

Bergenfield Board of Education Institutional Advancement

Strategic Plan 2014-2019



Goal 1: High School - 80% of Students take 1 AP exam with a minimum score of 3

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
1. Add more AP Courses	1. Take away all pre-requisites for AP courses 2. AP offerings of diverse interest such as Psychology, Music, Art etc.	2006: 6 AP courses offered	2014: 24 AP courses offered	<ul style="list-style-type: none"> Continue to promote attendance at AP/College Board Workshops and Summer Institutes Transfer or turnkey of workshop content occurs at Department meetings and Eduplanet 	Asst. Supt. of Curriculum High School Principal Middle School Principal Elementary School Principal Curriculum Supervisors AP Teachers
2. Raise AP scores by having teachers trained in AP and Curriculum Maps reflect AP Curriculum	1. Technology professional development will provide teachers w/tools to assist in raising student achievement 2. Make professional development effective, systematic, measureable, meaningful 3. Quarterly benchmarks in all subjects 4. Use data to drive instruction 5. Math: Teaching/developing teaching skills- Technology to assist and supplement instruction	2006: 38.2% of all students taking AP scored 3 or more on the exam	2014: 66.1 % of all students taking AP scored 3 or more on the exam	<ul style="list-style-type: none"> College Board Workshops Department meetings with hands-on learning for teachers UBD training for lesson planning Systemic approach that addresses students not yet in AP courses CCSS alignment 	Asst. Supt. of Curriculum High School Principal Middle School Principal Elementary School Principal Curriculum Supervisors AP Teachers

6. Literacy: Data to inform
instruction. Tiered books to
instruct @ individual levels
7. Summer program
intervention for all students
at every ability level

Goal 2: High School - 80% of Students obtain a score of 1500 on the SAT

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
<p>1. Provide all students access to PSAT and SAT exams</p>	<p>1. PSAT are to be administered to all 9th, 10th and 11th grade students, paid by the district, during the school day</p> <p>2. Increase communication amongst students, counselors, and teachers as to the importance of the SAT exam</p> <p>3. Guidance philosophy K-12 to instill college/career readiness as the goal</p>	<p>2006: Juniors took the PSAT on a voluntary basis during Saturday administration only</p> <p>SAT administered on Saturday, and was taken on a voluntary basis</p>	<p>2014: The district offers school day administration of the PSAT to all 9th, 10th, and 11th grade students at no cost to families.</p> <ul style="list-style-type: none"> • 93.5% of 9th graders (275/294 students) took the Fall 2013 PSAT with an average composite score of 119.3 (CR = 38.6, Math = 41.8, Writing = 38.9). • 91.9% of 10th graders (282/307 students) took the Fall 2013 PSAT with an average composite score of 124.1 (CR = 40.3, Math = 44.0, Writing = 39.8) • 85.2% of 11th graders (264/310 students) took the Fall 2013 PSAT with an average composite score of 133.1 (CR = 43.7, Math = 47.1, Writing = 42.3) 	<ul style="list-style-type: none"> • EduPlanet21 Learning Path: Common Core Teaching Resources for ELA • CCSS alignment from K-12 • Summer training for teachers who teach SAT classes • Khan Academy free training with sample questions • Increase awareness of resources and databases for SAT and PSAT prep 	<p>Asst. Supt. of Curriculum High School Principal Curriculum Supervisors Guidance Director</p>

	<p>The district participated in a first year pilot program led by the College Board, and administered the SAT during the school week in the fall and spring semesters</p>					
<p>2. Incorporate Algebra 1 as lowest 9th grade math</p>	<table border="0"> <tr> <td data-bbox="420 381 735 954"> <p>1. Assure students are prepared for Algebra 1 in 9th grade 2. Provide common planning time to analyze test data and student achievement. Data analysis: Renaissance Learning, state testing early on and PSAT, SAT 3. Make professional development effective, systematic, measureable, meaningful</p> </td> <td data-bbox="735 381 1050 954"> <p>In 2009, on the American Diploma Project algebra 1 end of year course exam 0% advanced proficient, 18% proficient, 35% basic, 47% below basic</p> </td> <td data-bbox="1050 381 1365 954"> <p>In 2012, on the American Diploma Project algebra 1 end of year course exam 10% advanced proficient, 43% proficient, 28% basic, 18% below basic</p> </td> <td data-bbox="1365 381 1680 954"> <ul style="list-style-type: none"> • Effective instructional strategies shared at department meetings • Summer Professional Development in writing assessments </td> <td data-bbox="1680 381 2041 954"> <p>Asst. Supt. of Curriculum Middle School Principal Curriculum Supervisors</p> </td> </tr> </table>	<p>1. Assure students are prepared for Algebra 1 in 9th grade 2. Provide common planning time to analyze test data and student achievement. Data analysis: Renaissance Learning, state testing early on and PSAT, SAT 3. Make professional development effective, systematic, measureable, meaningful</p>	<p>In 2009, on the American Diploma Project algebra 1 end of year course exam 0% advanced proficient, 18% proficient, 35% basic, 47% below basic</p>	<p>In 2012, on the American Diploma Project algebra 1 end of year course exam 10% advanced proficient, 43% proficient, 28% basic, 18% below basic</p>	<ul style="list-style-type: none"> • Effective instructional strategies shared at department meetings • Summer Professional Development in writing assessments 	<p>Asst. Supt. of Curriculum Middle School Principal Curriculum Supervisors</p>
<p>1. Assure students are prepared for Algebra 1 in 9th grade 2. Provide common planning time to analyze test data and student achievement. Data analysis: Renaissance Learning, state testing early on and PSAT, SAT 3. Make professional development effective, systematic, measureable, meaningful</p>	<p>In 2009, on the American Diploma Project algebra 1 end of year course exam 0% advanced proficient, 18% proficient, 35% basic, 47% below basic</p>	<p>In 2012, on the American Diploma Project algebra 1 end of year course exam 10% advanced proficient, 43% proficient, 28% basic, 18% below basic</p>	<ul style="list-style-type: none"> • Effective instructional strategies shared at department meetings • Summer Professional Development in writing assessments 	<p>Asst. Supt. of Curriculum Middle School Principal Curriculum Supervisors</p>		

