



Nutley Public Schools

Russell M. Lazovick, Superintendent

Superintendent's Goals 2011-2012

As the Board of Education has a clear vision of where the district needs to move, it has tasked the superintendent with specific goals for the 2011-2012 school year. While the job of the superintendent is complex and requires dedication to a multitude of tasks, this work needs to be clearly focused. These goals help the Board define specific, measurable goals that guide the work of the superintendent in this direction. As prescribed by state recommendation, three of the goals are quantitative, focused on measuring the work of the superintendent as defined by the Board's vision. They look for numeric results as a means of measuring the superintendent's ability to affect specific change in the district. Two of the goals are qualitative, measuring the superintendent's ability to put into place necessary policies, practices, and procedures that will shape the culture of the district in line with the Board's vision.

They are defined and can be measured as described below.

Superintendent's Goals 2011-2012

Quantitative Goal #1

1. Student Performance – the superintendent will work to induce a year-over-year 5% reduction in the number of students performing in the “Partially Proficient” range within the total on state assessments (Grades 3-7 in 2011 and then Grades 4-8 in 2012) in Language Arts.
 - a. The Board of Education is committed to increasing student achievement.
 - b. One of the consistent measures used across the State of New Jersey is the summative state assessment given in grades 3-8 in Language Arts.
 - c. The Board of Education believes that all efforts of the district should be directed toward constantly improving teaching and learning and that these efforts can, in part, be measured by student performance on these assessments.
 - d. For these reasons, the superintendent will:
 - i. Work with administrators, faculty, and staff to direct resources toward teaching and learning in a manner that induces a year-over-year 5% reduction in the number of students performing in the “Partially Proficient” range on state assessments (Grades 3-7 in 2011 and then Grades 4-8 in 2012) in Language Arts.

Superintendent's Goals 2011-2012

Quantitative Goal #2

2. Student Performance – the superintendent will work to induce a year-over-year 5% reduction in the number of students performing in the “Partially Proficient” range within the total on state assessments (Grades 3-7 in 2011 and then Grades 4-8 in 2012) in Mathematics.
 - a. The Board of Education is committed to increasing student achievement.
 - b. One of the consistent measures used across the State of New Jersey is the summative state assessment given in grades 3-8 in Mathematics.
 - c. The Board of Education believes that all efforts of the district should be directed toward constantly improving teaching and learning and that these efforts can, in part, be measured by student performance on these assessments.
 - d. For these reasons, the superintendent will:
 - i. Work with administrators, faculty, and staff to direct resources toward teaching and learning in a manner that induces a year-over-year 5% reduction in the number of students performing in the “Partially Proficient” range on state assessments (Grades 3-7 in 2011 and then Grades 4-8 in 2012) in Mathematics.

Superintendent's Goals 2011-2012

Quantitative Goal #3

3. Student Performance – the superintendent will work to induce a year-over-year 5% shift in the number of students performing in the “Partially Proficient” and “Proficient” ranges to performance in the “Advanced Proficient” range on state assessments (Grades 3-7 in 2011 and then Grades 4-8 in 2012) in Language Arts and Mathematics.
 - a. The Board of Education is committed to increasing student achievement.
 - b. One of the consistent measures used across the State of New Jersey is the summative state assessment given in grades 3-8 in Language Arts.
 - c. The Board of Education believes that all efforts of the district should be directed toward constantly improving teaching and learning and that these efforts can, in part, be measured by student performance on these assessments.
 - d. Given the construct of these assessments, “Proficiency” is not viewed as the end goal by the Board. The Board believes that all students can consistently improve and that for this reason, the efforts of teachers and administrators must be focused on improving the performance of all students.
 - e. For these reasons, the superintendent will:
 - i. Work with administrators, faculty, and staff to direct resources toward teaching and learning in a manner that induces a year-over-year 5% shift in the number of students performing in the “Partially Proficient” and “Proficient” ranges on state assessments (in Grades 3-7 in 2011) to performance in the “Advanced Proficient” range (in Grades 4-8 in 2012) in Language Arts and Mathematics.

