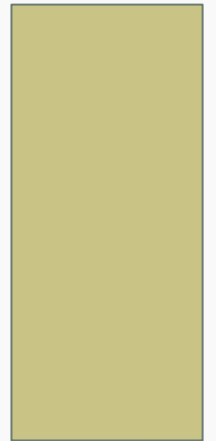




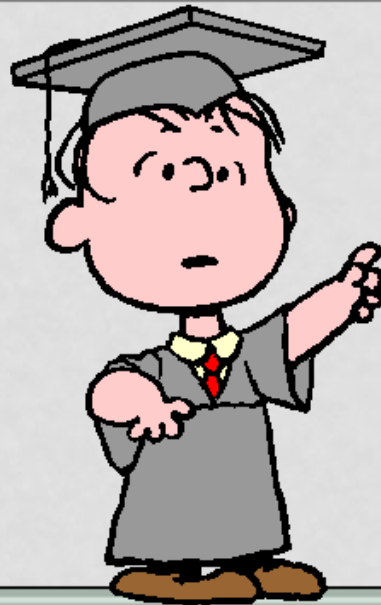
SCHOOL GOALS

2017-2018

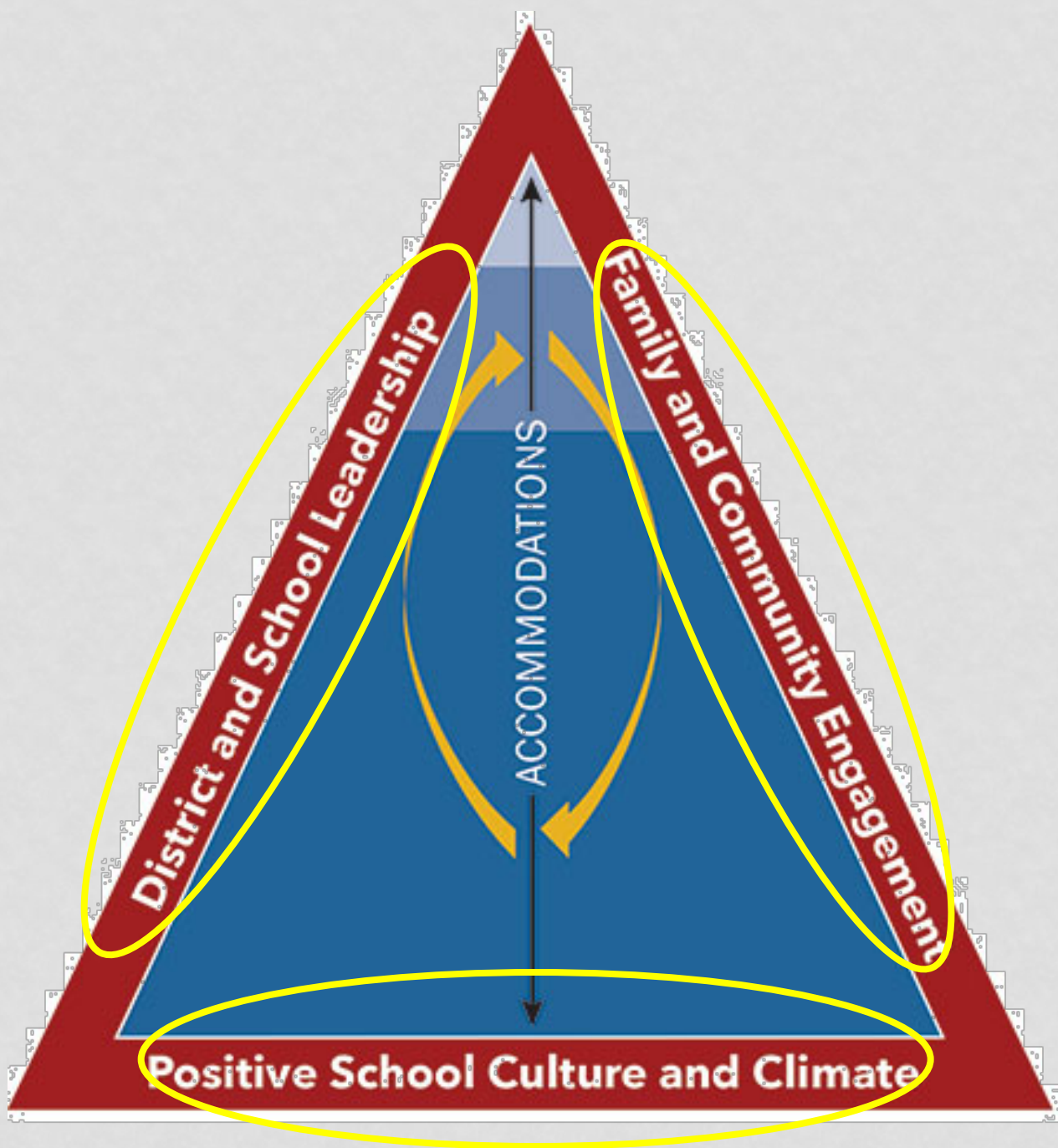


TIERED SYSTEMS OF SUPPORT

A Framework for Student Success



*...inspiring our students to
learn, think, grow and excel in life.*



COMPONENTS

Effective district and school leadership

Family and community engagement

Positive school culture and climate

Including:

