

SOMERSET COUNTY VOCATIONAL BOARD OF EDUCATION

SOMERSET COUNTY VOCATIONAL & TECHNICAL SCHOOLS

14 Vogt Drive
Bridgewater, New Jersey 08807

Regular Meeting
April 22, 2013

Call to Order:

Mr. William Hyncik, Jr. called the meeting to order at 5:00 p.m. with the following members:

William Hyncik, Jr., President
William Dudeck, Vice President
Theodore Smith
Sarah Brennan
Dr. Kathleen Serafino, absent

Also Present:

Dr. Chrys Harttraft, Superintendent of Schools
Diane Strober, Assistant Superintendent for Business/Board Secretary
Diane Ziegler, High School Principal
Lisa Fittipaldi, Board Attorney
Robert Zaborowski, Somerset County Freeholder Liaison

Others: Teresa Morelli, Supervisor of Academics; Patrick Pelliccia, Supervisor of Curriculum and Instruction; Bob Campanella, Supervisor of Information Technology; Duane Wallace, Supervisor of Learning and Technology; Michael Kuschyk, Director of Buildings and Grounds; Dr. Joseph Petrosino, Director of Pupil Services; Valerie Hart, Account; Sarah Morelli-Stutz, School Psychologist; George Byrd, Auto Body Teacher; Alan Creveling, Auto Technology Teacher; Erik Fargo, Horticulture Teacher; Eric Symborski, Buildings and Grounds; Anna Murphy, Social Studies Teacher; Linda Weber-Smith, Graphic Communications Teacher; Andrew Coslit, Mathematics Teacher; Students of the Month; SkillsUSA student medal winners and advisors, Pratima Patil, Michele Sartori, Michelle Fresco and Ushma Mehta; and parents.

Adequate notice of this meeting has been provided specifying time and place.

Pledge of Allegiance

Approval of Minutes

On motion by William Dudeck, seconded by Mr. Smith, the minutes of the regular meeting and executive session held on March 25, 2013 were approved.

Correspondence

- None

Old or Unfinished Business

April Students of the Month

- Brandi Gill, a junior in the Auto Body Program, has been selected as the Full Time Student of the Month for April 2013. Guidance Counselor, Mrs. Sarah Morelli-Stutz, nominated Brandi because she has maintained an excellent GPA and is a “responsible, conscientious young lady.” Mr. George Byrd, Brandi’s Auto Body Instructor, described her as, “persistent, consistent and inquisitive.” Mr. Byrd went on to add that Brandi is a good student who is a “pleasure to work with.” At SCVTHS, Brandi is a member of the softball team and was recently inducted into the National Honor Society. In addition, Brandi is a member of SkillsUSA who is competing in the New Jersey SkillsUSA Championships in the Auto Body Custom Painting category. Outside of school, Brandi is a member of the 4H-Go-Kart Club, where she has served as the secretary for the past 3 years. In her spare time, Brandi holds a job working at Wendy’s, where she is

earning money so that she can buy a car. After graduating from SCVTHS, Brandi plans on furthering her education to pursue a business degree.

- Jessenia Scott, a senior in the Health Occupations Program, has been selected as the Share Time Student of the Month for April 2013. Jessenia was nominated by Guidance Counselor, Mrs. Irene Ives, because she is “respectful and helpful and her sweet personality encourages people to want to be around her.” Mrs. Ives also remarked on how Jessenia “works hard in and out of the classroom.” Jessenia serves as the President of the Spanish Club, a Somerville High School Peer Leader, a member of the Cultural Diversity Club and the National Technical Honor Society. In addition, Jessenia was a Paul Robeson Youth Achievement Award Nominee. Outside of school, Jessenia spends time working with her church. Jessenia was quoted as stating, “Medicine is truly my passion and being in Health Occupations has truly helped me realize that.” Jessenia also thanks Mrs. Vasaturo for her continued support and helping her to realize her passion. After graduating from SCVTHS, Jessenia will be attending Oakwood University where she will be a Pre-Med student studying Biology. One day, Jessenia hopes to become an OB/GYN.

March Students of the Month

- Tyler Mylroie, a senior in the Academy for Health and Medical Sciences, has been selected as the full-time Student of the Month for March 2013. Tyler is a proud member of the National Honor Society and SkillsUSA. At the 2010 SkillsUSA National Championships, Tyler won a bronze medal for his Human Services Tech Prep presentation. Another major part of Tyler's life is serving as an EMT for the Somerville Rescue Squad. Tyler took part in the SCVTHS EMT program and has since become an active volunteer. Because of his dedicated volunteer work, Tyler received a Chief's Citation for Actions Performed during Hurricane Irene. In addition to volunteering for the Somerville Rescue Squad and his school work, Tyler holds a part-time job earning money towards his upcoming college expenses. After graduating from SCVTHS, Tyler plans on attending DeSales University, where he will study to become a mobile intensive care nurse. In his free time, Tyler likes to write and play music. Tyler's musical talents helped him to place third in a WOR 710 radio contest. By placing third, Tyler will be awarded a \$1,500 scholarship upon his graduation from SCVTHS. In addition, Tyler also was recently on the radio promoting his music and the release of his new EP.
- Nicolette Policastro, a sophomore in the Gifted and Talented Honors Theater Arts Program, has been selected as the part-time Student of the Month for March 2013. Nicolette was recommended for the award by Theater Arts Instructor, Ms. Alison Mingle, for her “strong work ethic” and “desire to help which has inspired her classmates.” When a cast member of the production “Stage Door” was unsure if she would be able to perform her part because of a potential timing conflict with an important college audition, Nicolette stepped up. Nicolette rehearsed many nights, even with the understanding that the conflict may be resolved. In the end, the scheduling conflict was resolved and Nicolette was no longer needed for the part. Nicolette then offered to join the crew to continue to help with the production. Nicolette is a selfless, hardworking and dedicated student who is willing to go the extra mile. In her free time, Nicolette enjoys baking, dancing and singing. After graduating from SCVTHS, Nicolette plans on auditioning for a BFA Program in Musical Theater.

SkillsUSA

- A total of 80 students participated in the New Jersey SkillsUSA competition held on April 20th at the Garden State Exhibit Center. A total of 46 competitors were medal winners and were recognized for their outstanding achievements. The gold medal winners will be representing the district at the national SkillsUSA competition held in Kansas City, Missouri in June.
- Janelle Roper, Auto Maintenance
- Fabian Alfaro, Automotive Refinishing Technology
- Career Pathways Showcase: Arts & Communication
Matthew Calapatia
Jonathan Garaffa
Muiz Qaudeer
- Career Pathways Showcase: Business Management & Technology
Martyn Megalodis
Masood Karimi
Shanaya Shah
- Career Pathways Showcase: Health Services
Claire Foster
Alina Lou
Mitali Shah

- Career Pathways Showcase: Natural Resources/Agriculture/Food
Abhishek Shrinet
Apurva Swapnil
Shawn Young
 - Career Pathways Showcase: Architecture and Construction
Ramya Kommidi
Julianna Kosty
Swati Patel
 - Career Pathways Showcase: Education and Training Service
Karen Huang
Saloni Lad
Geneva Magsino
 - Career Pathways Showcase: Marketing, Sales and Services
Aaron Lee
Harini Prayaga
Kiran Raja
 - Career Pathways Showcase: Science, Technology and Math
Samyak Gupta
Suraj Pate
Rohit Rustagi
 - Anthony Sibaja, Collision Repair Technology
 - Stephanie Gonzalez, First Aid/CPR
 - Andrew Kerrigan, Medical Math
 - Tim Mahon, Medical Math
 - Yesha Parekh, Medical Terminology
 - Maya Schlessinger, Medical Terminology
 - Sridivya Kavuru, Prepared Speech
 - Quiz Bowl
Noah Alsamadisil
Soham Shah
Jean Pierre Jacob
Madeline Kestenbaum
Daniel Marcinek
Katie Furman
Alex Shu
 - Alyssa Simone, Restaurant Service
 - Screen Printing Technology
Alyson Colatta
 - Maggie Hlavaty
 - Wedding Cake Decorating
Ashley Anello,
Emily Horta
 - Devon Sixt, Welding
- Dr. Harttraft thanked the SkillsUSA advisors, Pratima Patil, Ushma Mehta, Michele Sartori and Michelle Fresco for their hard work and for making the district proud.

Teacher of the Year

- Mark Mastrobattista, Culinary Arts Instructor, has been selected as the 2012-2013 Teacher of the Year. Mr. Mastrobattista is known for being a hardworking and dedicated instructor, who has selflessly devoted countless hours to his program and community. Mr. Mastrobattista holds an English degree with a teaching option from Ithaca College. He enrolled in the Culinary Institute of America (CIA) to pursue a career in the food services industry. After graduating from the CIA in 1998, no matter what job he took, Mr. Mastrobattista was always teaching in some aspect. In fact, Mastrobattista took multiple food service jobs, ranging from Line Cook at the Ritz Carlton on Amelia Island to Executive Chef at the Wood Company, just because he knew he would have the ability to teach others. When Mr. Mastrobattista finally came to SCVTHS in March of 2008, he claims it was “like walking into a dream” and “one of the best programs” he had ever seen. Shortly after his arrival, Mr. Mastrobattista joined with his teaching partner Culinary

Instructor, John Vingara, to create a brand new Dining Room Services Program with the establishment of Trade Wins Restaurant. In any given week Mr. Mastrobattista might be hosting as many as five events at Trade Wins. From senior citizen brunches to seasonal sports banquets, Mr. Mastrobattista services a wide variety of community groups while fitting in teaching a full curriculum to his students. Mr. Mastrobattista loves to infuse humor into his classroom but does not stray from his tireless pursuit of professionalism as he prepares his students for the workforce. By running the restaurant like a business, Mr. Mastrobattista provides his students with a real-world experience. In his free time, Mr. Mastrobattista caters events and enjoys occasionally sitting down to watch a golf match on television. When Mr. Mastrobattista is able to get away, he loves to travel across America. He recently took an inspiring trip to Seattle, where he enjoyed seeing the architecture, and of course, learning about the region's food preparation ingredients and styles.

Construction Projects

- Change Orders – Auto Body Paint Booths (USA Architects)

On motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, the Board of Education approved the following change order as it appears below:

Change Order No. 2, Add \$11,547.95. Contractor will provide additional mezzanine work – railings and open gated entry; additional air line outlet on the opposite wall of the booth and the prep and painting of the booth floor which will address safety concerns.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

Report of the Attorney

- Ms. Fittipaldi will update the board during closed session.

Committee Reports

- Board of School Estimate (Mr. Dudeck) - None
- Curriculum/Grants (Mr. Smith) – Mr. Smith spoke with Mrs. Ziegler who will meet with him to discuss curriculum for the ensuing school year.
- NJSBA, Delegate, State Convention Legislative Committee (Mr. Dudeck) – The delegate assembly will take place in May.
- SCSBA, Delegate (Mr. Dudeck) – Mr. Dudeck will share with the board in a memo, “School Safety” information which he received at the last meeting.
- SCESC Representative (Mr. Smith) – Mr. Smith attended a meeting at which the Somerset County Educational Services Commission (SCESC); budget and final project plans for the new project were discussed.
- SCJIF, Commissioner (Mr. Hyncik) – The Somerset County Joint Insurance Fund (SCJIF) will meet on April 24, 2013.
- Foundation (Mr. Hyncik) – Mr. Hyncik reported the current Foundation as it exists will be cease its operations at the end of June; the Foundation will be reorganized to support the acceptance of certain grants by the district.

Superintendent's Report

On recommendation of Dr. Harttraft and motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, agenda items A and B as follows:

A. Elimination of Position

The Board of Education eliminated the following position, due to a reduction in force (low student enrollment) as listed:

TitleUPC#

Computer Technology CISCO Program Instructor (50%)

TCH-HS-CISC-FL-01

B. Reappointments – Instructional Personnel – 2013-2014 School Year

The Board of Education approved the following teachers and staff members for continuing employment.

The specific salary and fringe benefits for these staff members will be determined in accordance with the contract between the Board of Education of the Somerset County Vocational & Technical Schools and the Somerset County Vocational-Technical Education Association when negotiated.

Non-Tenure

Alfieri, Joseph+

Blanchard, Kristen+ # ***

Blanke, Lawrence

Dolegiewitz, Matthew

Fulmer, Victoria (67%)

Hovey, Rebecca (50%)

McAnally, Mary Lynne+

McClain, Michael

Mingle, Alison

O'Connor, Paul+

Poznanski, Matthew

Prezioso, Peggy+ #

Tenure

Bentzinger, Anabela

Bolha, Helen #

Brinkmann, Paul

Buttermore, Sheila ***

Byrd, George

Carrig, Robert # **

Coleman, Janet

Coslit, Andrew

Creveling, Alan

Cross, Margaret #

Easter, James

Fargo, Erik

Fortunato, Catherine #

Gewant, Garry

Gichan, Deborah

Glennon, Maureen ***

Gotti, Denise

Heinbach, Thomas

Ives, Irene #

Kinlan, Rachel

Krause, Michele **

Lakhlif, Daysi #

Lawler, Maureen

Lee, George

Loughney, Patricia

Mancuso, Joseph

Mastrobattista, Mark

McMahon, Miranda #
 McManus, Kevin #
 McNerney, Kristen
 Mehta, Ushma #
 Miller, Christopher #
 Morales, Jaime
 Morales, Patricia Cantwell ***
 Murphy, Anna #
 O'Neill, John
 Patil, Pratima #
 Perrone, M. Cristina **
 Pokrywa, Benjamin
 Pokrywa, Gladys
 Scholl, Johanna **
 Smith, Donald
 Smith, Linda Weber
 Sortor, Janeen
 Strober, Julie
 Stutz, Sarah Morelli #***
 Unda, Louise Tokarsky #
 Vasaturo, Kim
 Vingara, John
 Winfield, Karen Long #

The above 2013-14 appointments are based upon budgetary, enrollment and course projections known at this time and changes therein may hereafter affect same.

Master's degree stipend added to base
 ** pending approval for funding from various grants
 *** 12-month
 + gains tenure during 2013-14 SY

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

C. Reappointment of Secretaries/Support Staff – 2013-2014 School Year

On recommendation of Dr. Harttraft and motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, the Board of Education approved the reappointment of the following personnel listed below for the 2013-2014 school year. Salaries will be determined upon completion of a negotiated agreement with the organized bargaining unit.

Basir, Nzinga
 Bowers, Erick ***
 Cardinale, Carole
 DeFazio, Bonita
 Leahey, Sharleen
 Lella, Maura
 Murtagh, Rosemary ***
 Parks, Gary
 Patryn, Amy
 Santiago, Susan

Scott, Wanda
 Shahid, Faiza
 Strickhart, James
 Szymanski, Robyn
 Wall, Sheryl
 Watson, Janet Cantore
 Witthoeft, Cynthia
Teacher Aide
 Morlock, Karen ***

*** Pending approval for funding from various grants

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

D. Annual Contract – Buildings & Grounds Staff – 2013-2014 School Year

On recommendation of Dr. Harttraft and motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, the Board of Education approved the following personnel listed below be offered an annual contract for the 2013-2014 school year. Salaries will be determined upon completion of a negotiated agreement with the organized bargaining unit.

Averbukh, Moysey (10-month) – Bus Driver
 Capitani, Massimo
 D'Alessandro, Richard
 D'Alessandro, Thomas – Security
 Fanelli, Virginia – Security
 Heinbach, John
 Layton, Michael
 Rice, Michael
 Symborski, Eric
 Whitzer, Christopher

The district is looking to redesign the CISCO program; more information will be forthcoming.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

E. Principal/Supervisors Salaries – 2013-2014 School Year

On recommendation of Dr. Harttraft and motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, the Board of Education approved the following salaries of principal/supervisors listed below for the 2013-2014 school year in accordance with the Contract Agreement previously approved the Board of Education.

