-2018***

- Continue workshop opportunities, make revisions where needed, and provide open dialogue sessions on how information is being utilized in the classroom.
- Committee Meetings in order to assess PD opportunities provided and outcomes.



## Thomas Jefferson Middle School Building Goal 2017-18

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### *March/April 2018*

- Team presentation findings for faculty meeting discussion.

### *May/June 2018*

- Analyze and assess results of PD program and begin implementation within Thomas Jefferson Middle School for the 2018-2019 school year is applicable.

# Fair Lawn High School Building Goals 2017-18

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## Goal #1

### Digital Literacy and Multimodal Argumentation

**Rationale:** In current academic and professional contexts, information is presented in many digital modalities, in addition to traditional formats, such as speeches and written narratives. The District's Action Research Committee has identified that there has been a change in the expectations for college freshman writers. Colleges are requiring and expecting freshmen to be able to compose in-depth rhetorical argument in a multimodal format. The Committee supports the development of our students' digital literacy through a partnership and a grant through Montclair State University. The development of the students' digital literacy will promote their learning to present information using multi-modal vehicles, such as blogs, Podcasts, vlogs, Google Slides, videos, and Power Point, in addition to their skills with such presentations in traditional written text, to be presenters of information in our digital-centered world.

#### Timeline for the Goal:

**September 2017:** English Department in-service to collaborate on multimodal argumentation, as explained by Turner and Hicks in *Argument in the Real World* (2016).

**October 2017:** English teacher volunteers will create SGOs in multimodal argumentation with the support of the Language Arts Supervisor and the High School's administration. The teachers in the English, Social Studies, and the Technology Departments will introduce their students to multimodal argumentation. The teachers will explain that through definition and examples of digital literacy, and how to apply it to their class projects in the different formats (e.g., blogs, vlogs, Google Slides, video, Podcasts). The teachers' reinforcement and instruction with the students will continue throughout the school year.

**January 2018:** The students will begin to present their multimodal argumentation in selected projects in their classes. The projects will be reviewed by each classroom teacher, to evaluate the substantive quality of each project, and the students' facilities with developing and presenting their multimodal project(s). The participating English teachers will complete an SGO mid-year review report to the Language Arts Department Supervisor.

**May 2018:** English Department meeting time will be dedicated to sharing local best practices in digital literacy/multimodal argumentation lesson work and activity.

**June 2018:** End-of-year review of the success of the students' increased digital literacy and their abilities to create multimodal presentations during the school year.

## Fair Lawn High School Building Goals 2017-18

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### **Benchmarks for Accomplishing the Goal:**

**By October 2017:** The teachers participating in this goal will have introduced their students to the definitions of digital literacy, the expectations for its uses for college freshmen, how to create in-depth rhetorical argument and present that through multimodal modalities. The teachers will introduce the students to different modalities, such as Podcasts, vlogs, Google Slides, blogs, and video.

**By December 2017:** The students will have begun to apply their abilities to prepare these arguments and use their nascent skills in digital literacy to present them in their classes.

**By February 2018:** Students participating in this goal will have presented class projects, and continue to do so through Marking Periods 3 and 4.

**By April 2018:** 85% of these teachers will meet their SGO target for student growth (please see SGO for those SGO details).

**By June 2018:** Students will have been continuing to use their digital literacy skills in their classes, and possibly apply these skills in their final course exams. The FLHS English Department's shared Google Drive will be updated to include revised instructional plans for multimodal argumentation.

# Fair Lawn High School Building Goals 2017-18

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## **Goal #2:**

### **Achieving New Jersey Standards in Grades 9-12**

**Rationale:** Our mandate is to provide curricula and instruction that enables our students to master the New Jersey Student Learning Standards. This requires our instructional staff to review each Standard, to determine the content and the skills that each student must learn by the conclusion of a course. The teachers and the administrators in each content area must be expert in each Standard, to promote Standards-based instruction in each classroom. Teachers in similar courses should reach consensus on the Standards that are the most essential, with the most important enduring understandings for the students, and design and implement instruction to meet that goal. This goal complements the District's goal to achieve the New Jersey Standards, K-12.

#### **Timeline for the Goal:**

##### **September 2017:**

The teachers in each content area, especially in the same course, will meet to review each New Jersey Student Learning Standard, and to highlight those Standards that they deem essential for the students' enduring understanding and abilities to apply. The teachers will design the implementation of the best strategies for Standards-based instructional practices for these, (and all), of the Standards.

##### **September 2017-December 2017:**

The teachers in each content area will provide student instruction in lessons to address all of the Standards for a course. The teachers will meet during PLC time and during appropriate faculty and department meeting time to discuss the progress of the Standards-based instruction, the success of the instructional practices used with the students, and how to continue with the Standards-based instruction to address the Standards for the remainder of the school year.

##### **January 2018:**

The teachers will review and provide mid-term assessments for the students that will require the students to apply their Standards-based learning. The teachers will review the students' achievement to evaluate the efficacy of the instruction for the first semester, as they will have been in their review of each assessment during each marking period.

## Fair Lawn High School Building Goals 2017-18

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### **February 2018-June 2018:**

The teachers will continue to provide Standards-based instruction that addresses the Student Learning Standards for the course, and administer assessments that require the students to demonstrate their abilities to apply that learning to the Standards. The students' final course exam will reflect their abilities to apply that learning to an authentic Standards-based assessment.

### **May 2018-June 2018:**

The teachers in each content area, especially those teaching the same course, will meet to review their address of the Standards in their course for the school year, areas of success and where instructional modification is needed for the next school year, and the students' demonstrations of mastery of the Standards for the course.

### **Benchmarks for Accomplishment of the Goal:**

**September 2017:** The teachers in each content area, especially those teaching the same course in that content area, will meet to review the Standards and the performance indicators for their courses.

October/November 2017: The teachers will meet periodically during faculty, department, and/or PLC meeting time to review the progress of the students' Standards-based learning and their abilities to apply that learning to authentic assessments.

**January 2018:** The teachers will review their students' achievement on their mid-term exams that required each student to apply the Standards-based content and skills to an authentic mid-year assessment. The teachers will meet to discuss these results, and how to best proceed with the subsequent instruction for the next marking period (Marking Period 3).

February-May 2018: The teachers will meet periodically during faculty, department, and/or PLC meeting time to review the progress of the students' Standards-based learning and their abilities to apply that learning to authentic assessments.

**June 2018:** The teachers will administer the final course exam to the students, and discuss the students' achievement on that exam. The teachers will discuss the efficacy of their Standards-based instruction, including successes and challenges to address for the next school year.