

SCHEDULE E

<u>School</u>	<u>Principal</u>	<u>Year</u>	<u>Pupil Performance/Behavior Objectives</u>
Nutley High	Mr. Cocchiola	1999-2000	<p>By June of 2000, students enrolled in a level one world language class (Latin, French, Italian, Spanish), will achieve a score of 70% or better in a criterion-referenced test comprised of selected vocabulary words in English with Latin roots and also used in French, Italian and Spanish. These words will be studied throughout the year in their respective language class. This common list of words will reinforce the development of vocabulary skills addressed on the PSAT and SAT.</p> <p>By June of 2000, 70% or better of the students enrolled in the computer applications classes will pass a criterion-referenced test comprised of questions concerning the proper use of the Internet focusing on internet ethics and etiquette with a grade of 70% or better.</p>
Franklin	Dr. Vivinetto	1999-2000	<p>By June 2000, given a problem-based research project in the area of social studies utilizing computer technology, as well as other related resources, 80% of the students at each grade level (7-8) will score a grade of C or better.</p> <p>The final written project will be evaluated by the classroom teacher using a teacher-developed rubric..</p> <p>By June 2000, students in a level one world language class (Latin, Italian, Spanish), will achieve a score of 70% or better in a criterion-referenced test comprised of selected vocabulary words in English with Latin roots and also used in French, Italian and Spanish. These words will be studied throughout the year in their respective language class. This common list of words will reinforce the development of vocabulary skills addressed on the GEPA (Grade 8 Proficiency Assessment).</p>

Spring Garden Miss Anello

1999-2000

By June 2000, at least 80% of the students in grades one and two (1&2) will demonstrate proficiency in solving open-ended questions in mathematical problem solving, where a situation is presented and students are asked to communicate a response. The question will have one or more parts and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students.

Possible responses may include the following:

- . Demonstration of a procedure
- . Written explanation
- . Diagram to fit specific condition or enhance an explanation
- . Description or extension of a pattern.

Responses will be holistically scored using the New Jersey ESPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least 2 or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the first week of June.

By June 2000, students in grades three through six (3-6) will demonstrate proficiency in a problem-based research project in the area of social studies utilizing computer technology as well as related resources. A minimum of 80% of the students at each grade level, three through six, will score a grade of C or better. The final written project will be evaluated by the classroom teacher.

Washington Mr. D'Aloia

1999-2000

By June 2000, students in grades three through six (3-6) will be given a problem-based research project in the area of social studies, utilizing computer technology, as well as other related resources. Eighty percent (80%) of the students at each grade level (3-6) will score a grade of C or better. The final written project will be evaluated by the classroom teacher.

By June 2000, students in grades one and two (1&2) will demonstrate proficiency in solving open-ended questions in mathematical problem solving, where a situation is presented and students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students.

Possible responses may include the following:

- . Demonstration of a procedure
- . Written explanation
- . Diagram to fit specific condition or enhance an explanation
- . Description or extension of a pattern.

Responses will be holistically scored using the New Jersey ESPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least 2 or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the first week of May.

Yantacaw Mr. Calicchio

1999-2000

By June 2000, students in grades three through six (3-6) will be given a problem-based research project in the area of social studies utilizing computer technology as well as other computer related resources. Eighty percent (80%) of the students at each grade level (3-6) will score a grade of C or

Yantacaw (contd)

better. The final written project will be evaluated by the classroom teacher.

By June 2000, students in grades one and two (1&2) will demonstrate proficiency in solving open-ended questions in mathematical problem solving where a situation is presented and students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students.

Possible responses may include the following:

- . Demonstration of a procedure
- . Written explanation
- . Diagram to fit specific condition or enhance an explanation.
- . Description or extension of a pattern.

Responses will be holistically scored using the New Jersey ESPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve a score of a two or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered prior to June 1, 2000.

Lincoln

Dr. Mutch

1999-2000

By June 2000, students in grades three through six (3-6) will complete a problem-based research project in the area of social studies. The students will utilize computer technology as well as other related resources to gather information and produce a written product. Eighty percent (80%) of the students at each grade level (3-6) will score a letter grade of C or better. The final written project will be evaluated by the classroom teacher.

Lincoln (contd)

By June 2000, students in grades one and two (1&2) will demonstrate confidence in solving open-ended questions in mathematical problem solving where a situation is presented and students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students.

