

MONTGOMERY TOWNSHIP BOARD OF EDUCATION
Minutes of the Wednesday, February 22, 2017 5:30 P.M. Special Meeting

These minutes have not been formally approved and are subject to change or modification.

The Montgomery Township Board of Education held a Special Meeting on Wednesday, February 22, 2017 at 5:30 p.m.

OPENING OF THE MEETING

A. The Montgomery Township Board of Education held a special meeting on Wednesday, February 22, 2017 in the Montgomery Upper Middle School Media Center.

B. Roll Call - The following Board members were present: Phyllis Bursh, Richard Cavalli, Minkyoo Chenette, Dharmesh Doshi (arrived at 5:47 p.m.), Charles F. Jacey, Jr., Amy Miller, Shreesh Tiwari (arrived at 5:50 p.m.) and Christine Witt

Absent: Dale Huff

Also Present: Nancy Gartenberg, Superintendent
Deborah Sarmir, Assistant Superintendent
Mary McLoughlin, Director of Pupil Services
Kelly Mattis, Director of Human Resources
Annette M. Wells, Business Administrator/
Board Secretary

C. Mr. Cavalli read the following Statement of Open Meeting and Public Participation – In accordance with the State’s Sunshine Law, adequate notice of this meeting was provided by mailing notice of meeting on February 17, 2017. Notice was provided to Board of Education Members, Montgomery Township Clerk, Rocky Hill Borough Clerk, Public Library, Township Posting, School Postings, PTSA Officers, Courier News, Princeton Packet, Trenton Times, and The Star Ledger.

F. Mr. Cavalli then led everyone in the Salute to the Flag.

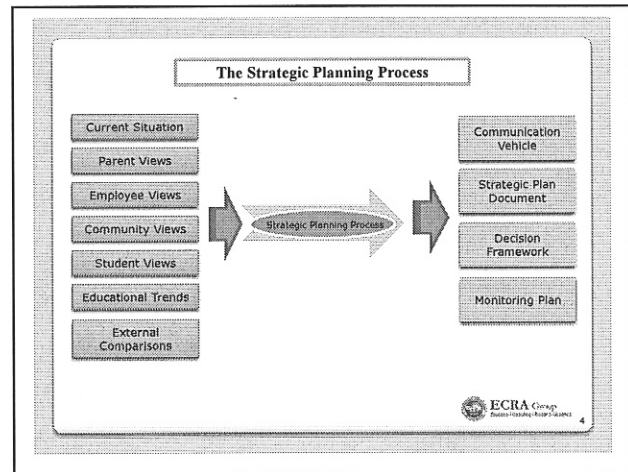
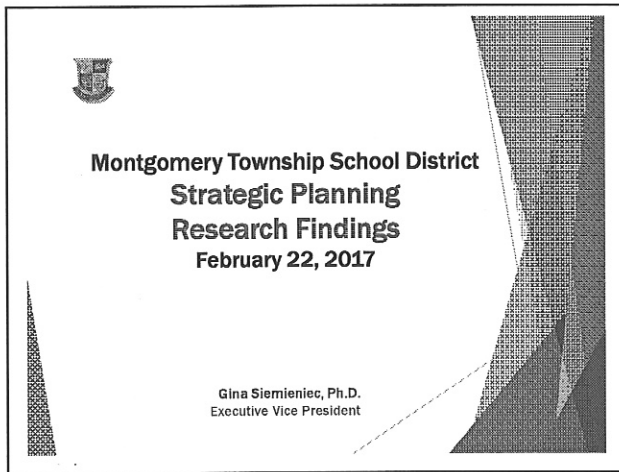
G. Mr. Cavalli welcomed all to the special meeting.

Mr. Doshi arrived at 5:47 p.m.

Mr. Tiwari arrived at 5:50 p.m.

PRESENTATION OF STRATEGIC PLANNING RESEARCH FINDINGS

Dr. Gina Siemieniec, ECRA, reviewed the following strategic planning research findings:



Agenda

- Overview of the Strategic Planning Process
- Review Research Findings
- Next Steps

ECRA Group

Structure of the Strategic Plan

- The model to the right is a visual representation of the strategic planning process.
- The first two phases of the process extend from the Mission, Vision, and Guiding Principles through Strategic Goals and Objectives.
- The Board's responsibilities include: articulating and documenting the District's reason for being (Mission), its aspirations (Vision), core beliefs and philosophies (Guiding Principles), and strategic goals.
- Objectives transition to Administration to develop strategies for "how" the goals will be accomplished.

ECRA Group

The Strategic Planning Process

PHASE I: Engage

Engage stakeholders, document the current state of reality and the desired future position of the school district.

- ✓ Conduct School Board and Superintendents interviews (10)
- ✓ Conduct focus groups with key stakeholder populations (203 participants)
- ✓ Review archival data and reports provided by the District
- ✓ Administer surveys of key stakeholder populations (3,614 respondents)
- ✓ Perform rigorous analysis of student achievement data

Over 3,600 stakeholders provided input.

PHASE II: Focus

Create a forward and attainable strategic plan aligned to stakeholder priorities.

- ✓ Develop a draft strategic plan to serve as a broad framework to guide the future direction of the District. The strategic plan contains:
 - Mission, Vision, and Guiding Principles
 - Global Findings
 - Strategic Goals
 - Objectives
- Facilitate School Board work sessions to review research findings and finalize the strategic plan.

PHASE III: Execute

Develop specific action plans to accomplish the goals and objectives identified in the strategic plan.

- Facilitate administrator planning meetings to guide implementation.
- Support the development of an implementation matrix, which contains the following:
 - Objectives
 - Strategies/Actions
 - Timelines
 - Resources
 - Metrics
- Develop a District dashboard to monitor progress toward goals.

✓ Indicates Completion

ECRA Group


Key Strengths

- Stakeholders rate the overall quality of education excellent.
- High quality core programs.
- Students perform well above peer districts, state, nation, and the world.
- High percentage of students taking AP courses receive college credit.
- Employees agree the District is a great place to work.
- Highly educated families who value education.
- Stakeholders recognize cultural diversity in the community and schools as a strength.
- District schools are safe and secure.
- Good financial state.
- Facilities are well-maintained.

ECRA Group

Opportunities for Improvement


- Curriculum alignment across grades and buildings.
- Perceptions of the science program.
- Special education services.
- Programs for English Language Learners (ELLs).
- Professional development for support staff.
- Students' social-emotional well-being.
- Classroom differentiation.
- Innovative programs and pathways.
- Parent communication of student progress.
- Employees desire more involvement and better communication related to planning and implementation of new initiatives.

