

BARBARA DUNCAN
SUPERINTENDENT OF SCHOOLS

PROGRESS TOWARD MEETING GOALS
MID-YEAR EVALUATION
2009-2010 SCHOOL YEAR
DECEMBER 2009

Introduction: The following is a summary of activities, accomplishments, and progress toward meeting our goals for 2009-2010:

1. World Language Program K-6
2. Technology
3. Character Education
4. Differentiation of Instruction
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-6

Review and study best practices and model programs for the K-6 World Language instruction. Implemented a total physical response (TPR) approach to instructional practice based on teacher observation; this has improved the oral language retention, etc.

To date, the K-6 world language teachers met on November 18, 2009, to review current practices and evaluations. During the remainder of the year, the teachers will examine best practices as related to curriculum and pedagogy.

The Holmdel Foundation for Educational Excellence supports the district's world language and technology goals. Through the upcoming year's fundraising efforts, the Foundation plans to finance a state of the art, high tech, World Language Lab for the High School complex.

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

Goal 2: Technology

To 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 Director of Technology will participate on the district's committee to produce the 2010-2013 three year district technology plan. While the state hasn't released their specifications for the next three-year plan, Mr. Gattini has produced an updated draft to

satisfy our required e-rate application. Faculty members have been recruited for the three year technology plan committee. The first meeting was held on December 1, 2009. A needs assessment survey is in development.

- Continued focus on Learnia for grades 3-8. The first stage of initial assessment is nearly complete with a second assessment planned for the spring 2010.
- Our technology director has been collaborating with principals regarding the use of resources like TechSteps and SkillsTutor to further differentiated instruction and to advance instruction by appealing to the visual and tactile learners alike. **SkillsTutor** is in use at Indian Hill. There is much documentation in report form showing student use. Even though we are pleased with the product, we continue to evaluate the competition and look to save money wherever possible. **TechSteps** utilization will be scrutinized this year and a decision will be made as to whether to continue our licensing next year. With regard to **differentiated instruction**, we have moved more technology into the classroom in order to allow for on demand access to a variety of resources. This year every 5th and 6th grade classroom and two 4th grade classrooms at Indian Hill have three or four student stations to allow for varied and individualized and/or small group activities to occur.
- W.R. Satz School has eleven classrooms with student stations. Both Indian Hill and Satz have broken down their mobile notebook labs on carts and distributed their notebook computers to the classrooms as student stations. Wireless access points have been placed in these areas in order to provide wireless connectivity. W.R. Satz is piloting a team effort to allow personal computing devices from students' homes into their classrooms; this will allow teachers to assess outcomes from improved access to technology. William R. Satz has also seen a remarkable increase in activity in the media center thanks to the addition of a new 14 unit notebook lab and its new desktop computer lab in room 207. There is a great demand for the projection capability that supports the concept of the **visual classroom**.
- We hope to have at least 8 new ceiling mounted LCD projectors installed in the high school by February 2010 and several in each of the other schools. Thanks to the manpower contribution being provided by our maintenance/electrical department, we can afford to buy the hardware without the added expense of hiring an outside contractor for the installation and electrical service.
- Several staff members attended the RTEC - Rutgers Technology in Education Conference on December 4, 2009 at Liberty Science Center, in Jersey City, New Jersey. This professional development workshop was introduced by Mr. Gattini, the District's Technology Director. This year, the internationally known author of Blogs, Wikis, Podcasts and Other Powerful Web Tools for Classrooms, Will Richardson, presented at the conference.

At the World Language Department meeting in October, Mr. Bals showed the World Language teachers how to create a blog using the website Posterous. Posterous allows you to post online by simply sending an email. A teacher using their Outlook email account can send the week's homework assignments, for instance, in an email to a posterous account. The information will be posted to their individual webpage. You can post audio or video files this way as well. Mr. Bals also demonstrated another web-based service called ipadio. Ipadio is a service that allows you to do live or recorded phone casting. Using any phone, you can call into the ipadio service and it will either broadcast the audio live online or record and save the file for listening at a later time. The audio files can be uploaded to a webpage as a podcast. In the World Language department, ipadio was used to record students carrying on a dialogue in the target language

(Spanish) while discussing a famous Mexican Painting. The teacher then listened to the audio files to assess and grade them.

The following programs are also being utilized at Satz School:

- ◆ **Tech Steps**, a K-8 technology literacy program that shows students how to use digital tools to integrate technological concepts in the core subject areas of math, language arts, social studies, and science.
- ◆ **Learnia**, a web-based assessment tool that helps guide the instruction of New Jersey students, enabling them to meet the expectations of the New Jersey Core Curriculum Content Standards (NJCCCS) and to better prepare them for the NJ ASK.
- ◆ **Study Island**, another web-based program that provides rigorous, web-based instructional practice in Math and English for our basic skills and special needs students.

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). The program will be expanded to include all grades in Village School. At Indian Hill School, the program will be expanded to include both fourth and fifth grade. Developing Safe and Civil Schools (DSACS) will serve as our evaluating tool.

