

# Board of Education Meeting 5/24/16

## Reporting on 2015-2016

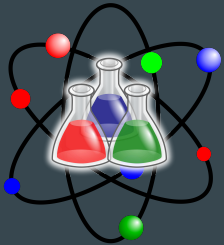
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## District Goals

# GOAL 1:



To review, evaluate and assess current programs and staffing structures to determine gaps/needs. Raise academic performance of all demographics and results should compare favorably against similar districts year after year. Special focus on the MHS Science department, where a measurement of student achievement will be developed in 2015 and used every year to measure positive progress.



# Goal 1: Action Item #1

Research, design and implement a programming plan to address core needs: academics, related arts, academic support & enrichment protocols, special education, and class size at OHES, VES & LMS



# Building Structures that Ensure Viable Curriculum Implementation

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OHES VES LMS



# Making Informed Decisions:

Who participated in this process?

- Building Administration
- Content Area and Special Education Supervisors
- Directors
- Assistant Superintendent
- Regular Education and Special Education Teachers
- Child Study Team Members
- Members of the Guidance Department
- Union Leadership



# Projected Deadlines Moving Forward:

## OHES:

### June 15, 2016:

Complete curriculum mapping, review multiple schedule scenarios, work toward selecting, final schedule, determination about program needs in PreK-K and Grs 1 & 2

### September 15, 2016:

Select final schedule, review with additional input from staff members, make revisions as needed

### October 15, 2016:

Finalize schedule for 2017-2018, budget accordingly

## VES:

### June 15, 2016:

Complete curriculum mapping, review multiple schedule scenarios, work toward selecting final schedule

### September 15, 2016:

Select final schedule, review with additional input from staff members, make revisions as needed

### October 15, 2016:

Finalize schedule for 2017-2018, budget accordingly

## LMS:

### June 15, 2016:

Make final decisions regarding instructional minutes per course / % of daily instruction per course, review multiple schedule scenarios, work toward selecting final schedule

### September 15, 2016:

Select final schedule with additional input from staff members, make revisions as needed

### October 15, 2016:

Finalize schedule for 2017-2018, budget accordingly

# Priorities Driving OHES Structures:

## Pre K and Kindergarten:

- Daily Math Experiences
- Daily Reading/Writing Experiences
- Align with DOE regulations of 75 instructional minutes of Physical Education/Health/Recess on average per cycle



# Priorities Driving OHES Structures:



## 1st and 2nd Grade:

- Uninterrupted daily reading and writing instruction for a minimum of 90 instructional minutes, with 120 minutes preferred
- Ensure science is taught throughout the year
- Minimum of 50 instructional minutes of daily math instruction
- Align with DOE regulations of 150 instructional minutes of Physical Education/Health/Recess on average per cycle
- Maintain variety of related arts courses



# Priorities Driving VES Structures:

- Increase number of minutes devoted to uninterrupted daily instruction:
  - Reading and Writing: a minimum of 90 instructional minutes, with a goal of 120 minutes preferred
  - Math: a minimum of 50 instructional minutes
- Schedule 30 instructional minutes of daily *Target Time* either at the start or the end of the school day
- Ensure every student in the grade level has access to an equal number of instructional minutes within a given content area
- Align with DOE regulations of 150 instructional minutes of Physical Education/Health/Recess on average per cycle
- Ensure effective implementation of NGSS:
  - Adequate minutes scheduled
  - Implement curriculum map of science units across 10 month school year

# Priorities Driving LMS Structures:

- Maintain 60-minute instructional block
- Students will experience a minimum of 60 or 120 consecutive instructional minutes of LAL instruction daily: an average of 180 minutes over the course of two days
- Math 60 instructional minutes daily, while maintaining the 4 math courses currently offered (Math 5, Math 6, Pre-Algebra 6, Algebra I H)
- Align with DOE regulations of 150 instructional minutes of Physical Education/Health/Recess on average per cycle
- All students will continue to have music every other day for 60 instructional minutes with the staffing structure remaining such that band, choir, and orchestra classes can have large group and small group instruction simultaneously.

# Benefits to Students, Teachers and Parents:

- Optimizing Instructional Time:
  - Building a schedule that maximizes our ability to effectively implement the well researched, proven instructional strategies our staff has been focusing on during our professional development sessions over the last three years such as those connected to:
    - Columbia Teachers College Reading and Writing Project
    - Next Generation Science Standards
    - Understanding By Design Curricular Framework
    - Differentiated Instruction: Individualizing Presentation, Process, Practice and Product
    - Academic Support and Enrichment Programming

# Benefits to Students, Teachers and Parents:

- Social Emotional Learning:
  - Building bigger blocks of uninterrupted instruction is evidence of our steadfast commitment to the affective needs of our students
- Consistency:
  - Assuring instructional equity across grade levels and content areas while promoting teacher autonomy

# Goal 1: Action Item #2

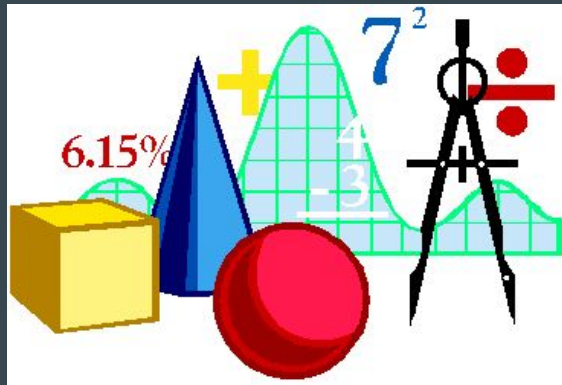


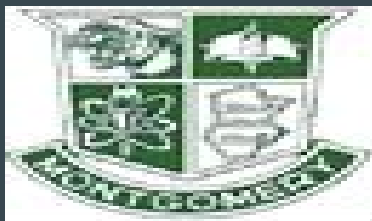
Continue to measure the impact of our Physics balanced assessment practices on individual student achievement (CP and Honors).

Compare 2014-2015 results to end-of-year 2015-2016 results

# Goal 1: Action Item #3

Analyze current 6th, 7th and 8th student math placement to determine whether current math placement criteria is appropriately placing students for success





# Mathematics Placement Study

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# Placement Process

## Goals:

- To schedule place students in the most appropriate mathematics course where the student is appropriately challenged
- To consider long term success of the student for the duration of their mathematics career not just for the following year



# Parent Notification

- Placement process on LMS & UMS webpages
- Parent information meetings held (day & evening)
- Parents informed by mail the placement of their child and the process/data used
  - Waiver information is included if the student is eligible for a waiver into the higher class

# Math Placement Protocols

- Exceeds triangulation of data- four to five data points are used for middle school courses and for high school level courses there is consistency with placement at MHS
- Overall summary scores for each course

# Mathematics Placement into Grade 6

A student's placement is based on their Summary Score calculated as a weighted average of the four achievement measures.

- 45% Unit Test Average
  - 25% Cumulative Assessment
  - 25% MAP Assessment
  - 5% Work Habits/Study Skills (WH/SS)
- 
- Summary Score of 90 or higher student is scheduled for ***Pre-Algebra 6***
  - Summary Score less than 90 the student is scheduled for ***Math 6***

# Mathematics Placement into Grade 7

## ***Math 6:***

A student's placement is based on their Math 6 Summary Score calculated as a weighted average of the four achievement measures.

- 45% Unit Test Average
  - 25% Cumulative Assessment
  - 25% MAP Assessment
  - 5% Work Habits/Study Skills (WH/SS)
- 
- Summary Score of 83 or higher student is scheduled for ***Algebra I Part 1***
  - Summary Score less than 83 the student is scheduled for ***Pre-Algebra 7***

# Mathematics Placement into Grade 7 (continued)

## *Pre-Algebra 6:*

A student's placement is based on their Pre-Algebra 6 Summary Score calculated as a weighted average of the four achievement measures.