<u>Name</u>	<u>Step</u>	<u>2013-2014 Salary</u>
Campanella, Robert	C/OG	\$ 85,737.00
Johnson, Maria	B/5	\$ 92,725.00
Lemongelli, Christopher	B/3	\$ 89,200.00
Morelli, Teresa	B/5	\$ 92,725.00
Pelliccia, Patrick	B/4	\$ 91,393.00
Petrosino, Joseph	B/OG	\$117,355.00*

Wallace, Duane	C/5	\$ 75,987.00
Ziegler, Diane	A/10	\$124,361.00
*\$2,000 doctorate stipend added to base		

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

F. Exempt Staff Salaries – 2013-2014 School Year

On recommendation of Dr. Harttraft and motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, the Board of Education approved the salaries of exempt personnel for the 2013-2014 school year as listed below:

Boettger, Stephen	\$59,892.24
Fresco, Michelle	\$58,343.65
Gleeson, Karen	\$46,570.69
Hart, Valerie	\$64,659.43
Hoff, James	\$79,146.72
Howe, Elaine	\$63,322.50
Jegou, Carene	\$76,113.51
Kuschyk, Michael	\$93,203.37
Sartori, Michele	\$61,556.44

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

G. Reappointment of Assistant Superintendent for Business/Board Secretary – 2013-2014 School Year

On recommendation of Dr. Harttraft and motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, the Board of Education reappointed Ms. Diane Strober, Assistant Superintendent for Business/Board Secretary, for the period of July 1, 2013 through June 30, 2014. (Contract/salary to be determined at a later date.)

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

On recommendation of Dr. Harttraft and motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, agenda items H through J as follows:

H. Employment of Part-Time Personnel – 2012-13 School Year

The Board of Education approved employment of the following part-time personnel for the 2012-13 school year:

Twilight

Isaiah Davenport	Summer Program Recruiter (200 hours)	\$20.00/hour
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I. Employment of Substitutes

The Board of Education approved employment of the following substitutes at a rate of \$100.00/day for the 2012-13 school year:

Thomas Harper

J. Volunteers

The Board of Education approved the following volunteers:

Joseph Gyurian Horticulture Program

Margarita Bossa Horticulture Program

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

Dr. Harttraft reported that volunteers are required to have the same background checks as employees.

On recommendation of Dr. Harttraft and motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, agenda items K through M as follows:

K. Field Trips

The Board of Education approved field trips for high school students as they appear on Addendum #1.

L. Donation

The Board of Education accepted the following donation as it appears on Addendum #2.

<u>Items</u>	<u>Donor</u>
Salon furniture, equipment, lighting, etc.	Joseph Tran, Owner Paradigm Salon and Spa Langhorne/Newtown, Pennsylvania

M. Professional Seminars/Workshops

The Board of Education approved requests for district staff and board of education members to attend professional seminars, workshops, etc. as they appear on Addendum #3.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

On recommendation of Dr. Harttraft and motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, agenda items N and O as follows:

N. 2013-2014 Local Professional Development Plan

The Board of Education approved the district's 2013-2014 Local Professional Development Plan as it appears on Addendum #4. (The Somerset County Professional Development Board has reviewed and accepted the plan.)

O. District Three-Year Technology Plan (Draft) – 7/1/13-6/30/16

The Board of Education approved submission of the draft version of the District's Three-Year Technology plan to the Somerset County Technology Committee.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

P. Employee Assistance Program

On recommendation of Dr. Harttraft and motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, the Board of Education renewed its agreement with Charles Nechtem Associates, Inc. to provide short-term counseling services for the employees of Somerset County Vocational & Technical Schools, effective February 1, 2013 through January 31, 2014.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

On recommendation of Dr. Harttraft and motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, agenda items Q and R as follows:

Q. Application for Funds

The Board of Education adopted the following resolution: The governing body of the Somerset County Vocational & Technical Schools at its April 22, 2013 meeting authorized application for funds for the following:

Somerset County Department of Human Services	Twilight Program (Summer 2013 & 2013-14 SY)	\$104,000.00
Somerset County Department of Human Services Innovations Program	Twilight Program (Summer 2013)	\$ 20,400.00

R. Acceptance of Fund

The Board of Education adopted the following resolution: The governing body of the Somerset County Vocational & Technical Schools at its April 22, 2013 meeting authorized acceptance of funds for the following:

Dupont	CASE (Curriculum for Agricultural Science Education)	\$ 3,391.00
	CASE (A) – CASE Institute Scholarship	\$2,750.00
	CASE (B) – CASE Store Materials Grant	\$ 551.00
	CASE (C) – CASE End of Course Assessment	\$ 90.00

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

Superintendent's Update

- Harassment/Intimidation/Bullying Report – 0 for the month of April; 12 submitted; 2 verified.
- Report Card Data - New Performance Reports were released by the New Jersey Department of Education, indicating student achievement and success using a complex peer comparison. The vocational school's peer group was determined to be 11 vocational schools, half of which were selective single school academies, whose achievement scores were not comparable to our scores due to our heterogeneous (diverse) population. A common problem for the vocational school is the lack of

inclusion of specific career readiness components, such as achievement of college credits, college degrees, and employment in career track by 15% of our full time students (total).

- Council of County Community Colleges – A meeting took place at which time our Medical Academy was presented as a best practice in collaboration with Raritan Valley Community College. The meeting was to encourage expansion of collaboration with the Community College network and development of new career pathways.
- NJCCVTS – A meeting for Career and Technical Education programs was hosted at Somerset County Vocational & Technical Schools to discuss measuring student achievement using either a growth model or mastery model. A number of barriers and solutions were discussed in addition to opportunities for sharing resources and instructional information particularly in the non-tested and career courses.
- Board of School Estimate Meeting – It was determined the funding be held flat, no increases despite increased enrollment. The Freeholders were informed of our strategy to contain costs and the consequences moving forward, particularly that we would need to be more selective as a means to keep our enrollment down, since additional staff in the academic areas could not be hired to expand the number of needed courses.

Communication Report

- Mr. Wallace presented the April communications report.

Submission of Bills

On motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, the Board of Education approved the bills list for April 2013 which was included in the board packet and is attached to the regular meeting minutes.

Fund 10	\$1,204,737.72
Fund 20	\$ 97,867.09
Fund 30	\$ 118,597.99
Fund 60	\$ 10,086.71
Fund 90	\$ 379,107.52
Fund 95	<u>\$ 10,054.14</u>
Total	\$1,820,451.17

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

New Business

- None

Report of the Assistant Superintendent for Business/Board Secretary

A. Reports A-148 and A-149

On motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, the Board of Education adopted the monthly financial statement reports for the Assistant Superintendent for Business/Board Secretary for the month of March 2013 and the Treasurer of School Monies for the month of March 2013, after review of the secretary's monthly financial report (appropriations section), and upon consultation with the appropriate district officials, to the best of our knowledge no major fund has been overextended in violation to N.J.A.C. 6:20-2A.10(b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year. (Addendum #5)

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

On motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, agenda items B and C as follows:

B. Ratify Board of School Estimate Approval of the 2013-2014 School Year Budget and the 2013 County Capital Allocation

The Board of Education ratified the action of the Board of School Estimate wherein the proposed budget of \$14,910,615.00 supported by county taxes in the amount of \$11,452,904.00 and the proposed 2013 county capital allocation of \$2,250,000.00 contingent upon county funding.

Freeholder Liaison Zaborowski updated the board that the county capital budget has not been finalized and therefore the language included in this resolution is necessary.

C. County Tax Resolution

The Board of Education recommended the amount of district taxes, exclusive of debt service requirements needed to meet the obligation of this Board of Education for the period July 1, 2013 through June 30, 2014 is \$11,452,904.00 and the Board of Chosen Freeholders of Somerset County is hereby requested to place in the hands of the treasurer that amount each month in accordance with the statutes relating thereto:

<u>Month</u>	<u>Amount</u>
July	\$ 820,021.00
August	\$ 820,019.00
September	\$ 820,019.00
October	\$ 820,019.00
November	\$ 820,019.00
December	\$ 820,019.00
January	\$1,088,798.00
February	\$1,088,798.00
March	\$1,088,798.00
April	\$1,088,798.00
May	\$1,088,798.00
June	\$1,088,798.00

Dr. Harttraft reported that it will be difficult to increase enrollment and expand programs without additional funding. Mr. Hyncik expressed his appreciation that the district was not required to cut our budget to the extent that other county departments were required to do.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

On motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, agenda items D through F as follows:

D. Budget Transfer – 2012-2013 School Year

The Board of Education approved the following budget transfer for the 2012-2013 school year:

From: 20-008-100-101-14-000 (\$6,214.00) To: 20-008-100-610-14-0000 \$6,214.00

E. Academy Tuition Contract – 2012-2013 School Year

The Board of Education approved the following Academy for Health and Medical Sciences tuition contract for the 2012-2013 school year:

Montgomery Township	1 student	\$2,600.00 (prorated)
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F. Obsolete Equipment

The Board of Education approved the following equipment as obsolete equipment and no longer needed for educational purposes.

<u>Item</u>	<u>Asset #</u>	<u>Location</u>
Sunnen Precision Honing Machine	02649	Automotive Technology
Sun Engine Analyzer	01643	Automotive Technology

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

May Meeting

The next regular meeting of the Somerset County Vocational Board of Education be held:

May 20, 2013

5:00 p.m.

Somerset County Vocational & Technical Schools

14 Vogt Drive

Bridgewater, New Jersey 08807

Remarks from the Public

- Eric Symborski, SCVTEA maintenance staff representative, distributed a handout on Assembly Bill No. 3627 and expressed his opinion on this legislation that prohibits an employer from entering into a subcontracting agreement which affects the employment of those employees of an existing collective bargaining agreement.
- Andrew Coslit, SCVTEA president, distributed to the board a informational handout prepared by the SCVTEA about their membership.

BE IT RESOLVED by the Vocational Board of Education of the County of Somerset that:

- This Board will go into closed session with the Board Counsel for the purpose of discussing matters within the provisions of 7A(11)c231.
- The general nature of matters to be discussed relates to employment non-renewals, lay-offs and litigation.
- Under the provisions of the above stated laws, the public shall be excluded from attendance at the portion of the meeting relating to the above matters.
- It is anticipated that the items discussed will be made public when the matters discussed are resolved.

Closed Session

On motion by Mr. Dudeck, seconded by Mr. Smith and on roll call vote, the Board of Education went into closed session at 5:55 p.m.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

Open Session

On motion by Mr. Hyncik, seconded by Mr. Smith and on roll call vote, the Board of Education went into open session at 6:29 p.m.

<u>Roll Call</u>	<u>Yes</u>	<u>No</u>
Mr. Smith	X	
Ms. Brennan	X	
Mr. Dudeck	X	
Mr. Hyncik	X	
Dr. Serafino	absent	

Adjournment

On motion by Mr. Dudeck, seconded by Mr. Smith and passed, the meeting adjourned at 6:30 p.m.



Diane Strober
Assistant Superintendent for Business/Board Secretary

<u>Date of Trip</u>	<u>Program</u>	<u>Location</u>	<u>Approx. Cost Per Student</u>	<u>Transp. Paid By</u>
4/25/2012	Junior Students College Preparation	NJ Convention and Exposition Center Raritan, NJ	\$0.00/student paid	Bd. of Ed.
4/27/2012	Select students from: Horticulture, Welding, Carpentry, Commercial Arts, Culinary Arts, Plumbing and Health Occupations for recruiting	Montgomery Middle School Montgomery, NJ	\$0.00/student paid	Bd. of Ed.
5/2/2012	Sophomore Students for school spirit activity	Bridgewater Sports Arena Bridgewater, NJ	\$16.00/student paid tickets	Student Paid
5/8/2012	Empower Somerset Youth Advisory Council	Camp Bernie Port Murray, NJ	\$0.00/student paid	Grant (Empower Somerset)
5/16/2012	Dance, Visual Arts & Photography Students (Teen Arts)	RVCC Branchburg, NJ	\$0.00/student paid	Bd. of Ed.
5/23/2012	FFA Leadership Development	Rutgers University New Brunswick, NJ	\$200.00 total/student paid busing	Student Paid
5/23/2012	Theater Arts Seniors (required NJDOE exit exam)	Rutgers University New Brunswick, NJ	\$200.00 total/student paid busing	Student Paid

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ADDENDUM #2

<u>Quantity</u>	<u>Item</u>	<u>Original Value</u>	<u>Total Estimated Value</u>
5	Front Desk Pendant Lights	\$175.00	\$875.00
20	Rail Lights (5Lights per Rail)	\$475.00	\$9,500.00
11	Belvedere Styling Stations 1 Sided	\$3,800.00	\$41,800.00
8	Belvedere Styling Stations 2 Sided	\$4,800.00	\$38,400.00
7	Belvedere Color Stations	\$480.00	\$3,360.00
6	Belvedere Shampoo Bowls	\$2,300.00	\$13,800.00
6	Belvedere Shampoos Chairs (Electric)	\$1,100.00	\$6,600.00
2	Reception Desk Chairs (Black)	\$150.00	\$300.00
8	Manicure Client Chairs (Black)	\$200.00	\$1,600.00
7	Manicure Staff Chairs (Black)	\$100.00	\$700.00
3	Stools	\$75.00	\$225.00
27	Belvedere Styling Chairs	\$1,300.00	\$35,100.00
5	Belvedere Color Station Chairs	\$485.00	\$2,425.00
1	Manicure 4-person drying station	\$2,000.00	\$2,000.00
8	Belvedere Custom Manicure Stations	\$500.00	\$4,000.00
4	J&A Pedicure Episode Chairs w/massage	\$2,800.00	\$11,200.00
9	Retail Shelves 6 Shelves high	\$400.00	\$3,600.00
1	Belvedere Reception Desk	\$4,800.00	\$4,800.00
1	Air Sentry System	\$4,800.00	\$4,800.00
9	Kayline Roll abouts carts	\$200.00	\$1,800.00
2	Waxing Beds	\$400.00	\$800.00
1	BBH Facial Machine 9000A	\$2,800.00	\$2,800.00
1	Skinmate Facial Machine SM-6688S	\$2,500.00	\$2,500.00
1	Massage Bed-Belvedere	\$1,300.00	\$1,300.00
10	Reception Waiting Chairs-modular	\$300.00	\$3,000.00
1	Facial room cabinet	\$500.00	\$500.00
1	White Cabiniet	\$200.00	\$200.00
1	Color Mixing Cabinet & Sink	\$1,800.00	\$1,800.00
1	Massage room Cabinet	\$980.00	\$980.00
4	Ariston Pro TT Water Heaters	\$575.00	\$2,300.00
1	Kenmore Washer/Dryer Combo	\$875.00	\$875.00
1	Frigidaire Washer/Dryer Combo	\$800.00	\$800.00
27	Barbicide Containers	\$15.00	\$405.00
50	Mannequin Heads	\$60.00	\$3,000.00
2	Towel Warmers	\$75.00	\$150.00
			\$208,295.00

attachment as submitted by donor

PROFESSIONAL DEVELOPMENT REQUESTS
April 2013

	DATE(S)	PARTICIPANTS	REG. FEE	EXPENSES	WORKSHOP DESCRIPTION	LOCATION
1	April 29, 2013	Elaine Howe	NA	\$17.20/mileage	Assessment and Treatment Strategies for Trauma and Substance Abuse	Washington, NJ
2	May 3, 2013	Elaine Howe	NA	\$2.85/mileage	Continuity of Operations Planning	Flemington, NJ
3	May 3, 2013	Irene Ives	NA	\$32.94/mileage	The Road to Naval and Marine Officer Commissioning	Eatontown, NJ
4	May 8, 2013	Irene Ives	NA	\$23.65/mileage	Exploring Educational Excellence Counselor Event	Iselin, NJ
4	May 22, 2013	Michelle Fresco	\$50.00	\$22.17/mileage	NJASBO Seminar	Rockaway, NJ
5	May 29 & 30, 2013 (previously approved)	Chrys Harttraft		(Add: hotel accommodations \$127/1 night)	NJAFPA Spring Training Workshop	Atlantic City, NJ
6	May 2, 2013	Chrys Harttraft William Hyncik William Dudeck Theodore Smith	\$100/pp		Somerset County Business Partnership Annual Meeting	Bridgewater, NJ 08807
7						
8						
9						

10						
11						
12						
13						
14						

TEMPLATE FOR **SCHOOL PROFESSIONAL DEVELOPMENT PLAN** **2010 -2012**

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/return key.