Possible responses may include the following:

- . Demonstration of a procedure
- . Written explanation
- . Diagram to fit specific condition or enhance an explanation
- . Description or extension of a pattern

Responses will be holistically scored using the New Jersey ESPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least 2 or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the last months of the school year.

Radcliffe

Mrs. Francioso

1999-2000

By June 2000, students grades three through six (3-6) will be given a problem-based research project in the area of social studies, utilizing computer technology, as well as other related resources. Eighty percent (80%) of the students in each grade level (3-6) will score a C or better. The final written project will be evaluated by the classroom teacher.

By June 1999, students in grades one and two (1&2) will demonstrate proficiency in solving open-ended questions in mathematical problem solving, where a situation is presented and the students are

Radcliffe (contd)

asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students.

Possible responses may include the following:

- . Demonstration of a procedure
- . Written explanation
- . Diagram to fit specific condition or enhance an explanation
- . Description or extension of a pattern.

Responses will be holistically scored using the New Jersey ESPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least 2 or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the first week in June, 2000.

Progress of District Objectives

<u>School</u>	<u>Principal</u>	<u>Year</u>
<u>Nutley High</u>	<u>Mr. Cocchiola</u>	<u>98/99</u>

By June of 1999, 70% of the ninth grade class will achieve a score of 70% on criterion-referenced vocabulary tests comprised of vocabulary words selected from works studied throughout the year. This common list of words will reinforce the development of vocabulary skills addressed on the PSAT and SAT.

Results

In May 1999, the ninth grade class was given a vocabulary test which consisted of vocabulary words selected from works read throughout the year. This list reinforced the continued development of important vocabulary skills and also addressed vocabulary skills tested on the PSAT and SAT. Ninety-four percent of our freshmen students received a grade of 70% or higher on this criterion referenced test.

By June of 1999, students enrolled in geometry and transition math will demonstrate proficiency in solving open-ended questions in mathematical problem solving where a situation is presented and students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students.

Responses will be holistically scored using the New Jersey HSPT Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least 2 or better on a grade-level assessment consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the first week in May.

Results

The school-level plan in mathematics for the 1998-99 school year states that 80% of the students enrolled in geometry and transition math will have demonstrated proficiency in solving open-ended questions in mathematical problem solving where a situation is presented and students are asked to communicate a response. Instruction on the open-ended questions was implemented throughout the school year. A criterion-referenced test was administered locally to 289 geometry and transition math students. The test incorporated items on vertical angles, parallelograms, congruent triangles, perimeter and area of a rectangle, the measures of the angles of a triangle, a term in a sequence, estimation, the fundamental counting principle, and the mean.

Of the 289 students that took this test, 88% or 254 students scored an average of two or better.

By June 1999, students in grade 8 will demonstrate proficiency in solving open-ended questions in mathematical problem solving, where a situation is presented and students are asked to communicate a response. The questions will have two or more parts and require both numerical responses and thought processes employed by the students. Responses will be holistically scored using the New Jersey GEPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least two or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered during the first week of May, 1999.

Results

In September of the 1998-99 school year the mathematics teachers at Franklin School met with the mathematics coordinator and principal to formulate a review of the math curriculum course objectives, skills arrays and content core standards focusing on the area in solving open-ended questions in mathematical problem solving. Instruction on the open-ended questions was implemented throughout the school year. A criterion-referenced test was administered locally to 281 students. The test incorporated items on discounts, area, averages, probability, and the fundamental counting principle. This test was administered in June of 1999 and 97% or 265 students scored an average of 2 or better.

Students in grade 8 will demonstrate proficiency skills in understanding the composition, cycling, and distribution of the world's oceans and other naturally occurring sources of water by at least 78% of the students achieving a composite score of 78% or above on a criterion referenced test administered in June, 1999.

The material will be covered by Chapter 17-20 in the Glencoe Earth Science Text. It will emphasize ocean motion, oceanography, ocean life, impact of pollution on marine life and water, and conservation of our water resources.

Results

In September of the 1998-99 school year the science teachers at Franklin School met with the science coordinator and principal to formulate a review of the science curriculum course objectives, skill arrays and content core standards focusing on the area of ocean systems and conservation of water resources. Monthly department meetings and additional meetings resulted in the development of a grade eight test. This test was administered in June 1999 and 80% of the students scored above 78% on this test.

Spring Garden

Miss Anello

98-99

By June 1999, students in first and second grades (1-2) will demonstrate proficiency in speaking by preparing a speech based on a given prompt. Students will be given preparation time and materials to develop visuals. A minimum of 85% of the students in grades 1-2 will demonstrate proficiency by scoring at least a two (2), on the state-developed rubric for scoring the speaking component of the fourth grade ESPA.