- 35% Unit Test Average
  - 20% Cumulative Assessment
  - 20% MAP Assessment
  - 20% Iowa Algebra Aptitude Assessment
  - 5% Work Habits/Study Skills (WH/SS)
- 
- Summary Score of 87 or higher student is scheduled for ***Algebra I Honors***.
  - Summary Score less than 87 the student is scheduled for ***Algebra I Part 1***.

# Mathematics Placement into Grade 8

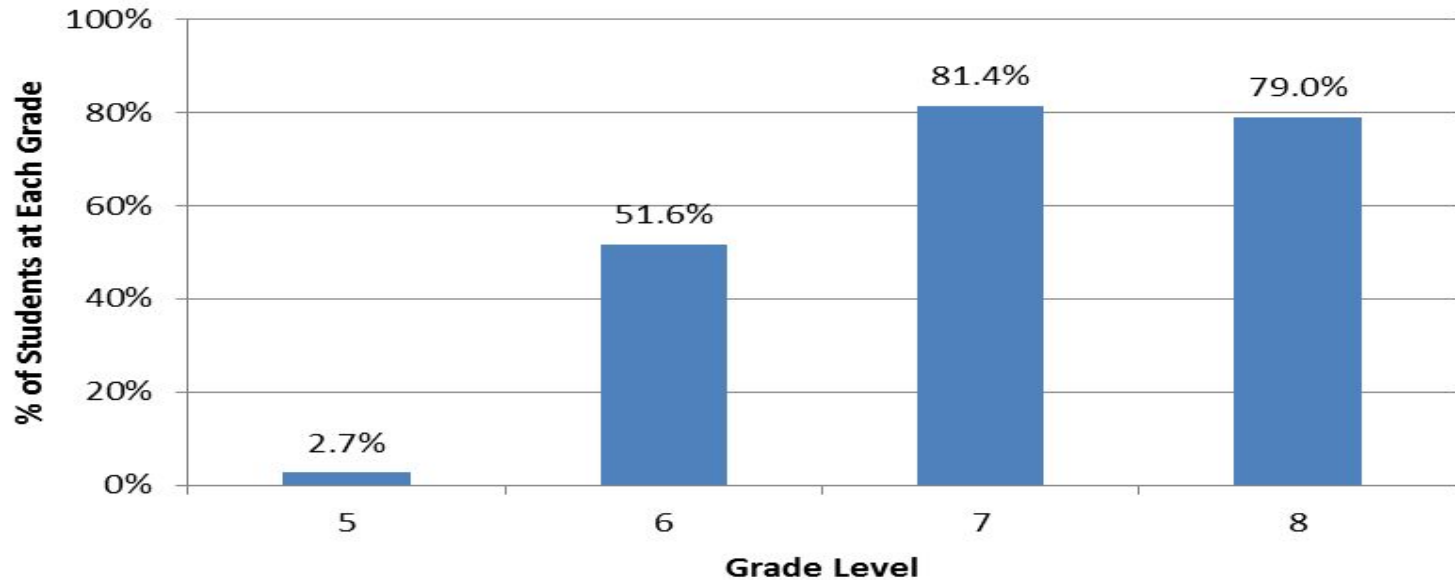
## *Algebra I Part 1:*

A student's placement is based on their report card average. This mirrors the HS placement process as listed in the MHS Program of Studies, as all advanced placement is comprised of HS leveled courses.

- Report Card average of 90 or higher the student is scheduled for *Algebra I Part 2 Honors*
- Report Card average less than 90 the student is scheduled for *Algebra I Part 2*
- All other courses students take the next course in the sequence

# Student Placement

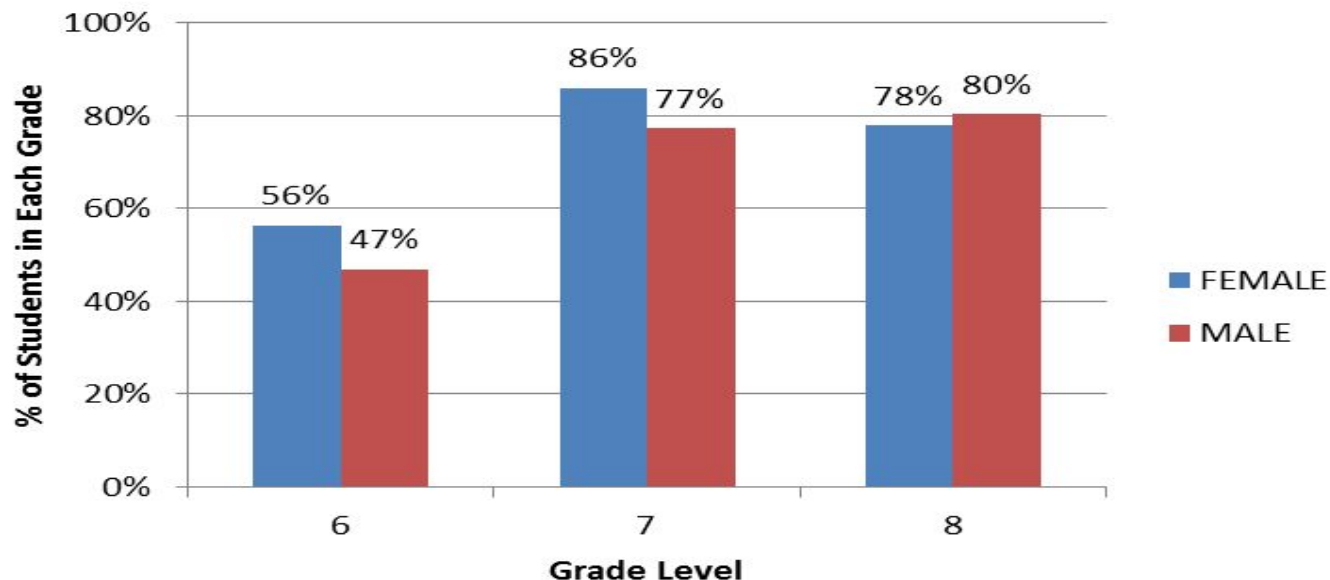
**% of Students Above Grade Level by Grade**



