

Mount Holly Township Public Schools
Strategic Planning

Welcome everyone,

The Mount Holly Township Board of Education is excited that you can join us for these three important strategic planning sessions. Each session will begin at 7:00pm and end at 8:30 pm. The location will remain the same for all three events: Anna C. Heller Wing of the F. W. Holbein Middle School.

Strategic Planning is one of the most important processes that any organization undergoes. It establishes a vision for the future and a pathway to achieve the vision. This is your community and your school. The Board of Education wants your input to help improve our schools so that all students succeed. This requires pride in the community, commitment to the schools, and enthusiasm for this project.

In order to help us plan strategically, the community needs some factual information to have the appropriate context to identify strengths, problem areas, and effective solutions. Enclosed in this packet are the following:

1. School District Summary
 - o school district organization
 - o economic conditions and sources of revenue
 - o educational programs
2. Class Size Data per School
3. Technology and Innovation
4. Extra-Curricular Activities
5. 2013-2014 NJDOE Performance Reports for Mount Holly Township Public Schools
 - o The report is not yet available for 14-15, but this information has not changed much since 13-14
 - o The report reveals **demographics, academic achievement, college and career readiness, student growth, school climate**, and peer groups. **Brainerd School information is limited to demographics and school climate.*
6. 2015 NJDOE Quality Single Accountability Continuum Scores
 - o Statement of Assurance
 - o District Performance Review Interim Letter
7. 2015-2016 District Professional Development Plan

Of course, there is so much more information about the school district that is available. Please refer to our website www.mtholly.k12.nj.us for curriculum and programs, budgets and audits, policies, special education, Title I, nurse/health information, and parent information.

If there is any other information you would like to gather to help you plan strategically with us, please email me at jdidonato@mtholly.k12.nj.us.

Sincerely,

Jim DiDonato, Superintendent

SCHOOL DISTRICT SUMMARY

MISSION STATEMENT

The mission of the Mount Holly Township Public Schools is to provide a caring, nurturing, safe environment that challenges all students to develop their full potential- intellectually, socially, emotionally, and physically in cooperation with parents, staff, Board of Education, and community.

School District Organization

The Mount Holly Township School District is one of 41 school districts in Burlington County, New Jersey. The district provides education to students in grades Pre-K through 8 living in Mount Holly Township.

An elected five-member Board of Education serves as the chief policy maker for the School District. The Board adopts an annual budget and directly approves all expenditures which serve as the basis for control over and authorization for all expenditures of School District tax money. The Superintendent is the Chief Executive Officer of the School District, responsible to the Board for total educational and support operations. The Board Secretary is the Chief Financial Officer of the School District, responsible to the Board for maintaining all financial records, issuing warrants in payment of liabilities incurred by the School District, acting as custodian of all School District funds, and investing idle funds as permitted by New Jersey law.

Geographically, the District is located in the north central part of Burlington County. Mount Holly Township is the seat of Burlington County with a population of approximately 24,713 (census 2010). The community has a long and rich history with several sites on the National Register of Historic Places. The 987 students enrolled in the Mount Holly Township School District will attend the Rancocas Valley Regional High School with four (4) other local communities: Hainesport, Westampton, Eastampton, and Lumberton.

Economic Condition

Because Burlington County is among the fastest growing in New Jersey, change is constant in the Mount Holly Township School District. A Township redevelopment plan is currently in the works, and will bring new housing, jobs, and many other exciting opportunities. With new housing comes new students; new students bring the need for more teachers, support services, and upgrades to facilities.

Though the past several years have shown a decline in district enrollment since 2012, this trend is not likely to continue as the major condition of the decreased enrollment has been the West Rancocas Redevelopment Project which is progressing with some townhomes recently occupied and many under construction. The number of current students expected to be lost is less than new students anticipated. The following details the changes in the average daily enrollment of the District over the last three years:

Mount Holly Township Public Schools
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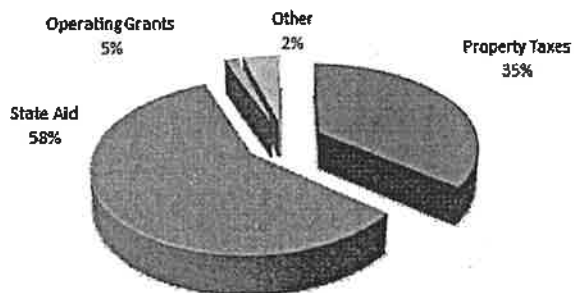
Fiscal Year	Average Daily Enrollment	Percent Change
2015-16	987	1.0%
2014-15	977	-2.8%
2013-14	1005	-3.9%
2012-13	1046	6.6%

Fiscal Year 2015-16 and Beyond

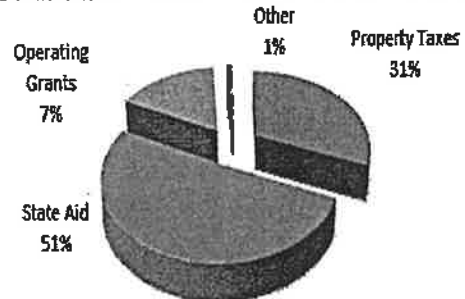
The Mount Holly Township School District, along with many other public school systems in the State, will continue to face some difficult economic situations given the primary funding sources are state aid and property tax revenue. The district's overall anticipated revenues from state and federal sources will have no increase for 2016-17 while salaries and expenses continue to rise above the limited levy. The difficulty will be due to the flat state aid and the 2% cap in local tax levy.

The District's administration is closely monitoring the cost of operations and continues to look for new funding sources and efficiencies in expenditures, in order to maintain and improve the quality educational services that the School District has been accustomed to providing.

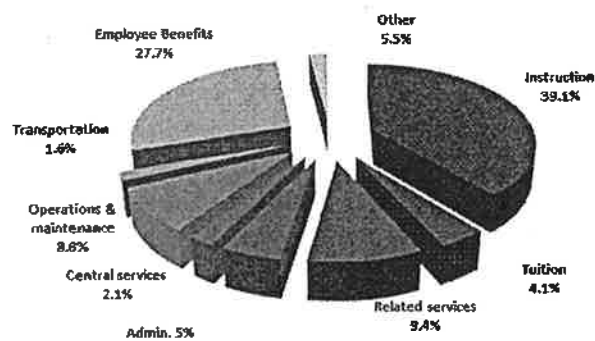
Sources of revenue for Fiscal Year 2014



Sources of revenue for Fiscal Year 2015



Expenses for fiscal year 2014



Educational Program

The Mount Holly Township School District places a high priority on student performance. Mount Holly Public Schools, in concert with an involved and supportive community, make every effort to provide a rich and rewarding educational experience for our children. Our vision is to provide the opportunity for all children to succeed. To this end, we will ensure:

- Demonstratively effective instructional programs
- A safe, clean and healthy learning environment
- A motivated, skilled staff who are committed to continuous school improvement
- Collaboration between school, parents and community
- Effective leadership, management and fiscal accountability

As we look to the future, we realize that change is a given and with every new school year comes a new set of opportunities and challenges for our school, families and community. The demands of higher achievement standards, state assessments, and accountability measures are only part of the picture. The focus on improved student achievement will mean little if we fail to nurture ethical values and citizenship. We need to produce children who are good students and even better people. We need to produce children who demonstrate respect for themselves and others. Our schools stand ready to work with our families and community to support the development of these values and help all children achieve.

The Mount Holly Public Schools are on the road to continuous improvement. We encourage all parents to join us by being actively involved in their children's education. There is not a better gift to give than a quality education. Working together, we prepare our children for the challenges of the 21st Century and help each child achieve and succeed.