Results

More than 95% of the students in grades one and two (1&2) have demonstrated proficiency in public speaking and have successfully achieved a minimum score of 85% or better on a teacher constructed prompt assessed with a state developed rubric.

By June 1999, students in grades three through six (3-6) will demonstrate proficiency in solving open-ended questions in mathematical problem solving, where a situation is presented and students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students.

Possible responses may include the following:

- Demonstration of a procedure
- Written explanation
- Diagram to fit specific condition or enhance an explanation
- Description or extension of a pattern
-

Responses will be holistically scored using the New Jersey ESPA Mathematics General Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least two (2) or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving. This test is to be administered during the first week in June.

Results

More than 95% of the students in grades three through six (3-6) have demonstrated proficiency in five open-ended math questions with a score of 80% or better on a standard grade level rubric.

Washington

Mr. D'Aloia

98-99

By June 1999, students in first and second grades (1-2) will demonstrate proficiency in speaking by preparing a two minute speech based on a given prompt. Students will be given preparation time and materials to develop visuals.

Washington (cont.)

A minimum of 85% of the students in grades 1-2 will demonstrate proficiency by scoring at least a two (2), on the state-developed rubric for scoring the speaking component of the fourth grade ESPA. This task will be developed over the school year with oral presentations by the children.

Results

During the 1998-99 school year, monthly grade level meetings were held with the first and second grade teachers to determine the strategies to accomplish our school level objective. One basic strategy was to prepare the students through practice sessions using activities such as "show and tell," and reading and telling stories in class.

The first and second grades were tested in April 1999. The students gave a two minutes speech on a given topic. The first grades selected prompts from books they read during the year. The second grades had the choice of three given prompts developed by the teachers. The scorers used a state-developed rubric for grading. The results indicated that the students successfully met the objective. More than 85% of the students scored a two or better on their two minute speech.

By June 1999, students in grades three through six (3-6) will demonstrate proficiency in solving open-ended questions in mathematical problem solving, where a situation is presented and students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students.

Possible responses may include the following:

- Demonstration of a procedure
- Written explanation
- Diagram to fit specific condition or enhance an explanation
- Description or extension of a pattern

Responses will be holistically scored using the New Jersey ESPA Mathematics General Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least two (2) or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving. This test is to be administered during the first week in June.

Results

During the 1998/99 school year, monthly grade level meetings were held with third, fourth, fifth and sixth grade faculty to determine proficiencies expected for our school level objective involving mathematical open-ended questions.

Washington (cont.)

Appropriate strategies were also discussed. Lesson plans for mathematics classes were designed in conjunction with open-ended questions. Five practice problems, developed by teachers, were administered and corrected the week before the actual testing. In addition audio-visual materials, and computer software programs, were utilized to reinforce strategies.

In June 1999, five open-ended math problems were administered to grades three through six. One problem was given each day in math class. The testing began on Monday, June 7, 1999 and was completed on Friday, June 11, 1999. The teachers used holistic scoring for grading each question. The results proved to be very successful. More than 80% of the students at Washington School, grades three through six, scored at least a 2 or better for an average score of the five problems tested. These results enabled us to meet our objective for this year.

Yantacaw

Mr. Calicchio

98-99

By June 1999, students in first and second grades (1-2) will demonstrate proficiency in speaking through preparing a speech based on a given prompt. Students will be given preparation time and materials to develop visual aids for speaking activity. A minimum of 85% of the students in grades 1-2 will demonstrate proficiency by scoring a two or better on the state developed rubric for scoring the speaking component of the fourth grade ESPA test.

By June 1999, students in grades three through six (3-6) will demonstrate proficiency in solving open-ended questions in mathematical problem solving where a situation is presented and students are asked to communicate a response. The questions will have two or more parts and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by students. Responses will be holistically scored using the New Jersey ESPA mathematic rubric (3-0). A minimum of 80% of the students will achieve a score of a two or better on a grade-level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving. The open-ended questions were completed during the week of June 7, 1999

Results (for both objectives)

During the 1998-1999 school year, monthly grade level meetings were held with grade 1-6 instructors. Teachers analyzed skill areas and class activities closely for related skill development. Skills needed for correctly completing open-ended math questions were introduced in grades 3-6. Practice questions were utilized to

Yantacaw (cont.)

check for recall of knowledge. Open-ended questions were developed during Articulation Day and at Saturday Curriculum Sessions.