Grade 5: N = 375    Grade 6: N = 320    Grade 7: N = 361    Grade 8: N = 371

# Student Placement

## % of Students in Above Grade Level Math Course 2015-16



Grade 6: Female N = 158

Male: N = 162

Grade 7: Female N = 184

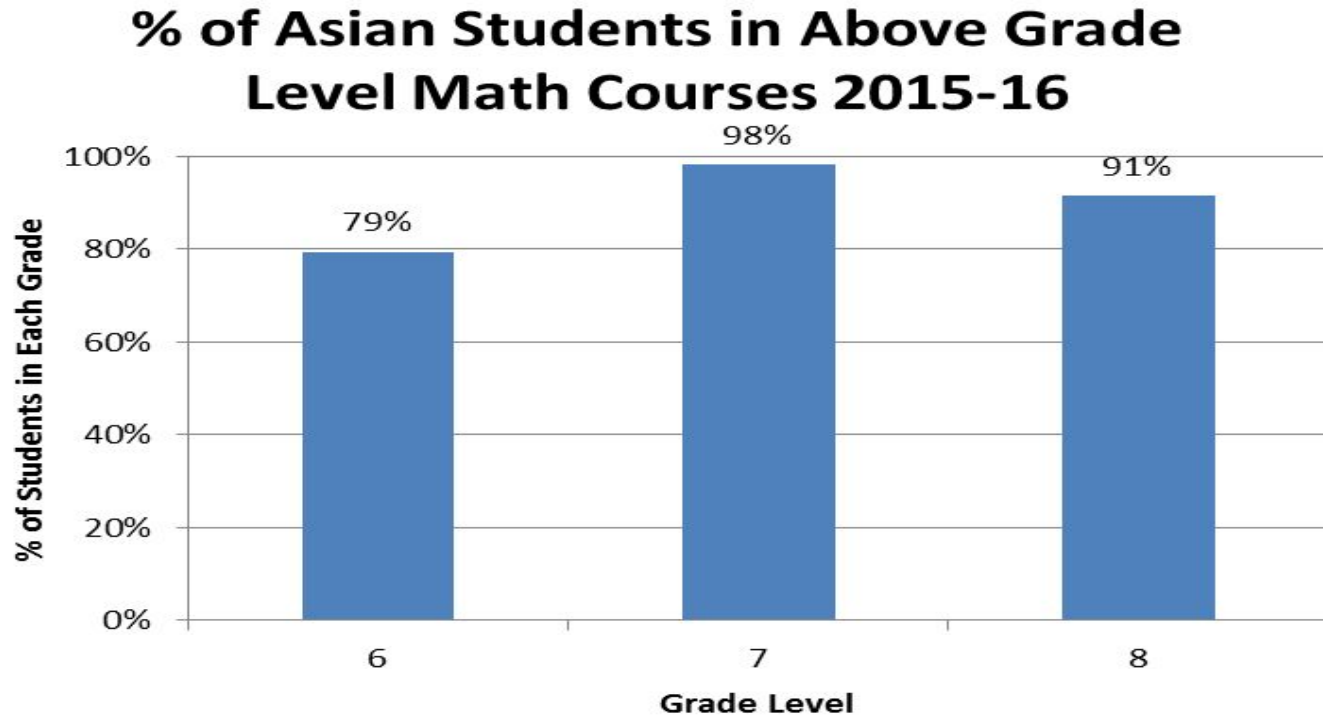
Male N = 180

Grade 8: Female N = 189

Male N = 182



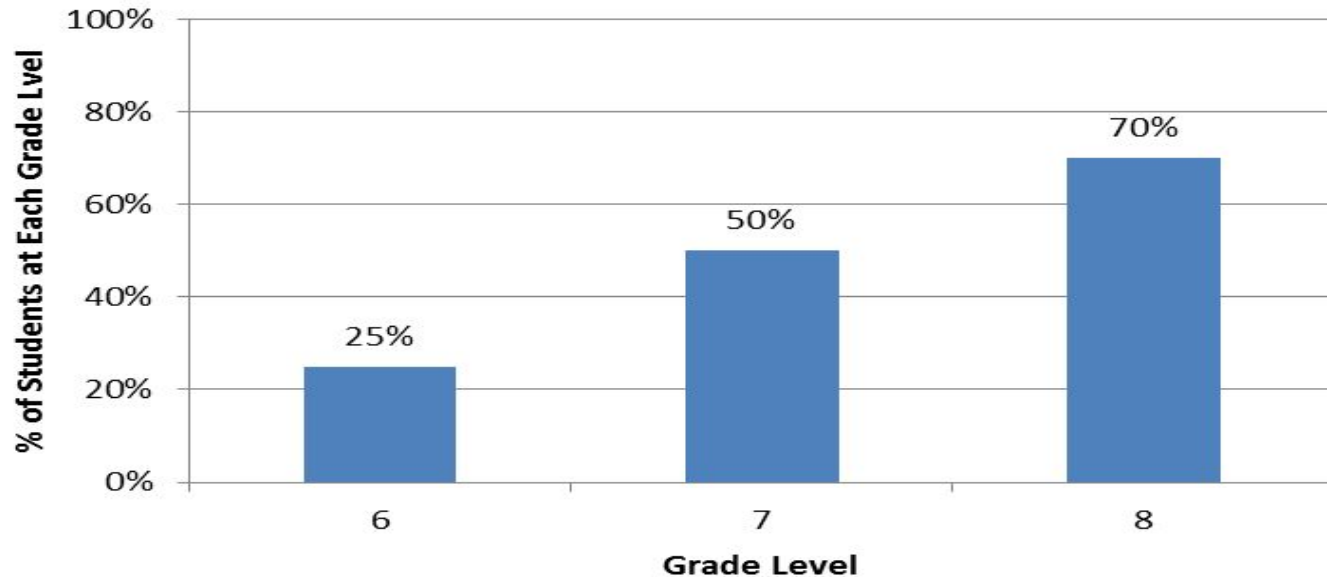
# Student Placement



Grade 6: N = 136    Grade 7: N = 166    Grade 8: N = 164

# Student Placement

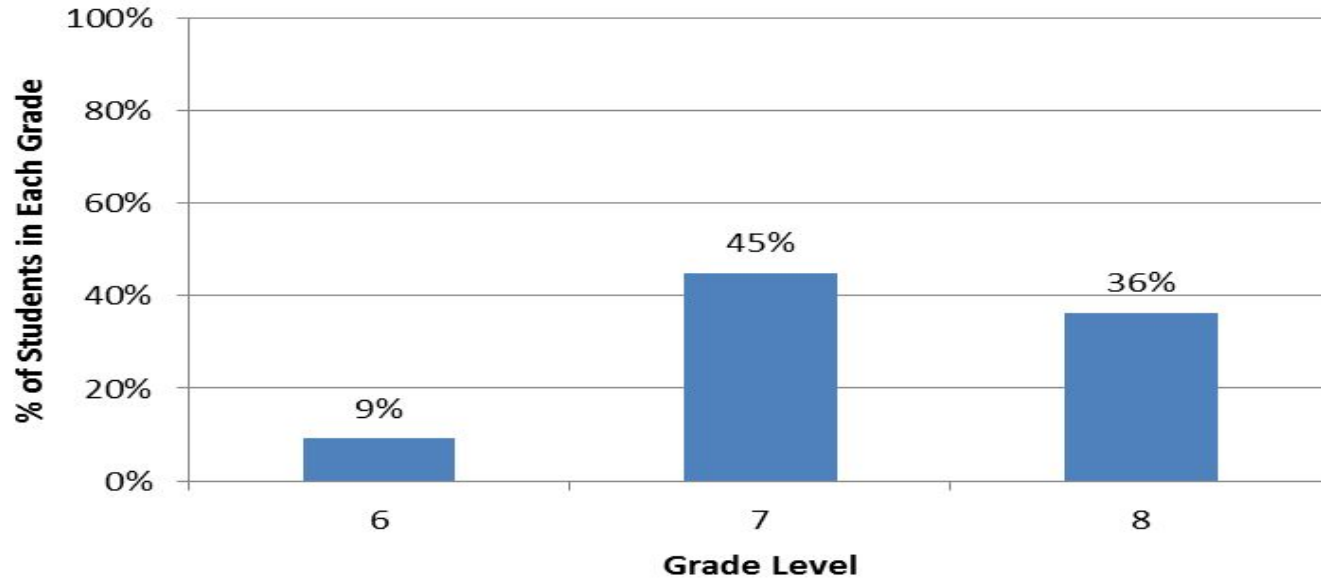
## % of Black Students in Above Grade Level Math Courses 2015-16



