

BLOOMFIELD PUBLIC SCHOOL DISTRICT

Curriculum and Instruction Report 2018-2019



Education is not the learning of facts, but the training of the mind to think.

Albert Einstein

*Presented to the Board of Education
June 25, 2019*

CURRICULUM AND INSTRUCTION REPORT

June 25, 2019

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Acknowledgements

The following administrators, supervisors, teachers and staff have been crucial to the success of our district wide initiatives and, through their own work, as well as their collaborative work with colleagues, are ensuring that curriculum and instruction meets the ever-changing needs of our students. Our staff facilitates and attends workshops, volunteers for planning meetings, and includes members of the District Evaluation Advisory Committee and the School Improvement Panels. A special thank you is extended to our technology and maintenance staff, whose work has been an important factor in our success.

Sandra M. Searing
Assistant Superintendent of Curriculum and Instruction
June, 2019

Administrators:

Mr. Salvatore L. Goncalves	Superintendent of Schools
Mrs. Sandra M. Searing	Assistant Superintendent of Curriculum
Mrs. Hwey Hwey “Vicky” Guo	School Business Administrator/Board Secretary
Mr. Nicholas Dotoli	Director of Administration/General Counsel
Mr. Thomas Atkinson	Director of Systems/IT
Mrs. Joanne Decker	Director of Student Achievement
Mr. Joseph Fleres	Director of Elementary Education
Mrs. Keri Regina	Director of Special Services
Mrs. Kristie Arnold	Supervisor of Elementary Literacy K-5
Ms. Suzanne Johnson	Supervisor of English Language Arts 6-12
Mrs. Jennifer Khoury	Supervisor of Fine Arts K-12
Mr. Steven Jenkins	Supervisor of Health/Physical Education K-12
Mrs. Claire Keller	Supervisor of Mathematics K-12
Mr. Louis Cappello	Supervisor of Science K-12
Mr. Scott Orlovsky	Supervisor of ESL, Social Studies & World Language K-12
Ms. Suzanne Abendschoen	Supervisor of Special Education 7-12
Mr. Michael Cole	Supervisor of Special Education Pre-K-6
Mrs. Lauren Marek	Supervisor of Special Education, CST/Speech Pre-K-12
Mr. Christopher Jennings	Principal, Bloomfield High School
Mrs. Alla Vayda-Manzo	Principal, Bloomfield Middle School
Mrs. Linda Colucci	Principal, Early Childhood Center at Forest Glen
Dr. Natasha Baxter	Principal, Berkeley School
Ms. Lauren Barton	Principal, Brookdale School
Mr. John Baltz	Principal, Carteret School

Mrs. Mary Todaro	Principal, Demarest School
Mrs. Ginamarie Mignone	Principal, Fairview School
Ms. Marianne Abbasso	Principal, Franklin School
Mrs. Mary DiTrani	Principal, Oak View School
Dr. Gina Rosamilia	Principal, Watsessing School
Mrs. Elizabeth Petrangeli	Assistant Principal, Testing & Assessments, BHS
Mr. John Pierce	Assistant Principal, Guidance & Scheduling, BHS
Mr. Thomas Acton	Assistant Principal, Student Activities & Attendance, BHS
Mr. Michael Schilare	Assistant Principal, Discipline, BHS
Mrs. Annette Baker	Assistant Principal, Testing & Assessments, BMS
Mr. Jose Sarmiento	Assistant Principal, Discipline, BMS
Mrs. Lisa Crammer	District Coordinator, Gifted & Talented Program

Curriculum Council:

Sandra Searing	Chair: Assistant Superintendent of Curriculum
Thomas Atkinson	Director of Systems/IT
Joanne Decker	Director of Student Achievement/Supervisor of Integrated Tech 7-12
Joseph Fleres	Director of Elementary Education
Keri Regina	Director of Special Services
Kristie Arnold	Supervisor of Elementary Literacy K-5
Suzanne Johnson	Supervisor of English Language Arts 6-12
Jennifer Khoury	Supervisor of Fine Arts K-12
Scott Orlovsky	Supervisor of ESL, Social Studies and World Language
Steve Jenkins	Supervisor of Health and Physical Education
Claire Keller	Supervisor of Mathematics K-12
Louis Cappello	Supervisor of Science K-12
Suzanne Abendschoen	Supervisor of Special Education 7-12
Michael Cole	Supervisor of Special Education Pre-K-6
Lauren Marek	Supervisor of Special Education CST/Speech Pre-K-12

District Evaluation Advisory Committee (DEAC):

Sandra Searing	Keri Regina
Christopher Jennings	Mary DiTrani
Mary Todaro	Louis Cappello
Joanne Decker	McKenzie May-Ortiz
Christine Candarella	Esther Innis
Joseph Fleres	Board Member -TBD
Mayra Pastore	President of HSA

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Thomas Atkinson	Kristie Arnold
Joanne Decker	Suzanne Johnson
Christopher Jennings	Alla Vayda-Manzo
Lou Cappello	Claire Keller
Jennifer Khoury	Joseph Fleres
Sandra Searing	

Technology Committee:

Rich Adams, George Agens, Peter Bodor, Keri Giannotti, Matt Giordano, Sara Rothman,
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Theresa Hughes - MS
Jennifer Noto - BE
Lisa Gallagher - BD
Gianna Cafaro - CA
Jessica Barton - DE
Dawn Rabbia, Ed Reyes - FV
Allison Bendokas (LOA), Shane Haimbach - FK
Marissa Calderon OV
Monika Martin - WA
Michelle Ogden - ECC @ FG

Media Specialists:

Anna Lisa Brown - BE
Ellen Luca - BD
Jean Barbetta - CA
Rosemary Vetrano - DE
Melissa Stepowyj - FV
Emily Tomkins -FK
Patricia D'Avanzo - OV
Kelley Krick - WA
Tabitha Rice, Margarita Triantafilou - MS
Angela Brisini, Karah Iansito - HS

K-5 ELA Committee:

Jeanne Aiello - Gr. 1
Michelle Bacot-Edwards - WA - Gr. 1
Lauren Downey - OV - Gr. 1

Lucy Villaluz - FK - Gr. 1
Cathy Velardi - WA - Gr. 2
Laurie McCarren - BD - Gr. 2
Dana Brennan - FV - Gr. 2
Amanda Pico/Casey Hawrylko - BD - Gr. 3
Allison Holm - DE - Gr. 3
Banita Smith - CA - Gr. 3
Nicole Luongo - FV - Gr. 3
Lisa Gallagher - BD - Gr. 4
Dana LaBattaglia - DE - Gr. 4
Jessica Picciuto - OV - Gr. 4
Dana Henderson - BE - Gr. 4
Barbara Nazzaretto - WA - Gr. 4
Jeannette O'Rourke - CA - Gr. 5
Allison Plishka - FK - Gr. 5
Marialisa Montgomery - BE - Gr. 5
Karen Magliacano - DE - Gr. 5
Regina Cora - FK - Gr. K
Kathy Iacovone - DE - Gr. K
Kelly Rennie - OV - Gr. K
Christine Candarella - District - Master Teacher

K-5 Math Committee:

Jodi Alloy - CA - Gr. 1
Daniella McNamara - FK - Resource
Gianna Stefanelli - BE - Gr. 1
Sara Ferrari - BD - Gr. 2
Julianne Finkler - OV - Gr. 2
Sylvia Lambiase - FK - Gr. 2
Leah Gialanella - FK - Gr. 3
Jessica Cappello - DE - Gr. 3
Kira Biedermann - OV - Gr. 3
Meaghan McGlone - BE - Gr. 3
Diane Hazza - WA - Gr. 3

Gianna Cafaro - CA - Gr. 4
TBD - DE - Gr. 4
Vicki Stamoustsos - BD - Gr. 5
Lydia Barrios - CA - Gr. 5

Jessica Barton - DE - Gr. 5
Diane Mautone - OV - Gr. 5
Lauren Herzog - WA - Gr. 5
Tracy DeNuto - FV - Gr. 5
Deanna Scura - FV - Gr. 5
Nicole Falco - DE - Gr. K
Lauren Kelly - BD - Gr. K
Isabella Campece - BE - Spec. Ed.
Jennifer Marsden - DE - Spec. Ed.
TBD - FV - Gr. K

Grade 6 Math Committee:

Suzanne Gaccione - BD
Crissy Baldwin - DE
Tara Sperduto - DE
Alexandra Tuorto - CA
Erica McGuirk - BE
Ryan Cole - FK
Angelo Locantore - FV
Heather Gimenez - FV
Alexandra Ferri - OV
Athena Giordano - WA

K-5 Science Committee:

Melissa Basilone - CA - Gr. K
Shannen Delbar - OV - Gr. K
Teresa Foster - WA - Gr. K
Kara Serpico - BE - Gr. 1
Christina Testa - BD - Gr. 1
Jennifer Gaviria - CA - Gr. 1
Donald Fries - DE - Gr. 1
Michael Cullen - CA - Gr. 2
Ashley Buhowski - DE - Gr. 2
Laura Foster - WA - Gr. 2
LoraJean Tice - DE - Gr. 3
Michele Crincoli - FV - Gr. 3
Susan Rubbinaccio - FK - Gr. 3
Shannon Altieri - WA - Gr. 3
Samantha Costello - BD - Gr. 4

Marissa Aliotta - OV - Gr. 4
Kristalyn Matos - CA - Gr. 4
Meredith Forte - BE - Gr. 5 Spec. Ed.
Rita Modzelewski - DE - Gr. 5
Michael Aiello - FV - Gr. 5
Alexandra Siversky - FK - Gr. 5

Grade 6 Science Committee:

Crissy Baldwin - DE
Tara Sperduto - DE
Kristen Hagedorn - CA
Heather Gimenez - FV
Angelo Locantore - FV
Alexandra Ferri - OV
Elena Kazoun - WA
Suzanne Gaccione - BD
Chris Zambrano - FK
Susan Coulter - BK

K-5 Social Studies Committee:

Lisa Fisbeck - WA - Gr. K
Jessica Clements - FK - Gr. 1
Laura Salamone - WA - Gr. 1
Tracy Costanza - FK - Gr. 2
Samantha Belfi - CA - Gr. 2
Michelle Fanning - OV - Gr. 3
Danielle Perez - CA - Gr. 3
Amanda Ekelmen - FV - Gr. 3
Kira Tierney - DE - Gr. 3
Amber Salvato - FK - Gr. 4
Teri DellaLuna - CA - Gr. 4
Deanna DiSanti - CA - Gr. 5
Paul Alban - BD - Gr. 5
Karen Giere - WA - Gr. 5
Elizabeth Rodriguez - OV - Gr. 5
Jeffrey Ryder - FV - Gr. 5

School Improvement Panels (ScIP):

<i>High School</i>	<i>Middle School</i>	<i>ECC at Forest Glen</i>	<i>Berkeley School</i>	<i>Brookdale School</i>	<i>Carteret School</i>
Maryanne Justice Rich Adams Ralph Iansito Ryan Smircich Chris Jennings	Dave Trez AnnMarie Slocum Danielle Benevento Wendy Cerniglia Jay Alloy Diane Doman Greg Murray Jaclyn Grasso Annette Baker Jose Sarmiento Alla Vayda-Manzo	Karen Kerris Jackie Lehman Michelle Ogden Linda Colucci	Julianne Salgado Jennifer Noto Anna Brown Djanna Hill Jayme Sozio Aissa Refol Natashia Baxter	Suzanne Gaccione Jennifer Lehansky Ellen Luca Lisa Gallagher Paul Alban Lauren Barton	Diane Pillari Beth Armstrong Amy Konzelmann Banita Smith Jeannette O'Rourke John Baltz

<i>Demarest School</i>	<i>Fairview School</i>	<i>Franklin School</i>	<i>Oak View School</i>	<i>Watsessing School</i>
Rosemary Vetrano Jessica Cappello Kristin Dimeck Adriana Festa Karen Magliacano Jennifer Marsden Jennifer Beesley Melissa Manzueta Mary Todaro	Melissa Gorman Mairead Chern Ginamarie Mignone	Marion Armenti Steven Untisz Barbara Magrath Amanda Sibilio Lucy Villaluz Shane Haimbach Chrissy Nasce Soula Olsen Marianne Abbasso	Daria Sisco Donna Sabol Jennifer Conti Mary DiTrani	Amanda Eineker Monika Martin Athena Giordano Gina Rosamilia

Introduction

Teaching and learning have come a long way. Gone are the days when textbooks were the primary drivers of instruction, and curriculum was designed by the district to correlate exactly with the chapters of the text. In the past, homework assignments consisted primarily of reading assigned pages in an anthology, answering questions at the end of a social studies or science chapter, and/or completing 20 static math problems. The following day, class instruction would consist of a review of homework, a teacher driven “how to “ lesson on new material, and the homework process would then repeat itself. In today’s world the “drill and kill” method of instruction, in which success at rote memorization and the ability to recall every little fact was the sole indicator of student achievement, is no longer accepted as the only one instructional method that leads to success.

Over the last 20 years, curriculum design, classroom instruction and measures of student assessment have moved from the formerly tried and true. Classroom practice evolved as research pointed the way to the importance of critical thinking, working in teams, technology integration, problem solving, interdisciplinary instruction, and creative and innovative thinking as crucial parts of the instructional package. These real-life skills, now identified as Career Ready Skills, are part of the New Jersey Student Learning Standards, and their integration into current curriculum and instruction is mandated.

What the new integration of Career Ready Practices does not mean is that skills and facts have disappeared from learning. Students still emerge with required skills and knowledge, but they now learn them within a framework of collaboration, critical thinking, and problem solving. New Jersey Student Learning Standards requirements specify that students learn to solve problems by explaining their thinking, choosing the correct method to solve a problem, and, through the integration of content area writing, are able to explain their entire problem solving process. A curriculum document written in Bloomfield is a multi-disciplinary affair, where you will find standards in language arts, social sciences, financial literacy, and art and design integrated into a curriculum document, and ultimately, after approval by the Board of Education, into the classroom.

While our curriculum is based on standards, it is important to note that curriculum in Bloomfield is written by our teaching staff and supervisors. In addition to teaching to standards, the many forms of state, district and classroom assessments play an important role in curriculum development. All active measures of student achievement are discussed in our professional learning communities, content area meetings, and in district developed professional development courses. The results of student work play an important role in the development of curriculum and choice of student resources.

In the past few years, Bloomfield has become a model for positive collaboration and growth. In our district, teaching and learning is thriving and moving ahead in all areas. We are looking to meet the needs of all of our students by providing instructional coaches and interventionists where needed along with Gifted and Talented and Advanced Placement Courses. We have added other new learning opportunities, such as our new STEM/ Project Lead the Way courses as well as a new direction for our World Language Department which includes multiple learning opportunities for native speakers.

It is my hope that you will take the time to read through the following pages which include reports from directors, principals, and supervisors. As you read through the report, please keep in mind that with teaching and learning, you're never finished. Effective teaching and learning is a growth process, and if we want increased student growth, we, as a district, have to keep on working to identify student needs, continue to align to standards, provide new opportunities for students, provide continuous and relevant professional development, and keep moving forward. As educators, we know that "good enough" is never an option. Our charge is to ensure we are constantly progressing to help our students meet the needs of our changing world.

Sandra Searing
Assistant Superintendent of Curriculum and Instruction
June, 2019

CURRICULUM & INSTRUCTION ~

District Committees and Initiatives

A. Professional Development Research has shown that professional development is crucial for student success, and providing meaningful workshops and conferences for our teachers is a responsibility we take seriously. Professional development takes many forms in Bloomfield, including in-district workshops, the Bloomfield Teachers' Academy, Professional Learning Communities, and off site workshops and conferences. In all cases, the goal of our PD program is to provide teachers with the opportunity to update their skills and practice, align teaching to new standards and best practices, develop a familiarity with our new programs in curriculum and technology, and discover the differentiated strategies that will better connect students with their learning.

