

MORRIS COUNTY VOCATIONAL SCHOOL DISTRICT

QUALITY ASSURANCE ANNUAL REPORT

FOR THE 2007-2008 SCHOOL YEAR

**PRESENTED TO THE PUBLIC
AND BOARD OF EDUCATION**

October 21, 2008

I. IMPLEMENTATION OF SCHOOL LEVEL PLANS

A. School Level Objectives 2008-2009

Objective # 1

By May 2009 combined Scholastic Aptitude Test Scores (SAT) will increase by five percent with no constrictions of the percentage of students taking the examination.

Objective # 2

In an effort to improve and maintain transitional services, this objective is an augmentation of an objective from the 2007-2008 school year. The focus will now be on the junior class.

By June 1, 2009 all juniors will participate in planning and transitional education as follows:

SAT, HSPA, End-of-Course Examinations
Course audits
Financial aid information
Internship preparation and exploration
College and Technical School Searches

resulting in 100% of the targeted population completing and maintaining Student Preparation and Transitional Plan Dossiers which will include the results of interest inventories, sample PSAT/SAT Tests, sample HSPA tests, post secondary web based searches, resumes, reflective journals and sample college application essays.

B. Board Approval Date

Approved by the Board of Education on September 9, 2008

C. Summary of Progress in Implementation of 2008-2009 Objectives

The following activities have taken place through October 8, 2008:

Objective #1

- Establishment of a committee to develop the Action Plan on October 13, 2008

- Identification of activities and funding for an after school SAT Prep class which began September 29 that will meet three times per week for 2.5 hours on Mondays, Wednesdays and Thursday and be staffed by an English and Mathematics instructor
- Scheduling for a Saturday SAT Prep class that will meet for two successive Saturdays prior to each of Four SAT administration dates
- Vocabulary development as part of each morning's announcements for SAT identified vocabulary
- Use of SAT sample problems as "Do Now" activities in Math and English classes
- Processing purchase orders for SAT prep materials
- Analysis of teacher developed assessments to link with actual SAT test preparation (in process)

Objective #2

- Establishment of a committee to develop the Action Plan on October 13, 2008
- Student attendance at the Morris County Regional College Fair held at CCM on October 4, 2008
- Scheduling of college representatives for "Lunch with an Expert Series". College of St Elizabeth's and NJIT have conducted presentations and met with students
- Design and implementation of new articulation agreements. Meetings in process or completed thus far with NJIT, CCM and College of St Elizabeth's.
- Scheduling of Financial Aid Workshop
- All seniors placed in Board of Education approved Internship sites. Internship Coordinator is scheduling on-site visitations and monitoring students' reflective logs.
- Biology EOC results received and interpreted with teachers
- Biology and Biology Honors Course curriculum revised and aligned with EOC assessment to assist students in meeting EOC assessment successfully
- Participation in Biology, Mathematics and LAL Performance Assessment Field Tests with NJPAA
- Biology and Mathematics teachers trained in holistic scoring for Performance Assessments

II. ACHIEVEMENT OF PERFORMANCE LEVEL OBJECTIVES

A. Results of the School Level Objectives 2007-2008

Objective #1

In an effort to improve and maintain writing proficiency, this objective is an augmentation of an objective from the 2006-07 school year. The focus was largely on expository writing. Previous objectives focused on persuasive and technical writing

By June 1, 2008 all 9th, 10th and 11th and 12th graders will participate in cross content persuasive, technical and expository writing activities, resulting in 80% of the target population achieving a minimum increase of one level or maintaining a score of six (6) as measured by pre and post expository writing samples evaluated with a school developed Holistic Scoring Rubric for expository writing as the instrument.

School Action Committee for Objective #1

Members of the committee who developed the Quality Assurance Action Plan to address this objective included Tom Barnard, Principal; Mikki Regan, Supervisor of Curriculum & Instruction; Scott Shaw, Supervisor of Instruction; Mrs. Herman and Marilynn Donahue, Parents; Carrie Branch and Lisa Adams, English Instructors; Sheila Arakelian, Mathematics Instructor; Ray Nutkis, Media Specialist; Fred Wolf, Diesel Instructor; and Melissa Sevola, Spanish Instructor

Established Activities and Timelines

Activities	Staff	Timelines
Present Writing Objective to staff, students and Parents at the Orientation Workshops and Back to School Nights	Principal Supervisor of Curriculum & Inst	September 30, 2007
Administer in English classes and Score Pre Test in Writing to establish student baseline scores using Holistic Scoring Rubric	Supervisor of Curriculum & Instruction Scott Shaw-English Instructor	October 30, 2007
Develop Expository Scoring Rubric	English Instructors	October 2007
Share data with all academic instructors	Supervisor of Curr & Instr Academic Instructional Staff	November 30, 2007

Activities	Staff	Timelines
Introduce instructional staff to nicenet.org as a means of sharing Expository Writing samples and ideas. CTE Instructors may volunteer to participate in collaboration with English instructors	Scott Shaw, English Instructor Mikki Regan, Supervisor of Curr	October 8, 2007
Presentation to Advisory Councils of QAAR Goals and www.nicenet.org . Teachers contact Advisory Council members in advance to request they bring samples to the meeting	Scott Shaw, Mikki Regan CTE Instructors	
Develop Professional Development library for staff with writing materials and exercises in Media Center	Scott Shaw Ray Nutkis	November 15, 2007
Encourage parental involvement in development of writing skills	English instructors	November 2007
Teachers will plan and implement a minimum of ten (10) expository writing exercises for last three marking periods	Supervisors Instructors	November 15 to June 1, 2008
CTE teachers share speaker resources with English instructors for mini-presentations in academic as well as occupational classes	CTE Instructors English	November to June 2008
Establish a website for students to share expository writing assignments	English Instructors	
Have teachers use "Do Now" Exercises in Expository Writing Topics. Create a list of suggested topics and exercises	English Instructors Supervisor of C&I	October to June 2008
Complete Interim Assessment in 1/2008 in English classes	English Instructors	January 30, 2008
Hold Interim QAAR Progress Meeting to discuss progress to date	QAAR Committee	January 2008
Administer and score Post Test	English Instructors	June 1, 2008

Presentations regarding this objective and recommended activities were completed with parents, students and faculty at Orientations, Back to School Night and PTA Meetings conducted in September 2007.

A pretest was administered to all fulltime students in grades nine, ten and eleven in October 2007 and baseline scores established. The data generated was shared with all academic and career preparation instructors.

