

Goal One: Student Learning

The South Orange-Maplewood Public Schools will promote the intellectual development of all students, challenging and inspiring them to do their best.

Objective A, Student Performance: Students will demonstrate proficiency on key benchmarks to postsecondary readiness equal to or better than peer schools, identified by NJ-DOE as Peer Comparison Groups and DFG.

Note

NJ is in a transition period with regard to its standardized testing, shifting from NJASK to PARCC in AY14-15. The BOE prefers to preserve current benchmarks to see if PARCC does not introduce a significant variation from previous test scores. Once the data for AY14-15 is available (estimated for September, 2015) new, recalibrated targets may be required in a manner that identifies the proportional change relative to the DFG and Peer Comparison Group.

A. PARCC

Indicator 1: Improve performance relative to the DFG and Peer Comparison Groups. Student performance comparisons, for both proficiency and advanced proficiency (or the equivalent categories to be named in PARCC) to the DFG-I and Peer Comparison Groups (disaggregated by school) on an aggregated **student-population** basis, district-wide, on state assessments in language arts, math and science for each grade tested.

Milestones:

2014-2015	2015-16	2016-17
Narrow the existing gap between SOMSD and DFG by 25%. (The goal is to cut 25% of the gap, not to gain 25 points.) All schools will narrow the gap between themselves and Peer Comparison Groups by 25%	Same—narrow gap by an additional 25%. Same-narrow gap by an additional 25%	Same—narrow gap by an additional 25%* Same—narrow gap by an additional 25%*

Indicator 2: Meet NJDOE annual performance targets for the ‘all students’ group and in each identified subgroup. NJDOE annual performance targets are based on the NJDOE ESEA waiver.

Milestones:

NJDOE annual performance targets are set in annual equal increments so that within six years (by 2017 using 2011 as a starting point), the percentage of non-proficient students in the ‘all students’ group and in each subgroup is reduced by half.

For example, if the ‘all students’ group is currently demonstrating a proficiency rate of 40 percent, the methodology would take the 60 percent point gap between 100 percent proficiency and the current rate ($100 - 40 = 60$) and then divide the gap in half to determine the target for the sixth year – a gain of 30 percentage points ($60 / 2 = 30$). Then, the 30-percentage point gain is divided into six equal increments ($30/6 = 5$) so that annual targets can be set.

Thus, the group in this example begins this process with a rate of 40 percent and is then expected to move to proficiency rates of 45 percent, 50 percent, 55 percent, 60 percent, 65 percent, and finally 70 percent, respectively, in each of the following years of the six-year period.

***Special Monitoring Report-** Groups performing below year-over-year targets shall trigger a special monitoring report to address lack of growth and interventions towards improvement.

SOMSD Annual Performance Targets

Language Arts: Percentage of Students Proficient and Above									
	2010-2011 #_Students	2010-2011 Baseline	2011-2012 Goal	2011-2012 Actual	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
Districtwide	3471	80%	82%	83%	83%	85%	87%	88%	90%
White	1683	93%	93%	94%	94%	94%	95%	96%	96%
Black	1463	64%	67%	69%	70%	73%	76%	79%	82%
Hispanic	166	77%	79%	76%	81%	83%	85%	87%	89%
Native American	13	-	-	-	-	-	-	-	-
Asian	124	89%	89%	89%	90%	91%	92%	93%	94%
Pacific Islander	4	-	-	-	-	-	-	-	-
Multi-Racial	18	-	-	-	-	-	-	-	-
Special Education	523	41%	46%	47%	51%	56%	61%	66%	71%
English Language Learners	47	26%	32%	58%	38%	44%	50%	57%	63%
Economically Disadvantaged	661	55%	58%	60%	62%	66%	70%	74%	77%
Male	1743	76%	78%	78%	80%	82%	84%	86%	88%