Goal 3: High School - 80% of seniors take Calculus

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
1. Guidance K-12 to instill idea that college is the goal and calculus and physics are predictors for success	1. Provide all high school students the opportunity to take physics 2. Ensure all students are enrolled and successful in 9 th grade algebra 1 or higher 3. Math rigor and support start in kindergarten and continues through 12th grade	2007: 55 out of 300 students (18.4%) attended 4-year college	2014: 172 out of 308 students (55.8%) attended 4-year college	<ul style="list-style-type: none"> College Board Regional Forums 2015 Professional Development workshops run by guidance department to insure all students are on target and offered calculus and physics classes 	Director of Guidance Asst. Supt. of Curriculum High School Principal Math Director
2. Professional learning committees, teaming, implementation of standards-based mathematics curriculum	1. Use Renaissance Learning and state testing data to drive instruction 2. Technology professional development will provide teachers w/tools to assist in raising student achievement	2008: HSPA Grade 11 Math: 21.3 partially proficient 65.8% proficient 13% advanced proficient NJASK Grade 8 Math: 28.3% partially proficient 51.3% proficient 20.4% advanced proficient	2014: HSPA Grade 11 Math: 9.9% partially proficient 56.9% proficient 33.2% advanced proficient NJASK Grade 8 Math: 16.2% partially proficient 36.2% proficient 47.6% advanced proficient	<ul style="list-style-type: none"> All staff offered professional development on Defores, PLC's. Opportunities are provided for all teachers to share PLC best practices across the district. Math curriculum mapping shared across department to provide for sharing on horizontal 	Director of Guidance Asst. Supt. of Curriculum High School Principal Math Director

				articulation and assessments.	
3. Increase access to higher level math courses	<p>1. Math rigor and support start in kindergarten and continues through 12th grade</p> <p>2. Increase communication among families, counselors and teachers to increase achievement</p>	<p>2008: Less than 10% of senior class took a calculus course (30 students)</p> <p>In 2009, on the American Diploma Project algebra 1 end of year course exam 0% advanced proficient, 18% proficient, 35% basic, 47% below basic</p>	<p>2014: Over 41% of senior class is taking a calculus course (128 students)</p> <p>In 2012, on the American Diploma Project algebra 1 end of year course exam 10% advanced proficient, 43% proficient, 28% basic, 18% below basic</p>	<ul style="list-style-type: none"> • Springboard Training conducted three times annually for all math teachers, guidance counselors and administrators. • AP Calculus, College Board workshops offered three times annually for all students and staff and students provided opportunity for Saturdays. • Use of academic coaches • Vertical and horizontal alignment 	<p>Director of Guidance Asst. Supt. of Curriculum High School Principal Math Director</p>