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Stakeholder Priorities

Top Five Areas Selected as *Highest Priority* Most Frequently


	ALL	Parents	Students	Employees	Community
Providing a safe environment for students and employees.	58%	60%	47%	66%	60%
Hiring and retaining quality teachers.	53%	60%	42%	61%	49%
Preparing students to be socially responsible citizens.	48%	51%	35%	58%	49%
Preparing students to be college and career ready.	47%	50%	41%	48%	47%
Ensuring a well-rounded educational experience for all students.	46%	49%	37%	55%	44%

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Vision for the Future

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Quality of Education


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Portrait of a Graduate

The skills and characteristics frequently mentioned include:

- College and career readiness
- Strong academics
- Good communication skills
- Good social and emotional skills
- Self-awareness
- Confidence and compassion
- Resiliency
- Innovativeness
- Analytical, critical thinking and problem solving skills
- Ability to work collaboratively and respect different viewpoints
- Community service and civic engagement




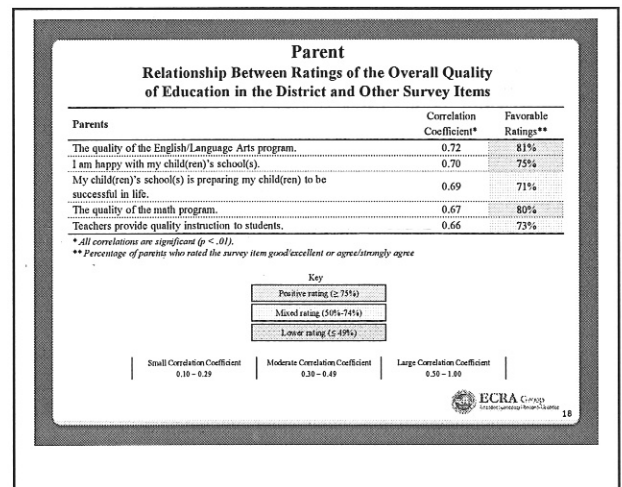
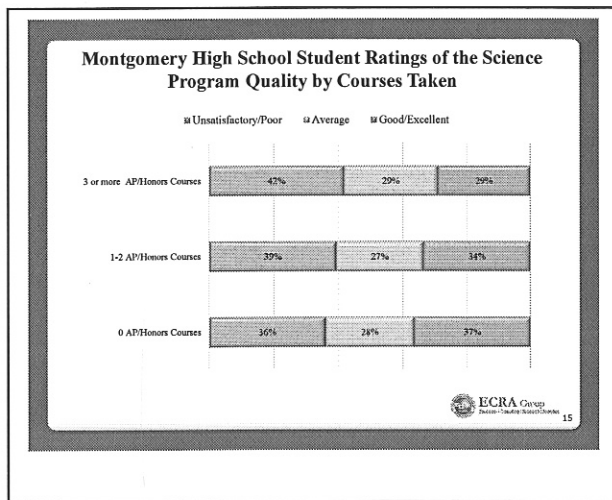
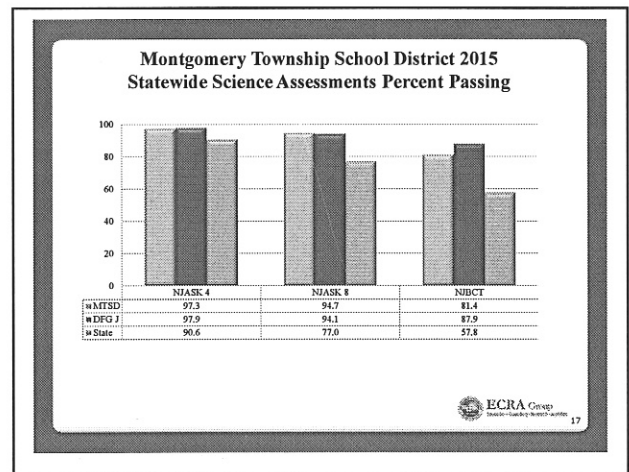
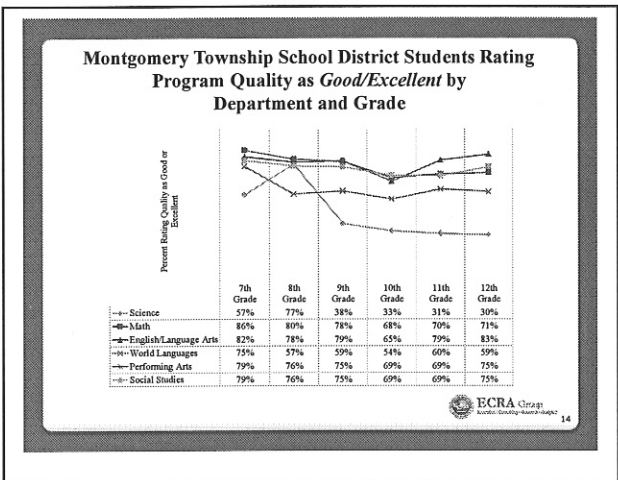
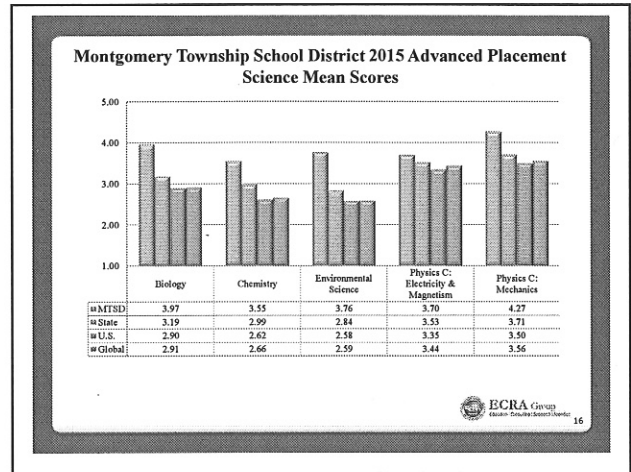
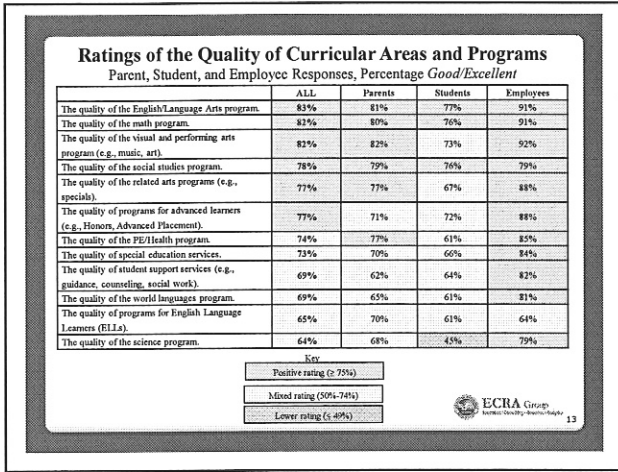
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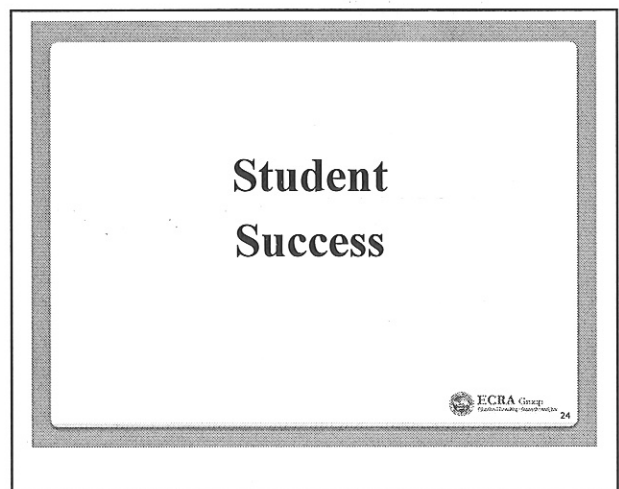
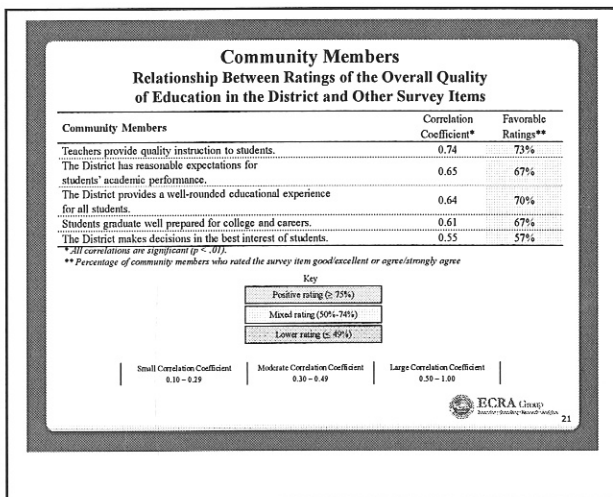
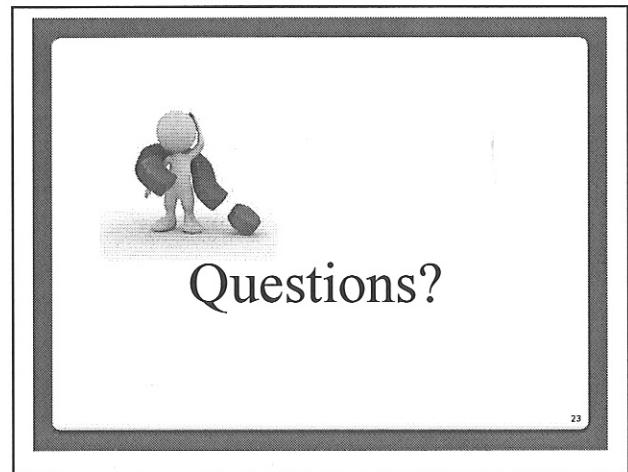
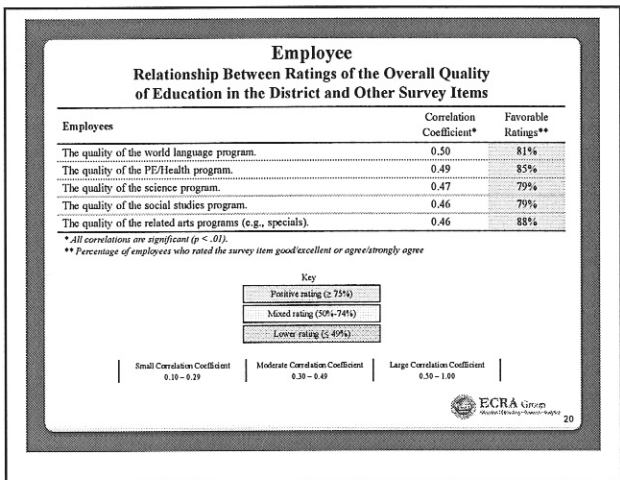
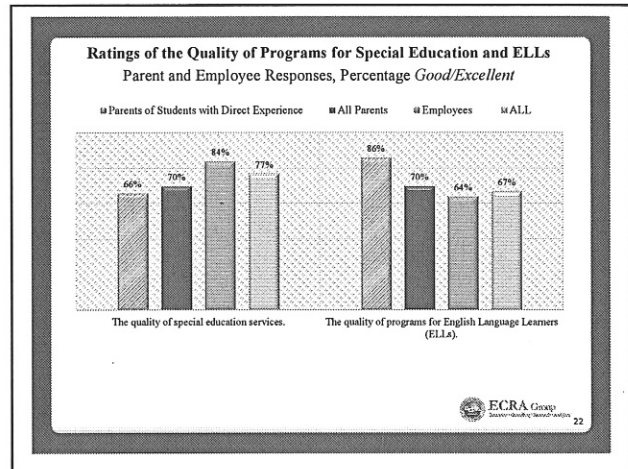
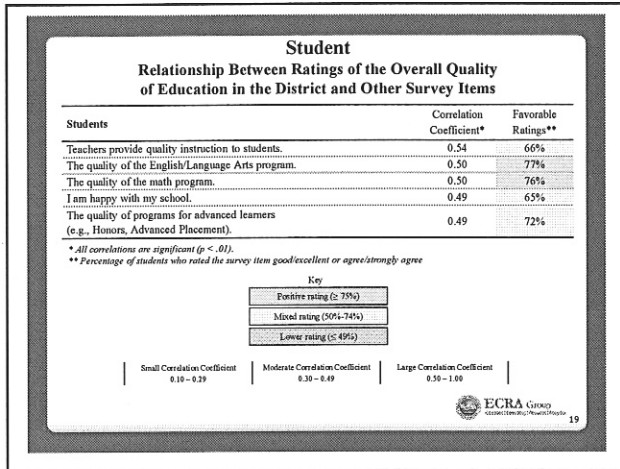
The Overall Quality of Education in the District

