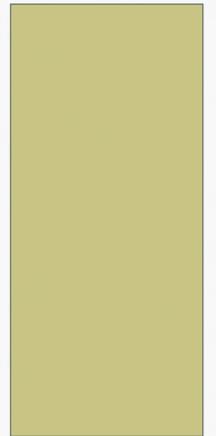


2014-2015 DISTRICT GOALS MID YEAR REVIEW

DECEMBER 18, 2014



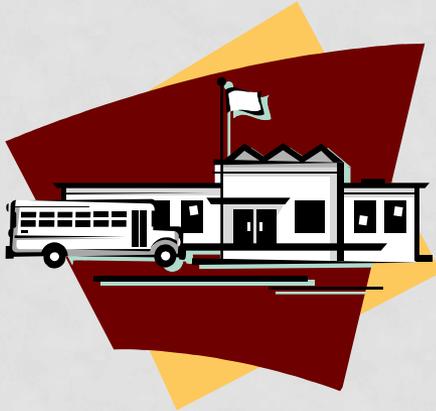
BRANCHBURG TOWNSHIP SCHOOLS

*"Inspiring children to learn,
think, grow, and excel in
life."*



VISION & THE CALL

“COLLEGE READINESS FOR ALL”



Rigorous
Standards
and
Assessments
Pre-K to 12



High School
Graduates
are College
and Career
Ready



Grads
Have New Skills
for Competing in
21st Century,
Global
“Knowledge”
Society

VISION & THE CALL

“COLLEGE READINESS FOR ALL”

- **NJDOE FRAMEWORK** (*change process began 2009*)
 - **Common Core State Standards** (*designed to outline knowledge and skills young people need for success in college and careers*)
 - **PARCC** (*Partnership for Assessment of Readiness for College and Careers*)
 - Launch **Educator Evaluation Systems** statewide

2014 - 2015 DISTRICT GOALS

SUPPORTING STUDENT ACHIEVEMENT



Focus on Learning, Collaborative Culture, Ensure Desired Results 5

2014 - 2015 DISTRICT GOALS

GOAL ONE: FOCUS ON LEARNING

We want all students to attain the knowledge and skills necessary to support further learning.

- **Objective A, Build capacity to support implementation of expected shifts in instructional practices**
- **Objective B, Assess our effectiveness in helping all students learn**

2014 - 2015 DISTRICT GOALS

GOAL TWO: COLLABORATIVE CULTURE

Goal Two: Build Collaborative Culture → Positive Learning Climate for All

We will develop a clearer understanding of the beliefs that would support adult and student learning necessary for success

- **Objective A, Trust & collaboration amongst staff**
- **Objective B, Emotional and physical safety, positive climate for students**
 - By the end of the school year, our students will have an increased sense of efficacy in terms of their peer-to-peer conflict resolution.

2014 - 2015 DISTRICT GOALS

GOAL THREE: ENSURE DESIRED RESULTS

Goal Three: Ensure Desired Student Learning Results

Because we aspire to be a “lighthouse” PLC district (others look to us as a role model), we will provide a solid foundation (organizational support) for the continuous improvement of effective practices and consistent implementation across the district.

- **Objective A, Use evaluation system to support implementation of expected shifts in instructional practices**
- **Objective B, Use results of formative observations to inform our professional learning plans for our staff**



HOW ARE WE DOING?

2014-2015 DISTRICT GOALS

2014-2015 MID YEAR REVIEW

HIGHLIGHTS OF ACCOMPLISHMENTS

- Supporting use of student learning data to “personalize” instruction:
 - *Year 2 Pilot Math Workshop model, incorporating various forms of technology & resources*
 - *Reading Workshop (K-5) model, components of workshop in place*
- Other Support for Student Learning
 - *Full-day Kindergarten implementation, beginning September 2014*
 - *More computing devices in the hands of staff and students*
 - *Create District-Wide Processes for I&RS (Intervention & Referral Services)*
- Year 2 Educator Evaluation System
 - Walkthrough Mechanism
 - Over 285 observations (with feedback) completed by administrative team
- Positive climate for students
 - *No Substantiated HIB Cases (4 reported claims)*

