Springfield Public Schools
District Goals
2018-2019

<u>Goal I: All students will achieve at high levels. This will be achieved through:</u>

a) The implementation of strategies and programs that will ensure that all students meet their growth potential on state administered standardized tests. This includes, but is not limited to, work in the areas of differentiated instruction and the use of data to inform instruction.

- Utilizing diverse district online assessments, state assessment data, and teacher-developed assessments, student needs are diagnosed throughout the school year so that identified areas of weakness can be addressed. *Partnership for Readiness of College and Careers* (PARCC), PARCC's assessments will provide students, teachers, administrators and the public with the tools needed to identify whether students from grade 3 through high school are on track for postsecondary success, where gaps may exist, and how they can be addressed well before students enter college or the work force. We continue to provide resources for parents, teachers, and principals. We will continue to review and participate with research-based professional development that supports educators. We will continue to administer and analyze all new sample PARCC questions as we prepare for the Spring 2019 PARCC exams. In receipt of the Spring 2018 PARCC scores, we have begun to evaluate our scores aligned to Evidence Statements.

- We continue to use the *Professional Learning Community Model* (PLC), in which teachers and administrators incessantly seek, share, and implement their learning experiences. PLC's will continue to meet monthly. Teachers will work collaboratively to review our curriculum/maps, to analyze data and review our reading and math programs to address deficiencies or gaps in our scores. Our goal is to address the needs of all students, including interventions and enrichment to improve overall performance. We continue to adjust curriculum and lesson plans to support Writing Across the Curriculum. Teachers will examine student writing, identify areas in need of instructional emphasis and develop lessons and/or activities to address areas of concern. Principals and supervisors will lead discussions with teachers in reviewing the New Jersey Student Learning Standards (NJSLS) and PARCC rubrics to help assess students writing assessments. In Math, our goal is to establish a much higher expectation for rigor. K-12 teachers will work toward creating Learner-Active, Technology-Infused Classrooms. We will continue to craft problem-based units around local and global real-world problems. Through workshop training and coaching by IDE consultants, they will receive ongoing guidance and challenge. Teacher Leaders from the first cohort of LATIC teachers will supply in-house support for peers as well. Principals, supervisors, and teachers will also facilitate the implementation of *Mystery Science* at grades K through 5 that will provide teachers with additional standards-aligned

hands-on activities. As a continuation, this year students throughout the district will engage in a real science experience, as part of the national *Student Space Flight Experiments Program (SSEP) Mission 13*.

- *Differentiated Instruction* (DI) continues to be the common thread throughout the district as principals and supervisors meet with teachers during faculty and team meetings to discuss interventions and enrichment. DI provides the flexibility to modify curriculum to assist all students in experiencing success in a diverse classroom. Classroom teachers and Special Education teachers continue to work collaboratively in differentiating activities to address the needs of all students and improve overall student performance.

b) The continued investigation and implementation of the most current research-based practices to raise achievement for all students and support those needing academic intervention in meeting their growth potential. This includes, but is not limited to, implementing and enhancing staff knowledge in the areas of differentiated instruction, data driven instruction and strategies that the research has shown to raise student achievement.

- District-wide we will continue to revise curriculum, instruction and assessment referencing the Curricular Frameworks for English Language Arts and Mathematics provided by the state. The purpose of the frameworks is to provide educators with a tool to guide conversations around curriculum and instruction. The frameworks focus on the standards and skills in order to provide a sequence of instruction with the goal of mastering the standards at each grade level. We continue to collaborate with principals and supervisors in updating our curriculum to reflect the New Jersey Student Learning Standards (NJSLS). During our scheduled monthly Curriculum Committee Meetings, principals and supervisors oversee and support teachers throughout the process.
- New this year we will be implementing an ESL Program *Inside* and *Edge* for both the middle and high school. At the high school, we will be implementing Project Lead The Way (PLTW) courses, such as *Introduction and Principles of Engineering.* (PLTW) is a nonprofit organization that provides a transformative learning experience for K-12 students and teachers across the United States. Also, at the high school we will be implementing *Albert*, an online test prep program, in particular for AP courses. They provide practice with over 50,000 challenging questions.
- Curriculum Committee Meetings provide guidance and supervision by ensuring that curriculum is updated and reflects state requirements. Committees will continue to meet monthly. We will continue to utilize the Understand by Design (UbD) template as we modify curriculum. Principals and supervisors will structure the meetings to allow teachers the ability to work collaboratively to align all K-12 curriculum, instruction, and assessment with the revised New Jersey Student Learning Standards (NJSLS) that were adopted in May 2016. This year we will continue to update and revise curriculum to address the standards. We will also revise our K-5 report card to reflect (NJSLS)
- *Academic Intervention Services* (AIS), Instructional Program continues to address students in need of additional academic support. Students are identified for Academic Intervention Services (AIS) using a variety of indicators. AIS teachers, work with students on skills that need to be strengthened in courses such as

