

Superintendent's Mid Year Report to the Board 2015-2016

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 Dr. McGarry and me.

1. Athletics

Goal: Conduct a comprehensive audit of the Athletics Program to ensure that the district continues to provide all students with the opportunity to participate in a premier K-12 program. Establish priorities within each of the following areas:

- Program
 - Articulation K-12
 - Opportunities for all students
 - Establishing connections with community-based programs
- Facilities
- Personnel needs
- Budget and other resources
- Develop and present a multi-year strategic plan to address identified priorities.

Mr. Fallon has been in contact with the National Interscholastic Athletic Administrators Association (NIAAA) about conducting a site visit this Spring to evaluate our entire program and assist the district in developing a 5 year action plan to move forward.

In the meantime, Mr. Fallon has worked in collaboration with our Buildings and Grounds Supervisor, Joe Scala, to assess facilities in need of development or improvement. Facilities plans were presented to the Central Office for budget consideration. These include:

1. Replacement of the track at Roggy Field
2. Replacement of the turf field at Roggy Field
3. Construction of a field house with locker rooms
4. Construction of new tennis courts
5. Replacement of lights on the field at Roggy Field
6. Purchase and installation of sprinklers/irrigation system for all fields
7. New turf field for the side of Satz
8. Conversion of former Wood Shop in Holmdel HS into additional locker room space.

Mr. Fallon has worked closely with the Holmdel Youth Athletics Association (Soccer, Basketball, Wrestling, Baseball, Softball) to coordinate events and facility usage as well as with AYF (Joe Hernando, President) to coordinate and articulate with Football and Cheer. Mr. Fallon has initiated a tradition of honoring multiple HYAA and AYF teams at our home events, which has had a positive impact upon attendance and school spirit.

Mr. Fallon is working with Principal Bill Loughran, to establish a Hall of Fame to honor the achievements of our alumni in Academics, the Arts, and Athletics. The team is currently exploring the budget needed for this initiative as well as identifying sources of funding. An alumni committee will be established along with criteria for membership into the Hall of Fame. The plan would be to honor a group of Alumni with induction. The inaugural induction would take place in the Winter of 2016-2017.

Uniforms and equipment are being assessed. New uniforms for all of our athletic teams at Satz have been identified as a priority. Holmdel High School athletic teams will have a uniform cycle established and with an appropriate budget established.

Mr. Fallon is actively promoting our athletic accomplishments on Twitter and building a departmental infrastructure for improved communication among coaches and with parents and student-athletes. A "Meet the Coaches" night was held in early January. It provided an opportunity for prospective student-athletes and their parents to hear from the athletic director about the high school's athletic program and his vision for the future. Additionally, the student-athletes and parents had the opportunity to speak directly with the head coaches of each sport. A recognition ceremony was held at the January BOE meeting for the fall sport all-stars and our championship boys and girls soccer and girls tennis teams.

Mr. Fallon has conducted formal evaluations of all Health and Physical Education staff and each coach when their season ended.

2. 21st Century Learning

Goal: Leverage Chromebooks, Google Apps for Education and other digital devices and tools to make instruction meaningful for 21st century learners and purposefully relevant to the lives of our students.

- Identify base-line data to use in continuing to build on teachers' knowledge of meaningful technology integration through targeted professional development on the use of instructional technology to enhance student learning
- Increase teacher utilization of technology as a strategy for implementing student directed learning by a target set as per analysis of base-line data.
- Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

District:

Our inventory of computer devices continues to expand. In terms of Chromebooks alone, we started the new school year with the following numbers:

School	Student Chromebooks	Enrollment	Percentage of Students with Chromebooks
Village	450	633 (Grades 1-3)	71%
Indian Hill	309	715	43%
Satz	369	532	69%
High School	406	955	42%
TOTAL	1534	2835	54%

In addition to Chromebooks, the district has 862 other devices in labs, classrooms and media centers, for a total of 2,396 devices.

In order to identify base-line data to use in designing and implementation of professional development, a Teacher survey was administered in October. The survey asked teachers to identify “how often” they integrated specific types of technology or tech tools into their students’ learning. The chart below ranks the various items presented in order of usage (from most often used to least often used). The ranking is derived from of a weighted calculation of the percentage of “daily” and “weekly” use minus a weighted calculation of “infrequent” and “never” percentages.

