



Flemington-Raritan Regional School District



Building Goals

November 13, 2023





A Focus on Writing

Align with Strategic Plan Goal #1

JPC- By June 2024, 7th grade students will increase their overall mean scale score on the Language Arts portion of the Spring Assessment of the NJSLA by at least 5 points.



CH- By June 2024, sixty percent of third and fourth graders will meet or exceed a score of 35 (met expectations) on the written expression portion of NJSLA.

Working Towards Excellence:

- Conduct a comprehensive review of Language Arts data from 2022-2023 NWEA MAP and NJSLA Assessments scores
- Engage in collegial and data driven conversations regarding student progress, instruction, and achievement during departmental meetings, post observations and team meetings
- Utilize team meetings to reflect on students' writing progress across curricula
- Utilized the Oct 17th Professional Development Day to conduct staff data dive, examine evidence statement analysis and plan writing activities in each department to strengthen strands that were highlighted as opportunities for growth.
- Clear communication to all stakeholders (students, parents, staff) regarding learning goals
- Explore and examine AI strategies that elevate elements of writing organization, writing instruction, writing tasks and all applications towards building knowledge
- Identify and provide additional remedial instruction to struggling students during tutorial/excel

A Focus on Growth

Align with Strategic Plan Goal #1

BS- By June 2024, 55% of Hispanic/Latinx students will meet or exceed their individually-determined MAP Growth's projected growth score for ELA and Math.

RH- By June 2024, 55% of Hispanic/Latinx students will meet or exceed their projected growth in ELA on the NWEA MAP from Spring 2023-Spring 2024.

FAD- By June of 2024, 52% of our third and fourth grade students will meet or exceed their growth projection as measured by their performance on the NWEA Spring Reading assessment. This goal will be measured by calculating the percentage of third and fourth grade students who meet their growth projection.

RFIS- By June 2024, 52% of all fifth and sixth grade students will meet or exceed growth projections on the math and reading portion of the NWEA assessment. This goal will be measured by calculating the percentage of fifth and sixth grade students who meet their growth projections.