Grade 6: N = 8    Grade 7: N = 12    Grade 8: N = 10

# Student Placement

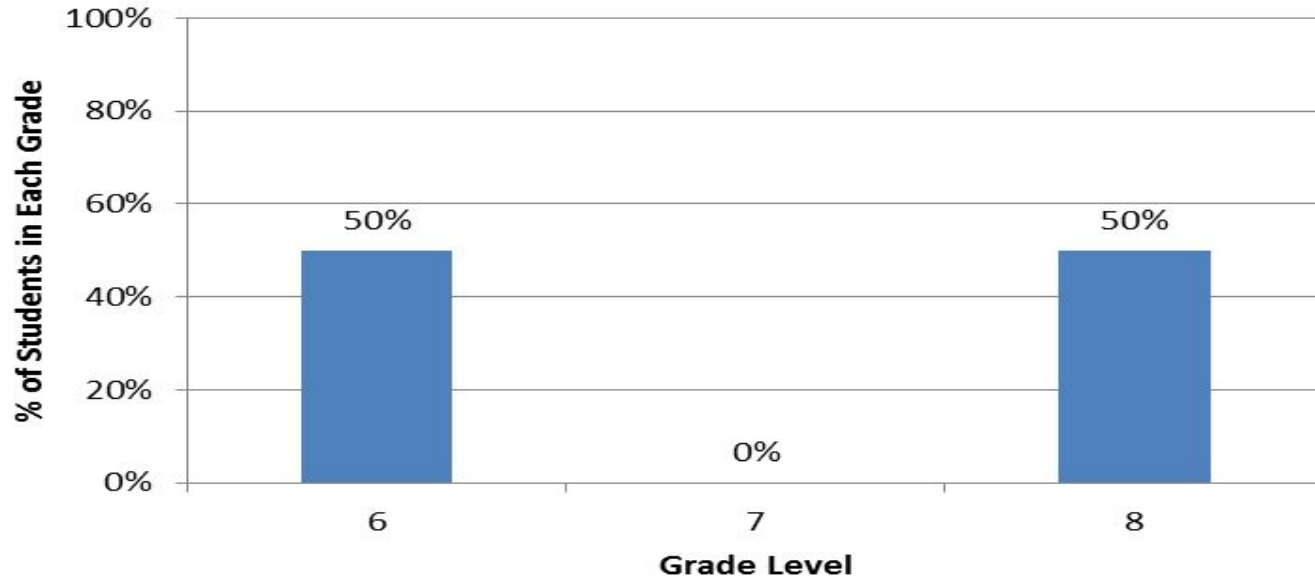
## % of Hispanic Students in Above Grade Level Math Courses 2015-16



Grade 6: N = 11    Grade 7: N = 20    Grade 8: N = 11

# Student Placement

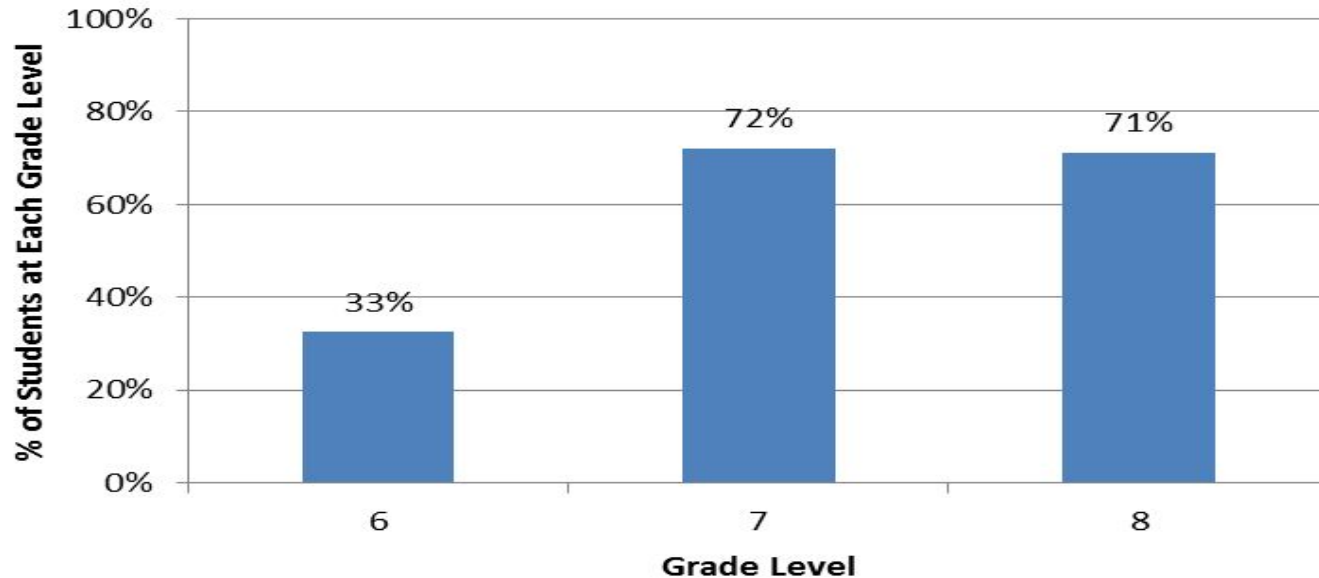
## % of Multi-Ethnic Students in Above Grade Level Math Courses 2015-16



Grade 6: N = 2    Grade 7: N = 1    Grade 8: N = 2

# Student Placement

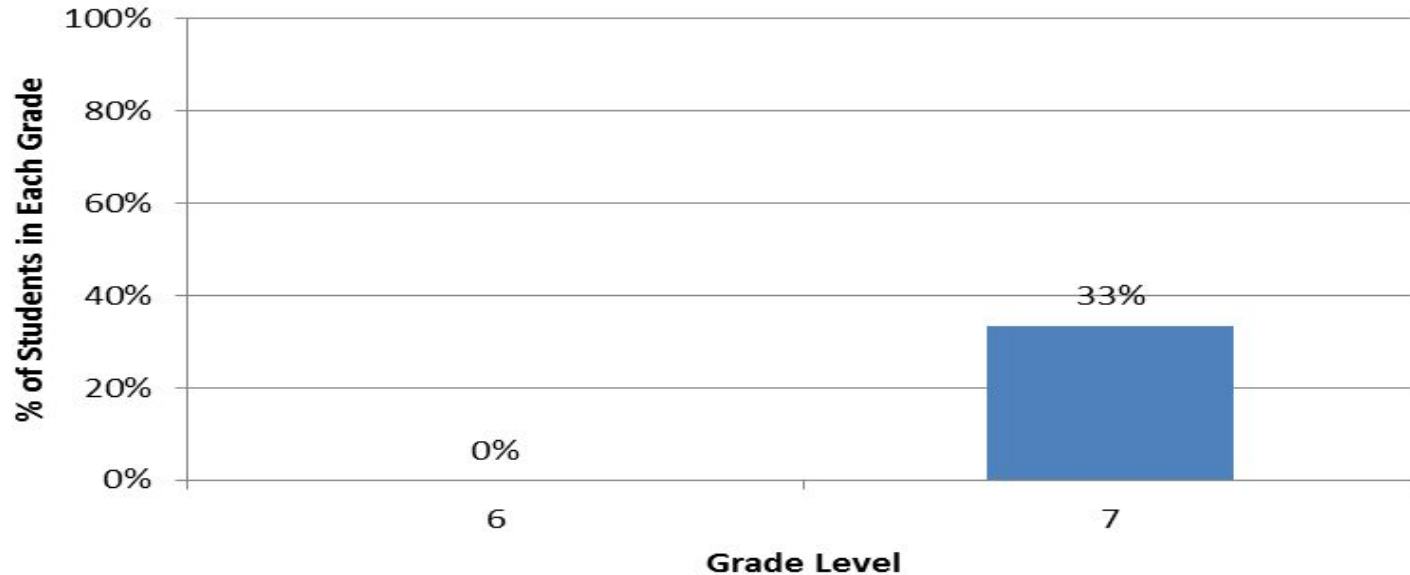
## % of White Students in Above Grade Level Math Courses 2015-16