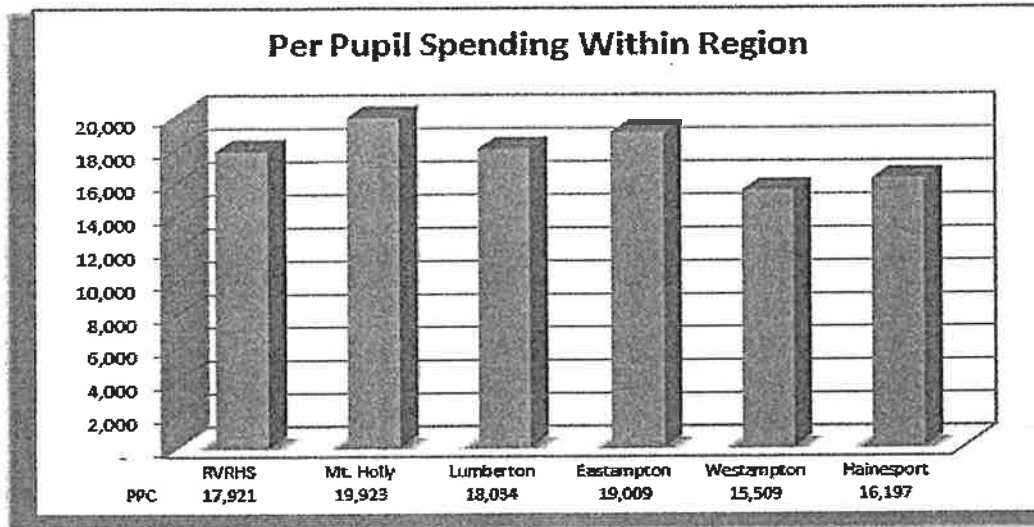
The District has highly competent teaching, supervisory and administrative staff with approximately 62% with Bachelor's degrees, and 38% with Master's degrees or greater. The staff continues to refine its expertise and competency through ongoing staff development, school and district-wide committees, curriculum development, professional improvement workshops. Teachers are enrolled in graduate-level programs in numerous colleges and universities. In 2014-2015 school year, a total of \$44,400 was reimbursed to staff to help defray the cost of college tuition. An additional \$28,984 was expended on workshops and conferences.

In July 2015, the New Jersey Department of Education released its 2015 Taxpayer's Guide to Education Spending for all school districts in the State for the 2013-14 School Year. The guide compares districts of like size and grade structure. The Mount Holly Township School District was compared with 88 other Pre-K to 8th grade districts within the State. The report showed that the District spends \$19,923 per pupil while the state average is \$19,212. According to the report, similar district average per pupil cost is \$18,596.

Mount Holly Township Public Schools

Strategic Planning

For the 2014-2015 school year our district budgeted \$15,979 per pupil. Over the same time frame, the state average was \$15,067. It should be noted that because of Mount Holly's District Factor Grouping (DFG) of B, there are many required expenditures that other districts do not have to meet. It should be noted that when compared to districts that also serve townships that are county seats, Mount Holly's per pupil cost was much more comparable.



Mount Holly Township Public Schools
Strategic Planning

CLASS SIZE INFORMATION PER SCHOOL

John Brainerd Elementary School

<u>Grade</u>	<u>Average Class Size</u>
Preschool	15 students
Kindergarten	18 students
1st Grade	20 students
2nd Grade	19 students

Gertrude Folwell Elementary School

<u>Grade</u>	<u>Average Class Size</u>
3rd Grade	23 students
4th Grade	18 students
5th Grade	18 students

F. W. Holbein Middle School

Grade	Language Arts	Mathematics	Science	Social Studies
6th Grade	19	18	20	20
7th Grade	18	17	19	19
8th Grade	19	18	20	20

** This data represents the average class size per general education and inclusion classrooms.*

*** Special Content Areas (PE/Health, Visual Arts, Performing Arts, Computers/Technology, World Languages) have similar class sizes, but vary based on marking period.*

TECHNOLOGY AND INNOVATION

Mount Holly Township Public Schools has placed itself in a good position regarding technology for education.

We have increased our internet speed from 1 Mbs to **1000 Mbs** on our own dark fiber line to our ISP office. This allows us to access the ever increasing visual and audio rich content that supports our curriculum. Each building has **100% WiFi** coverage allowing the use of a wide range of laptops, tablets, iPads, and iPods. All connection to any access point in the domain is protected by the same Secure School Firewall and Symantec Enterprise Protection that is used for our wired LAN.

Our server room uses a virtual server array which saves money, disk drive space, and runs at greater efficiency. Our enterprise is protected by a firewall called Secure School. All emails are scanned and archived by Message Guard, and all entering and internal files are scanned by Symantec Enterprise Protection. Computers on the domain are automatically shut down in the evening to save on energy cost. The mtholly domain provides each child with a private home drive and a shared drive, and provides each staff member with a private home drive and a collaboration drive called the X Files. The mtholly domain is a member of **Google Apps for Education**. This provided us with a protected cloud environment for collaboration and sharing by all of our domain members.

Each classroom is equipped with an interactive whiteboard which can display all the visual and sound material which appears on the classroom computer, document reader or DVD reader. Currently the domain has about **700 desktop and laptop computers**. In addition, we have about **360 Chromebooks**. Our middle school STEM Program (Science, Technology, Engineering, Math) called **Project Lead The Way** incorporates software such as Autodesk Inventor and Autodesk Revit, software is used by professional engineers, scientists, and architects. It includes a lab of 30 workstations, 15 Precision Workstation laptops and a **MakerBot 3D printer**. Our program, at this time studies Robotics, Design and Modeling, and Green Architecture.

On Wednesday April 22, 2015, the Office of School Innovation inducted Mount Holly Township Schools as a member of the **innovateNJ** Community. Our Gifted for All program in grades K-2, our service learning projects, our technology capacity, and our Project Lead The Way program are four reasons we were acknowledged as an innovative district. This year, we have also incorporated Motivation Through Innovation into our Extended Day program partnering with the Department of Transportation to utilize their **TRAC and RIDES curriculum**

Mount Holly Schools is also innovative in its approach to sustainability education. In 2014, the district was accepted into the **Sustainable Jersey for Schools** cohort. Sustainable Jersey for Schools is a certification program for New Jersey public schools that want to go green, conserve resources and take steps to create a brighter future, one school at a time. Mt Holly Schools received a Sustainable Jersey grant from the Department of Health to improve health and wellness in the middle school. Many middle school students and staff voluntarily attend school 30 minutes early to participate in yoga, cross fit, agility training, or the walking club each week as part of Wellness Wednesday.

Mount Holly Township Public Schools
Strategic Planning

EXTRA-CURRICULAR ACTIVITIES

F. W. HOLBEIN EXTRA CURRICULAR 2015-2016	
Intramural Sports	
Track Boys	Track Girls
Volleyball Girls	Volleyball Boys
Basketball Boys	Basketball Girls
Hockey Co-Ed	
Interscholastic Sports	
Baseball	Softball
Basketball Boys	Basketball Girls
Soccer Co-Ed	Cross Country Co-Ed
Clubs/Activites	
Science Fair	Around the World Club
Chorus	Orchestra
School Play	Newspaper Club
Yearbook	Student Council
National Junior Honor Society	Wellness Wednesday (Fitness)

GERTRUDE FOLWELL EXTRA CURRICULAR 2015-2016	
5th Grade Basketball	Winter Program (Choir)

JOHN BRAINERD EXTRA CURRICULAR 2015-2016	
Spring Show	

Mount Holly Township Public Schools
Strategic Planning

NJ SCHOOL PERFORMANCE REPORTS (abridged)