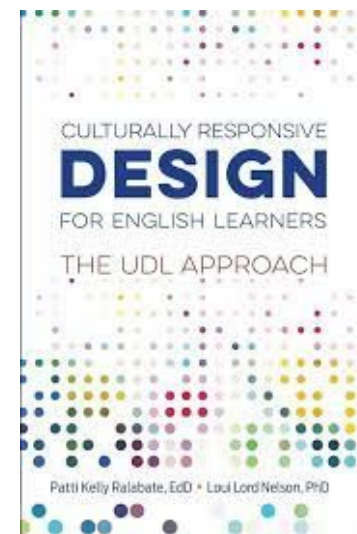
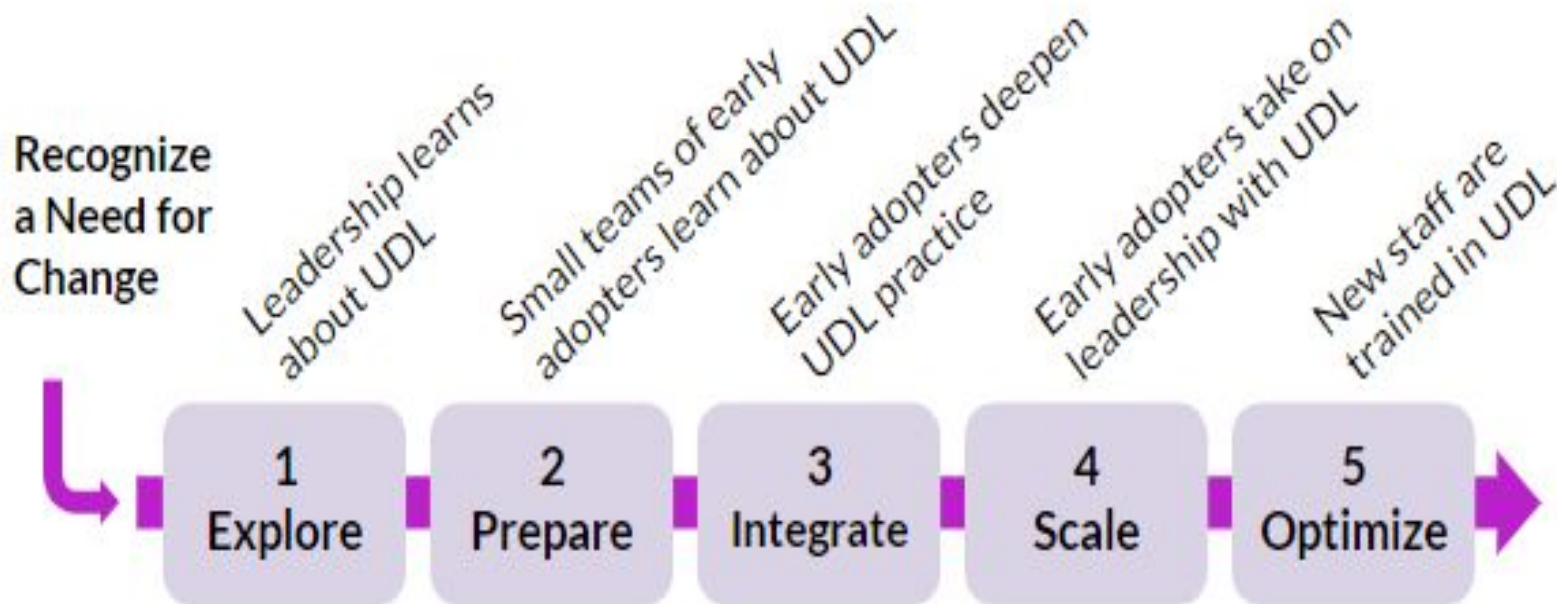
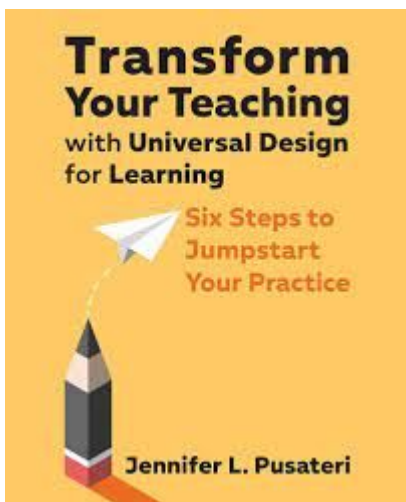
Working Towards Excellence Academic Excellence for All

1. Conduct a comprehensive review of Language Arts and Mathematics data from 2022-2023 NWEA and NJSLA Assessments.
2. Engage in collegial and data driven conversations regarding student progress, instruction, and achievement during departmental meetings and professional learning communities (PLCs)
3. Utilize team meetings to reflect on student progress across curricula.
4. Implementation of Tier 1, Tier 2, and Tier 3 interventions.
5. Training and support in Sheltered Instruction practices.
6. Clear communication with all stakeholders (students, parents, staff) regarding learning goals.
7. Family engagement activities that promote home-school connection, including parent nights and sharing tools and resources to support student learning.
8. Engage in collaborative lesson studies, observations, coaching conversations, professional readings, and data dive meetings to strengthen literacy and mathematics instruction.
9. Adopt a Universal Design for Learning (UDL) framework to proactively address learning variability



Universal Design for Learning

Integrate





A Focus on Mental Health

Align with Strategic Plan Goal #2



JPC - Working in partnership with Effective School Solutions, we are planning and implementing professional development for students and staff on signs and awareness that encourages prevention and intervention practices to address the mental health of adolescent children.



FAD - Staff members will implement a variety of strategies and structures to better meet the social and emotional needs of students, thus enabling students to access learning. This will lead to monthly attendance rates above 92%, limited office referrals for behavior incidents, and a positive building climate and culture that sets students up for success in learning.