Each student was required to maintain a Reflective Journal and journaling activities were a daily part of every academic class. All academic instructors assigned a daily “Do Now” activity for students entering their classrooms involving expository writing. In English, students were also required to maintain a reflective journal regarding their readings and literary explorations. Writing exercises were implemented on an interdisciplinary, high interest level with activities such as the following:

- Completion of assignments in expository writing using peer and mentor editing
- Career and Technical Instructors collaborated with Academic Instructors to share resources from business and industry and developed and implemented joint projects involving expository writing.
- Development of individual student digital portfolios with student pieces of work to include resumes, sample writing assignments from academic classes and written descriptors of activities in their career cluster areas of concentration.
- Development of individual student “blogs” or web logs on various interdisciplinary topics in English and Social Studies.
- Establishment of website to showcase student writing.

Professional development workshops were conducted with both students and faculty in October 2007. Expository writing was defined and the scoring rubric was shared with all instructors. An Expository Writing Rubric was also reviewed with all. Occupational instructors worked collaboratively to define specific types of writing and activities for each for implementation in their respective classrooms. Materials were identified for the Media Center to serve as a collection for Writing Skill Improvement for teachers and students.

Topics for summative assessment of Expository QAAR goal:

Expository Writing-Pre Test

Directions: Think about a favorite place to visit. Write an essay in which you explain why this place is so important or enjoyable to you.

Expository Writing Post Test

Directions: Think about a favorite movie or book. Write an essay in which you explain why this movie or book is so important or enjoyable to you.

Rubrics for Expository Writing and Trade Journal assignments are as follows:

**New Jersey Registered Holistic Scoring Rubric
Expository Writing**

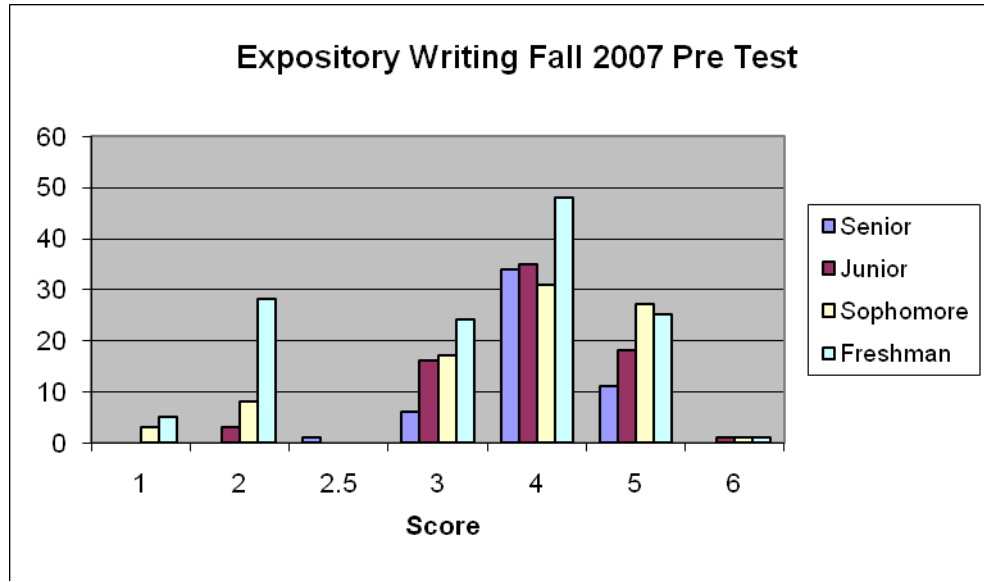
	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
Content and Organization	May lack opening and/ or closing	May lack opening and/ or closing	May lack opening and/ or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well- developed
	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent
Usage	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors
Sentence Construction	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/ or sophistication Very few, if any, errors
Mechanics	Errors so severe they detract from meaning	Numerous serious errors	Patterns of errors evident	No consistent pattern of errors Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

Content/ Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> • Communicates intended message to intended audience • Relates to topic • Opening and closing • Focused • Logical progression of ideas • Transitions • Appropriate details and information 	<ul style="list-style-type: none"> • Tense formation • Subject- verb agreement • Pronouns usage/ agreement • Word choice/ meaning • Proper Modifiers 	<ul style="list-style-type: none"> • Variety of type, structure, and length • Correct construction 	<ul style="list-style-type: none"> • Spelling • Capitalization • Punctuation

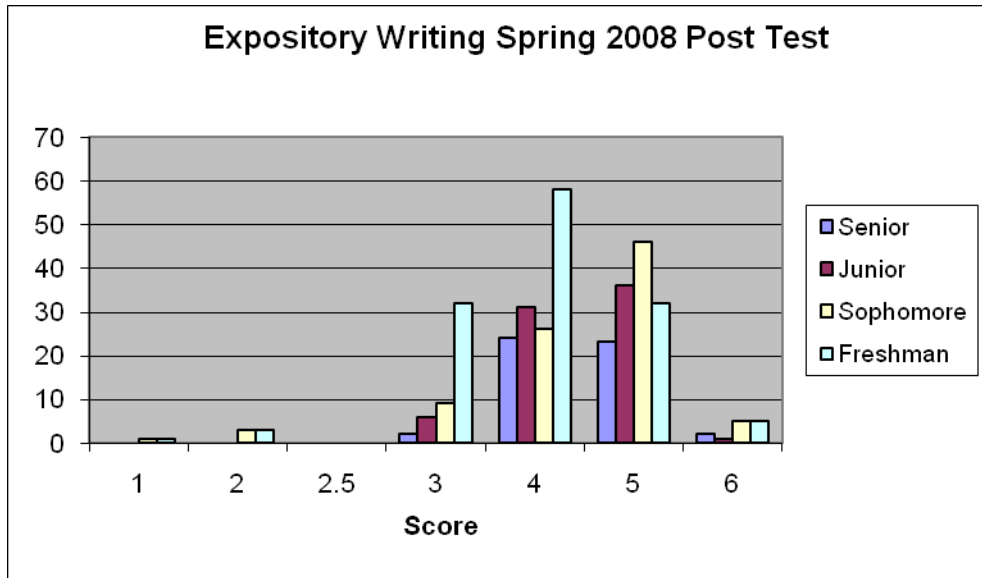
**TRADE JOURNALS
CONTENT RUBRIC**

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
<u>Content and Organization</u>	<p>May lack opening and/or closing</p> <p>Minimal response to topic; uncertain focus</p> <p>No planning evident; disorganized</p> <p>Details random, inappropriate, or barely apparent</p>	<p>May lack opening and/or closing</p> <p>Attempts to focus</p> <p>May drift or shift focus</p> <p>Attempts organization</p> <p>Few, if any, transitions between ideas</p> <p>Details lack elaboration, i. e., highlight paper</p>	<p>May lack opening and/or closing</p> <p>Usually has single focus</p> <p>Some lapses or flaws in organization</p> <p>May lack some transitions between ideas</p> <p>Repetitious details</p> <p>Several unelaborated details</p>	<p>Generally has opening and/or closing</p> <p>Single focus</p> <p>Ideas loosely connected</p> <p>Transitions evident</p> <p>Uneven development of details</p>	<p>Opening and closing</p> <p>Single focus</p> <p>Sense of unity and coherence</p> <p>Key ideas developed</p> <p>Logical progression of ideas</p> <p>Moderately fluent</p> <p>Attempts compositional risks</p> <p>Details appropriate and varied</p>	<p>Opening and closing</p> <p>Single, distinct focus</p> <p>Unified and coherent</p> <p>Well-developed</p> <p>Logical progression of ideas</p> <p>Fluent, cohesive</p> <p>Compositional risks successful</p> <p>Details effective, vivid, explicit, and/or pertinent</p>

