

Goal 2: Readiness for Future Success

Goal Statement: Increase student achievement to ensure that all students are challenged and engaged in quality instructional programs that prepares them for competitive college and career opportunities and future success.

Objective 1: Increase district performance to the top 25th percentile by incrementally improving achievement over the next 5 years.

Content Area	Desired Outcome																		
ENGLISH LANGUAGE ARTS (ELA)																			
Reading K-5	<p>By June 2018, 60-70% of students in grades K-5 will meet or exceed the Fountas & Pinnell instructional level expectations for reading OR demonstrate adequate growth as specified in the chart below.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">Instructional Level Expectations for Reading</th> <th style="text-align: center;">Adequate Growth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Kindergarten</td> <td style="text-align: center;">D/E</td> <td style="text-align: center;">4 levels</td> </tr> <tr> <td style="text-align: center;">Grade 1</td> <td style="text-align: center;">J/K</td> <td style="text-align: center;">5 levels</td> </tr> <tr> <td style="text-align: center;">Grade 2</td> <td style="text-align: center;">M/N</td> <td rowspan="4" style="text-align: center; vertical-align: middle;">3 levels</td> </tr> <tr> <td style="text-align: center;">Grade 3</td> <td style="text-align: center;">P/Q</td> </tr> <tr> <td style="text-align: center;">Grade 4</td> <td style="text-align: center;">S/T</td> </tr> <tr> <td style="text-align: center;">Grade 5</td> <td style="text-align: center;">V/W</td> </tr> </tbody> </table> <p style="text-align: center;"><i>Action Plan: See Objective 4</i></p>		Instructional Level Expectations for Reading	Adequate Growth	Kindergarten	D/E	4 levels	Grade 1	J/K	5 levels	Grade 2	M/N	3 levels	Grade 3	P/Q	Grade 4	S/T	Grade 5	V/W
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Kindergarten	D/E	4 levels																	
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Grade 2	M/N	3 levels																	
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Grade 5	V/W																		
ELA 6-8	<p>Over the course of five years, all students in grades 6-8 will take assessments in the areas of reading comprehension and written analysis of literature and informational text three times a year; October, January and April.</p> <ul style="list-style-type: none"> ● By June 2017, a baseline for growth will be established. ● By June 2021, student median scores will increase 12% from the baseline established by June 2017. 																		
ELA 9-12	<p>Over the course of five years, all students in English Language Arts, grades 9-12, will be assessed using quarterly / benchmark assessments three times a year; October, January and April.</p> <ul style="list-style-type: none"> ● By June 2017, the English Language Arts Curriculum, grades 9-12, will be revised to align with current state standards. ● By June 2018, departmental assessments in the areas of reading comprehension and written analysis will be developed for each course to measure proficiency towards grade level standards. A baseline for growth will also be established. ● By June 2019, it is expected that 80% of students will meet or exceed the pre-established goal(s). 																		

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<i>Content Area</i>	<i>Desired Outcome</i>									
ELA 9-12	<p>AP English</p> <ul style="list-style-type: none"> By June 2021, the percentage of students scoring 3 or higher on an AP English exam will increase from 73% to 83%, an increase of 10%. 									
MATHEMATICS										
Math 2-5	<p>By June 2021, 50% of Economically Disadvantaged and 40% of Special Education Students will meet or exceed instructional expectations for math as measured by PARCC and District Benchmark Assessments OR demonstrate adequate growth by moving across the Performance Levels of PARCC as indicated below:</p> <table style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;"><u>Economically Disadvantaged</u></th> <th style="text-align: center;"><u>Special Education</u></th> </tr> </thead> <tbody> <tr> <td>Entering at Level 1</td> <td style="text-align: center;">1 levels of growth</td> <td style="text-align: center;">1 level of growth</td> </tr> <tr> <td>Entering at Level 2</td> <td style="text-align: center;">2 level of growth</td> <td style="text-align: center;">1 level of growth</td> </tr> </tbody> </table>		<u>Economically Disadvantaged</u>	<u>Special Education</u>	Entering at Level 1	1 levels of growth	1 level of growth	Entering at Level 2	2 level of growth	1 level of growth
	<u>Economically Disadvantaged</u>	<u>Special Education</u>								
Entering at Level 1	1 levels of growth	1 level of growth								
Entering at Level 2	2 level of growth	1 level of growth								
Math 6-8	<p>By June 2017, a complete review and update of the 6-8 CMP3 math series will be established in order to ensure readiness for Algebra I and overcome the challenges within the learning process of students lacking basic math skills and effective problem solving strategies.</p> <p>Over the course of five years, all students in grades 6-8 will be assessed using quarterly/benchmark assessments three times a year; in October, January and April. By June 2017, a baseline for growth will be established. By June 2021, student median scores will increase 12% from the baseline.</p>									
Algebra I	<p>By June 2021, the percentage of students who successfully complete the Algebra I course and meet the desired level of performance on the standard math proficiency assessment will increase from 62.9% to 74.9%; an increase of 12%.</p>									