DEMOGRAPHIC INFORMATION

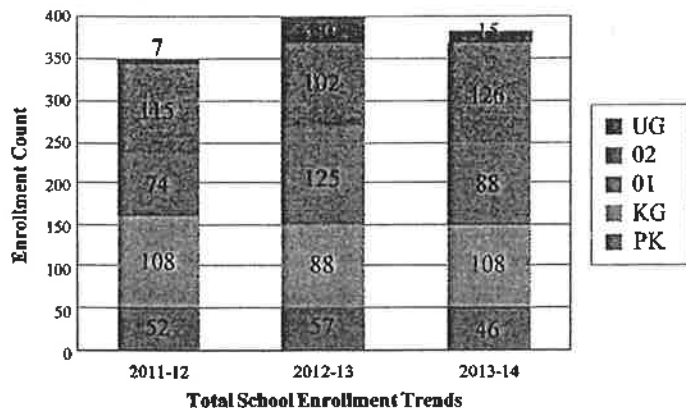
BURLINGTON

MOUNT HOLLY TWP

GRADE SPAN PK-02

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

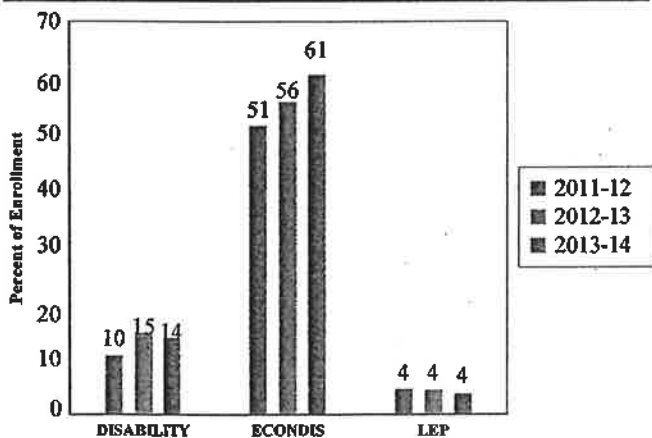


Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2011-12	356
2012-13	392
2013-14	383

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	52	14%
Economically Disadvantaged Students	232	60.6%
Limited English Proficient Students	14	3.7%

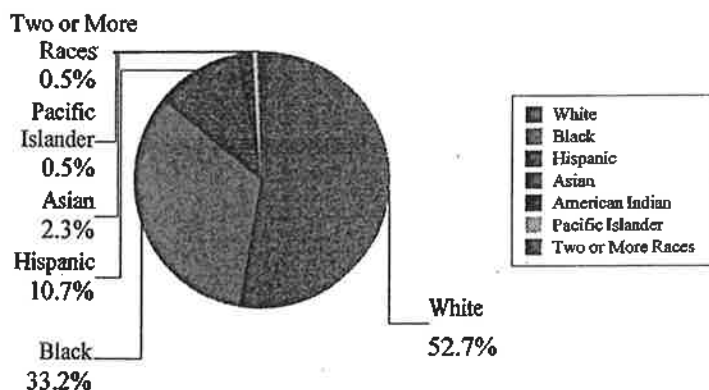
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	92.5%
Spanish	5.1%
Tagalog	0.5%
French	0.5%
Japanese	0.3%
Urdu	0.3%
Other	0.8%

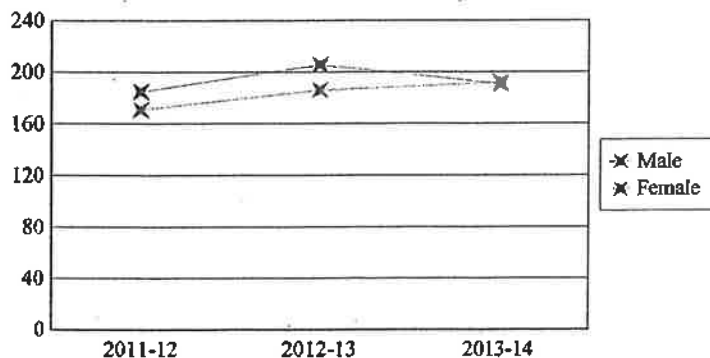
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	185	171
2012-13	206	186
2013-14	191	192

SCHOOL CLIMATE

BURLINGTON

MOUNT HOLLY TWP

GRADE SPAN PK-02

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 45 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	2.4%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	77
Administrators	0

DEMOGRAPHIC INFORMATION

BURLINGTON

MOUNT HOLLY TWP

GRADE SPAN 03-05

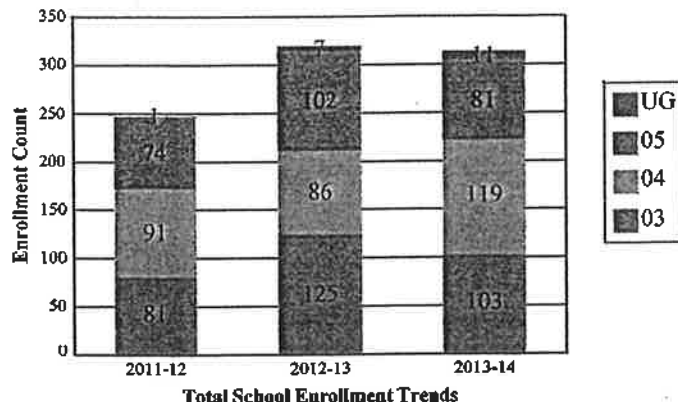
GERTRUDE C. FOLWELL ELEMENTARY SCHOOL

455 JACKSONVILLE RD

MOUNT HOLLY, NJ 08060-9622

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



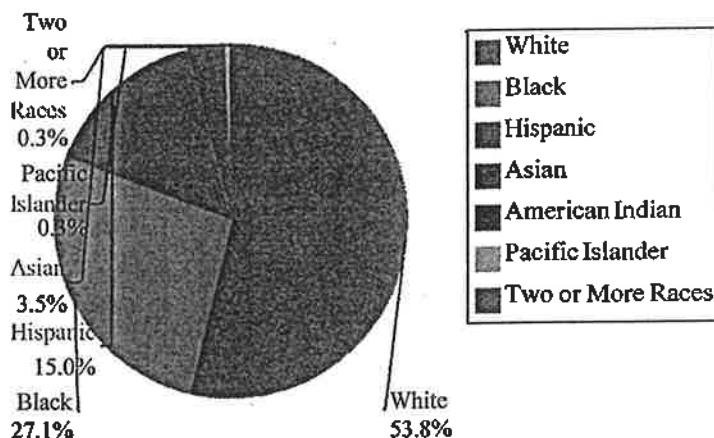
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	95.2%
Spanish	2.9%
Mandar	0.6%
Russian	0.3%
Haitian Creole	0.3%
Gujarati	0.3%
Other	0.3%

Enrollment by Ethnic/Racial Subgroup

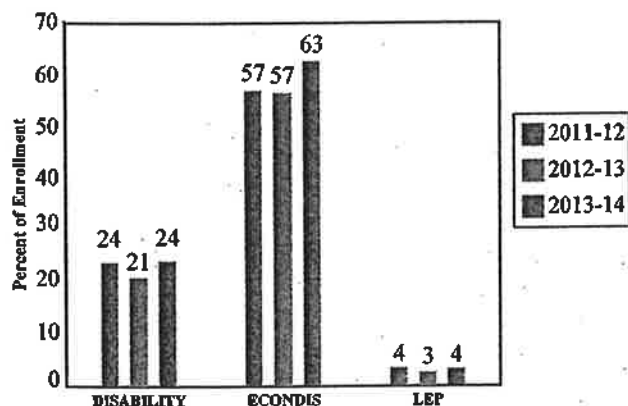
This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Total School Enrollment

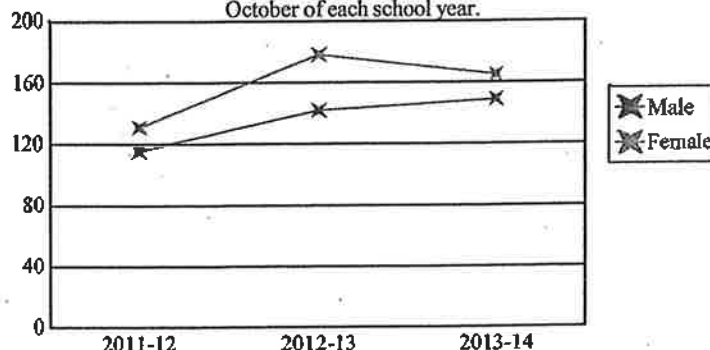
2011-12	247
2012-13	320
2013-14	314

Enrollment Trends by Program Participation



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	76	24%
Economically Disadvantaged Students	197	62.7%
Limited English Proficient Students	11	3.5%