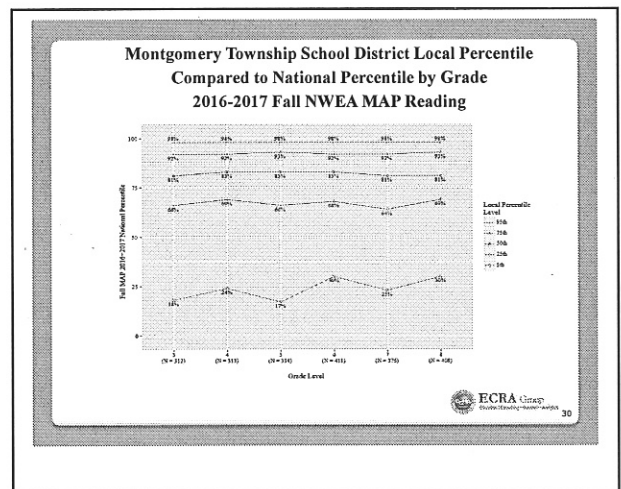
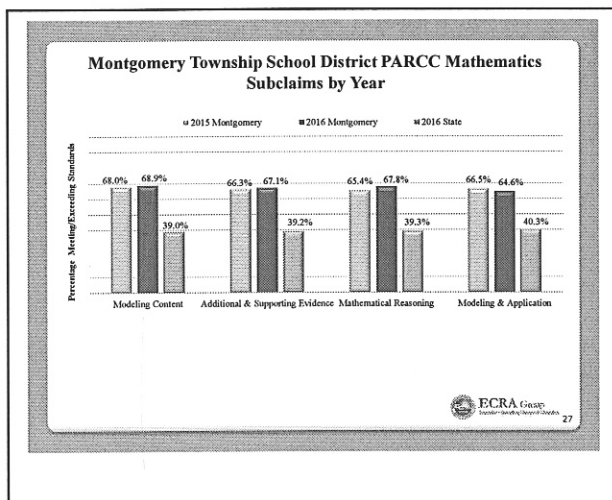
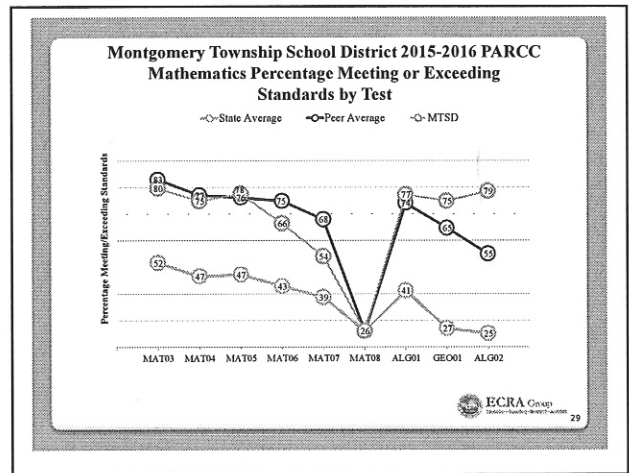
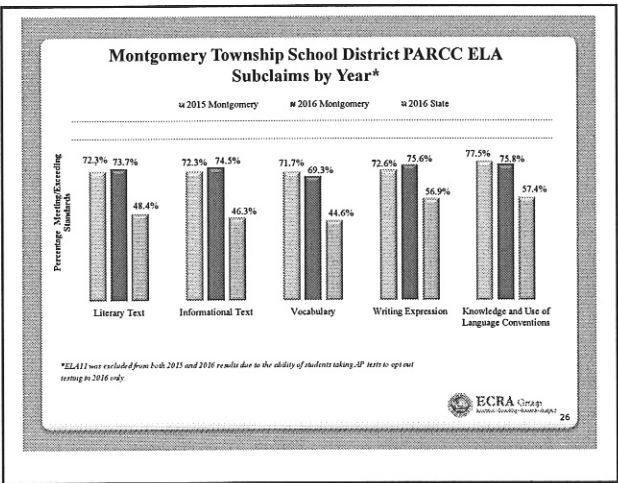
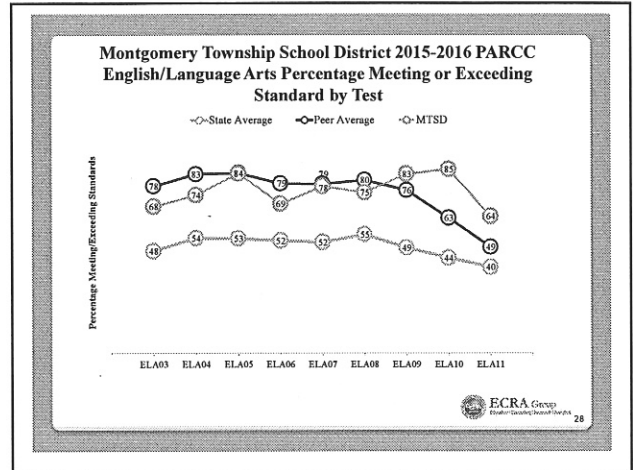
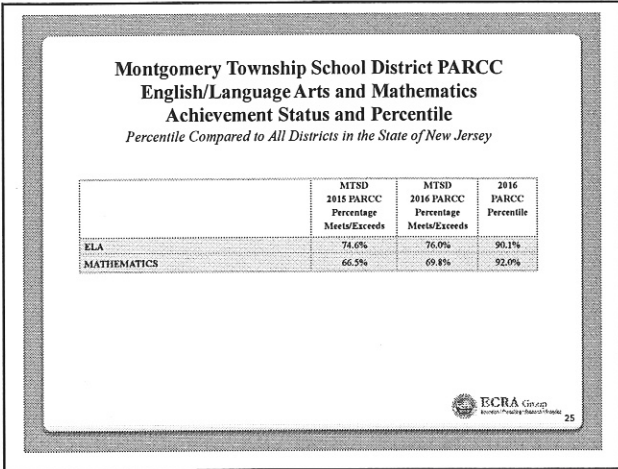
Parent, Student, Employee, and Community Responses, Percentage *Good/Excellent*