Rank	Technology/Tech Tool	% Used Daily	% Used Daily or Weekly	% Used Infrequently	% Used Never
1	Internet Resources	34	81	16	1
2	Content Management Systems (Websites)	39	66	17	7
3	Use of 1:1 Computers	24	68	22	3
4	Word Processing	16	65	9	5
5	Content Management via Google Classroom	26	63	16	14
6	Presentation Software	22	47	9	9
7	Classroom Response System	6	32	27	31
8	Video Streaming	1	29	38	25
9	Database Software	9.6	19	35	21

10	Simulations	2	25	31	30
----	-------------	---	----	----	----

Audio/Video production and editing, web-based library catalogues, image editing, spreadsheets, videoconferencing and Google Apps for Education (GAFE) were ranked below those identified above.

When asked to describe their practice in terms of using technology in instruction, the majority of teachers (64%) say they often use a whole group presentation style, but sometimes facilitate students in their use of a variety of information resources and hands-on activities.

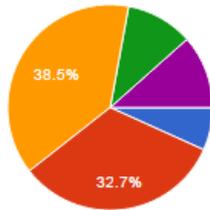
Just slightly more than half of all teachers reported that students in their classes use technology to access class information online while only 32% report students using technology to collaborate with other students and 65% reporting that their students **never** use technology to collaborate with audiences globally. Similarly, most teachers report that students infrequently or never produce work intended for an audience beyond the classroom.

Teachers were asked to consider the relevance of certain topics/concepts to their decision to use technology in instruction. These are ranked in the table below:

Rank	Influences relevant to teacher's decision to use technology in instruction
1	Motivating and engaging learners
2	Creating a more learner-centered classroom in which students explore their own questions and build their own knowledge
3	Observing a colleague's successful use of technology to teach a concept
4	Scientific research suggesting that a particular technology application improves student learning
5	Implementing State Standards

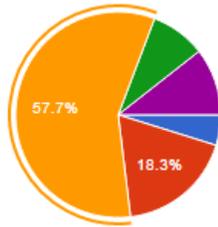
Teachers report that the use of technology for online projects is limited (25% daily or weekly), and that students more frequently use technology to produce teacher-designed products rather than products of their own design.

How often do students in your classes use technology to produce products designed by you, the teacher?



Daily	7	6.7%
Weekly	34	32.7%
Infrequently	40	38.5%
Never	11	10.6%
N/A	12	11.5%

How often do students in your classes use technology to produce products of their own design?



Daily	5	4.8%
Weekly	19	18.3%
Infrequently	60	57.7%
Never	9	8.7%
N/A	11	10.6%

Given the higher ranking of “Creating a more learner-centered classroom in which students explore their own questions and build their own knowledge” in terms of factors that influence teachers’ decisions to use technology in instruction, the status of for whom students produce work and the most frequent use of teacher-designed products rather than products of their own design, this would seem to suggest a point of leverage for focusing our efforts in the area of 21st Century learning.

The data derived from this survey and other informal observations of classrooms and teachers’ suggestions for professional development have contributed to informing the work of our District Technology Coaches. For example, the low ranking of Google Apps for Education in the survey and teacher requests for additional basics of Google and Chromebook “how to’s” have led to the Technology Coaches to plan more opportunities for such learning as the year continues.

In the first half of the year there were numerous teacher trainings led by our Technology Coaches. 63 High School and 32 Satz School teachers have participated in extensive trainings with Caren MacConnell on “All Things Google,” while in September, all second and third grade teachers were trained on how to set up and utilize Google Classroom. 52 teachers (Grades K-3 and special area teachers) attended a training to learn how to navigate Google Drive and Google Docs and all first grade teachers received training on the new Samsung Galaxy Tab 4 tablets and learned how to integrate them into their classroom instruction.

Third grade teachers were also introduced to Edcite, a website that allows teachers to create interactive assignments that align with the common core. Training on the app Wixie was also provided to third grade teachers as well as second grade teachers. Wixie is an online publishing platform that allows students to share what they know through their writing, their voice and their art.

Our goal for the remainder of the year will be to refocus PD efforts on the concepts of student-centered project design and audience expansion beyond the teacher and classroom.