Female	1728	84%	85%	87%	87%	88%	89%	91%	92%
Math: Percentage of Students Proficient and Above									
	2010-2011 #_Students	2010-2011 Baseline	2011-2012 Goal	2011-2012 Actual	2012-2013 Goal	2013-2014 Goal	2014-2015 Goal	2015-2016 Goal	2016-2017 Goal
Districtwide	3471	81%	83%	84%	84%	86%	88%	89%	91%
White	1683	95%	96%	96%	96%	97%	97%	97%	98%
Black	1463	66%	69%	68%	72%	75%	77%	80%	83%
Hispanic	166	76%	78%	81%	80%	82%	84%	86%	88%
Native American	13	-	-	-	-	-	-	-	-
Asian	124	94%	95%	93%	95%	96%	96%	97%	97%
Pacific Islander	4	-	-	-	-	-	-	-	-
Multi-Racial	18	-	-	-	-	-	-	-	-
Special Education	523	50%	54%	48%	58%	62%	67%	71%	75%
English Language Learners	47	32%	38%	54%	43%	49%	55%	60%	66%
Economically Disadvantaged	661	56%	60%	61%	64%	67%	71%	75%	78%
Male	1743	80%	82%	81%	84%	85%	87%	88%	90%
Female	1728	82%	84%	85%	85%	87%	88%	90%	91%

Indicator 3: Participation and success in Advanced Placement (AP) courses in the high school.

Note- Increasing participation in AP courses is a priority of the Board of Education. We anticipate wider participation will yield more scores of 3 or higher in raw numbers though the overall proportion of those at 3 or higher may decrease. We believe that an AP experience, regardless of score, will provide students with a strong foundation for

college success and therefore do not want to inhibit AP participation by using an improved performance benchmark.

Milestones: 2014-15 and 2015-16:

- Increase the percentage of the high school student body enrolled in AP courses by 20% and the percentage of black students and special education students enrolled in AP courses by 25%
- Increase the percentage of students enrolled in courses and sitting for the exam by 10%
- Increase the percentage of students in each graduating class who participated in AP, inclusive of those who took the test, by 10%.

Objective B, Learning Opportunities: Rigorous curricula, differentiated instruction (see glossary) and expanded learning opportunities will enable all students to thrive and fulfill their academic potential.

Indicator 1: District-wide attention, across subject areas and spanning grade cohorts to instruction, curriculum, professional development and resource allocation for effective and equitable implementation of Common Core Curriculum Standards (CCCS), Middle Years Program-International Baccalaureate (MYP-IB) and Partnership of Assessments for Readiness of College and Careers (PARCC). Curriculum revisions will abide the Standard Operating Procedure for review and revision as outlined in District Policy. Regular or quarterly monitoring reports for District preparations for these systemic changes will be reviewed by the Equity and Excellence Committee and reported to the BOE.

Note- Curriculum revisions chart will be completed by Administration and reviewed by EE/Board and to be inserted into District Goals no later than August 15, 2014 for anticipated approval.

Core Area	2014-2015
All Core Areas: <ul style="list-style-type: none"> • English Language Arts • Mathematics • Media/Educational Technology • Science • Social Studies • World Language 	Grades 8 revisions to address Middle Years Programme of the International Baccalaureate (for AY2015-16 implementation)

<ul style="list-style-type: none"> Physical Education Fine and Performing Arts 	
Mathematics	
Social Studies	
Science	
STEM	TBA

Indicator 2: Strategic Plans in place at CHS, to be reconfigured around the Middle States Accreditation, which includes the following categories: 1. Philosophy/Mission, 2. Governance/Leadership, 3. School Improvement Planning, 4. Finances, 5. Facilities, 6. School Finance/Organization, 7. Health and Safety, 8. Educational Program, 9. Assessment and Evidence of Student Learning, 10. Student Services, 11. Student Life/Activities, 12. Information Resources and Technology.

Milestones 2014-15:

- Implementation of revision plans with regular BOE review;
- Site visit and an analysis of strengths, weaknesses, opportunities and threats (SWOT).
- In Spring, 2015 develop recommendation regarding the possibility of extending IB MYP through 10th grade based on input from multiple stakeholder groups.

Milestones 2015-16:

- Continued monitoring of ongoing implementation of Strategic Plans.

Indicator 3: MMS and SOMS will demonstrate adequate progress towards IB accreditation.

