

# 2014-2015 Goal Updates

## Keyport Public Schools May 20, 2015

### Keyport Administrative Team

Lisa M. Savoia

Melissa Jones

Michael Waters

Erik Mammano

Anthony Rapolla

Kevin Flynn

Anthony DePasquale

Denise Cleveland

Laura Godlesky

Stephen Slater

Superintendent

Director of Curriculum & Instruction

Principal Keyport High School

Vice Principal Keyport High School

Principal Central School

Vice Principal Central School

Director of Guidance

Director of Special Services

Supervisor of Language Arts

Supervisor of Math, Economics, & Assessment

# Overview of Presentation

- ❖ 2014 - 2015 Goal Update



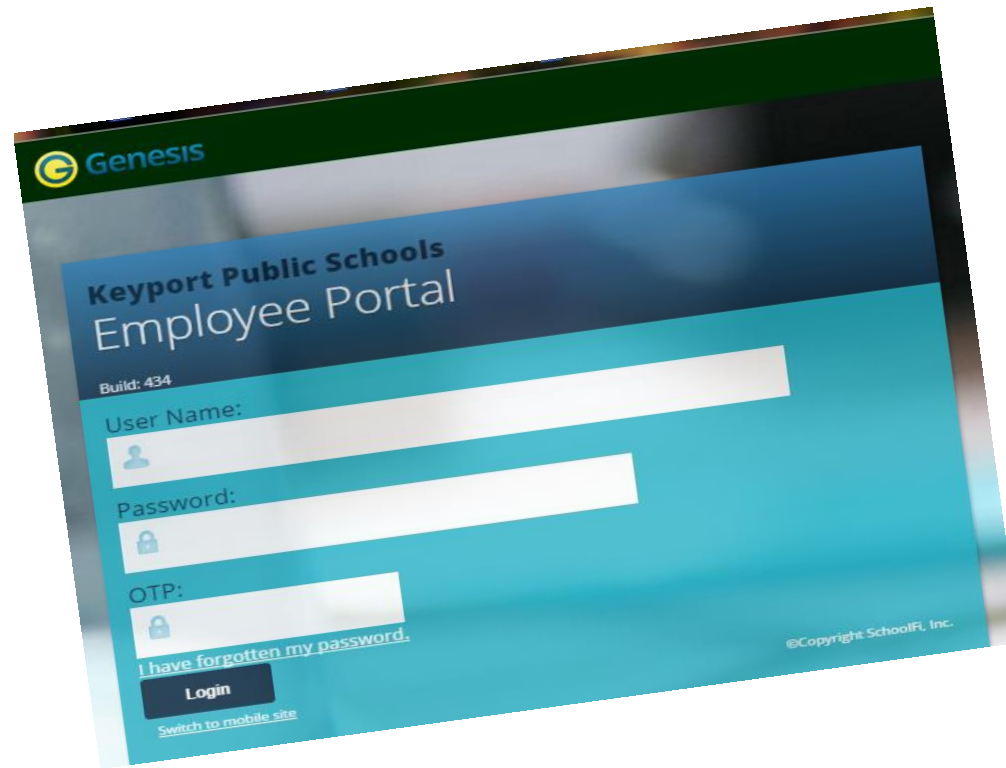
# 2014-2015 District Goals

**Goal 1 Educator Performance:** To support a culture that promotes student achievement through a cohesive teacher and administrator evaluation system that meets the needs of the school community

**Goal 2 Student Achievement:** To improve student achievement, by reaching all learners, through data analysis and targeted instructional planning

**Goal 3 Communication:** To increase communication in order to promote student recognition and maximize awareness as well as support of the Keyport Public Schools' District goals, objectives, and programs

**Goal 1 Educator Performance:** To support a culture that promotes student achievement through a cohesive teacher and administrator evaluation system that meets the needs of the school community



- Observations and walkthroughs have been conducted
- As of April 30<sup>th</sup>, all observations were completed
- Teachers and administrators are in the Summative Evaluation process



- Summative Evaluation Process**
1. Direct supervisors set appointments with teachers
  2. Meetings occur and the following takes place:
    - Reflect upon the school year
    - Finalize and discuss SGO attainment
    - Review professional development hours and progress on goals set for the in the PDP
    - Review and assess professional responsibilities
    - Establish focus for professional goals for the 15-16 school year
  3. Principals set final summative evaluation appointments to ensure all teachers are evaluated by June 10<sup>th</sup>.