Superintendent's Goals 2011-2012

Qualitative Goal #1

1. Common Vision – the superintendent will manage a strategic planning initiative that will culminate, by the end of the academic year, with the presentation of a complete strategic plan that can guide district decision-making over the next five years.
 - a. Strategic planning is the process of centering an organization on a focused course of action. It gives measurable purpose to its members and guides decisions involving the allocation of capital and human resources. Research has found that for organizations in the public sector, success is measured by how effectively an organization meets its mission and makes a distinctive impact, relative to its resources (Collins, p. 5). Having a strategic plan, therefore, is essential to the success of Nutley Public Schools. Strategic planning, done well, is a complicated and time consuming endeavor, and leading the effort is one of the most important undertakings an organization's leader can undertake as it will guide the organization's efforts for years to come.
 - b. For these reasons, the superintendent will:
 - i. Develop and manage a strategic planning initiative through the 2011-2012 academic year.
 - ii. Involve representatives from all stakeholder groups in the process
 - iii. Communicate progress of the initiative throughout the year
 - iv. Present to the Board of Education prior to the end of the academic year 2011-2012, a strategic plan that includes:
 1. a set of Core Values – that articulate the central beliefs of the district that support and guide mission, vision, and individual goals;
 2. an Analysis - of the current state of the district;
 3. a Mission Statement – that defines the fundamental purpose of the district and specifically what the district should achieve;
 4. a Vision Statement – that describes what the district must look like in order to effectively meet its stated mission and why the mission is critical;
 5. Goals – specific, measurable, achievable, relevant, and timely, that allow the district to move toward its vision and more effectively meet its mission;
 6. a Timeline – that defines by when the stated goals will be achieved and when regular public communications will be provided during the process;
 7. Strategies - that define procedurally how the district will approach achieving the stated goals; and
 8. Delimiters – that define procedurally what the district will not do in pursuit of the stated goals.

Superintendent's Goals 2011-2012

Qualitative Goal #2

2. Common Language – the superintendent will, by the end of the academic year, present to the Board a new evaluation system, congruent with current state recommendations, a report on the implementation of the system over the 2011-2012 school year, and the findings of the analysis of data generated through the new process.
 - a. In order for an organization to achieve meaningful, large-scale goals, it must have a consistent way to identify, evaluate and improve its operations. This process must be based on a clear, commonly understood and used language. This language and these “procedures are the public’s guarantee that the members of a profession hold themselves and their colleagues to high standards of practice” (Danielson, p. 3). Other professions, “medicine, accounting, and architecture, among others – have well established definitions of expertise and procedures to certify novice and advanced practitioners” (Danielson, p. 2). School districts must have these frameworks for each of its critical positions to ensure that all personnel are working toward a similar mission, are working at an expected standard, produce measurable, desired results, and are constantly supported to improve their professional practice.
 - b. For these reasons, the superintendent will:
 - i. Work with appropriate stakeholders to define a system of supporting and evaluating professional practice for all critical staff members that conforms with the State of New Jersey’s current definition of best practice. This definition insists on:
 1. a clearly-defined set of Frameworks;
 2. a clearly-defined process that involves informal and formal observations;
 3. a formal process that includes pre- and post-conferences;
 4. a measurement of the effect of practice on student performance where measurable;
 5. an annual review that assesses the entire year against defined expectations and goals and establishes the foundation for future goals;
 6. the connection of professional development to district goals, evaluated need, and existing resources;
 7. the collection and analysis of the data produced by this formal system; and
 8. the annual reporting to the Board and the public on the findings of the system.
 - ii. Work with administrators, faculty, and staff to implement the revised system during the 2011-2012 academic year.
 - iii. Support the implementation of the system with district resources and professional development.

- iv. Report regularly to the appropriate committee during the year on the progress of implementation.
- v. Present a report on the system, its implementation, the findings from data analysis, and the plan for 2012-2013 academic year to the Board by the end of the academic year 2011-2012.