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Physical Education																	
Physical Education	<p>By June 2017, 90% of all students in grades 3-12 will participate in the West Orange Physical Education Fitness Individual Challenge, to include a pre and post fitness test that demonstrates adequate growth against a student’s own personal best score.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Personal Best</th> <th style="text-align: center;">Expected Growth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">High</td> <td style="text-align: center;">20%</td> </tr> <tr> <td style="text-align: center;">Medium</td> <td style="text-align: center;">15%</td> </tr> <tr> <td style="text-align: center;">Low</td> <td style="text-align: center;">10%</td> </tr> </tbody> </table>	Personal Best	Expected Growth	High	20%	Medium	15%	Low	10%								
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High	20%																
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English Language Learners																	
English Language Learners (ELLs)	<p>1. By June 2021, 70-80% of ELLs will show adequate growth on the standard English Language proficiency assessment (ACCESS 2.0) as defined below.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Proficiency Level</th> <th style="text-align: center;">Grades K-5</th> <th style="text-align: center;">Grades 6-8</th> <th style="text-align: center;">Grades 9-12</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Level 1</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">1.0</td> </tr> <tr> <td style="text-align: center;">Level 2</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">.5</td> </tr> <tr> <td style="text-align: center;">Level 3</td> <td style="text-align: center;">1.0</td> <td style="text-align: center;">.5</td> <td style="text-align: center;">.5</td> </tr> </tbody> </table>	Proficiency Level	Grades K-5	Grades 6-8	Grades 9-12	Level 1	1.0	1.0	1.0	Level 2	1.0	1.0	.5	Level 3	1.0	.5	.5
Proficiency Level	Grades K-5	Grades 6-8	Grades 9-12														
Level 1	1.0	1.0	1.0														
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Content Area	Desired Outcome			
English Language Learners (ELLs)	2. By June 2019, the percentage of students who exit the ESL program at grade level reading will increase from 60% to 70%.			
	ELL Exits	Number of Exits	On or Above Grade Level	Below Grade Level
	2015-2016		Reading	Reading
	Roosevelt	3	2	1
	Edison	3	0	3
	Liberty	6	1	5
	Kelly	7	3	4
	St. Cloud	5	0	5
	Gregory	4	3	1
	Hazel	11	9	2
	Mt. Pleasant	6	6	0
	Washington	7	7	0
	WOHS 9	7	7	0
	WOHS 10	2	1	1
	WOHS 11	7	6	1
TOTAL	76	47	29	
% of students Exiting at Grade Level Reading		60%	40%	
SCIENCE				
Science	By June 2017, the average number of students enrolled in AP physics and scoring a 3 or better will increase by 10%.			

