

DISTRICT/SUPERINTENDENT GOALS 2011/2012

EACH OF THE GOALS LISTED BELOW, ALONG WITH THEIR RELATED POINTS OF EMPHASIS, HAVE BEEN CHOSEN WITH THE OVERARCHING GOAL OF IMPROVING STUDENT ACHIEVEMENT

1. **World Language** – Review and study the effectiveness of programming, Grades 1-12.
Progress toward this goal includes, but is not limited to, the following:
 - Schedule a public presentation of findings for the World Language program, Grades 7-12, for Spring of 2012.
 - Implement a new World Language master schedule for Grades 4-5.
 - Monitor impact of building schedule changes on World Language instruction in Grades 1-3.

2. **Technology** – Continue to enhance and integrate technology into instruction with hardware, software and professional development opportunities.
Progress toward this goal includes, but is not limited to, the following:
 - Track and document usage of technology in the classroom through the development of student digital “portfolios” (Grades 4-6).
 - Assess proficiency in Grades 7-8 through the introduction of revised technology “cycle” class, with a target of 80% student proficiency on state technology assessment.

3. **Character Education** – Continue to enhance and expand District’s Character Education programs.
Progress toward this goal includes, but is not limited to, the following:
 - Integrate newly-formed state mandates regarding Harassment, Intimidation and Bullying (HIB) into policy and practice.
 - Establish baseline data to measure the effectiveness of our District’s School Safety Teams. Data will include reports and findings from designated Anti-Bullying Specialist in each building.
 - Introduce a new Character Education initiative at the Satz School, establishing baseline data on its effectiveness through the implementation of pre- and post-surveys.
 - Monitor the effectiveness of the Responsive Classroom/Morning Meeting model through the implementation of student, staff, and parent surveys.

4. **Differentiation of Instruction** - Continue to focus professional development opportunities on differentiated instruction, including the use of the “Understanding By Design” (UBD) curriculum model.
Progress toward this goal includes, but is not limited to, the following:
 - Move at least 5% of all students identified as “at-risk” (scoring within ten points of proficiency on the NJ ASK, Grades 3-8) into proficiency.
 - Monitor the effectiveness of the expanding “Readers and Writers” literacy curriculum at Village and Indian Hill schools, and report out on findings in Spring 2012.

5. **Financial Enhancements** - Continue to identify and develop alternative sources of funding and additional cost-saving measures.

Board Approved: