

ANNUAL UPDATE WOODBURY CITY PUBLIC SCHOOLS STRATEGIC PLAN 2010-11 SCHOOL YEAR

This is the third year-end summary of actions associated with the Woodbury City Public Schools' Strategic Plan, first approved June 2008. This document outlines activities as they relate to the original Specific Results Strategies.

The overall plan and some of the associated strategies have undergone revision as a result of a "periodic update" of the plan that took place during this 2010-11 school year. During the month of September, background information was assembled and disseminated to a newly constituted Strategic Plan Update Committee that consisted of twenty-eight individuals:

2010-11 Strategic Plan Update Committee

Dr. Jeffrey Adams	Frank Gwalthney, Jr.	Nicole McKenna
Acquanetta Allen	Dara Harvey	Madeline Mills
Nicole Bard	Daniel Hicks-Neal	Edward Murphy
Tonya Breland	Diane Hill	Christina Pierce
Robert Curtis	Joseph Jones, III	Jacqueline Rosario
Jacob Davis	Sharron Knauss	Beth Stanek
Lynn Jennings Dennen	Jennifer Lawson	Officer Daniel Steigerwald
Denise Dunham	Gwendolyn Maddox	Jason Vivadelli
Janice Esters	Katherine Mangeri	
Ellen Firth	John Martin	

This group met over the course of two days – September 24 & 25, 2010 – to review the original Strategic Plan and discuss successes, areas where continued work was needed, and any suggested changes. The result was that proposed areas of change were determined and three Action Teams formed to analyze further the manner in which these suggestions could be implemented.

The Action Teams centered on the following areas of focus:

- Action Team I. This team focused on six topics: homework completion programs, evening library hours, attendance recognition programs, preschool, technology in the classroom, and curriculum mapping/benchmarks.
- Action Team II. This team reviewed character traits of responsible citizens: how to identify these traits, how to measure the success our students have demonstrating the traits, how healthy eating and exercise may connect to this topic, and how the various programs that the school currently employs or is looking to employ help achieve the goal of responsible citizenry.
- Action Team III. This team gave attention to how students can create meaningful personal learning plans with the help of faculty members.

These teams met for a “kick-off” session on December 13, 2010 and then worked throughout the winter months. Their final recommendations (action plans) were presented to the Strategic Plan Update Committee at an all-day session held on March 4, 2011.

The following individuals worked on the Action Teams:

2010-11 Strategic Plan Action Teams

ACTION TEAM I

Donna Cohen, Chair
Nicole Bard
Alex Connor
Jennifer Lawson
Suzanne Maxymuk
Christine Meagher
Amanda Mosley
Aniyah Ross
Kearra Shute
Kerri Sullivan

ACTION TEAM II

Jason Vivadelli, Chair
Thomas Braddock
Sharon Cardwell
Yael Tamar Emenecker
Ann Gambuzza
Frank Gwalthney, Jr.
Paula Horton
David Jenkins
Albert Kilpatrick
Max Lukens
Suzanne Merinuk
Madeline Mills
Isabella Strom
Vincent Myers

ACTION TEAM III

Joseph Jarrett, Chair
John Dixon
Edward Murphy
Cynthia Norton
Tracey Parker
Kathryn Stalter-Allen
Melissa Toole

The various suggested changes were discussed and final decisions made at this March meeting of the Strategic Plan Update Committee. The accepted, suggested revisions for the overall Strategic Plan were then forwarded to the full Board of Education for approval. The new plan was formally approved at the March 23, 2011, meeting of the Board of Education; it is to be implemented with the new adjustments beginning with the 2011-12 school year.

Below is the update of actions associated with the original plan through this recently completed third year of implementation.

SPECIFIC RESULTS

Strategy I

We will effectively utilize multiple sources of assessment data to improve instruction, close the achievement gap, and increase academic performance.

1. Expand implementation of AVID program to include grades 4-8 and 12.*	Denise Dunham Assistant Principals Ed Murphy Started 2008-09
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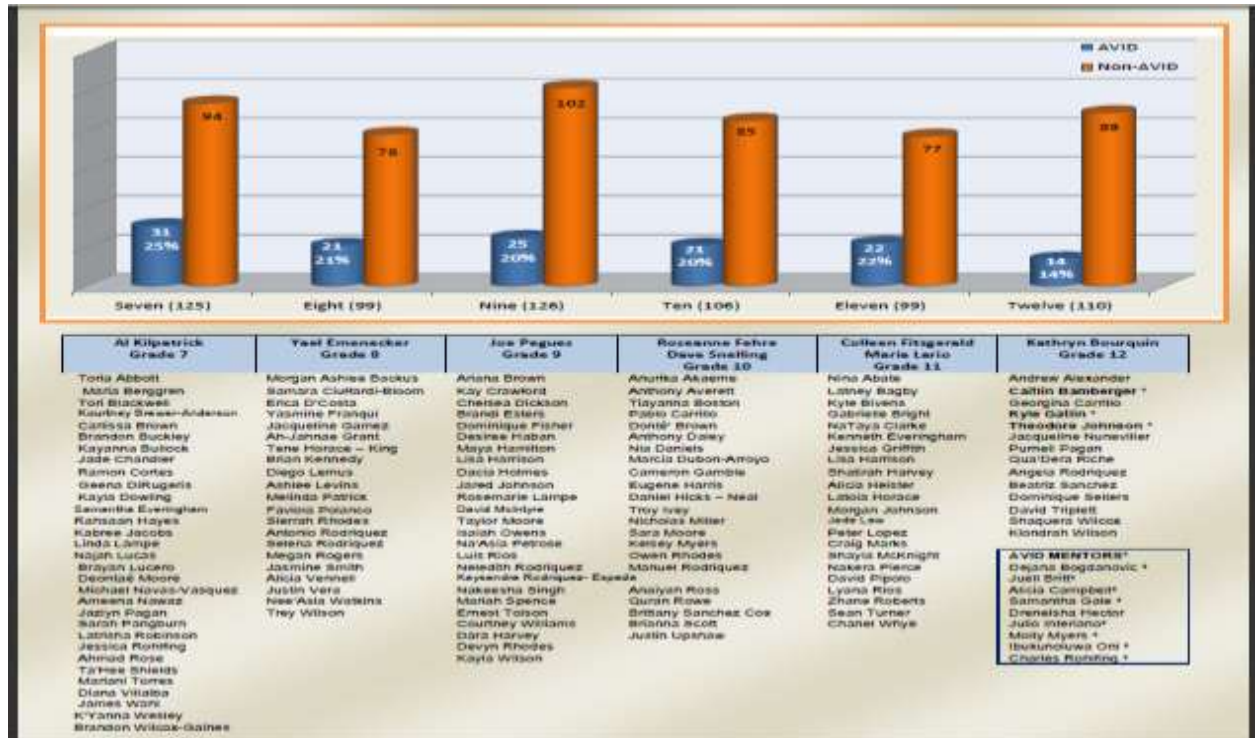
UPDATE:

[ESTABLISHED; 7-12] The AVID program is operating fully, as planned, in grades 7 – 12. The entire 6th grade receives an introductory course – AVID Pathways which reviews the staples of AVID: WICR, Cornell Notes, ways to develop higher order questions, etc.

On April 4, Woodbury Junior – Senior High School was given the distinction of being recognized as one of 125 AVID Demonstration schools out of the over 4000 AVID programs throughout the country. We are the first Junior-Senior High School Demonstration School and hope to be the first demonstration district in the future.

Today, 134 students in grades 7 – 12 are in the program. That number represents nearly 20% of the student population. Thirty seven (37) rising 7th grade students (current 6th graders; 30% of the class) and forty-two (42) rising 8th graders (current 7th graders; 40% of the class) have selected AVID for the upcoming school year. AVID Pathways in 6th grade will continue in its present structure – classes offered once each week.

