

SCHOOL - BASED

OBJECTIVES

2012 - 2013

SCHOOL-BASED OBJECTIVES (2012-2013)

FORREST SCHOOL (K-5)

OBJECTIVE #1

RATIONALE:

The new CCSS promotes a balanced approach to reading whereby students read widely and deeply from a broad range of literary and informational texts. By reading texts in social studies, students build the background knowledge necessary to understand the world around them.

GOAL:

Students in grade 5 will improve their ability to understand and respond to nonfiction texts by engaging in instructional activities that integrate the social studies curriculum within the literacy block. As a result, eighty percent of the students in grade five will realize one year's growth on the reading portion of the NJASK 2013.

BENCHMARKS:

September 2012	Review NJASK 2012 to note student reading scores. Administer the narrative Mondo reading benchmark. Engage in shared/ guided reading practices daily.
November 2012	Begin Calkins Nonfiction Unit of Study to use text structures to comprehend expository, narrative, and hybrid nonfiction using American Reading Company resources.
December 2012	Administer the informational Mondo reading benchmark. Begin Calkins Nonfiction Unit of Study to teach students to navigate through nonfiction texts.
January 2013	Introduce historical themes through a critical analysis study.
February 2013	Engage students in the study of interpretation text sets.
March 2013	Administer the narrative Mondo reading benchmark.
May 2013	Explore informational writing through historical content research. Administer the informational Mondo reading benchmark.
August 2013	Review NJASK 2013 student reading scores to note student progress.

SCHOOL-BASED OBJECTIVES (2012-2013)

FORREST SCHOOL (K-5) (continued)

OBJECTIVE #2

RATIONALE

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address incidents of H.I.B. (Harassment, Intimidation, and Bullying).

GOAL

In year 2, the school based ABS will infuse grade level informational lessons and continue to reinforce appropriate and positive student behaviors. Grade level teachers will collaborate to establish appropriate classrooms lessons and small group interventions as needed. As a result, the number of HIB investigations and reports will decrease.

Benchmarks

- Review NJDOE guidelines for HIB.
- Webmaster to post HIB policy on school website.
- ABS will plan staff in-service during faculty meeting in fall and spring.
- Reconvene with school level team and ABS to review progress.
- Review cases to determine patterns and re-establish goals for following year
- Collect and provide data to NJDOE regarding HIB incidents

ASSESSMENT

One hundred percent of K-5 students will participate in at least two HIB educational lessons in the 2012-2013 school year. As a result, the number of HIB investigations and reports will decrease.

SCHOOL-BASED OBJECTIVES (2012-2013)

FORREST SCHOOL (K-5) (continued)

OBJECTIVE #3

RATIONALE:

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, each elementary school will focus on the area of writing across the curriculum in grades 3-4. The new Common Core Curriculum Standards for writing clearly address the need for a systematic approach that fosters writing proficiencies on a wide array of topics.

GOAL:

Through the implementation of the Lucy Calkins Units of Study, students will engage in effective practices that promote writing across genres and disciplines. As a result, eighty percent of the students will realize one year's growth in writing as measured on the NJASK.

BENCHMARKS:

<i>September 2012</i>	Review NJASK 2012 scores to note student proficiencies in writing. Engage students in the narrative units of study as prescribed in the Calkins resources in grades 3 and 4.
<i>October 2012</i>	Gather narrative writing samples for portfolio in grades 3 and 4.
<i>December 2012</i>	Engage grade 4 students in persuasive writing. Engage grade 3 students in realistic fiction writing.
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<i>March 2013</i>	Engage students in research writing in the content areas in grades 3 and 4.
<i>May 2013</i>	Gather informational writing samples for portfolio in grade 3 and 4
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SCHOOL-BASED OBJECTIVES (2012-2013)

LYNCREST SCHOOL (K-5)

OBJECTIVE #1

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GOAL:

Students in grade 5 will improve their ability to understand and respond to nonfiction texts by engaging in instructional activities that integrate the social studies curriculum within the literacy block. As a result, eighty percent of the students in grade five will realize one year's growth on the reading portion of the NJASK 2013.