B. Mentoring/New Teachers Each year, teachers new to the district are provided with a week long orientation to the district. Included in the New Teacher Orientation are meetings with content area supervisors and workshops as well as workshops that focus on New Jersey Student Learning Standards, Understanding by Design, Bloomfield technology, the Bloomfield Teacher Evaluation System, legal issues, and provide opportunities for new teachers to set up their classrooms and learn about their new schools. Teachers new to the profession receive ongoing training and mentoring throughout the year as they begin the provisional teacher process, which may include and introduction to state testing, classroom management

C. District Committees

a. Administrators' Meetings Under the leadership of the Superintendent of Schools, administrators are scheduled to meet monthly to discuss a wide range of topics that affect all directors, principals, and supervisors. Topics include district goals, school security, advisories and mandates from the New Jersey Department of Education, PARCC assessments, technology, and district budget preparation.

b. Curriculum Council Members of the Curriculum Council meet throughout the year to discuss areas of interest and need. While designed primarily for directors and supervisors, principals are always welcome to attend. Agenda topics have included the transition from Common Core State Standards to New Jersey Student Learning Standards, summer curriculum writing, QSAC monitoring, Elementary Report Cards, technology, Elementary Scheduling, revision of the district lesson plan format to achieve district-wide consistency, teacher evaluation procedures and rubrics, and professional development.

- c. Elementary Roundtable*** Attended by elementary principals and district supervisors, the Elementary Roundtable meets monthly to compare notes, assess progress, and make collaborative decisions that affect the elementary program of studies. Facilitated by the Director of Elementary Education the roundtable collaboratively sets an agenda and works as a team to ensure consistency of instruction across the district.
- d. Technology Committee*** Under the leadership of Thomas Atkinson, Director of Instructional Technology, the members of the Technology Committee meet monthly to discuss the roll-out and supports necessary to sustain and grow our district 1:1 Chromebook Initiative. The members of the committee evaluate programs to support learning in the classroom as well as provide support for teaching and learning.
- e. School Improvement Panel (ScIP)*** Mandated by NJ Education Code, the School Improvement Panel (ScIP), under the leadership of our building principals, meets regularly to discuss and evaluate the progress of each district school relative to standards and assessment. Each school's ScIP then evaluates the professional development needs of the staff, helps to set building goals, provides and/or recommends building professional development as needed.
- f. Elementary Scheduling*** After a year of study and evaluation and with the goal of consistency of instruction across the district, the new elementary schedule was implemented in September, 2017. Under the guidance of consultant Paul Palek, and with input of the Director of Elementary Education and building principals, the new schedule provides increased supports for students, the establishment of inclusion classrooms, and sets consistent time allotments for instruction in all content areas.
- g. District Directors*** New this year, the district directors meet to discuss points of common interest. Topics include new program development, revisions of existing programs, NJDOE and district assessments, professional development and district instructional goals, and QSAC requirements and data.

SCHOOL REPORTS ~ EARLY CHILDHOOD CENTER AT FOREST GLEN

The staff of The Bloomfield Public Schools' Early Childhood Center at Forest Glen is committed to recognizing, appreciating, and responding to the diversity of our students by creating a supportive, nurturing environment that empowers all students to become independent, life long learners.

The Early Childhood Center at Forest Glen implements the NJ State approved Creative Curriculum. We also incorporate the Reggio Emilia Philosophy of Child Centered Learning. The focus of Professional Development has been incorporating Reggio Emilia into the classroom while implementing Creative Curriculum and meeting IEP Goals and Objectives. Areas of focus have been Reggio Emilia - Belief driving practice, Developing Self-regulation, Classroom environment as the curriculum, Meaningful conversation (importance as the precursor to reading), Intentional teaching (awareness of targeted skills), Encouraging "Higher Order Thinking Skills in Preschoolers", documentation of student progress and finally assessing student progress. In addition we have added as a pilot the state approved "Gold Assessment" which will be fully implemented during the 2019/2020 school year. This assessment will help ensure our preschoolers are reaching Kindergarten readiness skills prior to exiting our program.

Staff meetings at the ECC are utilized for professional development, not just giving informational items. All informational items are sent electronically. Our staff meetings/PD have focused on ways to improve the incorporation of Reggio Emilia into the classroom. Our PLC's meet every Friday, 8:15-8:50 am, to share best practices, discuss any obstacles to incorporating Reggio Emilia and also meet with the CST to ensure all IEP students are meeting success. We have also received instruction on Sign Language. Finally we also focus on the benefits of Push-In Speech and OT in the classroom rather than the traditional pull out model. There is greater generalization of skills when the therapists push-in; as well as the benefit of the therapists observing the students utilizing the skills within the classroom setting.

The ECC continues to expand their Outdoor Classroom. An Outdoor classroom is essential for a Reggio inspired building. This was started in the past but never fully implemented. Staff and the HSA have raised funds to purchase more materials for this Outdoor Classroom which was dedicated this spring. We also have community support with helping us ensure the students have everything they need to ensure our outdoor classroom supports their learning and development. We now have sand and water tables, picnic tables and a full garden growing vegetables and spices. The classrooms rotate through each area throughout the day. This year we added all the "Centers" found in a typical Pre-K classroom such as a block area, art and a library.

Our Home and School meets regularly with myself and the school representative. The focus continues to be increasing parent involvement as well as improved communication from school to home. REMIND 101: Similar to Twitter, I send out messages daily with reminders and also little notes, “everyone having a great day”, “today some classes enjoyed the outdoors and went for a walk”, “everyone had fun on the playground today”, “reminder half day tomorrow”, etc. The parents really like the daily communication. It is also translated into Spanish.

While the staff’s concern was building morale last year this is no longer evident. This year we focused on communication and working with all staff as a whole including paraprofessionals and all therapists.

Committees: Technology: Michelle Ogden

HSA Rep: Karen Kerris

ScIP: Linda Colucci, Michelle Ogden, Jackie Lehman

Submitted by Linda Colucci

Principal, Early Childhood Center at Forest Glen

SCHOOL REPORTS ~ BERKELEY SCHOOL

We, at Berkeley School, challenge our students to achieve their full potential by creating learning environments that allow students to actively participate in the educational journey. These experiences prepare our students to be productive members of their community. We recognize each child is unique and strive to collaborate with staff, students, and parents on instructional methods that create a desire to learn and promote success for every child.

In the area of *Language Arts* literacy, we incorporate a Balanced Literacy approach for students K-6th. During the literacy block, students continue to engage in mini lessons, differentiated activities during the learning period, and independent reading. Students also have time to work on Study Island to further enhance their learning experience and focus on specific skills identified by the classroom teacher. Coupled with teachers working closely with students identified (at or below level) through the use of strategy or guided reading groups. Interventionist for both the primary and upper grades are assigned to work with students identified (at risk) through the decision making criteria chart provided through the District's Interventionist Handbook. Areas reviewed consist of classroom performance, Star reports, TCA, writing samples and Words Their Way spelling inventory. Once students are identified, the classroom teacher and interventionist collaborate on skills taught, conferencing notes, and next steps.

Coupled with our fourth and fifth grade students utilizing vertical and horizontal articulation to complete the colonies unit which consist of informational writing skills and presentation of their colony at our "Colonial Day". Colonial Day is a fun day for students to dress up as colonial children and participate in activities of the interdisciplinary unit on nonfiction reading, writing, research, and social studies. Activities also include silhouette portraits, quilt making, making butter, and designing and creating a colonial flag.

In the area of *mathematics*, students enjoy game-center based activities that are differentiated. The Investigations Program fosters more hands-on activities and visual activities which keeps the students engaged throughout the work period in grades K-5, and the Connected Math Program in grade 6.

In the area of *science*, students are excited to work with the *Next Generation Science* standards through the continuation of the Science program which includes hands-on lab activities. Students in Kindergarten are working on a unit all about forces and motion. Students in first grade just completed a unit on How Plants and Animals Stay Safe which included a lab experiment with hermit crabs. Second grade students were excited to work within the unit of How Plants and Animals Survive. Students in grade three are exploring their unit on forces and motion as well. Grade 4 students have been focusing on a unit in which the life cycle of mammals and amphibians is brought to life by interactive lessons.

Berkeley School *after school program* is offered to students in grades (3-6). We utilized our data reports coupled with TCA's and Study Island reports to make informed decisions on our instructional programs. Students identified as at risk based on our data points were selected for our after school program in the area of Language Arts and Mathematics. Students in the structured afterschool program work on reading and writing skills in Language Arts and Math. Students meet twice a week for 1 hour. Teachers prepare lessons based on targeted skills. Vertical articulation is maintained with the classroom teachers by sharing

progress with grade level partners during PLCs. Additionally, all teachers have access through Google Docs to data regarding students data while in tutoring.

Berkeley School also offered a *musical theatre production* program through the Disney Grant for students in grades third through sixth. Our musical theatre production brought all of the arts together and provided a unique opportunity for addressing standards across multiple disciplines at once. Our school is a proud recipient of this grant for the next three years and looking forward to our next theatre production.

In addition, the *teachers* are engrossed in professional development in the area of Language Arts. Our district *K-5 supervisor* is scheduled monthly to work with teachers in the area of Language Arts. Teachers are working on an effective mini lesson. Teachers are identifying their teaching point specifically the skill (what), strategy (how to) and the reason (why). Teachers are also provided with a self-reflected (4) point rubric to assess their mini lesson. For a teacher to be determined a (4) they would provide a relevant purpose for learning and explicit demonstration, have one teaching point, responsive to the needs of the students, and repeat the teaching point. Collectively, we agree that we are spending too much time with our mini lesson so we are working on reducing our time to under ten minutes.

Further, teachers have both conducted Teacher Academies for the district as well as, participated in a wide range of academies eager to return and turn-key with the staff at large. Topics included but not limited to co-teaching strategies, amplifying reading responses, using media to engage all students, and balanced literacy at Ramapo University. Lastly, new teachers are provided a forum to meet monthly under the direction of a master teacher. Monthly they are provided research based strategies on an array of topics to include, classroom management, time management, and 49 techniques that put students on the path to college.

The school is also embedded in ensuring the emotional, social well being of the students are maintained through our school counselor who offers professional development to staff regarding the I&RS process, identifies strategies for students who are academically struggling and counseling for students in need of extra support. Programs further enhance high self-esteem and confidence through monthly Girls Club (Caterpillars to Butterflies) and New Student Club meetings.

Students at Berkeley are held to standards based on a holistic approach to discipline that deals primarily upon being a self-reflective student. Students receive bark bucks for monthly drawings and on longer months such as March and May the school maintains appropriate behaviors through “Madness” campaigns which rewards positive behaviors at the end of the month for deserving students. Students who uphold positive behavior throughout the months of March and May are able to attend a celebration at the end of the month that is earned through their hard work and dedication to being an upstanding Berkeley student.

Elementary teachers are also involved with planning activities such as, Family Reading Night and Family Science Night. Additionally, parent workshops held this year have focused on the topics of bullying and mental health in children and adolescents. Elementary teachers are also involved with in-school activities such as the 100th Day celebration, the week of respect and trimester assembly programs all aimed at highlighting student excellence. Teachers and students also engage in events such as Dr. Seuss’s Birthday and Grandparents Day to strengthen the child family connection as well as build a sense of community. Elementary teachers at Berkeley also supported diversity week which consisted of several different events throughout the week to include music, dance, research projects, and assembly programs.

Our Home and School (H&S) is important to our total school program in that the parent community provides much needed support for programs and equipment that enhances our students' educational experiences through their fundraising efforts. As well, the H&S provides opportunities for the community to come together by hosting events at the school. A newsletter is published to communicate with parents and we encourage active participation.

Berkeley School is proud of its multi-cultural population and strives to develop in students a respect for others that will enhance the quality of life for all pupils. We expect our students to make a positive contribution to society in a changing world and welcome our community to help support that goal.

***Submitted by Dr. Natasha Baxter
Principal, Berkeley School***

SCHOOL REPORTS ~ BROOKDALE SCHOOL

Brookdale School provides an educational foundation that enables and encourages all students to take advantage of opportunities for learning throughout their educational journey. Brookdale School is fortunate to have an enthusiastic staff who is dedicated to meeting the academic, social, and emotional needs of all students.

Our daily instructional practices are aligned with the district's curriculum and New Jersey Student Learning Standards (NJSLS) through a student-centered approach to learning. We have fully embraced the Reader's Writer's Workshop Model. We participated in Professional Development through Gravity Goldberg to focus on strategy groups and book club implementation. In addition, we looked at conferencing and how that will drive our instruction in mini lessons, strategy and guided reading groups. During Writer's Workshop, teachers are providing instruction in their mini lessons on the skills and strategies needed to become proficient readers. Teachers continue to work in Professional Learning Communities (PLC's) as well as take courses through the Bloomfield Teacher Academy (BTA) to enhance their instruction to help students meet success.

During Math Investigations, students enjoy the hands on approach to learning. The program embeds active thinking and learning. Students relish the active exploration that the program offers. This inquiry based program is a fantastic precursor to the Connected Math program. The teachers love the hands on approach to instruction which allows their students to discover, collaborate, and justify their reasoning.

The implementation of the Next Generation Science Standards (NGSS) has been very exciting and classroom teachers have embraced the program. The activities are hands on and engaging. There is a nice STEM connection which gives the students the opportunity for cross curricular connections. Our Home and School Association (HSA) also offer a STEAM night, Star-Gazing night, and Game Night to provide the home to school connection with our program and standards. The Social Studies curriculum is embedded as cross curricular with our English Language Arts (ELA) program. The units that are offered are interesting and grade level appropriate. In addition, the teachers are also incorporating the World Cultures lessons on a monthly basis. Staff is looking forward to the Young Citizens Program implementation next year.

Brookdale School integrates technology across the curriculum, which focuses on critical thinking, decision-making, and problem-solving skills in all grade levels which supports our curricular initiatives throughout the year. Our media specialist has been instrumental in the development of the sixth grade 1:1 initiative. She has worked closely with the sixth grade team in the co-teaching of lessons and support to prepare for next year. In the primary grades, the media specialist supports the curriculum using innovative ways to engage the students. As early as Kindergarten, our students are exposed to the chromebook and Google Classroom. In addition, we are lucky to have a hydroponics garden that we have

incorporated into our fifth grade curriculum by planting space tomato seeds and collecting data for NASA.

In the 2017-2018 school year, we had a school wide theme of Kindness and did many activities connected to the books Wonder and We're All Wonders, by R.J. Palacio, recognizing the importance of Choosing Kind. During the 2018-2019 school year, we continued the theme of not only choosing kindness toward others but also acknowledging the importance of self-care. We researched the benefits of Mindfulness and Yoga. The goal for this year was to equip our students with coping strategies when faced with difficult social situations, academic pressures, or are experiencing a general feeling of being overwhelmed, anxious, or any other strong emotion. The purpose of this initiative is to provide our students with specific tools for integrating Social Emotional Learning (SEL) into their school day in a positive manner.

In addition to our comprehensive grade level programs, we also provide vocal and instrumental music, fine arts, physical education, library/media science, speech therapy, occupational therapy, gifted and talented, and primary intervention services. Our students are recognized as students-of-the-month based on the monthly themes of being responsible, having a positive attitude, helping others, being a team player, showing kindness, demonstrating creativity, being a positive leader, and working hard.

***Submitted by Lauren Barton
Principal, Brookdale School***

SCHOOL REPORTS ~ CARTERET SCHOOL

Curriculum and Instruction:

The staff at Carteret Elementary School has a comprehensive educational program which addresses the New Jersey Student Learning Standards which have been adopted by The State Board of Education. This year we continued our Language Arts Balanced Literacy Program for Grades K-6 which included the Reading and Writing Workshop Model along with the Spelling Program, Words Their Way.

As part of this year's initiative to incorporate technology into the curriculum, programs such as Newsela, Study Island and Raz-Kids were utilized to enhance student academic growth. To challenge our students' problem solving skills, logical reasoning and analyzing data techniques, Mathematics Investigations is being implemented in grades K-5 and the Connected Math Program in grade 6. Online assessments are available for data collection. The Next Generation Science Standards are applied in all grades, in addition to a district created Social Studies curriculum, which addresses our needs and goals to create a positive learning environment.

Full time inclusion for Special Education students is provided in grades 2, 3 and 4. This is a continued program to increase student growth in all subject areas. Strategic scheduling was provided for special education students to receive all necessary accommodations such as pull-out language arts and pull-out mathematics.

