



PEQUANNOCK VALLEY SCHOOL

Fifth Quarter Report
November 2007

2007-2008 PV SCHOOL INITIATIVES

New Schedule featuring...

- ❖ Extended Learning Time in Math and Language Arts
- ❖ Blocked Science and Social Studies classes meeting on alternate days.
- ❖ Expanded slate of electives and exploratory classes
- ❖ Daily PLC Meeting Time

Instruction

- ❖ Curriculum Mapping
- ❖ Pacing
- ❖ Lesson Planning
- ❖ Active Learning
- ❖ Interdisciplinary projects

2007-2008 PV SCHOOL INITIATIVES

Expanded Resources

- ❖ Time
- ❖ Technology and Software
- ❖ Instructional Materials

Focus on Individual Improvement and Use of Data

- ❖ Teacher Expectations – Classroom Performance
- ❖ Testing History – NJ SMARTS
- ❖ Benchmark Data – NWEA
- ❖ Study Island – Web-based Improvement Program

2007-2008 PV SCHOOL INITIATIVES

Expanded Leadership Opportunities for Staff

- ❖ Team Leaders
- ❖ Supervisor of School Improvement
- ❖ PLC participation and decision-making
- ❖ Use of PLC Time

Other Initiatives

- ❖ Character Education
- ❖ Addressing drug and alcohol issues.

Key Accomplishments

- ❖ Implementation of a New Schedule
- ❖ Strategies for Extended Learning
- ❖ High Interest Elective Program
- ❖ English Honors, Social Studies, Science GT
- ❖ Math and English Enrichment – Grade 6
- ❖ Increased Technology Capacity
- ❖ Software to Support Learning

Key Accomplishments

- ❖ Implementation of NWEA Benchmarks
- ❖ Daily PLC meetings (Distributed Leadership)
- ❖ Character Education Initiative (Rutgers Mentoring Grant)
- ❖ Random Drug Testing (implementation of EtG and Breathalyzer Testing)
- ❖ Boys Soccer Championship

Key Learnings

- ❖ Extended Learning requires an active approach to lesson planning.
- ❖ Increased Technology requires extensive support and training.
- ❖ To use data effectively, it must be presented in a useable format.
- ❖ Multiple data points present a clearer picture of student ability vs. achievement.

Key Learnings

- ❖ Core Teachers are adjusting successfully to 80-minute class periods.
- ❖ Experience in double periods at PV School has been an asset in extending instruction in core academics.
- ❖ Technology access in the classroom via laptop carts adds significantly to our repertoire for active learning.

Key Learnings

- ❖ Raising the academic rigor requires a balanced approach.
- ❖ Team (PLC) based decision-making is an acquired behavior.
- ❖ Special subject teachers have lots to offer in terms of supporting core academics.
- ❖ Special subject teachers have lots to offer about connecting with students.

2006-2007 OBJECTIVES FOR PV SCHOOL

GEPA Language Arts

Baseline 2005-06 %	Target 2006-07 %	Actual 2006-07 %
14.4%	18.8%	12.4%

GEPA Mathematics

Baseline 2005-06 %	Target 2006-07%	Actual 2006-07%
32.3 %	36.7%	33.9%

GEPA Science

Baseline 2005-06%	Target 2006-07%	Actual 2006-07%
25.8%	30.2%	31%

Performance of the Class of 2007 met the stated goal only in Science. While Math scores showed a slight improvement, Language Arts scores dipped to 12.4 %. These results reinforce the need to make some major systemic changes at PV for the 2007-2008 School Year.

2007-2008 OBJECTIVES FOR PV SCHOOL

NJASK8 Language Arts

Baseline 2006-07 %	Target 2007-08 %	Actual 2007-08 %
12.4%	17.5%	???

NJASK8 Mathematics

Baseline 2006-07 %	Target 2007-08%	Actual 2007-08 %
33.9%	39.0%	???

NJASK8 Science

Baseline 2006-07%	Target 2007-08%	Actual 2007-08 %
31%	36.1%	???

The above numbers represent the new goals for 2007-2008. The aggregate goal for the year is ...

Totals: Baseline 2006-07%	Target 2007-08%	Percentage Increase
77.3%	92.7%	19.9%

2007-2008 OBJECTIVES FOR PV (ALL GRADES)

Language Arts

Baseline 2006-07 %	Target 2007-08 %	Actual 2007-08%
NJASK6 24.9%	30.0%	
NJASK 7 9.7%	14.8%	
NJASK8 12.4%	17.5%	???

Mathematics

Baseline 2006-07 %	Target 2007-08%	Actual 2007-08 %
NJASK6 24.9%	30.0%	
NJASK 7 14.6%	19.7%	
NJASK8 33.9%	39.0%	???

Science

Baseline 2006-07%	Target 2007-08%	Actual 2007-08 %
NJASK8 31%	36.1%	???