In addition to “formal trainings”, the coaches are tasked with meeting with teachers to help them with everything from using Gmail to how to create .wav file Qr codes for students. They share lesson ideas and best practices for technology integration with our growing fleet of Chromebooks and coach not only teachers by students and support staff as well as we endeavor to become a 21st century school district and not just a district with 21st Century classrooms. They also assist teachers with website creation, Google Classroom issues, and they often simply provide an extra set of supportive hands in the room when teachers are working on bigger technology projects.

Some of the lessons that the coaches have worked on/are working on include:

- Introduction to Chromebooks, tips, and how-to's for students
- Introduction to the Google Cultural Institute for Holocaust resources to help English students get a better perspective of setting and character while reading Elie Wiesel's novel *Night*.
- Creation of class-sourced presentations on Holocaust reflections
- Creation of class sourced websites to showcase student work
- 5 Skype sessions with curators from the National Air and Space Museum during which students were able to ask questions and get answers from experts right from the floor of the Air and Space Museum.
- Skype sessions with Jillian Morris, shark expert, for our Marine Biology students
- Classroom connections where Holmdel students and students in Canada and the Canary Islands have connected via Flipgrid to help each other problem solve solutions to common middleschool problems.
- Creation of animated poetry “movies”
- Creation of student book trailers to entice readers to read a beloved book
- Creation of student movies in a language class to better hear their translations of a text
- Stora, a digital subscription library has been integrated into all Village classrooms.

Our 7-12 Tech Coach has been working with a group of HS students to create a Makerspace for students to use during Unit Lunch.

Village:

With the generous support received from the HFEE and BOE, 2nd and 3rd grade students are working in a 1:1 environment with Chromebooks in all of their classrooms. Google Classroom is being utilized to allow students and teachers the opportunity to communicate, both in and out of the classroom, and to provide easy access for our students to various websites, activities, etc.

The PSA has also continued to support our 21st century initiative with the purchase of two tablet carts for our 1st grade classrooms. Mrs. Damji has trained the teachers on the devices and our technology department has set-up the tablets with various educational apps so they are ready to

roll out during the second half of the year. We will be assessing the use of these devices to see if additional carts will be purchased in order to continue a push towards a 1:1 initiative in 1st grade.

The Media Specialists have also worked with Mrs. Damji through the beginning part of the year in order to determine basic technology skills that our students need on their way to being 21st century learners. Technology periods to work in the computer labs and/or push into classrooms to work with the Chromebooks, are built into the Media Specialists' schedules to assist with basic computer functions.

Second grade classes have scheduled time to work with the tech coach every other week. During that time students have the opportunity to work on a variety of projects with their Chromebooks. Students have been creating class books such as "Our Book About Nouns" using Google Slides. Students had the opportunity to build their own snowman using Google Drawing and were also introduced to Padlet, an online virtual bulletin board, where classmates can collaborate using text, documents, pictures, and videos.

Second and third graders participated in the Hour of Code in December. The Hour of Code helped introduce students to computer science. All second and third grade students are excited to have access to Stora, an online library which allows opportunities for independent and guided reading. Third grade students used the program Nearpod to access interactive presentations that allowed them to answer questions, take surveys and create illustrations to answer questions about the Water Cycle. Teachers also created classes with EdPuzzle in order to edit and share videos with their students through Google Classroom.

Second and third grade teachers have also found the Chromebooks very helpful when using the online components of the enVision math program. Students are engaged in using their Chromebooks to review concepts with the Kahoot games that their teachers are creating while students in third grade also utilized Chromebooks to compete MAP testing.

Indian Hill:

Teachers at Indian Hill are utilizing Google Classroom to digitally create and collect assignments. Using Classroom has given students the opportunity to receive feedback in real time as they are completing Google Docs. During Library research classes, students utilized Chromebooks for many lessons, including: highlighting Ancient Egyptian achievements, exploring Ancient Indian Art, gathering information from databases and learning tips on how to narrow search queries with Google Search. Sixth grade students are creating virtual museums in Google Slides. Google Slides has also been used as a platform for students to create presentations in many of their classes. The website Nearpod was visited by fourth and fifth grade classes to learn about renewable and nonrenewable energy resources as well as Manifest Destiny. Padlet, an online virtual wall, was utilized for professional development at a staff meeting and in a fifth grade classroom to discuss George Washington's inauguration. Using Animoto, a video creation platform, fifth and sixth grade students were able to create

book trailers. The students participated in “The Hour of Code” in December. This initiative allowed students to be introduced to computer science and to learn the basics of coding.

