

BARBARA DUNCAN
SUPERINTENDENT OF SCHOOLS

PROGRESS TOWARD MEETING GOALS
MID-YEAR REPORT
2010-2011 SCHOOL YEAR
DECEMBER 2010

Introduction: The following is a summary of activities, accomplishments, and progress toward meeting our goals for 2010-2011:

1. World Language Program K-12
2. Technology
3. Character Education
4. Differentiation of Instruction/Professional Development
5. Financial Enhancements

Progress toward meeting our district goals will continue to be shared on a regular basis in the Superintendent's Reports, at Board of Education meetings and posted on the district website. Special presentations have been and will continue to be made at board meetings by administrators and teachers.

The district goals cascaded down to inform administrators' and teachers' goals and professional plans. Action plans were created by the administrators. District supervisors met with principals and assistant principals to collaborate and formulate these plans, which were reviewed, revised and approved by Mrs. Currie and me.

Goal 1: World Language Program K-12 – Review and study best practices and model programs for K-6 World Language instruction. Modify program based on community input. To initiate the World Language Lab.

Village School - The students at Village School are introduced to Spanish instruction in grades 1-3. The program gives them an opportunity in Spanish immersion language instruction. Our World Language teacher engages the children in Spanish with additional follow-up in English. The children are asked to respond using Spanish in their daily lesson, allowing them to truly practice and demonstrate understanding.

This year we were also able to schedule more time for the children to meet with our World Language teacher in grades 1-3. This extension of time has allowed more to be accomplished in any given period adding to student learning.

Indian Hill – The Mobile Language Lab has been relocated from the High School to Indian Hill School and has been implemented to enhance instruction.

Satz School shares in the use of the new World Language Lab. Their utilization of the lab not only infuses technology into the World Language Curriculum, it provides an additional opportunity for staff members to differentiate instruction for the students.

In collaboration with Meryl Gill, Director of Special Services, we have instituted several class sections of In Class Resource World Language to provide additional support to our special needs students who may have difficulty in 7th and/or 8th grade World Language.

HHS - The Holmdel Foundation for Educational Excellence funded World Language Lab is fully operational, and is being used with great frequency among World Language instructional staff. Two formal Professional Development training sessions on using the Lab have already occurred, and several more are planned over the course of the year.

Note: A presentation on this goal will be scheduled for an upcoming Board meeting.

Goal 2: Technology - Continue to enhance and integrate technology into instruction with hardware, software and professional development opportunities.
To support the integration of technology into the regular instructional program and support the use of currently available technology supports:

The following programs are being utilized at Satz School:

- ◆ **Study Island** is still being utilized at the Middle School as a resource for all of our Basic Skills Instruction students and for our students with Special Needs. Study Island is a web-based program that provides rigorous, web-based instructional practice in Math and English for our basic skills and special needs students.
- ◆ Our previous year's pilot program that encouraged students to bring in their own personal laptops has been expanded beyond the one academic team. Two other teams at the Middle School have decided to implement the use of personal laptops in their classrooms. With the help of Mr. Gattini, Technology Director, a revised version of the Acceptable Use Policy (AUP) was created, specifically addressing students bringing in their own personal laptops and accessing the Internet while at school.

The goals of this initiative remain the same:

- to encourage long-term retention of information.
 - to save families money on supplies by providing a reusable resource.
 - to introduce appropriate computer-use skills to students growing up in a digital age and encourage the proper utilization of school resources.
 - to create an electronic portfolio of student work to assist them with their personal organization skills.
 - to encourage continuity of education by providing students with an informational resource they can carry through the years.
-
- ◆ Also, as part of our ongoing attempts to increase the integration of technology into the educational process, students were given the opportunity to use a set of new online tools through Google docs, which is accessed by the students logging on to Holmdel's Google portal at **docs.holmdelschools.org** from any computer with Internet access. These accounts give our students access to several useful Google features – **Documents**, **Calendar**, and **Sites**. **Documents** will provide students with the ability to post files they create to an online "locker" they can access from any computer with Internet access. They will also be able to collaborate with others on these files, share copies with teachers for review, and save paper while doing it. This feature will also provide students with better access to their school-generated materials from home. **Calendar** allows the students to set up a calendar that will email them reminders about upcoming assignments, assessments, and activities that they enter on the calendar. They can also share these calendars with others, which can help students coordinate their activities. **Sites** allows, with proper teacher supervision, students to edit or collaborate on teacher-