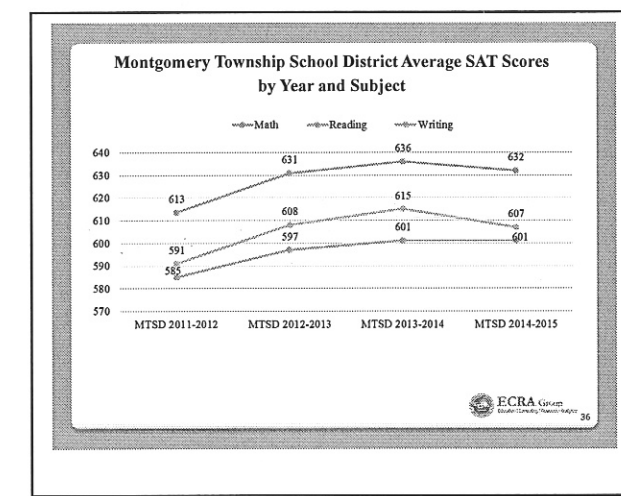
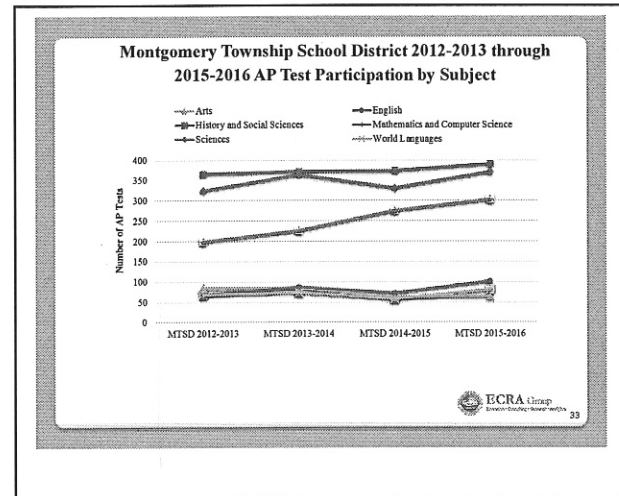
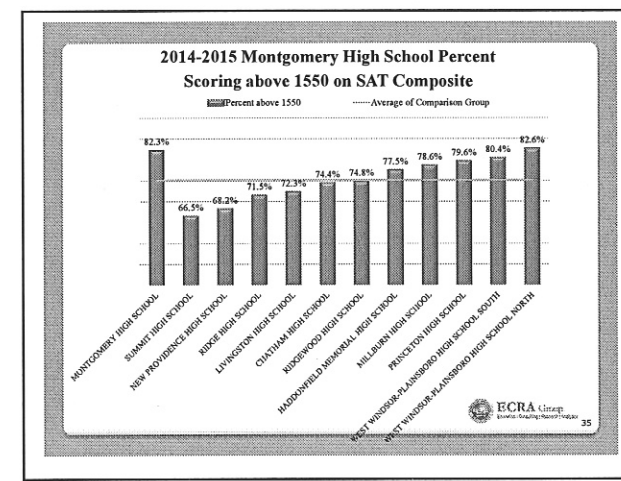
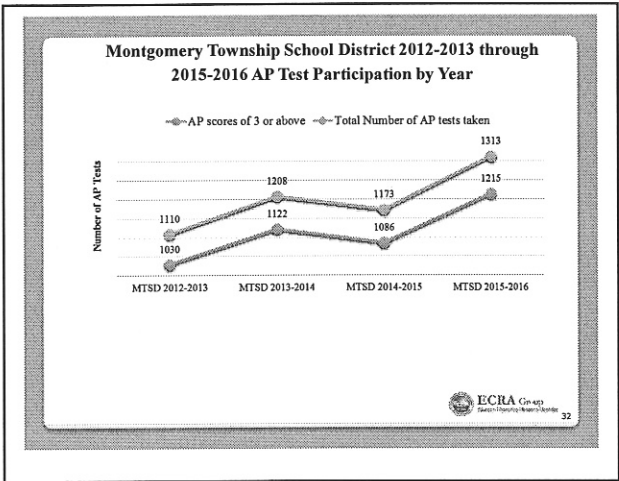
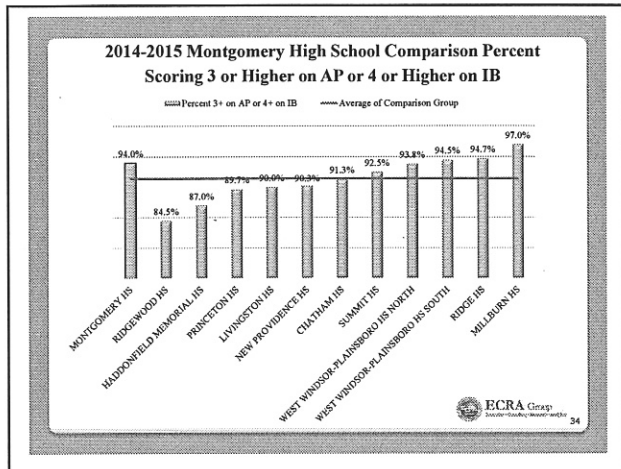
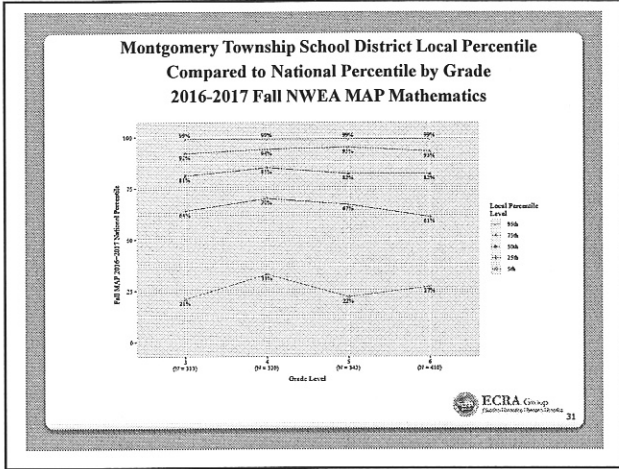
Group	Percentage Good/Excellent
Parents	87%
Students	86%
Employees	97%
Community	89%
ALL	90%
ECRA Industry Benchmark	74%