AVID distribution of Students: 2010-11 School Year



<p>2. Enhance the utilization of a data tracking methodology in order to improve teaching and learning.*</p>	<p>Joseph Jones Started 2009-10</p>
<p>UPDATE:</p> <p>ESTABLISHED In a short time, the position of the Evaluation and Research Coordinator has become a fixture with respect to the utilization by administration and faculty to obtain student data in such a manner as to drive curriculum and instruction decisions. Clear evidence of the work of the ERC is embedded in the State of the Schools report (October 2010) and the individual student profiles that were newly created this year. In addition, the ERC worked much more closely with teachers and administrators in face-to-face opportunities to dialogue about the data and student achievement: department meetings, team leader/department leader meetings, etc.</p> <p>Woodbury’s ERC has been subcontracted to do work in the Gateway district this year and plans are in place for that to continue for next year. West Deptford also plans to contract for some time. This effort should help to off-set the cost associated with having the ERC’s services available for the district.</p>	
<p>3. Provide professional development to teachers in Pre-K through 12 in order to implement best teaching practices and learning strategies that utilize differentiated instruction to respond to diverse learners. *</p>	<p>Toni Capodanno Principals Assistant Principals Started 2008-09</p>
<p>UPDATE:</p> <p>This year, Barbara Moore Williams solidified our junior high school teachers’ knowledge of Differentiated Instruction. The “walk-throughs” that were conducted throughout the school year documented that during the random visits, DI strategies were evidenced. During the walkthroughs, thirty-seven junior High School teachers were observed. However, only twenty-eight had received training in Differentiated Instruction. During the random walkthroughs, twelve of these teachers were observed using a recognizable Differentiated Instructional Strategy. In light of the fact that these walkthroughs enabled observers to stay a brief amount of time and DI strategies may have been in place for another part of the day’s lesson, the number seems to reflect high utilization. During her visits throughout the year, Dr. Williams also conducted debriefing sessions with the teachers to reinforce the prior learning and review items observed.</p> <p>In addition to the work with the Junior High School teachers, Dr. Williams met with all of our 3rd and 4th grade teachers to provide intensive, sustained professional development. A kick-off meeting was held in the summer and then the teachers met with Dr. Williams for a half-day session nearly every month. The feedback from our teachers was very positive and there was clear evidence provided in these sessions that the differentiated instructional strategies taught in the professional development sessions were being immediately applied in these elementary classrooms with the students.</p> <p>At the close of this year, Dr. Williams has now formally trained teachers in all grades 3 through 8. Next year, she will work with our 1st and 2nd grade teachers. As was new with this year’s effort, next year’s training will include the instructional assistants (IAs) assigned to the grade levels involved. The inclusion of the IAs proved to be beneficial for ongoing dialogue and collaboration between training sessions.</p>	
<p>4. Create a staffed Homework Completion Program (ZAP – Zeros are Prohibited) in order to reach 100% homework compliance.*</p>	<p>Vince Myers Jason Vivadelli Principals Started 2008-09</p>
<p>UPDATE:</p> <p>Due to funding, the creation of a homework program at the elementary level has been limited. During the 10-11 school year, Walnut did pilot a program similar to the Jr/Sr HS Workplace as part of the NJASK test</p>	

prep. With ASK Academies funded through NCLB Title I funds, we will look to implement the Walnut program at the other elementary schools during the 11-12 school year. This program will include both homework support as well as test prep opportunities. These programs will provide students a safe, non-threatening environment to complete assignments. Our goal is to have students participate in this program independently.

[ESTABLISHED] The Junior-Senior High School program has become a success in short time in terms of participation. More is written about this program in the review of the action plan immediately below -- #5.

5. Assure the Jr.-Sr. High School library will be open to students and parents minimally from 5:00pm to 7:00pm, Monday through Thursday while school is in session.

Denise Dunham
Jason Vivadelli
Started 2008-09

UPDATE:

The Evening Library and WORKPLACE (the Jr.-Sr. High School version of the ZAP program) programs merged for the 2010 – 2011 school year. After reviewing the rate of participation for both, it was clear that students utilized the services of the WORKPLACE significantly more than the community (students and/or adults) used the library in the evening/after school. A summary of our findings is below:

The introduction on Woodbury's Homework Club (WORKPLACE) was well received by Junior and Senior High students. Student attendance was tracked over the last two months of the school year (4/19-6/23/2010). The following outlines student attendance at the WORKPLACE over this period:

- 581 Visits
- 118 Students
 - 56.8% (67) were Sr. High Students
 - 43.2% (51) were Jr. High students

A review of student attendance during the evening library hours (5pm-7pm) of the Library demonstrated much lower student attendance:

Throughout the entire school year (9/14 – 6/17/2010)

- 205 Visits
- 126 Students
 - 3.2% (4) were Elementary students (Evergreen)
 - 39.7% (50) were Jr. High students
 - 52.4% (66) were Sr. High students
 - 3.2% (4) were Alternative School students
 - 1.6% (2) were Unknown

During a similar two-month timeframe as recorded by the Library (4/19 – 6/17/2010):

- 45 Visits
- 40 Students
 - 7.5% (3) were Elementary Students (Evergreen)
 - 57.5% (23) were Jr. High students
 - 35.0% (14) were Sr. High students

Over the two months evaluated for this comparison, Woodbury students visited WORKPLACE nearly 13 times as often as they have visited evening hours at the library. Nearly 3 times as many students participated in WORKPLACE than evening hours at the library.

During the two months' timeframe evaluated:

- 47.5% (19) of students who attended evening library hours also attended WORKPLACE
- 28.9% (13) of evening library hour visits arrived between 4:15 and 5:00pm
- 68.9% (31) of evening hour library visits arrived between 4:15pm and 6:00pm

Community Use: Throughout the 2009-10 school year:

- 23 visits were made by non-students
- 11 non-students visited evening library hours

Therefore, the decision was made to halt the library program and extend the WORKPLACE hours so that the program would be open to students after school until 5:00 p.m. Monday – Thursday. The numbers of students tracked this year continue to grow with the heaviest use being in grades 6 and 7. Even high school students have begun to seek out assistance through WORKPLACE.

Finally, the WORKPLACE effort was enhanced by the addition of teachers through the use of the federal Education Jobs Bill monies. This added opportunity for students to engage with subject specific teachers in the area of mathematics and Language Arts Literacy.

6. *Implement a new/transfer student assessment process that determines the student's academic level in order to provide immediate appropriate instruction. **

Ed Murphy
Principals
Started 2008-09

UPDATE:

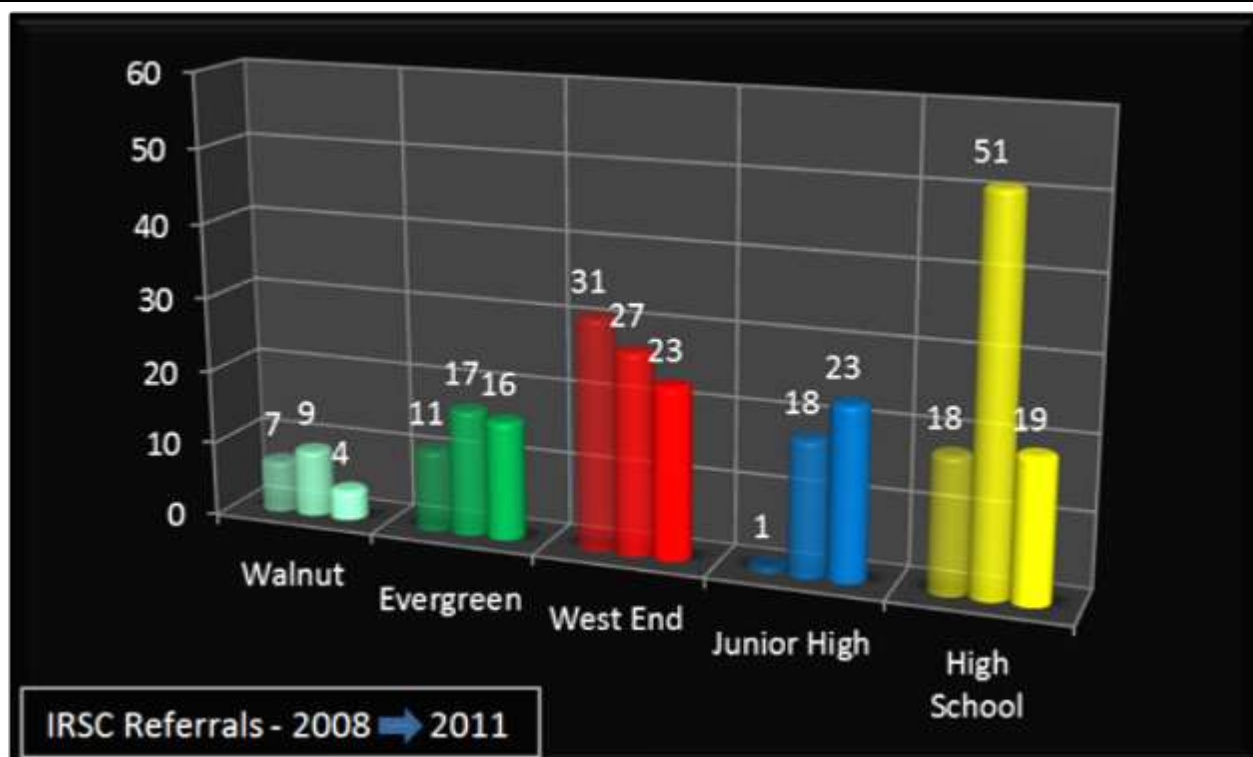
[ESTABLISHED] This has become part of the routine for the elementary and Jr.-Sr. High School grades that utilize the MAP testing (Grades 2-10).