Sixth grade teachers are using a shared Google Calendar to ensure a balance of homework across the classes. Teachers are maintaining Google sites to help keep parents informed of what is happening in their classrooms. Teachers recently had the opportunity to sign up for many Google Apps workshops that will be given by the tech coach. The workshops will be taking place within the next few weeks.

W. R. Satz:

Our 7th & 8th grade Technology cycle course continues to prepare our students to live and work in the 21st century through the integration of science, technology, engineering, and mathematics. Students demonstrate mastery of technological proficiency through an end-of-course technology assessment (proficiency is measured by a student earning a minimum score of 80 percent on the assessment). Additionally, a new 3D printer was purchased for the Technology Cycle and will be integrated into the curriculum for the 2015-2016 school year and beyond. The exploration of 3D printing, from design to production will open up a variety of new possibilities for learning activities in this cycle course.

Holmdel High School:

Chromebook carts have been assigned to all English classrooms, affording a 1:1 experience for all students. Teachers have taken advantage of their availability and have developed lessons and assessments that are both collaborative in nature and in accordance with the skills associated with common core standards. Teachers have also taken full advantage of Ms. MacConnell, our “technology coach”, and her professional development classes. Many have learned more efficient ways to infuse technology into their instructional methodologies, including the use of Google Classroom, and are looking forward to even more exposure to “tech tips” through the spring.

3. STEM Education: Engineering and Technology

Goal: Identify opportunities to expand and/or develop student learning experiences in the STEM-relevant content areas of Engineering and Technology within the K-12 program.

- Promote a common language and understanding of topics related to STEM Education, specifically as this pertains to the areas of engineering and technology throughout the K-12 continuum.
- Research, explore, and evaluate model engineering and technology programs that exist in other school districts and are aligned to the Next Generation Science Standards.
- Conduct a needs assessment of curricular and co-curricular offerings related to engineering and technology
- Develop partnerships with colleges, universities and industry as appropriate.

District:

Alicia Killean facilitated a meeting between high school teachers in STEM related subject areas as well as Technology Supervisor, Nicole Gazia, Technology Coach, Caren MacConnell, and

Dr. McGarry. At the meeting, current HS level course offerings related to STEM were discussed, and opportunities for new courses were identified. As a result, two new courses were introduced into the HS program of studies for the 2016-2017 school year. A subsequent meeting was held where additional district supervisors were present and student course progressions were discussed. Resulting from this meeting was the idea that many Holmdel students typically select various course progressions dependent on individualized interest, and that there may be an opportunity to formalize these pathways for students who so choose, culminating in an internship or capstone project in their identified field of interest. As such, district administrators are working on developing a Career Related Concentration program which could be introduced in the high school as early as September of 2017.

Village:

Teachers from each grade level continue to meet with Mrs. Killean to review, evaluate, and develop new lessons and materials that are aligned with the Next Generation Science Standards. Turn key discussion takes place at grade-level meetings to provide up to date information. These discussions will provide for valuable and engaging STEM activities for students and staff.

Indian Hill:

Two teachers from each grade level have been meeting once a month to review, evaluate, and develop new lessons and materials that are aligned with the Next Generation Science Standards and will provide valuable and enjoyable STEM experiences for all students.

In the area of technology, teachers are also beginning to use Google Forms to create multiple choice and short answer assessments for their students. The qualifying quiz for the Geography Bee was given with a Google Form. Fourth graders connected with a geologist at Yellowstone National Park using Skype.

W. R. Satz:

This year, a Technology Student Association (TSA) advisor position was funded at Satz School. This club fosters personal growth, leadership, and opportunities in technology, innovation, design, and engineering. Students apply and integrate science, technology, engineering and mathematics (STEM) concepts through activities, competitions and related programs. Students are challenged to use and improve their STEM skills in both team and individual events in such areas as: communication; design and engineering; environmental systems; transportation; and, manufacturing/construction.

Holmdel High School:

We have already delivered on the “deliverable” identified with this goal. Two new courses have been approved by the Board to add to our Program of Studies for 2016-2017: “Introduction to Research and Design” and “Introduction to Engineering and Design Principles.”