Student Achievement

- Marking Period 1 Grade Distributions

(These will be added once grades are finalized – after Thanksgiving)

Student Achievement

- NWEA Benchmark Results

Student Achievement

- Riverside Benchmark Results

Student Achievement

Pequanock Township Public Schools
Study Island Report
% Correct Fifth Quarter

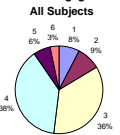
Grade	Total Students in Grade		Questions	% Correct
Grade 6	186	On Grade Level:	20,321	73.1%
		Off Grade Level:	1,087	76.2%
Grade 7	176	On Grade Level:	10,728	66.5%
		Off Grade Level:	2,471	67.7%
Grade 8	197	On Grade Level:	11,108	65.7%
		Off Grade Level:	2,132	60.3%
TOTAL	559		47,847	69.1%

Study Island is a program that is based on the New Jersey Core Curriculum Content Standards and allows students to answer questions in Math and Language in Grades 6 -7-8 and in Science in Grade 8. The program is web-based and students can use it at school or at home.

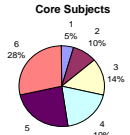
Active Learning*

Level of Engagement	All Subjects Level of Engagement	Core Subjects Level of Engagement	Non Core Subjects Level of Engagement
1	11	11	0
2	13	13	0
3	67	52	15
4	72	56	16
5	9	9	0
6	15	5	10

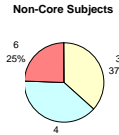
Level of Engagement All Subjects



Level of Engagement Core Subjects



Level of Engagement Non-Core Subjects



* These charts are based on IPI observations where many short walk-in observations create a picture of the level of engagement in the school's classrooms.

Improvement Strategies

Organizing all schools for success

Increased learning time for English and Math – In PV's new schedule, we have increased time spent in English and Math to an 80-minute instructional period each day. This new schedule has **increased instructional time in Math and English by 1035 minutes per marking per subject.**

Re-organize the learning day -- The new schedule provides students with three 80-minute academic periods per day. Math and English meet everyday and Science and Social Studies alternate every other day. In addition, PV is now offering an Exploratory/Elective Program that features a total of **48 new exploratory and elective courses** which are designed for high interest and engagement.

Improvement Strategies

Organizing all schools for success

- **Execute Watch and Concerns list** – Each PLC has identified students from their PLC who are within range of Advanced Proficiency and those who are working toward proficiency. Teachers are using a variety of data points to monitor the work of these students. The students on the Concerns list are also working with a Basic Skills teacher or their special education teachers on programs such as Study Island.
- **Focus on Essential Learning** – In our PLC meetings we have discussed essential core learnings in the academic subjects. Teachers are identifying the main essential learning for every lesson and making sure that the students understand the point of the lesson. We also had our special subjects teachers identify how they support these core learnings in their teaching. This exercise helped everyone in the PLC understand the importance of the special subjects in reaching our building objectives.

Improvement Strategies

Implement Sophisticated Learning Tools

Increased computer capacity throughout PV School – We deployed 120 additional laptop computers in the school. These were assigned to math and English classrooms in each PLC. Through this move, we have increased our lab capacity twofold. Through wireless networking, teachers have the opportunity to use these computers in different configurations – segmented lessons, one-to-one computing, pairing and sharing – to introduce a higher level of technological infusion in the core academic areas.

Student exposure to classroom computing has been increased significantly. All students now have a daily opportunity for classroom computer use in both Math and English. In past years, this did not even exist.

Re-Tooled Sixth Grade Computer Program – Sixth graders exposure to classroom computer instruction has been increased 150% in their computer class alone. The new program introduces them to basic industry-standard software applications through Microsoft Office and other software packages. This sixth grade intro program prepares students to complete technology-infused projects in the subject areas in Grades 7 & 8.

Improvement Strategies

Implement Sophisticated Learning Tools

Increased access to subject-specific software:

New software packages in Math and Language Arts have been purchased and installed to assist in the Mac Laptops. This provides supplementary material for lesson planning and technology infusion in extended teaching periods.

Opportunity for technology innovation and experimentation:

Teachers have the opportunity to explore new ways to use technology in their classrooms. One such example is podcasting. A PV School teacher is exploring podcasting through an APPLIES project and will be providing professional development to colleagues. Several iPods and microphone units will be made available to teachers who wish to explore this new approach.

Improvement Strategies

Implement Sophisticated Learning Tools

Better use of data and data analysis:

Last year, we started to use benchmark data as well as classroom assessments and standardized tests to develop a profile of student achievement and success. This year, we have formalized this approach into a weekly exercise in the PLCs. We are tracking various data points for each student using an Excel spreadsheet format along with data forms for individual students. This more clearly shows progress and identifies anomalies in the data.

NWEA/Riverside Benchmarking:

We have implemented the use of NWEA Benchmarking data and have tested the majority of our students, starting in the last two weeks of August. NWEA provides a RIT number which identifies students performing at or above grade level. Students took the NWEA in Math, Language Usage, and Reading. We have also reprinted the Riverside Benchmarks at the end of the first marking period in order to draw some comparisons between 2007-08 and 2006-07.