Short	Godlesky, Laura	11/24/2014 12/3/2014 Complete	Short	Mammano, John	2/6/2015 2/11/2015 Complete	Short	Godlesky, Laura		Sho
Short	Flynn, Kevin	2/23/2015 2/23/2015 Complete	Short	Cleveland, Denise	11/13/2014 11/13/2014 Complete	Short	Godlesky, Laura	Complete 1/22/2015 1/22/2015	Sho
Short	Waters, Michael	2/18/2015 2/18/2015 Complete	Short	Mammano, John	Complete 1/7/2015 1/7/2015	Short	Godlesky, Laura	Complete 3/31/2015 3/31/2015	Sho
Long	Rapolla, Anthony	Complete 12/15/2014 12/15/2014	Long	Slater, Stephen	Complete 10/29/2014 10/29/2014	Short	Jones, Melissa	Complete 3/10/2015 3/10/2015	Sho
Short	Flynn, Kevin	Complete 11/21/2014 11/21/2014	Short	Rapolla, Anthony	Complete 1/15/2015 1/15/2015	Short	Jones, Melissa	Complete 12/22/2014 12/22/2014	Sho
Short	Jones, Melissa	Complete 1/6/2015 1/6/2015	Short	Mammano, John	Complete 3/3/2015 3/3/2015	Short	Godlesky, Laura	Complete 2/9/2015 2/9/2015	Sho
Short	Waters, Michael	Complete 1/28/2015 1/28/2015	Short	Jones, Melissa	Complete 10/30/2014 11/12/2014	Short	Godlesky, Laura	Complete 11/19/2014 11/19/2014	Sho
Short	Flynn, Kevin	Complete 2/9/2015 1/28/2015	Short	Jones, Melissa	Complete 11/13/2014 11/13/2014	Short	Slater, Stephen	Complete 3/3/2015 3/3/2015	Sho
Short	Jones, Melissa	Complete 12/2/2014 12/2/2014	Short	Rapolla, Anthony	Complete 2/20/2015 2/20/2015	Short	Godlesky, Laura	Complete 12/19/2014 12/19/2014	Sho

# DEAC/ScIP

- DEAC/ScIP analyzed 14-15 evaluation data and developed a staff survey to obtain feedback on evaluation, professional development, and PARCC for 15-16 planning

1	Category	Eval Category	Tenure Status	mSGP	Observation 1 Overall Score	Domain 1	1a - Demonstrate	1b - Demonstrate	1c - Setting Instruction	1d - Demonstrate	1e - Designing	1f - Designing	Domain 2	2a - Creating a	2b - Establishing	2c - Managing	2d - Managing
2	Teacher	TR	Non-Tenured (Years 1-2)		3.07	3	3	3	3	3	3	3	3	3	3	3	3
3	Teacher	ST	Non-Tenured (Years 1-2)														
4	Teacher	TR	Non-Tenured (Years 1-2)														
5	Teacher	TR	Non-Tenured (Years 3-4)		3.07	3	3	3	3	3	3	3	3.2	4	3	3	
6	Teacher	TR	Tenured		3.6								3.8	4	4	4	
7	Teacher	TR	Tenured		3.13	3	3	3	3	3	3	3	3.2	4	3	3	
8	Teacher	TR	Non-Tenured (Years 1-2)		3.07	3	3	3	3	3	3	3	3.2	4	3	3	
9	Teacher	TR	Non-Tenured (Years 3-4)		3.17	3.5	4	4	3	4	3	3	3	3	3	3	
10	Teacher	TR	Non-Tenured (Years 1-2)		3.2	3	3	3	3	3	3	3	3.6	4	3	4	
11	Teacher	LBT	Non-Tenured (Years 1-2)														
12	Teacher	TR	Non-Tenured (Years 1-2)		3.46	3.2	4	3	3	3	3	3	3.6	4	3	4	
13	Teacher	TR	Non-Tenured (Years 1-2)		3.13	3	3	3	3	3	3	3	3.4	4	3	4	
14	Teacher	TR	Non-Tenured (Years 1-2)		3.2								3.2	4	3	2	
15	Teacher	TR	Non-Tenured (Years 1-2)		3	3	3	3	3	3	3	3	3	3	3	3	
16	Teacher	TR	Non-Tenured (Years 1-2)		3.11	3.3	3	3	4	3	4	3	3	3	3	3	
17	Teacher	TR	Non-Tenured (Years 1-2)		2.89	2.7	3	3	3	3	2	2	3	3	3	3	
18	Teacher	TR	Non-Tenured (Years 1-2)		3.1								3.2	3	3	3	
19	Teacher	TR	Non-Tenured (Years 1-2)		3.12	3.2	3	3	3	4	3	3	3.2	4	3	3	
20	Teacher	TR	Tenured		2.5								2.6	3	3	2	
21	Teacher	TR	Tenured		3.6								3.6	4	3	4	
22	Teacher	TR	Tenured		3.3								3.4	4	3	3	
23	Teacher	TR	Tenured		3.2								3.2	4	3	3	
24	Teacher	TR	Tenured		3.11	3.3	3	4	3	4	3	3	3	3	3	3	
25	Teacher	TR	Tenured		2.7								3	4	3	2	
26	Teacher	TR	Tenured		3.5								3.8	4	4	4	
27	Teacher	TR	Tenured		3.27	3	3	3	3	3	3	3	3.6	4	3	4	
28	Teacher	TR	Tenured		3.4								3.6	4	3	4	
29	Teacher	TR	Non-Tenured (Years 3-4)		2.87	3	3	3	3	3	3	3	2.8	3	3	3	
30	Teacher	TR	Tenured		3.47	3	3	3	3	3	3	3	3.8	4	4	4	