ELL (English Language Learners) and Bilingual classes are also part of this year's curriculum. ELL and Bilingual teachers work with students in grades K-6. The teachers push in the classrooms. In addition, students are pulled out according to their needs. Teachers play an important role in supporting language development. They are there to teach students how to read and write, but also to instruct students on social aspects and various school components. They play a key role in bilingual students being able to communicate throughout the school day.

Specials are also an intricate part of the education curriculum. Students K-6 are provided with Vocal Music, Art, Physical Education and Media. Guidance classes are held for students in grades K-3 with an emphasis on helping students develop the necessary social skills to lead a productive life. World Language classes are provided for students in grades 4-6 where language skills and cultural understanding prepare students to build awareness and appreciation in today's society. Suzuki violin is provided to grade 4 students while Instrumental Music and Chorus is offered to grades 5 & 6.

Parental Involvement:

Parents in the community are an important part of the learning process at Carteret School and encouraged to participate in many facets of our educational and extracurricular programs. We are thankful for the outstanding support and presence of our Home and School Association. In addition to the district wide parent involvement, such as Back to School Night and Parent conferences The Carteret Home and School Association continues to be a vital link to the parent population. They serve as school volunteers, fundraising participants and join in our Science Fair, Art Show for students with disabilities and Writing Publishing Parties held in the evenings.

To assist and enhance our educational program, parents are encouraged to visit our Parental Outreach Program (POP) Library which includes videos on how to gain information to help navigate and prepare their child for success. Carteret is committed to developing and implementing strong programs for school, family and community partnerships.

Extra Curricular:

In addition to Carteret School's comprehensive instructional program, exciting initiatives have been incorporated throughout the school year that enhance classroom and support service instruction. This year we promoted student achievement through Academic Support Programs. All programs embraced our students on their educational journey. Saturday Academy was offered to all students K-6 in which students attended school on Saturday mornings where they could enroll in three enrichment classes of their choice. They chose from classes such as; Arts & Crafts, Foods & Fractions, Movies and Literature, Soccer, Math Madness and Reader's Theatre. Literacy Camp was an after-school program designed to support the growth of struggling readers as well as enrich the reading experiences of on and above level readers. Students were placed into leveled classes where they worked with peers reading at their same level and worked in the same developmental spelling stage. After school Tutoring was offered to a specified group of students. The purpose was to develop a better understanding of the subject matter, increase study skills and help create confidence in the classroom. In addition, a selected group of sixth graders participated in a SEAL Team VI Program. It was constructed on a STEM model which is based on the idea of educating students in Science, Technology, Engineering and Mathematics.

Throughout the school year there are also many clubs and programs such as, National Geography Bee, Battle of the Books, DARE America, Gifted and Talented, Chess Club, Challenge 24, and Academically Speaking, which allowed students to grow their knowledge and express their efforts. Our Kindergarten Ice Cream Social was conducted before the school year began to promote positive interaction with peers and to initiate partnerships. Our safe and supportive atmosphere can also be attributed to our guidance counselor's organization of our Start with Hello Campaign at the beginning of the school year, the Healthy Backpack Program provided by Toni's Kitchen as well as our Anti-Bullying Program throughout the school year.

Our Safety Patrols consisted of 5th and 6th grade students who possess positive characteristics. They assisted all exterior doors in the morning and at the end of the school day along with a staff member. The

job of The School Safety Patrol was to remind students of the school safety rules and to guide them in a safe arrival, dismissal and movement through the building.

K-Kids (Kiwanis International) Club is an organized program that helped students and people around the school and community. Students came together with their creative ideas for service projects that they were passionate about that can make a difference. It was a program to help students grow, work together and share their time and talents.

Character Education:

Character education enabled students to promote positive behavior which defines the Pillars of Character Education to include: trustworthiness, responsibility, respect, caring, fairness and citizenship. This initiative has proven to be successful this year and taught students of all grade levels to develop manners, morals, positive behaviors and a healthy lifestyle. It's awareness is to be integrated into the school, classroom, and the community daily. Our school has developed programs which support a positive climate and safe learning environment. Each school day begins by having the Pledge of Allegiance and Carteret Pledge led by a student over the school intercom. This culminating activity is a way to bring the student body and staff together.

Benefits of character education was also recognized through our Student of the Month Program. This honor was awarded each month to one student per grade to become the Student of the Month. Their picture was proudly displayed at our front door entrance and our local Stop & Shop. Students were also awarded with a pizza lunch with the principal.

This year we continued the program called Jets Upstander of the week sponsored by the NY Jets Organization. This encouraged students to demonstrate how to be upstanding citizens in the school community. Students were nominated by staff members and have the opportunity to win 2 tickets, including free parking, to a Jets football game.

In addition, teachers consistently monitored student performance and promoted success through our Bengal Cub Award for grades 4-5, in which students were recognized at a Bengal Cub breakfast. The Bengal Pride Award in grade 6 recognized students for academic excellence at the Sixth Grade Promotion Ceremony.

Professional Development:

Due to the constant changes in curriculum, technology, and educational research and practices, Carteret's teaching staff was provided with many opportunities throughout the year to enhance their programs. In addition to district Professional Development Days, Carteret staff was provided with monthly Staff Meetings, Inclusion Team Meetings, as well as Professional Learning Community (PLC) weekly

meetings. These collaborative methods were utilized for each staff member to work together as a unit with their colleagues and share their individual strengths.

Our Professional Development Team identified areas of concern and worked with our teachers to ensure they were implementing the best practices in their classrooms. They provided peer visitations, demonstrations on mini-lessons and strategy groups, and assistance in modeling guided reading lessons. These techniques have been imperative in the implementation and success of interdisciplinary projects which are designed to challenge students on all grade levels and address their individual needs. This year Carteret developed a Data Analysis Team. The team consisted of grade level teachers and Interventionists who analyzed data based off of last year's PARCC scores. Areas of concern were identified and lessons were created based on student's needs which were infiltrated throughout the school year into content areas.

This year, Carteret School created a Data Team which consists of grades 3-6 classroom teachers and Interventionists. The goal of the Data Team was to organize state testing scores and to prioritize, analyze, and prepare grade level lessons to enhance the curriculum to meet the successes for all students. The collaboration of classroom teachers and Interventionists has resulted in the analysis of data to provide productive discussions, identify areas of concern and resources that are teacher friendly and adaptable to the students' needs. It also encouraged ongoing dialogue between all educators and support staff throughout the school year to analyze the strengths and weaknesses of our current curriculum.

Teachers continued to use Common Planning Time as Professional Learning Communities (PLC) to address students' academic needs, prioritize lessons and to review grade level goals and curriculum standards. This was a time to collaborate with colleagues or building administrators to focus on student achievement, to monitor student growth objectives or fill in Data Sheets for ELA provided by the district. These electronic forms provided staff with a place to hold all student testing scores, TCA scores, Words Their Way, On Demand Writing scores and STAR assessments throughout the year. It was the place where support staff, Interventionists or administrators could examine or review students' achievements.

Assessments:

Through strategic scheduling our students were placed in classroom environments which allowed each student to perform to the best of their ability. Students were placed in Inclusion, Pull-out, or general education classrooms with the support of full-time Inclusion teachers in grades 2, 3 and 4 or a Language Arts/Math Interventionist. Our Interventionists worked directly with our students to establish goals to maximize student performance. A criteria to receive Title 1 services was provided in September. Interventionists used Data Sheets to collect student scores and determine if services should be provided. Such dedicated staff members collaborated with the classroom teacher to customize a learning plan to guide whole group instruction along with individual or small group instruction. These teaching methods significantly increased development and monitoring of student growth objectives.

Formal assessments such as STAR (Standardized Test for the Assessment of Reading and Mathematics) was given four times this year: Fall, Winter, Spring, and End of the Year. Kindergarten students were

given STAR Early Literacy and grades 1-6 were given STAR Reading. STAR Mathematics were given to students in grades 1-6. STAR Early Literacy Spanish, STAR Reading Spanish and STAR Math Spanish were also provided for our ELL (English Language Learners) and Bilingual students.

TCAs (Teacher College Assessments) were also given to students throughout the school year. These assessments allowed educators to identify areas of concern and to collect and analyze data to strengthen interventions. They enhanced classroom instruction, grouping and student's academic growth. As teachers conduct running records, their goal was to see if readers were ready to move to the next reading level. Running records tracked student movement and made sure students were matched with their independent reading level. It also provided the teacher with fluency measurement and informed them of instructional goals and objectives to guide daily instruction.

Carteret pride is felt throughout the building. It is apparent that everyone works together and is a cohesive unit. As we move forward, we will continue to present our students with challenges that allow them to think in new and interesting ways. We promote high expectations and experiences that are academically and socially rewarding in a positive learning environment.

***Submitted by John Baltz
Principal, Carteret School***

SCHOOL REPORTS ~ DEMAREST SCHOOL

Our language arts program continues to grow as our staff worked on improving student growth in both reading and writing. Our classroom libraries grew to accommodate the reading levels and interests of our students. Additional non-fiction books have been purchased that also support science and social studies curriculum. There was a great deal of training and in house coaching provided to our staff to further develop their conferring skills. Demarest teachers created and shared presentations at staff meetings that supported a reading growth mindset and a model for building student ownership and independence. These presentations were based on the work in Mindsets and Moves, a book written by Gravity Goldberg, a district consultant.

Demarest students and teachers continue to grow as we move into year 3 of our Math Investigations Program. Teachers are demonstrating greater confidence as we continue our shift from telling our students how to solve a problem to allowing them to explore and discover this on their own. The rigor of this program is evident when observing students developing multiple ways to solve problems and watching them apply mathematical concepts and number sense to everyday situations. They are using critical thinking skills, an advanced math vocabulary and partnerships to accomplish this.

This is the second year that our district is using the science series and fully implementing the NGSS. As with math, the science lessons have shifted from the teacher “telling” students to students discovering. The science lessons are driven by hands on activities, not driven by handouts or a textbook. Our student “scientists” have studied live bugs, conducted experiments on growing plants and designed bridges using a variety of materials. Demarest had many students participate in last year’s Science STREAM Program and are anticipating a great turnout this year. This year our HSA featured a “See the Stars” night. At this event, members of the North Jersey Astronomy Club visited and provided students with an opportunity to view stars through high powered telescopes.

The biggest change to our social studies curriculum over the past two years has been the addition of the world cultures study. Each grade level is assigned a different area of the world to study for a day each month. Students learn about both the geography and culture of a region and learn to understand and appreciate differences. This is in addition to their daily social studies lessons which may be focused on our community, the regions of the United States and our nation’s history. Sixth graders study world history and have done an outstanding job of integrating technology to gather and share information in these classes. All of our students are also provided greater opportunity to work with maps. Each grade has a set of atlases that are incorporated into the social studies curriculum whenever possible.

Demarest School continues to make great use of the new online resources that our district provides to enhance instruction. Both Newsela and Discovery Education provide our teachers and students with resources that support our curriculum. These resources allow for differentiation and provide students with background information/schema to promote learning. Moreover, the exposure to different resources provides students with opportunities to evaluate and synthesize information. Both of these resources also support the SAMR model of using technology to further enhance instruction and learning.

An overarching goal that was developed by our SCIP Committee was to develop higher level questioning. This goal was directed towards classroom discussions as well as assessments. It is a goal in which progress was made in all subject areas.

The following teachers serve on the district committees:

Demarest SCIP- Mary Todaro, Jennifer Beesley, Karen Magliacano, Melissa Manzueta, Jessica Cappello, Jennifer Marsden, Adriana Festa, Rosemary Vetrano, Kristin Dimeck

ELA Committee- Karen Magliacano, Allison Holm, Dana LaBattaglia, Kathy Iacovone
ELA Committee- Grade 6 -Dawn Giunta

Math Committee- Nicole Falco, Jessica Cappello, Jessica Barton, Jennifer Marsden
Math Committee Grade 6- Crissy Baldwin

Science Committee- Donald Fries, Lorajean Tice, Ashley Buhowski, Rita Modzelewski

Social Studies Committee- Kira Tierney, Dawn Giunta

Tech Committee - Jessica Barton

***Submitted by Mary Todaro
Principal, Demarest School***

SCHOOL REPORTS ~ FAIRVIEW SCHOOL

Fairview School, in conjunction with the entire community, provides equal educational opportunities for its culturally diverse population in order that they may become productive citizens in the 21st century. We challenge our students to reach their full potential through learning environments that allow discovery.

Fairview Elementary School began the year by examining data in all grades. TCA and STAR assessments were administered to identify the reading levels of all students. We also engaged in benchmark testing for math to identify struggling students in grades K-2. Once this was completed we constructed a plan to utilize our interventionist and supplemental programs to move students towards reaching their grade level in reading and to address specific skills in mathematics. Our mathematic intervention groups were fluid and in January the majority of the students who were serviced by the interventionist had made significant gains and a new group was serviced. Our ELA interventionist used data she collected to determine skills and strategies that needed to be addressed. We also implemented morning tutoring for grade 1 where the focus was phonemic awareness. Early in the year we implemented an after school program for students in grades 3-6 in both ELA and Math. The program was twice a week for 3 hours a week.

Fairview School implements the district curricula which includes Reading and Writing Workshop, Investigations Mathematics and New Generation Science. Our ELA, Math and Science programs all allow for student discovery and choice. During our Reading and Writing Workshops, students spend time reading books they choose and writing about subjects in which they are interested. Whole group learning is minimal and the focus is on individual and small group learning. The teacher works with small groups of students who are struggling in the same areas. The teacher conferences with students and collects data on a daily basis which later drives instruction. In the primary grades, students are engaged in guided reading and strategy groups on a daily basis. These groups change as students progress in their reading levels to reach grade level benchmarks. Our hallways are adorned with student writing at all grade levels. Students work through the writing process at their own pace, conferencing with the teacher along the way. In grades 4-6, small groups gather with the teacher for skill groups. Math games are embedded into the math curriculum and enable students to learn while having fun. Games are scaffolded and the teacher is able to differentiate to meet the needs of the individual learner. Students learn through investigating and problem solving. Our science program, which focuses on the Next Generation Science Standards is lab based and students are learning through experimentation, observation and discovery. All lessons are interactive and enable students to connect to real life experiences.

Teachers have had ample professional development in all content areas. The District has provided workshop opportunities for teachers to learn and collaborate. The results of this experience was a clearer understanding of the curriculum and better implementation. Many of our teachers took advantage of the opportunity to attend one or more Teacher Academies.

Teacher Academy workshops were abundant and addressed both content and pedagogy. Professional development has been embedded into the school day during staff meetings and grade level meetings. Professional Learning Communities (PLC's) have been established. PLC's enable teachers to collaborate based on an area of need. Each grade level participated in weekly PLC's. Weeks 1 and 3 focused on analyzing student work and data. Week 2 teachers engaged in a professional study of the book Moves and Mindset by Gravity Goldberg. Week 3 each month is a time for teachers to share best

practices with one another. We also use staff meetings as a time for teachers to collaborate in vertical meetings.

We have seen significant progress in implementing the Workshop model. Our staff has worked closely with the District Master Teacher and ELA supervisor with a focus on strategy groups and conferencing this year. We also engaged in a professional study using the book, *Mindset and Moves* by Gravity Goldberg.

Our Home and School Association is an intricate part of our school climate. It provides much needed support for programs and equipment that enhances our students' educational experiences through their fundraising efforts. The Home and School Association also provides opportunities for the staff and parents to join together in community events. Home and School meetings are held once a month. They sponsor our school basketball teams and sponsor many community activities. The Trunk or Treat and pumpkin patch were fun ways to kick off the year. Cookies and Cocoa with Santa, Father/Daughter Dance and Mom and Son Game Night were a huge success also. The Home and School Association is supportive of our staff and students and assists whenever needed.

Community is an intricate part of Fairview's success. Our teachers are involved in planning activities such as Family Reading Night, Family Math Night, Family Science Night, 100th Day Celebrations, Respect Week, Red Ribbon Week and Start with Hello Week. Each month we showcase students through grade level assemblies. This is an opportunity for our students to demonstrate what they are learning in class through a performance. Parents are invited and every student partakes in the assembly. We also acknowledge staff and student birthdays daily over the PA system and students are honored monthly for Student of the Month.