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SCHOOL-BASED OBJECTIVES (2012-2013)

LYNCREST SCHOOL (K-5) (continued)

OBJECTIVE #2

RATIONALE

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address incidents of H.I.B. (Harassment, Intimidation, and Bullying).

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In year 2, the school based ABS will infuse grade level informational lessons and continue to reinforce appropriate and positive student behaviors. Grade level teachers will collaborate to establish appropriate classrooms lessons and small group interventions as needed. As a result, the number of HIB investigations and reports will decrease.

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SCHOOL-BASED OBJECTIVES (2012-2013)

LYNCREST SCHOOL (K-5) (continued)

OBJECTIVE #3

RATIONALE:

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, each elementary school will focus on the area of writing across the curriculum in grades 3-4. The new Common Core Curriculum Standards for writing clearly address the need for a systematic approach that fosters writing proficiencies on a wide array of topics.

GOAL:

Through the implementation of the Lucy Calkins Units of Study, students will engage in effective practices that promote writing across genres and disciplines. As a result, eighty percent of the students will realize one year's growth in writing as measured on the NJASK.

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SCHOOL-BASED OBJECTIVES (2012-2013)

MILNES SCHOOL (K-5)

OBJECTIVE #1

RATIONALE:

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GOAL:

Students in grade 5 will improve their ability to understand and respond to nonfiction texts by engaging in instructional activities that integrate the social studies curriculum within the literacy block. As a result, eighty percent of the students in grade five will realize one year's growth on the reading portion of the NJASK 2013.

BENCHMARKS:

September 2012	Review NJASK 2012 to note student reading scores. Administer the narrative Mondo reading benchmark. Engage in shared/ guided reading practices daily.
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SCHOOL-BASED OBJECTIVES (2012-2013)

MILNES SCHOOL (K-5) (continued)

OBJECTIVE #2

RATIONALE

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address incidents of H.I.B. (Harassment, Intimidation, and Bullying).

GOAL

In year 2, the school based ABS will infuse grade level informational lessons and continue to reinforce appropriate and positive student behaviors. Grade level teachers will collaborate to establish appropriate classrooms lessons and small group interventions as needed. As a result, the number of HIB investigations and reports will decrease.

Benchmarks

- Review NJDOE guidelines for HIB.
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- Review cases to determine patterns and re-establish goals for following year
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One hundred percent of K-5 students will participate in at least two HIB educational lessons in the 2012-2013 school year. As a result, the number of HIB investigations and reports will decrease.

SCHOOL-BASED OBJECTIVES (2012-2013)

MILNES SCHOOL (K-5) (continued)

OBJECTIVE #3

RATIONALE:

In an effort to ensure the district's goals for success for each and every student, as well as quality and continuous improvement, each elementary school will focus on the area of writing across the curriculum in grades 3-4. The new Common Core Curriculum Standards for writing clearly address the need for a systematic approach that fosters writing proficiencies on a wide array of topics.

GOAL:

Through the implementation of the Lucy Calkins Units of Study, students will engage in effective practices that promote writing across genres and disciplines. As a result, eighty percent of the students will realize one year's growth in writing as measured on the NJASK.

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SCHOOL-BASED OBJECTIVES (2012-2013)

RADBURN SCHOOL (K-5)

OBJECTIVE #1

RATIONALE:

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GOAL:

Students in grade 5 will improve their ability to understand and respond to nonfiction texts by engaging in instructional activities that integrate the social studies curriculum within the literacy block. As a result, eighty percent of the students in grade five will realize one year's growth on the reading portion of the NJASK 2013.

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SCHOOL-BASED OBJECTIVES (2012-2013)

RADBURN SCHOOL (K-5) (continued)

OBJECTIVE #2

RATIONALE

To comply with state mandates HIB Statute (*N.J.S.A. 18A:37-13 et seq.*) and HIB Regulations (*N.J.A.C. 6A:16-7.9*) to insure the safety and well being of all students, the elementary schools will establish a structure to educate and address incidents of H.I.B. (Harassment, Intimidation, and Bullying).