- All administrators completed the FEA Leadership Academy



Font	Paragraph	Styles
Goal #	Professional Learning Goal	Rationale/Sources of Evidence
1	Enhance my knowledge and skills to support and evaluate district implementation of CCSS, district program opportunities, and aligned curriculum and associated classroom instructional strategies.	<a href="#">NJ Professional Standard for School Leaders</a> <a href="#">NJ Standards for Professional Learning</a> As per NJAC 6A: 8-1.1 et seq., the CCSS are required to be taught with fidelity in all grade levels and content area. In order to meet this expectation educators at all levels must understand the standards, be capable of assessing their implementation, and provide meaningful feedback to improve instruction.
2	Enhance my knowledge and skills to support and evaluate district formative, district summative, and state/federal assessments and the analysis of associated data to support and evaluate district-wide implementation of assessments, district program opportunities, and aligned curriculum and associated classroom instructional strategies.	<a href="#">NJ Professional Standard for School Leaders</a> <a href="#">NJ Standards for Professional Learning</a> As per NJAC 6A: 8-1.1 et seq., in order to ensure all students master the standards and content areas educators at all levels must understand how to use various forms of formative and summative, including state/federal, assessment and assessment data to improve teaching and learning.
3	Enhance my knowledge and skills to support and ensure the effective evaluation and	<a href="#">NJ Professional Standard for</a> As per NJSA 18A:6-117 et seq., in order to ensure that all students have the opportunity to learn from an

1

Administrative goals for 14-15 professional development planning



Keyport Public Schools  
 370 Broad Street, Keyport, NJ 07735  
 Chief School Administrator Professional Development Plan

	professional development of all staff, in accordance with relevant standards and district data.	<a href="#">School Leaders</a> <a href="#">NJ Standards for Professional Learning</a>	effective teacher and to ensure teachers are led by effective instructional leaders and supported by effective support staff, the selection, development, and retention of effective educators must be a high priority.
4	Enhance my knowledge and skills to support and evaluate district implementation of character education and school climate initiatives.	<a href="#">NJ Professional Standard for School Leaders</a> <a href="#">NJ Standards for Professional Learning</a>	As per NJAC 6A: 16-1 et seq., in order to ensure that all students have the opportunity to learn in a safe and supportive learning environment.

# Co-Teaching

- May 19<sup>th</sup> Co-teaching workshop for the district
- PLC developed co-teaching strategy powerpoint to share with staff
- Teachers have established a bank of modified resources, on the Z drive





**Goal 2 Student Achievement:** To improve student achievement, by reaching all learners, through data analysis and targeted instructional planning.



# Central School

- Increase in reading levels, measured through DRA2 and tracked through LinkIt

LinkIt!

Welcome **Melissa Jones** [LOGOUT](#)

ts ✕

Data Entry View Results

RA School: Keyport Central School Class: Reading 3 [Return To Summary Results View](#)