Results of Pre and Post Writing Test Using the Holistic Scoring Rubric for Expository Writing



	Senior	Junior	Soph.	Fresh.
1	0	0	3	5
2	0	3	8	28
2.5	1	0	0	0
3	6	16	17	24
4	34	35	31	48
5	11	18	27	25
6	0	1	1	1
Class	52	73	87	131



	Senior	Junior	Soph.	Fresh.
1	0	0	1	1
2	0	0	3	3
2.5	0	0	0	0
3	2	6	9	32
4	24	31	26	58
5	23	36	46	32
6	2	1	5	5
Class	51	74	90	131

The objective stated that 80% of the target population in grades 9, 10, 11 and 12 would demonstrate a minimum increase of one level or maintain a score of six (6). This objective was met at each grade level as outlined in the chart below:

Seniors	81% of students met criteria	44
Juniors	83% of students met criteria	62
Sophomores	80% of students met criteria	73
Freshmen	82 % of students met criteria	128

Students also published samples of their expository writing to a website developed by the English instructors. The website can be accessed at:

<http://www.freewebs.com/condronk/index.htm>

Based upon national research concerning the importance of written communication skills in career success and continuous learning, the committee again wished to have writing be a major interdisciplinary objective for the 2008-2009 school year to foster continuous improvement in student's writing skills.

The objective on improvement of SAT scores will focus on the further development of expository writing as it relates to test-taking skills. Development of college essays and resumes will also be a focus of the second objective proposed for 2008-09 involving transitional planning.

Objective #2

By June 1, 2008 all students will participate in planning and transitional education by grade level as follows:

Ninth grade

Career awareness
Introduction to career/college process
Interest inventory

Tenth grade

College/technical school search
College essay samples
PSAT

Eleventh grade

SAT
Resume preparation
HSPA
Course audit
Financial aid information
Internship exploration

Twelfth grade

Grade 12 Options

College Application Essays

College visits

SAT

Financial aid information

College application

Resume preparation

resulting in 100% of the targeted population completing and maintaining Student Preparation and Transitional Plan Dossiers which will include the results of interest inventories, sample PSAT/SAT Tests, sample HSPA tests, post secondary web based searches, resumes, reflective journals and sample college application essays.

School Action Committee for Objective #2

Members of the committee who developed the Quality Assurance Action Plan to address this objective included Tom Barnard, Principal; Mikki Regan, Supervisor of Curriculum & Instruction; Dr Lori Petrillo, Director of Student Personnel Services; Mrs. Herman and Marilyn Donohue, Parents; Scott Shaw and Lisa Adams, English Instructors; Sheila Arakelian, Mathematics Instructor; Ray Nutkis, Media Specialist; Fred Wolf, Diesel Instructor; Melissa Sevola, Spanish Instructor

Established Activities and Timelines

A School Counseling Calendar for grades 9-12 was developed outlining activities from September 2007 through June 2008. Activities included:

- Implementation of College Information sessions for students and parents
- Implementation of a Financial Aid Workshop for parents and students
- Implementation of PSAT Testing for all sophomores and interested juniors
- Development of college essays in all Grade 11 English classes with all juniors.
- Development of resumes in Technical Writing classes and Senior Seminars.
- Scheduling of college and business partner presentations for all students which included The Art Institute of New York City, Johnson and Wales University, New Jersey Institute of Technology, Connecticut Culinary Institute, Dover Business College, Wyoming Tech, Universal Technical Institute, New England Culinary Institute, County College of Morris, US National Guard, International Brotherhood of Electrical Workers-Local #164, Pennsylvania College of Technology, Jersey Central Power and Light Power Academy, US Marines, Eastwick College, Disney Studios, Carpenters Union and Sheet Metal Workers Union. Students also participated in the Morris County Regional College Fair in October 2007.

- A booklet entitled The Road to College was prepared by Guidance and distributed to all students
- Presentations were also conducted for personal improvement topics such as Stress Management, Fatal Vision Goggle Program, Alcoholics Anonymous, Jersey Women's Battered Services, Gay Activist Alliance, Drug Abuse Prevention and Community Resources.
- Implementation of Mini-Elective programs in which Guidance Counselors and Child Study Team Members provide instruction in Social Issues, Electronic Portfolio Development, Computer Applications and Seminars at each grade level for grades 9-11. Each student will participate in all seminars and mini-electives in grades 9-11.
- Implementation of Grade 12 Options Meetings with parents and students. The Grade 12 option to attend college at County College of Morris or Fairleigh Dickinson University is fully explained and applications distributed. Technical Internship is also discussed and booklets on the procedures for Structured Learning Experiences (SLE's) are distributed.

Results

As a result of activities outlined in this objective, 100% of the targeted population completed and are continuing to maintain Student Preparation and Transitional Plan Dossiers.

Graduating Students in June 2008 were offered over \$1,500, 000 in Scholarships and Awards and attended colleges as follows: American University, Art Institute of Pittsburgh, Boston College, Boston University, Brown University, Brookdale Community College, Bucknell University, Christine Valmy International Beauty School, Colorado Mountain College, Carnegie Mellon University, College of New Jersey, Cornell University, County College of Morris, Dartmouth University, Delhi College of Technology, Drexel University, Embry-Riddle University, Fairleigh Dickinson University, Frederick Olin College of Engineering, French Culinary Institute, Johnson College, Johnson and Wales University, Lehigh University, Long Island University, Michigan State University, Montclair State University, Muhlenberg University, New England Culinary Institute, New Jersey Institute of Technology, New York University, Old Dominion University, Parson's New York School of Design, Pennsylvania College of Technology, Penn State University, Philadelphia School of the Arts, Pratt Art Institute, Princeton University, Massachusetts Institute of Technology, Raritan Valley Community College, Rensselaer Polytechnic Institute, Rochester Institute of Technology, Rutgers University, Seton Hall University, College of St Elizabeth, Swarthmore College, Tufts University, University of California-Berkeley, University of Medicine and Dentistry of New Jersey, University of Miami, Vassar College, Virginia Polytechnic Institute, Virginia Tech University, St Peters College, Stony Brook University, Bergen Community College, University of Advanced Technology and William Paterson University .