Writing and Reading Essential and *Foundations of Algebra* offered in grades 6 through 8. Collaboration between the AIS teacher and the classroom teachers is ongoing in order to facilitate a well-coordinated program.

- The Gifted and Talented Program will continue to provide enrichment and support through team teaching by the classroom teacher and G&T. Accelerated courses are offered at the Middle and High School. We will continue to research and revise our program of studies with new courses to implement the technology of the redesigned IMC for all areas including Visual, Performing and Practical Arts. STEM integration will continue to be infused into the concepts and practices of project-based learning.
- Students in the state of New Jersey are required to take the PARCC exam. Additional support classes are provided in preparation for the PARCC. At the elementary and middle school grade levels, we will continue to offer PARCC prep before and after school for four (4) weeks prior to testing. We continue to target invention for identified subgroups for increased achievement through Innovate NJ, a project through the state fostering, sharing, and collaborating on cultivating projects.

c) Technology will continue to be utilized to effectively assess and monitor student progress.

- Students will continue to utilize ePortfolio through Studywiz. eLocker is an on-line storage space for files that can be accessed from anywhere. Exemplar student work will continue to be stored and follow students throughout their Springfield education. This process has provided teachers easy access to student work and has assisted with the transition process. Teachers continue to update eLocker with student's best work.
- *i-Ready for grades K-8* is an adaptive diagnostic for ELA and Math that identifies students needs and ongoing process monitoring growth towards end-of-year targets. Students in grades 3-8 will continue to be assessed in ELA and Math through benchmark assessments. We continue to expand the utilization of i-Ready through *Standards Mastery Assessments* that provides an individual item analysis.
- New this year we will implementing the *Developmental Reading Assessment* (DRA2) in grades K-5. The *Developmental Reading Assessment* (DRA) is a standardized reading test used to determine a student's instructional level in reading. The DRA is administered individually to students by teachers and/or reading specialists.
- *High school teachers will continue to utilize Academic Merit, an online professional development for teachers that provides tools for evaluating student writing,* Assessments 21, online classroom-base common assessments scores automatically, and Literary Companion, online text-specific formative assessments.
- We continue to upload assessment data into FileMaker Pro, a cross-platform relational database application that allows us to modify the database by dragging new elements into layouts, screens, or forms. We will continue to provide professional development for principals and supervisors to assist in assessing our district and state data.

d) The expansion of services for students and teachers provided through extracurricular activities.

- We continue to provide parents with before and after care services through our Before and After School Program. These programs are designed to provide quality childcare. Our goal is to enhance the children's time spent away from home by providing recreational and educational activities in a caring environment.
- We continue to provide teachers with daycare services through our Child Care Program at Thelma L. Sandmeier. We have created a safe and nurturing environment for the children. We will continue to expand the program and curriculum to accommodate the developmental needs of all children. Our goals for the program are to reduce the number of teacher absences while maintaining continuity with instruction and provide teachers the opportunity to take part in after school professional development.