created web pages quickly and easily to display work, gather information, and connect their learning to the larger world. These tools will improve students' acquisition of 21st century skills, which will benefit them throughout their education, and throughout their careers.

- ◆ **The PowerSchool Parent Portal** has been initiated at the HHS/Middle School complex. This portal is web-based and provides parents and students with real-time access to student schedules, course assignments, grades and attendance.

HHS - Through the collaborative efforts of staff, parents and support personnel, fifteen (15) additional Sound Field systems have been installed in the high school since August, bringing the total number of systems to twenty-three (23). These systems amplify the speech of both teacher and student, and are beneficial not just to students whose Individual Educational Plans require them, but to all students, as they “drown” out other, distracting noises in the classroom (vents, etc).

Available to high school students, beginning this year is access to anti-plagiarism software from **“Turnitin.com.”** This web-based program allows students the opportunity to submit a paper electronically and to receive a detailed report as to the paper's authenticity, along with notations where more documentation is necessary.

In Guidance, **The Naviance Program** was further enhanced this year to include electronic delivery of transcripts, school reports, and counselor recommendations. This facet of the program **Edocs** allowed for live updates to counselors, parents, and students on tracking the college application process. This is of great benefit, relieving some of the stress on families going through the college application process.

Susan Alston, Supervisor of Humanities, provided a Learnia training session at Village School for new teachers and refresher sessions for others.

The Math and Science Department purchased two ELMOs for classrooms. They also continued to support the First in Math computerized 24-game program for Indian Hill by setting up follow up training for staff. The *First in Math online 24-game* program is a proven curriculum supplement that solidifies basic mathematics skills, and can significantly improve test scores. It's based on the card 24-game that has been used in mathematics classes since 1988. Many school districts sponsor a yearly 24-game district competition. For additional information - <http://firstinmath.com/visitor/visitor-content.asp>. Access to this is expected to prepare students for the future Common Core State Standards Assessment Consortia computer-based benchmark and NJASK assessments. Learnia results were discussed in Department and Grade Level meetings. Teachers have infused the use of technology into their lessons and have frequently updated web-pages with homework assignments, class Power Point presentations, helpful links, etc. PowerSchool data has been used to discuss student progress in both Algebra 1 and Biology where NJDOE End of Course assessments are now considered high stakes. Additional software for instruction and assessment has been purchased for teachers. The Math and Science Department web-site has been updated with additional information recently released by NJDOE.

Note: A presentation on this goal will be scheduled for an upcoming Board meeting.

Goal 3: Character Education – Continue implementation and evaluation of Character Education programs (Responsive Classroom). At Indian Hill School, the program will be expanded to include both fourth grade and fifth grade.

Our Character Education program, “**Responsive Classroom**” is a continued success at **Village and Indian Hill Schools**. In coordination with this program, Bullying Prevention Seminars are delivered at both schools.

Village School:

At the beginning of the new school year 2010-2011, the administrators addressed district goals and established a character education philosophy that enhances *The Responsive Classroom* program currently implemented. Note: As of this school year, 100% of our homeroom classes implement some aspect of *The Responsive Classroom*, through daily Morning Meetings.