Graduating students also entered the Armed Forces as well as apprenticeship programs with advanced placement in the Carpenters Union, International Brotherhood of Electrical Workers (IBEW), Independent Electrical Contractors (IEC) and Sheet Metal Workers Unions.

As part of Grade 12 Options, 68 students earned college credit from New Jersey Institute of Technology in Macroeconomics, Technical Writing and Calculus 3. An additional twenty-six students attended County College of Morris for their senior year earning an average of 22 college credits.

Graduating students from The Academies of Mathematics, Science and Engineering, Networking, Information Technologies and Communication and Health Care Sciences earned additional articulated credits from New Jersey Institute of Technology (NJIT) and The University of Medicine and Dentistry of New Jersey (UMDNJ) averaging from 6-47 credits each.

The development of Career Plans and accountability for informed placement for each student was felt to be of major importance. This objective has been augmented for the 2008-2009 school year to focus primarily on the junior class and the continued development and refinement of career plans and Transitional Planning Dossiers.

III. NEW JERSEY SCHOOL REPORT CARD

The School Report Card was published in the Daily Record in February 2008.

The School Report Card link is on the district website.

School Report Card for 2007-2008 was submitted to the Department of Education on September 29, 2008.

District Snapshot

Morris County Vocational School District consist of eight career academies and four career schools, each designed to prepare students for postsecondary education at the university level, advanced technical training or immediate gainful employment. Since the Fall of 2000, students representing various high schools from 39 communities have attended academy programs and entered the workforce as skilled employees, or have elected to continue their studies in two or four year college or technical institute programs.

Morris County high school students accepted into the *Academies* are challenged to succeed through a true Twenty-First Century education. Traditional learning is enhanced by world-class opportunities to communicate with others across the globe and explore new ideas in a worldwide learning laboratory. Students are exposed to an environment in which science, humanities and the arts are blended to instill lifelong learning. Knowledge, character education and a thirst for learning stand as the hallmarks of our curriculum. Our full time programs are:

The Academy of Automotive Sciences
The Academy of Construction Arts
The Academy for Networking Information Technology & Communications
The Academy for Mathematics, Science, & Engineering
The Academy for Law & Public Safety
The Academy for Networking Information Technology & Communications
The Academy for Health Care Sciences
The Academy for Finance and International Business
The School of Child Related Careers
The School of Cosmetology
The School of Culinary Arts
The School of Veterinary Sciences

Since the fall of 1971, approximately 25,000(+) students representing 28 high schools and 39 communities have graduated from our share-time programs at Morris County School of Technology. Morris County School of Technology offers 21 career programs twice a day (morning and afternoon) to high school students and post-graduates living in Morris County. The 12 technical programs include:

1. Animal Technology
2. Auto Body/Collisions Repair

3. Automotive Services Technology
4. Building Construction
5. Building and Grounds Maintenance Services
6. Carpentry
7. Computer Drafting and Graphics Studio
8. Cosmetology
9. Electrical Trades
10. Plumbing
11. Retail and Supermarkets Careers
12. Welding

Counseling Services

The mission of the guidance department is to ensure quality guidance and counseling services for each student at Morris County School of Technology. To fulfill this mission, counselors will assist students to:

1. Assess their strengths, aptitudes and interests
2. Plan their educational program
3. Develop decision making and problem solving skills
4. Identify their career options
5. Build a foundation for a fulfilling life

Guidance Counselors conducts individual conferences to help each student. Assistance is provided in the development of intervention programs when students encounter impediments to success.

Child Study Team Services

A fully-staffed Child Study Team (CST) services the students of Morris County School of Technology. Dr. Loraine A. Petrillo, Director of Student Personnel Services, supervises the interdisciplinary work of the CST, while also serving on the team. The CST is a multidisciplinary team of professionals that includes:

1. A learning disabilities teacher-consultant (LDT-C)
2. A school psychologist; and
3. A school social worker.

Members of the CST consult with classroom teachers, administrators and parents regarding special instructional methods and/or counseling necessary to meet the specific needs of individual students. CST members:

1. Participate in the evaluation of students who may need special education programs and services;

2. Participate in the determination of eligibility of students for special education programs and services;
3. Deliver appropriate related services to students with disabilities (e.g., school-related counseling);
4. Provide appropriate preventive and support services to non-disabled students;
5. Provide services to the general staff regarding techniques, materials and programs for students experiencing difficulties in learning;
6. Consult with school staff and parents in order to optimize learning for students;
7. Assist with designing, implementing and evaluating techniques to prevent or remediate educational difficulties.

The MCST Child Study Team's focus centers on developing creative ways to help students realize their potential in school. This focus is not to be restricted to diagnosis, labels or categories, but to look at students as individuals, and to involve students, parents and teachers in a problem-solving process leading to student success.

INDUSTRY STANDARD EXAMINATIONS – June 2008

Automotive Service Technology – NATEF Program Completer Exams
 Welding-AWS Entry Level Welder Examination
 Cosmetology-New Jersey State Licensing Exam
 Culinary Arts-Serv-Safe Sanitation Exam
 Networking and Information Technology-Systems-A+ Certification and Cisco CCNA Certification
 Carpentry, Child-Related Careers, Plumbing, Electrical Trades, Building Construction, Building and Grounds Maintenance Services, Law and Public Safety-CPR, First Aid and OSHA Certifications
 The Academy for Visual and Performing Arts-New Jersey DOE Exit Examinations in Theater Arts and Dance

EMPLOYER VERIFIED EXAMINATIONS – June 2008

Building Construction
 Building/Grounds Maintenance Services
 Auto Body/Collision Repair-Special Needs
 Animal Technology
 Retail/Supermarkets Careers
 Food Services
 Networking and Information Technology
 The Academy for Visual & Performing Arts-Multimedia Majors Only
 The Academy for Mathematics, Science and Engineering-Technical Research Projects

SOCATS-NOCTI- June 2008

Auto Body/Collision Repair
Carpentry
Child Related Careers
Diesel Technology
Electrical Trades
Health Care Sciences

Plumbing
Culinary Arts
Food Services
Welding Technology
Academy for Law & Public Safety

IV. PROFESSIONAL DEVELOPMENT ACTIVITIES

District Professional Vision Statement

The Morris County Vocational School District Local Professional Development Committee recognizes the importance of collaborative planning and shared responsibilities for faculty and staff professional development. The ultimate goal of Morris County Vocational School District Local Professional Development Committee is to promote student learning. As professional educators, we believe our job is to facilitate lifelong learning among our students. To accomplish this, we strive to improve content knowledge; incorporate a wide array of instructional methodologies; create an atmosphere conducive to learning; incorporate varied assessment instruments; promote human growth and development of our students; engage in meaningful partnerships with community resources to further enhance our instruction; recognize students as diverse learners; and understand the importance of planning in the instructional process. We believe that administrators, teachers and support staff must engage in a wide range of reflective practices, pursue opportunities to grow professionally and establish collegial relationships to enhance the teaching and learning process.