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained and replicated?
 2. How did those opportunities address the needs of staff and enhance student learning?
 3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
 4. How has previous professional learning been aligned to the district and school priorities and key initiatives and programs?
 5. What challenges has the district or school faced in the past in providing professional development?
 6. How will these challenges be addressed in this School Professional Development Plan?
-
1. Positive aspects of previous professional opportunities in the district that should be retained are the following:
 - The school has expanded its use of the Moodle on-line learning system by adding training on topics such as DYFYS and Harassment, Intimidation, and Bullying. This system allows teachers to review the training at their own convenience and is always available for them to reference. With all the state mandated training on-line, the school will have more time to conduct additional trainings during our in-service days.
 - One on one training sessions have been made available to teachers on the topics of how to create a teacher web page and on the use of the MMS parent portal. This has allowed the school to move these two initiatives forward. Individualized training sessions has allowed teachers to work at a pace that they are comfortable with and ask questions that might only apply to them.
 - The school continues to make resources available to teachers and administrators who want to attend workshops and seminars outside of school. The school makes it a point to try and budget adequate funds for this purpose. Teachers and administrators have attended workshops this past year on topics that included implementing the Danielson Framework for the school, the NJ Science Convention, Motivating the Unmotivated, OSHA, and Planning and Implementing a Successful I&RS Program.

- Tuition reimbursement is available to staff members who wish to pursue advanced college degrees. The school currently has staff members who are pursuing master and doctorate degrees.
 - The school was able to bring in an outside presenter this year that was able to speak to us about the effective use of Professional Learning Communities. An informal survey of the staff found that this presentation was well received. The school would like to continue to bring in outside presenters when possible.
 - The school has made use of faculty meetings and voluntary before and after-school meetings to discuss professional development needs. The focus of these conversations has centered on school security.
 - The Professional Development Committee has become a key component of the schools DEAC. The Professional Development Committee is currently working on ways to train everyone on the teacher evaluation system that the DEAC is working on.
2. Previous PD opportunities addressed the needs of the staff and enhanced student learning by:
- The use of the Moodle on-line learning system is in its second year of operation at the school. This year, the school was able to finish putting all of the state mandated training on-line for the teachers. This will now allow us to focus more of our faculty meetings and in-service days on other training needs such as maintaining professional learning communities and creating formative assessments which will help us enhance student learning.
 - The one on one training sessions for creating a teacher webpage and the use of the MMS parent portal allows for better communication between the school and both the students and the parents. Students and parents can visit a teacher's web page to get notes, check when a homework or project is due or to review rubrics and the course syllabus. The parent portal allows students and parents to see if any homework assignments have been missed and to review the current grade for the class. All of this is helpful in improving communication and making sure that students are doing their work.
 - Teachers and administrators are able to attend outside workshops that are based on their individual needs. These needs could be areas that have been identified as weaknesses either by the teacher or by a supervisor. Teachers are able to go to these workshops to address their weaknesses so they can improve as teachers and become more effective in the classroom.
 - Teachers and administrators are also able to attend outside workshops or college courses in order to expand their knowledge and to bring in new ideas to the school. This allows teachers to stay current with the latest research on how to improve student learning. This is especially important when it comes to bringing technology into the classroom
3. The school's ability to document how professional development is improving teacher practices and student learning continues to be a work in progress. The school does have systems in place which allows us to track student grades and if teachers feel that any

professional development workshops they attend are effective but our overall collection of student data is still being improved on. Some of the ways that the school is able to document how teacher practices and student learning has improved is by:

- Formal and informal observations that are conducted by the supervisors. The supervisors are able to see if teachers have used the knowledge that they received at a workshop to improve in areas that have been identified as weaknesses.
 - Supervisors are able to review lesson plans to determine if teaching strategies that were taught at workshops are being utilized in the classroom.
 - Formal and informal teacher feedback has been acquired and discussed at the professional development committee meetings. This feedback allows the committee to see what the teachers feel was effective or ineffective about a training session and if anything they learned will help them improve student learning.
 - Grades are recorded in the MMS data system which allows us to track trends from year to year and determine if there has been an overall improvement in student learning.
4. Previous professional learning has been aligned to school priorities, initiatives, and programs by:
- The school has made it an initiative over the last two years to increase communication with the parents through the use of the MMS parent portal and the teacher webpages. The individual training sessions that many teachers have received in this area has moved this along greatly.
 - The creation of effective and relevant Professional Learning Communities within the school has also been a top priority over the last couple of years. This year we were able to bring in an outside speaker to help motivate the teachers and administrators with this task.
 - A priority for all members of the school this year has been the selection and training on a teacher evaluation framework that has been approved by the state. Starting in January, key members of the DEAC received training on the Danielson framework.
 - Somerset County Vocational and Technical School continues to support teachers who want to grow and develop individually. With this in mind, the school continues to make resources available to teachers on an individual level so they can attend workshops or attend college courses.
5. While the district continues to try and address issues of the past, many of the challenges remain. These challenges include:
- Time--- Creating time within the school day and year for teachers to get together in Professional Learning Communities to work on curriculum development, creating formative assessments, and discussing best teaching practices continues to be an issue.

This is further complicated when you try to schedule a whole department off for a given period so they can perform PLC work.

- Professional Development Days--- Establishing more days in the yearly school calendar that are dedicated to Professional Development is also an issue. There are currently only two days on the calendar that are set aside for Professional Development and one of those days is the first day of school. The other day is in the beginning of October so we have no Professional Development Days set aside after the first month and a half of school. This makes it hard to conduct sustained PD for the staff.
 - Communication--- While the school continues to try and improve the communication between the different stake holders there is a feeling that we can still do better in this area.
6. The challenges that are listed above are currently being addressed through the school's Professional Development Committee and DEAC. It is our hope that these issues will be addressed by the end of the school year. The school is currently working on developing a schedule that will allow for effective use of the Professional Learning Communities. This initiative has been taken up by the DEAC.

In order to help address the issue of developing effective PLCs the district will be hiring a Lead Staff Developer to bring PLCs to fruition. This will enhance the district's internal resources enabling it to speed up adoption, infusion and monitoring of the Core Standards, development of formative assessments aligned to the curriculum, promoting the review and understanding of better data, improving instructional practice based on student needs, and increasing the number of interdisciplinary units. This position will also enhance internal resources in the areas of induction and mentoring.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

B. Needs Assessment

Provide the definition for question (1) and then describe the answers to (2) and (3) in narrative form:

1. What is the school's definition of student achievement? Please consider the following questions to guide your discussion: Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are we trying to create? What will student success look like in our school? This definition should be developed with input from the entire faculty.
 2. Include both the school-based performance data as well as other information identified as evidence of professional learning needs of staff. These might include formal and informal surveys of teachers, focus groups with teacher teams, team documentation of goals and outcomes, or other identified needs from other key stakeholders, including staff, students, parents and community members.
 3. Provide a brief narrative of how the school committee is using school-based performance and other data to drive the professional development needs in the school. Be specific.
-
1. Because of the different stakeholders that are involved with Somerset County Vocational and Technical Schools, we measure student achievement through a wide range of means. Our definition of student achievement includes the following:
 - How well are the students performing on standardized state assessments, industry assessments and on internal assessments. The focus is just not on the grade of the student but whether or not there is a marked improvement from year to year. We are looking to see that we are making a difference with each and every individual student that walks through our doors.
 - While a lot harder to assess the school also measures achievement through social interaction. Students attend vocational school in order to learn employment skills as well as academic knowledge. Part of those skills include if a student will know how to interact with clients, peers, and bosses. We want to produce students who are not only academically successful but are also well rounded.
 - We also measure student achievement on how well the student is prepared to move on after graduation. Are they prepared for two year or four year colleges, trade school or an occupation? Have we given them the means to succeed?

2012-2013

In addition to the above, Somerset County Vocational and Technical Schools has expanded its definition of student achievement to include the following:

- **The district is focused on increasing the number of concurrent credits with Institutions of Higher Education (IHEs) to increase the rigor of courses offered and enable students to graduate not only with intended college and career readiness but with college credit(s) as evidence.**
2. In order to connect our professional development goals with our school needs, Somerset County Vocational and Technical Schools has started to track our student's performance

in their individual subjects. One subject that we are focusing on is Algebra I. There are several reasons for this:

- We wanted to make sure that we were preparing our students to take the HSPA and End of Course Algebra test.
- We wanted to be able to offer our students more academically challenging math classes as seniors so that they would be better prepared for life outside of SCVTHS. In order to do this we needed to make sure that they had a strong foundation.
- Many of the CTE courses require a strong background in math.

As mention before in the reflection, based on a review of last year's Professional Development Plan and comments made on the County Professional Development Board Feedback Sheet it has been decided that the Professional Development Committee should broaden its goals from improving the Algebra Scores within the school to instead improving the academic rigor of all courses through the use of Professional Learning Communities.

There were several methods that the Professional Development Committee used in order to determine the learning needs of the staff. These methods include:

- A survey of the faculty which determined that they felt that the academic standards that were set forth in our school were not measuring up to other schools in the district.
- Formal and informal interviews/surveys conducted with parents during Open House and throughout the course of the year revealed that many parents viewed Somerset County Vocational and Technical Schools as having a lower academic standard then other districts in the county. This appears to be a prevalent reputation of the school and the PD Committee wants to work hard to change this.
- Standardized state test scores were reviewed that showed that there was room for improvement. HSPA scores and End of Course Algebra scores are listed on the next page.
- Data from our own system (MMS) was collected for the past couple of years that showed that many of our students are not performing as well as we would like. Some of this data for Algebra I, Language Arts and Social Studies has been collected and included on the following pages for review.
- Members of the school's Advisory Boards have also expressed a desire to have the students within our school perform at a higher academic level.
- A review of the Curriculum shows that the school is currently not offering AP or Honors levels classes to the students. The PD Committee would like to see the school offer these classes in the future.

We used several different means to track our student's performance in their math class:

- We surveyed the staff to get their impressions on how students were doing in math.
- We surveyed the parents and students to determine how they felt about the math program in the school.
- We tracked the math results for our students taking Algebra I and the math section on the HSPA.

- The PD Committee working in conjunction with mathematics supervisor and instructors is planning to more systematically track and analyze student data on the End Of Course Algebra I test as well as other standardized tests.

Survey results from the staff indicated that they felt that our students were not achieving all that they could. Teachers felt that the school expectations for the students needed to be raised in math. Teachers felt a more academically challenging math program needs to be developed in the school.

Survey results of the parents indicated that there was a lack of communication between the school and parents on how their children were doing. Parents felt that more needed to be done by the school in order to keep parents in touch.

Below is the chart that tracks our student's performance in Algebra 1 over the last few years. These grades represent student's final averages. Students who withdrew from the class were not counted towards these numbers.

Algebra I Results

Year	Number of Students	% of students with a A-or better	% of students with a B-or better	% of students with a C-or better	% of students with a D	% of students with a F
2011-2012	42	9.5	26.2	40.5	16.7	7.1
2010-2011	51	23.53	27.45	31.38	7.84	9.80
2009-2010	51	17.65	37.25	25.49	7.84	11.76
2008-2009	46	19.56	30.43	36.96	6.52	6.52
2007-2008	45	8.89	35.56	24.44	17.78	13.33

Algebra I Marking Period Grades for 2009-2010 School Year

Marking Period	Number of Students	% of students with a A-or better	% of students with a B-or better	% of students with a C-or better	% of students with a D	% of students with a F
1 st MP	53	22.64	54.72	18.86	1.89	1.89
2 nd MP	50	16	30	22	14	18
3 rd MP	51	21.57	17.65	25.49	15.69	19.61

Algebra I Marking Period Grades for 2011-2012 School Year

Marking Period	Number of Students	% of students with a A-or better	% of students with a B-or better	% of students with a C-or better	% of students with a D	% of students with a F
1	44	22.73	40.91	25	9.09	2.27
2	45	17.78	33.33	20	13.33	15.56

Algebra I Marking Period Grades for 2012-2013 School Year

Marking Period	Number of Students	% of students with a A- or better	% of students with a B- or better	% of students with a C- or better	% of students with a D	% of students with a F
1	47	29.79	40.43	17.02	4.25	8.51
2	47	12.77	29.79	31.91	6.38	19.15

HSPA Results (Mathematics) for First Time 11th Graders

Year	Students	% Partially Proficient	% Proficient	% Advanced Proficient
2012	74	15.1	49.3	35.6
2011	72	22.22	41.67	36.11
2010	76	22.4	52.6	25
2009 *	59	18.6	45.8	35.6
2008	35	23.5	67.6	8.8
2007	51	41.2	56.9	2

*Results based on internal analysis. State scoring unavailable due to coding error.

End of Course Algebra I Results

Year	Students	% Below Basic	% Basic	% Proficient	% Advanced
2010	77	45.46	11.69	25.97	16.88

Pre-Calculus Enrollment

Year	Students
2012	16
2011	13
2010	17
2009	10

Language Arts Results

English 9	# of students	A-	B-	C-	D	F
2008-2009	35	28.57	40	20	8.57	2.86
2009-2010	58	29.3	39.7	29.3	1.7	
2010-2011	51	25.49	27.45	39.22	5.88	1.96
2011-2012	37	13.5	24.3	35.1	16.2	10.8
English 10	# of students	A-	B-	C-	D	F
2008-2009	57	14.05	43.86	35.09	7	
2009-2010	51	31.37	39.21	21.57	1.97	5.88
2010-2011	69	33.33	26.09	28.99	7.24	4.35

2011-2012	61	22.9	23	41	11.5	1.6
English 11	# of students	A-	B-	C-	D	F
2008-2009	55	30.9	58.19	7.28	3.63	
2009-2010	69	36.23	31.88	28.99	2.9	
2010-2011	56	28.57	26.79	28.57	12.5	3.57
2011-2012	52	32.7	28.8	30.8	1.9	5.8
English 12	# of students	A-	B-	C-	D	F
2008-2009	56	30.36	28.57	19.64	21.43	
2009-2010	50	26	38	34	2	
2010-2011	63	25.4	23.81	38.1	12.69	
2011-2012	37	13.5	24.3	54.1	8.1	

Social Studies Results

World History	# of students	A-	B-	C-	D	F
2008-2009	29	20.69	24.14	51.72	3.45	
2009-2010	53	9.43	28.3	37.74	24.53	
2010-2011	62	17.74	51.61	22.58	6.45	1.62
2011-2012	48		37.5	45.8	10.4	6.3
US History I	# of students	A-	B-	C-	D	F
2008-2009	53	43.4	43.4	11.32	1.88	
2009-2010	48	16.67	45.83	25	6.25	6.25
2010-2011	65	10.77	26.15	35.38	18.46	9.24
2011-2012	51	7.8	27.5	47.1	9.8	7.8
US History II	# of students	A-	B-	C-	D	F
2008-2009	55	12.72	54.55	25.46	7.27	
2009-2010	68	35.29	22.05	35.29	7.37	
2010-2011	55	32.73	30.92	29.09	5.45	1.81
2011-2012	51	33.3	25.5	33.3	5.9	2

The current Professional Development Plan was reviewed by the Committee and current data was added to the existing charts. A review of the data charts above show that we are still not progressing in the ways that we would like to see. Because of this the overall goal to increase the academic success of our students continues to be an important need. In addition to the data collection from above, informal surveys and voluntary focus group meetings were

conducted with the staff to gather their impressions. From these conversations the PD Committee was able to gather the following information:

- There is a general concern from the staff that they are not prepared to implement the new NJCCCS and Common Core Standards in the fall and that in order to help the students succeed they will need better training.
- There is a lack of accurate data that we have at our disposal and that we need to continue to make a push for the better use of formative assessments in order to enhance student learning.
- Teachers would like to have more time to meet to discuss curriculum and work on improving the formative assessments for their classes. They would also like to have more time to discuss teaching strategies with their colleagues.
- Teachers have expressed a desire to also be trained on the new teacher evaluation system that is going to take place.

2012-2013

Current data from the 2011-2012 school year was added to the existing charts. Review of the data shows that the students are still not achieving the way that the school would like. In many areas the student scores have dropped from previous years. Through meetings of the school's DEAC it was determined that many of the needs expressed above continue to be the top priority for all stakeholders of the school.

Additional data that has been gathered includes that the district currently graduates 5% of its students with a two year Associates degree. Approximately another 5% of students attain some college credit to be used towards a two or four year degree program. The district would like to see more of its students graduating high school with college credit which means that we need to increase the rigor of our programs at the beginning stages of high school.

3. The school committee is using school based performance data and surveys to drive the professional development needs of the school by developing action plans that addresses the concerns of the teachers, parents and students. The PD Committee over the course of the last year has made a concentrated effort to do the following:

- Survey and interview the staff in order to determine their needs, wants and concerns.
- Survey the parents in order to determine the strengths and weaknesses of the school.
- Analyze test data that we have at our disposal through the use of state assessment results and our MMS system. Some of this data has been included above for review.
- We are looking into strengthening our board of advisors that we use with our CTE programs in order to gather more input from the community.
- Upon review, all of the above items continue to be used as means to drive the professional development needs of the school.
- In addition to the above items, the PD Committee would like to see the school make better use of benchmark and formative assessments to track the student's progress.