7. *Redesign the IRSC process to provide immediate, regular support (both formal and informal) when students begin falling behind academically or indicate lack of motivation. **

Jason Vivadelli
Jeff Adams
Ed Murphy
Started 2008-09

UPDATE:

[ESTABLISHED] The redesign of the IRSC process to provide immediate and regular support for struggling students is complete. Revamped procedures and online forms have streamlined the process and ensured thorough examination of each child by the committees. Team members have been trained and effective interventions and additional supports have been put in place. Below you will find IRSC data from the past three years. The dramatic drop seen from 2009-10 to 2010-11 at the high school level is due to a change in point calculations for disciplinary infractions. This change enabled committee members more in-depth time with and analysis of referred students and their parents.



IRSC: # of Students Reviewed/Monitored

8. Improve student attendance through a system of rewards/recognition.*	Building Principals Started 2009-10
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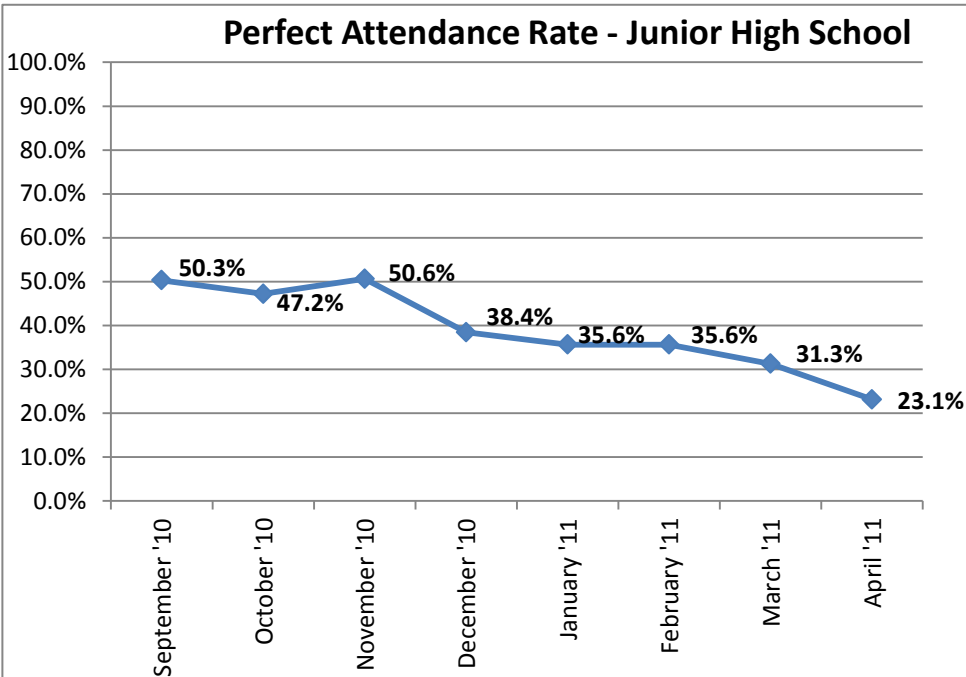
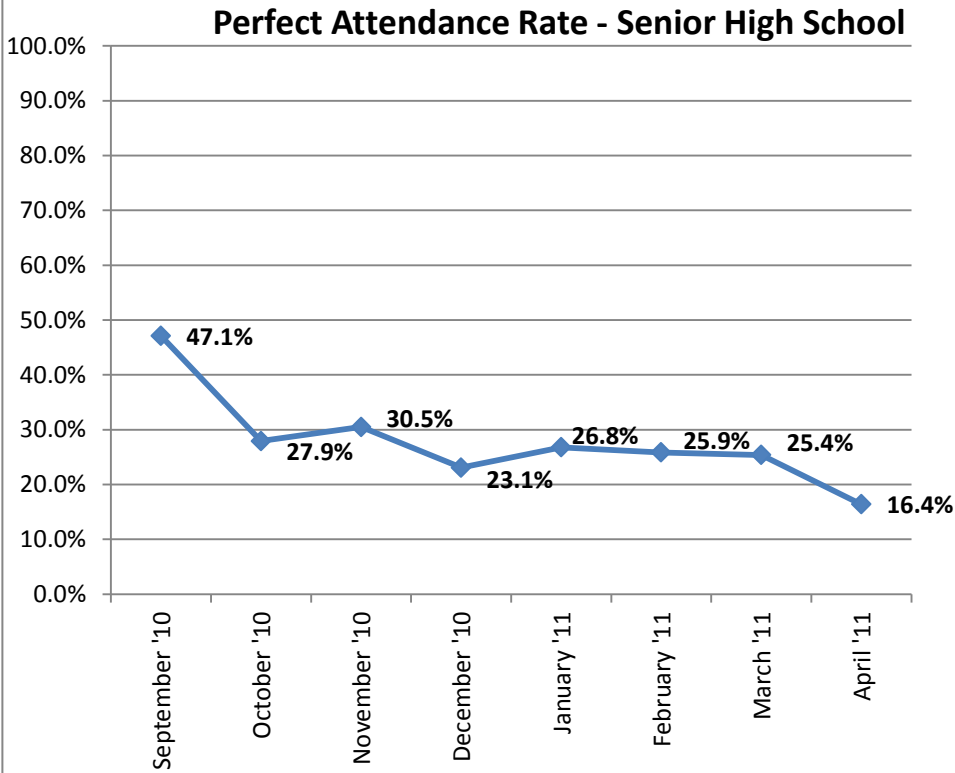
UPDATE:

AT West End, student attendance continues to be recognized on a monthly basis at the WEBSTER assemblies. Students who have perfect attendance each month are recognized with a perfect attendance token. Striving to improve individual attendance was the major point being discussed with students. As in the past two years, our monthly average of perfect attendance has hovered close to 35% of our student population. This meant about 35% of our students were here each day without leaving early or arriving late. Although the averages have remained the same since implementing this program, it was nice to see individual students strive to be here each day while we were able to see the positive impact when individual students began turning their attendance numbers around.

(To date, Evergreen and Walnut have not implemented attendance recognition systems.)

In the Jr.-Sr. High School, not wanting to unintentionally force students to attend school while they were ill, this action plan was delayed a year because of the H1N1 flu epidemic. The first Friday of each month is now set aside to recognize and celebrate students who have not been absent or late for the entire month before. The data was only compiled this year and does not show a comparison from prior years. The principal is hopeful the numbers of students coming to school every day will improve next year.

The Jr.-Sr. High School student attendance averages over 93% each year. The two charts below actually suggest that this action plan may have had an adverse effect on the attendance rate and warrants re-thinking the practice. Or, it just may be that there is a tendency to have fewer students achieve perfect attendance in the later months of the school year for these grades. Next year will allow for some year-to-year comparison.



On a positive note, administrators were able to meet and greet students personally every month. Great conversation and positive vibes filled the cafeteria on the first Friday of each month!

9. Create a program of studies in which all eighth grade students (except special education students whose individual educational plans specifically state otherwise) take Algebra I.

Denise Dunham
Started 2009-10

UPDATE:

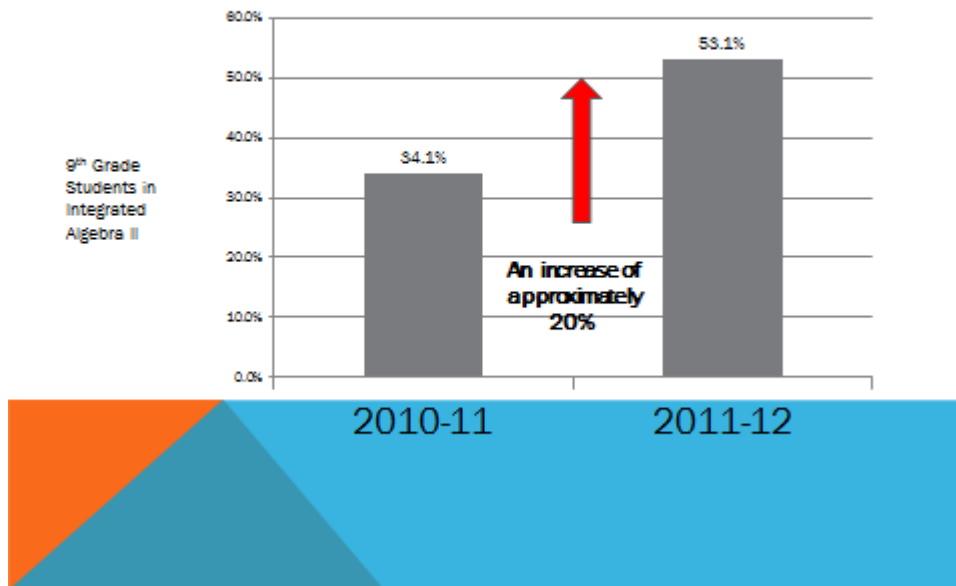
[ESTABLISHED] Beginning in September 2011, every 8th grade student received Integrated Algebra I. The original plan was to exclude those Special Needs students whose individual educational plans stated otherwise. However, our NJDOE Collaborative Assessment and Planning for Achievement (CAPA) action plan to enhance our inclusive academic settings had a significant impact on this plan. The small number of our special needs students made it possible to provide inclusion (with the approval of every parent) at all Junior High School levels (6-8). The result: every student, including our special needs students, received Algebra I at the eighth grade level.