Grade 6: N = 163    Grade 7: N = 165    Grade 8: N = 183

# Student Placement

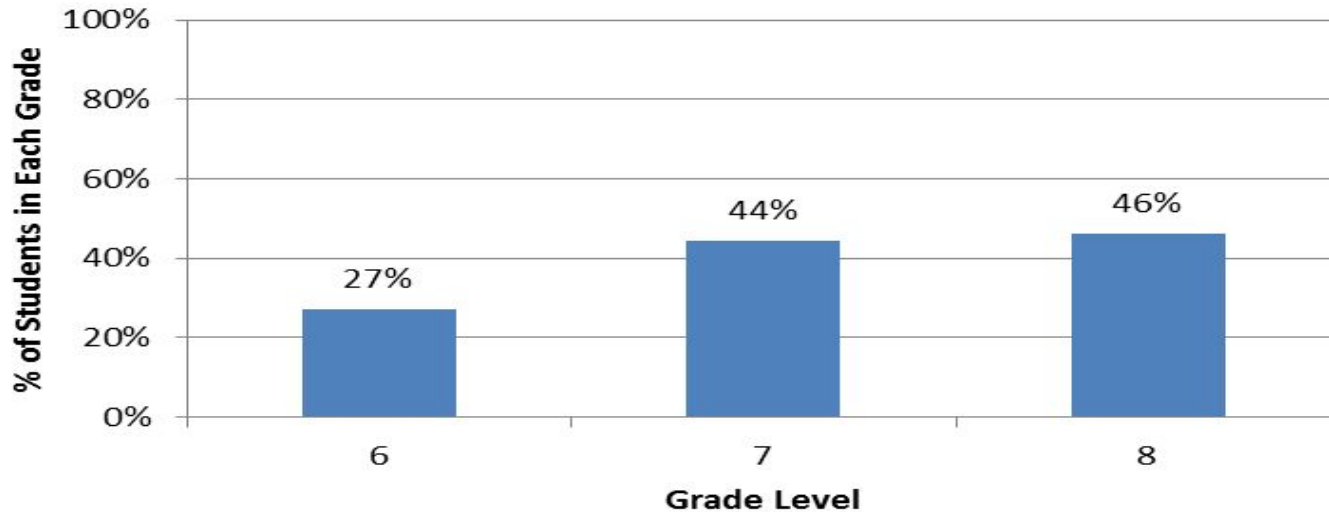
## % of LEP Students in Above Grade Level Math Courses 2015-16



Grade 6: N = 1    Grade 7: N = 3    No LEP students in Grade 8

# Student Placement

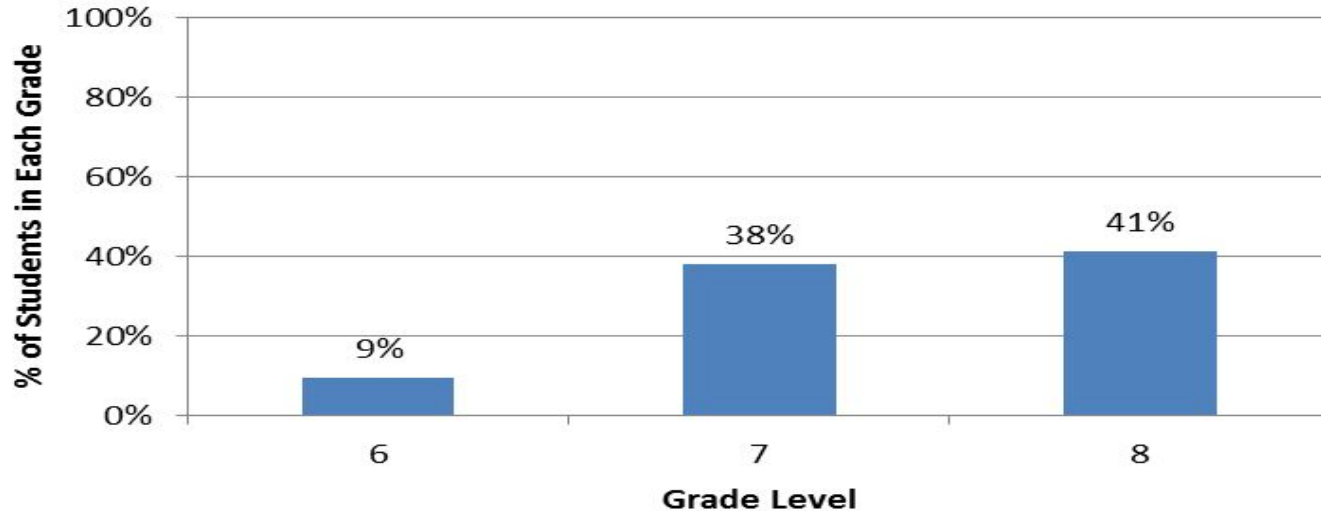
## % of Economically Disadvantaged Students in Above Grade Level Math Courses 2015-16



Grade 6: N = 11    Grade 7: N = 9    Grade 8: N = 13

# Student Placement

## % of Special Education Students in Above Grade Level Math Courses 2015-16



Grade 6: N = 32    Grade 7: N = 29    Grade 8: N = 34



# An Explanation of Waivers

## **Waiver:**

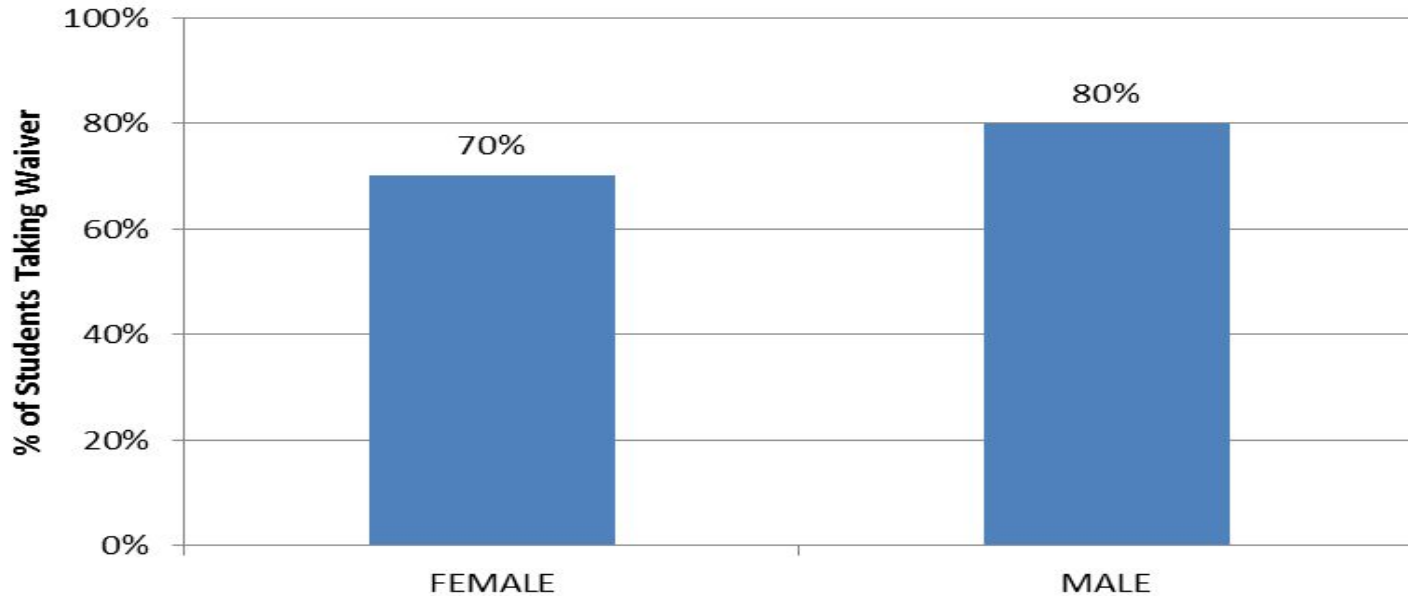
A waiver is available for students who were within 3 points of the required score. This is consistent with Montgomery High School Mathematics Department. Families are notified they are eligible for the waiver in their placement mailing. Instructions to complete the waiver are provided.