For long-term growth and excellence, the Local Professional Development Committee believes that:

1. It is necessary to establish a school culture that promotes collaboration and productive learning environments for faculty and students;
2. The long-range planning needs of the district are considered in the professional development plan; it is important to develop plans that address the needs and requests of the faculty and staff;
3. It is critical to create opportunities and challenges in the teaching environment that provide the conditions necessary for continued effective teaching and authentic assessment that maximize student learning;
4. It is necessary to encourage a healthy environment that reduces and/or eliminates isolation and creates an atmosphere of collegiality, collaboration, and trust;
5. It is necessary for professional development activities to be ongoing, sustained and focused on preparing students to meet the challenges of high student performance as measured by the New Jersey High School Proficiency Assessment, on achieving proficiency in the New Jersey Core Curriculum Content Standards, on expanding the learning opportunities to incorporate technology into the curriculum and on providing instructional strategies that prepare our students to succeed in their career goals.

1. District Professional Development Goals

The Local Professional Development Committee believes it is important for professional staff members to maintain their industry licenses and/or credentials. They must continue to complete the mandated requirements established and identified by industry and the National Skills Standards Board. The district will continue to support individual initiatives in meeting this annual goal through course/workshop reimbursement. This will enhance student learning in all

aspects of their industry and insure that instructors are cognizant of industry requirements in their respective field. The Local Professional Development Committee recognizes the importance of the “Eight Key Elements of High Quality Professional Development for Teachers from the Elementary and Secondary Education Act” No Child Left Behind (NCLB) as essential to our professional development activities.

The “Eight Key Elements of High Quality Professional Development for Teachers” are:

1. All activities are referenced to student learning;
2. Schools use data to make decisions about the content and type of activities that constitute professional development;
3. Professional development activities are based on research-validated practices;
4. Subject matter mastery for all teachers is a top priority;
5. There is a long-term plan that provides focused and ongoing professional development with time well allocated;
6. Professional development activities match the content that is being instructed;
7. All professional development activities are fully evaluated;
8. Professional development is aligned with state standards, assessment, and the local school curriculum.

Following the eight key elements mentioned above, during the 2007-2008 school year, staff members at Morris County Vocational School District will continue the process initiated in order to achieve the following goals:

1. Align the current curriculum to the National Standards and revised New Jersey Core Curriculum Content Standards in all content areas.
2. Design a program that will enable students to demonstrate professional habits, attitudes, and ethics consistent with the New Jersey Core Curriculum Content Standards.
3. Provide professional development to all staff in the areas of technical and instructional methods in collaboration with identified partners.
4. Design resource acquisition strategies and a financial plan to adequately fund the Strategic Plan.
5. Design unique and innovative programs that reflect present and future career opportunities to meet the needs of the global market place.
6. Foster an environment that is conducive to working, teaching, and learning.

2. School Level Goals

In addition, the Local Professional Development Committee will seek to:

1. Develop and implement a clearly defined communication process that establishes partnerships among the stakeholders and reinforces consistent communication in an

effort to achieve goals, set expectations, and develop policies that promote effective teaching and learning;

2. Develop and implement flexible, alternate instructional and assessment programs for all students. Professional development and other strategies will be explored to identify programs that facilitate the instructional/learning process and foster innovation. Support staff will continue to define their needs and develop action plans to address them;
3. Participate in increased activities to promote and foster differentiated instructional techniques;
4. Prioritize curriculum needs, recommend refinements to the curriculum in order to meet the needs of our stakeholders, explore tools such as technology that optimize instructional resources, and develop systems that involve the plan-do-check-act cycle for systematic improvements;
5. Schedule visits with vocational magnet and comprehensive high schools already providing a grade nine instructional model;
6. Continue to align the curriculum and learning with the New Jersey State standards;
7. Develop a process that fosters mutual respect for peers, faculty, and staff.

A. Professional Development Activities for 2007 - 2008

1. Right-To-Know

All instructional staff members and custodians attended a refresher workshop regarding hazardous materials and/or chemicals in the workplace. Five new staff members attended the new employee training workshop. The individual's right to know was outlined. Feedback was positive and improvement has been noted in sanitation, hygiene and storage and retrieval of materials.

2. Diversity Training

This represents an ongoing effort to eliminate stereotyping, provide equal access, student grouping and encourage student enrollment in nontraditional roles. Equity proficiencies are incorporated into each curriculum. Materials and resources were provided to teachers. Workshop was given as part of orientation.

3. Curriculum, Revision, Evaluation Procedures

This is presented at faculty meetings by the Supervisor of Curriculum and Instruction and is designed to assist the instructional staff in infusing math and/or science into their curriculum and to revise their expectations for students to reflect the state mandated "Core" proficiencies and competencies in each vocational program. Work in both areas is continued.

4. Blood Borne Pathogens

Seminar at faculty meeting to provide updates on safety precautions, methods and implications to staff and students when an injury or condition results in bleeding.

5. Recruitment, Marketing and Public Relations Strategies

Based upon recommendations from Advisory Committees, marketing and public relations materials to attract a diverse student population to the vocational-technical school programs will be produced by individual programs. Initiatives with individual instructors and administrators were ongoing throughout 2007-2008.

6. DYFS Reporting Procedures

Procedures for reporting suspected child abuse were updated as needed. New mandates were distributed and the procedure was reviewed.

7. New Teacher Seminar Series

Weekly seminar held for new teachers focusing on topics that are common to new instructors to the district. Topics included project based learning, classroom management techniques and authentic assessment.

8. Technical Writing Across the Curriculum

Designed for academic and vocational instructors, this series of instruction focused on applying writing skills in development of technical presentations. The integration of vocational interest with writing skills is measured with a Rubric for Holistic scoring.