The Village School building administrators established a Character Education Committee made up of faculty members across grade levels and specialty areas. In November 2010, the newly established Village School Character Education Committee met for the first time to discuss ways to further integrate character education into the curriculum. The committee established a goal to promote kindness, compassion and empathy within the Village School community through the use of common language/terminology and positive reinforcement strategies. The committee researched a variety of research-based character education programs/philosophies and, as a result of this research, determined that the “Bucket-Filling” philosophy of affirmations and actions was the most effective way for Village School to achieve this goal. Teachers have also familiarized the parents of their students in the common language and the general philosophy associated with “Bucket-Filling”. This has served to enhance the effectiveness of the philosophy, according to feedback from many teachers. The school community will continue to have the opportunity to give feedback during this pilot time period with the goal being to make this a school-wide initiative to begin September 2011.

Indian Hill School:

- Had two assembly programs, one on “Bullying” presented by Prevention First (October), the second on Cyber bullying given by Sgt. Angelini of the Monmouth County Prosecutor’s Office (November).
- Responsive Classroom has been implemented in 4th and 5th grades and we are looking forward to implementing in the 6th grade for the next school year.
- Sixth graders continue to participate in "Heroes and Cool Kids." This is in partnership with approximately 40 Holmdel High School students acting as mentors and dealing with anti-bullying, anti-drugs and alcohol issues.

At Satz School the following character education initiatives are underway:

- ◆ Through grant funding from the Holmdel Alliance, we continue to participate in the “Peer-Proof” program run by Camp Fire, USA. The Peer-Proof program is specifically for 7th graders and is made up of six sessions designed to teach students about peer pressure and how to handle situations they are likely to encounter, how to respond to keep themselves safe, and how to think independently.
- ◆ In December, 2010, Dr. Michael Fowlin performed a theatrical show on bullying, racism, and diversity for the 7th and 8th grade students.

- ◆ In January, 2011, Camfel Productions will perform “Dare to Move!” for the 7th and 8th grade students, a production which empowers students with the tools to effectively deal with issues such as bullying, the pressure to use drugs & alcohol, and negative peer-pressure.
- ◆ In May, 2011, the New Mystics Theatre Company will come to Satz to put on an original play called “Seven Reasons to Say No,” which presents consequences of using drugs and alcohol.

The Satz School is continuing **The Peer-Proof Program**. Peer Proof is specifically for 7th graders and is made up of six sessions designed to teach students about peer pressure, how to handle situations they are likely to encounter, how to respond to keep themselves safe, and how to think independently. Additionally, Kevin Clark, Director of Computer Crime Unit for the Monmouth County Prosecutor’s Office presented a Cyber Bullying Assembly for Satz students. In the Spring, Satz students will attend a character-building assembly titled, “Balance of Power” which focuses on students’ potential.

The Heroes for Cool Kids is up and running again this year. Students from the **High School** visit the Indian Hill School to address character education issues with the younger students. The language and discussions are tied to the Responsive Classroom lessons the Indian Hill students discuss in their classes.

The **Transitions Program** at the High School is now in its 3rd year as a mandated program for 9th graders. *Transitions* is a program for upper classmen to assist freshmen, as well as new students to the district, in adjusting to high school. Students receive tips on coping with stress and peer pressure, and are introduced to all that high school has to offer – from a peer’s perspective. One of their duties is to take students who register during the school year on a tour of the building during their first day of school in the district.

For the first time, the High School will take part in Kean University’s Diversity Training. Four (4) students from Holmdel High School will take part in this training sponsored by The Kean University Diversity Council. The goal of this Council is to train high school students in the tools for combating bullying, harassment, and intimidation. The four (4) students will then bring an additional 10 (ten) underclassmen to a second training seminar. The seminar trains the students on how to react to bullying incidents that they witness. They are also trained on how to share this valuable information with their peers.

While the Division for Safe and Civil Schools (DSACS) is no longer a state funded program, the administration is thankful that they took part in this program since its inception. It allowed the representatives at each school (including administration and guidance staff) to be sure that our Character Education programs maintain their sustainability throughout the district.