## **June 2015:**

107 students completed a waiver out of 144 students who were eligible for one. (74.3% of eligible students)

# Student Placement

## % of All Eligible Students Taking a Waiver 2015

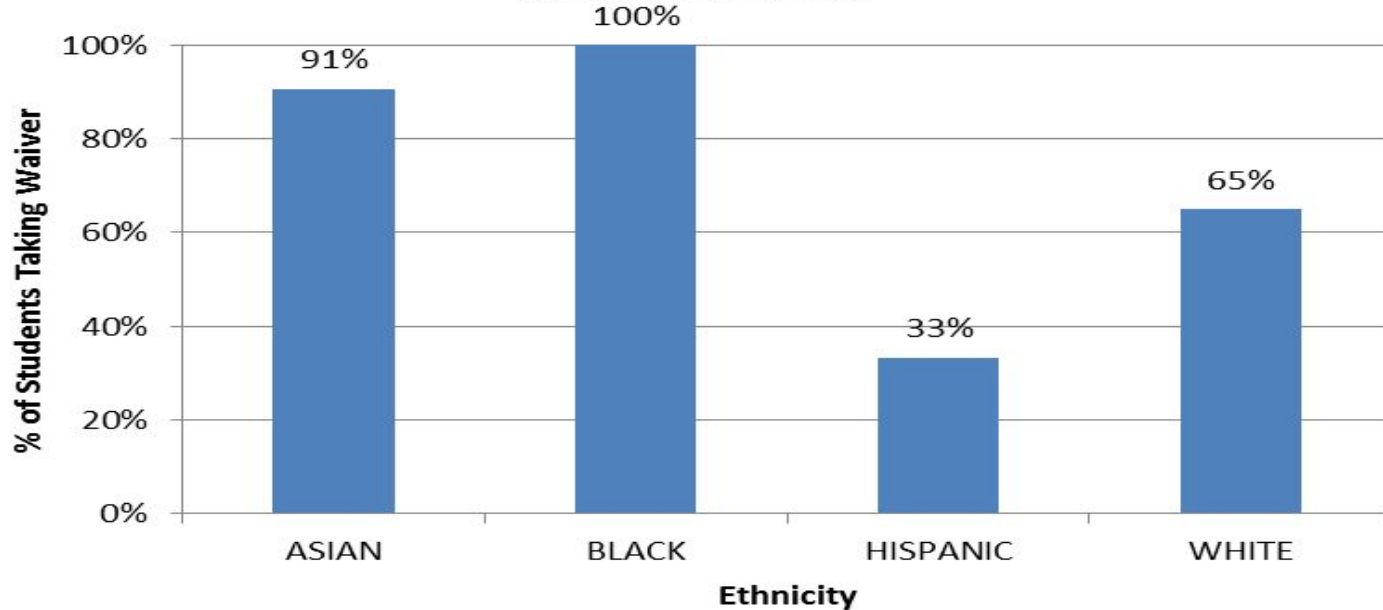


Female: N = 84 eligible students

Male: N = 60 eligible students

# Student Placement

## % of All Eligible Students Taking a Waiver 2015



Asian: N = 54   Black: N = 4   Hispanic: N = 6   White: N = 80

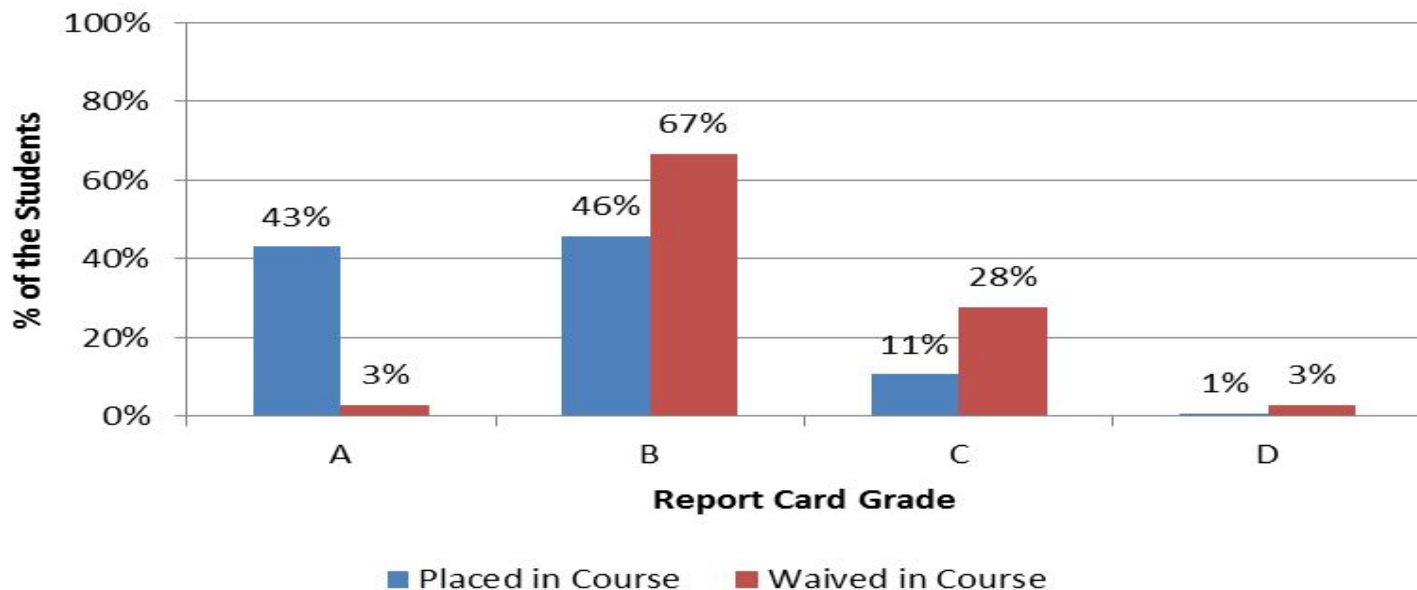
# Student Placement

## Waivers:

- **Economically Disadvantaged: 66.7%**  
(N = 3)
- **Special Education: 50%**  
(N = 4)