CH-Implementing various measures, the school will create a holistic approach to mental health that prioritizes the well-being of both students and staff through various committees; Sunshine, Climate, Spirit/Social, and PTO to create a sustainable framework that supports the mental health needs of the entire school community.

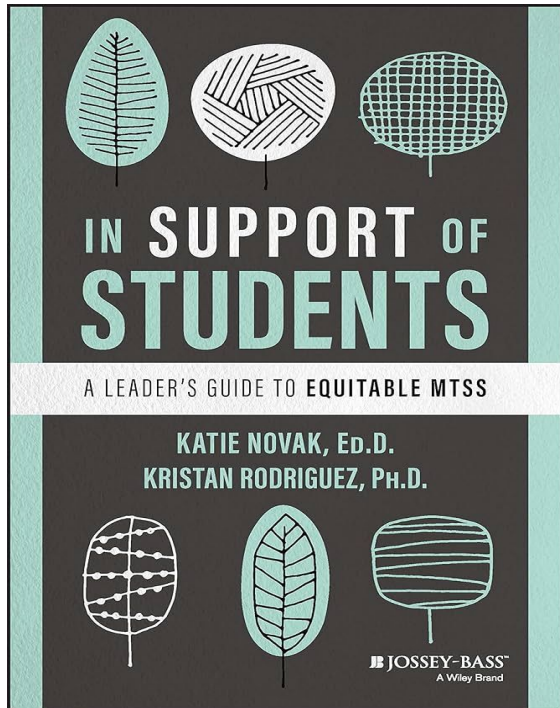


RFIS- During the 2023-2024 school year, RFIS will implement multi-tiered systems of support that promote academic success while simultaneously meeting the needs of the “whole child.”



Multi-Tiers of Support (MTSS)

Strategic Plan Goal # 2



6 school-based teams are participating in [Novak/Education](#), a 45 hour course. Modules include::

- identifying vision and action steps
- master scheduling
- professional development
- tiered interventions (inclusive of social, emotional and behavioral challenges)
- data-driven decision-making



[BASE Education](#), a CASEL-recommended provider, provides a multi-tiered system of supports (MTSS), from whole-class social-emotional learning to more targeted customized interventions for students with individualized behavioral and mental health needs.



[GOALBOOK](#) provides strategies and supports aligned to the UDL framework to develop **scaffolded instruction at mild, moderate and intense levels of support.**



A Focus on Mental Health

Align with Strategic Plan Goal #2

BS- In collaboration with the Rutgers School of Health Professions “Enhancing School Mental Health Services Project” grant, implement Multi Tiered Systems of Support (MTSS) to meet the social and emotional needs of students. By June 2024, Barley Sheaf will fully implement Tier 1 (universal), Tier 2 (selective), and Tier 3 (intensive) prevention strategies to promote a positive school climate, social and emotional learning, mental health, and well-being.

RH- Robert Hunter staff members are receiving additional training, support, and resources in the Nurtured Heart Approach through the DREAMS grant (*Developing Resiliency with Engaging Approaches to Maximize Success*). By June 2024, implementation of the Nurtured Heart Approach will be evident in interactions with students throughout the school.



Working Towards Excellence Social and Emotional Health

1. MTSS practices focusing on academic, social, and emotional domains, offering different tiers of support.
2. Continue to implement and provide professional development on Restorative Practices and Responsive Classroom.
3. Leverage time for targeted supplementary instruction and enrichment opportunities.
4. Establish PLCs as vehicles of professional development for staff in the areas of cross-curricular connections, emotional and behavioral intervention programs, curriculum adaptation, and UDL.
5. Promote specific mental health goals to all stakeholders.
6. Monitor and track data from resources such as Student Safety Data Systems (SSDS), attendance, as well as teacher, administrative, and family communications.

Thank you!

Every Student, Every Day, Every Opportunity