Note: A presentation on this goal will be scheduled for an upcoming Board meeting.

Goal 4: Differentiation of Instruction/Professional Development—Continue to focus professional development opportunities on differentiated instruction. Understanding By Design (UBD) and technology. Professional development will be research-based and include both administrators and teachers.

At Village School the administration and teachers continue their efforts to differentiate their instruction through data analysis and technology. Analysis of NJPASS, NJASK 3, and Learnia will take place through the school year for appropriate grade levels. Learnia training was provided to new 3rd grade staff in September. The teachers were required to conduct a Learnia pre-assessment of the NJASK 3, which will be administered in May. Action plans for specific students will be developed to address areas of concern. A post-assessment will be administered prior to the administration of the NJASK 3.

All grade levels have been trained on administering Running Records for each student. The teachers will conduct Running Records three times throughout the school year, in order to assess each student's individual reading level to provide appropriate individualized instruction.

Our Reading Specialist has been working closely with our 2nd and 3rd grade teachers on Readers' Workshop strategies. The strategies have been implemented in classrooms to continue our goal of differentiation in our literacy program. We are also engaged in intensive training with Columbia University for Readers' Workshop. These trainings have given all staff members the opportunity to view lessons in action with a "lab classroom", as well as having the opportunity to meet with the trainer to gain valuable insight and resources for our instruction moving forward. All of our teachers are part of the training, in order to prepare them for our continued push for improved literacy for our students.

Our plan is to have this same kind of collaboration take place more specifically in grade 1 for next school year.

Indian Hill School:

- UBD model continued to be discussed at Faculty meetings and team meetings
- newly hired teachers use the UBD template to plan instruction on a weekly basis
- strong emphasis on the use of the UBD model to differentiate instruction, especially with the Special Education population

At Satz School the administration and teachers continue their efforts to differentiate their instruction through the teaming initiative, data analysis and infusion of technology throughout the curriculum. For example, through a grant from the Holmdel Foundation for Educational Excellence, a classroom set of student response clickers were purchased and are being piloted in one of the Social Studies classrooms. The clickers promote interactive peer discussion and encourages students to talk and reason during class. Students are able to respond to questions with anonymity and without the concern of being embarrassed by giving an incorrect answer. The teacher can get immediate feedback on whether or not students understand the concepts being taught without waiting for a test or quiz assessment. This form of differentiated instruction with interactive questioning techniques changes the complexity of the class making the students more active and accountable for their own learning.

HHS - A joint venture between General Education and Special Education staffs in the area of **Collaborative Team Teaching** is underway at the High School. Teachers and Staff attended a summer conference at Georgian Court University on Inclusion, and thirty (30) teachers completed an articulation workshop just before the start of school – topics of articulation included teaching styles, classroom expectations, instructional goals, etc. In October, these same staff members participated in a Professional Development Workshop with members of the Monmouth University Education Department on the topic of team teaching – another session is planned for administrators and staff in February.

Susan Alston, Supervisor of Humanities provided for a Sophomore class assembly, a presentation by Marines on war in Iraq to help students make connections to one of the summer reading selections, *Sunrise Over Fallujah*. She also arranged for Columbia University Teachers College Training in Readers and Writers Workshop: 8 sessions per school

Indian Hill School began on 9/30/10 and
Village School began on 11/9/10

Additionally, Mrs. Alston:

- Sorted and delivered leveled books, fiction and non-fiction, for all grade 4-6 teachers. This will facilitate differentiation for all readers and provide choice to students. Also, this is in accordance with the tenets of Reading Workshop
- Chaperoned High School trip to Dodge Poetry Festival
- Provided a presentation to C & I and BOE on Reading and Writing Workshop
- Attended Literacy Consortium at Kean University 10/28/10; subject was encouraging students as writers
- Attended NJ Association of Federal Program Administrators Regional Training Institute on 12-3-10: gained insight into using data to assist in efforts to differentiate instruction and aim to raise student test scores.
- Continues efforts to write a draft for grades 4-5 Literacy curriculum using UBD and reading and writing workshop format.