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SCHOOL-BASED OBJECTIVES (2012-2013)

RADBURN SCHOOL (K-5) (continued)

OBJECTIVE #3

RATIONALE:

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SCHOOL-BASED OBJECTIVES (2012-2013)

WARREN POINT SCHOOL (K-5)

OBJECTIVE #1

RATIONALE:

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GOAL:

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SCHOOL-BASED OBJECTIVES (2012-2013)

WARREN POINT SCHOOL (K-5) (continued)

OBJECTIVE #2

RATIONALE

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SCHOOL-BASED OBJECTIVES (2012-2013)

WARREN POINT SCHOOL (K-5) (continued)

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SCHOOL-BASED OBJECTIVES (2012-2013)

WESTMORELAND SCHOOL (K-5)

OBJECTIVE #1

RATIONALE:

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GOAL:

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SCHOOL-BASED OBJECTIVES (2012-2013)

WESTMORELAND SCHOOL (K-5) (continued)

OBJECTIVE #2

RATIONALE

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SCHOOL-BASED OBJECTIVES (2012-2013)

WESTMORELAND SCHOOL (K-5) (continued)

OBJECTIVE #3

RATIONALE:

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SCHOOL-BASED OBJECTIVES (2012-2013)

MEMORIAL MIDDLE SCHOOL (6-8)

OBJECTIVE # 1

QAAR MATHEMATICS GOAL-SPECIAL EDUCATION SUBGROUP

I. NEEDS STATEMENT:

Special education students in Memorial Middle School did not achieve the established benchmark of 86% proficiency in mathematics on the 2012 administration of the grade 8 NJASK. Memorial Middle School will continue its attempt to meet and exceed the increased NCLB requirements for the special education subgroup in mathematics.

II. OBJECTIVE:

In keeping with the Superintendent's goal of *Quality and Continuous Improvement*, there will be a ten percent increase in the number of special education students scoring at the proficient level in mathematics on the 2013 administration of the NJASK 8 as compared to the 2012 administration.

To meet the needs of middle school students performing below the benchmark in mathematics, the district will provide in-service training:

- To afford content area instruction to teachers in the discipline of mathematics
- To demonstrate various approaches to content delivery;
- To examine best practices in differentiated instruction;
- To design pre/post assessments and establish benchmarks in mathematics at each grade level.
- To continue to provide Rotation courses in mathematics for 2012-2013.

Teacher goals will include

- identification of specific strengths/weaknesses of learners through standardized/diagnostic test skills arrays (CTP4 and *Mathematics Progress Indicators*);
- development of a variety of instructional strategies to accommodate the specific needs of the special education students;
- providing activities that require learners to demonstrate understanding of mathematical concepts and skills;
- assessment and evaluation of student progress in mathematics;
- demonstration of reading strategies to solve mathematical problems;
- instruction of students in test taking strategies;
- utilization of the CTP4 individualized student reports to create individualized instructional plans

SCHOOL-BASED OBJECTIVES (2012-2013)

Learner goals will include

- an understanding of basic concepts in mathematics
- the ability to apply the concepts of mathematics as identified in the NJCCS
- application of test taking strategies

III. TASKS:

- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the CTP-4 reporting matrix.
- Time on task will be increased through the introduction of a mathematics skills and explorations course into the rotation period for all subgroups.
- On-going teacher assessment and the use of the *Mathematics Progress Indicators* will be used to monitor student progress.

TIME LINES

September/October 2012

- Identify teachers to provide instruction.
- Provide in-service to identified teachers.
- Identify targeted population.
- Pre-test students to develop an instructional plan.
- Continue to implement rotation classes.

November 2012

- Compare CTP4 skills array with the pre-test results to assess the instructional plan.

SCHOOL-BASED OBJECTIVES (2012-2013)

MEMORIAL MIDDLE SCHOOL (6-8) (continued)

OBJECTIVE #2

QAAR LANGUAGE ARTS GOAL

I. NEEDS STATEMENT:

Since the total population of students attending Memorial Middle School in grades 6 and 7 did not achieve the established benchmark of 86% on the NJASK, Memorial Middle School seeks to show growth in testing performance for all subgroups grades 6 and 7, and continued growth in testing performance for all subgroups in grade 8 in Language Arts Literacy.