# Student Achievement

## 2015-16 Grade 6 Report Card Averages Placed vs. Waived

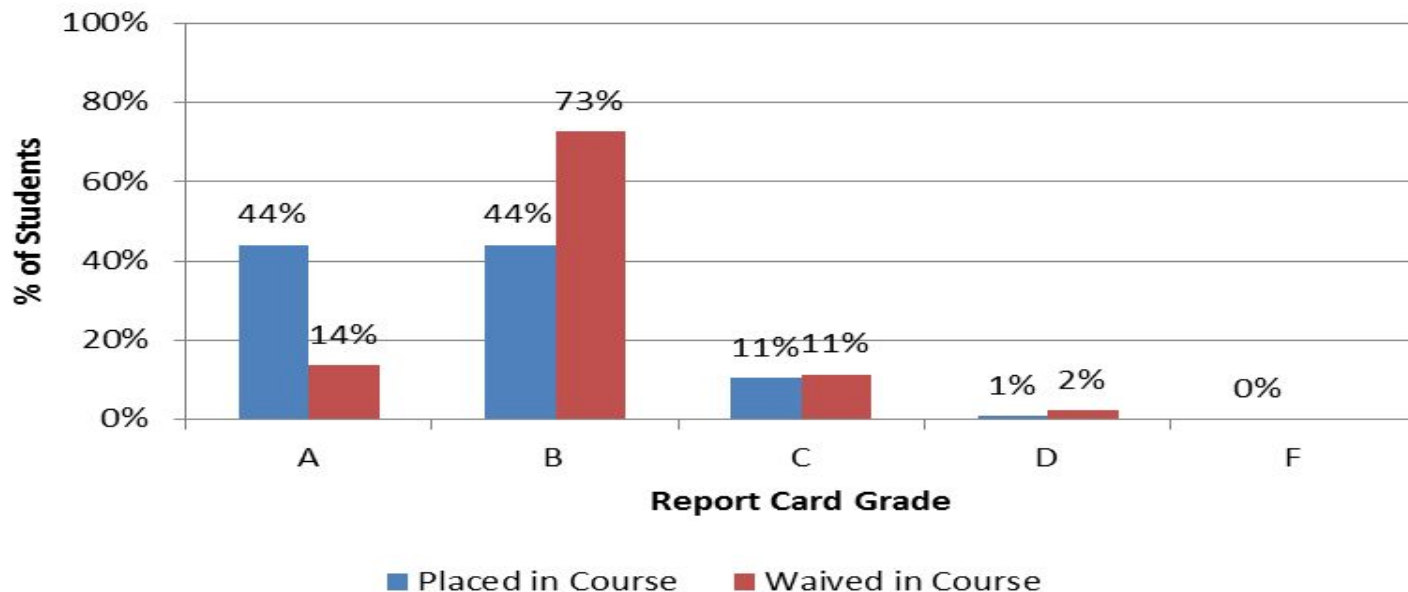


Students Placed in Course: N = 284

Students Waived in Course: N = 36

# Student Achievement

## 2015-16 Grade 7 Report Card Averages Placed vs. Waived

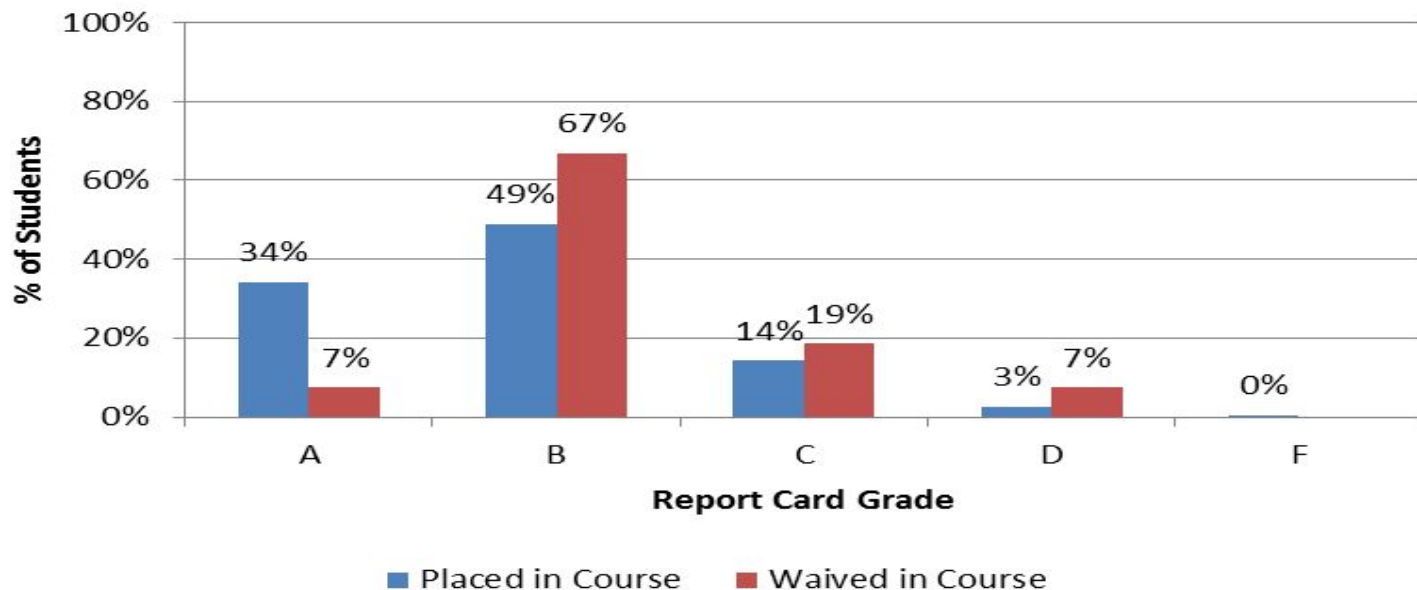


Students Placed in Course: N = 320

Students Waived in Course: N = 44

# Student Achievement

## 2015-16 Grade 8 Report Card Averages Placed vs. Waived



Students Placed in Course: N = 344

Students Waived in Course: N = 27

# Findings

- Placement process is effective and students are successful
- Students are achieving success and are appropriately challenged with vision of long-term success
- Over 75% of our 8<sup>th</sup> grade students are in an above grade level mathematics course
- Communication, while thorough, can be improved regarding waivers and eligibility



## GOAL 2:



To identify and implement social emotional learning programming to be addressed district wide through the counseling programs. Specifically, implement evidence based social and emotional learning programs with the aim to prevent bullying, discipline problems and improving school climate (and stress) for all children.

## Goal 2: Action Item #1

To conduct a school counseling needs assessment and compare the results with internal needs to determine specific counseling services to further meet the needs of our K-6 students.

## K-6 Needs Assessment Survey

Presented to ACI January 14, 2016

# What Do Our Families Needs?

- October 2015 K-6 Need Assessment was Conducted
  - Surveyed parents and teachers grades K-6
  - Received 715 responses from parents, representing 818 students
  - Received 102 responses from classroom teachers
- Big Ideas
  - Are your child's social and emotional needs being met in school?
  - Are parents/guardians aware of the services the school counseling teams provide?

# What Can We Offer the Community?

Topics of interest:

- Stress vs. Success
- How to Help Children Become Better Learners
- Positive Parenting
- Non-Academic and 21st Century Skills

Preferred methods of communication:

- 75% eblast
- 54% newsletter
- 41% website
- 17% social media



# How Can We Grow Our Programming?



- Communication

- Examine and revise, where needed, regular parent communication to highlight what the counseling program offers--communicate via eblast and newsletter and post to website on a consistent basis

- Data Analysis

- Gather data as to how and why students are accessing the counseling program to ensure that student needs and counselor professional development needs are addressed

# Building the Capacity of the Counseling Team

- Counselor Professional Development:

- Traumatic Loss Coalition
- I&RS/504 Workshop
- Carrier Clinic
- ELL Workshop
- Google Training
- Suicide Prevention Training
- LGBTQ presentation



## Goal 2: Action Item #2

Research and explore current curricular and co-curricular programming to determine if there is a need to expand grade 7-12 community service opportunities (responsibility to others).





# First things first...

## Focus on 21st Century Life & Career Standards

- Career Ready Practices (12 practices linked to increase college, career, and life success)
- Personal Financial Literacy (9.1)
- Career Awareness, Exploration, and Preparation (9.2)
- Career and Technical Education (9.3)

# Recommendation

1. Implement Career Ready Practices with fidelity throughout curriculum, then
2. Conduct more research on how to seamlessly and more cost effectively incorporate service learning into the school program
  - a. Challenges to be considered:
    - i. Cost to implement (staffing, program needs)
    - ii. Time to implement (current program is full/students are already over scheduled)
    - iii. Availability of interested partners (supply vs. demand)

## GOAL 3:



To identify and effectively utilize specific communication practices with students, parents, staff and community members that are timely, accessible, and consistent in message.

Administer a district-wide communications survey and compare the results with the Spring 2013 results.

# Goal 3: Action Item #1

To convene a district- wide committee to research and recommend best practices in elementary school grading and reporting K-4.



# Revised Standards-Based Report Cards

## OHES & VES

**GOAL:** *Research, design and implement a revised standards-based report card at OHES & VES for September 2017 that will accurately provide information for all parties regarding a student's performance related to learning goals.*



**STATUS:** *In Progress*

**stan·dard** noun \ˈstan-dərd\

1: statement of what students should know and be able to demonstrate.