At Fairview we are driven to nurture the academic and emotional well being of our students. Our school counselor offers professional development to staff regarding the I&RS process, identifies strategies for students who are academically struggling and counseling for students in need of extra support. We implement restorative practices, which is an approach that proactively builds a positive school community while dramatically reducing discipline referrals. It allows students to explore alternate ways of solving a problem. The focus is on teaching students different strategies for dealing with problems that arise rather than just issuing consequences.

Fairview School is proud of our staff, students and community. We strive to produce students who will be productive citizens and engage in making a positive contribution to our community.

***Submitted by Ginamarie Mignone
Principal, Fairview School***

SCHOOL REPORTS ~ FRANKLIN SCHOOL

The Franklin Elementary School prides itself as a school demonstrating excellence and fairness for its 359 student population of diverse learners in grades Kindergarten through sixth grade. The staff at Franklin School makes every effort to work collaboratively with all stakeholders to foster the social, emotional, psychological, and instructional growth of each and every student. We are also committed to making parents and community members an active part of this process through communication, collaboration and education. Our goal is to educate our students and encourage them to reach their full potential through our curriculum and extracurricular programs aligned to the New Jersey Student Learning Standards (NJSLS). This year we have designed more programs to foster parental involvement and community engagement that support our students and are aligned with these goals.

We continue to follow our newly implemented same schedule. It was very successful. The new elementary schedule has allowed for more time to be devoted to specific content areas and more equity among all of the elementary schools. Some of the most impactful aspects of the schedule has been the overlapping lunch and the development of a flex period for the upper grades. The overlapping lunch allows for more effective student supervision and more opportunities for enrichment activities to take place during the school day. The flex period has provided students the opportunity to participate in programs like chorus and instrumental music without disrupting instructional time. During this time students who do not participate in any of these activities can either take advantage of extra assistance or participating in enrichment activities.

There are now specific blocks of time allotted for each subject area. The new schedule as made it possible for Science and Social Studies to be taught on a daily basis, incorporating math and literacy skills during these periods in order to effectively teach across all curriculum areas. We also have World Language teachers in grades 4-6. All of our students will be learning spanish on a weekly basis. Our fourth grade students now have the opportunity to have violin instruction during their flex period and our media specialists now have time in their schedules to assist teachers in the classroom with new technology initiatives.

Teachers now have more time to effectively plan and analyze student data during their PLC times. The schedule has made it possible to give teachers this common planning time each day. The focus of these meetings is to address student achievement and school wide goals. During this time teachers work collaboratively and diligently on developing effective and measurable student growth objectives, enhancing the implementation of curriculum, identifying areas of concern and implement strategies to improve student performance and parental involvement.

We continue to work with Reader's Writer's Workshop and Math Investigations. It is our goal to take each of these programs to the next level. We have developed a strong foundation and through professional development opportunities and the Bloomfield Teacher Academy, our staff is committed to

further enhancing instruction and further developing each program by incorporating, more effectively, key components of each of these initiatives.

We now have new social studies and science programs. The staff has been receiving training and has had various coaching in sessions, specifically for science. Teachers are excited about the hands on approach of the science program. Students are equally as excited. We have begun incorporating STEM in the classroom and have recently purchased a number of kits to use during class and as a tool for a family night to familiarize parents with the scientific process and the way in which we are approaching science.

Franklin School is recognized by Montclair State as their Co-teaching School. This year Franklin hosted 5 teacher interns. These teacher interns and cooperating teachers have collaborated to develop an after school enrichment program. The Ready, Set, Play Program incorporated literacy through play, where lesson plans were designed in a content driven design challenge. K-1 students were invited to participate in this brain-based program after school. Teacher interns read a different book each week and discussed the challenge that each character faced. Students then created a solution to conquer challenges. This program was designed to allow students to freely explore imaginary play, while also working on comprehension skills and community building activities.

All cooperating teachers have been trained in co-teaching strategies to use with their teacher interns as they work cooperatively in the classroom. Co-teaching at Franklin is defined as two or more teachers working together with groups of students and sharing the planning, organization, delivery, and assessment of instruction. Our school recently represented our district in a new NJDOE video highlighting the importance of clinical practice. Franklin was selected because of their commitment to the co-teaching model for student teaching and their desire to help young educators.

Franklin School continues to have a strong relationship with MSUNER. Our school was also invited to present at the NNER Conference in Charlotte, NC. At this conference we shared our vision for consistent teacher renewal and our commitment to helping novice teachers start their career.

In addition to leading all elementary schools in hosting teacher interns, Franklin also leads the district in Teacher Incentive grants. In the 2018-2019 school year Franklin received over \$1,000 in Teacher Incentive Grants. These grants were designed to support curriculum and enhance instruction. This year one teacher used her grant money to support kindness by creating a kindness rock garden. Another teacher used her grant money to purchase materials to enhance mindfulness in the classroom. Almost 98% of the staff holds clinical faculty status. This allows our staff to take advantage of professional development opportunities and work closely with the University to bring various programs to our school.

Franklin also hosted a variety of professional development classes offered by MSUNER:

- *Strategies for Coaching and Mentoring
- *Teaching for Clinical Thinking
- *Co-Teaching and Creating a Culture of Collaboration
- *Google 101

*Reading with RAZ

Franklin is host to an off campus Clinical 1 and 2 class for the Fall and Spring semesters. We also host Mock Interviews for all teacher interns.

Our Title 1 programs target at risk students and promote parental involvement. We provide students with the resources needed to help them reach their full proficiency. Parents are invited so they can experience the curriculum and support their children at home.

Our After School Tutorial programs are designed to help students gain knowledge and confidence while working in a small group setting. Students have the opportunity to practice and improve skills needed to achieve success while becoming familiar with technology by visiting educational websites.

Our family programs target areas of math, literacy, science and bilingual education. These programs encourage parents to join their children as they experience interactive, exciting problems. Students are expected to think critically in order to solve problems and investigate concepts. These programs provide an opportunity for parents and children to spend quality time together and it encourages parents to take an active role in the education of their children.

Title 1 Programs 2018-2019

In addition to our Family Literacy, Math, Science, and tutoring programs, we have implemented the following:

FLASH (Franklin Learners Achieving and Soaring High) is an afterschool program in which all grade level classroom teachers work with small groups of students. Teachers target the specific needs of each student to enable them to achieve academic growth.

READY, SET, PLAY: This program is co-taught by the students at Montclair State University and overseen by Franklin staff members. This program combines play and literacy to allow students to interact with peers to solve problems and conquer activities as a “team.” Students are also given the opportunity to explore “imaginary” play while targeting comprehension strategies.

JUMP START TO LEARNING: This is a program designed for the incoming kindergarteners and enrolled first graders along with their parents. Students will be engaged in various multi-sensory activities designed to stimulate their learning experiences. Parents will be given strategies they can use at home to help their children achieve academic and social growth.

STEM: Family STEM is a program in which parents and their children use science, technology, engineering, and math skills to plan, design, create, and reflect on activities put before them. Parents and children use a five step process to guide them through their tasks.

Kindergarten and first grade teachers have integrated technology into their centers to enhance reading, math and computer skills. Students in grades two through six have been using Google tools to publish their work for Writer's Workshop. Teachers have been using the district's Newsela subscription and Raz Kids as tools to access engaging nonfiction reading materials as to supplement the reading, science and social studies curriculum. With the availability of computer carts, teachers are using their Smart Boards in conjunction with student laptops and Chromebooks to model and practice research skills in various subject areas. Many teachers are using Google Classroom as a tool for interacting with their students across all subjects. Students are also learning about coding and graphic design through lessons presented by our media specialist. We have also partnered with Brookdale School in a project where students have communicated all year through various computer projects. The culmination of these projects will take place this month. Students will meet at Franklin School to discuss what they have learned this year and to collaborate on one final project that will be displayed at each school.

Our guidance counselor has formed the Leadership committee. It is comprised of sixth grade students who are selected by their fifth grade teacher for achieving academic excellence, demonstrating outstanding character, and overall diligence and dedication to being positive role models for the school to emulate. The Leadership committee is visible throughout the school and will facilitate numerous activities throughout the school year.

The Leadership Committee is responsible for helping create a positive atmosphere for the Franklin community. The committee is responsible for creating aesthetics around Franklin to help celebrate holidays and selected themes throughout the year. They make some of our morning announcements to promote school involvement in themes and provide educational information for students about relevant issues and historical events. This year the committee will be trained on and create classroom lessons for grades kindergarten through second during special weeks/months such as Read Across America.

The Peer Mediators are comprised of sixth graders who are selected by their grade five teachers for exhibiting diligence in academics, outstanding character, and the ability to problem solve. Students chosen in fifth grade are trained by Mr. Untisz over the summer on introductory counseling techniques. The mediators are responsible for helping supervise grades kindergarten through second during their recess while they attempt to proactively address issues and assist students with minor disagreements. This year mediators are also student patrols. Because of this, the sixth grade students have been able to develop many positive relationships with the younger students during recess and within the classroom.

By forming these relationships, the mediators have illustrated and increase in successful interventions during students' school day.

Franklin has participated in many assemblies and fundraising events throughout the year to help promote a positive climate and community outreach. The school has had multiple character education assemblies including the NED assembly, The Power of One and 3 Screens. These assemblies have promoted anti-bullying initiatives such as standing up to bullying, signing a Bully Prevention Oath, empowerment and making the right choices.

Other assemblies have included the Passaic Valley Sewerage commission instructing students on how to take care of our environment, while educating the students on pertinent environmental issues that occur today. We have raised funds and have had clothing drives for the American Red Cross, The Leukemia and Lymphoma Society, Saint Jude's Children's Hospital, Jeans for Troops and The American Heart Association.

Franklin was also able to participate with the BHS Key Club. The Key Club came to our school on two separate occasions where they instructed students on how to be better characters and how to stand up to bullying. This year we also participated in the Walk to School initiative during the month of October. In conjunction with E-Z Ride, Franklin was visited by people who educate students about staying healthy and walking to and from school for exercise.

Some programs/initiatives the Leadership Committee has participated in include projects in conjunction with the Passaic Valley Sewerage Commission. The committee has and will help clean up parks in Bloomfield and this year built birdhouses that will be placed around Franklin School to provide a sanctuary for birds in the Spring. These programs help demonstrate the importance of taking care of our environment while providing community outreach and student involvement.

It is our goal as a staff to continue to learn and grow as educators to provide the best opportunities for our students. Our SCIP committee meets regularly to analyze student data, evaluate our programs and develop new initiatives. We will continue to analyze standardized test scores and further develop our understanding of our areas of strength and areas that need improvement. We will focus on the integration of technology and the development of our STEM initiative. As a community of learners we are always looking for ways to improve and provide the best educational experience for our students.

Academics, Achievement, Accountability

This year, Franklin School took on a very special initiative. During meetings with the SCIP Committee, Franklin School's interdisciplinary team came up with a new motto that staff have introduced and carried out throughout the school year in different ways. The goal of our initiative was to help students to reach their full potential by correlating their academics with achievement while at the same time holding them accountable. Franklin School strived to push this motto by holding contests that revolved around the curriculum. Other projects were also correlated with this initiative such as making a Kindness Tree. Here

students were able to write down one kind thing they have done for someone else during the year on paper leaves. The leaves were then placed in the main hall of Franklin for everyone to see. This initiative seemed to motivate and assist our students in achieving motivation and diligence with their work and character during the year.

Start with Hello Week

This year, Franklin School was able to help the Bloomfield School District win its first national prize from the Sandy Hook Promise program. Here at Franklin the 6th Grade Leadership Committee helped to implement the activities that took place. The students were responsible for being door greeters and made sure to start everyone's day with a high five and hello. The committee also wrote What's Up Messages to students during recess and created a pledge for Franklin students to sign.

Mark's Closet

Franklin School also began a collaborative relationship with Bloomfield UNICO. Bloomfield UNICO has helped to create a program entitled Mark's Closet. By collaborating with this program and pairing with this agency we have helped to provide students in need with clothing when and as needed. Through this partnership we were able to and continue to identify and donate clothing to families in need.

***Submitted by Marianne Abbasso
Principal, Franklin School***

SCHOOL REPORTS ~ OAK VIEW SCHOOL

Oak View School had another successful year educating 369 students for the 2018-2019 school year. We always follow the district curriculum, but when we have “teachable moments” for our students we like to take advantage of them. We were fortunate to have two Oak View alumni seniors return to oversee a “Girls Who Code” club after school for any fifth grade girl who was interested. We had nine girls who were interested and attended fifteen sessions. Students learned how to apply mathematical skills they were learning within our math curriculum to coding. At the conclusion of our sessions, SPC Commerce, a technology company located in Little Falls, heard about our club and contacted us to visit their offices. The students were impressed to see how technology is applied in the workplace.

A highlight of our year was the addition of our new playground. The Oak View Home and School Association worked diligently for two years to raise the funds so that our students would benefit from a new play structure. The committee visited many playgrounds and talked to various play equipment companies. Through their research, they installed a playground that has “something for everyone”. Phase I of the playground has been completed for this year, but there are plans for Phase II that will hopefully be installed next year. Working together with the parents of Oak View has been both fulfilling and rewarding, and the benefits are amazing!

Speaking of highlights, our Our Oak View Staff goes above and beyond to help our students meet success in their learning. Our staff works to provide a nurturing environment where students are empowered with academic and social skills to become enthusiastic learners. We try to do this by knowing the abilities and learning habits of each of our students. We try to build on the unique potential of each child to help them become successful learners. Our primary goal is to build the foundations that will sustain and promote lifelong learning. In order to do this, we need to help our students believe in themselves and have confidence as learners. For this to happen students need to develop academically, socially and emotionally.

To develop academically, Oak View teachers follow instructional practices that are based on the New Jersey Student Learning Standards and our district curriculum. We have developed an elementary schedule incorporating Language Arts, Math, Science, Social Studies, World Language/World Culture. As a staff, we are fortunate to have common prep time so that we created grade level Professional Learning Communities (PLC’s). During these times, teachers meet to plan both common lessons and assessments. We review the assessments to ensure that we are delivering our instruction effectively and students are learning. If they are not, we strategize and reteach concepts that were missed.

Language Arts is a very important part of our school day. We have been working for the past four years on implementing Readers’ Writers’ workshop, and Words Their Way. Giving students the choice of books they would like to read and the time to read them has helped to motivate and engage our readers. We are working on our small group instruction to assist our students with their phonics, reading comprehension and inferencing skills. Within Writers’ Workshop, students are writing more than ever before. We like to connect reading to writing by using Reading Notebooks where students can respond to what they are reading in a variety of ways. We are also working on restating and answering open-ended

questions with evidence from the text to support our answers. We celebrate our students' narrative writing by publishing pieces and sharing their writing with others.

We are in our third year of implementing our Math Investigations program and our second year of implementing our Bring Science Alive program. Math is interactive and fun! Students are using manipulatives to solve problems. They are learning multiple strategies used to solve problems and identifying the one strategy that works best for them. Students practice their math by playing games associated with this program. The games help students to increase their number sense and critically think to develop strategies to help them win. Our Bring Science Alive program introduces our students to problem-based learning. Students work together in cooperative groups to apply what they have learned to creatively solve problems. Both of these programs require our teachers to observe and analyze how our students learn. We are continually working on ways to question our students to help guide them to discover answers and solutions.

We are fortunate to have computers and smartboards in our classrooms. We continually strategize ways to infuse technology into our lessons. Our students are excited to have classes in physical education, media, vocal and instrumental music, fine arts and world languages. During lunch, we have a gifted and talented program for identified students in grades four through six and library/enrichment clubs for students in grades one through six.

There are four self-contained autistic classes within Oak View that remind us that there are many different ways that children learn. To provide role models for behavior and speaking, we pair our interested fifth grade students with each of our autistic students. During lunch, twice a week, students spend recess with their "buddies", playing games and talking with them. Our fifth grade students enjoy this program and feel very special that they are helping others. Our autistic children love it because it gives them a chance to socialize, and create friendships.

As important as it is for our students to develop academically, it is also important that they grow both socially and emotionally. On a daily basis we are guiding our students to manage friendships, solve problems, be responsible, be kind, and feel positive about themselves. We have a Character Education program where students are recognized for demonstrating respect, trustworthiness, responsibility, fairness, caring and citizenship. Students "caught with character" are invited to a "Bagel Breakfast", where character traits are discussed and praised.