II. OBJECTIVE:

In keeping with the Superintendent's goal of *Quality and Continuous Improvement*, there will be a twenty-five percent decrease in the number of total students in grades 6 and 7, and a ten percent decrease in the number of total students in grades 8, scoring at the partially proficient level in Language Arts Literacy in the 2012 administration of the NJASK as compared to the 2012 administration.

Teacher goals:

- To demonstrate various approaches to content delivery;
- To design pre/post assessments and establish benchmarks in Language Arts at each grade level.
- To provide an additional Language Arts literacy block and literacy specialists in each grade level in order to facilitate continued improvement in reading and writing.
- To develop a variety of instructional strategies to accommodate the specific needs of the special education students;
- To provide activities that require learners to demonstrate understanding of reading and writing strategies and skills;

Learner goals will include

- The application of the five strands of literacy;
- The ability to integrate reading and writing strategies across the curriculum;
- Application of test taking strategies.

III. TASKS:

- Additional time on task for all subgroups will be provided with the addition of a second Language Arts Literacy course in grades 6-8. This course will be in addition to the existing Language Arts class and will focus on reading and writing skills.

SCHOOL-BASED OBJECTIVES (2012-2013)

- Revision to grades 6-8 English curriculum will serve to better align the curriculum with the **NJCCCS**.
- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the NJASK/CTP-4 reporting matrix.
- On-going teacher assessment and the use of the *Reading Progress Indicators* will be used to monitor student progress.

TIME LINES:

September/October 2012

- Identification specific strengths/weaknesses of learners through standardized/diagnostic test skill arrays (NJASK, CTP4 and *Reading Progress Indicators*);
- Identify targeted population.
- Pre-test students to develop an instructional plan.

November 2012

- Compare NJASK and CTP4 skills array with the pre-test results to assess the instructional plan.

January 2013

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

April/May 2013

- Administer NJASK 8

Summer 2013

- Compare NJASK 6/7/8 test results.

SCHOOL-BASED OBJECTIVES (2012-2013)

MEMORIAL MIDDLE SCHOOL (6-8) (continued)

OBJECTIVE # 3

M.A.P. GOAL (MAKING ACADEMICS A PRIORITY)

Rationale:

Memorial Middle School believes that homework plays an important part in a student's education and can add to a student's development. We see homework as an example of cooperation between teachers and parents. One of the goals of Memorial Middle School is to help students master the multi-dimensional abilities required of them in the 21st century. Students need to develop into independent learners, and we believe that doing homework is one of the ways in which students can acquire the skill of independent learning and develop a child's self-discipline and responsibility. It can provide a valuable link between one lesson and the next and provide communication between school and home. However, when homework/class work is not completed, it can have an unquestionable effect on a student's understanding of the content being taught.

Goal:

1. Making Academics a Priority (M.A.P.) is designed to reiterate to students that:
 - homework is important and has meaning;
 - doing assignments — or not doing assignments — has consequences, which may include lower grades if assignments go unfinished or undone.
2. M.A.P. will afford students additional time and a place, free from distractions, to complete missing or outstanding homework and class work.

Timeline

September-October 2012

-A teacher committee will meet, once a marking period, to revise and implement the procedures for M.A.P.

January/May

-Teachers will provide feedback regarding the effectiveness of M.A.P. using a Google form. This form will be completed in January and May to assist in modifying M.A.P. as we see necessary.

-Revisions will be implemented for 2013-14 school year.

SCHOOL-BASED OBJECTIVES (2012-2013)

THOMAS JEFFERSON MIDDLE SCHOOL (6-8)

OBJECTIVE # 1

PROFESSIONAL LEARNING COMMUNITY GOAL

I. NEEDS STATEMENT:

"Schools that function as Professional Learning Communities are always characterized by a collaborative culture." (Eaker, DuFour, DuFour)

Thomas Jefferson Middle School continues to evolve as a Professional Learning Community. One of the tenets of PLC's---the collaborative culture---is deeply embedded at TJMS. As part of our PLC goal, we will utilize this collaborative culture to positively impact student performance by analyzing student data and creating SMART goals relevant to student needs.

II. OBJECTIVE:

In keeping with the Superintendent's goal of *Quality and Continuous Improvement and Success for All Students*, PLC teams at Thomas Jefferson Middle School will utilize daily PLC meeting time to collect and analyze data and develop SMART goals. These SMART goals will correlate directly to student performance and progress.

