



## **EAST RUTHERFORD PUBLIC SCHOOLS**

### **Office of the Superintendent of Schools**

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## **EAST RUTHERFORD PUBLIC SCHOOLS 2019-2020 DISTRICT GOALS**

### **District Goal #1: Curriculum, Instruction, Assessment & Standards**

In order to address the academic advancement of different subgroups within district, (Gender, Economically Disadvantaged, Students w/Disabilities, Hispanic/Latino, Asian, Black/African-American and White), in the areas of Mathematics and ELA across grade levels during the 2019-2020 school year, the district will take the following action steps: Continue to improve upon lesson planning by delving further into Webb's Depth of Knowledge in conjunction with Blooms' Taxonomy and increase the rigor of educators' SGOs by showing one-year growth in eight months. This will encourage teachers to examine their students' learning objectives, learning activities as well as their assessments ensuring that they have appropriate grade-level rigor. Teachers will continue to assess their assessments to ensure that they are aligned with the standards and are reflecting the appropriate rigor. The District will continue to implement Stack audit of our assessments. Through a scheduling committee, the district will examine the feedback regarding schedule changes that were implemented in 18-19 and what adjustments if any, needs to be done for the 2019-2020 school year. At the middle school level, the district has conducted an audit regarding placement of students in various classes such as honors, exploration and intensive classes. The results indicated that there are subgroups that are overrepresented as well as underrepresented in these classes. As such, for the 2019-2020 school year, the district will introduce the use of multiple criteria and norm referenced tests where possible to determine placement of students in these areas.

The District will promote student-centered learning by continuing to provide Instructional Coaches in English Language Arts, Mathematics and Science at both the elementary and middle school level. For the 2019-2020 school year, two English Language Arts instructional coaches will be working with the elementary school teachers. One English Language Arts coach will work with the teachers on reading interventions, tiered instruction and progress monitoring while the second coach will work with the teachers on leveling their libraries appropriately, implementing guided reading appropriately and conducting reading assessments via Fountas and Pinnell. A second Math coach will also be assigned to the elementary building to increase contact and coaching times for teachers. The district will revamp its current Response to Intervention model. An additional special education teacher will be assigned to the elementary school to further expand co-teaching and small group instruction for all students. Ensure that programs and initiatives such as Professional Learning Academies for parents and teachers are continued.

Implementation of Walk-Throughs will be expanded and a closer look at walk through data to gain further insight on instructional needs of the district. District Administration will continue to implement a program or incentive to address the Chronic Absenteeism at McKenzie School in the following demographic areas; Two or More Races, Economically Disadvantaged Students, & Students w/Disabilities. Finally, as indicated, the budget will provide new formative assessment tools, teaching

materials and supplies to support the implementation of the New Jersey Student Learning Standards and NGSS to promote problem-based learning as well as acquiring more technology to be infused in instruction across all content areas. Current and prior year assessments will be reviewed by grade level to determine strengths and weaknesses. Teachers will be required to develop and integrate cross-content area lessons. The district will assess the implementation of its three-year technology plan. The plan will continue to be a working document with possible revisions throughout the next year.

To increase participation by all subgroups of students in state mandated assessments the district will continue to take the following action steps:

1. Worked on aggressively increasing staff awareness regarding the importance of the data derived from such assessments. Staff has been exposed to data trends and their implications in instruction and learning. This increase in exposure has led to more teacher buy in regarding the importance of state assessments.
2. Special education staff has received training regarding the Essential Elements and the Dynamic Learning Maps. This exposure has afforded these staff members increased opportunities to scaffold instruction within their classrooms.
3. Child study team members have been encouraged to approach conversations with parents in Individualized Education Meetings regarding state testing participation from the perspective of growth mindset. By using this approach, parents will develop a greater understanding of how data derived from these assessments can actually show growth and gains that their child is making relative to their peers.
4. The district has also worked on bringing together like-minded administrators, teachers and board of education members to review our district/school(s) participation rate data and other anecdotal data. This was done through our DEAC, SCIP, PLC and department meetings.
5. Finally, the district has conducted public presentations regarding state assessments, the importance of the data and the district's participation rate.
6. Future action steps by the district will be inclusive of but not limited to, conducting more informational sessions with parents and community members regarding the assessments.
7. The child study team, school counselors and other key stakeholders will continue to target specific subgroups with information regarding accommodations for English Learners and students with disabilities or alternate assessments (Dynamic Learning Maps and ACCESS for ELLs);
8. Conduct a meeting with the Special Education Parent Advisory Group on the PARCC and DLM and the accommodations and accessibility features available to students during testing.

The SCIP and DEAC Committees continue to meet and discuss professional development opportunities for all staff. Learning coaches will be utilized to facilitate in house professional development. PRISM institute will be utilized to provide in house coaching professional development for our teachers in the area of Science, William Paterson University will be utilized for instructional coaches in Mathematics and English Language Arts. The district for the first year will assign a teacher leader as an instructional coach in the area of Mathematics. Sanford Harmony will continue to provide in house training on our new social emotional curriculum for the 2019-2020 school year. The district will continue to expand its offerings for the parent and teacher academies. The mandated teacher evaluation system provides for professional development review and recommendation.