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2015-2016 School Year Growth of Montgomery Township School District Students by Subject and Grade

Grade	Sample Size	Math	Reading	Writing
1	270	+0.02	**	-0.05
2	246	+0.01	**	+0.05
3	256	+0.05	-0.03	-0.03
4	281	-0.01	-0.01	-0.05
5	351	-0.04	0.00	+0.03
6	336	-0.01	0.00	-0.04
7	374	+0.01	-0.02	+0.01
8	368	+0.01	+0.01	-0.01
9	353	-0.03	-0.02	+0.01
10	224	+0.02	+0.03	-0.01
11	291	-0.04	+0.13	+0.03

Unsatisfactory Growth is ≤ -0.60 Lower than Expected Growth is -0.59 to -0.30 Expected Growth is -0.29 to $+0.29$ Higher than Expected Growth is ≥ 0.30

** Assessments were not administered in these grades and subjects.

**Achievement Gaps
2015-2016 Subgroup-Level Writing Growth Summary**

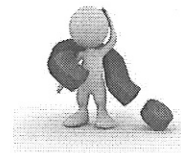
Subgroup	Sample Size	Percentage of Students Who Met Standards	Writing Growth Metric
Asian	1,500	89%	+0.06
Black	86	64%	-0.12
Hispanic	159	64%	-0.07
Other	35	80%	-0.03
White	1,632	74%	-0.05
Female	1,678	85%	+0.18
Male	1,734	74%	-0.19
IEP	407	45%	-0.34
No IEP	3,005	84%	+0.04
Low Income	117	67%	-0.26
Not Low Income	3,295	80%	0.00
LEP	29	43%	-0.09
Not LEP	3,383	80%	-0.01

Unsatisfactory Growth is ≤ -0.60 Lower than Expected Growth is -0.59 to -0.30 Expected Growth is -0.29 to $+0.29$ Higher than Expected Growth is ≥ 0.30

**Achievement Gaps
2015-2016 Subgroup-Level Math Growth Summary**

Subgroup	Sample Size	Percentage of Students Who Met Standards	Math Growth Metric
Asian	1,418	91%	+0.12
Black	85	37%	-0.27
Hispanic	167	42%	-0.14
Other	36	68%	-0.05
White	1,644	64%	-0.08
Female	1,644	74%	-0.04
Male	1,706	73%	+0.03
IEP	441	27%	-0.19
No IEP	2,909	81%	+0.03
Low Income	128	43%	-0.27
Not Low Income	3,222	75%	+0.01
LEP	29	38%	+0.43
Not LEP	3,321	74%	-0.01

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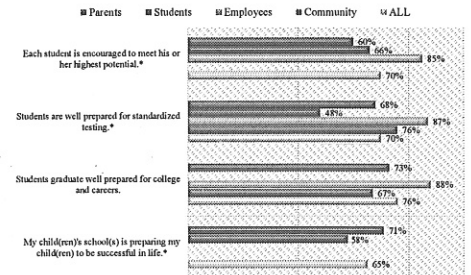
Questions?