Universal Screening

Data-based decision making

Collaborative problem solving teams

Progress monitoring

Staff professional development

EFFECTIVE DISTRICT AND SCHOOL LEADERSHIP

- Strong and effective collaboration among the District Leadership Team
- A commitment from the leadership team for continual professional development and learning
- Establishment of an Aspiring Leaders Academy to build capacity from within
- Opportunities for teacher leadership among staff for committees and leading professional development
- Refinement of the coaching model to personalize support for teachers through individual goal setting

FAMILY AND COMMUNITY ENGAGEMENT

- Increase levels of parent engagement through clearer communication
- Increase levels of parental involvement through interactive technology and archived presentations
- Connect with parents regarding our policies and practices
- Reduction of the “language of education” in parent meetings and conferences
- Broaden opportunities for parents to share expertise and experiences with students
- Parent survey to help define our path

POSITIVE SCHOOL CULTURE AND CLIMATE

- Clearly defined and articulated expectations
- Opportunities for student choice in learning
- Instruction on social norms, relationship building, and behavioral expectations
- Creating an expectation of success for staff and students
- Regular activities that are planned specifically to foster positive school climate and community building
- Ongoing student and staff recognition for positive contributions to the school community
- Opportunities for student and staff input into planning and decision making

HIGH QUALITY LEARNING ENVIRONMENTS, CURRICULA, AND INSTRUCTIONAL PRACTICES

- A three-tiered model of instruction and intervention that includes core instruction, targeted small group instruction, and intensive interventions customized to students' needs.
- Embedded use of differentiation that includes:
 - Options in the ways information is presented
 - Options for the ways in which students express learning and demonstrate knowledge/skills
 - Appropriate accommodations, supports, and strategies that eliminate barriers to student learning - full spectrum of learners
 - Curricula and Instruction based on the NJSLS
- Expansion of problem based and project based learning

UNIVERSAL SCREENING AND DATA-DRIVEN DECISION MAKING

- Use of data from multiple sources and analyzed through different lenses
- Use of formative assessments to set student goals
- Consistency in assessment standards and expectations (class to class and grade to grade)
- Opportunities for PLC's to confer and discuss student progress
- Utilization of expertise from coaches and teacher leaders

COLLABORATION AND PROBLEM SOLVING

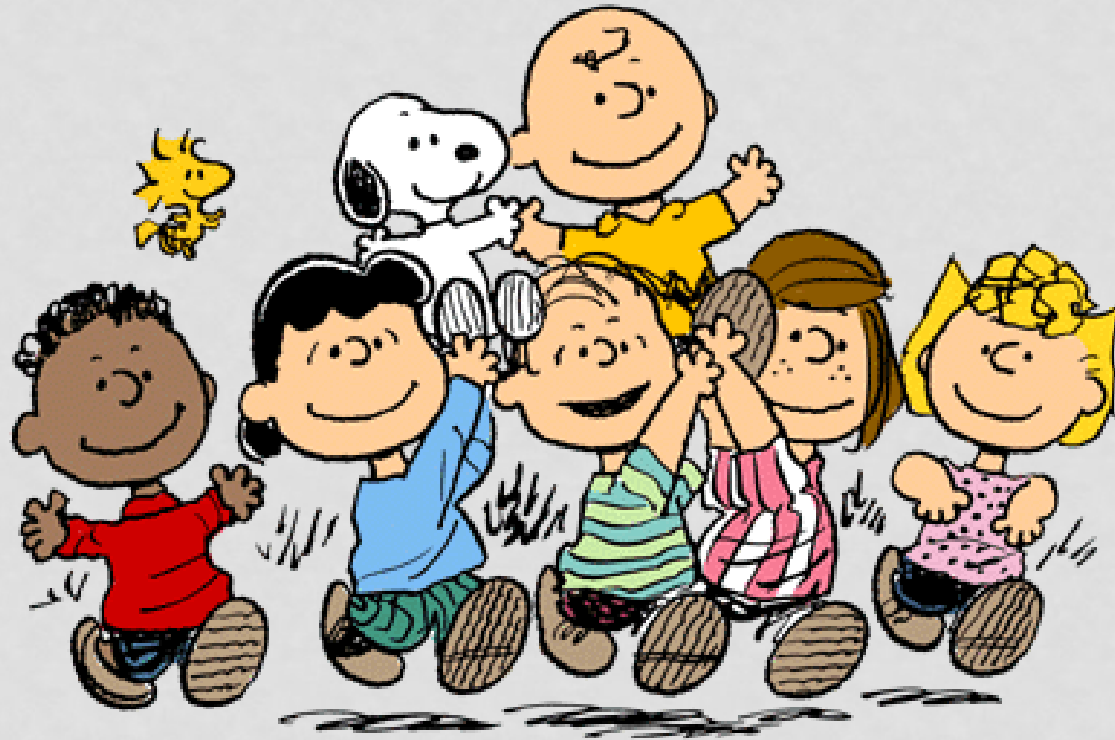
- Grade level articulation
- Subject area articulation
- Vertical articulation
- Collaboration with Somerville
- Networking beyond Branchburg to expand our thinking and our practices

PROGRESS MONITORING

- Quarterly/Triennial review of student progress, instructional practices, and program effectiveness
- Regularly scheduled meetings to review progress of students in intervention programs
- Student Intervention Plans developed in collaboration with teachers and parents
- Intensive monitoring of intervention strategies

PROFESSIONAL DEVELOPMENT

- Personalized to individual needs of staff
- Self-identified or identified through evaluation process
- Access to on-line PD through My Learning Plan
- High quality, individualized coaching
- Modeling and performance feedback to support high quality instruction
- On-site, on-going professional development



**It's going to be a
fabulous year!**