In grades 1-2, public speaking was introduced through a variety of activities throughout the year. Speaking prompts were developed and the speaking activity was administered during the first part of June. One hundred percent of the second grade students scored a two or better and one hundred percent of the students in grade one scored a two or better in the speaking component of the school level objective.

In mathematics open-ended questions, grade three, 91% of the students scored a two or better. In grade four, 99% of the students scored a two or better. In the mathematics open-ended questions, grade five, 95% of the students scored a two or better. In the mathematics open-ended questions, grade six, 100% of the students scored a two or better.

Lincoln

Dr. Mutch

98-99

By June 1999, students in first and second grades (1-2) will demonstrate proficiency in speaking through preparing a speech based on a given prompt. Students will be given preparation time and materials to develop visuals. A minimum of 80% of the students in grades 1-2 will demonstrate proficiency by scoring at least a 2 on the state-developed rubric for scoring the speaking component of the fourth grade ESPA.

Results

The principal and the teachers met to discuss related expository speaking skills, as well as the rubric of evaluation for grades one (1) and two (2). The teachers taught designated Language Arts Literacy curricula regarding speaking presentations at specific grade levels. Then, the teachers prepared topics, materials, and prompts for different grade level speeches. With the combined effort of the staff and the learners, the average rubric score for grade two (2) was a 2.8, and for grade one (1) a 3.2. Thusly, the goals for demonstrating proficiency in expository speaking skills at each grade level were met. More than 80% of the students met the standard.

By June 1999, students in grades three through six (3-6) will demonstrate proficiency in solving open-ended questions in mathematical problem solving where a situation is presented and the students are asked to communicate a response. The questions will have two or more parts, and require both numerical responses and explanations of mathematical arguments; which help reveal thought processes employed by the students. Possible responses may include the following:

Lincoln (cont.)

- Demonstration of a procedure
- Written explanation
- Diagram to fit a specific condition or enhance an explanation
- Description or extension of a pattern.

Responses will be holistically scored using the New Jersey ESPA Mathematics Generic Rubric (3-0). A minimum of 80% of the students will achieve an average score of at least 2 or better on a grade level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving, to be administered late in the school year.

Results

In grades three (3) through grade six (6), the principal and teachers met throughout the school year to analyze open-ended math responses which needed development. The Saturday Curriculum Math Committee also reviewed methods for preparing youngsters to respond to open-ended math questions. Furthermore, this committee gathered data from all district-wide classroom teachers (grades 3-6), and then developed the open-ended math questions to be administered in order to meet this school wide performance objective.

With the combined effort of the teachers (grades 3-6), and the Math Curriculum Committee, under the direction of Mrs. Dowse, open-ended math questions were developed and administered. Thusly, 83% of the students achieved a rubric score of 2 or better on the assessment of response to open-ended math questions.

Radcliffe

Mrs. Francioso

98-99

By June 1999, students in first and second grades (1-2) will demonstrate proficiency in speaking through preparing a speech based on a given prompt. Students will be given preparation time and materials to develop visual aids for the speaking activity. A minimum of 85% of the students in grades 1-2 will demonstrate proficiency by scoring a 2 or better on the state-developed rubric for scoring the speaking component of the fourth grade ESPA test.

Results

In first and second grades (1-2), public speaking was introduced through a variety of activities throughout the year. More than 95% of the students in grades one and two (1-2) have demonstrated proficiency in public speaking and have successfully achieved a minimum score of 2 or better on a teacher-constructed prompt assessed with a state developed rubric.

By June 1999, students in grades three through six (3-6) will demonstrate proficiency in solving open-ended question in mathematical problem solving,

Radcliffe (cont.)

where a situation is presented and students are asked to communicate a response. The questions will have two or more parts and require both numerical responses and explanations or mathematical arguments, which help reveal thought processes employed by the students. Responses will be holistically scored, using the New Jersey ESPA mathematic rubric (3-0). A minimum of 80% of the students will achieve a score of two or better on a grade level assessment, consisting of five open-ended questions assessing proficiency in mathematical problem solving.

Results

As a result of class activities, skills development and practice questions introduced by instructors, more than 95% of the students in grades three through six (3-6) have demonstrated proficiency in five open-ended mathematical questions with a score of 2 or better on a standard grade level rubric. The open-ended questions were completed during the week of June 7, 1999.

Dated:
October 25, 1999