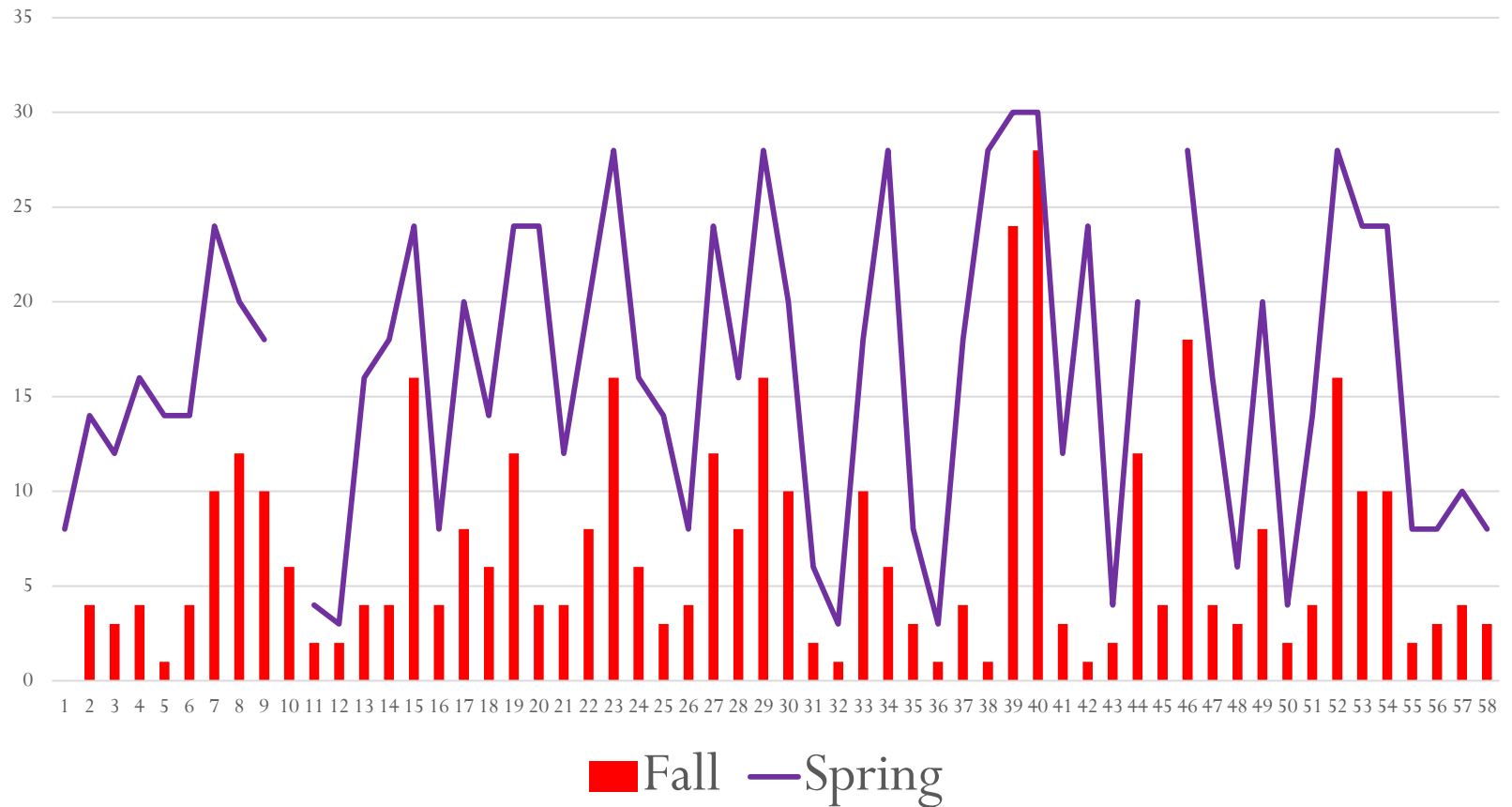
	Fall	Winter	Spring
	1	3	14
	1	28	28
	8	10	16
	2	4	6
	4	12	24
	2	4	8
	4	4	8
	10	16	24
	1	20	24
	8	12	20
	8	12	20
	3	4	8
	4	10	14
	3	6	12
	2	3	4
	6	24	28
	10	16	24
	2	3	3
	4	8	14
	3	6	8
	6	8	14
	4	8	18
	1	2	3

Grade 1

Training for teachers done during PD days and at grade level meetings over the course of the school year.