SYNONYMS: *learning target, objective, outcome, learning goal, L.G., CCS*

# Making Informed Decisions:



*Who has participated in this process?*

- Steering Committee: Building & Central Administration
- OHES & VES Elementary Parent-Teacher Association
- Teacher Committee: Regular Education and Special Education Teachers from Every Grade Level



# Phases of Implementation:



## Phase 1: Complete 9/15-12/15

Discuss  
Overarching SBRC  
Goals

Examination of  
SBRC from 30  
NJ/PA public  
school districts

K-4 PTA feedback  
on current MTSD  
SBRC

## Phase 2: Complete 1/16-2/16

ACI, BOE & Building  
Faculty Meeting Briefings  
on SBRC Revisions

Steering Committee  
Development of SBRC  
Parameters:

- Nov. Conferences
- Sem 1 SBRC (Jan)
- April Conferences
- Sem 2 SBRC (June)

## Phase 3: 3/16-11/16

Establishment of  
Teacher Committee

Establishment of  
Reporting Areas &  
Performance  
Indicators

Selection of Power  
Standards, Data  
Points, Work Habits

SBRC Formatting

## Phase 4: 12/16-6/17

Communicate new  
SBRC design to  
ACI & BOE

SBRC in Genesis

Comprehensive  
SBRC teacher  
training (2/17 on)

New SBRC parent  
presentations

## Phase 5: 9/17-6/18

Implementation of  
revised SBRC

Stakeholder  
feedback on SBRC  
effectiveness -  
teachers, parents,  
students

Continued  
refinement of  
SBRC

# OUR AIM:

## To Do Right by Standards Based Report Cards

### Village Elementary School Grade 3 Report Card 2015-2016

#### Mathematics Learning Goals

*Students are currently engaged in a number of math activities which develop a variety of skills. The skills listed below should be mastered by the end of the year.*

Operations & Algebraic Thinking	MP1	MP2	MP3
Uses equal groups to demonstrate the meaning of multiplication	/		
Uses equal groups to demonstrate the meaning of division	/		
Solves multiplication word problems within 100 using drawings and equations	/		
Solves division word problems within 100 using drawings and equations	/		
Finds the unknown # in any multiplication/division problem	/		
Completes multiplication/division fact families	/		
Fluently solves multiplication facts within 100	/		
Solves 2-step word problems using the four operations	PP		
Identifies, extends, and explains arithmetic patterns	/		



## Goal 3: Action Item #2

To establish common expectations for individual teacher web pages that will be implemented in the 2015-2016 school year.



# Teacher Websites



## Shared Expectations:

- Established a format for teacher websites
- Teacher guide sheets distributed and digitally shared
- In an Hour Workshops
- March 24th In-service to create exemplar websites
- Principals to monitor for consistent implementation

# Welcome to Physical Science

**The Helping Friendly Document:** click [here](#)

An EVERYTHING resource for students and parents--must use **Chrome browser** and sign in from **mtsd student account**

The Helping Friendly Document is also "shared" with students in the "Shared With Me" in Google Drive.

Parent Resources is used to report grades, but the document above is your best resource for assignments.

**Course Expectations:** click [here](#)

**Link to Parent Resources:** click [here](#)

**Curriculum via Rubicon Atlas:** click [here](#)

**Next Generation Science Standards:** click [here](#)

**Materials List:** click [here](#)

Contact Mr. C: [rchesbro@mtsd.us](mailto:rchesbro@mtsd.us)

After School Day: Thu by appointment

Need Some Science Support?

- An EXCELLENT support curriculum with multimedia presentations of concepts: Click [here](#).
- This Eureka video series is an excellent overview of the 8th grade curriculum. Click [here](#) to watch.
- This chem4kids site is also a useful resource, especially the menu on Matter. Click [here](#) to check it out.

Science at its BEST:

<http://www.youtube.com/watch?v=cRmbwczTC6E>

<http://www.youtube.com/watch?v=1BX-lfk5JLI>





## ***Course Listings***

### **AP Computer Science- A**

### **Foundations of JAVA**

Email: [tjessu@mtsd.us](mailto:tjessu@mtsd.us)

Classroom: C1119

After school help : Thursday 2:15 - 3:15

#### **APCS**

AP Computer Science A is equivalent to a first-semester, college level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language.

#### **FOUNDATIONS OF JAVA**

This course familiarizes students with the major features of the JAVA programming environment. During this course students will develop sound skills in java application development, which will enable them to design and develop java programs and projects. This course will help the students to develop an understanding of many important concepts of computer science.

<https://sites.google.com/a/mtsd.us/jessu-s-simple-theme/>

I'm using google classroom and students have access to all the materials through google classroom.

Students, please check the Quia website for updates. (Username & password required)

## Staff Webpages.

- Welcome
- AP Biology Overview
- Powerpoints
- AP Biology Assignments
- Powerpoint Presentations
- Animations Library for AP Biology
- Histology Page
- Other AP Resources
- Put your Data Here!!!!
- Parent Survey
- Google Calendar
- iSTEM Assignments
- Rec. Letters

## Welcome!



*"I awe, is as good as dead: his eyes are closed."* -Albert Einstein

Mr. C Resch

[cresch@mtsd.k12.nj.us](mailto:cresch@mtsd.k12.nj.us)

My Prep Room is next door to my classroom e2303  
Extra help day: Wednesday (contact me if you have problems making this day)

For all assignments and resources please see the tabs to the left.

Evolution at its finest!!



When the monster came, Lola, like the peppered moth and the arctic hare, remained motionless and undetected. Harold, of course, was immediately devoured.





# Welcome to 7th Grade Technology at UMS!

After School Day: **TUESDAY**

Flex & Extra Help Days: **Monday - Friday**

**12:28-12:56**

**Media Center**

For more information on my classes, Computer Applications 7  
or Web Design & Coding, please refer to the link below.

<http://sites.google.com/a/mtsd.us/sheerin-tech-ed/>

I can always be reached by email: [ssheerin@mtsd.us](mailto:ssheerin@mtsd.us)



**Mrs. Dewrell**

**5th Grade**

LA/SS Content Areas

Team G

If **WE** want to get  
SMARTER, **WE** have to  
WORK HARDER, **WE'RE**  
going to PERSEVERE!

Contact: [kdewrell@mtsd.us](mailto:kdewrell@mtsd.us)

Parent Resources:

[https://parents.mtsd.k12.nj.us/genesis/parents?  
gohome=true](https://parents.mtsd.k12.nj.us/genesis/parents?gohome=true)

After School Help: Wednesday

For information regarding my philosophy on teaching and reading, please click on the "My Philosophy" link on the homepage.

## Staff Webpages

- Mr. Rosenberg: Grade 2
- What is the best way to communicate?
- Who Is This Teacher?
- Typical Second Grade Characteristics
- Yardsticks by Chip Wood
- Tell Me About Your Day
- Specials Schedule
- How Parents Can Support Young Writers
- Great Sites For Kids
- Class Rules
- Word Families
- Some Policies & Programs
- Word Wall Words 2nd Grade
- MATH FACTS
- "The Five Finger Test"
- Birthdays
- Homework
- Big Numbers
- Bus Safety Rules
- Character Education
- Class Compliments
- It's Apparent You're a Parent
- Word Study / Spelling
- Snack
- Weather
- 2-RB Poetry
- On the Air
- Calendar
- Student Powerpoints and Projects



**2-RB is the place to be!**

**Tuesday, May 03, 2016**

**Second Grade Rocks!**

Enjoy touring our classroom site!

Feel free to e-mail me with any questions, concerns, or compliments at [prosenberg@mtsd.us](mailto:prosenberg@mtsd.us).

### 2-RB SPECIALS SCHEDULE

## Mr. Rosenberg's Specials 2015-2016

Day 1 Spanish & Phys. Ed. (Wear sneakers)

Day 2 Art

Day 3 Library & Music (Remember to return your book)

Day 4 Phys. Ed. (Wear sneakers)

Day 5 Spanish & Phys. Ed. (Wear sneakers)

Day 6 Technology



## **Goal 3: Action Item #3**

Administer district-wide communications survey and compare the results with the Spring 2013 results.

# Conduct Community - Wide Survey

- Review Survey - Spring 2013
- Design Survey - Winter/Spring 2016
- Conduct focus group - May 2016
- Distribute/Collect Survey - May 2016
- Share results with Communications Committee - Summer 2016

# District Communication Survey

Link of survey to be shared in ACI meeting live (sent to 5,200 email addresses)