

FAIR LAWN PUBLIC
SCHOOLS

DISTRICT FOCUS

Department Goals

2017-2018

Department District Goals 2017-2018

MATH DEPARTMENT

INCREASING ACHIEVEMENT IN MATHEMATICS GRADES K-5

Rationale:

The district has identified a need to increase mathematics achievement in grades K – 5 based upon an analysis of Connect Ed data.

Goal:

Each year, the district reviews student performance on each math standard in each grade level K through 5. We identify the five standards in each grade on which the students score the lowest. Utilizing the Fair Lawn Everyday Math and Connect Ed program, students in grades K-5 will increase their performance on each of these identified standards by 5% as measured on the Everyday Math End-of-Year Assessment.

Evidence of Completion:

Base Line Data

Teacher Lesson Plans

Formative Assessment Data

Summative Assessment Data

Timeline:

September 2017 – documentation of base line

Monthly thereafter – assessment through Connect Ed

May 2018 – Summative Assessment

SCIENCE DEPARTMENT

DIGITAL LITERACY

Goal:

1. Digital Literacy – Use of digital literacy will increase by 5%. Work with the ELA Supervisor to pilot the use of the professional version of Newsela to promote the application of digital literacy, non-fiction text, in the 6-12 science classrooms. Currently, there is no consistent platform for digital literacy in the science department. Newsela adapts the reading level of the articles to the reading ability of the students based on short assessments and is teacher-friendly. Expand the use of “Gizmos” in the 6-12 science department. Gizmos enhances students’ ability to analyze and manipulate virtual data through on-line modeling. 5% more teachers will use Gizmos this year.

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SCIENCE DEPARTMENT

MENTAL HEALTH

Rationale:

The Fair Lawn Public Schools believe that a comprehensive physical education and health program helps develop our students' multiple dimensions of health, including their physical, emotional, and social health. For example, K-8 physical education and health teachers are often involved in various extracurricular activities which help develop social health, while also developing physical health, such as field days, walk-a-thons, and other community building activities, for example.

Consistent with our district's recognition of the importance of emotional (mental) health, our department will seek ways to support this initiative through curricular and extra-curricular means, including the continued investigation of a skills-based health program.

Skills-based health goes beyond ensuring that people "know" healthy living practices; it ensures that people "engaged" in health living practices. Skills-based health is interactive and participatory. It breaks-down barriers between physical education and health education. It focuses on the skills of health education, such as developing students' ability stand up to peer pressure, rather than simply learning about the consequences of giving into it. Skills-based health education includes authentic learning which focuses on the following skills throughout which content is taught: decision making, self-advocacy, self-management, relationship management, communication, planning & goal setting, and stress-management. By developing these skills, students will be able to apply them to authentic situations which include family life, nutrition, fitness, and drug resistance.

Goal:

By September 2019, we will determine if a skills based health program is consistent with our focus on emotional health and the potential district middle school realignment. Health/PE teachers will continue to promote mental health awareness programs in our school communities.

Benchmarks & Milestones:

Winter 2017

7th & 8th grade incorporated various skills based health activities (from More Activities That Teach) to help teach Stress Management, Anger Management, Communication & Goal Setting. Teachers implemented these activities into each unit to test skills based health in the current curriculum. These activities were extremely successful and student involvement was high.

- Middle school pilot of skills-based health units. Grade 7th and 8th grade teachers at TJ have incorporated various skills based health activities (More Activities That Teach) to health teach stress management, anger management, communication and goal setting, implemented into each unit of our curriculum.
- Health teachers will attend a health fair at Byram Hills HS to see how health advocacy is implemented into a district wide fair.

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- Members of the health community in Fair Lawn attended middle school meetings to discuss collaboration. We are integrating Too Smart to Start, LEAD, Hidden in Plain Sight and other programs across the district.
- TJMS shared their experiences with Memorial Middle School health teachers at a department meeting. Plans are in the works for expanding the pilot to MMS.

Middle school teachers will attend various workshops on skills-based health program, classroom visits, collegial visits, etc.

Spring 2017

- Middle school teachers have met multiple times to discuss the effects of skills based health. The initiative will slow down over the next 12-18 months because two lead teachers will be out on maternity leave.
- We will continue our focus on drug education. Both middle schools hosted the HAPPY program and we hosted Hidden in Plain Sight in May 2017. The department will work with other community groups to reach out to parents in other ways as well.

School Year 2018-2019

- Middle school teachers will investigate skills-based health pilot opportunities.
- Middle school teachers and elementary health teachers will investigate opportunities to incorporate mental health enhancements into our curricular and co-curricular programs.
- The supervisor will be involved with the district's mental health program.