Goal 4: High School - 80% of sophomores complete Algebra 2 with a B or better

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
<p>1. Guidance K-12 to instill idea that college is the goal and calculus and physics are predictors for success</p>	<p>1. Provide all high school students the opportunity to take physics 2. Ensure all students are enrolled and successful in 9th grade algebra 1 or higher 3. Math rigor and support start in kindergarten and continues through 12th grade</p>	<p>2008: 1 section of Algebra 1 offered at Roy Brown Middle School 2007: 3 sections of foundations of math courses at the high school</p>	<p>2014: • 3 sections of Algebra 1 at Roy Brown Middle School • All students entered Bergenfield High School at the minimum math level of Algebra 1</p>	<ul style="list-style-type: none"> • Instructional strategies workshop • Continued learning of NGSS with integration with lesson plans • Integration science and engineering standards into project based learning • Professional Development for project based learning lessons 	<p>Asst. Supt. Of Curriculum High School Principal Middle School Principal Guidance Director Curriculum Supervisors</p>
<p>2. Professional learning committees, teaming, implementation of standards-based mathematics curriculum</p>	<p>1. Use Renaissance Learning and state testing data to drive instruction 2. Technology professional development will provide teachers w/tools to assist in raising student achievement</p>	<p>2006: • No standardized formative assessments, • No emphasis on using data to drive instruction, • No formalized structure for evaluating teachers based on student performance</p>	<p>2014: • Standardized formative assessment data is utilized in all classrooms grades K-12 and used to differentiate instruction • Bergenfield Public Schools successfully completed EE4NJ, a program piloting teacher evaluations based in part on student performance data, and has since</p>	<ul style="list-style-type: none"> • Workshops from PRISM and Conquer Mathematics in standard base curriculum • Learning Path: Questioning and Discussion in Classroom 	<p>Asst. Supt. Of Curriculum High School Principal Middle School Principal Elementary School Principal Curriculum Supervisors</p>

				<p>implemented the Achieve NJ evaluation system</p> <ul style="list-style-type: none"> Beginning in SY 2014-2015, EduPlanet will be implemented as a 21st Century technology-based PD Platform 	
<p>3. Increase access to higher level math courses</p>	<p>1. Math rigor and support start in kindergarten and continues through 12th grade</p> <p>2. Increase communication among families, counselors and teachers to increase achievement</p>	<p>In 2009, on the American Diploma Project algebra 1 end of year course exam 0% advanced proficient, 18% proficient, 35% basic, 47% below basic</p>	<p>In 2012, on the American Diploma Project algebra 1 end of year course exam 10% advanced proficient, 43% proficient, 28% basic, 18% below basic</p>	<ul style="list-style-type: none"> Provide summer math courses for advancement, Algebra II, Pre-Calculus 	<p>Asst. Supt. of Curriculum High School Principal Middle School Principal Elementary School Principal Curriculum Supervisors</p>

Goal 5: High School - 80% of seniors have 3 years of World Language

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
1. Offer more language options to reflect 21st century work	<p>1. Student choice in courses offered in world language to include, but not limited to Chinese, French, Spanish and Latin.</p> <p>2. Increase course offerings in middle school grades</p>	2006: the only languages offered were French, Spanish and Italian	<p>2014: courses include French, Chinese and Spanish culture is taught in grades 3-5. Spanish language is taught in grades 6-12. French is taught in grades 8-12. Chinese is taught in grades 8-12. Chinese is taught in grades 9-12.</p>	<ul style="list-style-type: none"> • Increase knowledge of online learning platforms • Teachers observing teachers within the department • Share effective teaching strategies specific to second language acquisition 	<p>Asst. Supt. of Curriculum World Language Supervisor High School Principal Middle School Principal</p>
2. Students will become proficient and utilize world languages	<p>1. High percentage of students take AP language exam</p> <p>2. Proficient use of language as evidenced by level 3 final competency examination</p> <p>3. Supplemental study through Rosetta Stone</p> <p>4. Add AP courses</p>	2007: the average AP score was 3.01	<p>2013: the average AP score was 4.08</p> <p>2014: the only AP courses offered in the department are in Spanish</p>	<ul style="list-style-type: none"> • AP Spanish Language & Culture Workshop • AP Workshop for AP French and AP Chinese • Teachers observing teachers within the department • Share effective teaching strategies specific to second language acquisition 	<p>Asst. Supt. of Curriculum World Language Supervisor World Language Teachers High School Principal</p>
3. Guidance prepares students in college and career readiness with the importance of communication skills	<p>1. Course offerings</p> <p>2. Career inventory that identifies college major including world language and linguistic studies</p>	2007: 55 out of 300 (18.4%) students attended 4-year college	2014: 172 out of 308 students (55.8%) attended 4-year college		<p>Asst. Supt. of Curriculum World Language Supervisor High School Principal Guidance Director</p>

that include world languages

Goal 6: High School - 80% of students pass the Algebra 1, Algebra 2, and Biology State Tests