The Responsive Classroom is now in place in grades K-5. Thanks to the initiative of the Indian Hill Professional Learning Committee, both Indian Hill and Village School now have a character education committee in which teachers and administrators discuss and fine tune current practices and develop additional character education programs for their students. Village and Indian Hill children have Morning Meetings 5 days per week, during which they build a classroom community as they greet each other, share news, and discuss curriculum in an accepting and caring environment. Our “Heroes and Cool Kids” program began again in December. The first round of meetings between the HS students and Indian Hill students will be an ice breaker to develop a relationship between all participants. There are then two follow up meetings later in the school year, addressing key issues with our youngsters.

Two school resource officers presented at an Indian Hill assembly on good citizenship, violence, vandalism, and drugs in late October. This gave our children some real life stories and positive experiences with our township police. The two officers provided an excellent program on the responsibilities of being citizens with great character

At Satz, Anti-Bullying programs are being implemented this year as part of the *Division of Safe and Civil Schools (DSACS)* state initiative. Their goal is to educate the students on identifying inappropriate behavior and conduct, and to assist the “victims” with skill development to manage these interactions. In honor of Violence Prevention Week, Cathy Moran-Kudish, the district’s Substance Abuse Counselor (SAC), collaborated with the Satz School Guidance department and Physical Education department, to have High School students perform IALAC (I Am Loveable and Capable) short skits to our 8th grade students during health classes. We are in the process of scheduling an assembly program (brought to our attention by one of our parents) for the 7th and 8th grade students performed by members of the Actor’s Playground. The program deals with issues in reference to anti-violence and teen suicide prevention.

Through grant funding from the Holmdel Alliance, we also have begun scheduling for our “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.

The *Transitions Program* at the High School is in its 2nd 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. The State DSACS continues their cooperation in evaluating our programs. On October 21, 2009, Maureen Papke a DSACS representative, met with each school to discuss and evaluate our progress.

After meeting with the Satz, Indian Hill, and HHS Character Education advisors, Ms. Papke, made the following comment: “There are wonderful things going on in this district. You have made great progress since coming on board with DSACS.”

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

Goal 4: Differentiation of Instruction/Professional Development

To continue to focus professional development opportunities on differentiated instruction. Professional development will be research-based and include both administrators and teacher.

We continue to focus professional development opportunities on differentiated instruction. Professional development is research-based and includes both administrators and teachers.

This on-going goal continues to expand the district’s focus on differentiation with specific attention placed on assessment, pedagogy and instructional materials. The following is representative of the strategies and activities put into place to actualize this goal:

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 took place at the beginning of the school year, with the assistance of EdAnalyzer, for appropriate grade levels. Learnia training was provided to the entire 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 skill clusters and/or students will be developed to address areas of concern. A post-assessment will be administered prior to the administration of the NJASK 3.

Kindergarten, 1st, and 2nd Grade teachers were 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 in order to provide appropriate individualized instruction.

At the Indian Hill School, the Skills Tutor program has given our teachers the opportunity to base individual skill lessons on a student’s needs. These assignments can be given in class, or can be followed up as homework assignments. In either case, the teacher can track how a student is doing and see if he/she is continuing to learn at a level appropriate for them.

All staff at Indian Hill has completed the first Learnia test for the year and was given comparative results for the NJASK. This has allowed them both to have discussions in their grade level meetings about what these results look like for the individual students. Teachers now have a breakdown of areas of relative strengths and weaknesses. Initial discussions have begun on the results and ways to address students' needs in the classroom through instruction/curriculum.

There have been professional development opportunities offered to staff members to continue to learn more about how to differentiate instruction in the classrooms. Several of the Indian Hill teachers will be attending two literacy based workshops in December with building/district supervisors. This will allow them to turnkey information at future staff meetings.

At the WR Satz School, in support of two of the districts goals, (differentiated instruction and technology), one of the academic teams at Satz School, Team 5, is allowing students to use their own personal computers, such as laptops, netbooks, and tablet PCs, in lieu of paper and pens for Science, Social Studies, and Language Arts classes.

The teachers are not requiring students to purchase or bring in laptops but they are encouraging their use. Some of the goals of this initiative are:

- 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.

A meeting was held between the team members (Maurice Bell, Alicia Killeen, & Steve Tetreault), the Satz School Administration, Anthony Gattini, Director of Technology, Steve Lelivelt, Network Engineer, and John Rothausen, Satz School Librarian to review the goals of this pilot program, discuss current success and challenges, establish some common language and guidelines with the district's (AUP) Acceptable Use Policy, and ways to expand this initiative in the future.

At Holmdel High School progress in the area of Differentiated Instruction has leaned towards technology infusion, which lends itself toward differentiation of instruction. For example; in World Language software programs such as Audacity, Yodio, etc., have allowed individual digital recordings to be captured, critiqued and archived. These programs have given students the ability to add sound in their target languages to power point presentation they prepare for class. These additions have added an important dynamic to instruction and have potential for many disciplines.