ACADEMIC ACHIEVEMENT

BURLINGTON

MOUNT HOLLY TWP

GRADE SPAN 03-05

GERTRUDE C. FOLWELL ELEMENTARY SCHOOL

455 JACKSONVILLE RD

MOUNT HOLLY, NJ 08060-9622

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators					Schoolwide Performance
NJASK Language Arts Proficiency and above					57%
NJASK Math Proficiency and above					60%
SUMMARY - Academic Achievement					
NCLB Progress Targets -					Proficiency Trends - Language Arts Literacy
<p>This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.</p>					<p>This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.</p>
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?	
Schoolwide	275	56.8	63.7		
White	152	66.4	70.9	YES*	
Black	68	42.6	52.9	YES*	
Hispanic	44	47.7	67.3		
American Indian	-	-		--	
Asian	-	-		--	
Two or More Races	-	-		--	
Students with Disability	70	24.3	41.6		
Limited English Proficient Students	-	-		--	
Economically Disadvantaged Students	159	47.2	53.2	YES*	
YES* = Met Progress Target(Confidence Interval Applied)					
Data is presented for subgroups when the count is high enough under NCLB suppression rules.					

100	2	2	1	1
80	49	47	52	55
60				
40	48	51	47	43
20				
0				
	2010-11	2011-12	2012-13	2013-14
	Advanced Proficient Proficient Partially Proficient			

ACADEMIC ACHIEVEMENT

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GRADE SPAN 03-05

GERTRUDE C. FOLWELL ELEMENTARY SCHOOL

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NCLB Progress Targets -

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

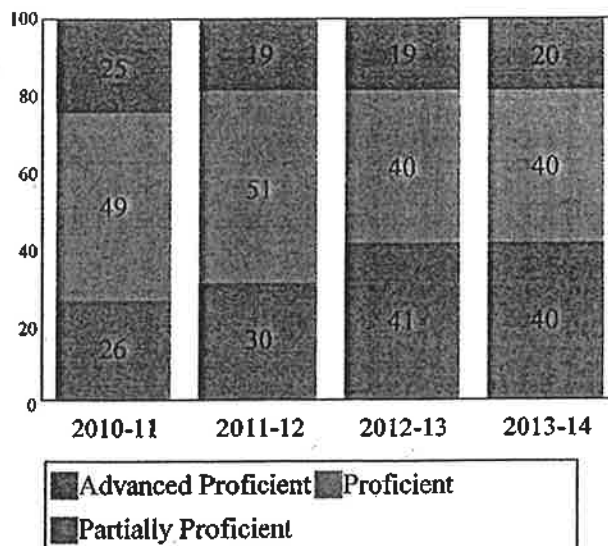
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	275	59.6	80.9	NO
White	152	65.8	83.7	NO
Black	68	47.1	73.1	NO
Hispanic	44	54.6	90	NO
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	70	35.7	61.4	NO
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	159	46.5	75.5	NO

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



COLLEGE AND CAREER READINESS

BURLINGTON

MOUNT HOLLY TWP

GRADE SPAN 03-05

MOUNT HOLLY, NJ 08060-9622

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. The table presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school percentile is 65 in Chronic Absenteeism has a lower Chronic Absenteeism than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

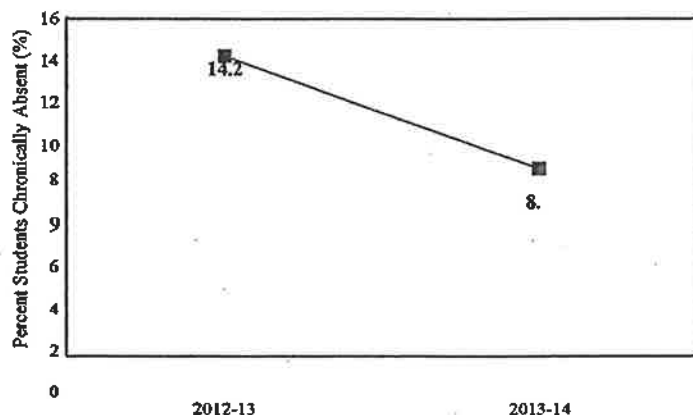
The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Rank (Percentile)	Statewide Rank (Percentile)	Statewide Target	Met Target?
Chronic Absenteeism (%)	9%	35	28	6%	
Summary					0%

Chronic Absenteeism - Number of students in the most recent school year that missed 10% or more of the instructional days in the school year divided by the total number of students enrolled.

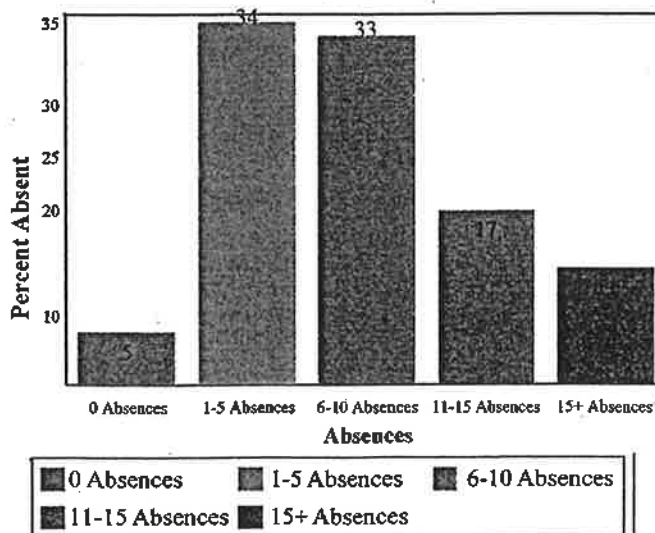
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1-5 absences, 6-10 absences, 11-15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH
BURLINGTON
MOUNT HOLLY TWP

GERTRUDE C. FOLWELL ELEMENTARY SCHOOL
455 JACKSONVILLE RD
MOUNT HOLLY, NJ 08060-9622

GRADE SPAN 03-05

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	45	45	31	35	YES
Student Growth on Math	41	38	23	35	YES
		42	27		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	31%	11%	4%
Proficient	8%	17%	28%
Advanced Proficient	0%	0%	2%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	28%	11%	4%
Proficient	13%	17%	12%
Advanced Proficient	3%	3%	10%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 45 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	9.6%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	39
Administrators	0

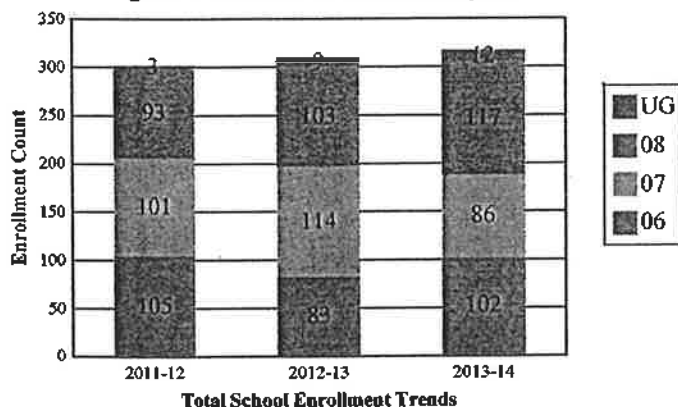
DEMOGRAPHIC INFORMATION

BURLINGTON
MOUNT HOLLY TWP

GRADE SPAN 06-08

Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.