Goal II: All students and staff have the right to a safe, secure and educationally appropriate instructional environment. This will be achieved through:

a) The ongoing development and revision of a comprehensive Emergency Crisis Plan/Pandemic Flu Plan that will include all members of the emergency personnel in the community of Springfield Township.

b) Reviewing recommendations from the NJDOE School Security Program and making changes to the environment, protocols and procedures when training for security and fire drills.

c) The ongoing AED Placement and Usage Plan for all schools and school facilities that will include all members of the emergency personnel in the community of Springfield Township. This continues in compliance with "Janet's Law".

d) Monthly Emergency Crisis drills starting in September 2018 as well as sharing required security drills/tabletop exercises with the Springfield Police Department and Emergency Management.

e) Ongoing training throughout district in the Harassment, Intimidation and Bullying Law and creating protocols for reporting and acting on all reports of bullying in the district. Staff continue in key positions to implement changes and updated forms. All new staff will be trained using the GCN online training program to meet the requirements.

f) The continued implementation of the Bullies2Buddies program to reduce HIB confirmed cases and provide workshops and counseling to our students and their parents.

g) The continued hiring of highly qualified and certificated professional and support staff through an online application process and retention of these staff members through sustained and embedded mentoring and professional development.

h) The implementation of an all-inclusive Professional Development and Mentoring program that will assist in driving a high degree of rigor in the instructional setting.

i) The continued implementation of the Professional Development Academy to support research-based practices in the classroom.

j) The upkeep of a position control program as defined in the updated accountability regulations, and reporting through NJ Smart of SMID, Staff Submission and Staff Evaluation in a timely fashion with zero errors.

k) Ongoing support of Absence Management substitute reporting system with the Payroll Department.

l) The implementation of OnCourse Evaluation. Teachers will use the platform to submit their SGO's, observation artifacts, and their PDPs.

m) The development of a Comprehensive Substitute Handbook that will be used for training purposes.

Goal III: To continue "customer-friendly" service through fiscal responsibility and policy review. This will be achieved through:

a) The revision/updating of the Internal Controls and Standard Operating Procedures Manual in accordance with the laws and regulations of the State of NJ.

b) The construction of the 2019-20 Budget from preparation to adoption, continuing to focus on student achievement goals while maintaining fiscal responsibility.

c) The finalizing of the revision/updating of the Policy and Regulations Manuals.

d) The restructuring of the business office personnel.

Goal IV: To increase inclusion opportunities for all special education students. This will be achieved through:

a) The continued expansion of inclusive educational programs for students with disabilities in the least restrictive environment using supplementary aids and services.

b) The continued collaboration among the general education and special education staff to enhance learning for students across all grade levels.

c) The continued integration of assistive technology and technology-based instruction to enhance the learning of students with disabilities.

d) Supplementary aids and supports will be designed to facilitate the participation of students in specialized placements to in district programs at all grade levels.

e) We will collaborate with educational agencies to provide professional development and other support services for students.

f) Guidance and counseling services will continue to focus on supporting earlier identification of students at risk. We continue to implement the district-wide guidance plan developed by guidance counselors, administrators, staff, parents and students. The plan outlines the specific roles that guidance and counseling play in the daily lives of students and how their services can be utilized to identify and address barriers to student success.

g) The implementation of inclusive programs for students with disabilities in the least restrictive environment using the collaborative teaching model with an emphasis on differentiated instruction, integrated technology within the classroom, and inclusive strategic teaching practices.

h) The ongoing collaboration of educational agencies to support students in the general education setting utilizing technology, professional development and other support services.

i) Continued research and implementation of best practices to support students with disabilities in the general education setting.

j) Continued focus on developing appropriate supports to facilitate participation in and transition of students in specialized placements to in-district programs.

k) The implementation of positive behavioral supports to enhance the learning environment for students with disabilities across all grade levels.

Goal V: Leverage the power of technology resources and ubiquitous access to information to create relevant and actively engaging learning experiences, in order to prepare our students for a globally networked society where they will be skilled lifelong learners and contributors of new information. This will be achieved through:

a) Professional Development for all instructional stakeholders

- Teachers will receive quality and focused professional development on the effective use of instructional technology to support their role as Master Educators. Teachers will be assessed on their current knowledge and skill set, so that relevant, meaningful and targeted professional development occurs throughout the school year.
- Technology staff will receive pertinent training for the continuous improvement of the district's global infrastructure, which includes effective administrative and

educational technology practices to provide the job-embedded, professional support and development of teachers using technology in the classroom. • Continue with more focused training of the district's new Student Information System (SIS), OnCourse.