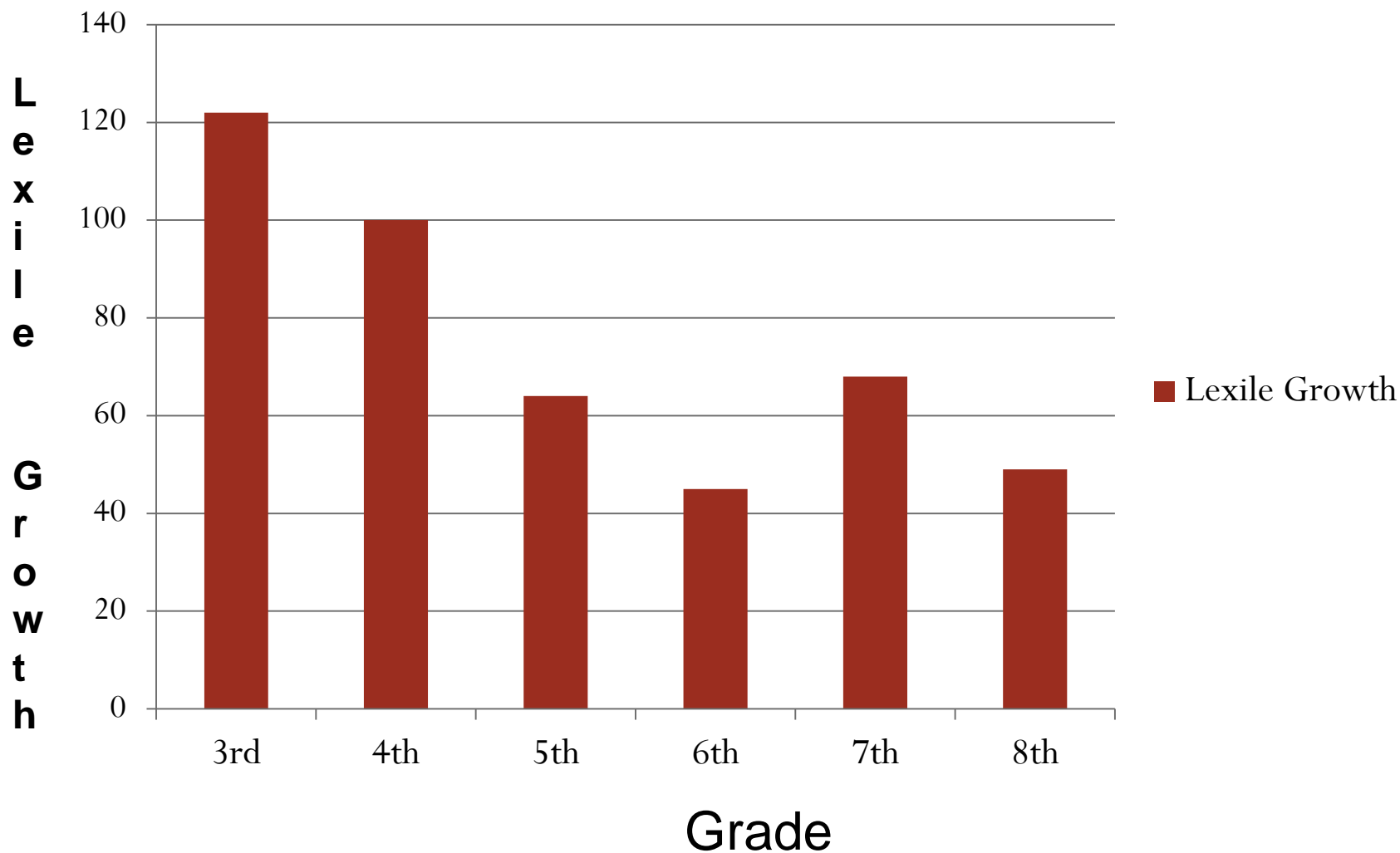
# 1<sup>st</sup> Grade DRA Growth Fall- Spring

## 1st Grade DRA Reading Levels



# Central School

## Lexile Improvement September to May

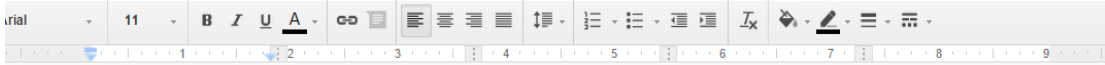


# Targeted Instruction

- Students in grades K-2 receive pull out targeted Wilson instruction to improve fluency
- 5 teachers attended Orton Gillingham training in December
- Wilson Level One training is scheduled for the 15-16 school year for K-1 teachers



# Students, serviced through special services, received targeted instruction based on needs identified through data analysis



Student Name	Goal (Specific goal for student. It should be measurable and standards based)	Action Steps (What you're going to implement to achieve this goal - type one per box )	Measurement (What instruments you will use to measure the goal such as assessments, observations, anecdotal notes, etc)	Timeframe
	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CC.4.R.L1) Joseph will reach this goal with 70% accuracy.	- Guided Reading sessions 2-3 times a week.	Joseph will complete a respond to text selected from the Journey's series. Joseph will also complete teacher created activities to show what he knows about referring to details and examples (non fiction project)	February 2015- May 2015
	Determine the main idea of a text and explain how it is supported by key details; summarize the text. (CC.4.R.1.2)	- Guided Reading sessions 2-3 times a week.	- Joseph will complete weekly do nows which enforce Joseph to underline details and circle main idea. - Joseph will verbally recite the a summary.	February 2015- May 2015