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<i>Content Area</i>	<i>Desired Outcome</i>
SOCIAL STUDIES	
Social Studies	<p>By June 2017, 80% of 7th and 8th grade students in Social Studies, will score 3 or above on three (3) benchmark assessments as measured by a standards aligned rubric.</p> <ul style="list-style-type: none"> ● Students in the Low tier will score 3 or better on 4 components on the rubric ● Students in the Middle tier will score 3 or better on 5 components on the rubric ● Students in the High tier will score 3 or better on all 6 components on the rubric
FINE ARTS	
Visual and Performing Arts	<p>By June 2017, 80% of Band and Orchestra students in Grade 8, who scored below the proficient level on the 8th Grade Benchmark Assessment for Rhythmic Interpretation, will score in the Proficient or Advanced Proficient range on the 9th Grade Benchmark Assessment.</p>
SCHOOL CLIMATE	
School Climate	<p>By 2017, each school will administer a pre and post Climate Survey in order to identify specific areas of focus in order to inform school and strategic plan goals.</p>
TECHNOLOGY AND ENGINEERING	
Technology and Engineering	<ol style="list-style-type: none"> 1) By June 2017, develop a CTE Stem program, grades 9-12, to include the following course sequence: <ul style="list-style-type: none"> ○ Course 1: Introduction to Integrative STEM (iSTEM) ○ Course 2: Sustainable Engineering ○ Course 3: Engineering and Design Solutions

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Technology and Engineering	2. By June 2021, 60% of the students enrolled in the engineering program will re-enroll in the next level engineering course in the suggested sequence.			
	# of students enrolled in 2016	iStem 73	Sustainable Engineering 33	Engineering and Design Solutions 7
	Desired re-enrollment goal:		44 students	20 students
DISTRICT				
PARCC	The percentage of total students meeting or exceeding expectations on the PARCC will increase by 10% each year, as measured by grade level cohort performance. The 2016 PARCC assessment will be the baseline.			
HIGH SCHOOL				
Graduation Rate	By 2021, the Graduation Rate will increase from 86% to 91%.			
PSAT	By 2021, 10th and 11th grade participation on the PSAT will increase to 90%. By 2021, the percentage of students meeting or exceeding both benchmarks on the PSAT will increase from 36% to 51%; an increase of 15%.			
SAT	By 2021, the percentage of students scoring above 1550 on the SAT will increase from 36.8% to 43.8%, an increase of 7%.			

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Objective 2: Develop an aligned instructional system that includes a comprehensive curriculum, assessment and professional development structure that supports district goals and impacts student performance.

<i>Major Activities</i>	<i>Staff</i>	<i>Resources</i>	<i>Timeline</i>	<i>Indicators of Success</i>
1. Establish a committee to research and understand the critical components of an Aligned Instructional System and develop an action plan that will achieve instructional coherence and support student achievement.	<ul style="list-style-type: none"> ● Asst. Superintendent ● Curriculum Supervisors ● Special Education ● Director of Technology ● Supervisor of Student Information Systems ● District Testing Coordinator 	<ul style="list-style-type: none"> ● Research for Aligned Instructional System (Marzano, Gates, Elmore) ● Reading materials 	2016-2021	<ul style="list-style-type: none"> ● Shared understanding / consensus of critical components for aligned instructional system ● Shared value of the critical importance of a common language / model of instruction
2. Introduce the Instructional Core and Instructional Rounds as a way of identifying key “problems of practice” that directly impact instruction and must be solved in order to improve student learning.	<ul style="list-style-type: none"> ● Asst. Superintendent ● Curriculum Supervisors ● Special Education ● Director of Technology ● Principals ● Administrators 	<ul style="list-style-type: none"> ● Professional development ● Reading materials ● Instructional Rounds calendar 	2016-2021	<ul style="list-style-type: none"> ● Professional development on Instructional Rounds ● Instructional Rounds at each school ● Rounds findings shared with staff ● Consensus on problem of practice based on observational data
3. Create an action plan for an Aligned Instructional System that coherently combines the following areas in order to support student achievement and identifies specific: <ul style="list-style-type: none"> ● Assessment <ul style="list-style-type: none"> ○ Formative and summative assessment with reporting ● Content / Curriculum <ul style="list-style-type: none"> ○ Instructional programs(s) that are faithfully implemented, aligned to standards and which support differentiated instruction 	<ul style="list-style-type: none"> ● Asst. Superintendent ● Curriculum Supervisors ● Special Education ● Director of Technology ● Cross section of principals 	<ul style="list-style-type: none"> ● Action plan writing ● Research strategies ● Professional development ● Reading materials 	2016-2021	<ul style="list-style-type: none"> ● Comprehensive Action Plan is developed ● Implementation Plan is executed ● Aligned Instructional System ● Solutions are developed and implemented to address problem of practice ● Improved instructional practice, student learning outcomes, curriculum design