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
<p>1. Data analysis: Using Renaissance Learning and state testing data to drive instruction</p>	<p>1. Effective incorporation of technology into classroom (21st Century learning) - SMART Boards to support visual learning, cybraries, netbook/laptop carts</p> <p>2. Extended learning opportunities for all students</p> <p>3. Technology professional development will provide teachers w/tools to assist in raising student achievement</p>	<p>2006:</p> <ul style="list-style-type: none"> • 5:1 student to computer ratio • 2 SMART Boards in the district • Homework and grades were communicated verbally or on paper <p>2009: The district had a 3MB internet connection shared by all 7 buildings</p>	<p>2012:</p> <ul style="list-style-type: none"> • 1:1 student to computer ratio • 197 SMART Boards in the district, one in every instructional classroom in every building <p>2013:</p> <ul style="list-style-type: none"> • The district has a 50MB internet connection shared by all 7 buildings. • Infinite Campus Parent Portal allows instant access of grades. Homework can be accessed thru HomeworkNow website. Both have 100% teacher participation 	<ul style="list-style-type: none"> • Next Generation Science Standards Workshop • Project Based Learning (PBL) 	<p>Asst. Supt. Of Curriculum High School Principal Middle School Principal Elementary School Principal Curriculum Supervisors Director of Math</p>
<p>2. Provide interdisciplinary work which fosters application of knowledge across the curriculum</p>	<p>1. 21st Century Learning: Medical Academy, Tech labs, STEM, Physics First</p> <p>2. Ninth grade Academy places students in smaller learning</p>	<p>In 2009, on the American Diploma Project algebra 1 end of year course exam 0% advanced proficient, 18% proficient, 35% basic, 47% below basic</p>	<p>In 2012, on the American Diploma Project algebra 1 end of year course exam 10% advanced proficient, 43% proficient, 28% basic, 18% below basic</p>	<ul style="list-style-type: none"> • Effective instructional strategies shared at department meetings 	<p>Asst Sup of Curriculum High School Principal Middle School Principal Elementary School Principal Curriculum Supervisors</p>

communities
w/common teachers,
common planning time
& weekly collaborative
meetings

- Professional Development provided in instructional strategies

Goal 7: 8th Grade – 80% take Algebra I

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
1. Data analysis: Using Renaissance Learning and state testing data to drive instruction	<p>1. Effective incorporation of technology into classroom (21st Century learning) – SMART Boards to support visual learning, cybraries, netbook/laptop carts</p> <p>2. Extended learning opportunities for all students</p> <p>3. Technology professional development will provide teachers w/tools to assist in raising student achievement</p>	<p>In 2009, on the American Diploma Project algebra 1 end of year course exam 0% advanced proficient, 83% proficient, 17% basic, 0% below basic</p>	<p>In 2012, on the American Diploma Project algebra 1 end of year course exam 39% advanced proficient, 61% proficient, 0% basic, 0% below basic</p>	<p>Texas Instrument Navigator Software Training</p> <ul style="list-style-type: none"> Workshops Designed to Foster Algebraic Thinking PARCC Prep courses On-going in-house Training re: Renaissance (Math in a Flash, AM, and STAR Math) Nix the Tricks Training (via EduPlanet) 	<p>Asst. Supt. Of Curriculum Middle School Principal Curriculum Supervisors Director of Math</p>
2. Provide interdisciplinary work which fosters application of knowledge across the curriculum	<p>1. 21st Century Learning: Medical Academy, Tech labs, STEM, Physics First</p> <p>2. Ninth grade Academy places students in smaller learning communities w/common teachers, common planning time & weekly collaborative meetings</p>	<p>2006: Only the Teacher Apprentice Program was offered</p>	<p>2014: Offerings now include Electrician and Stagehand Apprenticeships, STEM Program, Geological Information Apprenticeship, Medical Apprentice Program with Englewood University Medical Center, Green Technology Program with Bergen Academies, Rutgers Writing Program, and Robotics</p>	<ul style="list-style-type: none"> Workshops Department Meetings PLC's Best Practices in Math Learning Path: Questioning and Discussion in Classroom 	<p>Asst. Supt. Of Curriculum Middle School Principal Curriculum Supervisors Director of Math</p>

Goal 8: 8th Grade – 50% are in the Advanced Proficient range on NJASK (PARCC) LA

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
1. Curriculum mapping in language arts and social studies align to the CCLS	1. Curriculum writing teams prepare 6-week units where language arts and social studies are integrated	2006: Curriculum maps did not exist	2014: All courses are mapped and accessible on our website	<ul style="list-style-type: none"> • PARCC Prep Training • On-going in-house Training re: Renaissance (AR and STAR Reading) • District Dyslexia Training • DBQ Refresher Training (Best Practices) • Science Writing (open ended responses) Workshop at the Meadowlands • On-demand Writing Sessions (Teacher Tube) • Calibration of NJASK (and in the future PARCC) written responses • EduPlanet Workshops • Interdisciplinary Writing Workshops 	Asst. Supt. Of Curriculum High School Principal Middle School Principal Elementary School Principal Curriculum Supervisors Teachers