b) Ubiquitous online technology resources

- District web-based resources will be streamlined to provide the most effective and safe environment for all district stakeholders. Clever, a single-sign-on environment, is setup to provide quick and easy access to these resources for students and teachers district wide. The portal integrates and keeps online applications synced as well as provide a "one-login technology" to quickly and securely access all web-based resources.
- Vetted and approved online platforms provide a dynamic and equitable learning environment where timely, engaging, student-centered, adaptive products foster personalized learning experiences to ensure all students are given tools to efficiently plan a successful path for their future.
- Virtual reality technology will be integrated to supplement the development of social-emotional learning and help improve academic achievement through experiences, which have real world connections to what is learned.
- Teachers are encouraged to setup and maintain their websites to provide timely, general information to parents and students. Teachers will also use OnCourse's comprehensive portal to communicate interactively, publish grade-book information and deliver educational home activities to a class group or confidentially to individual students.
- Continued customization of the district's new Student Information System (SIS), OnCourse, so it can it best meet the needs of the district, with specific focus on the Health & Medical and student data analytics module.

c) A robust and scalable Infrastructure, which provides a safe and secure, technology-rich learning environment

- The district will maintain and upgrade the wireless infrastructure to support the minimum 1:1 student ratio of wireless devices for grades 6-12, while continuing to increase the ratio of devices for students in grades K-5 to 2:1 with Macbook Airs and iPads.
- The district will continually monitor and gauge the local and wide area network (LAN/WAN) to ensure overall network integrity and district hosted services are efficiently interconnecting.
- Network and desktop security are kept current and updated with products that specifically target the needs of the educational environments.
- Keep the JAMF Casper Suite to the most up to date version to provide more services and features for the management of all Apple products.
- Continue the enrollment in the Apple School Manager program to deploy the

Device Enrollment Program and Volume Purchasing Program for district Apple devices to allow for better management of student and teacher applications.

- Review and update student and staff acceptable use policies as needed to support the proper use of technology tools and devices in a networked infrastructure.
- Enhance the inventory system for district devices by expanding the use of JAMF and importing key data files to the OnCourse SIS.
- Continue the development of a more efficient imaging, distribution and collection process for student, take-home systems at the middle and high school.
- Continue to evaluate and improve the technology and human resources structure to ensure that district initiatives and projects are handled in the most effective and productive manner. This may include the restructuring of the IT department.
- Continued and expanded use of district's IT help-desk software to monitor, report and assess IT needs of the district to efficiently allocate tech-support resources.
- Creation and use of an AV Technology Request form for the IT department from all stakeholders, so that AV needs and support can be scheduled and resources managed accordingly.
- Yearly participation of the Schools and Library Program, commonly known as E-Rate, to obtain discounts towards the required maintenance costs of the district's internal connections upgrades (network hardware & related services) and telecommunications services (internet).

Goal VI: To optimize, explore, and implement programs that foster operational efficiency and use of tax levy funds. This will be achieved through:

a) Continue to use and improve on the green cleaning plan that is both beneficial to the students, staff and the environment.

- Ongoing training of all custodial and maintenance personnel in the proper use of green cleaning procedures and techniques using the newest and safest products including floor cleaners, floor finishes, cleaners and disinfectants.
- Continue with the recycling program and schedule at all buildings the pick up of all recyclables and have them taken to the local recycling center for proper disposal.

b) Ongoing improvements to the school buildings including:

- Continue upgrading the classroom lighting using LED bulbs at all buildings.
- Continue with the security camera upgrade changing out the older analog cameras to digital cameras.
- Continue the painting of all interior rooms, stairways and hallways.
- The continuation of purchasing and using cost efficient electrical products including pumps, motors and a/c compressors.
- Continue replacing older non-working steam traps throughout the district buildings.

- Continue replacing older non-working gate valves with new ball valves.
- Continue replacing older faucets and flushometers with water saving devises in restrooms. This also includes adding new hand dryers to the middle and high school.
- Continue to replace older non-working restroom exhaust fans and motors.
- Continue to replace all hallway light switches to key switches for building security and student safety.

c) The promotion of ongoing sharing of equipment and services with other localized government agencies including:

- Ladders, lifts
- Field lining equipment
- Snow and ice melting products and equipment
- Lawn and tree equipment and personnel