To ensure that individual students' needs are met in the area of math and science, Ms. Cresenda Jones, Supervisor of Math and Science, provided NJASK, Biology and Algebra 1 test prep resources to the teachers in her departments. These resources will enable teachers to better differentiate in accordance with student needs. Free resources for Algebra 1 teachers were obtained from Holt McDougal Littell. A compilation of sample graphing calculator activities for Algebra 1 was distributed to teachers for their use. Individual assignment sheets for the Algebra 1 test prep supplemental resources were developed, discussed and distributed.

Additional professional development training sessions for Pre-K-Grade 1 have been scheduled so that teachers will be able to use the Everyday Mathematics games for differentiating skills practice. Curriculum guides were reviewed to ensure alignment with the new Algebra 1 End Of Course standards. The Professional Learning Community has worked to develop the activities and plans to ensure that the new content is covered. Supplemental resources were designated for In Class Support Biology classes.

The extended Algebra 1 course (for 7th graders) has been discussed at team meetings to ensure that students' needs are met. Students who did not pass the HSPA were given the opportunity to complete committee selected NJDOE Performance Assessment Tasks.

Note: A PowerPoint presentation on Readers' Workshop was presented by Susan Alston at the November 17, 2010 Board of Education Meeting. See attachment #1

Note: A PowerPoint presentation on End of Course Tests was presented by Cresenda Jones at the October 13, 2010 Board of Education Meeting. See attachment #2.

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

Revenue Opportunities;

- Regular Education Tuition Students, the board continues to discuss the opportunity of generating significant revenue by accepting tuition paying regular education students into the district.
- Pay – to – Participate, the board continues to discuss the concept of establishing a modest participant fee to offset district costs incurred for after school athletics and activities.
- Subscription Busing, the board continues to discuss the concept of charging subscription fees for transportation services that are not required by the state (i.e. courtesy busing, after school busing and athletics/activity busing).

Financial Efficiencies;

- Energy Conservation Program, this program has resulted in the largest cost savings to the district. Due to the success, the district will be receiving an award for the significant accomplishments achieved in the first two years of the program. We anticipate a presentation to the board in March.

Satz School:

- ◆ With the opening of the PowerSchool Parent Portal, progress reports are no longer printed and mailed to parents. Grades can be viewed at the parents' leisure by simply logging on to the PowerSchool Parent Portal web address: powerschool.holmdelschools.org
- ◆ The Satz newsletters are no longer printed and mailed to households. All newsletters are emailed electronically to parents and posted on the Satz School website for viewing. We also email and post on our website as many letters and memos as we can to limit copying and postage usage.

The implementation of the Parent Portal has saved the district mailing monies, as no more Interim Progress Reports will be mailed at the Satz and High School. We will also visit the possibility of this replacing report card mailings as well.

HHS - Like other buildings in the district, the High School is taking full advantage of existing technologies (Parent Portal, Email Alert System, and Auto Dialer) to limit expenditures in the area of postage and paper.

Note: A presentation on this goal will be scheduled for an upcoming Board meeting.

Additional Comments:

Human Resources:

Ms. Mandie Peart's goals have been to identify operational areas that are in need of enhancement and ensure compliance with federal and state laws. By implementing and updating policies and procedures, litigation, such as Affirmative Action, Grievance, Arbitration, etc., will be minimized. In addition, there are several objectives involving the fiscal operations of the district that have been and/or continue to be addressed. The following objectives have been completed or are in the process of completion:

Policy Manual Update with Board Committee

Ms. Peart continues to work with the Board of Education's Policy Committee and Strauss Esmay to review and update the district's policies and regulations. Ms. Peart is also working with all district administrators to ensure that the draft policies and/or regulations are consistent with district practices.

