



Montgomery Township Board of Education

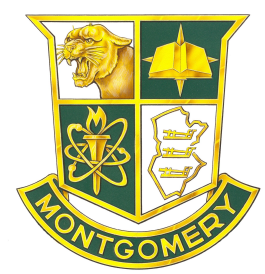
District Goals Progress Report
2016-2017

Lower Middle School

Michael Richards, Principal

Upper Middle School

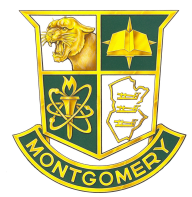
Cory Delgado, Principal



Goal 1: Growth in Achievement for All Students

Measurable Objectives

- Implement effective instructional practices to meet the needs of all learners
- Expanding our culture of academic rigor and excellence for all students by strengthening teacher effectiveness
- Incorporating standards-alignment and Depth of Knowledge leveling embedded into common assessments
- Implementing the Next Generation Science Standards (NGSS)
- Continue to analyze performance data to proactively address achievement gaps



Action Item 1

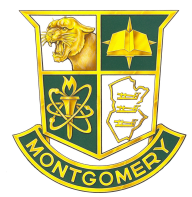
Develop common performance assessments and end-of-unit summative assessments in grades 5-12 which measure student achievement and career ready practices according to the rigor of the New Jersey Student Learning Standards (NJSLS).

Evaluation/ Indicators of Completion

At least of 80% of the courses 5-12 will contain two common performance assessments and two common end-of-unit summative assessments which appropriately meet or exceed the Depth of Knowledge of the NJSLS.

Status: Target Met - currently at 89.2%.

Timeline for Completion: June 2017



Action Item 2

Implement the Next Generation Science Standards (NGSS) during the first year of required implementation in grades 5-12.

Evaluation/ Indicators of Completion

Learning Team minutes and lesson plans will reflect co-planning and effective instructional strategies aligned with NGSS.

Status: On Target - Examples: Performance assessments created, reworked curriculum documents, modeling instructional strategies continue to be utilized and align with NGSS Standards. Ongoing PD.

Timeline for Completion: June 2017



Action Item 3

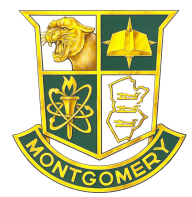
Utilize responsive teaching strategies in science instruction and gauge a teacher's capacity to monitor and adjust instructional practices based on the individual needs of his or her students.

Evaluation/ Indicators of Completion

By June of 2017, 90% of our teacher evaluations will exceed basic levels in the areas of: Using Questioning and Discussion Techniques (3B) and Demonstrating Flexibility and Responsiveness (3E) of Charlotte Danielson's Framework for Teaching.

Status: Target Met: (3B) 100%, (3E) 100%

Timeline for Completion: June 2017



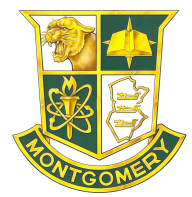
Action Item 4

Conduct three data-days in grades 5 & 6 to identify successful instructional practices that support the creation of flexible reading groupings for students reading below and above grade level.

Evaluation/ Indicators of Completion

- Establish baseline reading level data for each student using multiple data points* (1)
- Mid-year meeting will be conducted to identify student growth (below/above grade level) as well as students who have been identified as struggling at the midpoint using multiple data points*. (2)
- End- of- year meeting will be conducted to determine student's reading placement for the following school year, gauge growth from mid-year using multiple data points (3)
- Targeted professional development identified through student achievement data will be provided to 5-6 teachers.

*Data points include a minimum of five assessments. The combination includes both in house and nationally normed assessments.



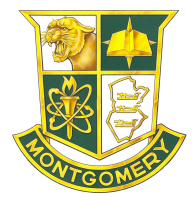
Action Item 4 continued

Status: On Target

- ❖ In a series of meetings with LA Teachers, Academic Support and Guidance, baseline data has been established:
 - Running Records
 - Common Performance Tasks & Summative Assessments
 - Fall & Spring MAP

- ❖ Data review days scheduled in December, March and June
 - Data points are being entered into Performance Matters
 - Data used to streamlining of ID process for I&RS
 - Data supports TC methodology in ALL classrooms

Timeline for Completion: June 2017



Action Item 5

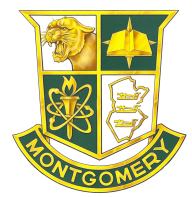
Implement professional development at LMS and UMS designed to increase understanding around authentic standards-based grading practices

Evaluation/ Indicators of Completion

85% of classroom teachers in Grades 5-8 will participate in at least 3 hours of staff development on standards-based grading practices

Status : On Target - departmentalized training w supervisors during 11/9, 2/17 and ongoing PLC.

Timeline for Completion: June 2017



Action Item 6

Conduct a standardized analysis of teacher common and other in-house assessments using tools such Performance Matters in Grades 7-12 to provide Science, SS, and Math teachers with the data necessary to make informed instructional decisions based on individualized student need.

Evaluation/ Indicators of Completion

Learning Team minutes and lesson plans will reflect the implementation of effective, targeted instructional strategies driven by ongoing data analysis.

Status : On Target- analysis following assessments is common practice of PLCs to validate questions, inform instruction and identify students in need.

Timeline for Completion: June 2017



Action Item 7

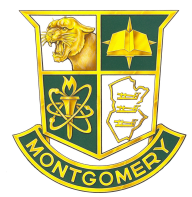
Design and implement K-12 staff development for differentiated instruction and coherent planning.