Teacher goals will include:

- Identification of specific strengths/weakness of students based on review and analysis of NJASK test score data.
- Development of SMART goals and creation of an instructional plan to improve student performance.
- Assess student performance periodically throughout the school year and adjust plan of action where needed.

III. TASKS:

- Teachers will identify specific student weaknesses through a thorough review of test scores.
- Develop SMART goals in each content area.
- Implement instructional plan related to SMART goals.
- Review student progress/performance throughout school year.

SCHOOL-BASED OBJECTIVES (2012-2013)

TIME LINES

September/October 2012

- PLC grade level meetings to review NJASK scores.
- Identification of areas of weakness based on review of test scores.
- Develop SMART Goals.
- Develop a student instructional plan.

November 2012

- Compare CTP4 skill array with the pre-test results to assess the instructional plan.
- Utilize same to continue formulation of SMART Goal/Instructional plan.
- Implement Instructional Plan

January 2013

- Evaluate student progress.
- Adjust instruction as indicated.

April/May 2013

- Report on success of instructional plan and progress toward SMART Goal.

June 2013

- Review/Revise for upcoming school year.

IV. RESULTS:

Each TJ PLC team will conduct assessment of progress toward SMART Goals and report on student performance relative to same.

SCHOOL-BASED OBJECTIVES (2012-2013)

THOMAS JEFFERSON MIDDLE SCHOOL (6-8) (continued)

OBJECTIVE # 2

QAAR LANGUAGE ARTS GOAL

I. NEEDS STATEMENT:

Since the total population of students attending Thomas Jefferson Middle School in grades 6 and 7 did achieve the established benchmark of 86% on the NJASK, Thomas Jefferson Middle School seeks to show growth in testing performance for all subgroups in all grade levels in Language Arts Literacy.

II. OBJECTIVE:

In keeping with the Superintendent's goal of *Quality and Continuous Improvement*, there will be a ten percent decrease in the number of total students in grades 6-8 scoring at the partial proficient level in Language Arts Literacy in the 2012 administration of the NJASK as compared to the 2012 administration.

Teacher goals:

- To demonstrate various approaches to content delivery;
- To design pre/post assessments and establish benchmarks in Language Arts at each grade level.
- To provide an additional Language Arts literacy block and literacy specialists in each grade level in order to facilitate continued improvement in reading and writing.
- To develop a variety of instructional strategies to accommodate the specific needs of the special education students;
- To provide activities that require learners to demonstrate understanding of reading and writing strategies and skills;

Learner goals will include

- The application of the five strands of literacy;
- The ability to integrate reading and writing strategies across the curriculum;
- Application of test taking strategies.

III. TASKS:

- Additional time on task for all subgroups will be provided with the addition of a second Language Arts Literacy course in grades 6-8. This course will be in addition to the existing Language Arts class and will focus on reading and writing skills.
- Revision to grades 6-8 English curriculum will serve to better align the curriculum with the NJCCCS.

SCHOOL-BASED OBJECTIVES (2012-2013)

- Teachers will identify specific weaknesses for each student. They will access this information through the individual student reports available as part of the NJASK/CTP-4 reporting matrix.
- On-going teacher assessment and the use of the *Reading Progress Indicators* will be used to monitor student progress.

TIME LINES:

September/October 2012

- Identification specific strengths/weaknesses of learners through standardized/diagnostic test skill arrays (NJASK, CTP4 and *Reading Progress Indicators*);
- Identify targeted population.
- Pre-test students to develop an instructional plan.

November 2012

- Compare NJASK and CTP4 skills array with the pre-test results to assess the instructional plan.

January 2013

- Administer benchmark assessment.
- Reevaluate student progress.
- Adjust instruction as indicated.

April/May 2013

- Administer NJASK 8

Summer 2013

- Compare NJASK 6/7/8 test results.

SCHOOL-BASED OBJECTIVES (2012-2013)

FAIR LAWN HIGH SCHOOL (9-12)

OBJECTIVE #1

This Fair Lawn High School NCLB goal is focused on quality and continuous improvement and high levels of learning for all students.