				<ul style="list-style-type: none"> • Teachers College Full-Day Training • Work with the Kean Writing Project • EduPlanet21 Learning Path: Common Core Teaching Resources for ELA • Professional Development on Unpacking CCLS • Learning Path: Questioning and Discussion in Classroom 	
<p>2. Data analysis: Renaissance Learning to prepare for state exam</p>	<p>1. Schedule specials to lessen interference in instructional time</p> <p>2. Grade-level teams meet to analyze data and differentiate instruction</p> <p>3. Effective incorporation of technology into classroom (21st Century learning) – SMART Boards to support visual</p>	<p>2008: Scheduling prevented grade-level meetings</p> <p>2011:</p>	<p>2009-2014: Grade-level meetings are built into the teacher’s schedule, as are opportunities for sharing grade-levels’ best practices between buildings</p>	<ul style="list-style-type: none"> • Overview of STARS, AR and AM • Customize your STAR assessments with the new STAR Custom • Getting to the Core with Core Progressions • Making Status of the Class Work 	<p>Asst. Supt. of Curriculum Middle School Principal</p> <p>Curriculum Supervisors</p> <p>Teachers</p>

	learning, cybraries, netbook/laptop carts				<ul style="list-style-type: none"> • What's New in Accelerated Math • Reports: The 3 W's –Which? When? What?
3. Tiered books to enhance Readers & Writers Workshop, including Guided Reading	1. Use of writing portfolios and baseline writing assessment to monitor progress	2008: Use of publisher-based language arts series and 6+1 Traits of Writing	2010: Incorporated Balanced Literacy across the district, enhanced by online intervention to assess progress of student learning		Asst. Supt. of Curriculum Middle School Principal Curriculum Supervisors Teachers

Goal 9: 8th Grade - 50% are in the Advanced Proficient range on NJASK (PARCC) Math

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
<p>1. Curriculum mapping in math across district align to the CCLS</p>	<p>1. Curriculum writing teams prepare 6-week units where math is integrated including Physics First</p>	<p>2006: Curriculum maps did not exist</p>	<p>2013: All courses are mapped and accessible on our website</p>	<ul style="list-style-type: none"> • Texas Instrument Navigator Software Training • Workshops Designed to Foster Algebraic Thinking • PARCC Prep courses • On-going in-house Training re: Renaissance (Math in a Flash, AM, and STAR Math) • Nix the Tricks Training (via EduPlanet) • Grade-level Department-wide Opportunities for Collaboration (in-house and out-of-district workshops) <ul style="list-style-type: none"> • Professional Development on Unpacking CCLS • Best Practices in Math 	<p>Asst. Supt. of Curriculum Middle School Principal Curriculum Supervisors Teachers</p>

				<ul style="list-style-type: none"> Learning Path: Questioning and Discussion in Classroom 	
2. Data analysis: Renaissance Learning to prepare for state exam	1. Schedule specials to lessen interference in instructional time 2. Grade-level teams meet to analyze data and differentiate instruction 3. Effective incorporation of technology into classroom (21st Century learning) - SMART Boards to support visual learning, cybraries, netbook/laptop carts	2006: <ul style="list-style-type: none"> 5:1 student to computer ratio 2 SMART Boards in the district Homework and grades were communicated verbally or on paper 2009: The district had a 3MB internet connection shared by all 7 buildings	2012: <ul style="list-style-type: none"> 1:1 student to computer ratio 197 SMART Boards in the district, one in every instructional classroom in every building 2013: <ul style="list-style-type: none"> The district has a 50MB internet connection shared by all 7 buildings Infinite Campus Parent Portal allows instant access of grades. Homework can be accessed through HomeworkNow website. Both have 100% teacher participation 	<ul style="list-style-type: none"> Overview of STARS, AR and AM Customize your STAR assessments with the new STAR Custom Getting to the Core with Core Progressions Making Status of the Class Work Reports: The 3 W's –Which? When? What? 	Asst. Supt. of Curriculum Middle School Principal Curriculum Supervisors Teachers
3. Renaissance Learning – Accelerated Math integrated into class schedules as a daily intervention	1. Use of data prepares teachers with a baseline and differentiates instruction	2008: 0% of students used Math Facts in a Flash 2009: 0% of students used Accelerated Math	2014: <ul style="list-style-type: none"> 83% of the students use Accelerated Math 78% of students used Math Facts in a Flash 	<ul style="list-style-type: none"> Department Meeting focusing on what's new in Accelerated Math 	Asst. Supt. of Curriculum Middle School Principal Curriculum Supervisors Teachers

Goal 10: 5th Grade - 35% are in the Advanced Proficient range on NJASK (PARCC) LA

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
<p>1. Curriculum mapping in language arts and social studies align to the CCLS</p>	<p>1. Curriculum writing teams prepare 6-week units where language arts and social studies are integrated</p>	<p>2006: Curriculum maps did not exist</p>	<p>2013: All courses are mapped and accessible on our website</p>	<ul style="list-style-type: none"> • EduPlanet21 Learning Path: Common Core Teaching Resources for ELA • Professional Development on Unpacking CCLS • Learning Path: Questioning and Discussion in Classroom • During curriculum development, an implementation plan that includes PD should be created and implemented. • Provide all elementary teachers with ESL professional development (e.g. S.I.O.P.) • Formal mentor training and support in order 	<p>Asst. Supt. of Curriculum Elementary School Principal Curriculum Supervisors Teachers</p>

to ensure mentoring new teachers reflects district strategic goals.