Evaluation/ Indicators of Completion

85% of the classroom teachers will participate in staff development surrounding designing differentiated and coherent lessons. Evidence will be gathered through lesson plan reviews and reflected in teacher observation data.

Status: Target Met- PD training on 11/9 & 2/17, weekly PLC, monthly Department & Articulation meetings. (3C) 92%, (3E) 83%

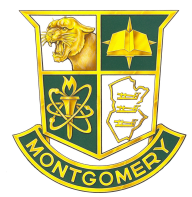
Timeline for Completion: April 2017



Goal 2: Cultivating a Culture that Emphasizes Student Resilience, Perseverance, Self-Awareness, and Growth

Measurable Objectives

- To ensure that students/staff develop social and emotional competencies to be self-aware and to develop healthy and productive relationships
- To ensure students have the knowledge and skills necessary to participate productively in the local and global communities and to commit to action as learners and citizens.
- The district will develop programs and structure which leverage the resources of the Montgomery Learning Community (students, teachers, families, business partners) in order for students to develop social and emotional competencies necessary for postsecondary success.



Action Item 1

Ensure interaction with *Naviance* for students in every grade from 7 to 12

Evaluation/ Indicators of Completion

90% of students in grades 7-12 will have logged into *Naviance* and completed grade-appropriate self-assessments.

Parents will grow in understanding of *Naviance* at UMS and MHS via multiple methods, including Back to School Nights, eblasts, parent training offerings, Board Presentation and school website.

85% of MHS teachers will be trained on *Naviance* as a tool to be used in classroom lessons related to career exploration, learning styles, etc.

Status: On Target - All grade 7 & 8 students will use *Naviance* in CCR cycle and Health 8. Presentations complete and websites expanded to include FAQ.

Timeline for Completion: June 2017



Action Item 2

Research Peer programs for LMS and UMS to affect attitudes, norms, knowledge, behaviors, health and achievement outcomes

Evaluation/ Indicators of Completion

A research-based, multi-year plan will be created for recommending developmentally appropriate Peer program(s) at LMS and UMS.

Status: On Target - variety of programs currently being researched.

Timeline for Completion: June 2017



Action Item 3

Utilize survey results (from Student Engagement, District Communication, and K-6 Needs Assessment) to inform and improve communication with parents and community regarding Guidance programming

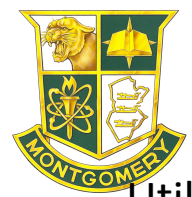
Evaluation/ Indicators of Completion

A minimum of four(4) parent education series presentations will be offered throughout the school year. Additional communication to parents will be provided in the form of eblast and/or newsletters to inform about programming in the individual schools. All such programming will be documented in the district and individual school calendars as appropriate.

Status: On Target - Two evening meetings and two book clubs complete. Parent meetings scheduled for February and March (focus on 5-8). Websites were expanded, newsletters sent out quarterly and events e-blasted in early December and January.

[Counseling/Guidance Page](#)

Timeline for Completion: June 2017



Action Item 4

Utilize the district's digital learning platforms to increase student-learning choices across the curriculum grades 5-12

Evaluation/ Indicators of Completion

Administer student survey the the fall 2016 and in the spring of 2016-2017 school year to identify the level of student use of technology with the aim of expanding student choice regarding assignments and learning activities.

35% gain in student technology use between the survey administration from fall to spring of the 2016-2017 SY.

Status: On Target - Baseline data came back higher than anticipated - great news!
Student learning choices continue to increase.

Timeline for Completion: June 2017



Action Item 5

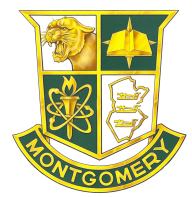
Provide Microaggression and Social, Emotional and Behavioral Barriers training to all MTSD administrators to expand cultural competency.

Evaluation/ Indicators of Completion

85% of MTSD faculty and staff to be provided with extended training. Agenda and Staff sign-in sheet kept at school building.

Status: Target Met -All administrators attended the Administrative Work Session on Microaggressions in July 2016. Building leaders will turnkey that training to teachers throughout year.

Timeline for Completion: June 2017



Action Item 6

Continue efforts to ensure a safe and secure learning environment.

Evaluation/ Indicators of Completion

85% of MTSD faculty/staff will actively participate in monthly Share 911 drills utilizing available district and/or personal technology.

Status: Target Met- All UMS/LMS staff participate in 2 drills per month.

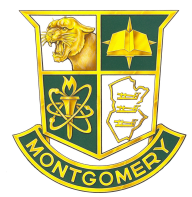
Timeline for Completion: July 2017



Goal 3: Planning for Growth While Employing Fiscal Responsibility

Measurable Objectives

- Provide appropriate resources, data, and staff development necessary for the district to achieve it's goals and mission within a fiscally responsible model.
- Sustain excellent, data-informed programming, providing staff and students with the appropriate resources, while maintaining fiscal responsibility.



Thank You For Your Support

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Dankie Gracias
Спасибо شکرًا
Merci Takk
Köszönjük Terima kasih
Grazie Dziękujemy Dėkojame
Ďakujeme Vielen Dank Paldies
Kiitos Tänname teid 谢谢
Thank You Tak
感謝您 Obrigado Teşekkür Ederiz
Σας Ευχαριστούμ 감사합니다
Бодуќа
Bedankt Děkujeme vám
ありがとうございます
Tack