The results, this year, were encouraging.

A significantly greater percentage of our 8th grade students will move onto Algebra II as 9th grade students next year (53.1% for the current year vs. 34.1% for the prior year). The number of students who could possibly take calculus as seniors has increased because of this initiative.

Students who earned 75 or below will retake Algebra I as 9th graders; students who failed Algebra I in the eighth grade will take an enrichment course during the summer – required by policy – and take Algebra I again in the 9th grade.

JUNIOR HIGH SCHOOL: ALGEBRA I → 9TH GRADERS IN ALGEBRA II



10. Establish an all-day pre-k to include serving all 3-year-olds and 4-year-olds.*

Tonya Breland
Jeff Adams
Kara Huber
Joe Jones
Started 2008-09

UPDATE:

The special state funding that was going to be provided for this initiative is no longer available for full-day pre-k. In addition, Woodbury is not receiving its full share of the regular school SFRA funds for operation of the K-12 program. Therefore, this action plan remains as part of our plan, but it is on HOLD pending the realization of a funding source that will pay for the increased cost associated with implementation.

11. Design and improve enrichment and remedial opportunities to be offered during the summer recess session.*

Denise Dunham

Jeff Adams

Started 2009-10

UPDATE:

Last summer, Summer 2010, the district had an increase in the total number of students engaged in our summer programming.

Beginning July 2010, several new programs were scheduled to be offered for remedial and enrichment coursework. At the Jr.-Sr. High School, the programs cover literacy and math preparation classes for regular education and special needs students, Read 180 for the struggling reader, high school preparation classes, AP Prep, SAT classes (English and Math), and an humanities class for the history lover. At the elementary level, new remediation coursework has been provided for grade 1-5; these classes will be a mixture of regular education and special education students.

SENIOR HIGH SCHOOL

Course	2009 Number	2010 Number
HS Attendance Completion	12	18
HS AVID - 9 th	0	7
HS AVID – AP	0	19
HS AVID – Humanities	0	6
HS Bio-Chem-PhysSci – PLATO	0	7
HS English – PLATO	0	15
HS Health 10 – PLATO	9	0
HS Health 9, 11, 12 - PLATO	6	0
HS History – PLATO	0	9
HS Integrated Algebra	10	6
HS Integrated Algebra I	7	3
HS Integrated Algebra II	11	3
HS Integrated Algebra III	0	7
HS Math Analysis	19	5
HS PE	13	3
HS SAT – English	0	20
HS SAT – Math	0	21
	87	149

JUNIOR HIGH SCHOOL

Course	2009 Number	2010 Number
JH Attendance Completion	0	10
JH Bridge Program - Literacy	11	18
JH Bridge Program - Math	15	16
JH Bridge Program-Algebra R	0	14
JH ESL	6	5
JH Literacy	12	16
JH Math	16	10
JH READ 180	0	3
JH Science	12	5
JH Social Studies	3	0
JH Special Ed	15	15
	90	112

ELEMENTARY GRADES

A new program was offered; no program existed in the recent past. Fifty students were invited to attend.

- Weist/Richman = K,1st , 2nd. Registered - 30 (6 special ed, 24 regular ed)
Actual Attendance - 18
- Polsenberg/Lyons = 3rd,4th. Registered - 20 (3 special ed, 17 regular ed)
Actual Attendance - 10

For Summer 2011, the course list of offerings has expanded more:

Enrichment Courses offered for the second year:

- Math Bridge for Rising 6th Graders
- Literacy Bridge for Rising 6th Graders
- Algebra Readiness Camp for Rising 7th Graders
- Read 180 for Rising 6th-8th Graders
- Math Analysis Enrichment Camp
- SAT Prep.- English
- SAT Prep.- Math
- Bridges to AP American Government
- Bridges to AP US History

Enrichment Courses offered for the first time:

- JHS Mentoring Group
- Integrated Algebra Enrichment Camp for Rising 8th and 9th Graders
- Bridges to Literacy for Rising 10th and 11th Graders
- Bridges to Math for Rising 10th and 11th Graders
- Bridges to AP Spanish
- Bridges to AP English 12
- Bridges to AP English 11
- Bridges to Technology Utilization

In addition, the high school will run a wide array of remediation programs that have been enhanced by the use of the on-line Plato system.

The elementary school has utilized NCLB funding to add to their offering and will now have grade specific remediation programs (for students entering grades 1 through 5) and enrichment opportunities for the primary grades and upper elementary students. Finally, a mentoring program, grant funded, will allow for student to continue to participate in what had been club activities during the school year – once a week throughout the summer.

BOLD: Started 2008-09

RED: Started 2009-10

GREEN: Started 2010-11

* indicates a multi-year action plan

SPECIFIC RESULTS Strategy II

We will identify, model, reinforce, and measure character traits of responsible citizenship that are important to the Woodbury community.

<p>1. Integrate Responsive Classroom throughout grades Pre-K – 5.*</p>	<p>Vince Myers <i>Tonya Breland, Jeff Adams, Jason Vivadelli, Ed Murphy</i></p>
<p>UPDATE:</p> <p>[ESTABLISHED, grades 3-5] We continue to implement RC into classrooms in grades 3-5 at West End and 2-5 at Walnut and Evergreen. Initial training took place in the summer of 2009 with a follow up session in November of 2009. A second week-long training for the same group of teachers took place in July 2010. Our teachers see the importance of the social-emotional piece to our daily repertoire and look forward to the upcoming training to further tweak and increase the RC model.</p> <p>This summer brings Responsive Classroom training back to Woodbury. With our dedication to RC over the past two years, Woodbury has been selected as a regional training site. West End will host over 200 educators from the surrounding area to take part in RC1 and RC2 training the week of July 25th. Woodbury will have four more teachers trained in RC1 this summer as well as one teacher trained in RC2 (this training is free to the district due to our host status). By the end of this summer, all teachers 2-5 will be trained. With the work completed through NCLB and Woodbury obtaining the approval to operate as a school-wide program beginning in September, we will have greater flexibility with our professional development funds and hope to have our K & 1 teachers trained during the summer of 2012.</p>	
<p>2. Integrate Developmental Design throughout grades 6 – 8.*</p>	<p>Jason Vivadelli <i>Ed Murphy Denise Dunham</i></p>
<p>UPDATE:</p> <p>[ESTABLISHED] Developmental Design continues to be well embraced by the Junior High School faculty. Three days are devoted to Herd Huddles – Woodbury’s name for the Developmental Design class meetings. Tuesdays and Thursdays have been used for tutoring sessions. Most students can be found in math classrooms retesting or simply reviewing the work that was taught during the week.</p> <p>The climate and culture of the Junior High School continues to develop into a kinder and gentler place to be; that same expectation is echoed throughout the student population.</p>	
<p>3. Establish a required service learning program at the High School.</p>	<p>Ed Murphy</p>
<p>UPDATE:</p> <p>[ESTABLISHED] This year’s entering freshman class of 2010-11 was required to complete twelve (12) hours of service learning in conjunction with the new Freshman Seminar course and each student is responsible for another sixty (60) hours during the course of their high school experience under the umbrella of the Option II program . Students will receive 2.5 credits in the area of “21st Century Life and Careers” (formally “practical arts”) for this sixty hour effort, but more importantly, each is working toward his/her “responsible citizenship” goals.</p>	