- Ensure all elementary teachers are trained in the new curriculum updates – not just a few
- Uniformity across the district, especially with observers so they know what PD teachers have received and can support them.
- Shared Inquiry Training: K-5
- Jr. Great Books grades 2-5
- Close Reading in the Classroom
- Addressing the three tiers of vocabulary
- Writing with Technology: Use of Blogs, turnitin.com
- Writing- Guided Inquiry

				<ul style="list-style-type: none"> (students forming questions) • Study Island Training • Use of Virtual Library Resources 	
2. Data analysis: Renaissance Learning to prepare for state exam	<ol style="list-style-type: none"> Schedule specials to lessen interference in instructional time Grade-level teams meet to analyze data and differentiate instruction Effective incorporation of technology into classroom (21st Century learning) - SMART Boards to support visual learning, cybraries, netbook/laptop carts 	<p>2006:</p> <ul style="list-style-type: none"> • 5:1 student to computer ratio • 2 SMART Boards in the district • Homework and grades were communicated verbally or on paper <p>2009: The district had a 3MB internet connection shared by all 7 buildings</p>	<p>2012:</p> <ul style="list-style-type: none"> • 1:1 student to computer ratio • 197 SMART Boards in the district, one in every instructional classroom in every building <p>2013:</p> <ul style="list-style-type: none"> • The district has a 50MB internet connection shared by all 7 buildings • Infinite Campus Parent Portal allows instant access of grades. Homework can be accessed through HomeworkNow website. Both have 100% teacher participation 	<ul style="list-style-type: none"> • Overview of STARS, AR and AM • Customize your STAR assessments with the new STAR Custom • Getting to the Core with Core Progressions • Making Status of the Class Work • What's New in Accelerated Math • Reports: The 3 W's – Which? When? What? • EduPlanet 21: Learning Paths • PD for school leaders and teachers on Data Conferencing 	Asst. Supt. of Curriculum Elementary School Principal Curriculum Supervisors Teachers

3. Tiered books to enhance Readers & Writers Workshop, including Guided Reading

1. Use of writing portfolios and baseline writing assessment to monitor progress

2006: The district relied on publisher-based books and supporting workbooks

2014:

- All classrooms have leveled reader libraries
- All elementary libraries have been renovated and updated to include leveled readers and access to technology
- 100% of students have access to leveled readers at school and home through Renaissance Learning Home Connect

- Reading & Writing Workshop and Balanced Literacy
- Ensure that with new curriculum, all teachers receive the same and necessary resources to effectively implement new curriculum. PD on using resources
- Shared Inquiry Training: K-5
- Jr. Great Books grades 2-5
- Close Reading in the Classroom
- Summer PD Orton Gillingham Level 1 Training
- Creating and Using Text Sets
- Use of Virtual Library Resources

Asst. Supt. of Curriculum
Elementary School
Principal
Curriculum Supervisors
Teachers

Goal 11: 5th Grade - 35% are in the Advanced Proficient range on NJASK (PARCC) Math

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
1. Curriculum mapping in math across district align to the CCLS	1. Curriculum writing teams prepare 6-week units where math is integrated including Physics First	2006: curriculum maps did not exist	2014: All courses are mapped and accessible on our website	<ul style="list-style-type: none"> • Workshops on Backward Design • Professional Development on Unpacking CCLS • Best Practices in Math • Learning Path: Questioning and Discussion in Classroom • Study Island Training for PARCC like problems • PD created simultaneously with math curriculum so that PD reflects curriculum updates • Accelerated Math • Math Workshop/ Guided Math 	Asst. Supt. Of Curriculum Elementary School Principal Curriculum Supervisors Teachers

<p>2. Data analysis: Renaissance Learning to prepare for state exam</p>	<p>1. Schedule specials to lessen interference in instructional time 2. Grade-level teams meet to analyze data and differentiate instruction 3. Effective incorporation of technology into classroom (21st Century learning) – SMART Boards to support visual learning, cybraries, netbook/laptop carts</p>	<p>2006: <ul style="list-style-type: none"> • 5:1 student to computer ratio • 2 SMART Boards in the district • Homework and grades were communicated verbally or on paper 2009: The district had a 3MB internet connection shared by all 7 buildings</p>	<p>2012: <ul style="list-style-type: none"> • 1:1 student to computer ratio • 197 SMART Boards in the district, one in every instructional classroom in every building 2013: <ul style="list-style-type: none"> • The district has a 50MB internet connection shared by all 7 buildings • Infinite Campus Parent Portal allows instant access of grades. Homework can be accessed through HomeworkNow website. Both have 100% teacher participation </p>	<ul style="list-style-type: none"> • Overview of STARS, AR and AM • Customize your STAR assessments with the new STAR Custom • Getting to the Core with Core Progressions • Making Status of the Class Work • Reports: The 3 W's – Which? When? What? 	<p>Asst. Supt. Of Curriculum Elementary School Principal Curriculum Supervisors Teachers</p>
<p>3. Renaissance Learning – Accelerated Math integrated into class schedules as a daily intervention</p>	<p>1. Use of data prepares teachers with a baseline and differentiates instruction</p>	<p>2008: 0% of students used Math Facts in a Flash 2009: 0% of students used Accelerated Math</p>	<p>2014: <ul style="list-style-type: none"> • 83% of the students use Accelerated Math • 78% of students used Math Facts in a Flash </p>	<ul style="list-style-type: none"> • What's New in Accelerated Math 	<p>Asst. Supt. Of Curriculum Elementary School Principal Curriculum Supervisors Teachers</p>

