



**District Focus**  
**Fair Lawn Public Schools**  
**October 2017**

**Dr. Ernest Palestis, Interim Superintendent**  
**Prepared in Cooperation with Central Office,**  
**Administration and Subject Supervisors**

# FAIR LAWN PUBLIC SCHOOLS

## DISTRICT FOCUS

### Mission Statement

The mission of the Fair Lawn Public Schools is to promote continuous improvement and high levels of learning, to foster self-confidence and support success for all students, and to engender productive and humane citizens empowered by the critical, technological, and communication tools necessary to function democratically in a global society. Our expectation is that all students achieve the New Jersey Student Learning Standards (NJSL) at all grade levels.

### District Overarching Goals

- ★ Success for all students through the promotion of high levels of learning for each student.
- ★ Quality and Continuous Improvement.

### Core Beliefs

Reference: DuFour and Ecker, 2002

- ❖ The fundamental purpose of the district is to ensure high levels of learning for all students.
- ❖ We can achieve our fundamental purpose of high levels of learning for all students only if we work together. We cultivate this collaborative culture through the development of Professional Learning Communities.
- ❖ We assess our individual and collective effectiveness in helping all students learn at high levels on the basis of results rather than activity. We eagerly seek out multiple indicators of student achievement and use that information to promote continuous improvement.
- ❖ Teacher effectiveness and school leadership are the top two factors affecting student achievement.
- ❖ We are responsible for preparing students to live and communicate in an interdependent and competitive global society.

### Core Components of School Performance

Reference: Vanderbilt Assessment of Leadership in Education

- *High Standards for Students Learning* - There are individual, team, and school goals for rigorous student academic and social learning.
- *Rigorous Curriculum (content)* - There is ambitious academic content provided to all students in core academic subjects.

- *Quality Instruction (pedagogy)* - There are effective instructional practices that maximize student academic and social learning.
- *Culture of Learning & Professional Behavior* - There are integrated communities of professional practice in the service of student academic and social learning. There is a healthy and safe school environment in which student learning is the central focus.
- *Connections to External Communities* - There are linkages to family and/or other people and institutions in the community that advance academic and social learning.
- *Performance Accountability* - Leadership holds itself and others responsible for realizing high standards of performance for student academic and social learning. There is individual and collective responsibility among the professional staff and students.

### **Professional Development - Core Values and Commitments**

Reference: P.U.S.D. Professional Development, DuFour, Daggert, Wong, et al.

**All Students Learning** - We are committed to maintaining a focus on knowledge, skills and attitudes for improving student learning and achievement. The needs of all students, especially in our increasingly diverse community, will inform professional development planning and implementation. We will ensure that student success is the explicitly stated and ultimate goal of all development offerings.

**Continuous Improvement** - We are committed to ongoing assessment and the use of data to inform our decision-making and practice. Because accountability for student learning is the focus, we will design professional development based on data about student achievement and needs, as well as information about staff members' abilities and needs.

**Research-Based Practices** - We are committed to basing professional development plans on a foundation of standards that reflect research-based best practices. Professional development content and process will increase staff members' understanding of how to provide school environments and instruction that positively impact student achievement.

**Culture of Collaborative Inquiry and Problem-Solving** - We are committed to engaging professional development participants in cycles of inquiry, dialogue with colleagues, and reflection to encourage examination and modification of current practice. Modeling, coaching, and collaborative problem-solving will provide follow-up and establish a community of adult learners.

**Allocation of Resources** - We are committed to ensuring allocation of resources to support effective professional development. These include time, funding, materials, human resources, and leadership.

**Celebration** - We are committed to recognizing and celebrating learning of students and staff alike. Pride and self-confidence throughout the District will encourage risk-taking and ensure a culture of continuous improvement.