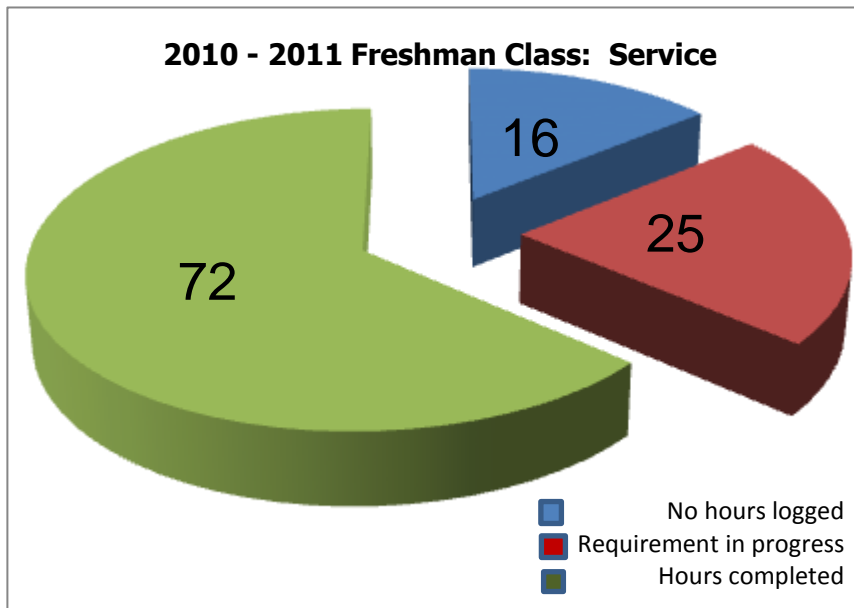
As stated in the Director of Pupil Personnel's March Board of Education Report, all areas of Option II have seen wonderful growth over its three short years. It is, however, Service Learning that has exploded with interest and enthusiasm. Volunteer experiences have been served within the WHS campus and community and have branched out as far as North Jersey, Philadelphia and Harrisburg, Pennsylvania.

To date, over 1,715 hours of service has been officially logged. With the Learn and Serve America Grant, funds were available to start the Golden Bytes computer class. This program partnered 9th graders with neighborhood senior citizens; it assisted our freshman in developing volunteer opportunities while teaching computer and technology skills to the senior citizens. This program has grown to be a huge success – and has helped to develop true and meaningful relationships between our “Freshman Buddies” and our “Senior Students”.

In the recent weeks, faculty and staff members have participated in high level professional development dedicated specifically to those who will be using Naviance.

Serving as an ‘anchor’ for all areas of connection with student achievement and post-secondary success, Naviance provides several distinctive elements designed to support student engagement, academic performance and college and workplace readiness. This web-based system also allows our district to import and export data from our already populated Power School Student Information System. Students, parents and teachers will have access to Naviance and all of its features that allow each student to have a truly personalized learning experience.

The following data represents our 9th graders' service learning effort:



BOLD: Started 2008-09
RED: Started 2009-10
GREEN: Started 2010-11
* indicates a multi-year action plan

SPECIFIC RESULTS Strategy III

We will develop appropriate interventions, at each level, to address the social and emotional issues that compromise personal growth and interfere with the educational process.

<p>1. Provide immediate and appropriate interventions to meet the social and emotional needs of our students.</p>	<p>Jeff Adams Ed Murphy Jason Vivadelli</p>
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UPDATE:

The Child Study Team continues to take on the added responsibility of providing an intense 12 week counseling program to students displaying significant emotional difficulties that are impacting their educational programming. Approximately 10-15 students district wide each of the last three years have received this service. The following table breaks down elementary and secondary referrals.

	2008-2009	2009-2010	2010-2011
Elementary Referrals	9	7	6
Junior/Senior High Referrals	4	3	3

All of these referrals were made through the IRSC process and involved getting feedback from counselors, administrators and teachers. Based on the feedback we received from staff, students and parents the past two years, we were able to build on our in-district program through a cooperative agreement with a psychiatrist from the University of Medicine and Dentistry of New Jersey (UMDNJ) who was on site here at the Walnut Street school once a month to provide psychiatric evaluations and medication management for our students who needed that added support.

<p>Individual Therapy Cases: 12 Classroom Observation: 8 Family Sessions at School: 12 Contact with Parents /Caregiver: 51 Collateral Contact with Teachers & Administrators, Counselors/Social Worker: 96 Outside Contact DYFS: 3 Mobile Response: 2 Other: 3 Home Visits: 10 Staff Presentations to Faculty Staff Meeting: 3 Psychiatric Consultations – 15 Medication Management - 11</p>
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Another expanded area of service implemented this year was the addition of a district-wide certified BCBA (Board Certified Behavioral Analyst) consultant. This individual focused on the provision of direct FBA's (functional behavioral assessments) for students in our K/1st grade classrooms. These FBA's involve detailed classroom observations of student behavior followed by a prescriptive intervention plan teachers can use to modify specific targeted behaviors. Furthermore, a series of four professional development workshops were made available to district staff focusing on ways to effectively manage students with atypical behavioral profiles in the classroom setting.

One final area of increased emotional support services unfolded through an unexpected partnership with the Youth Consultative Service Organization. Over the course of the past two years, one of the afterschool clubs at Walnut provided a mentoring program to upper elementary boys. After hearing about this program the YCS organization was able to enter into a shared service grant funded project that replicated this mentoring program to boys and girls at the West End and Evergreen Avenue School. This SLAG (Scholars, Leaders, Athletes, Gentleman) /GALS (Girls, Athletes, Leaders, Scholars) program has been in effect since February and currently services approximately 48 male and female students across the district. Furthermore, we were able to secure supplemental funding through the Gloucester County Board of Freeholders and NJ Governor's Juvenile Justice Delinquency Prevention Committee. As a result we are targeting 70-80 elementary and 30-40 Junior High students to participate in ongoing mentoring programs this summer that will focus on social skills, team building, and academics supplemented with art, music and karate instruction.

2. Adopt a Social-Emotional Learning (SEL) program to be implemented at each building (Pre-K – 5).	
3. Improve consistent implementation of discipline codes across the school district and within each school.*	Thomas Braddock <i>Principals</i> Jason Vivadelli

UPDATE:

2010-2011 School Year

1. No points for non-disruptive behavior
 - a. Positive Outcome – We experienced a significant decrease in the number of behavioral contracts required this year. This allowed for more intensive supervision of students with the most need.
 - i. Junior High School
 1. 2009-2010: 33 behavioral contracts
 2. 2010-2011: 14 behavioral contracts
 - ii. Senior High School
 1. 2009-2010: 50 behavioral contracts
 2. 2010-2011: 13 behavioral contracts

2. Limit Out-of-School Suspensions
 - a. Outcome – The Junior High experienced a decrease in OSS and an increase in ISS from last year. The Senior High experienced a decrease in both OSS and ISS from last year. Please see the attached bar graphs.
 - i. Junior High School
 1. Decrease in OSS from last year in all but two months (November and March)
 - Overall decrease of 44 OSS from last year (through April)
 2. Decrease in ISS the first three months of school this year, but an increase in the remaining months
 - Overall increase of 36 ISS from last year (through April)

ii. Senior High School

1. Decrease in OSS from last year in all but two months (September and March)
 - Overall decrease of 63 OSS from last year (through April)
2. Decrease in ISS three months, no increase in ISS two months, and an increase in ISS three months
 - Overall decrease of 16 ISS from last year (through April)

Consistent Implementation Initiative at the three Elementary Schools

2011-2012 School Year

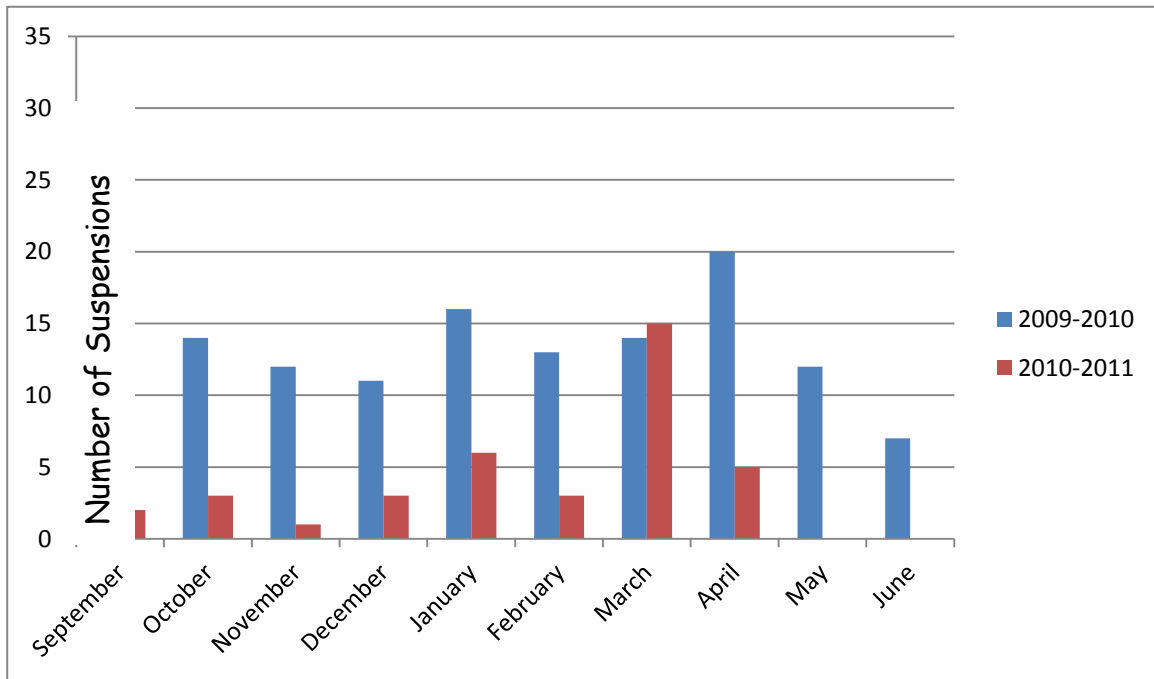
The Elementary Principals have drafted a Uniform Elementary Student Conduct Code and plan to meet over the summer to finalize the overall approach. With the inclusion of a new elementary principal in the mix, there is a desire to be sure that all three elementary principals are ready to employ the new code for the upcoming year.