All of our teachers serve on committees at Oak View. Our committees include, SCIP, I&RS, School Safety, Playground, Language Arts, Math, Science, Social Studies/World Language, School Beautification, Technology, Tech Equipment, Read Across America, Autism Awareness and Home and School Representatives. These committees help to keep all our teachers involved and vested in the success and safety of our school.

We have a very dedicated and hardworking Home and School Association. Parents fundraise to support the curriculum and special school programs such as educational classroom materials, field trips, assemblies and class parties. Their total efforts are endless in providing cultural and fun-filled annual events for the whole family. They also provide "treats" throughout the school year to show their appreciation of our teachers and staff!

With cooperation and involvement of parents, students, teachers, and support staff, we are working together to help each student to reach their full potential as learners. Throughout the year we analyze student test data to determine if our students are learning what we are teaching. We are able to identify strengths and weaknesses and adjust our instruction in those areas so that our students are better prepared for the future.

***Submitted by Mary DiTrani
Principal, Oak View School***

SCHOOL REPORTS ~ WATSESSING SCHOOL

Watsessing Elementary School is dedicated to excellence in education by providing for the development of the whole child, socially, emotionally, academically and physically. The mission of the faculty is to prepare every child within a culturally diverse school to become a productive, independent citizen who values lifelong learning. Watsessing School provides an active learning environment with talented and experienced teachers who regard each of our 330 students as individuals. The Watsessing School community is committed to working collaboratively to ensure every student's success. It is our belief that all members of our school community must join together to provide high standards for all learners. Our teachers pride themselves in differentiating their teaching to meet the needs of each and every one of our students. Our goal is for all students to achieve to the best of their ability.

Watsessing School has two sections of each grade level K-6, except, sixth grade, which has three sections. There are four self-contained special education classes; two of which are behavioral disorder classes, and two, Learning Language Disorder classes, all which have successfully incorporated daily Rethink lessons through social and emotional lessons and projects this year. We continue to be very proud of our co-teaching inclusion model classrooms. Our school program is enhanced by enrichment and support programs, such as speech therapy, art, vocal & instrumental music, physical education classes which incorporated "mindfulness" in their daily lessons this year, library/media, gifted and talented, basic skills, guidance, a world language program, English as a Second Language, and bilingual classes. This is the second school year a new elementary schedule has been implemented and our Standards-Based Report Card reflects ongoing assessment for three trimesters during the school year.

The Reader's/Writer's Workshops emphasize a Balanced Literacy approach with Words Their Way implementation as a word study program. A strong focus was to increase the use of strategy groups during Reader's Workshop with the goal to have students become more independent readers and learn to monitor their comprehension while reading independently and exploring a "growth mindset." Our K-5 Math Investigations program focuses on students being encouraged to reason mathematically and develop problem solving strategies. Aligned to the NGSS, students are enjoying hands-on learning with the new investigative science program, strongly incorporating lab experiments. STEAM activities are integrated and carried out with an emphasis on investigations while analyzing data. Our English Language Learners and Bilingual students are involved in an after-school homework club. This W.I.S.E.R. (Watsessing's Inclusion of Spanish and English Reinforcement) program assists ESL/bilingual students with homework and reinforces English and Spanish through educational games, sharing cultural experiences, integrating technology, and creating bonds with each other. This year, K-2 Santillana materials were implemented as our new ESL series.

Our K-6 World Cultures curriculum focuses on human cultures, geography, and learning about global regions such as North and South America, Mesoamerica, the Caribbean, Africa, the Mediterranean and Europe. New Nystrom atlases support learning map skills. Performance tasks are available along with fascinating websites such as Scholastic, Culturegrams, and Google Earth. World Language curriculum entails world culture exploration in Grades K-6 and in Grades 4-6, a World Language teacher is providing beginning Spanish instruction. Aligned to the Visual and Performing Arts Standards, students have

become more aware of the power of music through our vocal and instrumental music programs. The Suzuki Violinist Program, continues to be unique and beneficial to every fourth grade student.

Teachers participate in professional development through our Teacher's Academy, Coaching-In experiences, and out-of-district opportunities. Teachers also partake in curriculum development and serve on district-wide committees in all curricular areas. School-based committees include a School Improvement Planning, Technology, School Safety, Social, Liaison, I&RS, and Beautification Committee, providing teachers with an opportunity to voice and share concerns while contributing to improve and enhance our school.

Watsessing, a Schoolwide Title I school, uses data driven instruction to promote continuous improvement in reading, writing, and mathematics for every student. This is accomplished through flexible grouping, ongoing identification of students and intervention strategies, and various resources. This year the interventionist utilized a multi-sensory approach with the K-3 English Language Arts students. Grade level action plans have been developed and implemented and specifically target skills to enhance student achievement. Continued use of STAR for data analysis and instructional planning is also infused throughout the year. Title I programs offered in the 2018-19 school year include: Family Math and Literacy Evenings, an After School Homework Club called W.H.A.M. (Watsessing Honors Achieve More,) a Morning Guided Reading Program, a Lego Club and an annual K-6 Engineering Night.

Watsessing School also has programs available to encourage our students to “give back” to our community. We have a K-Kids program sponsored by the Kiwanis Club where students perform community projects which enable them to understand how to help others. Social Problem Solving and an Upstanders Program encourage our students to be respectful of others and themselves as character education is ongoing at Watsessing School. Our students enjoy utilizing a variety of technological programs which include the use of RenLearn, Brainpop, Reading A-Z, and Newsela. Razkids, ReadWorks, Epic Books, Discovery Kids Virtual Field Trips, and Prodigy were new and exciting curriculum tools implemented this year. Students were able to utilize Smartboards, Ipad, Chromebooks, laptops, and Rovers. Powerschool and Gradebook are also accessible for parents. All programs are designed to foster the importance of setting and attaining high standards for all our children.

In promoting safety throughout the school and community, our staff and students participated in the New Jersey Safe Routes to School program in which they learned and practiced safely crossing the street. The program provided by EZ Ride, aims to teach children the rules and skills to walk safely to and from school and to keep them safe when they are near streets, parking lots, and traffic. We were proud to win the First Step Award this year in the Safe Routes to School Program. In promoting health and wellness, our fourth grade classes implemented a new nutritional program through the community food bank and the Bloomfield Health Department called Snap-Ed. Students learned how to make healthy snacks and the importance of good nutrition.

At Watsessing School we welcome our parents to be our “partners in education.” We have organized family nights where students participate in activities with their parents in Math and Language Arts. Every year the H&S hosts an, “International Evening” in which students, parents, and staff proudly embrace our diverse ethnic backgrounds. We have a Home and School Association that sponsors and organizes extra activities for the benefit of our students. There are monthly parent meetings that offer direct communication between parents, teachers, and administrators which insure ongoing and open dialogue.

Parental involvement is strongly encouraged and as a result has positively impacted students and enhanced the Watsessing educational program.

We are very proud of our successes at Watsessing! We will continue to encourage academic growth and nurture individual needs to provide each child with 21st century success-oriented educational experiences.

***Submitted by Dr. Gina Rosamilia
Principal, Watsessing School***

SCHOOL REPORTS ~ BLOOMFIELD MIDDLE SCHOOL

Bloomfield Middle School: A Spotlight School

Professional Development

Unique to BMS, time is built into the schedule for teachers to meet in Professional Learning Communities during which staff is involved in various professional development and valuable articulation with team and content area colleagues. Following a true middle school model, attention is given to individualized, data-based approaches to ensure students' success. Overall, PLC's provide an invaluable opportunity for professional collaboration with flexibility for differentiated professional development. Additionally, the BMS Tech Coach utilizes staff surveys thus tailoring PD needs and utilizing PLC time for important training and co-planning. This year's addition of Tech Tuesdays provides a plethora of resources and topics to explore during PLC. Via Title funds, a strong peer coaching program is provided for non-tenured staff in co-teaching and classroom management. A building STEM committee and a Teaching Strategy Instruction committee continue to work on respective agendas. This year, 21st century skills and the 4 C's - creativity, collaboration, communication, critical thinking, have been the focus of staff meetings and PLC as we gear up to apply for Future Ready School nomination.

Technology/STEM

Using the SAMR framework as a guide, staff continues to explore various strategies and tools to enhance instruction via technology. Utilizing the SAMR model, BMS teachers reflect on how technology can be most effective in enhancing instruction. In the STEM elective, Project Lead the Way has been implemented with "Medical Detectives" and "App Creators" units embedded into the curriculum. Introduction to Computer Science, another new course based on code.org curriculum, has been implemented with success. Expanding out Twitter presence, we celebrate many of our students' achievements as we share best practices in the field of STEM. Among many benefits to students and staff, the 1-to-1 initiative continues to provide equitable access to valuable resources with new platforms, apps, and tools, utilized based on student need.

Parental and Community Involvement

Parental involvement and support is paramount to the success of our students. A site based Home and School organization provides mini-grants to support curricular initiatives and funds various student activities. Additionally, a Parent Academy, taught by BMS teachers, provides an opportunity for families to become familiar in district curricular initiatives, technology, and means to address student social and emotional development. Two 5th and 6th grade Open Houses allow students and families to experience BMS and explore our programs as well as extra-curricular opportunities. BMS was thrilled to work with various community groups such as BEF, Brookdale Shoprite, Bloomfield College, Bloomfield Police Department, and the elementary schools to organize the first annual Bengalthon which generated over \$10,000 in donations to be utilized for student health and wellness programs. Our annual Cookie/Cupcake smackdown is another event that brings local businesses, families, staff and students together for a night of delicious fun and friendly competition. Hispanic Heritage night continues to be a BMS tradition bringing community entertainers and a delicious spread to a consistently well-attended event.

Extra-Curricular Activities

This year's new club additions, Girls Who Code and Gay Straight Alliance, join the line up of Photography Club, Yearbook Club, Intramurals, Environmental Club, Art Club, Builder's Club, Student Council, National Junior Honors Society, Robotics, Drama, Jazz Band, and our enrichment opportunities such as Challenge 24, Forensics, and Academically Speaking. BMS bustles with activity well after dismissal. Students benefit from strong curricular parallels as they engage in a variety of activities to support not just their academic but also their social-emotional development. Tutoring and ESL Cafe are available after school with BMS teachers providing academic support.

Climate Initiatives

Using a proactive approach, Suit-360, a character education platform from Evolution Labs, allows BMS to deliver online modules on topics like peer pressure, social media dangers, bullying, and more. The program allows staff to individualize lessons to address specific areas of need based on guidance and discipline data. Utilizing the Sandy Hook Start with Hello program, BMS celebrated Start with Hello Week in September and has registered our own Save Promise Club. Additionally, various presentations on social media safety and positive decision-making have been provided through our community partners. Working with Bloomfield's Department of Health and Human Services, a pilot group of students received an eight week program on stress management and positive decision-making. Adding a BMS chapter of a Gay Straight Alliance Club is sure to foster an inclusive and supporting environment for all students. Through the year, celebrations of Week of Respect, No-Name Calling Week, Anti-Violence Week all provide an opportunity for activities that create a positive school climate. Celebrating Hispanic Heritage Month and Black History month through guest speakers, a theatre troupe, announcement series, and even a Skype session with students from Ghana have all helped BMS celebrate our incredible diversity. Finally, Spirit Week, an exciting school spirit competition which culminates with a team vs. team throw down after a week filled with theme days, contests, and fundraisers, truly brings BMS together.

***Submitted by Alla Vayda-Manzo
Principal, Bloomfield Middle School***

SCHOOL REPORTS ~ BLOOMFIELD HIGH SCHOOL

Bloomfield High School - A Title 1 Distinguished School AP Honor Roll School 2x Breakthrough School

The 9th grade Reassessment For Transfer (RAFT) program at BHS is a thoughtful response to an epidemic that impacts freshman students across America. It is quite a challenge, particularly in an urban/suburban district, to develop a 9th grade transition plan that provides academic and social support for all students. The reason RAFT has been so successful at BHS can be attributed to the fact that it was created by a team of teachers and administrators, and that it is a “living” program that we revisit and adjust frequently. The program was developed in the summer prior to the 2011-12 school year in response to sustained academic failure among 9th grade students for many years. The heart of RAFT is the belief that students should be offered multiple opportunities to demonstrate mastery. Now, when a student fails a test or quiz, does poorly on a project, or misses a deadline, this is not the end of the road. Every student is provided an opportunity to retake the test, redo the project, or make-up the work provided they meet with the teacher for remediation and discussion. To provide students and teachers more time for remediation, we adjusted our bell schedule to create an “activity period” every Wednesday afternoon by trimming a few minutes off each period to free up 50 minutes at the end of the day. The unique feature about our activity period is that it is voluntary; school is officially over and students may leave the building. Despite this, we regularly have over 1,000 students who stay and participate in the activity period. As a result, over the last four years, the failure rate of 9th grade students has decreased by 50%!

A major development of RAFT occurred when we were able to build four teams of 9th grade teachers who would share the same group of students. We built time into each day for teachers to meet with one another to discuss teaching strategies, work with guidance counselors, speak to parents, and develop alternate assessments. We were able to add team leaders for each team to provide leadership opportunities for teachers who wanted to take on leadership roles to ensure that all teams were meeting goals and moving in the same positive directions.

The true measure of success of RAFT and the Wednesday Activity Period can be tracked via the 4 year graduation rate of BHS, which continues to rise year after year. The philosophy of RAFT is to help 9th grade students build a strong foundation that will provide them the opportunity to graduate on time. The Class of 2018 is credited with our highest rate yet: 91%

The 2018-19 school year saw the full implementation of a 1:1 Chromebook initiative in grades 9-12. All students are provided a device to use in school and at home. The Chromebook initiative has dramatically changed how students interact with the curriculum and their teachers. The use of Google Classroom has

streamlined and organized traditional classroom paperwork and provide more opportunities for collaboration.

*Submitted by Christopher Jennings
Principal, Bloomfield High School*

Special Education Programs and Services at BHS

Autism Spectrum Disorder Program (BHS)

The Autism Spectrum Disorder Program at Bloomfield High School services students between the ages of 13 to 21 who are eligible for special education and related services under the classification category Autistic. Applied Behavior Analysis (ABA) is used in the classroom curriculum to teach students on the Autism Spectrum. The Community Based Instruction (CBI) curriculum is also used to instruct students in a naturally occurring community environment to live, work, and recreate as independently as possible.

Students in the program are supported by highly qualified special education staff, which include a teacher, paraprofessionals, and a Board Certified Behavior Analyst (BCBA).

The program focuses on academic, social, and independent living skills development. Students in the program are integrated into the general education setting as much as possible.

Vocation Educational Specialized Training (V.E.S.T.) Program

V.E.S.T. is a Language and/or Learning Disabilities program supporting students between the ages of 13 to 21 who are eligible for special education and related services under various disability categories. The program uses a comprehensive curriculum, which is aligned to the New Jersey Student Learning Standards and meets the graduation requirements.

Students in the program are supported by highly qualified special education staff, which include 5 special education teachers, 2 Child Study Team (CST) case managers, paraprofessionals, and a SLE Coordinator.

The goals of the program are to develop students' cognitive abilities, academic achievement, adaptive behaviors, and independent living skills. In addition to receiving instruction in academic subject areas, students are provided the following opportunities:

- Community Based Instruction (CBI): The curriculum is used to instruct students in a naturally occurring community environment to live, work, and recreate as independently as possible. This opportunity is available to students in grades 9th-12th.

- Structured Learning Environments (SLE): This program is offered starting senior year. The goal is to teach students skills that can be transferred to a workplace environment. Students in the program work at sites (i.e. Brookdale Shoprite, Brookdale Pet Center, Job Haines Nursing Home, Bloomfield Public Library, etc.) with the support of staff.
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- Montclair State University (CBI/SLE Experience): we have partnered with MSU with the increasing access to college program. Student work with peer mentors to navigate the college campus, participate in campus wide activities and audit classes. In order to participate must have received all of their high school credit and have met the eligibility requirements for graduation. Students must fill out an application and apply to the program to become eligible.

Multiply Disabled Program

The Multiply Disabled Program services students who are eligible for special education and related services under the category Multiply Disabled. The program emphasizes academic skills, daily living skills, and pre-vocational skills. The Community Based Instruction (CBI) curriculum is also used to instruct students in a naturally occurring community environment to live, work, and recreate as independently as possible. Students in the program are integrated into the general education setting as much as possible.