- The school is also working on coming up with better ways to track the students after they leave here. The objective being that we as a school want to make sure that the students needs have been met and that they are fully prepared to enter and succeed in college or the workforce depending on what they chose.

All of the above continues to be used by the Professional Development Committee to drive the professional development needs of the staff.

2012-2013

All of the above information continues to be important for this Professional Development Plan. In addition to the above the district has implemented the vision of strengthening its student data collection by hiring a new Data Analyst. With new and approved data systems together with the utilization of the Naviance Career Development Program, the district will be better positioned to address student's needs and assess its success with non-tested and CTE courses. The new information will better inform decision making district wide.

Also, the addition of the Career Education coordinator has increased the number of students placed in real employment positions. The success of the vocational school is measured in terms of student's success in the world of work. This data will also be useful in determining student needs and requisite instructional enhancements.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

C. Professional Development Goals for the School

1. List the school's established student learning goals and other learning needs. These should:
 - be based on school district goals;
 - be aligned to school improvement plans;
 - be based on an analysis of the Needs Assessment Data;
 - support enhanced student learning; and
 - be measurable and attainable.
 2. List your school's professional development goals. These should be specific, measurable, achievable, relevant, and time-bound.
 - a. Specific: Be specific about what is to be accomplished
 - b. Measurable: Identify how the goal will be measured
 - c. Attainable: Ensure the capacity exists to accomplish the goal
 - d. Results Based: Identify the benchmarks and outcomes for the goal
 - e. Time-bound: Set a specific timeframe for completing the goal
 3. Provide an explanation of how your professional development goals align with your school goals.
-
1. Based on the Algebra I Grades, End of Course Algebra I Tests and HSPA charts on Page 6 of this document the Professional Development Committee would like to see the following:
 - Within two years there will be an increase in the amount of students who are receiving A-'s or above in Algebra I to 30%.
 - Within two years, over 75% of students will receive a B- or above in Algebra I.
 - The number of 11th graders taking the HSPA for the first time will see a 5% increase in students testing as Advanced Proficient and a 5% increase in students testing as Proficient.
 - The number of students who are enrolling into Pre-calculus and College Prep courses will increase by 50% over the next three years.
 - Within two years the number of students who scored Below Basic on the EOC Algebra I test will be reduced by 50%.

In addition to above the learning goals for the students include the following:

- Students will see be able to work individually and collaboratively in order to achieve the objectives that have been set for them by their teachers. This should lead to a raise in the overall academic performance of the students which will be measured using standardized test scores, benchmark assessments, and our MMS data system. Within two years we would like to see 75% of our students achieving a B- or better in all academic subjects.
- Students will show progress from year to year within their courses. Again, individual progress of students can be measured using standardized test scores, benchmark assessments, and our MMS data system. The PD Committee would like to see a 5-10% increase in student grades, standardized test scores and benchmark assessments from year to year.

- Students will be improving their critical thinking skills and setting a higher standard of learning for themselves. This will be measured by determining the number of our students who are taking Honors and AP classes that the school would like to offer. The school would also like to track to see if there is an increase in the number of students who are taking the SATs and entering 4 year colleges.

The overall student learning goals continue to be the same as above. The school would like to increase the academic rigor of all of its courses and would like to see student achievement increase throughout the subjects.

2012-2013

The school's established student learning goals from previous years continues to remain in effect. It is important for the school to raise the academic level of all of its courses in order to meet the demands of colleges and the career industries. The DEAC will be reviewing individual subject learning goals as part of the teacher evaluation system.

2. a. The school's professional development goals which we feel will help us meet the student learning goals above are as follows:
 - Work on improving the school's Professional Learning Communities by establishing common planning time for the math teachers.
 - Improve academic expectations and standards through the improvement of the school's curriculum maps including those in math. Along with this, better use of the formative assessments and benchmarks that should be embedded in all math subjects.
 - Improve communication between the parents and the math teachers through the use of MMS grade book, parent portal and teacher web pages.
 - Creation on more collaborative lesson plans either through the use of technology and/or common planning times. Also assisting teachers how to plan and collaborate virtually rather than relying on face to face time.
 - Allowing more time for professional development through the use of creative scheduling.
- b. The goals will be measured by determining if the students have achieved the desired outcomes as stated above in Part 1 of this section.

The support for these goals includes the following:

- The schedule that we are able to establish for the teachers will determine if we were able to create more shared planning time in the school.
- Teacher input into the curriculum maps and revisions will allow us to see that improvements are being made. Also, better results on the formative assessments and benchmarks will allow us to see if the students are meeting the standards that we are setting for them.
- The PD committee wants to have all teachers trained on the MMS grade book by the end of this year and on the parent portal and making use of the school's website by the beginning of next year. Sign in sheets will allow us to track the training and monitoring of the systems by supervisors will allow us to see if

teachers are making use of the systems. All teachers were trained on the use of MMS last year and based on the needs assessment follow up training will be conducted in September of 2011. The committee would like to see ALL teachers making use of the MMS parent portal and the teacher pages after the follow up training in September.

- Teacher interviews will allow us to determine if they are making use of the training resources.
- Offering more PD through the course of the school year will be measured by how many faculty meeting are devoted to professional development and how many after school meetings we are able to hold. Sign in sheets will help us determine teacher participation.
- Our PD follow up form will allow us to track teacher involvement in outside seminars and workshops.
- Make greater use of technology resources by adding more resources to the “On the Fly” training and district folder.
- Offer more time during the course of the school year for professional development.
- Continue to offer teachers the opportunities to pursue professional development opportunities outside the school.
- MMS Parent Portal and the Teacher pages on the school website will be monitored by supervisors to see that teachers are making use of available technology in order to communicate with the students and parents.
- Teacher collaboration and interdisciplinary planning on lesson plans will allow the PD Committee to see if teachers are working together in raising the academic standards of the school.

c. The PD committee feels that all goals set above are realistic and based on resources that we have available to us.

d. The outcomes of the goals are as follows:

- With increased shared planning time teachers will be able to work closely on improving the curriculum for their courses including benchmarks and formative assessments. Teachers will also be able to share teaching strategies and hopefully develop better ones. The academic expectations of the students will be raised through this process. Success will be determined by increased student achievement and better lesson plans being developed.
- Increased teacher use of MMS grade book, the parent portal and the school website will allow for increased communication with the parents. Parents will be able to keep a close eye on the progress that students are making in their class. Greater cooperation between the teachers and parents will allow them to push the students further. In addition, if teachers have to spend less time trying to contact parents than they can concentrate more on improving the teaching and learning process. Success can be measure by monitoring the systems to make sure teachers are using them and by an increase in student grades.
- By offering more PD opportunities through the use of “On the Fly”, district folder, faculty meetings and afterschool meetings, the PD committee hopes to establish a collaborative atmosphere in the school where ideas are exchanged freely and new and innovative means of teaching are tried. Hopefully those teachers who are hard to motivate will want to keep up with those teachers who

are eager to try new things. Through the use of sign-in sheets, lesson plans and teacher evaluation we will be able to determine if new ideas are being tried in the classroom.

- With increased planning time and more access to technology teacher's lesson plans should reflect cross disciplinary planning and integration.

e. Time lines for these goals are:

- Shared planning time should be established when the final schedules are formalized over the summer.
- Improvement in curriculum maps, formative assessment and benchmarks will be ongoing though out next year.
- All teachers should be trained on MMS grade book by the end of this year and on parent portal and teacher web pages by the 1st marking period of next year. More in depth training will be conducted at the start of the next school year to help teachers who are wary of using this technology.
- Increasing the information offered "On the Fly" and on the district pages will be a continuing process throughout the future.
- Establishing more time at faculty meeting for PD and at after school meetings will be a continuing process throughout the school year.
- Allowing teachers to attend outside PD events will also be ongoing throughout the school year.

In addition to above the school's Professional Development Goals are:

- Working on establishing common planning times for teachers in order to strengthen teacher collaboration and cross disciplinary planning and integration.
 - The goal of the common planning times is to have teachers working together to improve their teaching strategies and to strengthen the overall curriculum of the school by interconnecting the curriculum.
 - This can be measured by reviewing lesson plans to see if teachers have created plans that are interdisciplinary and set a higher academic standard for the students than had previously been set. Walkthroughs of the classrooms can also be used to determine if this is happening.
 - The schedule is currently being worked on and the opportunity for interdisciplinary planning times is being kept in mind.
 - The results of the common planning time it to have students going beyond the basics in the classroom and achieving more. We should see a rise in the academic achievement of the students that can be measured in benchmark assessments and standardized test scores. We should also be able to measure if students are setting higher standards for themselves by taking the SAT's and enrolling in higher level classes that the school wants to offer.
 - Teachers taking advantage of the common planning times can be measured by the first marking period. The effect that this has on the students will be measured at the end of this year by comparing the above mentioned data from previous years.
- Training staff on how to use technology that will allow for greater collaboration on lesson planning and curriculum.

- The goals for the use of technology is the same as above which is to have teachers working together to improve their teaching strategies and to strengthen the overall curriculum of the school by interconnecting the curriculum.
- This can also be measured by reviewing lesson plans to see if teachers have created plans that are interdisciplinary and set a higher academic standard for the students than had previously been set.
- Teacher training for this will take place at the start of the school year when the teachers report for their in-service day.
- The overall results are again to have students going beyond the basics in the classroom and achieving more. We should see a rise in the academic achievement of the students that can be measured in benchmark assessments and standardized test scores.
- Teacher use of technology to collaborate will be measured throughout the year by reviewing lesson plans. The effect this has on the students will be reviewed at the end of this year by comparing the above mentioned data from previous years.
- The Professional Development Committee would like to increase the number of in-service days that the teachers have and make the faculty meetings more focused on enhancing student learning instead of on “housekeeping items”.
 - The PD Committee wants to establish more time for teacher training through the course of the regular work day. A review of topics for these meetings is currently under discussion. Some of the topics being discussed include Blooms Taxonomy, Problem Based and Project Based Lesson Planning.
 - This goal can be measured by determining if the teacher training is taking place and being put into practice.
 - The goal is to have teachers and students working together as a true Professional Learning Community. It is hoped that by having teachers trained in the use of Problem Based and Project Based Lesson plans that it will result in the students becoming more engaged in the learning process. Students who are better engaged in the learning process should achieve more in class and on standardized test scores. They should also be inspired to set higher goals from themselves going forward.
 - This goal can be measured at the end of the next school year to see if the training took place and that innovative lesson planning has occurred.
- Training teachers on how to develop formative and benchmark assessments that the school can use to track student learning and progress.
 - The Professional Development Committee, working with the office of Curriculum and Instruction, would like to have the teachers develop effective formative assessments that can be used to monitor their teaching and effective benchmark assessments that can be used to monitor the overall progress of students in the school.
 - This goal can be measured by seeing that the formative and benchmark assessments have been developed and are being put into use. If successful, the committee should be able to collect data using these assessments.

- The outcome of this goal is that the Committee will have a better means to track student learning. If we are better able to track student learning then we can recognize areas of strengths and weaknesses in our teaching methods and curriculum. With this being done we can work on ways to improve our areas of weakness and turn them into strengths.
- Training teachers on creating formative assessments and benchmark assessments will be worked into the in-service days in September and October. The committee will be able to determine if teachers are using these assessments by conducting interviews and surveying the teachers. The success will also be determined by seeing the data that is accumulated at the end of the school year.
- Teachers and students are both going to undergo training on the topic of Plagiarism during the start of the next school year.
 - The school would like to have teachers better trained on how to recognize plagiarism and would also like to have the teachers train the students on the topic. The goal is to have students writing better original work in their classes.
 - The success of this will be measured by interviewing the teachers to see if they have encountered fewer problems with plagiarism then they have in the past.
 - The outcome of this goal is to have students writing better original work and relying less on trying to reword work that they have found on the internet. If successful students overall ability to write should improve and this can be measured on benchmark assessments and standardized tests.
 - The training for this will occur at the start of the school year so that results can be seen right away.
- As mentioned in the reflection, the PD Committee would like members of the staff that received Max Training to conduct turnkey training for the rest of the staff.
 - The goal is to provide teachers with more strategies that they can use to increase the reading and comprehension levels of the students. Reading and comprehension is an integral part of all subjects and by increasing the student's literacy levels their overall academic performance should improve.
 - This goal will be measured in several ways for teachers and students. The PD Committee will be able to measure the goal by reviewing teacher lesson plans, analyzing data collected on benchmark assessments, conducting classroom walkthroughs and soliciting feedback from the teachers. Students overall progress in their classes and on standardized tests will also be reviewed.
 - The outcome of this goal is to have students who will be able to perform at a higher academic level because their reading and comprehension skills have increased. This should lead to an increase in the overall academic performance of the students. Students who are better readers will be able to take classes that are more academically challenging.
 - The PD Committee would like to have the training for the staff take place in October during the in-service day. Substitutes will be used so that

teachers can go and visit other classrooms throughout the year to see effective teaching strategies modeled.

- Many of our teachers have undergone STEM training and the PD Committee would like to see this successfully implemented into the teacher's lesson plans.
 - The goal is to have teachers providing students with a more rigorous curriculum that will allow them to succeed beyond high school.
 - This goal can be measured by viewing the teacher lesson plans to see if STEM is being infused into their lesson plans. A review of student's science and math scores will allow us to see if there has been a positive impact on student learning.
 - The outcome of this goal is to have students performing at a higher academic level and be able to use mathematical concepts in all subject areas.
 - The training on STEM has already taken place so the infusion of STEM concepts into the classroom should be able to take place at the start of the school year.

Many of the professional development goals of the previous plans continue to be important to the Professional Development Committee. In order to be more effective the Professional Development Committee is going to try and focus the school's professional development goals into a couple of key areas:

- The creation of effective Professional Learning Communities.
 - The goal is to have teachers working together collaboratively in order to improve the teaching and learning process. The PLCs would be tasked with the review of curriculum, creation of formative assessments and the exchange of effective teaching strategies and ideas.
 - The goal can be measured by monitoring how much time the PLCs are meeting and working together and the results that they are producing.
 - The creation of PLCs continues to be a hard goal to accomplish but we believe that by getting the right stakeholders involved that this is something that can be done.
 - The results that the committee would expect to see would be revisions made to the curriculum, the creation of effective formative assessments that could be used by the teachers to improve student learning and collaboration in lesson planning.
 - The creation of the PLCs would be at the start of the school year but their actual tasks would be on going.
- Training teachers on the new Curriculum Content Standards.
 - The goal is to have teachers prepared to teach their classes according to the new approved standards.
 - The goal can be measured by making sure that the teacher's lesson plans match the curriculum maps that contain the new standards. Also, formal teacher evaluations and informal walkthroughs can be used to measure effectiveness.
 - Some teachers and supervisors have already started to be trained on the new standards so this goal should be attainable.

- The outcome of this goal is to have the teachers instructing the students in such a manner that meets state standards.
- Some of this has already started and would be continued to be worked on throughout the next school year.
- Training teachers, supervisors and administrators on the new teacher evaluation system.
 - The goal is to make all members of the school aware of the changes that are going to occur and train them accordingly. This includes making sure that we have the right data collection processes in place to determine how this is affecting student learning. This goal ties into the goal above of having PLCs in place that will help create formative assessments.
 - This can be measured in a couple of different ways. First we can review the training that has taken place. Second, we can do some of the evaluations and review how they worked. Lastly, if we have the formative assessments and data collection processes in place then we can see how this is affecting student learning.
 - There is a high degree of interest among the staff in this area so there should be no difficulty in conducting the training.
 - The results will be to have data showing how the new teacher evaluation system is leading to an improvement in student learning.
 - The training will start at the beginning of the next school year and continue throughout.

2012-2013

The three smart goals that the school developed as part of last year's plan continues to be the focus in this plan. Through the DEAC, the school is continuing to work on ways to develop effective and relevant Professional Learning Communities, train teachers on the new curriculum, and train all stakeholders in the new teacher evaluation system. These goals will all take priority during the next school year. In addition to these three goals, the school is adding a fourth as a top priority for next school year.