In the co-curricular realm, this year the school is sponsoring both a “Technology Student Association” and “Robotics Club” as well as a new “Women in Engineering Club.”

4. District Communications

Goal: Assess efforts related to internal and external communication and the development of positive relationships with all stakeholders as a means to promote excellence and improve public perception of the district and its schools.

- Evaluate the effectiveness of current communications program and strategies
- Identify and further develop relationships with under-represented constituents.
- Determine needs and identify strategies and/or resources needed to meet those needs

District:

Our efforts related to assessing communications are focused on three levels:

- School building to home
- Classroom to home
- School district to community

In an effort to study our communication with parents, each of our schools offices is developing a collection of all of their communications. This will serve as a source of data to assess school building to home communication, while *classroom* to home communication is assessed in an on-going basis through the application of the Danielson rubrics. Domain 4-C, Communicating with Families describes highly effective classroom to home communication as “The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.”

Considering the special communication challenges often experienced by our English Language Learners, Marilyn Bellis, Humanities Supervisor, and our English as a Second Language teachers held a Parent Information Night on November 12, 2015. The purpose of this program was to welcome our ESL families to the Holmdel Public School district, to inform them about the program and the annual World Class Instructional Design and Assessment (WIDA) testing process, as well as showcase some instructional materials and activities used in the classroom to help their children learn English.

Village:

There have been many events that have connected staff to their families such as Back to School Nights and Parent/Teacher Conferences. There is also an on-going connection between the staff and the PSA. The parent group at Village has hosted many events since the beginning of the year such as Fall Festival, Ladies Night Out, and Barnes and Noble Day just to name a few. Many staff members attend these events to represent a true school community where everyone connects for the benefit of the children. In addition, the PSA sends out weekly updates. These communications help the school community stay informed about day to day operations of the school, while promoting continued connections with the PSA. In addition,

there have been many communications about Village's connection with the HFEE in our push for a 1:1 technology initiative in grades 2 and 3. This initiative has not only been communicated through various emails flyers, and at various meetings but also with a mural at Village that captures the efforts of so many in the school community who helped make this Chromebook initiative possible for the students and staff. We have also been very fortunate to have many of our staff members conducting outreach to local organizations to support great causes such as the Village School Giving Tree and Jump Rope for Heart. These initiatives have been put in place with the assistance of parent volunteers and the community at large to raise funds to help those in need.

Indian Hill:

At Indian Hill, we have had many events this year that have fostered strong communication and positive relationships within the community. Beginning with Back to School Night and Parent-Teacher conferences, parents have had an opportunity to begin building relationships with their child's teacher as they get to know the curriculum and learn ways to help their child realize their potential in school. These events have been followed by other opportunities to showcase our students' talent and hard work within our school community. Included in this list are events such as our winter concert, fall play, talent show, Geography Bee, and sixth grade science fairs. Additionally, in a close partnership with the PLG, the student council and school community have been proud to work with Bridges, an organization that supports people in need within Monmouth County.

W. R. Satz:

On Monday, September 21, 2015, Satz School hosted a successful Back-to-School Night, parents were introduced to the Presidents of our parent support group as well as the Satz administration and their child's teachers and support staff. Parents were also updated on school-wide initiatives and district-wide programs by members of the Board of Education.

On October 26, 2015 and October 27, 2015, the W. R. Satz School held grade level Parent Meetings which gave our parents the opportunity to answer questions and discuss issues related to Guidance and Guidance Services. Topics included: information about the PARCC tests, transitional tips for incoming 7th grade parents, parent portal information, information on the Anti-Bullying Act and HIBs, important marking period dates, general information about the Holmdel High School, cyber-bullying awareness and internet safety.

Holmdel High School:

In addition to the regular "Inside THIS" newsletter, sent out via email, a weekly "Hornet Happenings" memo - which includes highlights of upcoming events and the most recent edition of "The Hornet Report" - a roundup of the latest and greatest in Hornet news from the TV and Film society. They also sponsored both a "Meet the Coaches" night for student-athletes and an "Open House" for all students and parents in January. They plan to host an "Activity and Club Fair" later in the spring. Holmdel High School also has a presence on Twitter (@HolmdelHS) and "pushes out" all sorts of important information to the school community, including the Daily Announcements. They currently have over 400 "followers"!

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

Submitted by:



Barbara Duncan, Superintendent

February 24, 2016

Date