Liberty/PRIDE

Liberty and PRIDE are alternative specialized program intended to support general education and special education students with challenging behaviors.

- Liberty supports students exhibiting internalizing behaviors. The program is housed at Bloomfield College. There is a school social worker and crisis counselor on staff to support students. SLE opportunities are available to students.
- PRIDE supports student demonstrating more externalizing behaviors. The school social worker supporting the program provides individual and group counseling services, staff support and development, and in class support to the students and staff.

The programs assist students in developing the social-emotional and behavioral management skills needed to function optimally in a school setting. The goals of the program are to reduce the need for referrals to an out-of-district educational setting and provide an opportunity for students to be educated in the least restrictive environment.

Extended School Year (ESY) - BHS

The Extended School Year Program is a 20 day program offered during the months of July and August. The program provides IEP mandated instruction and services to special education students.

***Submitted by Keri Regina
Director of Special Services***

SUPERVISOR REPORTS ~ ELEMENTARY LITERACY K-5

In literacy, we worked toward the goal of creating deep-thinking, self-directed independent readers. This work focused on differentiated instruction as teachers refined a variety of techniques to reach learners of different ability levels within the structure of reader's workshop. Professional development addressed the collection and use of data to identify strengths and meet student needs through strategy groups, guided reading, book clubs, and conferences. After observing these practices, teachers were able to integrate them into their instruction. The use of a growth mindset fostered building on these strengths with intentional language and behaviors. Technology programs, such as Kids A-Z and Newsela provided additional support and differentiation for readers.

Interventionists further supported the growth of striving readers across the district. Consistent criteria was utilized to identify students in need of support. Evidence-based multisensory strategies were provided as an early intervention. The team of interventionists met across the year to learn, collaborate, and problem solve. In the coming year, two additional interventionists will join the team, focusing on intermediate grade levels.

Teachers continued to share their learning from professional programs, institutes, and workshops. Various Bloomfield Teacher Academy classes offered opportunities for learning in topics such as grammar, shared reading, and technology integration. New teachers were supported through a learning cohort and coaching by our master teacher.

The elementary committee evaluated the literacy curriculum to establish a scope and sequence for instruction. They identified a need for unit assessments to guide instruction across the year. These assessments will be added to the curriculum as it is updated this summer. Teachers met to collaborate and plan for this work by identifying unit goals. Through this work, both students and teachers have grown, as evidence of the quotes below. Next year, we will focus our attention on enhancing writing instruction.

"My students grew in character and in their ability to think critically. I introduced the growth mindset to my students and held them accountable to think positively about their abilities, to set goals and reflect on their accomplishments throughout the year both academically and socially. They have been learning the importance of working hard to grow their minds and to use strategies to increase their capacity to learn new concepts. I have seen them move from being very dependent to becoming independent learners as we kept routines consistent, grew ideas together and shared in the learning process developing individually, in partnerships, in small groups and as a class at large. I am appreciative of the PD we have received and the resources provided to implement in classroom instruction."

-Grade 1 Teacher, Watsessing School

“My students grew with their ability to communicate with each other. They grew as readers because they had meaningful conversations with their partners. They were also able to make more connections in reading, writing, and phonics that they were not making in previous years. The PD on conferencing was very helpful as it really gave us a plan for when we met with students.”

-Grade 1 Teacher, Franklin School

“My students’ growth this year was tremendous. The training provided really helped me plan and organize my strategy and guided reading groups and run them more effectively. I feel like this has directly resulted in student reading growth. I find the kids using the strategies much more now. I am also pleased with their overall interest in reading. In the beginning of the year, I had a handful of avid readers, but also many who loathed independent, “stamina” reading time. Now, the majority of my class can’t wait to have solid blocks of time to read independently. They have been able to find books they’re really into!” -Grade 4 Teacher, Demarest School

***Submitted by Kristie Arnold
Supervisor, Elementary Literacy K-5***

SUPERVISOR REPORTS ~

ENGLISH LANGUAGE ARTS 6-12

Overview

In grades 6-12 English Language Arts (ELA), teachers and students have had another strong year to grow and strengthen. ELA department needs assessment and goal setting are done annually in collaboration with the K-5 Literacy Supervisor, Kristie Arnold, in order to ensure that the continuum of instruction is maintained and supported through all levels of education. This year, the district's continued dedication to developing a balanced approach to literacy instruction provided grade 6-8 teachers with further professional development for strengthening both small group and individual conferring practices. These practices are carried into the High School ELA department where teachers and students are now firmly entrenched in a novel-based curriculum that offers more variety and flexibility than ever seen in the past. Throughout all levels of ELA instruction, students are supported in becoming thriving readers, writers, and thinkers through a shared focus on student-centered instruction.

ELA Curriculum:

The process for keeping curriculum current and supportive of both students and teachers is a dynamic one aimed at simultaneously building upon known best practices while supporting efforts to keep current with educational technology as well as meet mandated requirements. Essentially, all 6-12 ELA teachers are involved all year long in making adjustments to agreed upon content and skill focus through grade level PLC's. As necessary, yearly collaborative decisions are then applied formally to district documents for approval over the summer.

The 2018 summer writing projects primarily focused on continuing the effort to get all documents revised to meet the requirements of the NJSL standards. As well, nearly all 6-12 documents are now written in the district approved format that supports alignment to Understanding by Design. At the core of all grade level literacy is supporting students as they move to independence and that thread is clearly evident in all documents. As well, documents are accessible to teachers through Google Docs and have become a truly living and breathing resource that is referenced on a regular basis in both unit planning and in PLC articulation.

Materials/Resources:

With the consistent support of the Superintendent and the BOE, we have continued to build and replenish all ELA classroom libraries at grades 6-8 and a centralized department library in grades 9-12. This year 6-9 ELA teachers also received new reading units of study that supported the implementation of book clubs into their reading workshop instruction. Book clubs have not only been very positively received by students and teachers alike they have also offered a new level of student choice and student-driven instruction in the ELA classroom.

The Chromebook initiative has now expanded to grades 7-12, and ELA teachers and students are continuing to investigate, evaluate, and make informed decisions regarding educational technology in order to best support student growth and achievement. Newsela Pro has proven to be a valued resource and is continuing to gain ground in use at nearly all grade levels 3-12. As well, Newsela truly supports

reading across all areas of the curriculum. In addition to the educational technology expansion, all 6-12 ELA students have established a digital portfolio that will follow them throughout their time in Bloomfield and serve as both a place to house written work as well as track individual goals and growth.

Professional Development:

Knowing that implementation of a full and thriving Balanced Literacy program can take upwards of 7-10 years, it is abundantly clear that a system for sustained professional development is needed. After 4 plus years of embedded consultants who were charged with providing all K-8 teachers with a base understanding of the structures and components of Balanced Literacy and workshop instruction, we have moved to providing opportunity for teachers to go out to specialized workshops that all fit under the umbrella of Balanced Literacy. Teachers are then able (and required) to turn-key their learning through the Bloomfield Teacher Academy (BTA). This system has proven very successful and has allowed the strong instructional practices that come out of Teachers College and other Balanced Literacy experts to carry through to grades 6-12.

Instructional Focus and Goal Setting:

Grade level department PLC's have provided invaluable time for assessment of student work, shared expertise, and consistent reflection of practice and goal setting. At the middle school, the dedication of Wednesday's shared planning period to department-based instruction has truly changed the culture of the building. The culture of collaboration and sharing directly results in improved instruction. All ELA grades 6-12 meet regularly as a department or by grade level with the specific purpose to grow instruction. Through these collaborative sessions, teachers can establish shared goals as well as isolate independent goals for improvement while being supported by the collective expertise of their colleagues.

*Submitted by Suzanne Johnson
Supervisor, English Language Arts 6-12*

SUPERVISOR REPORTS ~

FINE ARTS DEPARTMENT K-12

The Bloomfield Fine & Performing Arts have been very busy finding new ways to connect to the students and the community. We strive to strengthen our program through more community outreach and engagement. Below are some of the activities that we have taken on. For more information and to see other ways the arts have impacted the Bloomfield community, please visit our [Twitter](#) account.

Drama:

The High School completed three student productions, *Julius Cesar*, Rodgers & Hammerstein's *Cinderella* and *In This Moment*. The Fall Play was nominated by Montclair State University's 2019 production for five Theatre Night Awards. They are, Outstanding Achievement in Stage Combat; Outstanding Achievement by an Acting Ensemble of a Classical Play; Outstanding Performance by a Lead Actress in a Classical Play Elizabeth Nucci; Outstanding Performance by a Lead Actress in a Classical Play Grace Carlin; and Outstanding Production of a Classical Play.

Music:

Our High School band took advantage of any new opportunity to play in an adjudicated festival in order to grow as musicians. We are very proud to have Received an "Excellent" rating at the Elizabeth High School Concert Band Festival, and a "Silver" rating at the Region Band Festival. We had five students who participated in the Essex County Honor Band Clinic and Performance: Sharv Dave, Octavio Morales, Joshua Hernandez, Anthony Velez, and Aidan Carroll.

The High School Marching Band had another successful season earning the following awards: Ramsey MB Festival: 2nd place, Group 1A; Rutherford MB Festival, 1st place, Group 1A; Hanover Park MB Festival, 1st place, Group 1A; BHS Marching Band performed at the Magic Kingdom, Disney World 4/5/2019. The Marching Band auditioned and was accepted to perform in the Magic Kingdom parade for the first time this year, under the direction of Mrs. Natalie Kerr.

Our High School Choir had six students audition and make Regional Choir. They are: Rachel Maldonado, Talia Maldonado, Sarah MacVicar, Sarah Tremmel, Lauren Brown, and Jonah Clarin.

TV Arts:

The TV Arts students have been working hard alongside teacher, Mr. David Simonetti, implanting themselves further into the High School and Bloomfield community, creating videos for the District and High School. All hoping to make a positive mark on the Bloomfield culture.

Visual Arts:

The Middle School teachers have embraced social media as a mode to engage students and connect with curators all over the world. They have integrated various Google Apps and other internet based programs to expand the current traditional role of the Visual Arts into new more relatable platforms through their

Chromebooks. We have discussed creating a new Computer Art course at the Middle School to create a feeder into the High School Computer Arts class.

The High School students have completed another year working with local artist and Bloomfield College Professor, Peter Syack. Syack visits students at the High School and teaches the various techniques for building in order for successful Raku firing. The students then work at BHS, later to bring their bisqued pieces to Syack's studio for specific glazing and firing. This year the glazes were created differently, so students had experience with chemical mixing as well as the various reactions caused through the firing process.

Grants:

We have been fortunate in receiving two grants this past school year to expand what is offered to our students. We have again benefitted from the kindness of the Bloomfield Educational Foundation through a grant that allowed us to bring Adera De into work with the fifth graders at both Brookdale and Watsessing Schools. Adera De is a professional dance company that has dancers trained by the Alvin Ailey Company in a variety of styles. Students learned African, Ballet, Hip Hop and West Indies dances over the course of a few hours working with the dancers in a clinic. Students worked with dancers that have choreographed for famous rappers and musicians such as Busta Rhyme and Missy Elliot.

The second grant opportunity was offered to us through a partnership with NJPAC. I was contacted about a pilot program working with performing artist Ping Chong, that hoped to use arts integration to merge writing, student voice and theatre. Brookdale school's application was accepted and both sections of sixth grade. Visiting artists came to Brookdale and worked with the students and teachers over a period of a few months, using dictation, acting and writing exercises to help students find their voice and a comfort level with expressing it through the arts. Students and teachers visited a formal presentation of the program at NJPAC where professional performers shared their experiences through poetry, acting and song. The students had a special performance at NJPAC months later, creating and sharing their own expressions. NJPAC will use this experience to help create a formal grant program to offer in their curriculums in the 2019-2020 season.

Gallery:





*Submitted by Jennifer Khoury
Supervisor, Fine & Performing Arts*

SUPERVISOR REPORTS ~ HEALTH AND PHYSICAL EDUCATION K-12

Elementary K-6:

Teachers are preparing for each schools annual track and field day culminating in the town wide track meet this spring.

Staff has placed an emphasis on sportsmanship across all activities in elementary Physical Education, reinforcing appropriate behaviors with acknowledgements both extrinsic and intrinsic.

Teachers have developed a vast array of warm up activities and are committed to utilizing students as exemplars.

Overall fitness is incorporated into every PE class regardless of the activity.

Middle School 7-8:

Staff is integrating yoga into the Physical Education lessons primarily as part of the warm up and cool down at this point. Ultimately can serve as a stand alone lesson or unit.

Overall fitness is incorporated into every PE class regardless of the activity.

The fitness center has undergone extensive upgrades and allows for a variety of cardiorespiratory, flexibility and strength building exercises.

Lifetime sports- like Golf- are offered in the PE curriculum.

High School Physical Education/ Health and Athletics 9-12:

The Physical education staff continues to incorporate Yoga into daily classes; oftentimes as part of the warm up or cool down, occasionally as a stand alone lesson.

Each senior is trained in CPR, including usage of the AED. Seniors interested in obtaining certification can take the requisite test. In addition each PE staff member and all Coaches are fully certified.

The nascent Bengal swim team made great strides (strokes?) this year including competing in their first dual meets.

All athletes performed well academically with over 60% of all students participating in sports making the Honor Roll.

The purchase of additional equipment allowed Golf to be further infused into the curriculum.

Overall Fitness is incorporated into every PE class regardless of the activity.

*Submitted by Steve Jenkins
Supervisor, Health & Physical Education K-12*

SUPERVISOR REPORTS ~ INTEGRATED TECHNOLOGY 9-12

The Integrated Technology Department includes courses in Business Technology; the BHS School-To-Career Program; Family and Consumer Sciences; Industrial Arts and Technology Education. All of the courses in the Integrated Technology Department can be selected by students as electives that allow achievement of proficiencies as outlined in the New Jersey Student Learning Standards (NJSLS). Integrated Technology classes meet the practical art graduation requirement. In addition, the Personal Finance and Independent Living courses can meet the NJDOE graduation requirement for 2.5 credits in financial literacy. Some classes may also meet additional graduation requirements established by the NJDOE in fine arts. A primary goal of these classes is to reinforce necessary pathways for entering the world of work in the 21st century.

BUSINESS TECHNOLOGY

The Business Technology Department provides a unique blend of innovative courses that integrate technology with traditional business theory. These courses give students the opportunity to delve into the many topics in the world of business and technology. All courses are designed to provide an experience that prepares the student with technical proficiency and a sound knowledge foundation in business technology. In addition to the focus on providing this foundation, many advanced offerings are available for students who are interested in pursuing business careers. Bloomfield offers one program of business technology that is a part of the NJDOE CTE Career Cluster of Finance. This program offers courses that prepare students for a career in Financial Management and Research.

BHS SCHOOL-TO-CAREER PROGRAM

The BHS School-To-Career Program is offered to juniors and seniors interested in focusing on the career field they are considering pursuing after high school. The STC Program provides the opportunity for juniors and seniors to participate in an UNPAID INTERNSHIP PROGRAM that will help them gain a perspective on various careers. Student schedules are modified depending upon the internship option that is selected. These internships are unpaid Structured Learning Experiences and provide teacher support in group meetings at the high school along with on-site mentoring by teachers and employers. Seniors may participate in the COOPERATIVE EDUCATION PROGRAMS that offer classes in Career Education taken at the high school along with real world work experience at an approved job site in the community. Students are employed in a paid position and must complete a learning plan of work hours to receive credit.

FAMILY AND CONSUMER SCIENCES DEPARTMENT

The course offerings in Family and Consumer Sciences combine aspects of consumer science, nutrition, cooking, parenting and human development, interior design, textiles, family economics, housing, apparel design and resource management as well as other related subjects. The Exploring Childhood curriculum offers hands-on experience in the preschool setting with district 4 year-olds in attendance for 3 sessions a week. This Learning Lab has been an excellent opportunity to introduce students to careers in childcare, education and child development.

INDUSTRIAL ARTS DEPARTMENT

The course offerings in Industrial Arts offer students exposure to the basics of construction, manual craftsmanship, and machine safety. These classes feature fabrication of objects in wood and/or metal using a variety of hand, power, or machine tools. The goal of classes in this department is to have students develop lifelong skills and create products through the application and appropriate use of technological resources. BHS Industrial Arts offers a fully equipped, traditional woodshop setting for construction technology classes as well as woodworking.