9. Aurolog Training

Designed for the world language teachers, this training prepares instructors to effectively use the Aurolog computer programs in Spanish, French and Chinese. The program allows students to work in groups and independently as well as providing extra instruction on an individual basis.

10. Texas Instrument Navigator Training

This training is designed for the mathematics teachers for instruction in the use of calculators provided to each student; specific functions for various mathematics courses and maintenance of the calculators is covered.

11. HSPA Remediation

Training is provided for the English and mathematics teachers in the assessment, use and evaluation of the HSPA remediation materials.

12. Suicide Awareness and Prevention

All instructional staff and administrators participated in a workshop designed to outline the signs of possible suicide, appropriate action and documentation required.

13. Holocaust Education

Social Studies teachers learning workshop was held to review the components of Holocaust with application in classes across the four years.

14. Computer In-Service

A variety of computer in-service workshops were made available to all staff after school on new software and uses. Hands-on training was provided as part of the workshop.

15. Critical Friends

This is a collaborative seminar series with ongoing teacher interaction with each other to develop and implement teaching methodology that supports the individual needs of the students.

B. Expended Budget for Professional Development in 2007 - 2008:

Workshops	\$15,123.61
Tuition	\$39,673.50
Consortium	\$ 1,000.00

C. District Professional Development Plan was approved by County Professional Development Board on October 24, 2008.

D. Progress in Implementation of Mentoring Plan for 2007 – 2008

In 2007 – 2008, nine new teachers were successfully mentored for the duration of their first year at Morris County Vocational School District by a peer mentor.

Morris County Vocational School District Mentoring Program is a comprehensive program developed and structured to support new teachers during the first year of their employment in our schools. The Mentor Teacher Program promotes positive and productive school experiences for students and teachers by providing support and assistance to all new teachers.

As provisional teachers transition into veteran faculty in the Morris County Vocational School District, their professional growth and development continue to be highly valued. Monthly opportunities for professional development are provided through activities chosen and designed via input from all Morris County Vocational School District teachers through yearly surveys. In these offerings, the Morris County Vocational School District is committed to providing professional development opportunities that are meaningful for teachers at all career levels. Such sessions may include (but are not limited to) the following:

- Brain-Based Learning
- Meeting the Needs of the ESL Learner
- Research Based Instruction
- Differentiated Instruction
- Using Rubrics for Authentic Assessment
- Multiple Intelligences
- Cooperative Learning
- Dimensions of Learning
- Learning styles
- Infusion of Technologies in the Classroom
- Current Issues and Concerns of the Novice Teacher

Alternate route and those without advanced standing will be assigned a mentor teacher for the second year of employment at Morris County Vocational School District. Teachers with advanced standing provisional certifications are assigned a mentor for one year. In accordance with Morris County Vocational School District Board Policy #450, "*Novice Teacher Mentor Program*," new teachers will have the opportunity to access a collaborative and reflective process that will enhance their learning and enable the students they teach to achieve high levels of accomplishment.

Teaching and learning is reflected in the New Jersey Professional Standards for Teachers developed by the New Jersey Professional Teaching Standards Board. Our Mentoring Plan is based upon a broad range of skills and knowledge outlined in the New Jersey Department of Education's Professional Standards for Teachers and School Leaders. These skills include but are not limited to:

1. Subject Matter Knowledge;
2. Human Growth and Development;
3. Diverse Learners;
4. Instructional Planning and Strategies;
5. Assessment;
6. Learning Environment;
7. Special Needs;
8. Communication;
9. Collaboration and Partnerships, and;
10. Professional Development.

Responsibilities of the Mentor

These responsibilities include:

1. Willingness to be observed within his/her classroom by the Novice Teacher.
2. A Mentor Teacher may also do demonstration lessons in the Novice Teacher's classroom.
3. Attending formal training in mentoring.
4. Being available to meet with the Novice teacher on a regular basis for support, problem-solving, and informal feedback on successes and concerns.
5. Acting as a resource for the educational needs of the Novice Teacher.
6. Protecting the confidentiality of any collaboration and discussion with the Novice Teacher. The Mentor Teacher shall not be involved in any evaluations.
7. Having a desire to help new teachers grow in their profession and a willingness to devote time to support the Novice Teacher. Some of this time will be voluntary as Mentors and Novice Teachers will meet before or after school.
8. Keeping a documented record of observations, peer coaching and informal meetings. This documentation record will serve as documentation for the Mentor Teacher's 100-Hour requirement.

Responsibilities of the Novice Teacher

These responsibilities include:

1. Keeping a Reflection Journal to share with the Mentor. This Journal will provide the basis for discussion and problem solving.
2. Meeting on a regular basis with the Mentor for review of classroom practices and management concerns.
3. Being involved in district in-services related to their job, wherever possible.
4. Developing a portfolio of best teaching practices, which may include videotapes, lesson plans, and other documentation.

V. CONDITION OF EDUCATIONAL FACILITIES

A. Temporary School Facilities Approval

The Morris County Vocational School District did not have any temporary facilities during the 2007-2008 school year.

B. Cost of Major Building Projects/Renovations

On going preliminary discussions have taken place regarding Building One roof replacement, upgrade to HVAC systems and asbestos abatement project.

C. Comprehensive Maintenance Plan

1. Board of Education approved Comprehensive Maintenance Plan on October 21, 2008.
2. Copy of Comprehensive Maintenance Plan 2006/2007 through 2008/2009 is provided.
3. Annual Maintenance budget spreadsheet is attached.

Requirements for Plan have been initiated under supervision of Business Administrator.

D. Status of Long Range Facility Plan

The most recent Long Range Facility Plan was approved by the Board of Education on November 15, 2005 and is currently awaiting approval by the Office of School Facilities Financing. In June 2008 the district was notified that the District's LRFP submission was complete.

E. Maximum Capital Reserve Amount

Our maximum capital reserve amount is \$841,373.

F. Status of Required Annual Health and Safety Review

1. Under the supervision and direct involvement of the Head of Maintenance, building checklists are completed on an annual basis. Any unacceptable items are being addressed by the Head of Maintenance, under the guidance of the School Business Administrator, in a timely fashion.
2. Facilities Checklist is attached.

VI. STATUS OF MANDATED PROGRAM REVIEWS

A. Comprehensive Equity Plan - 2007-2010

The Affirmative Action Team met in January 2007 to develop the new Comprehensive Equity Plan for 2007 – 2010. Board policies were reviewed and updated. In particular, the sexual harassment policy was revised to comply with new mandates. Board of Education approved by resolution, the school district's Comprehensive Equity Plan on March 13, 2007. The Morris County Superintendent's Office approved the Plan on June 19, 2007. A copy of the approval letter has been provided.