Summer 2020

Curriculum Development

Fall 2020

Curriculum Implementation & Review

Language Arts Department:

KINDERGARTEN AND GRADE 1 ARTICULATION

Rationale:

The district implemented a full day Kindergarten program in the 2016-17 school year. Last year administrators developed a goal focused on phonics instruction in Kindergarten and it was met with success. As the full day Kindergarten students move to grade one, the district will implement the Phonics First program to continue the growth realized from Kindergarten into First Grade.

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Goal:

For the 2017-2018 school year, at least 80% of all first grade students will make measurable gains in phonics and meet grade level expectations as measured by effective implementation of the Phonics First Scope and Sequence and a demonstrated growth in spelling features and teacher SGOs on spelling stages in the Words Their Way Primary Spelling Inventory by April 2018.

To advance this goal, the Principal/Administrator will engage in: Planning, Implementing, Supporting, Advocating, Communicating, Monitoring.

Summer 2017 - A summer workshop was conducted by Dana Clark, the district's literacy coach; Jane Remshak, Grade 1 Teacher; and Nicole Carbone, LBLD Teacher. This team put together phonics/spelling binders for staff. These binders have weekly lesson plans and resources needed for each week. Work will continue on this instructional planning throughout the school year as well. This includes alignment between our literacy program and Phonics First (e.g., word wall words have been altered to match the Phonics First red words).

September 2017 – Grade level teachers will review student phonics and spelling levels. Data will be collected as baseline information. Teachers will also co-create their SGO with the Language Arts Supervisor to create meaningful learning targets for our students. On September 15th, teachers received their second day of in-service training on Phonics First routines and lesson work. In addition, teachers will introduce the new Phonics First program during their Back-to-School Night presentations.

November 2017 – Principals will meet with first grade teachers to review literacy instructional practices and review assessment data from Phonics First Assessments. Teachers will receive a third (and final) in-service training day on a date to be determined (in November). This will also give teachers an opportunity to continue to reflect and collaborate as a grade level team.

December/January 2018 – First grade teachers will assess students to determine their current levels. Principals will review and analyze data through SGO midyear reports.

March 2018 – A third “Words Their Way Primary Spelling Inventory” assessment will be conducted by first grade teachers and principals will review data.

May 2018- Feedback from a Google Form teacher survey will be analyzed. Principals and the Language Arts Supervisor will report out learning outcomes and teacher feedback. The district will determine whether we will continue with Phonics First in Grade 2.

Social Studies Department:

KINDERGARTEN AND GRADE 1 ARTICULATION- SOCIAL STUDIES

With the advent of full day Kindergarten, it is important to ensure that our grade 1 students are working with a curriculum that is both appropriate and rigorous. To this end:

- Over the summer the Supervisor and staff revised the Grade 1 Social Studies curriculum based on the newly implemented Kindergarten curriculum.

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- In September, the met with grade 1 teachers to review the new curriculum and resources. To be completed:

- Teachers and Supervisors will have been sharing resources in K-5 share.
- A Grade 1 Google site for Social Studies will be created to house resources, assessments and lessons. Teachers will have access to the site and can use it in their daily planning and presentation.
- Google forms will be sent asking for teacher feedback on each unit. The information will be used to revise the curriculum as needed.

Science Department:

ACHIEVING NEW JERSEY STANDARDS GRADES K-12

1. Unpacking the Standards – The district will develop a district-wide method for unpacking the standards. The science department will develop a similar method for unpacking the science standards. Over the last several years, we have been studying the NJSLS-S during department meetings and focusing on one science and engineering practice (forming arguments from evidence) in our practice.

This year, professional development and lesson development will also focus on (planning and carrying out experiments) and (analyzing and interpreting data). 75% of science teachers will achieve their SGO related to one of these science and engineering practices.

Art Department:

ACHIEVING NJ STANDARDS K-12- ART

Unpacking the standards: The district will develop a district wide method for unpacking the standards. The Art department will develop similar methods for achieving this goal. The staff and Supervisor have already been examining the standards and will work to create a vertical articulation document spanning from grades K-8. This will be utilized to create standards based common assessments, projects and rubrics. The High School art teachers will work in course teams to examine the standards related to their particular course and ensure they are meeting the requirements.

This year professional development and department meeting time will be dedicated to this goal and 100% of teachers will begin the 2018-2019 school year utilizing any curriculum documents, assessments and lessons that are created.

Social Studies Department:

ACHIEVING NJ STANDARDS K-12- SOCIAL STUDIES

Unpacking the standards: The district will develop a district wide method for unpacking the standards. The Social Studies department will develop similar methods for achieving this goal.

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The staff and Supervisor have already been examining the standards and will work to create a vertical articulation document spanning from grades K-11. This will be utilized to create standards based common assessments, projects and rubrics. The Supervisor and staff will also work together to create projects and lessons devoted to NJSL 6.3.

This year professional development and department meeting time will be dedicated to this goal and 100% of teachers will begin the 2018-2019 school year utilizing any curriculum documents, assessments and lessons that are created.