

Brick Township Public Schools District Goals

District Focus & Improvement Plan

SY2015-2016

Traditions * Inspiration * Excellence



We are now at a point where we must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet.

~Margaret Mead

Brick Township Public Schools

Strategically Charting Our Course for the Future!

STUDENT ACHIEVEMENT

GOAL STATEMENT: The Brick Township School District will achieve high levels of student achievement.

Strategy & Indicator of Success:

- ❖ *Establishment of a current 5 year curriculum review cycle, with a district protocol for curricula revision*

Timeline:

Responsibility:

- ❖ *SY2015-2016 Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers*

Objectives for Action Planning:

- ❖ *Develop protocols for clarification of curriculum developed through OnCourse Curriculum Builder, curriculum maps/pacing guides, benchmark assessments, and standards-based report cards.*
- ❖ *Vertically align District curriculum through a backwards mapping process anchored to the needs of successful graduates.*
- ❖ *Monitor curriculum implementation for effective review.*
- ❖ *Seamless articulation between elementary and middle school, and middle school and high school*
- ❖ *Ongoing technology plan to seek the acquisition of hardware, software, and adequate bandwidth to address the needs of today's learners and online assessments. The district must also fund related professional development and technology support in every school.*

Resources: *Time, Funding, Outside Resources as deemed necessary*

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Climate

GOAL STATEMENT: *The Brick Township School District will offer Professional development in the accepted best practices of the content areas, special education, educational administration, support services, related arts, transitions, bully prevention, and ensuring a safe and equitable school environment.*

Strategy:

- ❖ *The district will develop and fund an ongoing professional development plan aligned with the district's mission and vision, National Staff Development Council Standards, and NJDOE Professional Development Standards & Requirements.*

Timeline:

❖ SY2015-2016

Responsibility:

Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers

Objectives for Action Planning:

- ❖ *Provide professional development in the accepted best practices of the content areas, special education, educational administration, support services, related arts, bully prevention, and ensuring a safe and equitable school environment.*
- ❖ *Provide for the addition of literacy coaches in the secondary school with the intent of translating current research in adolescent literacy into instructional practice at the high school and middle school levels.*
- ❖ *Follow-up with improved literacy practices at the secondary level aligned to the new and successful reading instruction program at the elementary schools in order to maximize the investment across the levels with all students.*
- ❖ *Creation and implementation of a Professional Development Plan that is aligned to the National Staff Development Council Standards: [Learning Communities](#), [Leadership](#), [Resources](#), [Data](#), [Learning Designs](#), [Implementation](#), [Outcomes](#)*

Resources: Time, Funding, Outside Resources as deemed necessary

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Demographics

GOAL STATEMENT: The Brick Township School District will develop and utilize the most current and reliable demographic data to guide our decision making.

Strategy: Future planning and decisions regarding the status of schools and the reorganization of student populations will be made with current and accurate demographic data.

Timeline:

❖ *SY2015-2016*

Responsibility:

*Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers
BOE*

Objectives for Action Planning:

- *Redistrict in coordination with the restructuring of our elementary programs, to allow better utilization of the middle and high schools.*
- *Gather and analyze demographic data. This data should reflect numbers of students and the geographic area in which they reside.*

Resources: *Time, Funding, Outside Resources as deemed necessary*

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Facilities

GOAL STATEMENT: The Brick Township School District will improve and maintain its facilities in order to provide a positive learning environment in which all of our students have an opportunity to excel.

Strategy:

- ❖ *The Brick Township School District in concert with the community will work toward developing and approving a plan(s)*
 - *To implement and fund a district wide five year preventative maintenance program.*
 - *For the phased renovation of lighting, HVAC, plumbing, and security/safety systems in all of our schools.*

Timeline:

- ❖ *SY2015-2016*

Responsibility:

*Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers
BOE*

Objectives for Action Planning:

- ❖ *Create a district protocol for conducting a thorough yearly assessment of each building.*
- ❖ *Design and implement on-going training and evaluation of the maintenance staff.*
- ❖ *Assess current maintenance equipment used to maintain facilities and develop a protocol to provide for upgrades and training.*

Resources:

Time, Funding, Outside Resources as deemed necessary

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Strategically Charting Our Course for the Future!

- Rigorous High Quality Curriculum Road Map which continuously connects to standards, best instructional practices, data practices, & assessment.

Rigorous Curriculum Design

Instructional Practice to Support Intellectual Engagement & Student Achievement

- Provide professional development in the accepted best practices of the content areas, special education, educational administration, support services.

DATA

- Collegial & Collaborative Evidence Based Conversations

Professional Learning Communities focused on School Improvement

Standards Aligned Assessment

- Create a meaningful road map to increase academic achievement & success, by designing challenging and realistic formative & summative standards aligned assessments

Focus Areas for Continuous Improvement in the SY2015-2016:

1. Integration of advanced technology to improve instruction, enhance student engagement, and maximize learning.
2. Building capacity of teachers to provide rigorous instruction aligned to CCSS, PARCC, & Marzano DQ4.
3. Effective implementation of a framework to address the diverse needs of all students and systemically change the instructional practice and learning environment.
4. Continued building of the capacity of teachers to implement best practices with a focus on Differentiation, 21st Century Skills, and College & Career Readiness.
5. Continuous building of the capacity of teachers to utilize formative and summative assessment data to drive instruction.