- **Training teacher and supervisors on how to measure student growth and mastery through the use of subject based student learning objectives, and formative and benchmark assessments.**
 - **The Professional Development Committee, working as part of the DEAC will help train teachers on how to develop assessments and learning objectives that will be used as part of the new teacher evaluation system to measure growth.**
 - **This goal will be measured by being able to record and collect the assessments that will be used for the teacher evaluation process. The DEAC will review these assessments for reliability and validity.**
 - **State deadlines have forced this to be a top priority for the school so there is motivation to get this complete.**
 - **The outcome of this goal will be the creation of assessments that teachers will be able to use as part of the teacher evaluation system which will allow them to measure student growth.**

- **Training needs to begin immediately so that the teachers can have at least the basic foundations in place for September. The training will need to continue throughout the year as the assessments are refined.**
3. The Professional Development committee believes that if it can succeed in its professional development goals then the by product would be greater student achievement in all subjects including Algebra I and on the HSPA. The committee's goals seek to create a school in which:
- Teachers and parents will become more involved in the teaching and learning process thereby increasing student scores.
 - Teachers will become more aware of different teachers strategies through communication with fellow staff members and by attending PD opportunities. This will allow for better teaching strategies to be used in the classroom.

The overall goal of the school is to raise the academic performance of the students throughout all curriculum areas and on the New Jersey's standardized test scores. By engaging students in more challenging and interesting lessons it is believed that this objective can be achieved. This includes having lesson that are much more school wide and interdisciplinary in nature.

The creation of PLCs that would be tasked with the review of curriculum, creation of formative assessments and the exchange of effective teaching strategies and ideas all tie directly into enhancing student learning and raising the academic level of all courses. We believe that if teachers are working closely together in PLCs on curriculum development and discussing teaching strategies then it would positively affect the students. The data that we would get from the formative assessments would allow us to identify areas of weakness and make the necessary changes.

Training teachers on the new standards will allow them to be comfortable teaching the material to the students. The better prepared the teachers are the more positive the results will be in raising the academic rigor of the courses.

The new teacher evaluation system is being put into place with the idea that it will positively affect student learning. The committee believes that the more training that can be done in this area the better prepared we will be.

2012-2013

The professional development goals and schools goals remain the same as those from last year. The school goal is still to raise the academic level of the students in all subject levels. The school in the 2012-2013 school year tried to achieve this through the creation of PLCs, training teachers on the new standards, and training on the teacher evaluation system. None of these goals was completed in the one school year and will need to be carried forward for the 2013-2014 school year.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

D. School Professional Development Opportunities

1. Describe the professional development structures and designs in the school. For instance, will professional development be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will schools partner grade levels or departments? How will teams look at student work or create common assessments together? How will teams be supported in observing the practices of other team members? How will learning opportunities for teachers address the needs of all student populations (ELL, Bilingual, Special Needs, G and T, etc.)? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
 2. What are some of the key NJ Core Curriculum Content Standard areas on which the school will focus their professional development?
 3. Indicate the connection between student learning goals and the professional development within the school.
 4. How will the school communicate the professional development plan to all staff members?
-
1. There have been several different professional development structures and designs put in place at Somerset County Vocational and Technical Schools. They include but are not limited to:
 - District in-service programs which include our two in-service professional development days, faculty meetings and monthly after school professional development workshops in math.
 - Professional Learning Communities which meets twice a month to discuss important teaching issues including brainstorming effective teaching strategies for math classes. This is something that was not successful this school year due to scheduling difficulties but will be reinstated next school year.
 - Encouragement of attending out of district math programs which includes seminars, workshops, webinars and graduate courses.
 - Development of the school's use of its technology resources which includes it's "On the Fly" training program, district folder, and email system (Office Outlook) for the communication of math teaching strategies.
 - Professional Visitations for staff to visit other districts in order to study successful math instructional programs and practices. This includes working on curriculum articulation agreements with Raritan Valley Community College in which staff visit and interact with their counterparts at RVCC and visitations to other county schools and vocational/technical schools.
 - Use of county resources such as the NING math group in order to stay current with educational issues.
 - The school is trying to put into place common planning times for subject level departments including math where the following items can be discussed: curriculum revisions, establishing benchmarks and formative assessments, and use of teaching strategies.
 - Somerset County Vocational and Technical Schools is working hard on addressing issues from the previous school years. Because of this the PD Committee is doing the following:

- The Committee this past year has gotten creative in scheduling student assemblies so teachers can get together and work collaboratively on enhancing student learning. The committee would like to have teachers working on sharing effective teaching strategies, developing lesson plans, curriculum maps and effective benchmark assessments.
- The PD Committee has used round robins during the schools in-service days for training. The round robins allow for better small group discussions and again for more teacher collaboration. Also the use of round robins allows the committee to offer a variety of topics so teachers can have a choice in the discussions and training that they take part in. Teachers who are proficient in an area do not have to attend the training. This is especially useful in training teachers how to use technology. Teachers who are more advanced in the usage of technology are able to skip the training sessions that are meant for the teachers who are at a more basic level.
- The Committee is going to use more turnkey training to avoid the problem of bringing in expensive outside presenters. This allows teachers to use their own expertise in training one another.
- The PD Committee has solicited the help of the school's supervisors in providing substitutes for teachers so they can have time to observe each other's classes and discuss effective teaching strategies. The PD Committee has found this to be an effective motivational tool since teachers are seeing effective teaching strategies put into practice and not just hearing about them.
- The school is in the process of purchasing Moodlerooms which is an on line learning system. This will allow the teachers access to Professional Development Topics that they can view at their leisure. Anyone in the school will be able to develop topics for training using this system so it is not limited to just a couple of people.
- The school is looking into computer software that will allow for greater teacher input into the curriculum maps as well as allowing teachers to share lesson plans with each other. A few of our teachers have been trained on the use of Google docs so they can view and collaborate more on how to help the students.

All of the above structures continue to be in place for the school and will continue to be used in the future. To highlight some of the important structures of the past that will be used for this year's plan, Somerset County Vocational and Technical School is going to do the following:

- Create Professional Learning Communities based on departments so the teachers can work collaboratively on curriculum revisions, the creation of formative assessments and exchanging of ideas pertaining to the teaching and learning process. The PLCs will need to meet continually in order to make sure that the formative assessments that they are creating are accurate.
- The Moodle on-line learning system was put into place this year and the amount of training that will appear on the system will be increased each following year. For this first year, most of the training was centered on state mandated topics but going forward the committee will be able to add any topic that the stakeholders of the school consider important.

- Sending teachers and supervisors out to attend training sessions on the new evaluation system and implementing the new curriculum standards is going to be very important this year. The teachers who attend these training sessions are going to need to come back to the school and turnkey the training to everyone else.

2012-2013

All of the professional development structures that were in place from the previous year still remain in effect for this plan. The one new structure that the school has added is the DEAC. The DEAC will be in charge of making decisions for the school that the Professional Development Committee will have to see through. This includes training for the teacher evaluation system, developing PLCs, creating formative assessments, and utilizing student data to improve teaching practices. Next year the school will be adding the School Improvement Panel which will also help with professional development.

2. The Professional Development Committee in conjunction with the curriculum office and school administration has developed a three year plan for the revision of the school's curriculum maps. The key NJ Core Curriculum Content Standards that the Professional Development Committee will focus on for the 2010-2011 school year is: Algebra I and II, and Geometry. The committee is also working on infusing cross content math skills in the other academic subjects including Language Arts and the CTE programs. The school is in the second year of its three year plan to revise the curriculum maps. This year the focus will be on subjects such as: Health, Biology, Chemistry, Spanish, Automotive Technology, Building Trades, Diesel Mechanics, and Electrical Construction. The committee is working on training teachers on how to develop better benchmark assessments for all subject areas which should lead to an improvement in all areas.

The Professional Development Committee along with the curriculum department needs to make sure that teachers are aware of the new NJCCCS and Common Core Standards that will be in effect by next September. The Committee, through the use of PLCs, will be making sure that all of the teachers are comfortable with the new curriculum maps and standards. A focus will be on the Common Core standards of Math and LAL so that we know that we are preparing students for the state assessments.

2012-2013

Professional development for the 2013-2014 school year will not focus on any specific NJ Core Curriculum Content Standard. Instead the school will focus on professional development in the areas of Professional Learning Communities, curriculum revisions, and assessment writing. This will impact all subjects in the school and will allow us to generate a wealth of data that can be used to determine future professional development needs.

The district is participating in a consortium of vocational schools partnering with the Department of Education to address the over burdensome graduation requirements for CTE students. This group is identifying courses that can translate into graduation requirements without redundancy and may affect how we focus in on the NJ Core Curriculum Content Standards in the future.

3. There is a direct connection between the student learning goals and the professional development within in the school. Professional development is established with the idea of improving the teaching and learning process which means meeting the student learning goals. The PD committee has made an effort to establish a system that allows for any professional development opportunities that is offered to the staff to be seen as relevant to meeting the goals of the school. This system includes:
 - Establishment of student learning goals through data analysis, faculty survey's and interviews, state mandates, parent and advisory board input, and Board of Education input.
 - Professional development meetings and communication with key staff members in which professional development goals are established and action plans are created to meet the above goals.
 - Communication with the staff via faculty meetings, memos and email in which they are informed of the student learning goals and the Professional Development Committee's plans on how to meet the goals.
 - Enactment of the action plan by the Professional Development Committee.
 - Analysis of feedback to see if the professional development was successful and the student learning goals were met. This can include data analysis, faculty surveys and interviews and parent and advisory board surveys.
4. The professional development plan will be communicated to the staff members through the use of faculty meetings, memos, emails, and the district folder. The PD committee sends out communications to the staff informing them of goals that the PD committee is working on and upcoming PD opportunities. Also, all PD committee minutes are posted on the district folder for the staff to read, review and comment on. When the professional development plan is finalized and approved, it will also be posted on the district folder for review. In addition to this, all staff members are invited to attend and participate in the Professional Development Committee meetings.

2012-2013

The school will continue to use many of the same methods that have been used in previous years. The one new method of communication for this plan will be the added responsibility for members of the DEAC to go out and talk to everyone about the professional development goals of the school.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

E. Professional Development Resources

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative teams and staff meetings? Do teachers use planning time for collaborative professional learning? What resource materials and consultant expertise are provided for professional learning?
 2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer or after school opportunities.
-
1. In order to meet the schools professional development goals the following methods of time allocation and supporting resources have been put in place:
 - Twice a month the school's Professional Learning Community meets to discuss issues concerning the school's professional learning goals. This will be strengthened in the upcoming school year.
 - The school has worked on establishing common prep times for subject area teachers so they can meet and collaborate on how to improve their teaching.
 - The Professional Development Committee is working on strengthening its mentoring plan so that experienced and new teachers can work together.
 - The school administration encourages teachers to visit each other's classrooms to observe good teaching strategies. Administrators have offered to help substitute for a class in order to make this happen.
 - The Professional Development Committee has tried to establish time for teachers to get together and work collaboratively during the schools two professional development days.
 - The PD committee has discussed dedicating more time at the school's faculty meetings for teacher meetings.
 - Important professional development research is made available to the faculty through the use of the faculty meetings, district folders, and email.

Both internal and external resources are made available to teachers in order to meet the professional development goals.

Internal Resources include:

- Two professional development days that have been scheduled for the teachers in which training can occur. As mentioned early, the PD Committee has used round robins at these meetings so teachers can meet and talk collaboratively in small groups. The use of round robins on the in-service days allows the committee to offer a variety of topics so teachers can have some choice in the training that they take part in.
- Professional Learning Community meetings that take place within the school day which again allows for teachers to work together to discuss effective teaching strategies.

- Substitute teachers are going to be provided for teachers so they will be able to visit each other classrooms to observe effective teaching practices in action.
- The PD Committee has conducted teacher training at faculty meetings. In order to allow for more sustained training at these meeting the committee has gotten creative in scheduling student assemblies.
- Teachers have been sent out to outside workshops for training and will turnkey the training to other teachers in the school during faculty meetings and in-service days.
- Computer software resources will be made available to teachers that will allow them to access professional development resources made available by the PD Committee. The computer resources will also allow for greater collaboration among the teachers for the purposes of lesson planning and curriculum mapping.
- Monthly after school Professional Development meetings have been made available to the teachers. Like the PLC meetings during the school day, these meetings allow teachers to be trained on effective teaching strategies and to work together in the development of lesson plans and curriculum maps.

External Resources include:

- Providing all teachers with the opportunity to attend outside seminars that they would find useful. Some examples are:
 - How to Prepare Students for the Algebra End-Of-Course Assessment While Improving Algebra Assessment
 - Successful Co-Teaching Strategies
 - What's NEW in Young Adult Literature and How To Use It In Your Program
- Providing administrators and teachers with the opportunities to attend workshops at the county office. Staff members have attended workshops on developing an effective mentoring plan, implementing the new NJCCCS, and digital media resources.
- Encouraging teachers to take graduate courses by helping with tuition reimbursement and sharing the information that they have learned by the use of the internal resources mentioned above.
- Outside presenters have been brought into the school to present topics to the teachers. This year teachers have heard presentations about how to effectively implement Problem Based Learning, Project Based Learning, and STEM into the school curriculum.

All of the above professional development resources remain available to the teachers. For the upcoming school year the committee would like to make better use of Professional Learning Communities as a means to improve the teaching and learning process. Also the committee would like to expand its use of the Moodle on-line learning system as a means to deliver professional development.

2012-2013

While many of the structures from the previous years are still in place, the focus going forward is going to be the establishment of procedures that will allow for the effective use of Professional Learning Communities which will be organized by department. A sub-committee of the school's DEAC is responsible for reviewing the schedule and trying to determine ways that more time can be freed up for teacher collaboration. As part of this effort the district will be hiring a Lead Staff Developer for the purposes of helping teachers work in PLCs. The hiring of a Lead Staff Developer will enhance the districts internal resources allowing for better collaboration for the purposes of adopting the NJCCCS, implementing formative assessments, reviewing and utilizing student data, and increasing interdisciplinary planning.

2. The resources and structures that are in place that demonstrates that the school community values and nurtures quality professional development for adult learners includes:
 - Two in-service professional development days that is built into the school calendar.
 - Monthly after school professional development presentations run by members of the school. Past presentations have been given by faculty members, administrators and the school nurse. The PD Committee is looking to expand and strengthen this in the upcoming school year.
 - Common preparation time for teachers to work together to discuss teaching strategies and lesson plans.
 - "On the Fly" training website and district folder where professional development material can be placed for the staff to reference.
 - Data about the school has been gathered by outside specialists in the 2009-2010 school year. Analysis of this information in the upcoming school year will allow for development of quality professional development.
 - Technology resources that allow for teachers to collaborate with each other and to research effective teaching strategies.
 - Select members of the school attended a two day retreat in April that was a follow up to the retreat that took place last April. The goal of this retreat was to create a model of distributive leadership within the school and to identify areas of weakness in the school.

The following resources and structures continue to remain in place except for the two day retreat that took place in April of last year.

2012-2013

Many of the resources and structures from the previous year's plans continue to be in place. The one change is the school's DEAC which was created this school year. This committee is focusing a lot of its energy on working towards professional development training for the teachers. Also, next year the school will have its School Improvement

Panel in place along with a Lead Staff Developer who will be dedicated to helping teachers work in PLCs.

School Level Professional Development Planning Template

SECTION BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

2

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

1. What knowledge, skills or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
 2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?
 3. What additional data is needed to support the program evaluation process?
 4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
 5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:
 - How might you consider holding focus groups to get teacher input on needed professional learning?
 - How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?
 - How will you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?
1. As a result of the School's Professional Development Plan the faculty will learn the following knowledge, skills and behaviors:
 - Educators will learn how to work together to create a Professional Learning Community within the school that will focus on improving the teaching and learning process and thereby student achievement. This includes raising academic expectations.
 - Educators will be able to work on improving the curriculum maps, benchmarks and formative assessments for the subjects that they teach.
 - Educators will be able to use the technology resources that we have at our disposal to improve communication among themselves and with students and parents.
 - Educators will spend more of their prep time engaged in strategies that will help improve their teaching.
 - Educators will work on creating interdisciplinary collaborative lessons that will help students see how everything is connected.
 - Educators will learn teaching strategies that have our students reading at a higher level.
 - Educators will learn how to teach students proper ways to write and what is considered plagiarism. Teachers will also be able to recognize plagiarism when they come across it in student writing.