Since the results of the HSPA testing conducted in March of 2012 continue to indicate that we did not meet the benchmark goals for the 2011-12 school year with the special education cohort, we will continue this goal. Our goal for the 2012-13 school year is to achieve "safe harbor" status (89.54%) as indicated by the results of the 2013 HSPA test which will be administered in March of 2013.

By the year 2013, eleventh grade special education students at Fair Lawn High School will demonstrate their ability to successfully "safe harbor on the HSPA as measured by a 8.14% increase in the number of students receiving a score of 200 or better on the Language Arts/Literacy section of the 2013 HSPA administration.

Indicator

By the year 2013, 89.54% of the eleventh grade special education students of Fair Lawn High School will achieve a passing score of 200 or better on the Language Arts/Literacy section of the HSPA.

Baseline: The special education sub group passing rate was 81.4% for the 2012 administration of the HSPA. An increase of 8.14% will indicate the achievement of "safe harbor" status for 2013.

Action Plan

Based upon the success of our action plan during the 2011-12 school year, we will continue to follow the same protocol during the 2012-13 school year. Therefore, using data from our standardized testing program including the NJ Pass, CTP-4, GEPA, WRAP, and internal diagnostic assessments, we have identified students in need of additional language arts instruction.

In Language Arts, we have identified all 11th grade special education students whose NJ PASS and/or CTP 4 scores indicate that they require focused literacy instruction in preparation for the March 2012 administration of the Grade 11 HSPA. Our research indicates that these students would benefit from focused instruction, based on the data presented. To ensure focused literacy instruction, we provide either of the two courses depending upon individual needs: (1) English 11 Academic level course in which class sizes are small and instruction is highly individualized. This class will be supported by paraprofessional(s) as needed OR (2) English 11 CP English Language Lab a college prep level course with support as necessary to meet individual needs.

SCHOOL-BASED OBJECTIVES (2012-2013)

FAIR LAWN HIGH SCHOOL (9-12)

OBJECTIVE #2

This Fair Lawn High School NCLB goal is focused on quality and continuous improvement and high levels of learning for all students.

By the year 2013, eleventh grade special education students at Fair Lawn High School will demonstrate their ability to successfully fulfill the HSPA requirements as measured by the number of students receiving a score of 200 or better on the Mathematics section of the 2012 HSPA administration.

The results of the HSPA testing conducted in March of 2012 indicate that while we achieved "safe harbor" status, we did not meet the benchmark goals in mathematics for special education students for the 2011-12 school year. Our goal for the 2012-13 school year is to attain benchmark status as indicated by the results of the 2013 HSPA test which will be administered in March of 2013. This would require a 9.80 % increase in the number of special education students receiving a score of 200 or better.

Indicator:

By the year 2013, 86% of the eleventh grade special education students of Fair Lawn High School will achieve a passing score of 200 or better on the Language Arts/Literacy section of the HSPA.

Baseline: Year 2011-12, 76.2% received a score of 200 or better on the Mathematics section of the HSPA. In order to attain benchmark status a minimum increase of 9.80% is required.

Action Plan

Since the 09-10 school year the passing rate of special education students in the mathematics section of the HSPA have shown an increase. In 2011-12 we did achieve "safe harbor" status, therefore the action plan during those two school years has yielded some success. Based upon our success, we will continue to follow the same protocol during the 2012-13 school year. Using data from our standardized testing program including the NJ Pass, CTP-4, GEPA, WRAP, and internal diagnostic assessments, we have identified students in need of additional mathematics.

These students will be required by the district to successfully complete a Basic Skills Instruction course. This course will be considered a mandated elective and successful completion will earn him/her 5 credits. This mathematics class is designed to help students develop a better understanding of mathematical concepts. Class sizes are small and instruction is highly individualized. The class will utilize software that will be tailored to each child's needs. This course will be a combination of direct instruction, drill and practice, computer activities, and will provide students' with additional help in their regular mathematics course.

SCHOOL-BASED OBJECTIVES (2012-2013)

Participation in this specialized instructional program will provide students with the opportunity to focus on building and refining the mathematics skills and strategies required to perform with proficiency on the Mathematics section of the HSPA, which they will take as a member of the junior class in March 2013.