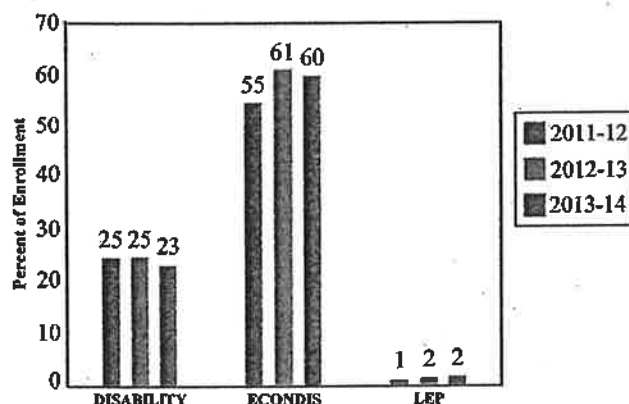


Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2011-12	302
2012-13	309
2013-14	317

Enrollment Trends by Program Participation



Current Year Enrollment by Program Participation

2013-2014	Count of Students	% of Enrollment
Students with Disability	74	23%
Economically Disadvantaged Students	190	59.9%
Limited English Proficient Students	6	1.9%

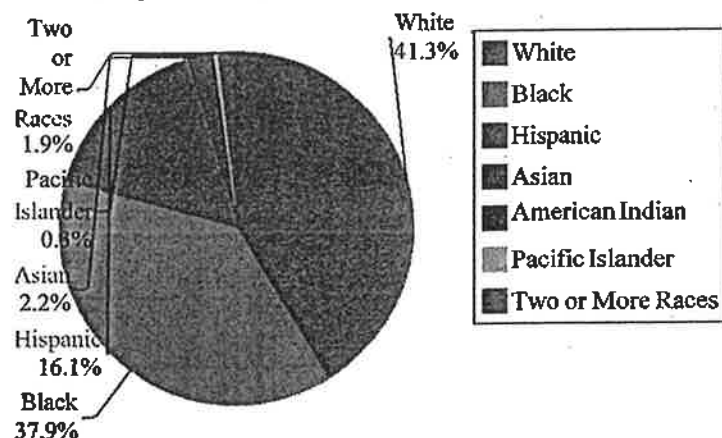
Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2013-14	Percent
English	97.4%
Spanish	2.3%
Gujarati	0.3%

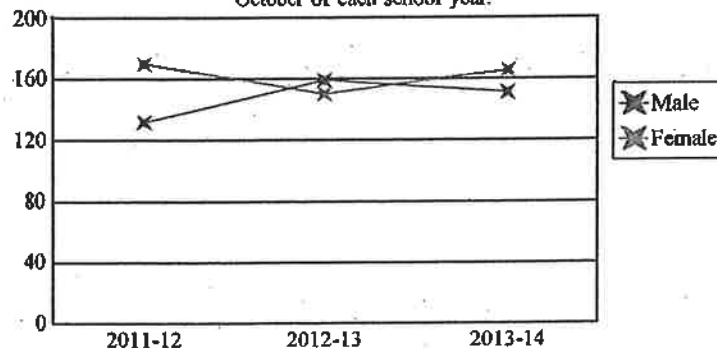
Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001



Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



	Male	Female
2011-12	132	170
2012-13	159	150
2013-14	151	166

ACADEMIC ACHIEVEMENT

BURLINGTON

MOUNT HOLLY TWP

GRADE SPAN 06-08

F. W. HOLBEIN MIDDLE SCHOOL

333 LEVIS DRIVE

MOUNT HOLLY, NJ 08060

Academic Achievement measures the content knowledge students have in language arts literacy and math. In elementary and middle school, this includes the outcomes of the New Jersey Assessment of Skills and Knowledge (NJASK). The first column - Schoolwide Performance - in the table below includes measures of the total schoolwide proficiency rate in both language arts literacy and math. The second column - Peer School Percentile - indicates where the school's proficiency rate compares to its group of peer schools. For example, a school that has a peer school percentile rank of 65 has a proficiency rate that is higher than 65% of its peer schools. The third column - Statewide Percentile - indicates where the school's proficiency rate compares to schools across the state. For example, a school that has a statewide percentile of 30 has a proficiency rate that is higher than 30% of all schools with NJASK scores statewide. The last column - Percent of Targets Met - presents the percentage of progress targets met as defined by the NJDOE's NCLB waiver.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile	Percent of Targets Met
NJASK Language Arts Proficiency and above	62%	55	36	83%
NJASK Math Proficiency and above	64%	46	30	17%
SUMMARY - Academic Achievement		51	33	50%

NCLB Progress Targets - Language Arts Literacy

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

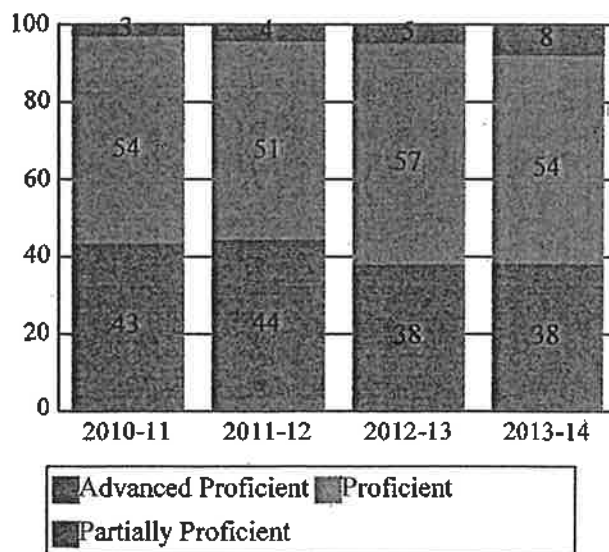
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	277	61.7	67.3	YES*
White	119	68	74.3	YES*
Black	100	47	56.1	YES*
Hispanic	45	75.6	72.7	YES*
American Indian	-	-	-	--
Asian	-	-	-	--
Two or More Races	-	-	-	--
Students with Disability	75	26.6	37.7	YES*
Limited English Proficient Students	-	-	-	--
Economically Disadvantaged Students	158	53.8	57.6	YES*

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Language Arts Literacy

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Language Arts Literacy assessment over the prior four years.