2014-2015 MID YEAR REVIEW

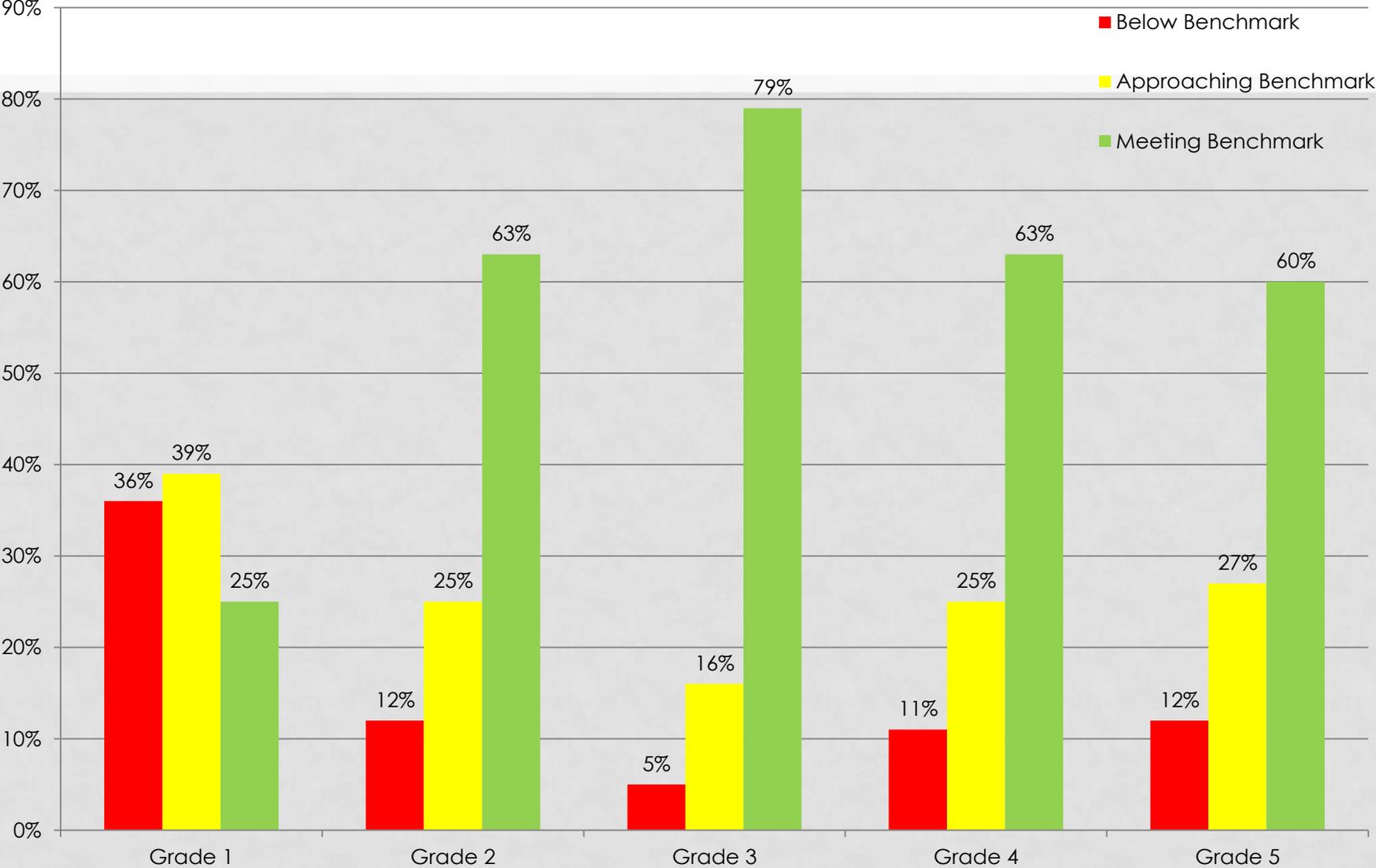
LOOKING AHEAD – KEY FOCUS AREAS

- Professional Development Support to Staff
 - To implement curriculum to meet the various student learning needs in their classrooms (differentiation)
- Identify Reliable Student Learning Assessment Tools
 - Supports consistent conversations about student learning throughout the district (*classroom, school, district level*)
 - *Response to Intervention*
- Strengthen our “SGO” process to further support student learning
- Support Year 2 Educator Evaluation System