In Social Sciences, projects such as a WWI Peace Conference simulation, completed as an in-school field trip for U.S. History 1 students, have allowed for individual preparations to be displayed in a large group setting, using authentic assessment. Authentic assessment usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated. In the area of Special Services, plans for a pilot program for more effective co-

teaching models are underway with the goal of providing for more quality instruction, of which differentiation will be a key. The long-term effect of this will be to allow teachers the flexibility to differentiate their instruction. Similar efforts are underway among the Algebra 1 and Biology teachers, as they align course standards with the End of Course (EOC) assessments that will soon become a graduation requirement.

Many Administrators, Principals, Assistant Principals and Staff attended a two-day seminar in October that gave insights into establishing and maintaining effective Professional Learning Communities.

Additionally, Susan Alston has met with administrators at Village, Indian Hill and Satz schools to discuss 2009 NJ ASK scores and to brainstorm ideas for improvement through classroom lessons and assessments in August 2009. She conducted Learnia refresher seminars at Indian Hill and Satz at the beginning of September 2009, to get teachers ready for upcoming assessment tests and moderated full day Learnia training for grade 3 teachers. Mrs. Alston attended the NJ Literacy Consortium meeting on October 22, 2009 on the topic of how to encourage boy writers. The information will be shared with teachers at upcoming team and faculty meetings. Teachers have invited her to join two teacher PLC's; 4th grade Reading/Writing workshop and 6th grade Literature Circles.

She is continuing to work with Marilyn Bellis on literacy for the Gifted and Talented program.

Mrs. Alston is co-chairing the Accreditation for Growth subcommittee on HSPA (Middle States), sharing data on scores and discrepancies between student classroom achievement and HSPA writing.

Ms. Cresenda Jones, Supervisor of Math & Sciences, met with the Gifted & Talented PLC committee to discuss differentiation of instruction at the high school level. She reviewed AP, HSPA and NJASK scores. She set up a review meeting for geometry curricula scope and sequences. She also planned for a review of textbooks for leveled high school courses (Introduction to Pre-Calculus, Principles of Biology, and Environmental Sciences). Ms. Jones assisted with the summer curricula guide development. She reviewed the Program of Studies for changes; she reviewed the interim reports (comments, noted levels of differentiation), facilitated the review of Algebra 1 curricula, instruction and assessment and facilitated the review of Biology curriculum, instruction and assessment.

She has distributed pertinent information to stakeholders (National Council for Teachers of Mathematics Focus on High School Math book, Achieve Algebra 1 & 2 Benchmarks, NJCCCS to grade level team, NJASK information, etc.) and reviewed district placement procedures.

Goal 5: Financial Enhancements

To identify and develop alternative sources of funding and additional cost saving measures.

- Energy Conservation. The district is committed to this goal along with our ongoing partnership with Energy Education Inc. This initiative has/will result in the largest cost savings to the district. 2009-2010 will be the first full year of the program and if initial results of the implementation are an indication, we estimate significant savings (20-25%) on our natural gas and electric consumptions.
- Educational Data Services. The district continues to expand its participation in this bid consortium. Most recently, we added the purchase of Special Education instructional supplies for the 2009-2010 school year.

- **Athletic Field Trips.** The district continues to identify new areas to bid for goods/services. For the 2009-2010 school year transportation of students to and from athletic events was bid for the first time. Not only does this foster fair and open competition in accordance with NJ State Purchasing laws, it resulted in a reduced hourly rate over the prior year.

Additional Comments:

Since coming to the district last March, Mandie Peart's goals have been to identify operational areas that are in need of enhancement and ensure compliance with federal and state laws. 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:

1. **Enhance Prime Time Enterprise Programs** – Ms. Peart has worked with the Central Office Administrators and Prime Time Director Michael Braun to create job descriptions for all Prime Time positions, and create a wage schedule based on those descriptions.
2. **Welcome Packets**
Ms. Peart has worked with Mrs. Duncan, Superintendent of Schools, Michelle Saler, Confidential Secretary, Human Resources and Elena Jaume, Confidential Secretary to Superintendent, Human Resources to create a welcome package for staff. The package included the annual notification regarding arrest reporting forms which required the employee to review and sign. It also included each employee's personal attendance calendars for the prior year and current year which required the employee to review and sign. Lastly, the package included a personal information update form and information regarding the School Employees Health Benefits Program. The personal information update form will be used to informally audit dependents covered by the district's health benefits plan and to ensure that our records are accurate. The packages were distributed during the second week of school and returned by the staff on or about October 12, 2009. This information greatly assisted us in ensuring our records are accurate, and in particular, ensuring that ineligible dependents are not covered by the district's health benefits plan. This package also provided an awareness to the employees on their health benefits plan.
3. **Conform with Federal and State Personnel/Labor Postings.**
Ms. Peart walked the buildings with Mr. Balicki, Director of Plant, Maintenance and Operations, to determine whether or not the appropriate labor law posters (Right to Know, FMLA, Public Discrimination, etc.) were displayed. Unfortunately, posters were not properly displayed in the various locations. Therefore, posters were ordered and displayed for all locations in August with the exception of two (2) locations. Unfortunately, the Satz Teachers' Lounge and High School main office did not have a free bulletin board so we are in the process of acquiring two (2) new bulletin boards for these locations.

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