

GOALS AND OBJECTIVES

The board accepts the responsibility for coordinating the available resources of home, school and community in a mutual effort to guide every pupil's growth towards becoming a self-respecting individual who can effectively function politically, economically and socially in a democratic society.

The board believes New Jersey state goals should be applicable for every child in the Medford Lakes School District.

Pupils shall leave grades four and eight having demonstrated competency in challenging subject matter including language arts/literacy, mathematics, science, social studies, health and physical education, visual and performing arts and world languages.

The district shall implement the NJ Core Curriculum Content Standards, the state-approved Core Curriculum Content Standards and appropriate state and local assessments to enable pupils to succeed and to evaluate their performance.

The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques.

Pupils shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

The district shall provide students with experiences in higher level thinking, information processing, the responsibilities of citizenship, and employability skills.

All pupils shall demonstrate competency in the skills identified in the cross-content workplace readiness standards.

All pupils shall demonstrate respect for racial, cultural, ethnic and religious diversity.

All pupils shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world.

The district shall revise its curriculum offerings in science and mathematics according to state standards.

The district shall provide staff training in the teaching of mathematics and science at grades K-12 to increase teachers' understanding of and ability to teach these subjects.

District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning.

The district shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all pupils.

GOALS AND OBJECTIVES (continued)

The district shall provide programs and staffing to deal with pupils at risk.

The school and community shall expand their cooperative efforts to create drug and violence-free environments.

All students shall develop a positive view of self and learn to use effective interpersonal skills.

The board shall develop, in consultation with the Superintendent of Schools and teaching staff members, a written educational plan for the district. This plan shall be reviewed and adopted annually and shall include:

- A. Written educational goals;
- B. An assessment of pupil needs;
- C. Specific annual objectives based on identified needs and action plans to implement them;
- D. Standards for assessing and evaluating the achievement of objectives;
- E. The establishment of reasonable pupil minimum proficiency levels in the areas addressed in the Core Curriculum Content Standards;
- F. An educational program consistent with these goals, objectives, standards and needs;
- G. Evaluation of pupil progress.

Date: Reviewed: January 16, 2008
Adopted: March 19, 2008

Legal References: Use legal reference sheet.

Cross References: List your appropriate policies. See legal reference sheet for possibilities.

Key Words: Instructional Goals and Objectives, Goals and Objectives in Instruction

Legal References

GOALS AND OBJECTIVES

Monitored:

Indicators 1.1, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 4.3

Other Reasons:

N.J.A.C. 6A:8-1.2 requires all boards of education to align their curriculum and instructional methodologies to assist all students in achieving the Core Curriculum Content Standards and to prepare all students for employment or postsecondary study upon graduation.

N.J.A.C. 6A:8-1.3 defines the Core Curriculum Content Standards as the knowledge and skills all New Jersey students are expected to acquire by the benchmark grades of four, eight, and 11-12 and at any other grades deemed appropriate by the commissioner. They form the basis of a thorough and efficient education pursuant to N.J.S.A. 18A:7F-4 and a basis for the evaluation of school districts in accordance with N.J.A.C. 6A:32-12.1 and N.J.A.C. 6A:30-1.1 et seq.

No Child Left Behind imposes further state testing requirements, including annual assessments aligned with state standards beginning in the 2005-06 school year that are to begin in grade three. All students must participate in such assessments, including students with disabilities and English learners. Students with disabilities must be provided reasonable adaptations and accommodations, or an alternative assessment when directed by the IEP. English learners must also be provided reasonable accommodations, including, to the extent practicable, assessments in the language and form most likely to yield accurate data on student achievement in the academic content areas, until such students have achieved English language proficiency.

Recommendation:

A policy containing a philosophy statement connected with all policy topics that relate to achievement of district goals and objectives. Use the numbers of your applicable policies as cross references.

Legal References: N.J.S.A. 18A:7A-10
N.J.S.A. 18A:7C-2
N.J.S.A. 18A:7F-1
 Improvement and Financing Act
N.J.S.A. 18A:33-1

Evaluation of performance of each school
 Boards of education; establishment of standards
 through -34 Comprehensive Education
 District to furnish suitable facilities; adoption of courses
 of study

5/06
 6010lr

GOALS AND OBJECTIVES

Legal References (continued)

<u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u>	Curriculum and Courses
<u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:8-1.2	
through -1.3, -2.1, -3.1,-4.4	
<u>N.J.A.C.</u> 6A:9-15.1 <u>et seq.</u>	Required Professional Development for Teachers
<u>N.J.A.C.</u> 6A:23-1.1 <u>et seq.</u>	Finance and Business Services
<u>See particularly:</u>	
<u>N.J.A.C.</u> 6A:23-5.1 <u>et seq.</u>	
<u>N.J.A.C.</u> 6A:26-1.1 <u>et seq.</u>	Educational Facilities
<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C.</u> 6A:32-2.1	Definitions
<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
<u>N.J.A.C.</u> 6A:32-12.2	School-level planning

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Manual for the Evaluation of Local School Districts

Possible

<u>Cross References:</u>	*1100	Communicating with the public
	*1120	Board of education meetings
	*1230	School-connected organizations
	*1600	Relations between other entities and the district
	*2131	Chief school administrator
	*2240	Research, evaluation and planning
	*3542	Food service
	4010	Goals and objectives
	*4111	Recruitment, selection and hiring
	*4116	Evaluation
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*4211	Recruitment, selection and hiring
	*4231/4231.1	Staff development; inservice education/visitations/conferences
	*5113	Absences and excuses
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	6000	Concepts and roles in instruction
	6011	Thorough and efficient/QEA
	*6140	Curriculum adoption
	*6141	Curriculum design/development
	*6142	Subject fields
	*6145	Extracurricular activities
	*6147	Standards of proficiency
	6152	Grouping
	*6156	Instructional planning/scheduling
	*6160	Instructional services and resources

GOALS AND OBJECTIVES

Cross References (continued)

*6162.4	Community resources
*6164.2	Guidance services
*6164.4	Child study team
*6171.1	Remedial instruction
*6171.2	Gifted and talented
*6171.4	Special education
*6300	Evaluation of the instructional program

*Indicates policy is included in the Critical Policy Reference Manual.