TECHNOLOGY EDUCATION DEPARTMENT

The goal of the course offerings in the Technology Education Department is to ensure that all students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment. The courses in the department are active in many national co-curricular activities such as Technology Student Association (TSA) and in FIRST Robotics. This department is instrumental in providing STEM education opportunities that BHS and the Bloomfield School District are embracing. This department is working very closely with the science and math departments in implementing the PROJECT LEAD THE WAY curriculum at BHS. PLTW is a comprehensive STEM opportunity for all high school students to prepare for careers in engineering design.

*Submitted by Joanne Decker
Director of Student Achievement with
Oversight of Integrated Technology 9-12*

SUPERVISOR REPORTS ~

MATHEMATICS K-12

Overview of Mathematics

Mathematics has taken a shift in the past decade, with new standards driving more focused and coherent instruction. Ultimately, while we want a more rigorous program for our students, we also understand that it takes time to develop concepts. Exposure and memorization do not lead to mastery for the majority of students. For far too long there has been a focus on calculations and algorithms, tasks that now are easily done by a computer or phone. We need to move beyond word problems and solving real-world problems and truly prepare students to think. This doesn't mean abandoning the need for processes like long division, but in fact showing students multiple ways to understand and ultimately master concepts. Too much of what you might read about the Common Core or the New Jersey Student Learning Standards are misinformed, there is no "one way" the standards dictate how students should do a problem, in fact, the opposite is true, the standards are about developing the reasoning of students so that they can efficiently solve complex tasks in a variety of ways. By equipping our students with more tools to understand and problem solve, we are strengthening their number sense. In turn, students actually understand mathematics, allowing us to extend further than ever before, on a more secure base of knowledge.

Elementary Mathematics

We are in year three of the Investigations program for all K - 5 students, shifting from a traditional mathematics resource to one that embraces understanding and critical thinking. Students, parents, teachers, and administration has rave reviews about the Investigations program. It is so impressive to walk into rooms and hear students explain unique and complex ways of solving word problems - the depth of understanding for students in less than three years with this program is amazing. This is in part to a great program, but also the teachers have worked extremely hard to master the content and effectively deliver the instruction.

Math class is fun! Kid are playing through hands-on activities, reasoning, discussing, comparing, and sharing. Topics are "investigated" for multiple class periods, allow students to form deeper connections and understanding of the concepts. The foundation of the Investigations program is that students have mathematical ideas, and giving them the right experiences allow them to explore their ideas about numbers, shapes, measurements, patterns and data. The importance is on students making sense of mathematics, then explaining their thinking and methods to the class or peers, enriching the learning opportunities of all by allowing students to see other methods.

Elementary mathematics lays the crucial foundation for number sense, setting the stage and mastering nearly all operations with whole numbers, decimals and fractions. Deep connections are made between

computational fluency and the other necessary concepts, such as geometric reasoning. We recognize no program is perfect, and that teachers will need ongoing support to supplement the curriculum, for instance we embedded in money and time where the program and standards were lacking. On that end, a group of K - 5 teachers created benchmark assessments. We are refining the type of questions and quality of test items, we have used this information to better inform our curriculum year to year, for instance, scores might allow us to see areas that need more time in the curriculum or where retention is an issue. The Elementary Math Committee has met throughout the year to inform the mathematics decision making of the district, for instance updating the report card rubrics to reflect curriculum switches and consolidating and ordering resources.

Sixth grade teachers use the Connected Mathematics Program, like the middle school. A big focus this year has been piloting common assessments, being in 8 different buildings adds an element of difficulty in collaboration and we want to make sure the exposure and expectations of all 6th grade students are similar. As a group, we meet each month, planning together, sharing observations, and troubleshooting common issues. The 6th grade has also taken part in the professional development with the middle school and high school. Time has been spent exploring more than just our content standards but also our process standards. The process standards emphasize the actual thinking and understanding of the mathematics, which is the foundation of our K - 8 mathematics program.

Middle School

The middle school mathematics department is constantly working and reflecting to best meet the needs of our students. In grade-level meetings, we meet weekly and discuss curriculum and content, adjusting based on our students knowledge and performance. Data drives our instruction, we analyze student work to guide our remediation and enrichment. We have used the Connected Math Program for many years, and in that time have been experts in supplementing where the resources don't meet the standards or the needs of our students, and we are continually updating our lessons to include more technology with the new 1-to-1 initiative. Walk past a math room and you will see students collaborating, discussing, investigating with one another, or watching differentiated videos; all fostered by the Chromes.

As a department, we analyzed our PARCC scores to be more informed of how our students and schools are evaluated. We found trends and areas of weakness that we were able to use to inform our instruction and better prepare our students. To that end, another emphasis this year has been quality problem-solving, and how this correlates to test data. We have worked to infuse more high-level work problems in the curriculum to not only better prepare our students for exams like the PARCC, but also the real-world in which they will need to apply math. This isn't always easy; students can struggle with identifying and/or explaining errors, but the teachers have seen great improvements in their students. On that end, teachers have gone to workshops and shared with colleagues specific areas of interest so that we are always growing and learning as educators.

High School

The high school mathematics department has been developing a cooperative, content-level environment, through opportunities such as monthly meetings devoted to specific courses to analyze student performance and plan for the needs of students. Last year, content area teams identified the need to

rearrange content in courses to ensure that the content is organized in the most logical way and so enough time could be devoted to difficult concepts. Each quarter content area teams designed a common assessment to start to have a bank of common questions and expectations of our students. We added to our course offerings, especially in the area of computer science, and have goals to continue to do so. Finally, we are continuing to refine our placement process, ensuring a fair and consistently applied system where all stakeholders in the scheduling process (teachers, guidance, and administration), could be involved.

A great deal of the year has been spent on professional development - just like students, we as teachers are always learning. Time has been spent helping teachers become familiar with programs as users but also as educators. Tech integration has been part of every department meeting, such as Equatio and Desmos. One of our district PD days were spent with 6th through 12th grade teachers, where the teachers had a dozen different workshops, lead by colleagues, to choose from, allowing them choices in things like mastering or learning district subscriptions (such as Aleks, Desmos, etc.), exposing each other to effective online resources, sharing best math practices and strategies, and also planning time with colleagues.

***Submitted by Claire Keller
Supervisor, Mathematics K-12***

SUPERVISOR REPORTS ~

SCIENCE K-12

Elementary Science (K-5)

During the summer of 2018, the science kits for the TCI program were refilled to ensure students are engaged in the program. “Bring Science Alive!” is the name of our new K-5 program that engages students in hands-on and inquiry based science. The program focuses on integrating literacy and math that is grade-level specific and applicable to content they are learning in those areas. Design challenges are highlighted in each unit to incorporate STEM into the curriculum. Through these challenges, students are designing solutions to real world problems and are creating models to illustrate those solutions.

The elementary science committee is comprised of approximately 20 members from all 8 elementary schools in all grade levels K to 5. Our goals for the year are as follows:

- Implementation of standards and TCI program
- Evaluating the effectiveness of SBRC changes
- Pacing/Sequence of Units
- Common Assessments

We meet every other month to determine the effectiveness of achieving these goals. Currently, the teachers are compiling data through discussion with their grade level teams during PLC’s to answer these questions. Once the data is gathered, the group will be able to rate the effectiveness and set new goals for the upcoming school year. This is the third year of the formation of this committee and they have been successful in adopting a new science program and aligning the Standards Based Report Cards (SBRC) to the science standards (NGSS).

Middle School Science (6-8)

The Science teachers in this grade band are piloting the new middle school science program from TCI to purchase for the 2019-20 in order to have a uniform Science program for grades K-8 that are aligned to the Next Generation Science Standards (NGSS). Also, this year, middle school teachers are conducting a three month trial of Gizmos from Explore Learning which is an online simulation program that allows students to manipulate scenarios to garner a deeper understanding of science concepts.

This year, teachers were trained in using the TCI online component to conduct the pilot run of the program for the 2018-19 school year. The sales representative from TCI spent a few hours with the teachers to reveal all aspects of the online program that they can use to align their instruction and assessment with NGSS. Phenomena was the primary driver behind the training to instill the importance of phenomena-based instruction in the Science classroom. Midway through the year, teachers were provided with a 1-hour webinar on Gizmos from Explore Learning. They were provided various examples of how the online simulations can be used to enhance science instruction using technology and Chromebooks. At department meetings and PLC’s we continue to discuss best practices and find useful

methods to include technology into the science classroom. Teachers are encouraged to teach and take Bloomfield Teacher Academy (BTA) classes as a means to enhance their instructional practices.

High School (9-12)

A major focus for high school science teachers this year is to focus on developing lessons and assessments that are driven by anchoring phenomena for each unit. This is a major focus in regards to successfully teaching NGSS at the high school level. Phenomena-based instruction is proven to engage students in learning because it connects the world around us to what students are learning in the classroom. This provides a more authentic learning environment for our students. Teachers were provided professional development from a consultant we have worked with in the past to develop lessons that are phenomena-based. These training sessions were well received by the teachers and fostered a productive relationship with the consultant that we plan to continue with next year.

Currently, we are in the first year of a new freshman level course titled Geophysical Science for our CP students. This course touches upon important topics related to physics, chemistry, and earth/space science that were not addressed in our previous freshman course, Environmental CP. With the shift to NGSS and the change to a comprehensive 11th grade science test at the state level, this course will better prepare our students. This year our teachers had full access to Gizmos by Explore Learning which are online simulations that are used to enhance science instruction while infusing technology in the classroom. During the November professional development day, a Gizmos representative presented two workshops that provided teachers with methods to enhance the use of Gizmos in their classroom by using the simulations with CER and the Science & Engineering Practices.

This summer we plan to rewrite some of our honors level courses to ensure that students who take Biology, Chemistry, and Physics are further exposed to Earth & Space Science standards as they tie into the other content areas and are one branch of the NGSS that students must learn. We will also incorporate phenomena-based instruction into these new curriculums as well as our lesson plan template for the 2019-20 school year.

***Submitted by Louis Cappello
Supervisor, Science K-12***

SUPERVISOR REPORTS ~ ELL, WORLD LANGUAGES, & SOCIAL STUDIES K-12

ENGLISH LANGUAGE LEARNERS

We use the acronym ELL instead of ESL because some of our students already speak 2 languages and are learning English to become multilingual. Many of these students are cautious and kind, and their growth in the language each year speaks to not only their diligent studies, but also to the team of teachers that works closely with them, advocating for their education, delivering high quality instruction, and measuring their progress with targeted assessments (i.e. WIDA).

This team of ESL and Bilingual teachers are meeting/exceeding NJDOE expectations on Performance Reports. We have written new curriculum, designed an ELL standards-based report card, expanded SIOP training, and revised the Title III Summer Program to focus on Literacy and STReAM. Students are doing meaningful Performance Tasks from the early to the secondary grades to navigate the double challenge of learning the English language and learning new content in English.

WORLD LANGUAGES

We focus K-12 in the World Languages Department on Speaking, Listening, Reading, and Writing so that students build competencies in the Interpretative, Interpersonal, and Presentational modes outline by NJDOE. We have worked on the K-12 articulation, making purposeful changes to build towards a model program.

In Grades K-3, teachers are doing a World Cultures Exploration that focuses on the diverse regions/continents of our globe to celebrate the of its peoples, cultures, and ecosystems. Grades 4, 5, & 6 students are receiving weekly lessons in Beginner Spanish. Grades 7-8 are using a dynamic, thematic curriculum focusing on TPRS (Teaching Proficiency through Reading & Storytelling). Gifted & Talented students at BMS use Middlebury Interactive Languages (MIL) and while the majority are taking Spanish, a handful are taking French, German, or Mandarin. And Grades 9-12 students choose to take sequenced courses in Spanish, French, and Italian.

This year we fully sequenced the Grades 7-10 Spanish Native Speaker Track which are Honors Literacy classes that pay forward to Grades 11-12 AP Spanish Literature and Culture. This is also Year 2 that we are participating in the NJDOE Seal of Biliteracy program. Finally, we celebrated inductions of many deserving students into the World Languages Honor Society, and competed at the William Paterson University Foreign Language Poetry Recitation Contest.

SOCIAL STUDIES

The most important priority in the Social Studies department is the overall articulation of the K-12 curriculum, both how we are teaching the subject vertically K-12 and horizontally at each grade level across the elementary schools.

This year we are using Nystrom grade level atlases in Grades 1-5. Targeted lessons in the atlases combine Social Studies and Literacy, and scaffold information in palatable portions that increase students' skills and proficiencies in the content area. Next year we are excited to begin the new 'Young Citizens' program which is going to transform how we do Social Studies in the primary grades.

Grades 6-7 & 9 are doing World History/Cultures in 3-parts: Ancient World, Medieval World, Early Modern and Modern World. Grades 8 & 10-11 are doing American History in 3-parts from the Colonial to the National and Democratic Experiences. Students at these levels engage with specific content to build knowledge of the political, economic, military, intellectual, social, and cultural histories of the world and America's role in it.

Students won numerous awards in the National Geographic Geography Bee, Academic Decathlon, Quiz Bowl, Mock Trial, Law Day, and Youth in Government. About 70 upperclassmen went to see *Hamilton* and participate in a Q&A with cast members. US 1 Honors students collaborated on a real world project with the National Park Service at the Great Falls. And students in Holocaust & Genocide Studies went to the US Holocaust Memorial Museum and attended an assembly where 2 survivors recounted their stories.

We are also excited about a project this year called 'Flags for Fallen Heroes'. Ms. Peg Sullivan did this project where 4,000 flags were laid in front of BHS for the Memorial Day Parade to honor those who died serving their country. BHS also held a ceremonial service for fallen heroes and coordinated with the VFW Veterans and our community to raise money and make this happen.

***Submitted by Scott Orlovsky
K-12 Supervisor of ELL Education, World Languages, and Social Studies***

TECHNOLOGY/INFORMATION LITERACY REPORT

The Bloomfield School District's Educational Technology program is wholly committed to the ISTE goals for empowering 21st century students and the Future Ready Indicators for success. The ISTE standards underlie the NJ Student Learning Standards 8.1 and 8.2 (formerly the NJCCCS for Technology) and Future Ready Framework is series of evaluations and reflections for new models of instruction and learning. In both ISTE and FRS, schools strive to empower individualized learning under the guidance and leadership of tech-savvy teachers. Within the District, a variety of programs at each level strive to infuse technology into learning. Elementary schools have coding clubs, summer STREAM programs, and routine access to computers for research and writing. At the MS and HS, there are several Project Lead the Way courses that are integrated and map a path to technological literacy. Additionally, higher-end editing and composition tools are available in HS engineering, video editing, and other courses. But the mainstay of the K-12 technology literacy program at Bloomfield is the district's goal of 1:1, 24/7, anytime, anywhere learning through technology. The 2019-20 school year will see a 1:1 program with Chromebooks for all children in grades 6-12 and increased access to a variety of computers in carts in grades K-5. Bloomfield students are poised for success in their future, whether college, the workplace, military or other community service. (See New Jersey Student Learning Standards: Technology. (2018). Retrieved 13 February 2018, from <http://www.state.nj.us/education/aps/cccs/tech/> and <https://www.iste.org/standards/for-educators> and NJ FRS Indicators at <https://www.frsnj.org/indicators> and Bloomfield School District's Technology Plan: 2019-2024 at <https://drive.google.com/open?id=1cYkZjaacmEffKrkbZ-Re8BVvDfDxvp9MVI2aEQpD7qU>.)

The Technology/Information Literacy Program is under the routine direction of the Director of Systems & Information Technology, who reports to the Superintendent. The Director participates in Cabinet and Curriculum and Facilities Committee Meetings as required. The regular reflection on the success and needs of the Technology Program is managed in two, evolving Committees: the District Faculty Technology Committee and the BOE Technology Sub-Committee. The groups forge a vision for technology-infused learning, and overcome resistance through effective planning and ongoing reflection for achieving change and paving the way for future advancement. The Tech Committees meet monthly during the school year, discussing plans for the future, philosophies and practices of learning with technology, and general, cultural trends within and outside the schools. The teachers advise how best to implement necessary upgrades and changes, such as the switch to PowerSchool as a Student Information System, migration to Google from Microsoft for email and as a learning platform, implementation of the Bloomfield Teacher Academy, as well as mundane aspects of managing a network and computer infrastructure with thousands of end-devices, and equally complex and variegated users, from expensive switches, to refurbished computers, from kindergartners, to young men and women in the High School. The Committee also recommends best practices for carrying out professional development for teachers, and has been invaluable in creating and sustaining the Bloomfield Teacher Academy, as a means for carrying out teacher professional development in a continuous and ongoing way.