Educators will continue to learn all of the above knowledge, skills and behaviors in this plan. The focus in this year's plan will be to have the teachers learn how to come together in Professional Learning Communities in order to improve their teaching. The Professional Development Plan is focused on having teachers come together in PLC's to update/revise their curriculum according to the new standards, create formative assessments, and exchange effective teaching strategies. Educators will also learn what is expected of them under the new state teacher evaluation system.

The evidence that the faculty has learned the new skills includes:

- Attendance at during school and after school meetings where teachers are gathering to discuss teaching strategies
- Improvements being made by the faculty to the curriculum maps, benchmarks, and formative assessments.
- Monitoring of the MMS systems and the school website will allow administrators to see if the faculty is making use of them.
- Administrative walkthroughs will determine if new teaching strategies are being employed including the increased use of technology in the classroom.
- Teacher lesson plans will reflect raised academic expectations.
- Teacher lesson plans will reflect interdisciplinary collaborative planning.
- All teachers will include more elements of reading and writing into their daily lesson plans.

The above evidence will continue to be used to determine if the new skills are being learned by the teachers. Probably the most important evidence that the new skills have been learned will be the implementation of the new curriculum into the classrooms and the collection of reliable data from the formative assessments.

2012-2013

All of the above continues to be relevant for this Professional Development Plan.

2. The student data that will be used to determine the impact on student learning will be:

- Scores that students receive in their classes, specifically Algebra I.
- Scores that the students receive on the End of the Course Algebra test.
- Scores that the students receive on the HSPA.
- The increase in the number of students who are registering for college prep courses and higher level math class (pre calc) as seniors.
- Since the Professional Development Plan has expanded the data used to determine the impact on student learning has increased:
 - Student grades within their courses will still be used to determine how students are progressing in class from year to year and from marking period to marking period. This will now be expanded to all courses instead of just Algebra.
 - Standardized tests given by the state will also still be used to measure students progress in Math and will also be expanded to Language Arts and Science. The scores that students received on the NJASK will be measured against their scores on the Biology Competency Test and HSPA.
 - Student progress will be measured through the use of formative and benchmark assessments that are being developed. These assessments will give the school another set of data points.
 - Students have taken the Scholastic test for reading in several of their CTE classes in order to measure their reading ability. This is going to be

expanded and the data collected from these tests can be used to measure student progress.

- Data will be collected on how many of our students are taking higher level classes including college and AP level. Once we have more students taking the AP exam then this data can be reviewed from year to year.
- Students in our CTE classes are required to take year end tests. The committee is looking into gathering this information in order to measure student progress.
- Data will be collected on how students are performing on college admission tests. The school will try to track if students are being forced to take remedial math and English classes as they enter college.

The committee believes that all of the above continues to be important student data that can be used to measure the effectiveness of the plan. The most important data will come from the following:

- The progression that the students make on the formative assessments. Through the use of the formative assessments, teachers and supervisors will be able to track the performance of the students and if they are learning the new curriculum. Teachers will then be able to adjust their teaching styles in order to meet the needs of the students. Further testing will determine if any of the changes that the teachers have made were effective or not.

2012-2013

While the above information continues to be relevant, the school will also be doing the following:

- **The school's DEAC will be responsible for setting up assessments for all subjects so that student growth can be measured as part of the new Teacher Evaluation System. The data will be collected in the school's database and used to determine the professional development needs of the teachers.**
- **The school will be tracking the number of high school students who are enrolled in college courses and are graduating high school with college credit. This will help us determine if we are truly preparing students for life after high school.**
- **The school will be using the Naviance Career Development Program to see how teacher professional development has impacted the decisions that students are making.**

3. Additional data that is needed to evaluate the program is:

- Surveys of the different stakeholders of the school to determine the effectiveness of the professional development plan.
- Interviews conducted with staff members and students to determine the effectiveness of the school's plan.
- Analysis of Professional Development follow-up forms.
- Analysis of MMS Parent Portal and teacher web pages.

- Analysis of how much time is made for teacher training and collaboration throughout the course of the year.
- Analysis of the school's curriculum maps and teacher lesson plans to see if teacher collaboration is taking place.
- Review of teacher attendance at the voluntary Professional Development meetings to see if teachers are taking advantage of all the opportunities that are open to them.

All of the above will continue to be important for this year's plan.

2012-2013

All of the above continues to be important. In addition the school will be able to gather input from the DEAC and the Whole School Reform Committee. Also, with the addition of the Career Education Coordinator, the school will be looking to gather information from the employers that hire our high school students to see if they are being prepared for a career.

4. The professional development plan encourages job embedded collaboration by:
 - Establishing common planning time for teachers.
 - Encouraging teacher visitation of each other's classrooms.
 - Strengthening the school's mentoring program.
 - Increasing time dedicated to professional development at in-service days, faculty meetings, and during and after school meetings.
 - Creating ways that teachers can use technology to effectively communicate with each other.

The whole focus of this year's Professional Development Plan is centered on teacher collaboration through the use of Professional Learning Communities. The plan encourages teachers to work together to bring the new state curriculum into the classroom in an effective manner. The committee is going to work hard on making time available so teachers can get together and work on the items that were previously discussed.

The evidence to support this includes:

- Observation by administrators to see that faculty members are working together through the course of the school day.
- Lesson plans that show teacher collaboration.
- The use of substitute teachers that will free up teachers to visit each other's classroom.
- Attendance at after school meetings.
- Time scheduled at professional development in-service days, faculty meetings, and professional learning community meeting for collaboration.
- Review of technology resources to see if teachers are communicating with each other.
- Conducting an end of year teacher survey to see if teachers have been working together.

All of the above will continue to provide evidence of teacher collaboration along with:

- Revisions being made to the curriculum and the formative assessments by the Professional Learning Communities.
- Meeting dates and times when the PLC's are getting together and minutes that outline what was discussed at the meetings.

2012-2013

The central focus of this Professional Development Plan continues to be the creation of effective department based Professional Learning Communities. This is a continuation of last year's plan so all of the above information for this question continues to remain in effect.

5. The data that is needed to answer the evaluation questions includes:
 - Surveys of the different stakeholders of the school to determine the effectiveness of the professional development plan. Currently year end surveys of the staff are conducted using survey monkey. Surveys for parents and students were conducted during this school year and will need to be conducted again in the future to establish patterns and trends.
 - Formal and informal interviews conducted with staff members and students will help provide information that will determine the effectiveness of the school's plan.
 - Teachers are required to submit professional development follow-up forms after attending workshops and seminars. This will need to be expanded to include in-service days. A process for evaluating these forms including a rubric or likert scale needs to be developed.
 - Teacher representatives will be invited to speak to the Professional Development Committee to talk about the effectiveness of the training and to offer insights into what the faculty sees as strengths and weaknesses.
 - As mentioned above, there needs to be a review of student's grades within their courses, on standardized tests, and on formative and benchmark assessments to see the impact that the training is having on the students.
 - Lesson plans and classroom walkthroughs will be used to see if the Professional Development training has made an impact on how classes are being taught. Supervisors will be able to see if the effective teaching strategies that have been discussed are actually being put into practice.

All of the above will continue to be important in this Professional Development Plan. The Committee would like to make more effective use of the following:

- Data from the formative assessments in order to better track student performance and to help us become compliant with the new teacher evaluation system.
- Feedback from the teachers on how they feel the plan is progressing and if there are positive changes that are occurring. Unlike the past, the committee will seek more formal input from key personnel in the school.

2012-2013

All of the above will continue to play a role in this Professional Development Plan. New to this plan is that input received during the school's DEAC Meetings and Whole School Reform Meetings which will be used to help determine the effectiveness of the Professional Development Plan.

School Level Professional Development Planning Template

SECTION SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

3

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

1. Key elements of previous professional development opportunities that we will continue to use are during and after school professional development seminars, “On the Fly” training and district folders, tuition reimbursement, financial resources for attending outside conference and seminars, bringing in outside presenters, and the establishment of a system for data collection and analysis. The committee is going to strengthen its commitment to creating common planning times and professional development opportunities through the course of the regular school day.
2. As previously stated in Section 2B because of the different stakeholders that are involved with Somerset County Vocational and Technical Schools, we measure student achievement through a wide range of means. Our definition of student achievement includes the following:
 - How well are the students performing on standardized state assessments, industry assessments and on internal assessments such as benchmarks. The focus is just not on the grade of the student but whether or not there is a marked improvement from year to year. We are looking to see that we are making a difference with each and every individual student that walks through our doors.
 - While a lot harder to assess the school also measures achievement through social interaction. Students attend vocational school in order to learn employment skills as well as academic knowledge. Part of those skills include if a student will know how to interact with clients, peers, and bosses. We want to produce students who are not only academically successful but are also well rounded.
 - We also measure student achievement on how well the student is prepared to move on after graduation. Are they prepared for two year or four year colleges, trade school or an occupation? Have we given them the means to succeed?

Key finding from our needs assessments show that the students are not achieving all that they could. Survey results from the staff indicated that they felt that students were underachieving and that the school’s expectations for the students need to be higher, starting with math. Findings also indicated that parents felt that there was a lack of

communication between the school and parents. The committee has expanded its goal of increasing the Algebra Scores to increasing the academic rigor of all courses through the use of Professional Learning Communities.

3. The professional development goals that are connected to the student learning goals include improving communication amongst staff members through the use of professional learning communities, shared planning times, and increasing the use of the school's technology resources. SCVTHS plans to increase the amount of professional development opportunities that are presented to the staff both in and outside of school. Also, the school would like to raise the academic expectations of the students and improve communication with the parents through the use of the parent portal and teacher web pages. The Committee would also like to offer the faculty specific training in plagiarism, teaching literacy, and how to create and monitor benchmark and formative assessments.
4. The structures and processes that the school will use to provide professional learning opportunities includes seminars and workshops that take place in and out of district including professional development days and faculty meetings, Professional Learning Communities, use of school's technology resources such as "On the Fly" and district folders, county resources such as NING, and strengthening the schools mentoring plan. The school has used round robins during in-service days to allow more topics to be covered with the teachers and has worked hard on establishing common planning times for teachers to meet and discuss teaching strategies. In addition, substitutes are being made available to allow teachers to visit each other classrooms and to allow for teachers to conduct turnkey training.
5. The resources that the school has that will ensure professional learning is ongoing include attendance at the following: monthly faculty meetings, the two in-service professional development days, the Professional Learning Community meetings and the after school monthly meetings. SCVTHS has been able to add resources for teachers to review on its district folder which it will continue to do in the future. Also this year two outside presenters were brought in and we hope to be able continue to afford to do this. If possible, common planning time built into the schedule will allow for greater teacher collaboration. In addition to the above the Committee is making substitutes available to teachers so they can visit each other's classes and/or to conduct training on seminars that they have been to.
6. The Professional Development Committee plans to evaluate its goals by conducting surveys, formal and informal interviews of the staff, parents and students to see if its initiatives are making a difference. Attendance at the above meetings will allow the committee to check on teacher participation and the PD follow up form will offer a chance for teachers to offer their input. Walkthroughs and lesson plan reviews will offer insights into changes that are or are not taking place in the classrooms. Also, administrator reviews of the parent portal and teacher pages will let the PD committee know if the teachers are making use of these systems.

In order to check on the impact that the professional development has had on student learning, the committee will compare the scores that students received in their Algebra I class from next year to previous years and on the End of Course Algebra I test from next year to this year's.

The PD committee is expanding how it is going to view the impact that the professional development plan has had on student learning. The Committee will monitor and track the scores that students receive in all of their courses. Also the committee will review scores on standardized tests, benchmark and formative assessments, CTE year end tests, and Scholastic tests.

1. Reflection---Many of the key elements of the previous Professional Development Plan continues to be used in the school. These include the use of during and after school professional development seminars, tuition reimbursement, and financial resources for attending outside conferences and workshops. The committee is also making use of Moodle which is the schools on-line learning system.
2. Needs Assessment---The school's definition of student achievement remains the same as in previous year's plans. Key findings from the needs assessment still include the need to raise the overall achievement of the students in all academic areas. There is an increased need to have time for the teachers to work together collaboratively on the creation of formative assessments which can be used to guide their teaching practices and help the students achieve. Also, there is an identified need to have teachers trained on the new curriculum that they will be implementing during the new school year.
3. Many of the professional development goals from the previous plans continue to be important in order to help address the identified needs of the school. The focus for this upcoming school year will be the development of Professional Learning Communities that can work on addressing the issues of reviewing and implementing the new curriculum, creation of effective formative assessments, and the exchange of effective teaching strategies. The committee would like to make sure that all teachers are effectively trained on the new curriculum content standards and are made aware of changes that are occurring with teacher evaluations.
4. All of the structures that were in place in the previous plans will continue to be used by the committee. The focus for this upcoming year is going to be the improvement of the school's PLCs as a means to create positive and continual change in the school. In addition to this the committee plans to expand the use of its on-line learning system as a means to provide professional learning opportunities.
5. The internal resources that are available to make sure that professional learning is occurring include: Professional Development Days, PLCs, training at faculty meetings, after school professional development meetings, and the schools on-line learning system. External resources include providing teachers with the opportunity to attend outside seminars and workshops, encouraging teachers to take graduate courses and visit other schools.
6. Our goals for evaluation of our Professional Development Plan include monitoring the work that the PLCs are doing including their implementation of the new curriculum and the development of formative assessments. The committee will record the data that is collected from the formative assessments to see if the assessments are impacting teaching and student learning.

1. Reflection--- The school will continue to make use of its Moodle on-line learning system as well as providing the resources for teachers to attend college courses, and outside conferences and workshops. The school will also make use of its DEAC to help provide professional development.

2. Needs Assessment--- The school's definition for student achievement continues to remain the same for this plan. Key findings from the needs assessments continues to show that the students are not achieving or progressing the way that we would like and that more work needs to be done in this area. More data needs to be collected by the school that will allow us to pinpoint student weaknesses within subjects.

3. Professional Development Goals--- The school is still working on three of the professional development goals from the other plans. These are the development of effective PLC's, training on the new curriculum, and developing formative assessments. The new goal that was added to this year's plan is the development of training for teachers and supervisors on how to measure student growth through the development of student learning objectives. Measuring student growth by using student learning objectives should provide us with the data to see where our instruction needs to be improved.

4. Professional Development Opportunities--- All of the processes and structures that were in place in the previous plans will continue to be utilized going forward. The one new structure that is in place is the school's DEAC. The DEAC is reviewing effective ways that that the school can implement the goals that have been previously discussed.

5. Professional Development Resources--- Internal and external resources from previous Professional Development Plans will continue to be used during the next school year. Internal resources include training during our Professional Development Days, faculty meetings and on-line learning system. External resources include providing teachers with the means to attend outside seminars and workshops. Some additions to the previous plans include the hiring of a Data Analyst, Lead Staff Developer and Career Education Coordinator, along with the utilization of the Naviance Career Development Program.

6. Evaluation--- The Professional Development Plan will be evaluated by the school's DEAC in order to determine its' effectiveness. The school will use the data from the student learning objectives to help guide future Professional Development Plans. The school will also use data collected from the Data Analyst, Lead Staff Developer, Career Education Coordinator and Naviance program to determine the effectiveness of this plan.