**Achievement Gaps
2015-2016 Subgroup-Level Reading Growth Summary**

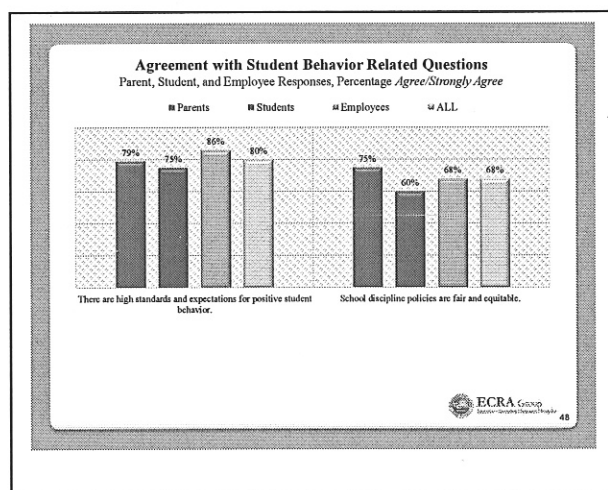
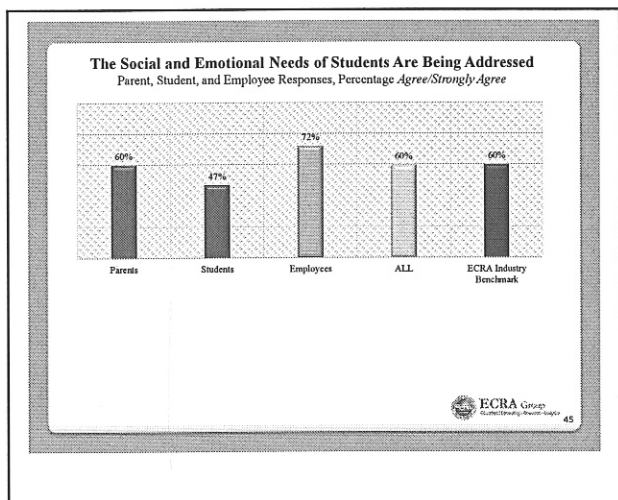
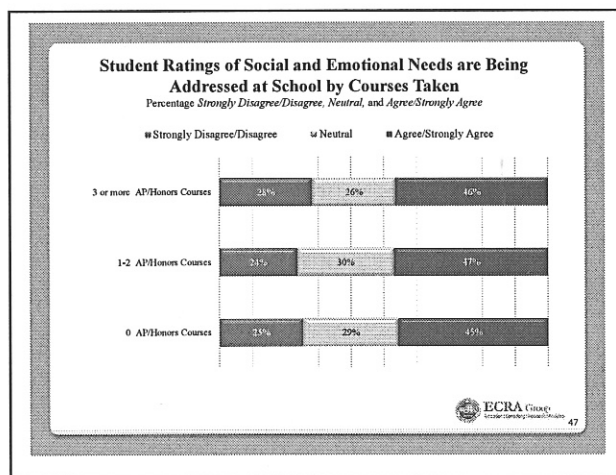
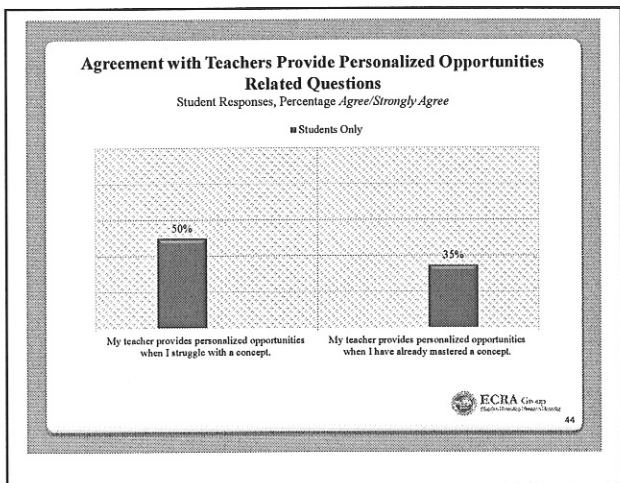
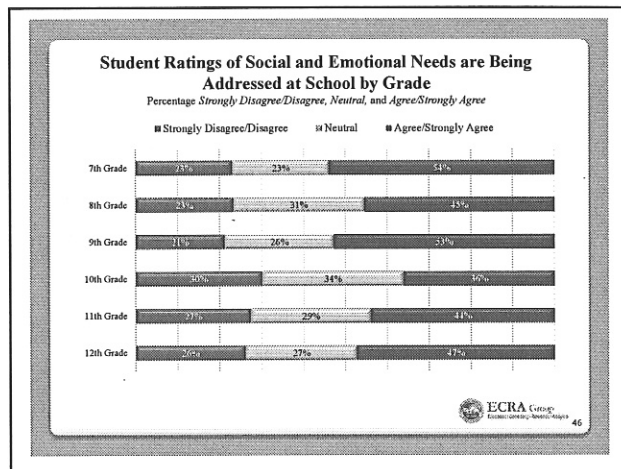
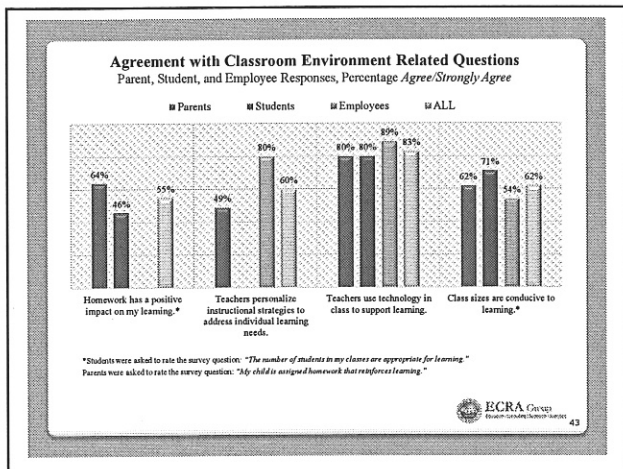
Subgroup	Sample Size	Percentage of Students Who Met Standards	Reading Growth Metric
Asinn	1,328	88%	+0.05
Black	87	67%	+0.10
Hispanic	138	55%	-0.03
Other	16	72%	-0.07
White	1,530	71%	-0.02
Female	1,511	80%	+0.04
Male	1,588	75%	-0.01
IEP	394	33%	-0.18
No IEP	2,705	84%	+0.04
Low Income	116	52%	-0.09
Not Low Income	2,983	79%	+0.01
LEP	12	8%	-0.68
Not LEP	3,087	78%	+0.02