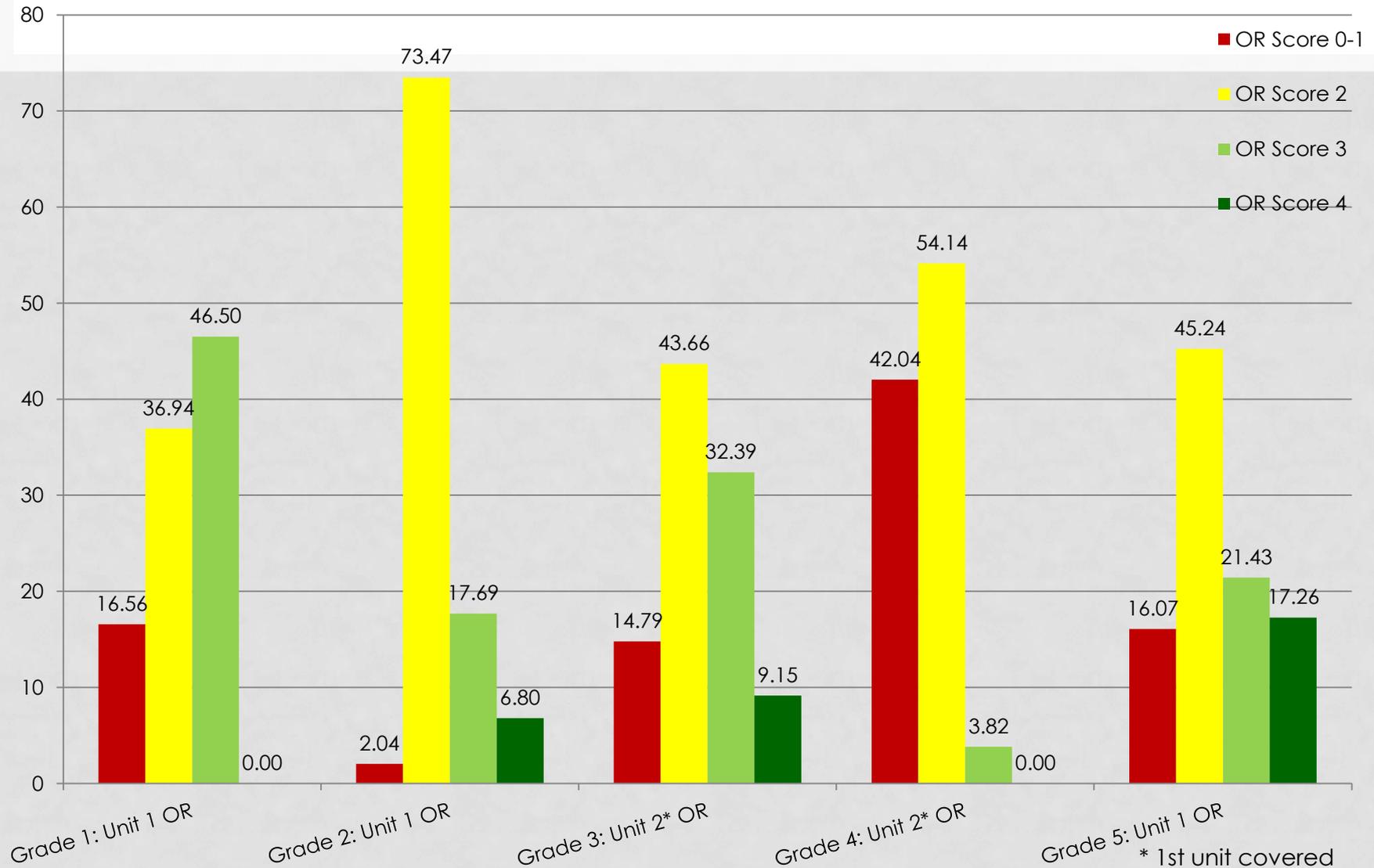
STUDENT LEARNING RESULTS

FALL ASSESSMENTS

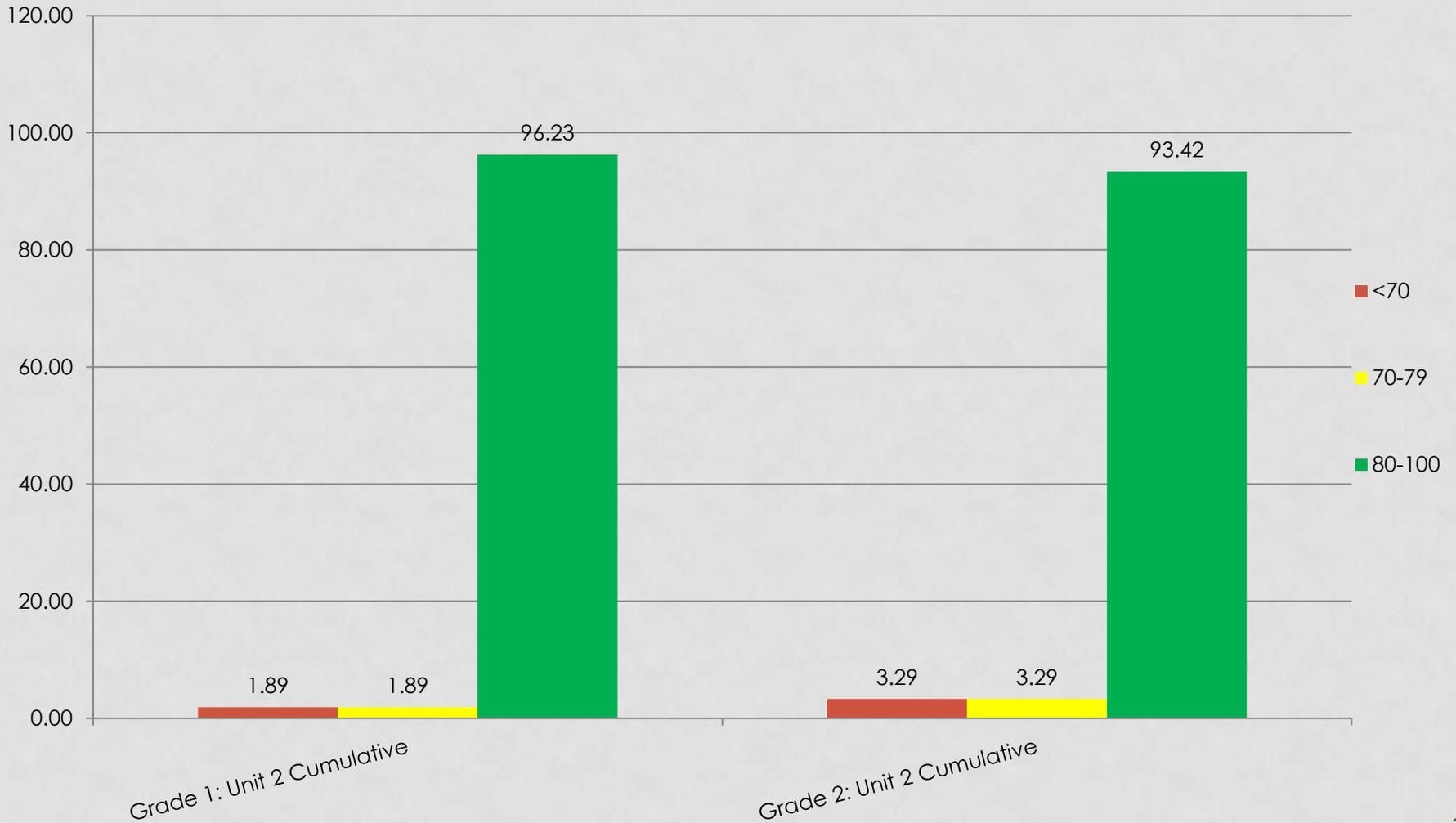
Fall 2014 Student Reading Level Data



Fall 2014 Student Math Open Response Data



Fall 2014 Grade 1-2 Cumulative Assessment Data



APPENDIX

2014 - 2015 DISTRICT GOALS

GOAL ONE - HOW ARE WE DOING?



Objective A, Build our capacity to support implementation of expected shifts in instructional practices

- ✓ *Clarify curriculum*
- ✓ *Professional knowledge & skills*
- ✓ *Increase access to technology*

GOAL ONE - INDICATORS: *CLARIFY CURRICULUM*

- Clarity on K-5 math curriculum goals, materials, and expectations - **Met**
- Rewrite our language arts curriculum, outlining the behaviors and skills we need to develop in students so they are ready for the PARCC - **Met**
- Provide support to staff with implementation of new Algebra and Geometry text & instructional materials. - **Met**

GOAL ONE - INDICATORS: *PROFESSIONAL SKILLS*

- Provide support to K-5 cohort to implement the math workshop model (incorporating Odyssey pilot) with fidelity. – **On Target**
- Continue to provide support to K-5 teachers to implement the reading/writing workshop model with fidelity and consistency. – **On Target**
- Increase support in key content areas (LAL and mathematics) at 6-8 level – **On Target**
- Use walk-through mechanism, create coherence with implementation of common core – **Focus Area**

GOAL ONE - INDICATORS: *USE OF TECHNOLOGY*

- Support work orders so staff is able to integrate technology into daily lessons. – **On Target**
- Make recommendation and purchase iPad “Apps” based upon staff feedback. – **Met**
- Expand “Odyssey” pilot to Year 2. Increase # of devices for students who are participating in the pilot (so more students can utilize the program frequently). – **On Target**
- Implement use of additional devices for the staff @ the middle school (25 laptops). – **On Target**

DISTRICT GOAL ONE HOW ARE WE DOING?