Goal 12: 3rd Grade – 35% are in the Advanced Proficient range on NJASK (PARCC) LA

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
1. Professional learning committees, teaming, implementation of standards-based mathematics curriculum, K-5 with common prep time	<ol style="list-style-type: none"> Teachers receive internal and external professional development on PLC's Inter-school and out of district class visits are arranged to share best practice 	2008: scheduling prevented grade-level meetings	2009-2014: Grade-level meetings are built into the teacher's schedule, as are opportunities for sharing grade-levels' best practices between buildings	<ul style="list-style-type: none"> EduPlanet21 Learning Path: Common Core Teaching Resources for ELA EduPlanet21 Learning Path: Writing Workshop Resources Learning Path: Questioning and Discussion in Classroom 	Asst. Supt. Of Curriculum Elementary School Principal Curriculum Supervisors Teachers
2. Curriculum mapping in language arts and social studies align to the CCLS	1. Curriculum writing teams prepare 6-week units where language arts and social studies are integrated	2006: curriculum maps did not exist	2014: All courses are mapped and accessible on our website	<ul style="list-style-type: none"> Professional Development on Unpacking CCLS 	Asst. Supt. Of Curriculum Elementary School Principal Curriculum Supervisors Teachers
3. Data analysis: Renaissance Learning to prepare for state exam	<ol style="list-style-type: none"> Schedule specials to lessen interference in instructional time Grade-level teams meet to analyze data and differentiate instruction Effective incorporation of technology into classroom (21st Century 	2006: <ul style="list-style-type: none"> 5:1 student to computer ratio 2 SMART Boards in the district Homework and grades were communicated verbally or on paper 	2012: <ul style="list-style-type: none"> 1:1 student to computer ratio 197 SMART Boards in the district, one in every instructional classroom in every building 2013:	<ul style="list-style-type: none"> Overview of STARS, AR and AM Customize your STAR assessments with the new STAR Custom Getting to the Core with Core Progressions Making Status of the Class Work 	Asst. Supt. Of Curriculum Elementary School Principal Curriculum Supervisors Teachers

	learning) – SMART Boards to support visual learning, cybraries, netbook/laptop carts	2009: The district had a 3MB internet connection shared by all 7 buildings	<ul style="list-style-type: none"> • The district has a 50MB internet connection shared by all 7 buildings • Infinite Campus Parent Portal allows instant access of grades. Homework can be accessed through HomeworkNow website. Both have 100% teacher participation 	<ul style="list-style-type: none"> • Reports: The 3 W's –Which? When? What? 	
4. Tiered books to enhance Readers & Writers Workshop, including Guided Reading	1. Use of writing portfolios and baseline writing assessment to monitor progress	2006: The district relied on publisher-based books and supporting workbooks	2014: <ul style="list-style-type: none"> • All classrooms have leveled reader libraries • All elementary libraries have been renovated and updated to include leveled readers and access to technology • 100% of students have access to leveled readers at school and home through Renaissance Learning Home Connect 	<ul style="list-style-type: none"> • Reading & Writing Workshop and Balanced Literacy 	Asst. Supt. Of Curriculum Elementary School Principal Curriculum Supervisors Teachers

Goal 13: 3rd Grade – 75% are in the Advanced Proficient range on NJASK (PARCC) Math