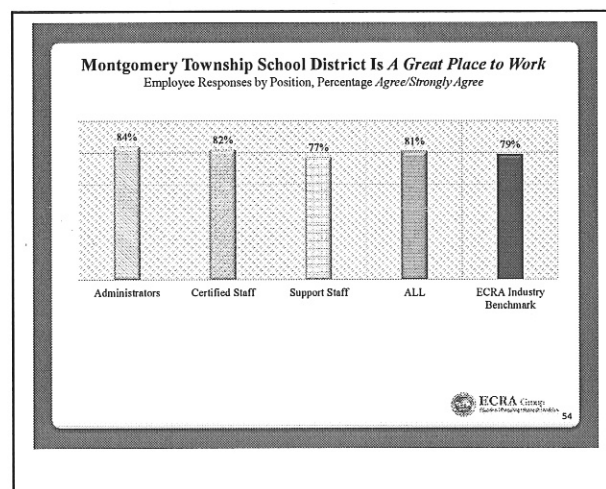
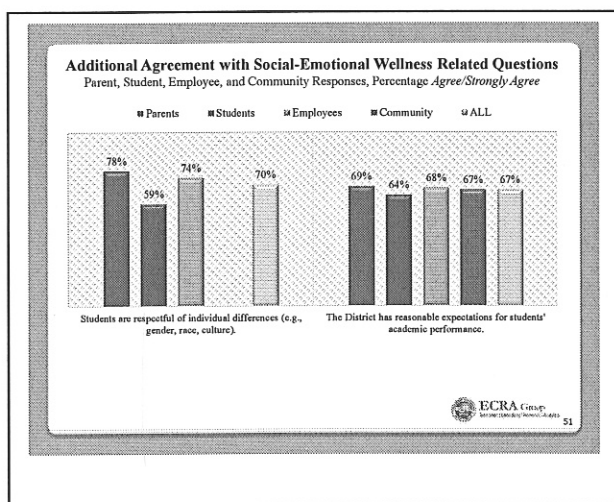
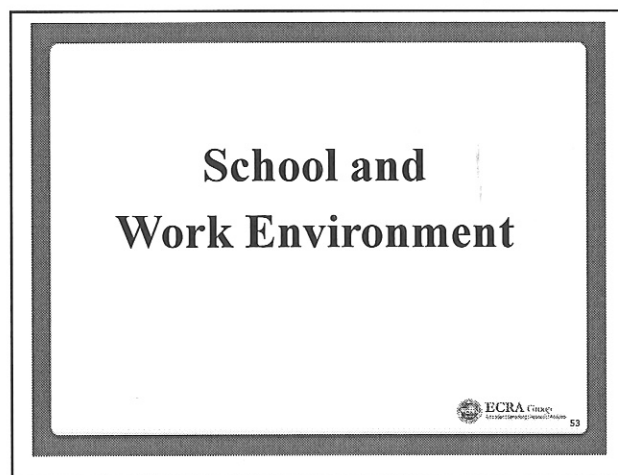
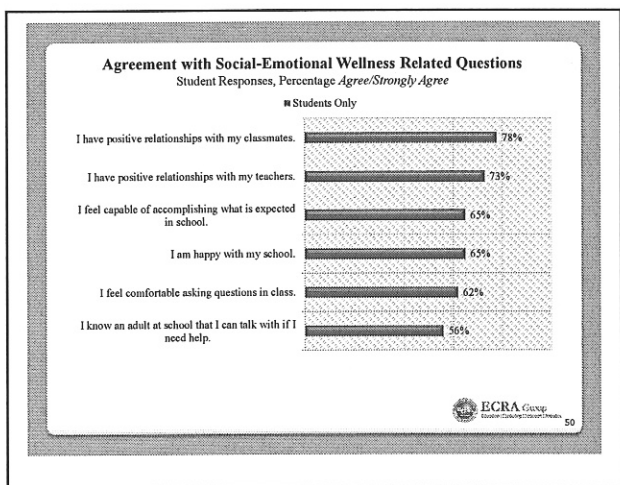
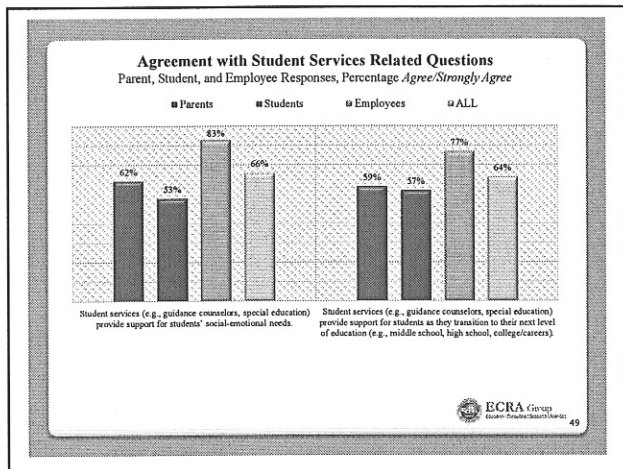
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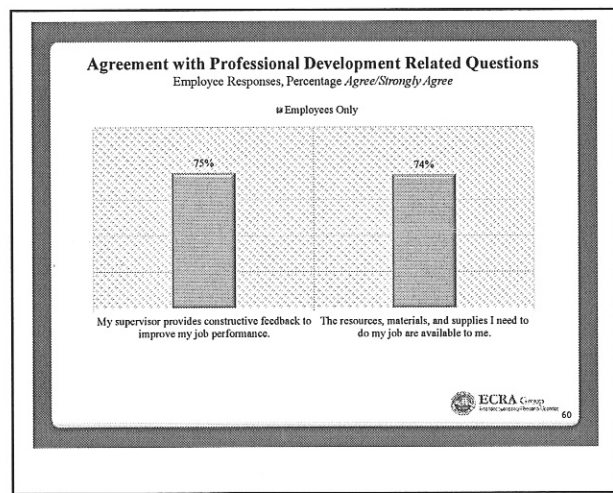
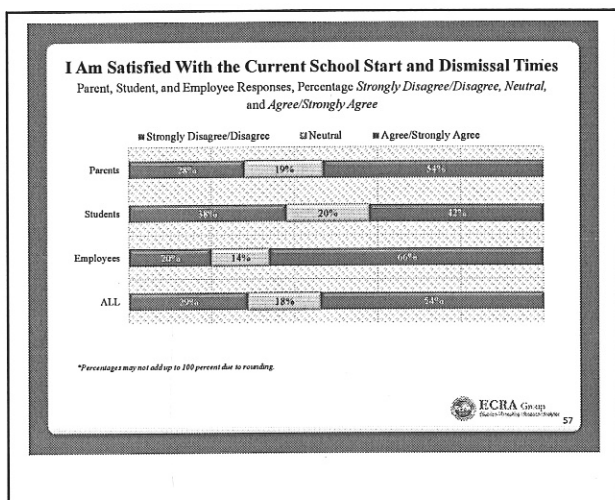
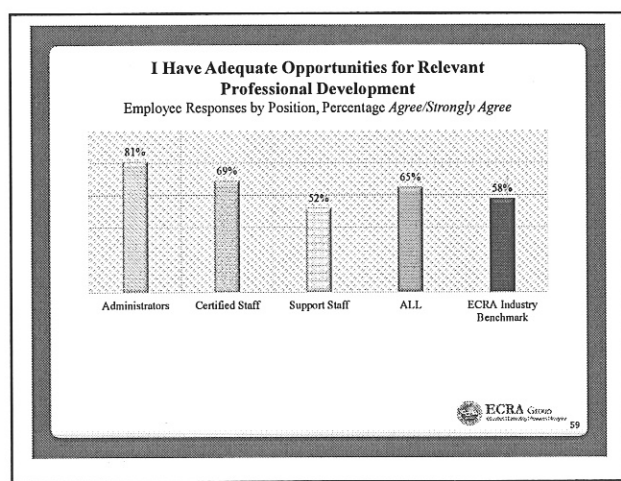
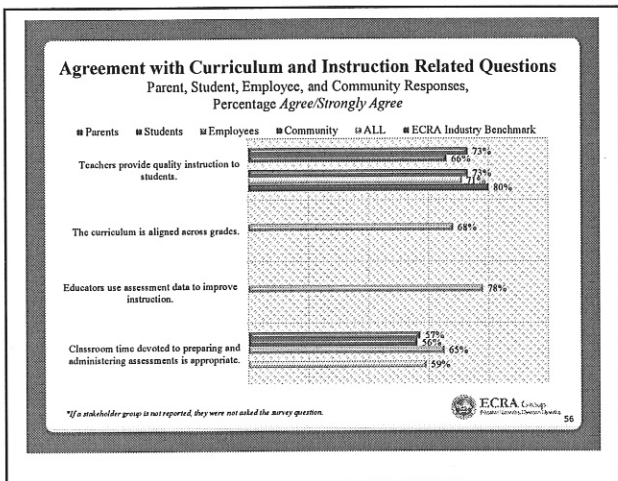
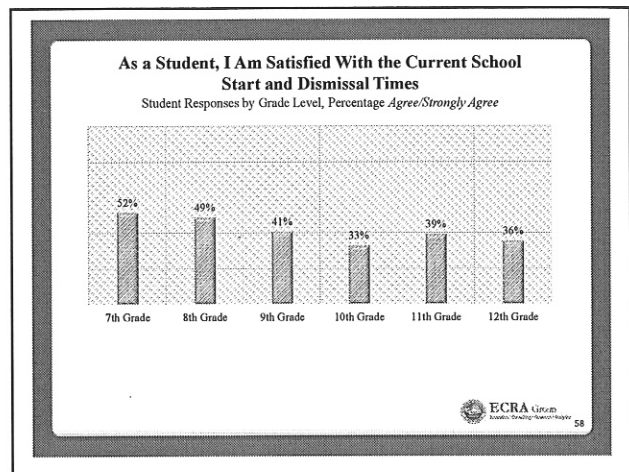
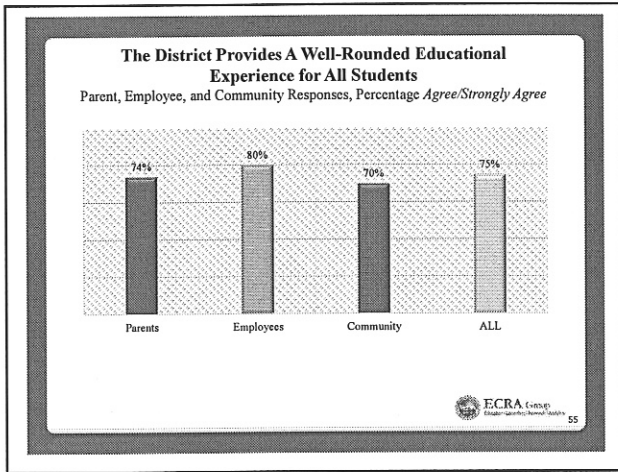
Agreement with College and Career Readiness Related Questions
Parent, Student, Employee, and Community Responses, Percentage Agree/Strongly Agree