It is possible that a step in the evolution of the composition and mission of the BOE Tech Sub-Committee might be to include parents in a more inclusive group of stakeholders to plot and plan Technology. Board members would sit on the Committee as directed or welcomed, and parents would offer input and feedback on the impact of technology plans at home.

Over the past four years, since the inception of both Committees in 2015, planning has seen the following rollout of technology projects in Bloomfield:

1. The installation and implementation of PowerSchool as SIS;
2. The adoption of Google Suite as the main productivity package and learning platform;
3. The prevalence of Chromebooks as the main computing device for teachers and students;
4. Nearly 100% installation of interactive whiteboards/smartboards in classrooms, with a default setup of a permanently attached mini-PC, wireless mouse and keyboard, and peripherals as needed, such as document cameras, video cameras and microphones;
5. The reliance in each school on school Library/Media Centers as cornerstones of technology;
6. Migration to an award-winning District website.

Additionally, the District has moved to internal support tools that facilitate overall technology implementation, including a platform for mass imaging of Windows computers and a 24/7 monitoring application for servers, switches, AP's, and key systems, including external ones, such as Securly web filter and several externally hosted systems.

The Committees have also engineered the rollout in the past four years of an after-school Bloomfield Teacher Academy where fellow teachers instruct colleagues on technology, pedagogy and other effective skills that make them better educators. Since its implementation in the Spring of 2016, 478 teachers have taken at least one course. Many have taken more than one. The District has offered, since the start of the Academy, 429 courses, to those teachers, in 3335 seats or offerings. In the spring 2018 term alone, 51 courses were offered in a variety of topics, from Google, to specialized software, to effective "Hydroponic" gardening for the elementary classroom:

***Submitted by Thomas Atkinson
Director of Systems/IT***

ELEMENTARY EDUCATION REPORT

As the Director of Elementary Education, I have the unique opportunity to work collaboratively with all eight elementary schools, ECC at Forest Glen, Pre-K-6 teaching staff, Special Services, building principals, content area supervisors, district level directors, the assistant superintendent, and the superintendent of schools to ensure the following:

- A unified operation of Pre-K-6 instructional programs
- An academically rich and sustainable curriculum throughout the district
- A sound & stable elementary special education program
- A conducive academic intervention program for students in need
- Accurate and measurable mSGP's for all relevant teaching staff
- Accurate, measurable, and rigorous SGO's for all relevant teaching staff
- Professional development aligned with district curriculum and ongoing staff needs
- Ensure the frequency and quality of Professional Learning Communities (PLC's)
- A collaborative coordination of QSAC reporting and monitoring
- Curriculum coordination with Gifted & Talented and ESL elementary programs
- Effective implementation and compliance of Standards Based Report Cards
- Current and advantageous technology resources (in collaboration with district Technology Department)
- Budgeting & Implementation of ESSA Title programs (in collaboration with the Director of Student Achievement)
- Proper coordination & implementation of state-mandated standardized testing
- A seamless transition from elementary to middle and high school
- Efficient and sustainable district budgets and purchases
- Turnkeyed information & best practices from local, state, and national professional conferences
- Lesson plan articulation, quality, and authenticity based on New Jersey Student Learning Standards (NJSLS).
- The successful implementation of district-wide STReAM Week where 400+ elementary students from across the district engaged in project based learning activities for an entire week.
- Frequently visiting the schools and meeting with teachers and building leadership has allowed me to oversee these endeavors firsthand and ensure their ongoing validity. Continuous conversations and dialogue (through committee and round-table discussions) allows me to stay up to date on the aforementioned tasks, endeavors, and best practices.
- Bloomfield Schools' elementary curriculum is academically rich and aligned with the New Jersey Student Learning Standards (NJSLS). Teachers strive to incorporate best practice, real-life application, and infused technology to their everyday instruction.

Language Arts

The workshop model is an incredibly efficient method of teaching reading and writing. Within the workshop structure, teachers are able to address both the whole group's needs as well as differentiating for the needs of small groups and individuals.

- A balanced literacy block
- Standards based
- Driven by ongoing student assessment
- Differentiated instruction (by level, interest, groupings, etc.)
- The workshop structure is made up of the mini-lesson, work time and share time.
 - The Mini-Lesson is where the teacher teaches the students a skill or strategy through demonstration and direct instruction.
 - Work Time is when the students are reading and writing and directly applying the information they just learned. This is also when teachers conduct small groups and individual conferences with students.
 - Share Time is when students have the opportunity to share with the rest of the class how they used the skill or strategy they just learned or reinforced in the mini-lesson.

Source: <https://cli.org/resource/reading-writing-workshop/>

Math

Investigations is a focused, coherent, and rigorous mathematics curriculum. Fully aligned to the content and practice standards of the Common Core State Standards (CCSS), deep and careful attention is paid to mathematics content and to student thinking and understanding.

Components: Each grade is made up of 8 curriculum units, an Implementation Guide, and a Content Guide. Also available for teachers: a Spanish Companion and an Assessment Sourcebook specific to the grade. Each classroom is supplied with the manipulatives and cards used in that grade, and one Student Activity Book per student. The curriculum can be taught without access to technology, entirely digitally, or using a blended approach.

Features of The Curriculum:

- Explicit and careful attention to the Standards
- Embedded differentiation support
- Ongoing assessment
- Regular review and practice
- Built-in professional development

Source: <https://investigations.terc.edu/>

Science

The current science curriculum is aligned with the new NGSS standards. TCI's Bring Science Alive! program is designed to guide young learners to observe and understand how the world works around them. From introducing young students to the power of gravity to how plants and animals can impact their environments, Bring Science Alive! is an interactive science curriculum for all students to enjoy. Using the online science curriculum, teachers are able to simplify and streamline their lesson planning process. Each lesson is specially created to help students better understand the topics being taught. Students learn science online with NGSS affiliated online curriculum. Teachers are able to create highly engaging online science lessons and hands-on investigations that help students better comprehend each lesson.

Source: <https://www.teachtc.com/science/elementary-school/>

Social Studies

To build knowledge of, and skills in Social Studies (Grades 1-6), we are using grade level atlases. These combine literacy with geography and other foundational Social Studies skills. Used throughout a

curriculum in a vertical articulation, teachers are able to transfer knowledge and skills more effectively so students achieve higher proficiency in the content area. These skill-building lessons are integrated into grade level units that focus on American and World History, Civics, and Character Education.

World Languages are a mixture of Language Arts and Social Studies as students learn grammar, speech, literacy, and culture. In the elementary grades, we are accomplishing this in 2-ways: first, as a World Cultures Exploration in Grades K-5 (next year Grade 6); second, with weekly Spanish instruction in Grades 4-6. The World Cultures Exploration lessons hybridize ELL, World Languages and Social Studies education. They also combine Social Studies with Literacy, cross-curricular thematic learning (including Music, Art, and STEM components), and Performance Task assessments.

Learning a second language improves the quality of the first language. Learning about global cultures enhances perceptions and deepens connections. Done together, Bloomfield students can better compete in a marketplace that is continually transforming and increasingly becoming more global.

Source: Mr. Scott Orlovsky (Supervisor of Social Studies) & Committee

Specials, Fine Arts, Extra-Curricular Activities

Students in Bloomfield Schools are exposed to many areas of the Arts and extra-curricular activities throughout the duration of the school year. Each student in grades K-6 is exposed to physical education, health, art, music, spanish, world language, media, and guidance (character education). Students in upper elementary grades have opportunities to participate in band, choir, G & T (based on criteria), and before & after school academic and enrichment activities/programs.

***Submitted by Joseph V. Fleres
Director of Elementary Education***

SPECIAL EDUCATION REPORT

Teachers

Pre K-6

Inclusion Initiative:

18-19- Special education teachers continue the inclusion initiative at the elementary level. Teachers have been supported with the use of peer mentoring opportunities at BMS and BHS on a rotating basis. Curricular support has been provided by supervisors on a consistent basis. The elementary inclusion model is based on data collected by the Child Study Team (CST) and collaborative discussions at the building level. The grade levels receiving this support range from 3-6 depending on the amount of students receiving services within each grade.

Secondary:

In-Class Support/Pull-Out Replacement (ICS/POR) - Secondary teachers continue to meet and receive curricular support within their content areas during PD days and during PLCs.

On-site supervision and building based CST has provided for a consistent support model during PLCs. Technology initiatives have provided increased access for special needs students including a multi-sensory learning environment and immediate access to resources in various formats.

Programmatic Initiatives:

Alternate Education Program Alignment- Programs have been meeting consistently and have created shared drive access for administrators and team members. Liberty Program Coordinator has alleviated oversight issue at BHS and Bloomfield College.

Utilization of SST (Student Support Team) Meetings for PRIDE and Liberty Students provides continual monitoring for both general education and special education students as required by code.

VEST program continues its collaboration with Montclair State University. Six students are auditing college level classes within the transition program.

The Multiple Disabilities (MD) program began utilizing an interdisciplinary curriculum during the school year increasing cross curricular concepts, life skills and access to community based instruction.

Extended School Year (ESY) - all grade levels:

The Extended School Year Program is a 20 day program offered during the months of July and August. The program provides IEP mandated instruction and services to special education students as determined by their IEP.

The director and supervisor meets with all program teachers to increase communication and alignment and improve transitioning of students through the continuum.

CST:

Child Study Teams collect data at the building level to monitor student progress and provide data regarding projections for inclusion and student progress for the 19-20 school year. We meet annually with the principals and Director of Elementary Education in March to discuss grade projections.

Teams meet weekly at the building level with the principals and Special Education Supervisors to update administrators regarding cases. There are monthly meetings with the Director of Special Services.

Guidance/Crisis:

Guidance has received in-services this year regarding Trauma, Mental Health, and Wingman Training. They have begun to use a new social emotional curriculum platform called Suite 360. Additionally, the department computerized HIB reporting through the HIBster platform. Michael Bruno serves as the Elementary Guidance Coordinator and helps to facilitate communication between guidance and special services.

Pam Catalano serves as the District liaison for the Traumatic Loss Coalition for Essex County.

The Crisis Counselors have also been meeting as a cohesive team. We have increased our team by one member and are beginning to formalize our processes throughout the district focusing on prevention. We are partnering with Montclair State University to complete a district-wide assessment of crisis services. Our Crisis Counselors continually monitor data collected throughout the district and are creating a uniform tracking and referral procedures at the building level. Crisis Counselors have been meeting with the director on a consistent basis.

Nurses:

Nurses meet with the director on a bi-monthly basis. They have received their yearly CPR training updates. Additionally, this department has received Opioid/Narcan training and continual policy review to help develop parameters within their department to better service our student population.

Paraprofessionals/Speech:

Our support personnel remains diligently focused on supporting our students. They have received targeted professional development in the 18-19 school year.

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For the 18-19 school year paraprofessionals have received professional development in the areas of CPI trainings, behavioral strategies, math strategies, literacy strategies and Reggio Emilia supports. We remain dedicated to providing meaningful PD for our support personnel in the 19-20 academic year.

Speech Therapists attended a workshop with the Director specifically focusing on legal requirements and IEP development and webinars directly pertaining to their assignment which allows them to better service and remediate our students.

Bloomfield Teacher Academy:

The Special Services Administrator will be providing PD in the following areas for the Spring Session:

1. Special Education Law and the Child Study Team for SPED Teachers
2. Special Education Law and the Child Study Team for Gen. Ed Teachers
3. Writing Effective and Measurable IEP Goals and PLAAFP
4. Writing Meaningful Behavior Plans

*Submitted by Keri Regina
Director of Special Services*

GIFTED AND TALENTED REPORT

The goal of the Bloomfield Gifted and Talented Program is to enhance students' intellectual, creative, artistic, academic, and leadership potential by extending the core curriculum and encouraging the development of skills in the areas of independent learning, problem solving, logic, creativity, and reasoning. The program consists of three major components including services for identified students in grades K-8, school/district wide events, and enrichment opportunities available to the entire student population. Gifted and Talented teachers across the district are committed to the success of the program by attending monthly meetings to plan, discuss, and reflect on the success of the students. Teachers are committed to following the curriculum, and planning and implementing activities to engage all learners.

The first component of the Bloomfield G and T Program services identified students. Students are evaluated every year. The formal identification is based on a rubric that considers various criteria including Teachers' College Assessment (TCA) score, InView, and student performance characteristics such as creativity and motivation. Students in grades K-3 are given in-class enrichment from their classroom teacher using the Primary Education Thinking Skills Program. This PETS Program includes lessons that focus on convergent analysis and divergent synthesis, as well as on higher levels of Bloom's Taxonomy. In grades 4-6, identified students meet twice a week at lunchtime and are taught by Gifted and Talented Coordinators in their building. These students participate in a variety of critical thinking activities and student centered projects that encourage higher order thinking skills and inquiry based learning. Some topics include Aerodynamics, Crime Scene Investigation, Problem Solving, STEM, and Thinking Through Law.

As identified students move into middle school, they are re-evaluated for scheduling in their grade 7 and 8 core courses, as well as for enrollment in the Gifted and Talented encore course, which meets every other day. This cross curricular, challenging elective introduces students to topics such as Psychology, Leadership, STEM, the Stock Market, Coding, and the American Legal System. Students who participate in the BMS G&T class will then have the opportunity to be eligible for a high school schedule of honors and advanced courses. Many of our grade 9 to 12 high-achieving students participating in Advanced Placement courses and honors courses are the students identified in their elementary and middle years as gifted and talented.

Identified students also have an opportunity to participate in district and state wide events in elementary and middle school. Fourth grade student teams are given a STEM Design Challenge in which they work together to design and create candy dispensers using specific materials. Sixth grade students participate in a district wide Shark Tank Competition in which they develop an original idea and present a business plan for their product in front of a panel of high school entrepreneurship students who serve as judges. Several of the sixth grade students also participated in a NJSBF STEAM Competition this year, in which Oakview and Fairview School made it to the final round of the competition. Fifth, seventh, and eighth grade students enter the New Jersey State Bar Foundation Law Fair and Law Adventure Contests by creating original Mock Trial cases. This year, Demarest School's fourth grader students won First Place and fifth grade students won Honorable Mention. Bloomfield Middle School's seventh grade students

won First Place, Second Place, and Honorable Mention, and eighth grade students received Honorable Mention in the state contest.

The second component to the Gifted and Talented Program includes schoolwide enrichment activities available to the entire student population. Students have an opportunity to participate in a Forensics Interpretive Reading Competition at both the district and county level. This year, the JV team won first place in the county. Additionally, individual students from both the JV and Varsity Teams placed in the top five. Challenge 24, which is another enrichment option, is a challenging tournament style math competition centered around the number 24. Last year, Bloomfield students placed third at the JV level and second for Varsity in Essex County. Academically Speaking is a third activity, in which teams of students compete in a trivia style tournament. Both Challenge 24 and Academically Speaking winners will compete at the county level in June. Finally, Battle of the Books is a district competition in which teams of fifth grade students test their reading comprehension skills by answering questions about a variety of books.

Structured programs for identified students, school/district wide events, and enrichment opportunities available to the entire student population, allow for collaboration and innovation. Bloomfield cultivates a climate of creativity that taps into our student population's potential. The Gifted and Talented Program opens a window of opportunity to all students and supports Bloomfield's District Mission "to achieve individual success and to be prepared to meet the needs of an evolving society".

***Submitted by Lisa Crammer
District Coordinator, Gifted and Talented Education***

2018-2019 DISTRICT PROFESSIONAL DEVELOPMENT WORKSHOPS

[*District In-Service: October 8, 2018*](#)

[*District In-Service: November 6, 2018*](#)

[*Bloomfield Teacher Academy - Winter/Spring 2019*](#)

[*Bloomfield Teacher Academy - Summer 2019*](#)