Milestone 2014-15:

- Successful submission of application for candidacy by April 2015 for IB-MYP

Milestone 2015-16:

- Continued monitoring of ongoing implementation of IB MYP

Indicator 4: Expanded Learning Opportunities

Milestones 2014-15:

- Extended planning and early implementation (e.g., assessment) phase for Gifted and Talented strategy;

- Integration of online course offerings into regular process of course selection with attention to providing information and access to students who may be unfamiliar with this learning opportunity;
- Explore creation of an online learning suite within CHS to augment existing programs, provide access for students;
- Possible realignment of resources/course offerings to better fit changing economic climate by May, 2015 in light of CHS, SOMS and MMS Strategic Plan process.

Milestones 2015-16:

- Implement Gifted and Talented strategy
- Development of pilot online learning suite at CHS
- Administration development of course revision/development plan in light of CHS, SOMS and MMS Strategic Plan for new offerings/tracks (e.g., STEM SLM assist) in AY16-17 and beyond.

Goal Two: Professional Staff

The staff of the South Orange-Maplewood Public Schools will consistently and collaboratively lead students of diverse backgrounds and learning styles to learn at or above the appropriate grade-level standards.

Objective A: The district and staff will collaborate to foster faculty governance.

Indicator 1: District-staff collaboration in enhancing faculty governance and in reducing impediments to faculty governance at the district and state level.

Milestones 2014-2015 and 2015-2016:

- (2014-2015) District-staff dialogue on identifying local and state obstacles to faculty governance and areas in which faculty governance could be enhanced.
- (2015-2016) Implementation of initiatives to reduce impediments to faculty governance and enhance opportunities for faculty governance that are identified in the 2014-2015 district-staff dialogue.

Objective B: Professional development programs and activities will strengthen district faculty's ability to contribute to measurable improvements in student achievement.

Indicator 1: Professional development for district staff to increase their ability to effectively deliver the written curriculum and meet the social emotional needs of our students **in both general education and special education settings.**

Milestones 2014-2015 and 2015-2016:

- Increase participation in collaborative professional learning such as The Learning Walk, Instructional Rounds, Model Classroom Initiatives, and PLC's (professional learning communities).
- Increase the District's capacity to evaluate professional learning outcomes as they relate to improved teaching and learning.
- Between 2014-2015 and 2016-2017 all staff shall participate in cultural competency training
- **Decrease the number of special education litigation cases**

Objective B: Recruitment and hiring will increase the quality and diversity of the professional staff.

Indicator 1: Highly qualified and diverse applicants

Milestones 2014-2015 and 2015-2016:

- Exceed 90% “top choice” hires
- **20% increase in the number of candidates identifying themselves as people of color**
- **Establish a baseline** for the percentage of viable certificated candidates of color
- One hundred percent of hires made according to district practices—including use of the *Framework for Teaching* to assess knowledge of effective practice, a group interview, and a sample lesson done in a district classroom with students (or presented to staff if students are not available)
- **(2015-2016) Increase the percentage of viable certificated candidates of color by 20%**

Objective C: A performance evaluation system will be driven by objective measures that are tied to student learning and school/district goals.

Indicator 1: Valid, fair, reliable and constructive systems for performance evaluation of principals, assistant principals, supervisors, teachers (non-tenured and tenured) and district administrators, driven by multiple measures (student achievement and individual evaluation) of individual performance as well as contributions to team efforts that are aligned to school/district goals and *AchieveNJ*.

Milestones 2014-2015 and 2015-2016:

- Implement the State approved *AchieveNJ* regulations regarding observations/evaluations, student growth objectives, student growth percentiles, corrective action plans, and school improvement panels.
- Continue summative rating for staff in alignment with *AchieveNJ*, including a summative rating derived from both teacher practice and student learning.

Goal Three: Engagement and Outreach

The South Orange-Maplewood Public Schools will communicate effectively with parents, students and the South Orange-Maplewood community.

Objective A: Parents will receive timely, **relevant** information about their children, their schools and the District and be engaged in the education of their children and their schools.

Indicator 1: Parents will receive timely, **relevant** information about their children **and schools and district:**

Milestones 2014-2016:

- Parents and, as appropriate, students will be notified when students fail to meet critical benchmarks and advised of interventions available to improve the student's performance.