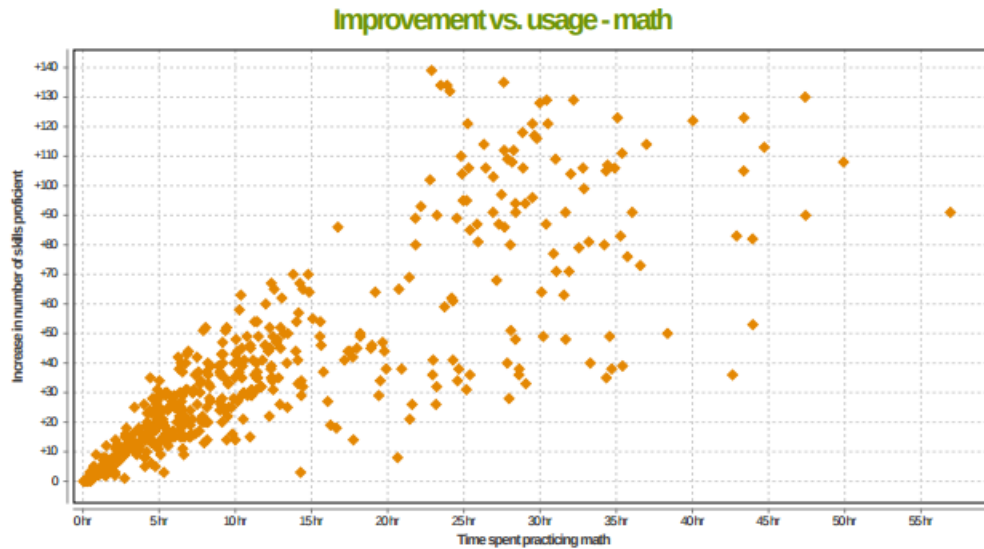
Weekly Targeted Instruction-Fluency

██████████

Date: 1/23/15

Date	Words Page	Proven words	Proven Page	Proven Words
1/23/15	(1) 31/48	(10) 6/8 4/8 7/8 4/8	(2) 46/48	10/12
1/30/15	(1) 35/48	- 8/8 -	(14) 48/48	- 8/8 -
2/6/15	(1) 37/48	- 8/8 -	(13) 48/48	
2/20/15	(1) 43/48	10/8 8/8	(8) 35/35	10/8 - 8/8
4/17/15	(1) 38/48	10/8 8/8	(1) 57/57	10/8 - 8/8