District Improvement Plan for SY2015-2015:

Activity	Responsibility	Indicators of Success
<p>Creation of Rigorous Curriculum Plan for each of the grade levels/courses/content areas to include but not limited to:</p> <ul style="list-style-type: none"> • District protocol for curricular revision • Design of curriculum with clear learning outcomes with matching assessments, engaging learning experiences, differentiation, and instructional strategies. 	<p>Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers</p>	<ul style="list-style-type: none"> • District Approved & Shared Protocol for Curriculum Revision • District Approved & Shared Curriculum Revision Plan • Evidence of Revised Curriculum in OnCourse Curriculum Builder, Curriculum Maps, Pacing Guides, & Lesson Plans. • Review the clarity of the learning outcomes at: • PLC/Grade Level/Department/District Leadership Council monthly meetings to evaluate the effectiveness of the intervention. Report the outcomes of these discussions in the meeting notes each month.
<p>Implementation of new & recently adopted programs aligned to the standards: Journeys and Math Expressions K -5; Big Ideas Math MS & HS</p>	<p>Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers</p>	<p>*Discuss the successful implementation of new programs by reviewing aggregate data at ScIP and DEAC meetings to determine needed additional training. Resources for discussion: Walkthroughs, Teacher Observation, OnCourse Lesson Plans, Pacing Guides, Assessment Plans</p> <p>*Chart student progress via an assessment plan to determine the impact of new programs. Assessments include but are not limited to: Pre-Test, Benchmarks, Post-Test, & available standardized test scores</p>

District Improvement Plan for SY2015-2015:

Activity	Responsibility	Indicators of Success
<p>Analyze evidence of student achievement data for the Title I and the Title III programs to determine necessary revisions in program curricula, program duration, and teaching strategies. Provide additional instruction to students as indicated from the data (Report Cards, Local Assessments, Benchmarks, Standardized Test Scores) through the Extended Day Program, LEAP, individual teacher instruction, basic skills instruction, and other interventions as deemed appropriate to support increased achievement levels.</p>	<p>Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers</p>	<p>Via Data & SciP Teams Outline the revisions required after the data review and report the same in meeting notes.</p> <ul style="list-style-type: none"> • Chart student progress via an assessment plan to determine the impact of program revision and additional instructional interventions. Assessments include but are not limited to: Pre-Test, Benchmarks, Post-Test, & available standardized test scores

<p>Develop a professional development needs assessment (Survey, Lesson Plan Review, and Administrator Feedback) and design a professional development calendar based on the results. Topics may include but are not limited to: Data Analysis, Formative and Summative Assessments, Best Practices in Content Areas, Targeted interventions, reading strategies, UDL, & PARCC Aligned Resources.</p>	<p>Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers</p>	<p>Building Data & SciP Teams and the District DEAC Team will analyze the professional development needs assessment, prioritize the professional development needs and create a professional development plan based on the results.</p> <p>Evidence include but is not limited to: Sign-In Sheets, Agendas, Meeting Minutes, Approved Professional Development Plan</p>
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District Improvement Plan for SY2015-2015:

Activity	Responsibility	Indicators of Success
<p>Analyze data from DRA2, LLI, district identified benchmark assessments, and available standardized test scores for ELA and Mathematics to determine: District Growth Targets Effectiveness of Programs & Interventions Needs Moving Forward</p>	<p>Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers</p>	<p>Analyze BOY Data to set local growth targets. Analyze BOY Data in relationship to NJDOE required targets.(if available) Chart student growth and report quarterly on ability to meet both local and NJDOE targets. Reduce the number of Partially Proficient Students in all designated groups & areas to meet growth targets. Tools: Performance Plus Reports, Student Assessment Samples Meeting Evidence: Sign-In Sheets, Agendas, Meeting Minutes</p>
<p>Provide a framework at the HSs in which teachers will provide targeted interventions and academic supports for students identified as “at risk”; with a primary focus on Freshman year to:</p> <ul style="list-style-type: none"> • Improve student attendance • Improve graduation rate • Improve student academic growth 	<p>Central Office Staff, Building Administrators, & Supervisors, Coaches, Counselors, Teachers</p>	<ul style="list-style-type: none"> • Creation and implementation of a Small Learning Communities Framework to support all students as they transition through HS with a focus on “at risk” students primarily at the Freshman level. • PLC/Cohort/Department/District Leadership Council monthly meetings to evaluate the effectiveness of the intervention. Report the outcomes of these discussions in the meeting notes each month. • Data Teams to track and analyze attendance, academic growth, and graduation data report quarterly.