4/8 1:20pm

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 General Fund - Fund 10 (including 16, 17 & 18)
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/2013

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 ASSETS AND RESOURCES
 =====

--- A S S E T S ---

101	Cash in bank		\$1,379,202.96
121	Tax levy receivable		\$2,919,420.00
	Accounts receivable:		
132	Interfund	\$205,908.19	
141	Intergovernmental - State	\$302,692.31	
143	Intergovernmental - Other	(\$1,407.01)	
			\$507,193.49

--- R E S O U R C E S ---

301	Estimated Revenues	\$13,838,142.00	
302	Less Revenues	(\$13,359,252.29)	
			\$478,889.71

	Total assets and resources		\$5,284,706.16
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REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
General Fund - Fund 10 (including 16, 17 & 18)
Interim Balance Sheet
For 9 Month Period Ending 03/31/2013

=====

LIABILITIES AND FUND EQUITY

=====

--- L I A B I L I T I E S ---

421	Accounts Payable	\$4,236.52
		\$4,236.52
		=====

F U N D B A L A N C E

--- A p p r o p r i a t e d ---

753	Reserve for encumbrances - Current Year	\$2,775,647.10
	Reserved fund balance:	
760	Reserved Fund Balance	\$72,100.00
601	Appropriations	\$14,109,967.71
602	Less : Expenditures	\$9,408,690.38
603	Encumbrances	\$2,775,647.10 (\$12,184,337.48)
		\$1,925,630.23
Total Appropriated		\$4,773,377.33

--- U n a p p r o p r i a t e d ---

770	Fund Balance	\$579,192.31
303	Budgeted Fund Balance	(\$72,100.00)
		\$5,280,469.64
TOTAL FUND BALANCE		\$5,280,469.64
TOTAL LIABILITIES AND FUND EQUITY		\$5,284,706.16

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$14,109,967.71	\$12,184,337.48	\$1,925,630.23
Revenues	(\$13,838,142.00)	(\$13,359,252.29)	(\$478,889.71)
	\$271,825.71	(\$1,174,914.81)	\$1,446,740.52
Less: Adjust for prior year encumb.	(\$199,725.71)	(\$199,725.71)	
	\$72,100.00	(\$1,374,640.52)	\$1,446,740.52
Budgeted Fund Balance	\$72,100.00	(\$1,374,640.52)	\$1,446,740.52
	=====	=====	=====

Recapitulation of Budgeted Fund Balance by Subfund

Fund 10 (includes 10, 11, 12, and 13)	\$72,100.00	(\$1,374,640.52)	\$1,446,740.52
Fund 16 (Restricted ARRA-ESF)	\$0.00	\$0.00	\$0.00
Fund 17 (Restricted ARRA-GSF)	\$0.00	\$0.00	\$0.00
Fund 18 (Restricted ED JOBS)	\$0.00	\$0.00	\$0.00
	\$72,100.00	(\$1,374,640.52)	\$1,446,740.52
TOTAL Budgeted Fund Balance	\$72,100.00	(\$1,374,640.52)	\$1,446,740.52
	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 9 Month Period Ending 03/31/2013

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	\$12,424,240.00	\$11,945,350.29		\$478,889.71
3XXX	From State Sources	\$1,413,902.00	\$1,413,902.00		.00
TOTAL REVENUE/SOURCES OF FUNDS		\$13,838,142.00	\$13,359,252.29		\$478,889.71
		=====	=====	=====	=====
		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
--- CURRENT EXPENSE ---					
11-1XX-100-XXX	Regular Programs - Instruction	\$1,328,513.54	\$932,955.67	\$171,898.66	\$223,659.21
11-230-X00-XXX	Basic Skills - Remedial Instruction	\$95,562.95	\$65,426.00	\$27,074.61	\$3,062.34
11-240-X00-XXX	Bilingual Education - Instruction	\$59,506.00	\$42,387.94	\$17,067.06	\$51.00
11-3XX-100-XXX	Voc. Programs - Local - Instruction	\$3,530,944.18	\$2,142,535.16	\$994,834.26	\$393,574.76
11-401-100-XXX	School-Spon. Cocurr. Acti-Instr	\$51,005.00	\$22,476.54	\$23,671.72	\$4,856.74
11-402-100-XXX	School-Spons. Athletics - Instruction	\$53,366.00	\$37,943.90	\$15,291.10	\$131.00
--- UNDISTRIBUTED EXPENDITURES ---					
11-800-330-XXX	Community Services Programs-				
11-000-213-XXX	Health Services	\$178,667.00	\$129,603.80	\$37,812.94	\$11,250.26
11-000-218-XXX	Guidance	\$549,161.00	\$357,315.11	\$32,080.79	\$159,765.10
11-000-219-XXX	Child Study Teams	\$179,518.00	\$130,843.40	\$40,758.81	\$7,915.79
11-000-221-XXX	Improvement Of Inst./Other Support				
	Improvement of Inst. Serv.	\$284,574.01	\$213,355.42	\$18,637.96	\$52,580.63
11-000-222-XXX	Educational Media Serv/School Library	\$215,071.00	\$105,318.89	\$29,254.35	\$80,497.76
11-000-223-XXX	Instructional Staff Training Services	\$20,651.00	\$16,252.17	\$2,086.99	\$2,311.84
11-000-230-XXX	Supp. Serv.-General Administration	\$497,670.00	\$384,160.66	\$70,315.03	\$43,194.31
11-000-240-XXX	Supp. Serv.-School Administration	\$668,628.48	\$407,395.85	\$107,268.37	\$153,964.26
11-000-25X-XXX	Central Serv & Admin. Inform. Tech.	\$716,638.63	\$530,845.87	\$76,872.63	\$108,920.13
11-000-261-XXX	Allowable Maint. for School Facilities	\$1,048,122.48	\$757,140.11	\$187,712.16	\$103,270.21
11-000-262-XXX	Custodial Services	\$1,287,773.00	\$897,644.19	\$308,808.30	\$81,320.51
11-000-263-XXX	Care and Upkeep of Grounds	\$14,501.00	\$10,400.00	\$4,101.00	.00
11-000-266-XXX	Security	\$109,010.00	\$65,817.47	\$16,013.39	\$27,179.14
11-000-270-XXX	Student Transportation Services	\$107,109.00	\$41,594.04	\$14,350.88	\$51,164.08
11-000-291-XXX	Allocated and Unallocated Benefits	\$2,813,786.00	\$1,853,300.77	\$570,939.70	\$389,545.53
TOTAL GENERAL CURRENT EXPENSE					
EXPENDITURES/USES OF FUNDS		\$13,809,778.27	\$9,144,712.96	\$2,766,850.71	\$1,898,214.60
		=====	=====	=====	=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 GENERAL FUND - FUND 10 (including 16, 17 & 18)
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 9 Month Period Ending 03/31/2013

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
	_____	_____	_____	_____
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$48,745.92	\$37,448.23	\$8,796.39	\$2,501.30
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$184,436.52	\$162,338.70	.00	\$22,097.82
	_____	_____	_____	_____
 TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	 \$233,182.44	 \$199,786.93	 \$8,796.39	 \$24,599.12
	=====	=====	=====	=====
 *** SPECIAL SCHOOLS ***				
13-422-100-XXX Summer school -instruction	\$67,007.00	\$64,190.49	.00	\$2,816.51
	_____	_____	_____	_____
 TOTAL SPECIAL SCHOOLS EXPENDITURES/USES OF FUNDS	 \$67,007.00	 \$64,190.49	 \$0.00	 \$2,816.51
	=====	=====	=====	=====
 TOTAL GENERAL FUND EXPENDITURES	 \$14,109,967.71	 \$9,408,690.38	 \$2,775,647.10	 \$1,925,630.23
	=====	=====	=====	=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 GENERAL FUND - FUND 10 (including 16, 17 & 18)
 SCHEDULE OF REVENUES
 ACTUAL COMPARED WITH ESTIMATED
 For 9 Month Period Ending 03/31/2013

		ESTIMATED	ACTUAL	UNREALIZED
		-----	-----	-----
--- LOCAL SOURCES ---				
1210	Local Tax Levy	\$11,228,340.00	\$11,228,340.00	.00
1310	Tuition- From LEA's	\$684,000.00	\$502,347.80	\$181,652.20
1XXX	Miscellaneous	\$511,900.00	\$214,662.49	\$297,237.51
		-----	-----	-----
	TOTAL	\$12,424,240.00	\$11,945,350.29	\$478,889.71
		=====	=====	=====
--- STATE SOURCES ---				
3132	Categorical Special Education Aid	\$286,297.00	\$286,297.00	.00
3176	Equalization	\$699,454.00	\$699,454.00	.00
3177	Categorical Security	\$61,725.00	\$61,725.00	.00
3178	Adjustment Aid	\$366,426.00	\$366,426.00	.00
		-----	-----	-----
	TOTAL	\$1,413,902.00	\$1,413,902.00	\$0.00
		=====	=====	=====
	TOTAL REVENUES/SOURCES OF FUNDS	\$13,838,142.00	\$13,359,252.29	\$478,889.71
		=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/2013

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- REGULAR PROGRAMS - INSTRUCTION ---				
11-140-100-101 Salaries of Teachers	\$1,163,529.67	\$862,751.14	\$157,028.00	\$143,750.53
11-140-100-106 Other Salaries for Instruction	\$35,000.00	\$16,221.70	.00	\$18,778.30
11-140-100-320 Purchased Prof.-Ed. Services	\$60,000.00	\$4,510.63	\$960.00	\$54,529.37
11-140-100-500 Other Purchased Services	\$5,501.00	\$2,167.99	\$2,500.00	\$833.01
11-140-100-610 General Supplies	\$52,481.87	\$35,312.42	\$11,410.66	\$5,758.79
11-140-100-640 Textbooks	\$10,001.00	\$9,991.79	.00	\$9.21
--- Regular programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$2,000.00	\$2,000.00	\$0.00	\$0.00
TOTAL	\$1,328,513.54	\$932,955.67	\$171,898.66	\$223,659.21
--- Basic skills/remedial-Instruction ---				
11-230-100-101 Salaries of Teachers	\$90,009.00	\$62,954.50	\$26,980.50	\$74.00
11-230-100-610 General Supplies	\$5,553.95	\$2,471.50	\$94.11	\$2,988.34
TOTAL	\$95,562.95	\$65,426.00	\$27,074.61	\$3,062.34
--- Bilingual education-Instruction ---				
11-240-100-101 Salaries of Teachers	\$59,506.00	\$42,387.94	\$17,067.06	\$51.00
TOTAL	\$59,506.00	\$42,387.94	\$17,067.06	\$51.00
--- Regular Vocational Programs - Instruction ---				
11-310-100-101 Salaries of Teachers	\$2,729,995.00	\$1,703,850.67	\$894,167.68	\$131,976.65
11-310-100-320 Purchased Prof.-Ed. Services	\$200,020.00	.00	.00	\$200,020.00
11-310-100-500 Other Purchased Services	\$28,002.00	\$19,735.20	\$7,639.29	\$627.51
11-310-100-610 General Supplies	\$317,090.48	\$206,556.01	\$51,539.65	\$58,994.82
11-310-100-640 Textbooks	\$16,002.00	\$16,002.00	.00	.00
11-310-100-800 Other Objects	\$7,000.00	\$5,607.97	\$229.00	\$1,163.03
Total	\$3,298,109.48	\$1,951,751.85	\$953,575.62	\$392,782.01
--- Special Vocational Programs - Instruction ---				
11-320-100-101 Salaries of Teachers	\$217,022.00	\$175,763.36	\$41,258.64	\$0.00
11-320-100-500 Other Purchased Services	\$1,000.00	\$287.16	.00	\$712.84
11-320-100-610 General Supplies	\$14,812.70	\$14,732.79	.00	\$79.91
Total	\$232,834.70	\$190,783.31	\$41,258.64	\$792.75

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/2013

	Appropriations	Expenditures	Encumbrances	Available Balance
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$38,004.00	\$16,034.30	\$21,969.70	.00
11-401-100-600 Supplies and Materials	\$13,001.00	\$6,442.24	\$1,702.02	\$4,856.74
TOTAL	\$51,005.00	\$22,476.54	\$23,671.72	\$4,856.74
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$38,004.00	\$24,255.65	\$13,748.35	.00
11-402-100-500 Purchased Services	\$10,001.00	\$8,458.25	\$1,542.75	.00
11-402-100-600 Supplies and Materials	\$5,361.00	\$5,230.00	.00	\$131.00
TOTAL	\$53,366.00	\$37,943.90	\$15,291.10	\$131.00
--- UNDISTRIBUTED EXPENDITURES ---				
--- Health services ---				
11-000-213-100 Salaries	\$148,015.00	\$108,556.46	\$37,362.94	\$2,095.60
11-000-213-300 Purchased Prof. & Tech. Svc.	\$24,251.00	\$15,094.27	\$450.00	\$8,706.73
11-000-213-600 Supplies and Materials	\$6,001.00	\$5,553.07	.00	\$447.93
11-000-213-800 Other Objects	\$400.00	\$400.00	.00	.00
TOTAL	\$178,667.00	\$129,603.80	\$37,812.94	\$11,250.26
--- Guidance ---				
11-000-218-104 Salaries Other Prof. Staff	\$377,361.00	\$260,363.84	\$4,442.89	\$112,554.27
11-000-218-105 Sal Sec. & Clerical Asst.	\$144,000.00	\$73,974.35	\$24,887.90	\$45,137.75
11-000-218-500 Other Purchased Services	\$26,800.00	\$21,976.92	\$2,750.00	\$2,073.08
11-000-218-600 Supplies and Materials	\$1,000.00	\$1,000.00	.00	.00
TOTAL	\$549,161.00	\$357,315.11	\$32,080.79	\$159,765.10
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$75,008.00	\$54,501.84	\$18,167.41	\$2,338.75
11-000-219-105 Sal Sec. & Clerical Asst.	\$93,009.00	\$67,773.60	\$22,591.40	\$2,644.00
11-000-219-390 Other Purch. Prof. & Tech Svc.	\$5,001.00	\$4,989.78	.00	\$11.22
11-000-219-500 Other Purchased Services	\$1,000.00	\$932.18	.00	\$67.82
11-000-219-600 Supplies and Materials	\$2,000.00	\$2,000.00	.00	.00
11-000-219-800 Other Objects	\$3,500.00	\$646.00	.00	\$2,854.00
TOTAL	\$179,518.00	\$130,843.40	\$40,758.81	\$7,915.79

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/2013

	Appropriations	Expenditures	Encumbrances	Available Balance

Improvement of instr.serv/other supp serv-inst staff ---				
11-000-221-102 Salaries Superv. of Instr.	\$110,073.01	\$57,939.61	.00	\$52,133.40
11-000-221-104 Salaries Other Prof. Staff	\$75,000.00	\$75,000.00	.00	.00
11-000-221-105 Sal Secr. & Clerical Asst.	\$89,000.00	\$70,674.04	\$18,325.96	.00
11-000-221-500 Other Purchased Services	\$5,001.00	\$4,242.77	\$311.00	\$447.23
11-000-221-600 Supplies and Materials	\$2,500.00	\$2,500.00	.00	.00
11-000-221-800 Other Objects	\$3,000.00	\$2,999.00	\$1.00	.00
TOTAL	\$284,574.01	\$213,355.42	\$18,637.96	\$52,580.63

Educational media serv./sch.library ---				
11-000-222-100 Salaries	\$101,060.00	\$15,261.87	\$10,310.34	\$75,487.79
11-000-222-177 Salaries of Technology Coordinators	\$85,009.00	\$62,657.98	\$18,842.02	\$3,509.00
11-000-222-500 Other Purchased Services	\$4,000.00	\$4,000.00	.00	.00
11-000-222-600 Supplies and Materials	\$21,002.00	\$19,696.25	.00	\$1,305.75
11-000-222-800 Other Objects	\$4,000.00	\$3,702.79	\$101.99	\$195.22
TOTAL	\$215,071.00	\$105,318.89	\$29,254.35	\$80,497.76

Instructional Staff Training Services ---				
11-000-223-500 Other Purchased Services	\$18,651.00	\$14,252.17	\$2,086.99	\$2,311.84
11-000-223-600 Supplies and Materials	\$2,000.00	\$2,000.00	.00	.00
TOTAL	\$20,651.00	\$16,252.17	\$2,086.99	\$2,311.84

Support services-general administration ---				
11-000-230-100 Salaries	\$255,026.00	\$205,878.42	\$49,146.58	\$1.00
11-000-230-331 Legal Services	\$75,008.00	\$56,506.01	\$3,493.99	\$15,008.00
11-000-230-332 Audit Fees	\$33,503.00	\$33,380.00	.00	\$123.00
11-000-230-339 Other Purchased Prof. Svc.	\$3,000.00	.00	.00	\$3,000.00
11-000-230-530 Communications/Telephone	\$75,007.00	\$42,685.45	\$15,914.35	\$16,407.20
11-000-230-590 Other Purchased Services	\$3,000.00	\$2,996.28	\$2.00	\$1.72
11-000-230-61X General Supplies	\$11,001.00	\$9,682.17	.00	\$1,318.83
11-000-230-630 BOE In-House Training/Meeting Supplies	\$3,500.00	\$3,500.00	.00	.00
11-000-230-890 Misc. Expenditures	\$31,004.00	\$22,782.58	\$1,758.11	\$6,463.31
11-000-230-895 BOE Membership Dues and Fees	\$7,621.00	\$6,749.75	.00	\$871.25
TOTAL	\$497,670.00	\$384,160.66	\$70,315.03	\$43,194.31

Support services-school administration ---				
11-000-240-103 Salaries Princ./Asst. Princ.	\$460,046.00	\$260,843.69	\$51,291.81	\$147,910.50