Consistent Implementation Initiative District Wide

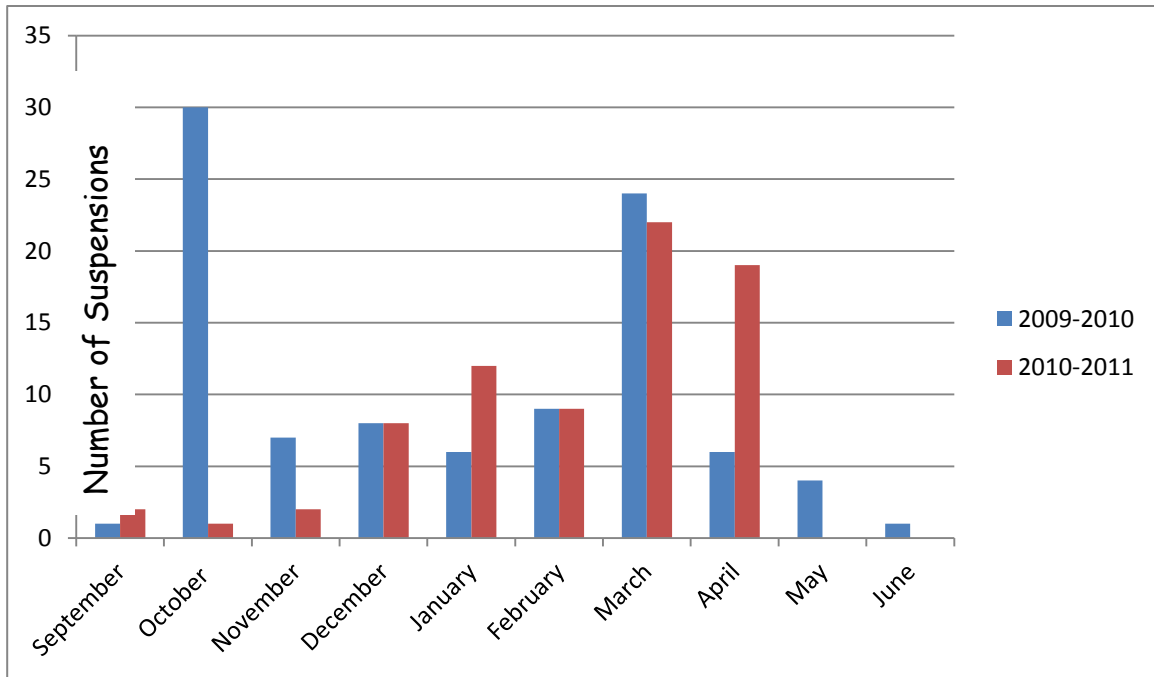
2011-2012 School Year

Improved communication with parents/guardians regarding student conduct starts at the student/teacher level. For the upcoming year, there will be an emphasis that all staff must hold an informal student conference and contacting parent/guardian prior to sending a referral to administrator. At the Junior-Senior High School, a reminder will be placed at the top of the referral form similar to the I&RS referral form.

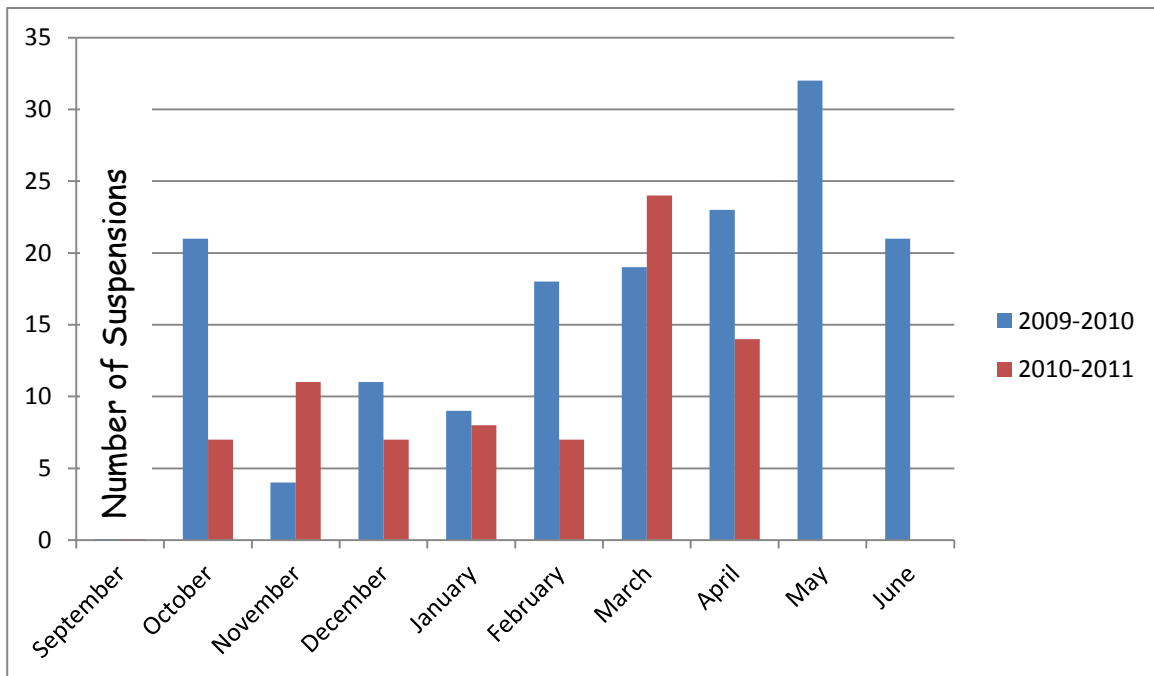
**Woodbury High School
Out-of-School Suspension Comparison
2009-2010 Academic Year as Compared to 2010-2011 Academic Year**



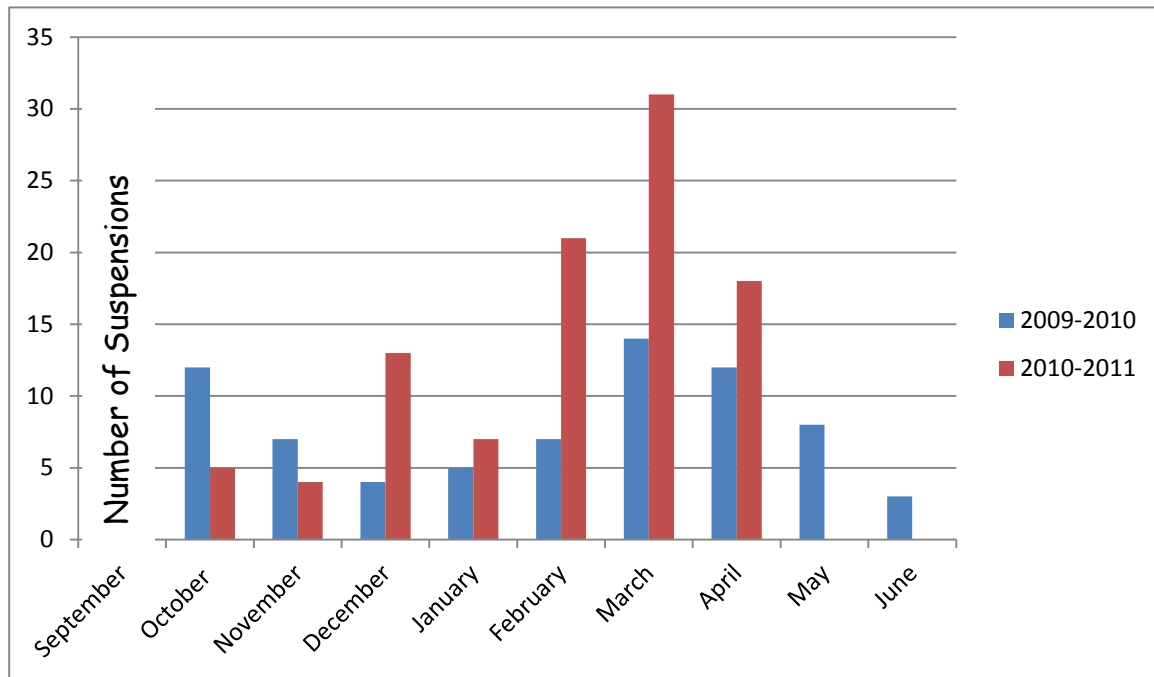
**Woodbury High School
In-School Suspension Comparison
2009-2010 Academic Year as Compared to 2010-2011 Academic Year**