B. Bilingual Education, English as a Second Language, English Language Services

Not applicable

C. Early Childhood Program Aid Plan

Not applicable

D. Demonstrably Effective Program Aid Plans

Not applicable.

E. Special Education [N.J.A.C. 6A:14]

Morris County Vocational School District was monitored on September 20, 2005 and October 3, 2005 by the Department of Education to determine the district's compliance with Disabilities Education Act and New Jersey Administrative Code 6A:14.

The improvement plan was reviewed and no revisions were required. The components of the improvement plan have been addressed. New Jersey Department of Education granted provisional approval on February 21, 2006. Copy of the letter is provided.

Progress in implementation has consisted of the following actions:

- Review, revisions and additions of policies that provide safeguards for students and families.
- Implementation of new programs to meet needs of students including after school Step Prep Program, individual tutoring, in class support and counseling.
- The addition of school psychologist and social worker to the full time Child Study Team staff.
- The addition of a teacher-parent liaison, parent meetings and written communication to inform parents of programs, information and assistance for their child.

F. District Technology Plan

Morris County Vocational School District's Technology Committee completed the new plan for the period July 1, 2007 to June 30, 2010. Plan was approved by the Morris County Vocational School District Board of Education on March 13, 2007. The Morris County Superintendent's Office approved the plan on June 30, 2007. Technology Plan has been posted on district's website. Copies of the Technology Plan and approval letter are provided.

G. Discretionary and Entitlement Grant Programs

GRANT	ALLOCATION	GRANT ACTIVITIES
Carl D. Perkins Secondary	\$318,246.00	Equipment and supplies for the Automotive Sciences Academy, supplies to start the new full time programs for Child Related Careers and Veterinary Science. New curricula for academy programs. Curricula for new and revised courses
Carl D. Perkins Post-Secondary	\$83,454.00	Review materials and examination fees for H.V.A.C., allied health courses and Cosmetology. Revision and expansion of electrical and welding apprenticeship programs.
Adult Basic Skills and Civics Grant	\$600,000.00	Implementation of three levels of basic skills and civics programs. Approximately 700 clients were served.
Apprenticeship Coordinator Contract	\$22,089.00	Implementation of apprenticeship for electrical, welding and plumbing students in adult programs. Establishment of new industry affiliations.
No Child Left Behind (NCLB)	\$28,692.00	Implementation of Step Prep Program for any student in need of help with English and/or Mathematics. Student focused programs for substance abuse, violence and vandalism prevention.
Individuals with Disabilities Education Improvement Act	\$148,612.00	Full time Social Worker, speech and learning therapists, hearing impaired interpreter, new software to assist students.
<u>Extraordinary Incentive Grant:</u> Cosmetology Secondary	\$10,000.00	Review and remediation materials for preparation for licensure examination. New software, videos and models for instruction.

VII. COMMUNITY SUPPORT

A. Demographic Data

The last demographic study per the Five Year Facility Plan was conducted in 2005 – 2006. The next study will be conducted in 2010 – 2011.

B. Community Survey

Morris County Vocational School District is a school of choice and serves the entire county, encompassing thirty-nine municipalities. Our school district employs a variety of survey instruments to acquire data relevant to the design and implementation of educational programs. The information is incorporated into the development of the school's annual goals and objectives. The community survey as such is an ongoing activity and information is obtained from parent surveys and county demographic reports.

C. Resources and Links to Social Services Agencies

- Urban League of Morris County
- Hands Across Morris
- County College of Morris
- The Morris County Chamber of Commerce
- Morris 2000
- The Morris County Board of Chosen Freeholders
- The Morris County School Boards Association
- The Coalition of Educational Agencies
- The Morris County Principals and Supervisors Association
- The Morris County School Nurses Association
- The Morris County Association of School Administrators
- The Morris County Council of PTA's
- Advisory Committee representing Labor and Business
- Morristown Housing Authority
- Morris County Project Connect in conjunction with the MC-ETTC
- Morristown Memorial Hospital
- St. Clare's Hospital
- Morris View Nursing Home
- Morris County Association of School Business Administrators
- Morris County Association of Coordinators of Special Services
- Morris County Professional Counselors Association
- Morris Area Curriculum Network
- Morris County Professional Development Board

D. Community Environmental Conditions

Not applicable

E. Barriers to Community Participation

Not applicable

F. Community Involvement

1. Community services and activities conducted in 2007-2008 included:

- Morristown Fall Festival
- Annual Food Drive for underprivileged families
- Annual Christmas Toy and Food Drive
- Participation in P.R.I.D.E. in Denville
- Child Care services for children of adults attending E.S.L. and other vocational classes
- Annual Blood Drive for the New York/New Jersey Blood Bank
- Cosmetology Clinic for Senior Citizens
- Special discounts program for Senior Citizens attending Adult Courses
- Computer training and application courses through E.T.T.C.
- Coat drive for St. Peter's Orphanage in Denville
- Collection for UNICEF
- Merry Heart Nursing Home visit
- Clothing Drive for Greystone Hospital

2. Community services planned for 2008-2009 include:

- Annual Food Drive for underprivileged families
- Annual Christmas Toy and Food Drive
- Child Care services for children of adults attending E.S.L. and other vocational classes
- Annual Blood Drive for the New York/New Jersey Blood Bank
- Special discounts program for Senior Citizens attending Adult Courses.
- Computer training and application courses through E.T.T.C.
- Parsippany Fall Festival
- Cosmetology Clinic for Senior Citizens

G. Parental Involvement

During the 2007-2008 school year parents were invited and participated in:

- Back to School Night, September 27, 2007
- Annual Open House, April 7, 2008
- Parent Information Sessions at Academy for Law & Public Safety
- Parent Information Sessions at Academy for Mathematics, Science and Engineering
- Parent Information Sessions at Morris County School of Technology
- Morris County School of Technology Parent/Teachers Association Meetings
- 11th Grade Parent Meetings
- 12th Grade Parent Meetings
- Child Study Team Parent meetings
- Curriculum meetings with Parents
- Financial Aid meeting for Parents and students

Individuals representing various businesses and industry, who may also be parents, may serve on one of our 28 program advisory committees.

VIII. ASSIGNMENT PLAN FOR CERTIFIED AND NON-CERTIFIED NURSES

- A. Copy of the School Nursing Plan is provided. One certified school nurse is employed on the Denville campus by the Morris County Vocational School District during those hours when school is in session to complete those duties outlined in N.J.A.C. 6A:16-2.1(e)1. No other nursing personnel are employed.

- B. School Nursing Plan was approved by Board of Education on October 21, 2008.

- C. Plan was discussed during public session of the October 21, 2008 Board of Education meeting.