SCHOOL PEER GROUP**GERTRUDE C. FOLWELL ELEMENTARY SCHOOL 05-3430-050**

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CDS CODE	GRAD ESPAN	FRPL	LEP	SpED
ATLANTIC	EGG HARBOR TWP	CLAYTON J. DAVENPORT ELEMENTARY SCHOOL	01-1310-033 PK-03		58.3%	7.3%	13.5%
ATLANTIC	EGG HARBOR TWP	DR. JOYANNE D. MILLER ELEMENTARY SCHOOL	01-1310-045 04-05		46.1%	0.9%	11.7%
ATLANTIC	GALLOWAY TWP	REEDS ROAD ELEMENTARY SCHOOL	01-1690-045 KG-06		55.0%	6.3%	13.5%
ATLANTIC	GALLOWAY TWP	SMITHVILLE ELEMENTARY SCHOOL	01-1690-048 KG-06		49.5%	3.6%	12.2%
ATLANTIC	MULLICA TWP	MULLICA TOWNSHIP PRIMARY SCHOOL	01-3480-020 PK-04		46.7%	0.0%	15.6%
BERGEN	BERGENFIELD BORO	HOOVER ELEMENTARY SCHOOL	03-0300-050 KG-05		57.2%	11.3%	6.8%
BERGEN	ELMWOOD PARK	GILBERT AVENUE SCHOOL	03-1345-080 KG-05		45.6%	4.8%	7.8%
BERGEN	GARFIELD CITY	JAMES MADISON SCHOOL #10	03-1700-205 PK-05		66.6%	5.7%	23.5%
BERGEN	RIDGEFIELD PARK TWP	GRANT ELEMENTARY SCHOOL	03-4380-060 KG-06		45.8%	7.1%	1.7%
BURLINGTON	MOUNT HOLLY TWP	GERTRUDE C. FOLWELL ELEMENTARY SCHOOL	05-3430-050 03-05		62.7%	3.5%	24.2%
CAMDEN	GLOUCESTER TWP	GLOUCESTER TOWNSHIP ELEMENTARY SCHOOL	07-1780-070 KG-05		43.0%	0.0%	12.2%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL FOUR	07-5820-060 PK-03		49.1%	2.8%	9.5%
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP ELEMENTARY SCHOOL TWO	07-5820-040 PK-03		52.1%	6.1%	8.6%
CAPE MAY	LOWER TWP	MAUD ABRAMS SCHOOL	09-2840-060 03-04		59.2%	2.0%	23.9%
CUMBERLAN	MILLVILLE CITY	MOUNT PLEASANT ELEMENTARY SCHOOL	11-3230-080 KG-05		53.8%	0.0%	19.8%
CUMBERLAN	VINELAND CITY	PAULINE J. PETWAY ELEMENTARY SCHOOL	11-5390-270 KG-05		55.8%	4.4%	14.0%
ESSEX	BELLEVILLE TOWN	BELLEVILLE PS3	13-0250-050 KG-05		65.1%	12.1%	14.4%
ESSEX	BLOOMFIELD TWP	WATSESSING ELEMENTARY	13-0410-150 KG-06		58.6%	6.8%	14.7%
ESSEX	SOUTH ORANGE- MAPLEWOOD	SETH BOYDEN ELEMENTARY DEMONSTRATION SCHOOL	13-4900-130 KG-05		37.7%	0.0%	7.0%
GLOUCESTER	GLASSBORO	DORTHY L. BULLOCK SCHOOL	15-1730-065 01-03		58.3%	8.2%	12.0%
GLOUCESTER	NATIONAL PARK BORO	NATIONAL PARK SCHOOL	15-3490-050 PK-06		46.8%	0.0%	13.7%
GLOUCESTER	WESTVILLE BORO	PARKVIEW ELEMENTARY SCHOOL	15-5740-040 PK-06		49.6%	1.9%	16.2%
HUDSON	WEEHAWKEN TWP	THEODORE ROOSEVELT SCHOOL	17-5580-080 03-06		48.5%	4.3%	7.3%
MERCER	EWING TWP	PARKWAY ELEMENTARY SCHOOL	21-1430-130 KG-05		58.1%	5.9%	15.2%
MIDDLESEX	NORTH BRUNSWICK TWP	PARSONS	23-3620-090 PK-05		46.8%	5.9%	6.3%
MIDDLESEX	WOODBRIIDGE TWP	AVENEL STREET ELEMENTARY SCHOOL	23-5850-100 KG-05		37.2%	0.0%	2.9%
OCEAN	BARNEGAT TWP	LILLIAN M. DUNFEE ELEMENTARY	29-0185-010 KG-05		49.1%	1.3%	14.1%
PASSAIC	WOODLAND PARK	BEATRICE GILMORE SCHOOL	31-5690-060 03-04		46.6%	3.6%	10.0%
UNION	LINDEN CITY	NUMBER 1	39-2660-080 PK-05		64.4%	1.7%	30.4%
UNION	RAHWAY CITY	FRANKLIN ELEMENTARY SCHOOL	39-4290-080 PK-06		62.2%	14.8%	10.0%
WARREN	PHILLIPSBURG TOWN	GREEN STREET ELEMENTARY SCHOOL	41-4100-105 03-05		69.3%	5.5%	25.8%

ACADEMIC ACHIEVEMENT

BURLINGTON

MOUNT HOLLY TWP

GRADE SPAN 06-08

F. W. HOLBEIN MIDDLE SCHOOL

333 LEVIS DRIVE

MOUNT HOLLY, NJ 08060

NCLB Progress Targets -

This table presents the Progress Targets as uniquely calculated for each subgroup in each school under NJDOE's NCLB waiver. The methodology - as defined by the United States Department of Education - is calculated so that each subgroup will halve the gap between their 2011 proficiency rate and 100% proficiency by 2017.

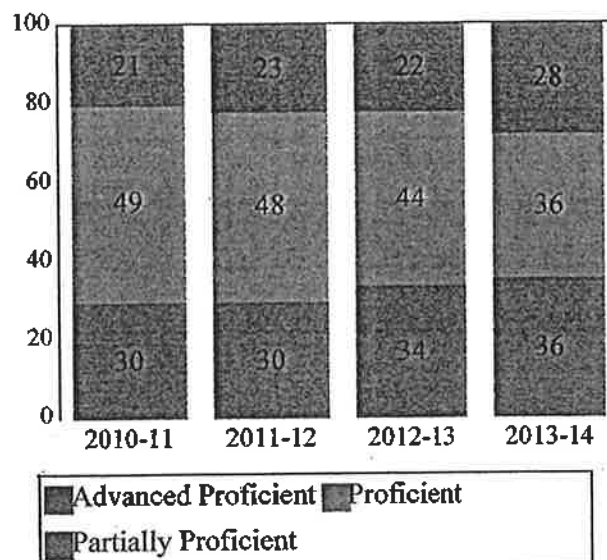
Subgroups	Total Valid Scores	Pass Rate	Target	Met Target?
Schoolwide	277	64.3	77.5	
White	119	68.9	79.6	
Black	100	55	69.2	
Hispanic	45	73.4	85.2	YES*
American Indian	-	-		--
Asian	-	-		--
Two or More Races	-	-		--
Students with Disability	75	29.3	53.1	
Limited English Proficient Students	-	-		--
Economically Disadvantaged Students	158	54.5	70.4	

YES* = Met Progress Target(Confidence Interval Applied)

Data is presented for subgroups when the count is high enough under NCLB suppression rules.

Proficiency Trends - Math

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the statewide Math assessment over the prior four years.



COLLEGE AND CAREER READINESS

BURLINGTON

MOUNT HOLLY TWP

GRADE SPAN 06-08

MOUNT HOLLY, NJ 08060

Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of success and college and career readiness are regularly attending school and challenging themselves with rigorous course work. First, the table presents the percentage of students, as measured against the school's enrollment in eighth grade, who were reported via NJSMART as being enrolled in Algebra I. The table also presents the percentage of students who were chronically absent during the prior school year. A chronically absent student is a student who was not present for any reason for more than 10% of the total days possible for that individual student.

The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. For example, a school whose peer school is 65 in Algebra I Enrollment has a higher Algebra I Enrollment than 65% of its peer group. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target.

The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	School Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Students taking Algebra (%)	17%	52	33	20%	
Chronic Absenteeism (%)	16%	20	12	6%	
Summary		36	23		0%

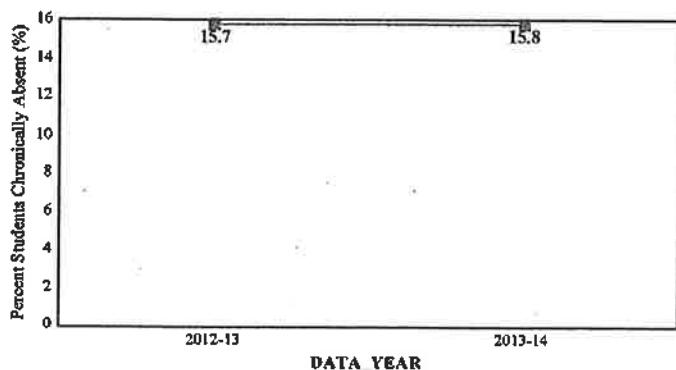
Algebra I

This table presents the percentage of eighth graders who were reported in the Algebra I course code in NJSMART and the percentage of those students who earned a C or higher in the course.

2013-14	School
Students taking Algebra I	17%
Algebra grade (C or better)	100%

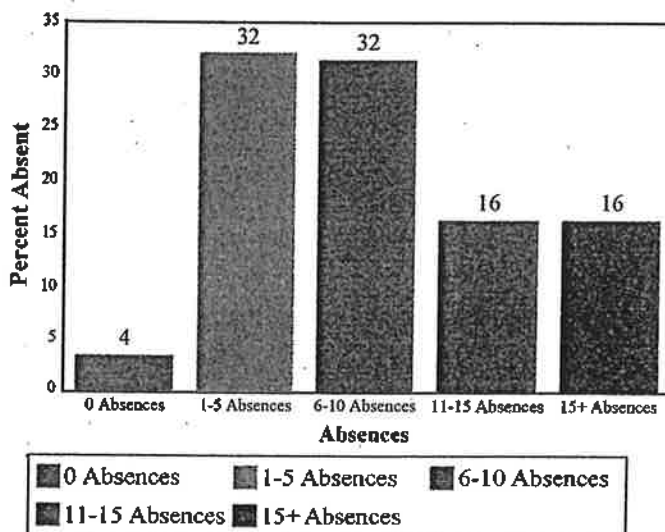
Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past two years.



Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1- 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



STUDENT GROWTH

BURLINGTON

MOUNT HOLLY TWP

GRADE SPAN 06-08

This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in NJ ASK Language Arts Literacy and Math when compared to other students with a similar NJ ASK test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The first column - Schoolwide Performance - presents the schoolwide median growth score in either Language Arts Literacy or Math for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the target.

The summary row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	55	91	79	35	YES
Student Growth on Math	57	75	77	35	YES
		83	78		100%

Student Growth

This table presents for all students with growth scores the interaction between their proficiency level on NJASK and their growth scores. For example, in the top left cell the percentage of students who are both partially proficient AND also demonstrating low growth is displayed.

Language Arts

	GROWTH		
	Low	Typical	High
Partially Proficient	20%	12%	6%
Proficient	12%	18%	25%
Advanced Proficient	1%	1%	6%

Math

	GROWTH		
	Low	Typical	High
Partially Proficient	19%	11%	7%
Proficient	8%	12%	16%
Advanced Proficient	2%	8%	17%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

SCHOOL CLIMATE

BURLINGTON

MOUNT HOLLY TWP

GRADE SPAN 06-08

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2013-14	6 Hrs. 45 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2013-14	15.1%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2013-14	School
Full Time	5 Hrs. 45 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2013-14	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2013-14	School
Faculty	26
Administrators	0

This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

COUNTY NAME	DISTRICT NAME	SCHOOL NAME	CDS	GRAD			
ATLANTIC	BRIGANTINE CITY	BRIGANTINE NORTH MIDDLE SCHOOL	01-0570-030 05-08	51.2%	1.1%	19.9%	
ATLANTIC	BUENA REGIONAL	BUENA REGIONAL MIDDLE SCHOOL	01-0590-030 06-08	49.2%	0.0%	20.7%	
ATLANTIC	GALLOWAY TWP	GALLOWAY TOWNSHIP MIDDLE SCHOOL	01-1690-016 07-08	50.3%	0.9%	19.7%	
ATLANTIC	VENTNOR CITY	VENTNOR MIDDLE SCHOOL	01-5350-040 05-08	67.0%	2.5%	12.2%	
ATLANTIC	WEYMOUTH TWP	WEYMOUTH TOWNSHIP ELEMENTARY SCHOOL	01-5760-020 PK-08	47.4%	0.0%	18.8%	
BURLINGTON	MOUNT HOLLY TWP	F. W. HOLBEIN MIDDLE SCHOOL	05-3430-060 06-08	59.9%	1.9%	23.3%	
BURLINGTON	WILLINGBORO TWP	WILLINGBORO MEMORIAL MIDDLE SCHOOL	05-5805-057 06-08	63.7%	0.9%	21.3%	
CAMDEN	BROOKLAWN BORO	ALICE COSTELLO ELEMENTARY SCHOOL	07-0580-010 PK-08	55.6%	0.0%	14.3%	
CAMDEN	CLEMENTON BORO	CLEMENTON ELEMENTARY SCHOOL	07-0880-010 PK-08	64.3%	2.2%	16.2%	
CAMDEN	PENNSAUKEN TWP	HOWARD M PHIFER MIDDLE SCHOOL	07-4060-055 07-08	68.8%	1.8%	21.8%	
CAMDEN	PINE HILL BORO	PINE HILL MIDDLE SCHOOL	07-4110-100 06-08	51.6%	0.3%	22.2%	
CAMDEN	WINSLOW TWP	WINSLOW TOWNSHIP MIDDLE SCHOOL	07-5820-020 07-08	59.0%	0.4%	17.6%	
CAPE MAY	LOWER CAPE MAY REGIONAL	RICHARD M. TEITELMAN MIDDLE SCHOOL	09-2820-060 07-08	46.0%	0.2%	23.2%	
CAPE MAY	WOODBINE BORO	WOODBINE ELEMENTARY SCHOOL	09-5840-050 PK-08	69.7%	3.2%	26.2%	
CHARTERS	CENTRAL JERSEY ARTS CS	CENTRAL JERSEY ARTS CHARTER SCHOOL	80-6217-910 KG-08	59.4%	0.0%	6.7%	
CHARTERS	GRAY CS	THE GRAY CHARTER SCHOOL	80-6665-930 KG-08	68.6%	0.0%	0.0%	
CHARTERS	GREAT OAKS CHARTER SCHOOL	GREAT OAKS CHARTER SCHOOL	80-6053-917 06-09	67.2%	0.0%	13.0%	
CUMBERLAN	DOWNE TWP	DOWNE TOWNSHIP ELEMENTARY SCHOOL	11-1120-045 PK-08	51.0%	0.0%	14.3%	
CUMBERLAN	VINELAND CITY	ANTHONY ROSSI MIDDLE SCHOOL	11-5390-065 06-08	56.4%	0.9%	19.1%	
HUDSON	BAYONNE CITY	HENRY E. HARRIS #1	17-0220-050 PK-08	57.3%	0.0%	13.5%	
HUDSON	BAYONNE CITY	JOHN M. BAILEY #12	17-0220-040 PK-08	62.6%	0.3%	16.2%	
HUDSON	BAYONNE CITY	LINCOLN COMMUNITY SCHOOL #5	17-0220-070 PK-08	65.7%	0.0%	13.8%	
HUDSON	BAYONNE CITY	WASHINGTON COMMUNITY SCHOOL #9	17-0220-120 PK-08	60.9%	0.0%	26.5%	
HUDSON	JERSEY CITY	ACADEMY I	17-2390-095 06-08	69.9%	1.5%	6.9%	
HUDSON	NORTH BERGEN TWP	MCKINLEY ELEMENTARY SCHOOL	17-3610-100 KG-08	60.1%	0.9%	14.8%	
MIDDLESEX	NEW BRUNSWICK CITY	WOODROW WILSON ELEMENTARY SCHOOL	23-3530-140 PK-08	69.4%	3.2%	16.3%	
MONMOUTH	EATONTOWN BORO	MEMORIAL MIDDLE SCHOOL	25-1260-070 07-08	47.7%	0.0%	22.8%	
MONMOUTH	NEPTUNE TWP	NEPTUNE MIDDLE SCHOOL	25-3510-055 06-08	59.1%	1.2%	19.7%	
OCEAN	LAKEHURST BORO	LAKEHURST ELEMENTARY SCHOOL	29-2500-050 PK-08	54.6%	1.2%	21.6%	
SALEM	PENNS GRV-CARNEY'S PT REG	PENNS GROVE MIDDLE SCHOOL	33-4070-105 06-08	67.4%	2.2%	25.3%	
WARREN	PHILLIPSBURG TOWN	PHILLIPSBURG MIDDLE SCHOOL	41-4100-110 06-08	69.9%	0.9%	24.0%	

Mount Holly Township Public Schools
Strategic Planning

2015 NJDOE QUALITY SINGLE ACCOUNTABILITY CONTINUUM REPORTS (abridged)

NJ Quality Single Accountability Continuum (NJQSAC)

Statement of Assurance - School Year 2015-16

District Information and Score Summary Page

District Name	Mount Holly Township Public Schools
County Name	Burlington
District Superintendent Name	James DiDonato
District Mailing Address	331 Levis Drive, Mount Holly, NJ 08048
Superintendent Email	jdidonato@mttholly.k12.nj.us

SOA Area	Score # of Yes Responses	Score % of Yes Responses
Instruction and Program	5	100%
Fiscal Management	9	90%
Governance	10	100%
Personnel	5	100%
Operations	20	100%



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

DAVID C. HULSE
Commissioner

January 6, 2016

Mr. James DiDonato, Superintendent
Mount Holly School District
jldonato@mt Holly.k12.nj.us

Dear Mr. DiDonato:

In May 2014, the Department issued an evaluation of the Mount Holly School District pursuant to the requirements of the Quality Single Accountability Continuum (QSAC), N.J.A.C. 6A:30 et seq. At that time, the district was placed on a continuum in each of the areas evaluated in the district performance review (DPR): instruction and program, fiscal management, operations, personnel and governance.