Improvement Strategies

Professional Development Opportunities for Staff:

Professional Training:

One of the most significant changes this year at PV School is having the opportunity to meet daily with PLCs. Part of the purpose of these meetings is to provide in vitro professional development to support the many changes in our educational program and instructional approach. For the nine weeks of the first marking period, professional development was the main topic of PLC meetings at least twice per week. Among the six PLCs, that means there were no less than 108 class periods of professional development provided through during the school day. In addition, staff participated in workshops during the half-day of professional development in November and both lunchtime and after school workshops have been offered and presented.

Rigor and Relevance:

Significant time was spent on this concept starting with presentations on R&R last June and in August. Professional development on this concept continued in the PLCs. Every teacher identified a "D" quadrant lesson which they shared with a colleague and then with their PLC. This exercise resulted in a bank of "D" quadrant lessons created by our own staff. Teachers are also identifying Quadrant D lessons in their weekly lesson planning.

Improvement Strategies

Professional Development Opportunities for Staff:

Teaching in Extended Time Periods:

This year provides a lab experience in this subject. Core academic teachers are doing this every day with their 80-minute academic periods. Teachers' impressions of this change is that they are able to teach to a greater depth because of the extended time available. The work of the implementation teams at the end of last school year has been a significant help in preparing our teachers for this new instructional model. Ongoing professional development during PLCs and after school helps to continue to support this initiative.

Active Learning:

Teaching for 80 minutes in the middle school without actively involving students would constitute a disaster in terms of student interest and engagement. Our faculty in Math and English had experience in teaching in double periods through our old rotation program. Teachers have adapted well to the longer blocks and the great majority of classrooms engage in active learning on a daily basis. Use of the IPI format for looking at overall school implementation of active learning has allowed us to begin to get a handle on the degree to which active learning is implemented in our school.

Improvement Strategies

New Program Implementation:

Honors English: New honors English courses were designed and implemented in seventh and eighth grade. These courses significantly raise the bar for student achievement. The curriculum is demanding and there is a high expectation for high quality work. The new English courses are also focused on helping students prepare to meet the challenge of a 2000 average on the SAT when they are in high school. Approximately half of each grade is enrolled in the honors level courses.

English and Math Enrichment (Grade Six): Students scoring at the advanced proficient levels have been placed in "enriched" sections of Math and English. These students will complete additional enrichment activities for each topic studied. There are four sections of Math Enrichment and two sections of English Enrichment currently offered.

Improvement Strategies

New Program Implementation:

Science and Social Studies GT: Starting with the second marking period, new electives in seventh and eighth grade will be introduced for students who are gifted in science and social studies. These courses will explore possible projects and activities to be considered for honors courses in these subjects starting as soon as the 2008-09 School Year. Teachers have developed course outlines and selection criteria and the first of these courses to be implemented is Social Studies 7 GT which has started in the second marking period. Two sections of the class are now in session – one from each seventh grade team. Mr. Kaye and Mr. Palen are commended for their work in developing the course and selecting the students. Science GT and Social Studies 8 GT will be implemented starting on the third marking period.

Improvement Strategies

New Program Implementation:

Study Island: This program is a web-based program which is connected to the NJ Core Curriculum Content Standards. Students can use this program wherever they can connect to the web. Students have logons and passwords and their use of the program is managed by the software. Students answer questions on a particular topic and the software tracks the number of responses and the number of correct responses. There is a simple rewards program for students who have a high degree of correct responses. This program was originally identified for use with special education students and basic skills students, but its value also extends to the general education population. To date PV students have responded to over 56,000 questions with a correct response rate of over 70%.

Accelerated Math: This program is another supplementary software tool to support math learning. We have experienced some technical problems in getting this to work as advertised and to date, we have not been able to fully implement its use. It is currently on hold until the tech problems can be resolved.

Other Activities

- **Character Education:**

Rutgers FSCCCE Project. We are mentoring the Oxford Central School as they strive to increase their emphasis on character education in their school. We have had joint meetings at Rutgers with their team and we hosted their team here at PV School. IN January we will return to Rutgers for a mid year meeting and then visit Oxford following that. This project has caused us to re-evaluate our own efforts in Character Education and we wil re-focus the faculty on this initiative in the new year. Members of the mentoring team include Mrs. Azrak, Ms. Asaro, Mrs. Dykstra, Mrs. Gilligan, and Dr. Trusheim

Other Activities

- **Drug and Alcohol Prevention:**

EtG Testing was implemented at PV School during the first quarter. Informational presentations were made to all grade levels prior to the start of testing. Students have been cooperative and have held to their commitment not to use.

Partnership for a Drug Free NJ Survey Project: On November 21, Dr. Dan Cassino visited PV School and we ran the first year survey with those students who had active parental consent. This study will run for up to seven years to track student attitudes relative to substance abuse.

Dr. Trusheim made presentations for the State Board of Education and several other school systems during the first quarter. Our district continues to be a national model in Random Drug Testing.