IX. SUBSTANCE ABUSE PREVENTION PROGRAM

A. Substance Abuse Program for 2007 - 2008 was approved by the Board of Education on October 21, 2008. Board of Education approved Substance Abuse Policy #512 on May 9, 2000.

B. Program Effectiveness

According to our 2007-2008 EVVR, we had only four cases of substance related issues. Annually, we present a complete review of the Substance Abuse Prevention Policy to our staff and students in orientation sessions, faculty meetings, counselor meetings, athletic team banquets and at various meetings throughout the year. The Substance Abuse Prevention Policy is published in the Student Parent Handbook, Faculty Handbook and Athletic Handbook and distributed to all students at beginning of each school year.

The MCVSD Board of Education is charged with the responsibility of providing a safe and healthful atmosphere in which students may learn and develop. To this end the Board of Education has established Substance Abuse Policy 512. This Policy provides an effective plan of directives to assure that students who may be under the influence of drugs or alcohol, may be in possession of illegal substances or may be involved in the sale or distribution of dangerous substances are appropriately addressed for assessment, treatment and legal intervention.

This policy continues to promote effective communication between the Morris County Vocational School District and law enforcement, medical assessment and treatment agencies. The policy promotes direct communication between the District and parents, medical agencies, assessment and treatment agencies, the Morris County Prosecutor's Office and the Denville Police Department. It requires a Memorandum of Agreement between the School District and Denville Police Department. The policy provides for regular review by the Board of Education as well as annual reporting to both the Board of Education and the New Jersey State Department of Education.

The effectiveness of this policy has been demonstrated through actual implementation. In each instance of suspected use, possession, sale or distribution of drugs or alcohol, students and parents have been directed through the medical identification, assessment, treatment,

discipline, legal, re-acclimation and school counseling processes. This policy is backed by State Educational Code and Statutes and provides legal influence to assure compliance by all parties to assure the health and safety of students.

In each of our athletics programs, we follow the N.J.A.C. 6A:16-6.3 policy regarding the use of steroids. Morris County Vocational School District provided by letter to all athletes and their parents/guardians a copy of the NJSIAA Steroid Testing Policy and a consent form for random testing which is signed by both parent/guardian and students as part of the required application to participate in any athletic program. A copy of the letter and policy is provided.

Projects completed to support the Title 4 initiative Drug and Substance Abuse during the 2007-2008 school year included:

1. A presentation was given to our student assembly on June 6, 2007 by Dr. Matt Bellace. Dr. Bellace provided the students with information necessary to stress the upside of drug-free living. He held their attention with humor and clear descriptions of the effects of drugs.
2. We presented a speaker at a school assembly on February 5, 2008 to discuss the smoking cessation program.
3. With our School Nurse, we began a program of "Eat Right, Move More" that encouraged a healthy lifestyle for both our students and staff.
4. Our School Resource Officer from the Denville Police Department spoke to all students in Driver's Education classes about the importance of refraining from drugs and alcohol, especially when getting behind the wheel

X. VIOLENCE AND VANDALISM REPORTING

- A. A copy of the Verification of 2007-2008 Department of Education Electronic Violence and Vandalism Report is provided.
- B. Violence and Vandalism Incident Report for 2007-2008 was presented to the Board of Education on October 21, 2008.
- C. The Board declared by resolution October 15 through 19, 2007 as Violence Awareness Week (copy attached). The School Resource Officer from the Denville Police Department addressed each Physical Education Class on the dangers of substance abuse.

XI. SCHOOL SAFETY PLANS

A. Safety Plan Dissemination

1. Safety presentation was given for entire staff on September 2, 2008 at the faculty orientation.
2. Safety plans for fire, disaster, bomb threat and other emergencies are included in The Faculty Handbook which is available on the intranet.
3. Fire and evacuation plans are posted in each classroom and common area of school.
4. Administrative protocol is established for responding to emergencies.
5. Unannounced fire drills are conducted twice each month.
6. Effectiveness of the program is evaluated annually and an updated *Guide to a Safe Morris County School of Technology* is distributed to all staff members.
7. Fire drill log for 2007-2008 is attached.
8. Four emergency lockdown drills were practiced during the 2007-2008 school year.
9. Police statements regarding the lockdown drills are attached.

B. A copy of the Morris County Vocational School Security Plan is provided.

XII. ALTERNATIVE EDUCATION PROGRAMS

Not applicable

XIII. STATEMENT OF ASSURANCES

DISTRICT: Morris County Vocational School District
COUNTY: Morris

The Morris County Vocational School District verifies that the following plans and actions are in compliance pursuant to N.J.A.C. 6A:8-3, 16A:8-4.4(a), N.J.A.C. 6A:16-4, 6 and N.J.A.C. 6A:32-12.2:

- School-level plans that are based on student performance and behavior data and which include pupil performance objectives were developed and implemented for each school in the district as verified by the building principal (N.J.A.C. 6A:8-4.4(a) and 6A:32-12.2).
- Written curricula for all students including mandated programs specified in N.J.A.C. 6A:8-3.1 were approved by the Board of Education on November 3, 2008.
- A curriculum evaluation schedule was developed and implemented for all content areas at all grade levels.
- Curriculum articulation involving teaching staff was implemented in accordance with N.J.A.C. 6A:8-3.1 between and among grades, schools and districts.

CERTIFICATION: I certify that the preceding programs and activities were implemented for the 2007-2008 school year.

Dr. Patrick Pelosi

Typed Name of Administrator

Signature of Chief School Administrator

Date

STATEMENT OF ASSURANCES

SCHOOL-LEVEL PLAN

School Year 2007-08

DISTRICT: Morris County Vocational School District
COUNTY: Morris

In accordance with the provisions of N.J.A.C. 6A:8-4.4(b) and N.J.A.C. 6A:32-12.2, I certify that the following plans and actions were implemented for the 2007-2008 school year in the Morris County School of Technology.

- A school-based planning team comprised of parents, teachers and the principal was established.
- A school-level plan based on pupil performance and behavior data was developed and implemented.
- The plan included pupil performance objectives approved by the county superintendent.
- Parents have been involved in the plan development.
- A review of progress of the 2007-2008 plan was conducted with teaching and administrative staff on October 8, 2007, February 18, 2008 and June 5, 2008 (at least one per semester).
- Documentation that fire drills were held, pursuant to N.J.S.A. 18A:41-1.

CERTIFICATION: I certify that the preceding activities were implemented for the 2007-2008 school year.

Thomas Barnard

Typed Name of Principal

Signature of Principal

Date

Board resolution approving the Quality Assurance Annual Report for 2007-2008 on October 21, 2008 is attached.