# Central School IXL

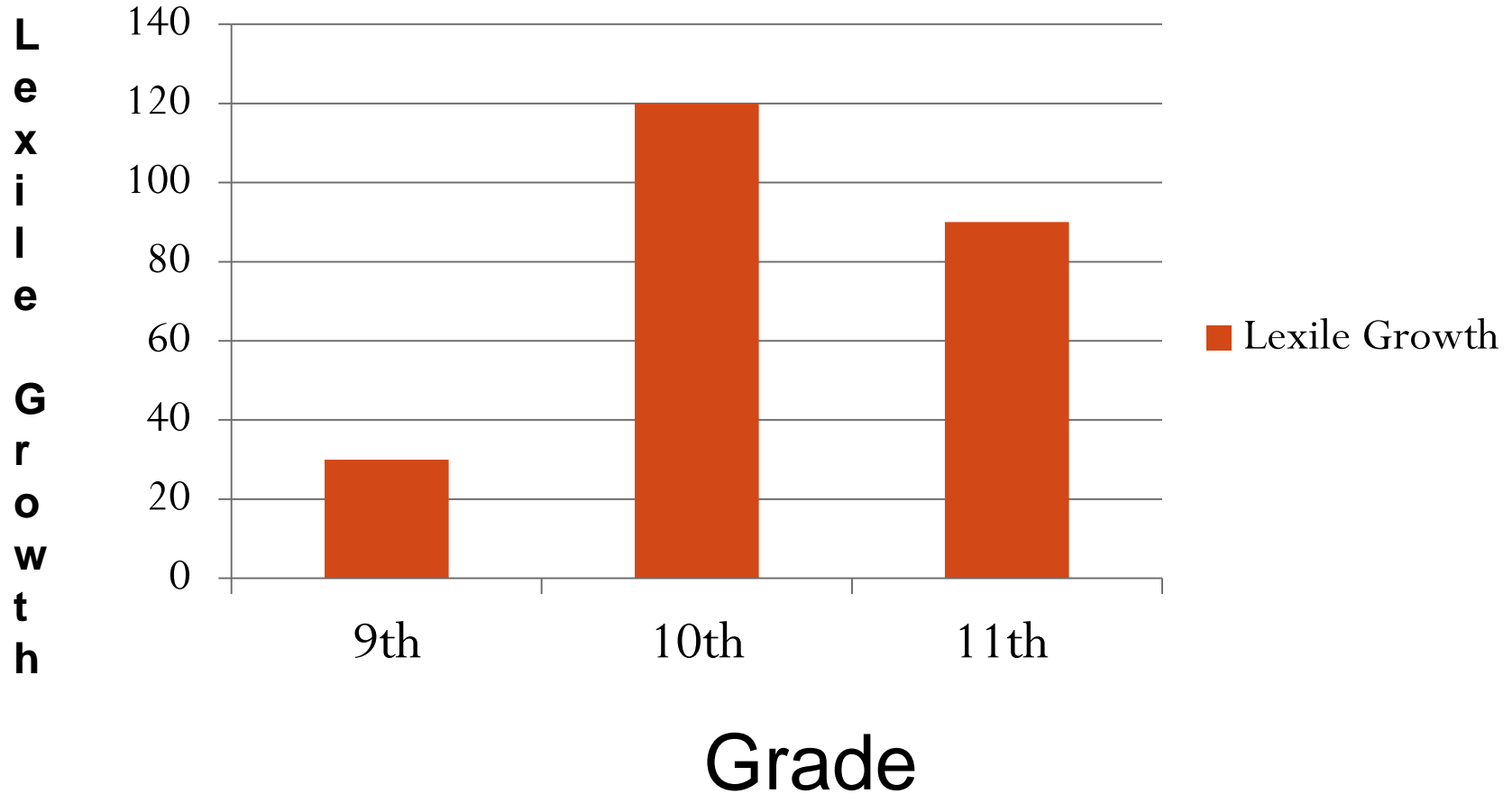


This graph shows the relationship between time spent practicing on IXL and student improvement. It is a scatter plot with each point representing one student. The location of each point indicates the amount of time the student has spent practicing and the number of skills the student has achieved proficiency in during the selected date range. There is typically a positive correlation between the two variables, with more time spent on IXL resulting in more skill proficiency.

As students continue to spend more time on IXL, the number of skills proficient in IXL increases