**Woodbury Junior High School
Out-of-School Suspension Comparison
2009-2010 Academic Year as Compared to 2010-2011 Academic Year**



**Woodbury Junior High School
In-School Suspension Comparison
2009-2010 Academic Year as Compared to 2010-2011 Academic Year**



4. Provide all staff, including support staff, instructional assistants, aides, and substitutes training on discipline procedures and ongoing support for behavioral interventions. *

Building Principals
Started 2009-10

UPDATE:

There were a couple of new programs offered this year that addressed behavioral issues:

- Restraint Training: Focused on training adults to restrain the physically confrontational student safely – causing no harm to adult or child.
- Robin's Nest Counseling: Three counselors (one elementary, one Junior High, one Senior High) served the student population once a week September through June. Each counselor saw up to four (4) students each week. Though the waiting list was significant, we were able to serve every child recommended. The results were very positive; students were appreciative and responsive to the work the counselors provided.
-

5. Coordinate an adult (staff member) to student mentoring program in grades K-12.

6. Utilize high school upperclassmen to mentor elementary students.

BOLD: Started 2008-09

RED: Started 2009-10

GREEN: Started 2010-11

* indicates a multi-year action plan

SPECIFIC RESULTS Strategy IV

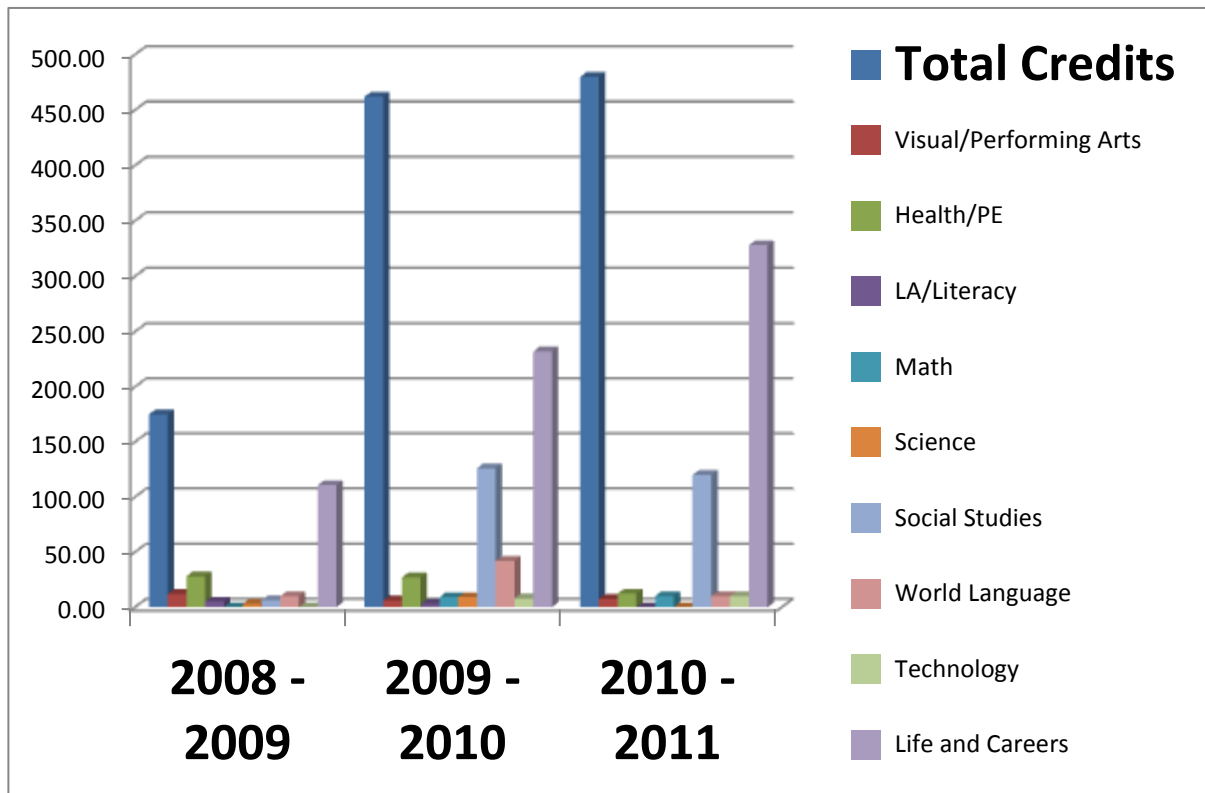
We will develop a system to help each child create, implement and be accountable for his or her own meaningful personal achievement plan.

<p>1. Offer Option II programs to Senior High School students that are consistent with New Jersey State Core Curriculum Content Standards.</p>	<p>Ed Murphy Joe Jones Denise Dunham Grant Shivers</p>
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UPDATE:

[ESTABLISHED]

The total credit accrued through Option II have increased during each of the first three years of the formal program:



For the 2010-11 school year, Option II work concentrated on the establishment of the Service Learning requirement and setting up the necessary tracking associated with this expectation for our freshman. There was no credit associated with Service Learning – it was an expectation as part of the Freshman Seminar. Ultimately, all of our seniors will be graduating with five (5) credits due to the sixty (60) hour expectation for students to complete prior to graduation. That means, the total credits earned through Option II will increase by approximately 500 credits once this year’s freshman become seniors.

<p>2. Establish a mechanism for goal-centered, student-led conferences at the elementary level.</p>	<p>Vince Myers</p>
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UPDATE:

Extensive research took place in the early part of the 10-11 school year. We had one Walnut teacher independently implement SLC’s in November and February. Following successful implementation, all teachers in grades 3-5 met in April to discuss the implementation for the 11-12 school year. After a follow

up meeting in May, we are ready to implement this format in all classrooms for students in grades 3-5 during the 2011-12 school year utilizing technology in the classroom (SmartBoards).	
3. Implement the AVID Elementary program for grades 4 and 5.*	Tonya Breland <i>Elem. Principals</i> <i>Donna Cohen</i>
UPDATE: The plan to launch AVID Elementary has begun. During the summer of 2012, a new AVID Summer Institute will occur in Philadelphia. This will be a perfect opportunity to train the majority of grade four and five teachers. In advance, we intend to purchase the AVID libraries and set dates for the required AVID Elementary Training Days. Mr. Joseph Jones will meet with representatives of AVID Elementary while he attends the Summer Institute. Mrs. Donna Cohen has planned two site visits to New Jersey schools that already have AVID Elementary. She hopes to be able to appreciate more fully the scope and impact of the program in order to generate enthusiasm for the new direction.	
4. Instruct students about the goal setting process and establish age appropriate resources in all schools to support students with their goals.*	Ed Murphy <i>Grant Shivers</i> <i>Principals</i>
UPDATE: The class of 2014 came into the high school under the new graduation requirements which now include Service Learning, Financial Literacy and the development of a "Personalized Student Learning Plan" (PSLP). Students were introduced to the PSLP within the Freshman Seminar class and began to develop their own PSLP's utilizing the Naviance computer program. Specific aspects covered this year were a learning style inventory, goal setting, career and interest searches as well as a college searches. In addition to continuing this with the next incoming class of freshman, updates to the PSLP will occur in English classes next year as the students move into their sophomore year. Finally, fourteen staff members were trained in Naviance at the conclusion of this school year -- including AVID and English teachers. The teachers will be able to utilize Naviance within their specific subject areas to reinforcement concepts already being taught and assist students in the development and maintenance of their PSLP's. The Junior High School began the process of goal setting this year through the AVID Pathways class in the sixth grade. The Junior High School counselor worked with the students first by presenting a lesson on goals and how to establish measurable and meaningful goals. Following the lesson each student created a personal and academic goal for themselves. Mid-way through the year, the counselor revisited with the students and reviewed progress and updated/revised the goals. Moving forward, this process will include having the students input the information into Naviance rather than Powerschool as the Naviance program is going to house the PSLP.	
5. Create a voluntary one-to-one program in Woodbury that would partner faculty members with students for the purpose of providing connections and setting goals.	