- Parents and, as appropriate, students will be notified of relevant grade level goals, expectations, and opportunities
- Parents and, as appropriate, students will be notified of relevant policies and procedures related to academic placement.
- Parents will be able to easily navigate and access up to date, desired information on the district website

Indicator 2: PowerSchool usage will be promoted among parents and teachers to keep parents (students) apprised of student progress in grades 6-12

Milestones 2014-2016:

- Teachers will update Teacher GradeBook in a consistent and timely manner to provide meaningful feedback
- 80% of parent/guardians of grade 6-12 students will use the Teacher GradeBook feature of PowerSchool

Objective B: The South Orange-Maplewood Public Schools will communicate with the School District community to foster transparency, accountability and community engagement with respect to the development and implementation of District policies.

Indicator 1: The District will make available to the public information related to major policy proposals, in a timely and transparent manner, to ensure that the public has sufficient information to understand and an opportunity to provide meaningful input to the Board and the Superintendent regarding such proposals.

Indicator 2: The District will make available to the public information, data and reports requested by the Board related to the implementation of major policy initiatives and progress toward meeting District goals.

Indicator 3: An annual survey will be completed to gather information from parents, students and staff regarding the achievement of District goals and the delivery of educational services in the District.

Milestones 2014-16:

- Maintain year over year ratings and identify potential areas of concern for follow-up

Indicator 4: The participation rates of parents/guardians from demographic groups which have, in the past, had disproportionately low levels of participation in key district events will increase.

Milestone 2014-16:

- Increased participation from parents/guardians with historically low participation levels will be solicited in district surveys, district focus groups and BOE community forums

Objective C: A variety of communications tools will be used to regularly share with parents, students and the South Orange-Maplewood community positive information about our District, schools, staff and students, celebrating in particular the achievements of our students and staff.

Indicator 1: Implementation of communications strategy using tools including the district website, email communications, written publications and external media relations.

Milestones 2014-2016:

- Through the District website and E-Newsletter, provide regular and timely information which highlights positive information about the District, our schools, staff and students.
- Develop and implement, **annually**, a communications strategy to introduce 5th and 8th grade parents, respectively, to the Middle Schools and the High School.

Goal Four: Resource Management

The South Orange–Maplewood Public Schools will pursue and achieve Goals 1-3 while slowing the rate of increase in operating expenditures.

Objective A: A budget that supports the attainment of district goals, reins in spending on budget categories that are rising at a faster rate than the cost of living and is produced in an efficient and transparent manner.

Indicator 1: Transparent development and timely approval of a district budget aligned to district goals, responsive to taxpayer burden, and articulated in the context of a 5-year budget forecast.

Milestone 2014-2015:

- Approve 2015-2016 operating budget with a year-over-year tax impact not greater than 2% for the operating budget. Should, after exhausting all feasible options to reduce costs, it be impossible to limit the tax impact to 2% without substantially impeding the district's ability to meet its goals, banked cap may be used.
- 5-year budget forecast projecting trends in revenues, expenses and tax levies and identifying opportunities for short and long term cost savings.

Objective B: Well-maintained and safe facilities that enable focused and effective teaching and learning, and that are repaired and updated in a fiscally responsible manner that is architecturally sensitive.

Indicator 1: A capital plan that extends to 2025.

Milestone -2014-2015:

- Refine priorities and projects within phases for the capital plan,
- Align facility design to support CHS Strategic Plan/Middle State Accreditation recommendations
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Milestone 2015-2016:

- Build public-private partnerships to support CHS renewal and district STEM+ initiatives,

Milestone 2016-2017:

- Finalize facility plans and receive approval from BSE for bonding in January 2017

Objective C: The State of New Jersey announced all standardized testing will be conducted electronically beginning in the 2014-2015 school year. This presents an opportunity to leverage the required equipment purchases to pilot one to one computing programs. One to one computing means that every student and teacher is provided a computer device and software to enhance instruction.

Indicator 1: **Continue to** pilot one to one computing programs.

Milestone 2014-15

- For every school that participates on standardized assessments, **continue to support one to one computing programs and expand one to one computing where possible.**

Indicator 2: Evaluate the one to one computing pilots.

Milestone 2014-15:

- **In November**, prior to finalizing the budget for the 2015-16 school year, create a report by November 2014 on the district's experience and findings of the one to one computer pilots to inform the benefits of one to one computing towards instruction and the costs of pursuing a one to one initiative district wide.