Reviewed and Updated Staff Handbooks

Ms. Peart continues to work with the building administrators to annually update their staff handbooks and ensure that the appropriate personnel information is included in the handbook. The revised handbooks include pertinent staff and student policies, regulations and exhibits, federal and state regulations, as well as school specific information.

Orientations

Ms. Peart and Mary Beth Currie, Assistant Superintendent for Curriculum and Instruction conducted orientation sessions in October for new non-certificated personnel, substitutes, volunteers and student teachers to discuss district policies, regulations and laws governing the students, staff and schools. Orientation Handbooks containing important district information was provided at the orientation. Ms. Peart also conducted Preventing Harassment training at New Staff Orientation in August.

Student teachers and observers are monitored and tracked to ensure that the district is in compliance with all mandated regulations and district policies. There are approximately thirty (30) student teachers/observers participating in the district program.

As of December 1, 2010, twelve (12) novice teachers have been registered in the State's Provisional Teacher Program. As part of this program, experienced teachers serve as mentors to support the novice teacher as he/she transitions into the art of teaching.

Enhanced Sports Camp Program

Ms. Peart worked with Randy Westrol, Supervisor of Athletics, Health and Physical Education, to formalize the Summer Sports Camp Program positions. Job descriptions have been established for Head Athletic Coach, Assistant Athletic Coach and Athletic Assistant. These positions are funded by the program participants (at no cost to the district). The Summer Sports Camp Program vacancies will be posted and applied for online via Applitrack (in the same manner as all other District-wide positions).

Distributed Welcome Packets

During the first week of school, Ms. Peart and the Human Resources staff sent welcome back packets to all staff. These packets include annual notifications and updates. This information greatly assists the district in making certain that our records are accurate, and in particular, making certain that ineligible dependents are not covered by the district's health benefits plan in error. This packet also provides employees with information regarding their health benefits plan.

Conformed with Federal and State Personnel/Labor Postings.

In accordance with State and Federal law, the appropriate labor law posters (Right to Know, FMLA, Public Discrimination, etc.) are displayed in all schools.

Addressed Special Projects/Reporting

In October, the Human Resources Department completed the Department of Education's annual School Aide report and application for new aides. This report includes an annual reporting of the district's special education monitors/aides. An application requesting approval for the new special education monitors/aides was also submitted and approved.

In November, the Human Resources Department completed the State of New Jersey's Fall report for Certificated and Non-certificated Staff. This report is filed annually with the Department of Education and includes instructional and personnel information regarding district employees.

In addition, the Federal EEO-5 report was recently completed. This report is completed biennially with the Equal Employment Opportunity Commission and includes the demographics of all district staff.

The Human Resources Department also completed Phase 2 of the Civil Rights Data Collection (CRDC) survey. CRDC collects information such as enrollment, educational services and discipline, disaggregated by race/ethnicity, sex, limited English proficiency, and disability. The survey is broken down into three phases. In particular, Phase 2 included the submission of fall enrollment and placement data for each district school.

Reviews and Organizes Personnel Files

In accordance with the NJ Division of Archives Management law, the Human Resources Department continues to assess outdated files. Requests continue to be submitted to the NJ Division of Archives Management for their permission to destroy outdated files. Archiving and destroying these types of documents will free up some desperately needed file space. We also continue to re-organize the existing files so they are more efficient as well.

Enhances Recruitment Opportunities

Ms. Peart continues to enhance recruitment and organizes the district's participation in College/University Education Career Fairs. Ms. Peart also attends career fair events. The district's newly created Human Resources brochure, and other informational packets are distributed to potential applicants at each event. The district is participating in education career events at Rutgers University, Greater Philadelphia, Monmouth University, The College of New Jersey and Rowan University, in the spring.

This report is representative of our achievements and progress toward meeting the District's and Superintendent's goals, as well as additional obligations and mandates.

Submitted by: _____
Barbara Duncan, Superintendent

Date