BOLD: Started 2008-09

RED: Started 2009-10

GREEN: Started 2010-11

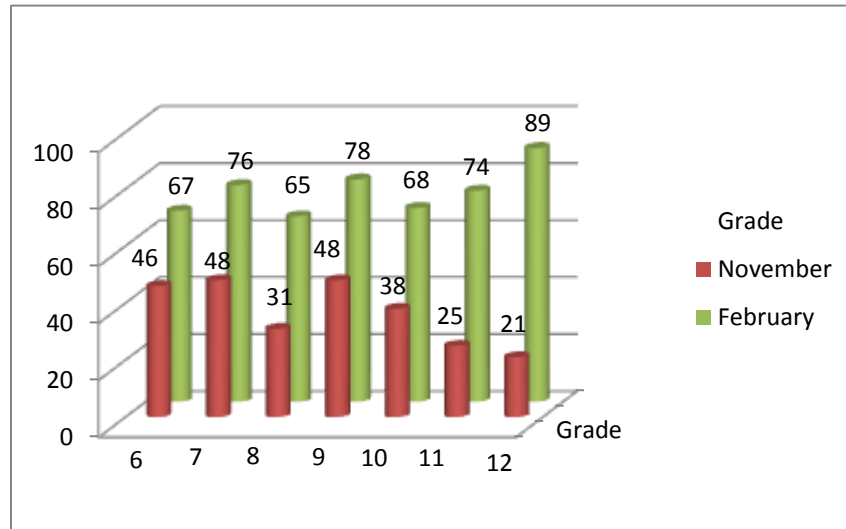
* indicates a multi-year action plan

SPECIFIC RESULTS Strategy V

We will cultivate partnerships among our families, the local and global communities and the schools to support educational achievement and enhance community perception.

<p>1. Re-establish at the Jr.-Sr. High School, and create at each of the elementary schools, a Principal's Advisory Committee to provide information to and receive input from parents, students, and faculty on school programs, policies and goals.</p>	<p>Principals</p>
<p>UPDATE:</p> <p>ESTABLISHED Good work continues to flow out of the PAC meetings at West End. A bulk of our topics this year surrounded the idea of health and wellness at West End. With the support of this committee, West End was able to secure a \$6,000 grant as part of the Grow Healthy initiative and Let's Move. We also used our meeting time to focus on the Unified Plan for West End in an effort to obtain school-wide status. The PAC effort is alive and consistent at the other two elementary schools as well. The Jr.-Sr. High School Principal's Advisory Committee has not yet realized the desired expectation. While small core groups of parents have consistently participated over the past two years, the numbers continually decrease throughout the school year. Attendance at the first two meetings typically includes 10–12 parents; attendance at the last two meetings has been much lower (2-4). The effort will continue as we look to provide meaningful engagement of our parents with our school program.</p>	
<p>2. Require parent participation in district-wide teacher conferences in order to enhance individual student achievement.</p>	<p>Principals</p>
<p>UPDATE:</p> <p><u>Walnut</u>. At the Walnut Street school we continued to have an excellent track record with regard to parent-teacher conferences. It really is a simple mindset that contacting parents to report student progress is something that we just do, it is not an option. As a result we continue to meet via phone, face to face or even SKYPE with 100% of our parents for feedback conferences. Furthermore this year the 4th grade class piloted a student led format of the conference that will be used as a model for the district to implement in the future.</p> <p><u>Evergreen</u>. Again, this year, Evergreen staff made an effort to connect with every parent throughout the school year. Letters, follow-up letters and phone calls were made to parents in an effort to meet during conferences. Teachers were flexible and met with parents at times outside of the designated conference schedules to accommodate parents' needs. Though 100% participation has not yet been achieved during the conference time period, efforts strengthen each year.</p> <p><u>West End</u>. West End continues to have a lot of success with the participation of parents/guardians during conferences. Letters and follow-up reminders are sent to all parents. Personal phone calls are made in the event that there is a conflict with scheduling. With these efforts, we were able to obtain a 100% participation rate. With the implementation of student-led conferences for the 11-12 school year, the effort to have 100% participation should lessen as all conferences will be student centered.</p> <p><u>Jr.-Sr. High School</u>. The mandated parent-teacher conference has been successful in terms of increasing the number of parents who purposely connect with teachers at either conference each year. Our goal is to realize 100% participation, which we have yet to achieve. The data below will show, however, the response to a friendly letter that is mailed to every parent who did not attend the November conference.</p>	

In most cases, the number of parents attended doubled.



3. Expand parental involvement and attendance at school events.

4. Create partnerships between Woodbury School District and the local/regional businesses and professional communities, in order to foster greater interactions between students and the community.

Joe Jones
All Administrators

UPDATE:

The superintendent continues his relationship with the Greater Woodbury Area Chamber of Commerce as a member of their Board of Directors. In that forum, the activities of the Woodbury City Public Schools are regularly championed and direct connections have been made with local organizations (Examples: Underwood Hospital and Ace Motors).

There has been a substantial increase in activity between our Option II Coordinator and the local area businesses this year due to the new service learning requirement for our high school students. This has helped to begin a much stronger, positive connection with the city as a whole. We expect good things to continue as the service learning expectations works its way through the high school. Next year, both freshman and sophomores will be engaged in school directed service learning expectations.

A recent meeting was held with the Woodbury Main Street association's executive director. We established a good link with this volunteer group and believe that some of the work that has already happened with Woodbury students volunteering with Main Street will be the basis for more good to come from the relationship. We have also energized an effort to engage with local, city food establishments as a result of this meeting; we will be seeing if there is an opportunity for some to augment our lunch offerings and provide some indirect advertising through the effort.

Finally, we had a productive meeting with Underwood Hospital early in the school year. Kathy Stalter-Allen, Ed Murphy and I met with John Graham, Executive Vice President and COO; Rob Manestrina, Vice President, Human Resources; and Michele Boyd, Director, Research, Practice and Education. This meeting established a foundation for further conversation regarding Option II opportunities and some service learning connections. It was very positive. There is another planned meeting with Underwood that has been orchestrated by city resident John Carter (he sits on a community relations board at the hospital); this meeting will allow us to meet with President and Chief Executive Officer, Eileen K. Cardile.

<p>5. Establish a student exchange program with a high school in a foreign country to provide an international learning opportunity for our students. *</p>	<p>Jason Vivadelli Grant Shivers Joe Jones</p>
<p>UPDATE:</p> <p>The virtual exchange program mentioned during last year's update was carried through by Walnut Street School's 4th and 5th grade students. They established a relationship with students at St. Bernadette's school in Bury, England. Emails were exchanged and several video conferences were conducted. Expanded efforts on this front will continue in the near future.</p>	
<p>6. Improve family access to information on academic and extracurricular programs and activities, existing school policy and policy changes, and individual student goals and achievement.</p>	
<p>7. Enhance public perception of Woodbury School through a relationship with the media, specifically local newspapers.</p>	<p>Joe Jones All Administrators</p>
<p>UPDATE:</p> <p>This update continues to be the same as in the recent past. There continues to be active use of the local press. We tend to be most successful with the <u>Gloucester County Times</u>, but we have also been able to have Woodbury stories appear in the <u>Philadelphia Inquirer</u>, the <u>Courier-Post</u>, and on local new stations. The building principals make these contacts when events of interest are occurring. Also, there is an effort through the superintendent's office to support the buildings by sending out press releases on a weekly basis.</p> <p>This year, the Philadelphia Inquirer spotlighted our school in an article on the Martin Luther King, Jr. Day of Service (January 18, 2011) where a large number of Woodbury students participated in various activities that day. Additionally, the Philadelphia paper has a nice article on the federal grant that Woodbury utilized to create the Golden Bytes program (May 9, 2011).</p> <p>In our local paper, the Gloucester County times had front page, feature stories on the school. There were two articles that focused on the district's update to the Strategic Plan and then, just recently, another targeted our graduating seniors in a feature story on our diverse and accepting school culture.</p> <p>Though we started the year with some very disturbing publicity and questionable reporting practices associated with a mother's report of alleged bullying activity in the school, the overall tone of the year's coverage by the press has been most favorable.</p>	
<p>8. Create a district-wide Family Resource Center to provide a "one-stop-shop" in order to facilitate greater family involvement with our schools and support student achievement.</p>	

BOLD: Started 2008-09

RED: Started 2009-10

GREEN: Started 2010-11

* indicates a multi-year action plan