Objective B, Assess our effectiveness in helping all students learn

- ✓ *Evidence of student learning via district formative assessments*
- ✓ *Use of student learning results to inform/improve:*
 - ✓ *professional practice and*
 - ✓ *Student intervention & enrichment*
- ✓ *Students self-monitor*

GOAL ONE - INDICATORS: *EVIDENCE OF STUDENT LEARNING*

- Identify reliable student learning data aligned to CCSS. Have consistent conversations about that student learning throughout the district - **Focus Area**
- Tighten the “SGO” process by: 1) reviewing assessments upon which SGOs were based; 2) conferencing with each staff member mid-year; and, 3) analyzing SGO results at end of the year. – **Focus Area**
- Make “PLC” work is a priority...establish clearer guidelines for PLC work and conversations - **Met**
- Retrain staff to administer and score district assessments to improve validity of collected data. - **Met**
- Find ways to automate the collected student learning data; take the “time consuming nature” of data analysis away from the staff – **Focus Area**

GOAL ONE - INDICATORS: *RESPONSE TO DATA*

- Revise the process by which we identify and provide academic support to students via Instructional Support - **Met**
- Support to staff in facing challenges of serving a variety of student learning needs in their classrooms so they have the tools to manage their differentiated classroom. – **Focus Area**
- Revise the district's I&RS process for which we: 1) identify students for I&RS; 2) develop intervention plans for I&RS students; and 3) monitor & document evidence of student progress as a result of interventions - **Met**

2014 - 2015 DISTRICT GOALS

GOAL TWO: COLLABORATIVE CULTURE

Goal Two: Build Collaborative Culture → Positive Learning Climate for All

We will develop a clearer understanding of the beliefs that would support adult and student learning necessary for success

- **Objective A, Trust & collaboration amongst staff**
- **Objective B, Emotional and physical safety, positive climate for students**
- By the end of the school year, our students will have an increased sense of efficacy in terms of their peer-to-peer conflict resolution.

DISTRICT GOAL TWO HOW ARE WE DOING?



Objective A, Trust & collaboration amongst staff

- ✓ *Improve key staff collaboration performance scores from 2013-2014 related to collaboration and trust*

GOAL TWO – MILESTONES: SCHOOL WIDE (STAFF) CULTURE

- SBS - *We celebrate success.*
 - Baseline percent of staff who responded positively - 55.3%
 - End of Year Goal – 70%
- WES – Collaboration creates results, Collaborative team has had a positive impact on students
 - Baseline percent – 66% and 73%
 - End of Year Goal – 75%
- BCMS – Trust and collaboration
 - Baseline percent – 63.2%
 - End of Year Goal – 70%

DISTRICT GOAL TWO HOW ARE WE DOING?



Objective B, Emotional and physical safety, positive climate for students

- ✓ *Improve students sense of efficacy in peer-to-peer conflict resolution.*

GOAL TWO - INDICATORS

STUDENT CULTURE

- Conduct HIB training to all parent volunteers. - **Met**
- Follow up on how victims are doing periodically after the claim is accepted. Create mechanism where we check in with the victim throughout the school year... - **On Target**
- Provide training to cafeteria and bus drivers on HIB, as well as to substitutes. - **Met**
- Have team/grade level staff meetings with school's ABS (whatever is a hot topic based on HIB claims and discipline referrals) and with four topics they have to hit on with staff – **On Target**
- Have grade level (student) meetings with building administrators – **On Target**

2014 - 2015 DISTRICT GOALS

GOAL THREE: ENSURE DESIRED RESULTS

Goal Three: Ensure Desired Student Learning Results

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- **Objective A, Use evaluation system to support implementation of expected shifts in instructional practices**
- **Objective B, Use results of formative observations to inform our professional learning plans for our staff**

DISTRICT GOAL THREE

HOW ARE WE DOING?



Objective A, Use evaluation system to support implementation of expected shifts in instructional practices

- ✓ *New evaluation system support shifts in instructional practices.*
- ✓ *Provide quality feedback and coaching to classroom teachers.*

Objective B, Use results of formative observations to inform our professional learning plans for our staff

- ✓ *Use observation data to inform PD needs*

GOAL THREE - INDICATORS:

CONNECT EVALUATION TO DESIRED INSTRUCTIONAL SHIFTS

- Provide additional training to staff on use of framework - **Met**
- Provide ongoing training & support to building principals' leadership team and admin support so they will be able to focus time on instructional leadership issues. – **On Target**
- Create an example from documentation logs to create exemplar or model document for next year - **Met**
- Align evaluation system “performance standards and indicators” to support implementation of expected shifts in instructional practices. Provide examples for each component. – **Met**
- Use observation data results to inform PD opportunities – **On Target**