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
1. Professional learning committees, teaming, implementation of standards-based mathematics curriculum, K-5 with common prep time	<ol style="list-style-type: none"> Teachers receive internal and external professional development on PLC's Inter-school and out of district class visits are arranged to share best practice 	2008: scheduling prevented grade-level meetings	2009-2014: Grade-level meetings are built into the teacher's schedule, as are opportunities for sharing grade-levels' best practices between buildings	<ul style="list-style-type: none"> Department Meeting Best Practices in Math Learning Path: Questioning and Discussion in Classroom 	Asst. Supt. of Curriculum Elementary School Principal Curriculum Supervisors Teachers
2. Curriculum mapping in math across district align to the CCLS	<ol style="list-style-type: none"> Curriculum writing teams prepare 6-week units where math is integrated including Physics First 	2006: curriculum maps did not exist	2014: All courses are mapped and accessible on our website	<ul style="list-style-type: none"> Workshops PLC's Professional Development on Unpacking CCLS 	Asst. Supt. of Curriculum Elementary School Principal Curriculum Supervisors Teachers
3. Data analysis: Renaissance Learning to prepare for state exam	<ol style="list-style-type: none"> Schedule specials to lessen interference in instructional time Grade-level teams meet to analyze data and differentiate instruction Effective incorporation of technology into classroom (21st Century learning) - SMART Boards to support visual learning, cybraries, netbook/laptop carts 	<p>2006:</p> <ul style="list-style-type: none"> 5:1 student to computer ratio 2 SMART Boards in the district Homework and grades were communicated verbally or on paper <p>2009: The district had a 3MB internet connection shared by all 7 buildings</p>	<p>2012:</p> <ul style="list-style-type: none"> 1:1 student to computer ratio 197 SMART Boards in the district, one in every instructional classroom in every building <p>2013:</p> <ul style="list-style-type: none"> The district has a 50MB internet connection shared by all 7 buildings Infinite Campus Parent Portal allows instant access of 	<ul style="list-style-type: none"> Overview of STARS, AR and AM Customize your STAR assessments with the new STAR Custom Getting to the Core with Core Progressions Making Status of the Class Work Reports: The 3 W's –Which? When? What? 	Asst Sup of Curriculum Elementary School Principal Curriculum Supervisors Teachers

				grades. Homework can be accessed through HomeworkNow website. Both have 100% teacher participation	
4. Renaissance Learning – Accelerated Math integrated into class schedules as a daily intervention	1. Use of data prepares teachers with a baseline and differentiates instruction	2008: 0% of students used Math Facts in a Flash 2009: 0% of students used Accelerated Math	2014: • 83% of the students use Accelerated Math • 78% of students used Math Facts in a Flash	<ul style="list-style-type: none"> • Department Meeting • EduPlanet 21 • What’s New in Accelerated Math 	Asst. Supt. of Curriculum Elementary School Principal Curriculum Supervisors Teachers

Goal 14: Kindergarten - 95% of all students will achieve a minimum score of 600 as measured by the Star Early Literacy Program

OBJECTIVES	STRATEGIES	BASELINE DATA	CURRENT STATUS	PROFESSIONAL DEVELOPMENT PLAN	PERSON(S) RESPONSIBLE
1. Professional learning committees, teaming, implementation of standards-based mathematics curriculum, K-5 with common prep time	1. Teachers receive internal and external professional development on PLC's 2. Inter-school and out of district class visits are arranged to share best practice 3. Kindergarten curriculum to increase skills as well as a full day program to increase time on task	2008: scheduling prevented grade-level meetings	2009-2014: Grade-level meetings are built into the teacher's schedule, as are opportunities for sharing grade-levels' best practices between buildings	<ul style="list-style-type: none"> EduPlanet21 Learning Path: Common Core Teaching Resources for ELA EduPlanet21 Learning Path: Writing Workshop Resources Let's Get Physical –with Math Best Practices in Math Learning Path: Questioning and Discussion in Classroom 	Asst. Supt. of Curriculum Elementary School Principal Curriculum Supervisors Teachers
2. Pre-K program as a scaffold for early elementary program	1. Online assessment for probable readers Pre-K though grade 3 align resources to early intervention	2010: 37% of students Pre-K through grade 3 were probable readers	2014: 74% of students Pre-K through grade 3 are probable readers	<ul style="list-style-type: none"> Universal Pre-K program offered in district 	Asst. Supt. of Curriculum Elementary School Principal Curriculum Supervisors Teachers
3. Star Early Literacy and Pre-K screening used as baseline data to provide	1. Technology professional development will provide teachers w/tools to assist in	2006: The district had no online multi-sensory program 2010:	2013: <ul style="list-style-type: none"> 100% of students have access to an online multi-sensory program 	<ul style="list-style-type: none"> Overview of STARS, AR and AM Customize your STAR assessments 	Asst. Supt. of Curriculum Elementary School Principal Curriculum Supervisors

<p>advancement of learning</p>	<p>raising student achievement</p> <p>2. Provide Multi-Sensory Program as well as all available resources for low achieving students to provide learning foundation for high academics</p> <p>3. Star Literacy programs and other technologies to provide advancement of learning</p> <p>4. Expand leveled reader programs and inventory of books</p>	<ul style="list-style-type: none"> • 37% of students Pre-K through grade 3 were probable readers • 42% of the students Pre-K through grade 3 participated in online reading assessments 	<ul style="list-style-type: none"> • 74% of students Pre-K through grade 3 are probable readers • 99% of students Pre-K through grade 3 participate in online reading assessments 	<p>with the new STAR Custom</p> <ul style="list-style-type: none"> • Getting to the Core with Core Progressions • Making Status of the Class Work • Reports: The 3 W's –Which? When? What? • Additional early intervention services/PD 	<p>Teachers</p>
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