The District has been progressive in implementing a Gay-Straight Alliance to support lesbian, gay, bisexual, and transgender students. Meetings are currently being held on a monthly basis and will continue to be facilitated by the school counselor where students are provided a safe space to express themselves.

The District will work closely with the South Bergen Jointure Commission and our curriculum consultants to revise our curriculum by adding a disciplinary approach to the new requirement to provide instruction and adapt instructional materials to accurately portray political, economic, and social contributions of person with disabilities, lesbians, gay, bisexual and transgender people. In order to address the academic advancement of different subgroups within district, (Gender, Economically Disadvantaged, Students w/Disabilities, Hispanic/Latino, Asian, Black/African-American and White), in the areas of Mathematics and ELA across grade levels during the 2019-2020 school year, the district will take the following action steps:

1. Continue to improve upon lesson planning by further promoting and expanding upon the utilization of Webb's Depth of Knowledge chart in conjunction with Blooms' Taxonomy to ensure grade-level rigor
2. Increase the rigor of educators' SGOs and explore a one-year growth model in eight months
3. Continue to implement and expand upon stack audit assessments
4. Provide professional development and coaching K-5th Grade in Guided Reading practices which will be fully implemented 19-20
5. Utilize subgroup group data to examine placement of students in Exploration, Intensive and Honors classes at the Middle School level
6. Continue to provide an Instructional Coaching Model in English Language Arts, Mathematics and Science
7. Review and enhance the ESL program at the Middle School level
8. Continue to promote and develop parent engagement through professional Learning Academies
9. District Administration will implement a program or incentive to address the Chronic Absenteeism at McKenzie School in the following demographic areas; Two or More Races, Economically Disadvantaged Students, & Students w/Disabilities

## **District Goal #2: Referendum**

Through Board of Education discussions, determine the need for the district to conduct a referendum election to obtain funding for facilities projects. If a referendum is necessary, develop an action plan to help ensure its passage by the voters of the East Rutherford School District.

1. Determine the need for the district to create a referendum question to address facility needs
2. Update the District's Long Range Facility Plan to reflect a referendum
3. Update the District's Demographic Report
4. Determine the scope of a proposed referendum and the total amount of the referendum question to put before the East Rutherford voters
5. Select the date for the referendum election
6. Work cooperatively with DiCara & Rubino Architects with regard to submission to the New Jersey Department of Education's Office of School Facilities
7. Ensure that all arrangements for the election are completed within the required timelines
8. Create and implement a plan to fully educate the community to the merits of the referendum and encourage participation by the voters

## **District Goal #3: Special Education Programs**

To ensure legal compliance and provide some cost containment while still meeting the identified needs of special education students, during the 2019-2020 school year, the District plans to...

1. Increase the number of students in the in-class support instructional setting
2. Decrease the number of students in the self-contained instructional setting
3. Further reduce the number of students in out-of-district placements
4. Increase the number of Preschool Disabled students educated in our general education Preschool programs
5. Continue to review & revise District procedures to ensure that State timelines are met for the evaluations and development of IEPs
6. Develop and implement a new full day preschool program
7. Develop and implement an integrated preschool program

## **District Goal #4: Communication & School Community Engagement**

Continue to broaden engagement with parents, students, and community, while developing practices to increase parental engagement in the educational process

1. Continue to offer parent training through our Parent Academy
2. Continue to host an International Night event in order to promote the diverse cultures in our district
3. Continue to encourage parent participation on advisory councils, such as the Special Education Advisory Committee
4. Continue to work with community partners to ensure safety and security of our students
5. Encourage parents, students and teachers to participate in feedback surveys

## **East Rutherford Public Schools 2019-2020 Framework for Systemic Improvement**

Superintendent in conjunction with Principals and Director of Student Services & Curriculum will work with the DEAC committee to schedule training for the 2019-2020 Professional Development days.

- Staff PDPs will continue to include the development and implementation of grade-appropriate formative/summative authentic assessments in Language Arts Literacy and Mathematics as well as across multiple disciplines that mirror NJSLA-like questions contained on State
- -mandated assessments. In addition, the PDPs will include the utilization of rubrics as a teaching/learning tool. The rationale is to increase test scores on the NJSLA assessment.
- Lesson plan development will continue to reflect the following:
  - A daily “**Do Now**” to ensure constant student engagement in the learning process.
  - Learning **Objective**, which includes a clear learning and clear behavior of students.
  - **Process**, which will identify the steps of instruction utilized to achieve the learning objective of the lesson by students.
  - **Assessment**, either formative/summative, to check for student understanding of the learning objective.
  - **Homework**, follow-up to the learning objective to sustain subject area content learned.
  - **Standards (NJSL & NGSS)**
  - **Infusion of Technology**, a tool for learning and as it relates to Google applications/Google Classroom where applicable.
  - **Infusion of 21<sup>st</sup> Century Life and Career Standards**
  - **Financial Literacy**