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/2013

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-240-105 Sal Secr. & Clerical Asst.	\$160,000.00	\$124,875.61	\$35,124.39	.00
11-000-240-11X Other Salaries	\$21,080.48	\$387.88	\$19,614.12	\$1,078.48
11-000-240-500 Other Purchased Services	\$16,501.00	\$11,997.80	\$1,238.05	\$3,265.15
11-000-240-600 Supplies and Materials	\$8,001.00	\$7,798.45	.00	\$202.55
11-000-240-800 Other Objects	\$3,000.00	\$1,492.42	.00	\$1,507.58
TOTAL	\$668,628.48	\$407,395.85	\$107,268.37	\$153,964.26
--- Central Services ---				
11-000-251-100 Salaries	\$342,376.63	\$244,004.95	\$55,282.86	\$43,088.82
11-000-251-330 Purchased Prof. Svcs.	\$28,003.00	\$26,820.55	\$408.22	\$774.23
11-000-251-340 Purchased Technical Svcs.	\$16,002.00	\$7,247.96	.00	\$8,754.04
11-000-251-600 Supplies and Materials	\$7,001.00	\$6,167.77	\$22.80	\$810.43
11-000-251-890 Other Objects	\$6,001.00	\$2,283.65	.00	\$3,717.35
TOTAL	\$399,383.63	\$286,524.88	\$55,713.88	\$57,144.87
--- Admin. Info. Technology ---				
11-000-252-100 Salaries	\$241,000.00	\$175,940.35	\$21,158.75	\$43,900.90
11-000-252-500 Other Pur Serv. (400-500 series)	\$60,253.00	\$60,174.00	.00	\$79.00
11-000-252-600 Supplies and Materials	\$16,002.00	\$8,206.64	.00	\$7,795.36
TOTAL	\$317,255.00	\$244,320.99	\$21,158.75	\$51,775.26
--- Allowable Maint.for School Facilities ---				
11-000-261-100 Salaries	\$545,010.00	\$425,100.12	\$113,591.80	\$6,318.08
11-000-261-420 Cleaning, Repair & Maint. Svc.	\$467,108.48	\$305,933.17	\$70,975.39	\$90,199.92
11-000-261-610 General Supplies	\$26,003.00	\$22,919.93	\$2,205.67	\$877.40
11-000-261-800 Other Objects	\$10,001.00	\$3,186.89	\$939.30	\$5,874.81
TOTAL	\$1,048,122.48	\$757,140.11	\$187,712.16	\$103,270.21
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$347,143.19	\$260,393.14	\$86,750.05	.00
11-000-262-490 Other Purchased Property Svc.	\$59,891.81	\$21,400.21	\$38,179.79	\$311.81
11-000-262-520 Insurance	\$207,521.00	\$186,666.00	.00	\$20,855.00
11-000-262-621 Energy (Natural Gas)	\$170,017.00	\$40,034.80	\$69,965.20	\$60,017.00
11-000-262-622 Energy (Electricity)	\$503,200.00	\$389,150.04	\$113,913.26	\$136.70
TOTAL	\$1,287,773.00	\$897,644.19	\$308,808.30	\$81,320.51
--- Care and Upkeep of Grounds ---				
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	\$14,501.00	\$10,400.00	\$4,101.00	.00
TOTAL	\$14,501.00	\$10,400.00	\$4,101.00	\$0.00

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/2013

	Appropriations	Expenditures	Encumbrances	Available Balance
	_____	_____	_____	_____
--- Security ---				
11-000-266-100 Salaries	\$109,010.00	\$65,817.47	\$16,013.39	\$27,179.14
TOTAL	\$109,010.00	\$65,817.47	\$16,013.39	\$27,179.14
--- Student transportation services ---				
11-000-270-162 Sal.pupil trans(Other than Bet Home & Sch)	\$35,004.00	\$25,746.87	\$9,132.38	\$124.75
11-000-270-420 Cleaning, Repair & Maint. Svc.	\$3,000.00	.00	.00	\$3,000.00
11-000-270-512 Contr Svc(other btw home & sch)-vendors	\$19,002.00	\$10,299.92	\$2,950.00	\$5,752.08
11-000-270-514 Contract Svc (spec.ed.)-vendors	\$3,000.00	.00	.00	\$3,000.00
11-000-270-517 Contract Svc (reg std) - ESCs	\$29,602.00	\$3,547.25	\$2,268.50	\$23,786.25
11-000-270-593 Misc. Purchased Svc.- Transp.	\$12,501.00	.00	.00	\$12,501.00
11-000-270-610 General Supplies	\$2,000.00	\$2,000.00	.00	.00
11-000-270-800 Misc. Expenditures	\$3,000.00	.00	.00	\$3,000.00
TOTAL	\$107,109.00	\$41,594.04	\$14,350.88	\$51,164.08
--- Benefits ---				
11-XXX-XXX-220 Social Security Contributions	\$166,811.00	\$163,601.31	\$3,121.96	\$87.73
11-XXX-XXX-241 Other Retirement Contrb. - PERS	\$427,047.00	\$257,781.86	\$819.19	\$168,445.95
11-XXX-XXX-250 Unemployment Compensation	\$61,506.00	\$9,117.12	\$26,234.07	\$26,154.81
11-XXX-XXX-260 Workman's Compensation	\$178,018.00	\$178,018.00	.00	.00
11-XXX-XXX-270 Health Benefits	\$1,902,000.00	\$1,220,609.45	\$540,764.48	\$140,626.07
11-XXX-XXX-280 Tuition Reimbursement	\$30,003.00	\$11,476.00	.00	\$18,527.00
11-XXX-XXX-290 Other Employee Benefits	\$48,401.00	\$12,697.03	.00	\$35,703.97
TOTAL	\$2,813,786.00	\$1,853,300.77	\$570,939.70	\$389,545.53
Total Undistributed expenditures	\$8,690,880.60	\$5,900,987.75	\$1,517,013.30	\$1,272,879.55
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$13,809,778.27	\$9,144,712.96	\$2,766,850.71	\$1,898,214.60
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$13,809,778.27	\$9,144,712.96	\$2,766,850.71	\$1,898,214.60
	=====	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
GENERAL FUND - FUND 10 (including 16, 17 & 18)
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/2013

	Appropriations	Expenditures	Encumbrances	Available Balance
*** CAPITAL OUTLAY ***				
Special education - instruction				
12-310-100-730 Regular Voc.programs	\$48,745.92	\$37,448.23	\$8,796.39	\$2,501.30
Undistributed exp. - student transportation				
12-XXX-X00-730 Special schools (all programs)	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL	\$48,745.92	\$37,448.23	\$8,796.39	\$2,501.30
--- Facilities acquisition and construction services ---				
12-000-400-450 Construction services	\$164,048.52	\$162,338.70	.00	\$1,709.82
12-000-400-800 Other objects	\$20,388.00	.00	.00	\$20,388.00
Facilits. Acqstn. Const. Sevr. -- TOTAL --	\$184,436.52	\$162,338.70	\$0.00	\$22,097.82
TOTAL	\$184,436.52	\$162,338.70	\$0.00	\$22,097.82
TOTAL CAPITAL OUTLAY EXPENDITURES	\$233,182.44	\$199,786.93	\$8,796.39	\$24,599.12
*** SPECIAL SCHOOLS ***				
--- Summer school - Instruction ---				
13-422-100-101 Salaries of Teachers	\$62,006.00	\$62,006.00	\$0.00	\$0.00
13-422-100-610 General supplies	\$5,001.00	\$2,184.49	.00	\$2,816.51
TOTAL	\$5,001.00	\$2,184.49	\$0.00	\$2,816.51
TOTAL SUMMER SCHOOL	\$67,007.00	\$64,190.49	\$0.00	\$2,816.51
TOTAL SPECIAL SCHOOLS EXPENDITURES	\$67,007.00	\$64,190.49	\$0.00	\$2,816.51
*** EDUCATION STABILIZATION FUND **				
*** GOVERNMENT SERVICES FUND **				
*** EDUCATION JOBS FUND **				
TOTAL GENERAL FUND EXPENDITURES	\$14,109,967.71	\$9,408,690.38	\$2,775,647.10	\$1,925,630.23

REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.

For 9 Month Period Ending 03/31/2013

I, Diane Strober
_____, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.



Board Secretary/Business Administrator

March 31, 2013

Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 9 Month Period Ending 03/31/13

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ASSETS AND RESOURCES

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--- A S S E T S ---

101	Cash in bank		(\$214,902.53)
	Accounts receivable:		
141	Intergovernmental - State	(\$5,440.00)	
142	Intergovernmental - Federal	\$5,440.00	

--- R E S O U R C E S ---

301	Estimated Revenues	\$1,133,013.00	
302	Less Revenues	(\$633,960.79)	
			\$499,052.21
	Total assets and resources		\$284,149.68
			=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 9 Month Period Ending 03/31/13

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LIABILITIES AND FUND EQUITY

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--- L I A B I L I T I E S ---

Other current liabilities	\$9,174.75
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TOTAL LIABILITIES	\$9,174.75
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F U N D B A L A N C E

--- A p p r o p r i a t e d ---

753	Reserve for encumbrances - Current Year	\$183,602.02
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601	Appropriations	\$1,133,013.00
-----	----------------	----------------

602	Less: Expenditures	\$858,038.07
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603	Encumbrances	\$183,602.02 (\$1,041,640.09)
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\$91,372.91

TOTAL FUND BALANCE	\$274,974.93
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TOTAL LIABILITIES AND FUND EQUITY	\$284,149.68
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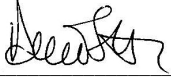
REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 Special Revenue Fund - Fund 20
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 9 Month Period Ending 03/31/13

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
		_____	_____	_____	_____
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	\$149,400.00	\$138,875.00		\$10,525.00
3XXX	From State Sources	\$348,977.00	\$291,230.00		\$57,747.00
4XXX	From Federal Sources	\$634,636.00	\$203,855.79		\$430,780.21
		_____	_____	_____	_____
TOTAL REVENUE/SOURCES OF FUNDS		\$1,133,013.00	\$633,960.79		\$499,052.21
		=====	=====	=====	=====
*** EXPENDITURES ***					
		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
		_____	_____	_____	_____
LOCAL PROJECTS:		\$149,400.00	\$121,925.99	\$16,803.14	\$10,670.87
STATE PROJECTS:					
Other special projects		\$348,977.00	\$254,119.55	\$54,620.62	\$40,236.83
		_____	_____	_____	_____
TOTAL STATE PROJECTS		\$348,977.00	\$254,119.55	\$54,620.62	\$40,236.83
FEDERAL PROJECTS:					
NCLB Title I		\$48,981.00	\$16,617.57	\$12,735.31	\$19,628.12
NCLB Title II - Part A/D		\$10,380.00	\$5,621.40	\$2,711.93	\$2,046.67
I.D.E.A. Part B (Handicapped)		\$110,489.00	\$70,411.60	\$24,447.62	\$15,629.78
Vocational Education		\$275,524.00	\$214,968.70	\$60,555.30	.00
ARRA/Other (450-469)		\$189,262.00	\$174,373.26	\$11,728.10	\$3,160.64
		_____	_____	_____	_____
TOTAL FEDERAL PROJECTS		\$634,636.00	\$481,992.53	\$112,178.26	\$40,465.21
*** TOTAL EXPENDITURES ***		\$1,133,013.00	\$858,038.07	\$183,602.02	\$91,372.91
		=====	=====	=====	=====

REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.

For 9 Month Period Ending 03/31/13

I, Diane Strober, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.



Board Secretary/Business Administrator

March 31, 2013

Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Capital Projects Fund - Fund 30
Interim Balance Sheet
For 9 Month Period Ending 03/31/13

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ASSETS AND RESOURCES

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--- A S S E T S ---

101	Cash in bank		(\$10,275.33)
	Accounts receivable:		
140	Intergovernmental - Accts. Recvble.	\$371,628.75	
			\$371,628.75

--- R E S O U R C E S ---

301	Estimated Revenues	\$1,297,567.79	
302	Less Revenues	(\$871,857.92)	
			\$425,709.87
	Total assets and resources		\$787,063.29
			=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.
Capital Projects Fund - Fund 30
Interim Balance Sheet
For 9 Month Period Ending 03/31/13

=====

LIABILITIES AND FUND EQUITY

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--- L I A B I L I T I E S ---

402	Interfund accounts payable	\$117,919.95
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	TOTAL LIABILITIES	\$117,919.95
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F U N D B A L A N C E

--- A p p r o p r i a t e d ---

753	Reserve for encumbrances - Current Year	\$126,661.00
-----	---	--------------

751,752,76X	Other reserves	\$142,567.79
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601	Appropriations	\$1,376,855.29
-----	----------------	----------------

602	Less : Expenditures	\$882,133.25
-----	---------------------	--------------

603	Encumbrances	\$126,661.00 (\$1,008,794.25)
-----	--------------	-------------------------------

\$368,061.04

	Total Appropriated	\$637,289.83
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--- U n a p p r o p r i a t e d ---

770	Fund balance	\$31,853.51
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	TOTAL FUND BALANCE	\$669,143.34
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	TOTAL LIABILITIES AND FUND EQUITY	\$787,063.29
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REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Somerset County Vocational Board of Ed.
 Capital Projects Fund - Fund 30
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 9 Month Period Ending 03/31/13

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
	_____	_____	_____	_____
*** REVENUES/SOURCES OF FUNDS ***				
Other	\$1,297,567.79	\$871,857.92		\$425,709.87
	_____	_____	_____	_____
TOTAL REVENUE/SOURCES OF FUNDS	\$1,297,567.79	\$871,857.92		\$425,709.87
	=====	=====	=====	=====
*** EXPENDITURES ***				
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
	_____	_____	_____	_____
--- Facilities acquisition and constr. serv. ---				
30-000-4XX-450 Construction services	\$1,376,855.29	\$882,133.25	\$126,661.00	\$368,061.04
	_____	_____	_____	_____
Total fac.acq.and constr. serv.	\$1,376,855.29	\$882,133.25	\$126,661.00	\$368,061.04
	=====	=====	=====	=====
TOTAL EXPENDITURES	\$1,376,855.29	\$882,133.25	\$126,661.00	\$368,061.04
*** TOTAL EXPENDITURES AND TRANSFERS	\$1,376,855.29	\$882,133.25	\$126,661.00	\$368,061.04
	=====	=====	=====	=====

REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Somerset County Vocational Board of Ed.

For 9 Month Period Ending 03/31/13

Diane Strober

I, _____, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.



Board Secretary/Business Administrator

March 31, 2013

Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

Report of the Treasurer
to the Board of Education

Somerset County Vocational
All Funds
For Month Ended: March 31, 2013

CASH REPORT

FUNDS	(1)	(2)	(3)	(4)
Governmental Funds	Adjusted Beginning Balance	Deposits	Disbursements	Ending Balance
General Fund (10)	\$1,637,457.07	\$1,199,210.15	-\$1,457,464.26	\$1,379,202.96
ARRA-ESF Fund (16)	\$0.00	\$0.00	\$0.00	\$0.00
ARRA-GSF Fund (17)	\$0.00	\$0.00	\$0.00	\$0.00
Fund (18)	\$0.00	\$0.00	\$0.00	\$0.00
Special Revenue Fund (20)	-\$63,745.52	\$59,035.68	-\$210,192.69	-\$214,902.53
Capital Project Fund (30)	\$157,061.13	\$0.00	-\$167,336.46	-\$10,275.33
Debt Services Fund (40)	\$0.00	\$0.00	\$0.00	\$0.00
Enterprise Fund (61)	\$78,813.49	\$0.00	\$0.00	\$78,813.49
Total Governmental Funds	\$1,809,586.17	\$1,258,245.83	-\$1,834,993.41	\$1,232,838.59
Summer Savings	\$51,969.94	\$8,858.94	\$0.00	\$60,828.88
Enterprise Fund (60) Cafeteria	\$19,921.83	\$13,171.94	-\$10,988.46	\$22,105.31
Payroll Fund (70)	\$0.00	\$438,467.04	-\$438,467.04	\$0.00
Agency Fund (90)	\$0.00	\$568,368.95	-\$568,368.95	\$0.00
Total Trust & Agency	\$71,891.77	\$1,028,866.87	-\$1,017,824.45	\$82,934.19
Grand Total for all Funds	\$1,881,477.94	\$2,287,112.70	-\$2,852,817.86	\$1,315,772.78
				\$1,315,772.78

Prepared and submitted by:

Michelle Fresco

Michelle Fresco, Treasurer of School Moneys

4/8/2013

Date