Following that initial evaluation, the district developed an improvement plan to address noncompliant areas in instruction and program; the plan was approved in July 2014. In January 2015, staff from the Burlington County Office of Education completed an interim review of the district's progress. The district continued to implement the improvement plan. The county office conducted another review; the results of that review are enclosed. Listed below are the initial placement and interim review placement scores for your district:

DPR Areas	Initial Placement (5/2014)	Interim Review Placement (1/2015)	Interim Review Placement (1/2016)
Instruction and Program	77%	76%	76%
Fiscal Management	98%	98%	98%
Governance	100%	100%	100%
Operations	100%	100%	100%
Personnel	100%	100%	100%

Since the district still has not satisfied at least 80 percent of the weighted indicators in instruction and program, you are directed to continue to implement the district improvement plan (DIP). The interim executive county superintendent will conduct the next interim review in September 2016.

Sincerely,

Robert L. Bumpus
Assistant Commissioner
Division of Field Services

RLB:PJC:mount holly/interim review
Enclosures
c: Todd Flora

Mount Holly Township Public Schools
Strategic Planning

2015-2016 DISTRICT PROFESSIONAL DEVELOPMENT PLAN



District Professional Development Plan (PDP): 2015-2016 School Year

District Name	Superintendent Name	Plan Begin/End Dates
Mt Holly Twp School District	Mr. James DiDonato, Superintendent	July 2015-June 2016

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Build capacity of all teachers to align instruction and assessment with the Common Core State Standards (CCSS) to help close the Achievement Gaps.	Teachers and principals/supervisors	<ul style="list-style-type: none">● A state mandate requires alignment of curriculum to New Jersey's content standards.● Analysis of 2014-2015 PARCC scores● Teaching strategies and practices that are reflective of the common core state standards need to be infused in all content areas.● Currently the district reflects a gap in achievement scores in the following areas: socioeconomic status, ethnicity, special education
2	Continue to build capacity to implement AchieveNJ in accordance with state regulations and district strategic goals.	Teachers, educational specialists, and principals/supervisors	<ul style="list-style-type: none">● State requirements are in place for implementing the evaluation system based on the TEACHNJ Act.● The district strategic plan and all school plans include PL goals in this area.
3	Build capacity of teachers to become proficient in using the districts technological tools	Teachers and principals/supervisors	<ul style="list-style-type: none">● A state mandate requires the district to evaluate achievement through the PARCC assessment.● The district plans to implement a new diagnostic assessment for K-8 students to identify baseline data, target instruction, and monitor growth and proficiency during the 2015-2016 school year.● Teachers will be required to implement and instruct students on the proper use and effective practice of the technological tools made available within the district.



District Professional Development Plan (PDP): 2015-2016 School Year

4	Increase understanding of 21 st Century Skills – Learning and Innovation Skills, or the 4Cs (Collaboration, Communication, Creativity, and Critical Thinking)	Teachers, educational specialists, and principals/supervisors	<ul style="list-style-type: none">• The Learning and Innovation Skills are the critical systems necessary to ensure 21st century readiness for every student.• 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.
5	As a district, participate in InnovateNJ in collaboration with the NJDOE.	Teachers, educational specialist, and principal/supervisors	<ul style="list-style-type: none">• InnovateNJ is to support innovation and practice by fostering sharing and collaboration, in addition to cultivating projects.• Innovate will utilize instructional practices that will promote and heighten the college and career readiness levels of our students.
6	Build a sense of community and improve climate and culture across the district.	All staff members, students, community, and administration	<ul style="list-style-type: none">• To build morale and a sense of community amongst all participants.



District Professional Development Plan (PDP): 2015-2016 School Year

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> Math Teachers in Kindergarten through Grade Eight will attend Common Core Trainings for Year 4 Math In Focus Implementation. Language Arts Teachers in Kindergarten through Grade Five will attend Common Core Trainings for Year 2 Reading Wonders Implementation. New Teachers and Non-Tenured Teachers will attend Common Core Training at the Summer Institute. Grades 6-8 teachers will implement a culturally diverse literature program that promotes language development and student achievement. District wide, we will enhance instruction with a multitude of strategies that assist with closing the achievement gap. A Retention Intervention Program will be implemented Grades 6-8 for students that are failing 2 or more subjects. A T1 program will be implemented to assist students who have not met the criteria to enter Grade 1. Working on a consortium, the team will brainstorm, collaborate, and foster ideas, best practices, and innovations on closing the achievement gap in NJ. 	<ul style="list-style-type: none"> Principals and Teachers will analyze student data several times a year to reflect on student growth and mastery of the common core standards. Teachers and administrators will analyze curriculum and units of study and develop/revise units of study and benchmark assessment that further align to the rigor and quality of the common core standards. <p>Members of the Closing the Achievement Leadership team, attend EIRC workshops during the school day (3-4 per year):</p> <ul style="list-style-type: none"> actively work with administration to change school structures, policies and practices developing annual district plans for closing the gaps, and share promising professional practices with one another
2	<ul style="list-style-type: none"> Teachers and Educational Specialists will receive training, including the annual refresher training, on the teacher evaluation instrument and development of Student Growth Objectives (SGOs). Building-level administrators will participate in district-sponsored training on supporting teachers in developing SGOs. Building-level administrators will engage in calibration 	<ul style="list-style-type: none"> Teachers and Educational Specialists will receive continued training and develop school-based collaborative teams to further develop understanding of Dr. Stronge's Qualities of Effective Teachers, Seven Evaluation Standards, and Performance Indicators. Teachers, Educational Specialists, and Principals will develop school-based collaborative teams to reflect upon applicable SGOs and documentation support for Stronge's Seven Standards.



District Professional Development Plan (PDP): 2015-2016 School Year

	<p>exercises and reflect on the accuracy of observation ratings/feedback.</p> <ul style="list-style-type: none"> New Teachers and Non-Tenured Teachers will attend Achieve NJ and Stronge Evaluation Training at the Summer Institute. 	
3	<ul style="list-style-type: none"> Teachers will be introduced to new tools (i.e. Google Chrome Books, Google Docs, new diagnostic assessments) during district in-services and/or school PD meetings. District test coordinators and school leaders will attend and turnkey PARCC assessment training information to staff. 	<ul style="list-style-type: none"> Teachers and school leaders will have opportunities to collaborate to build curriculum, develop formative and summative assessments, and integrate projects that utilize the technological tools in the district.
4	<ul style="list-style-type: none"> Organize professional learning opportunities (in-services, workshops, webinars, book clubs) to help the school leadership team build capacity to successfully implement 21st century learning into the culture and classroom. 	<ul style="list-style-type: none"> Teachers will collaborate to develop plans for inclusion of 21st century skills and activities into the classroom and school.
5	<ul style="list-style-type: none"> Develop a partnership with NJDOE and InnovateNJ. Innovative activities in the classroom and among the schools will be encouraged and highlighted. 	<ul style="list-style-type: none"> Teachers and school leaders will continue the following innovative practices being implemented in all three schools: <ul style="list-style-type: none"> <u>Gifted for All</u> - our K-2 Science Program <u>PLTW</u> - our middle school advanced science programs <u>Service Learning Projects</u>- across all grades - our students serve those in need locally, regionally, and globally <u>Super Googlers</u> - our initiative with Google Drive is in its infancy stage, but worth noting. As a district, teachers and leaders will promote Library/Media Technology by advancing our library/media center and integrating our technology programs accordingly.
6	<ul style="list-style-type: none"> Planned activities to promote a positive culture of collaboration within the district. 	

Mount Holly Township Public Schools
Strategic Planning

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