# Keyport High School

## Lexile Improvement September to May

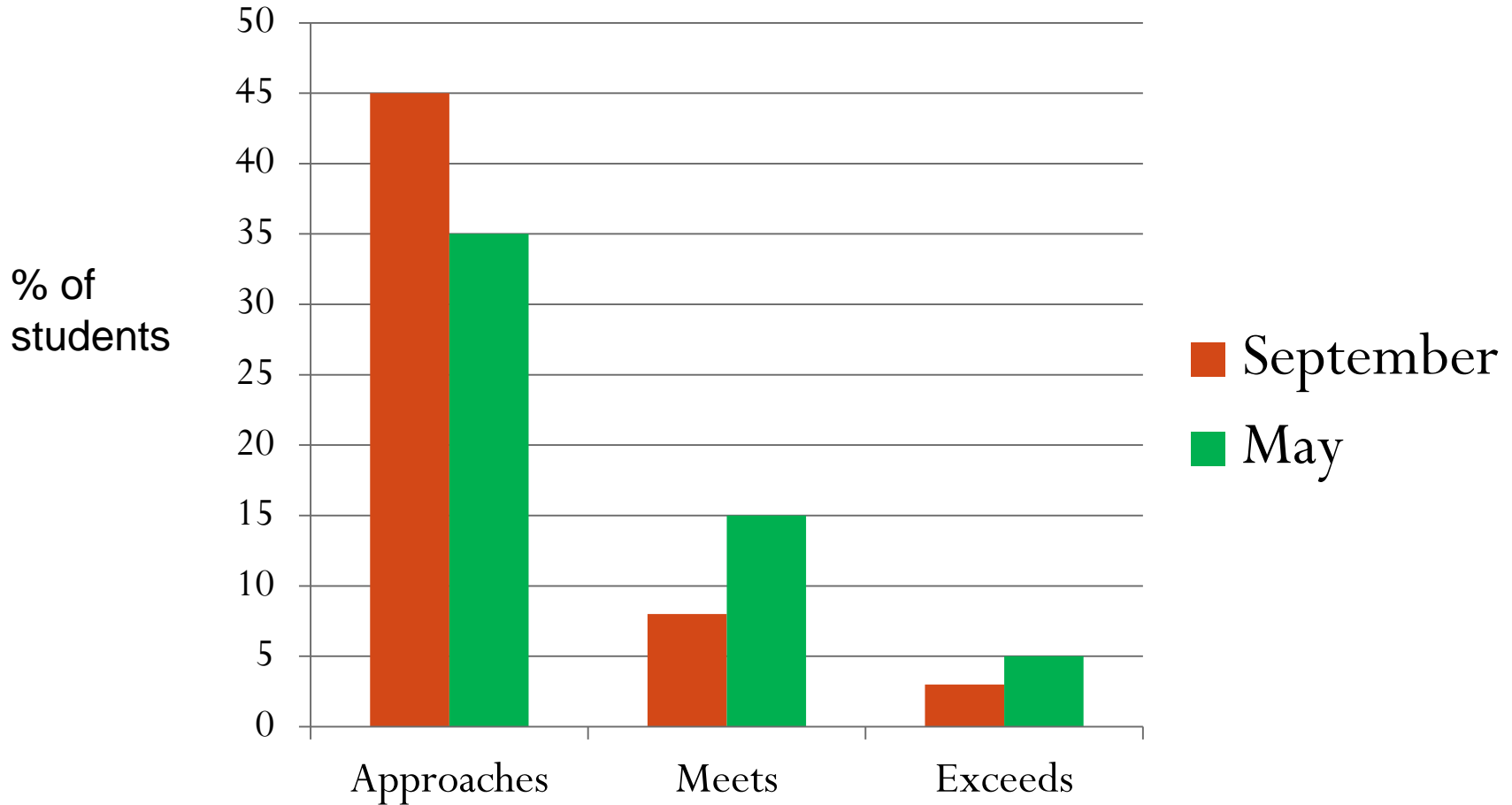




# ACHIEVE 3000

## Progression Towards College and Career Readiness

*August 2014 - May 2015*



# KHS Link It Benchmarks

- Benchmark data is used to progress monitor and plan instruction by providing standards and skill based data to target needs

Geometry Benchmark 1 2014-15 Preview Test Class - Teach

**Preview Student**

Reference

**Geometry Benchmark #1:**

1. Parallel lines  $l$  and  $m$  are cut by a transversal  $t$ .  
Which statement must be true?

1 of 31

Mastery Reports Cluster Reports

er Assessment 2013 - copy

▶ Advanced 
 ▶ Profici

Geometry December Ass...	
▶	80%
▶	93%
▶	60%
▶	93%
▶	60%
▶	53%
▶	60%
▶	60%
▶	33%
▶	33%
▶	80%
▶	27%
▶	33%
▶	60%
▶	80%
▶	33%
▶	47%
▶	60%
▶	100%
▶	40%

wered by LinkIt!

# Attendance Comparison KHS 13-14 to 14-15 Sept to April

- 2013-2014 Overall Attendance Rate 92.335
  - Total Days Tardy = 4,920
  - Total Days Absent = 4,209
- 2014-2015 Overall Attendance Rate 93.045
  - Total Days Tardy = 3,961
  - Total Days Absent = 3,513
- 13-14 to 14-15 Improvements:
  - Total Days Tardy: 959
  - Total Days Absent: 696

# Teacher Professional Development

- [https://docs.google.com/a/kpsdschools.org/presentation/d/1u24Z1LKB1uYqEP7eAKJjGhgxDxjnH\\_WSx4v-xiccyUM/edit?usp=sharing](https://docs.google.com/a/kpsdschools.org/presentation/d/1u24Z1LKB1uYqEP7eAKJjGhgxDxjnH_WSx4v-xiccyUM/edit?usp=sharing)
- [https://docs.google.com/a/kpsdschools.org/presentation/d/1GNBdW1XjVMDvxY9NhZ\\_siBPugxiGVgTi0krKZ7kXGqI/edit?usp=sharing](https://docs.google.com/a/kpsdschools.org/presentation/d/1GNBdW1XjVMDvxY9NhZ_siBPugxiGVgTi0krKZ7kXGqI/edit?usp=sharing)

**Goal 3 Communication:** To increase communication in order to promote student recognition and maximize awareness as well as support of the Keyport Public Schools' District goals, objectives, and programs



# Communication

- Lit Magazine
- Parent Meetings & Professional Development in order to Transition to online scheduling via Genesis
- IEP Direct goal/objective quarterly progress
- District Family Nights to support literacy & mathematics
- Staff Member of the Month (parking space)
- BA/Superintendent Board Approval Requirements
  - <https://docs.google.com/a/kpsdschools.org/spreadsheets/d/1Q90FKoB3QmAwMSw3uX4m2p5n7f6ppYly9gP6v3ArUPU/edit?usp=sharing>

# Communication

- Sustainable Jersey for Schools
- Gambling License for KEF
  - Save the Date-Field of Dreams October 2, 2015
- Steered Straight
  - Parent Presentation
  - Student Presentation
- Transition from Keynotes to Red Raider (Screen Shot)
- Increased utilization of Independent & Community Magazine
- Community Day (Pictures)
- District Barbeque by KEA

# Communication

- Superintendent Monthly Roundtable Recommendations
- Extending at 74 students
- Collaboration with YMCA/Bayshore
- Facebook & Twitter
- Staff Websites
  - <http://www.kpsdschools.org/Page/2885>
  - <https://sites.google.com/a/kpsdschools.org/wallination/>
- Recognition of Student Achievement
  - IXL Honor Roll
  - Student of the Month
  - College Acceptances on Website



# Communication

- <http://youtu.be/g8yw7UzgXl4> Principal Video
- <https://youtu.be/CC1Mm2lLtnM> Community Day
- <http://djdoublec.smugmug.com/KCD2015/> Photo Booth

# Keyport Public Schools