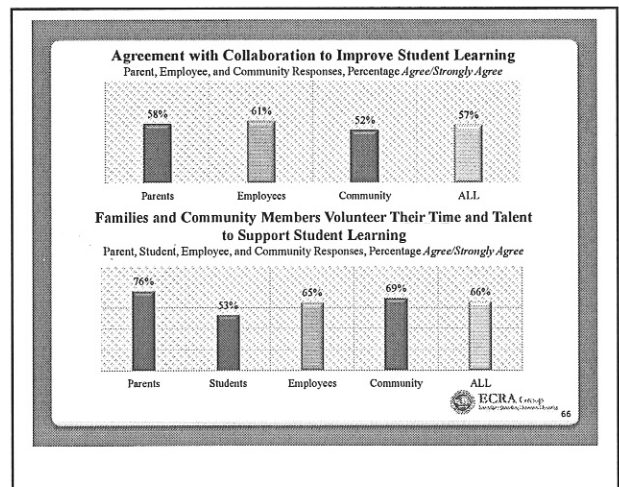
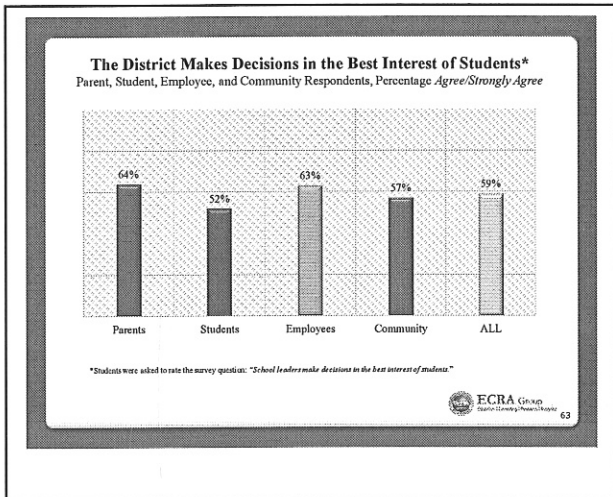
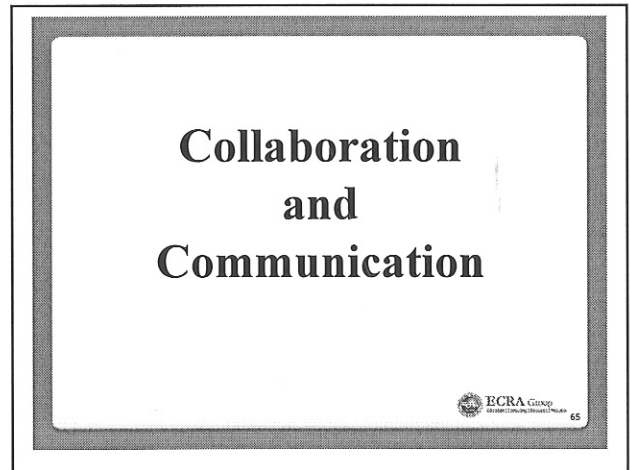
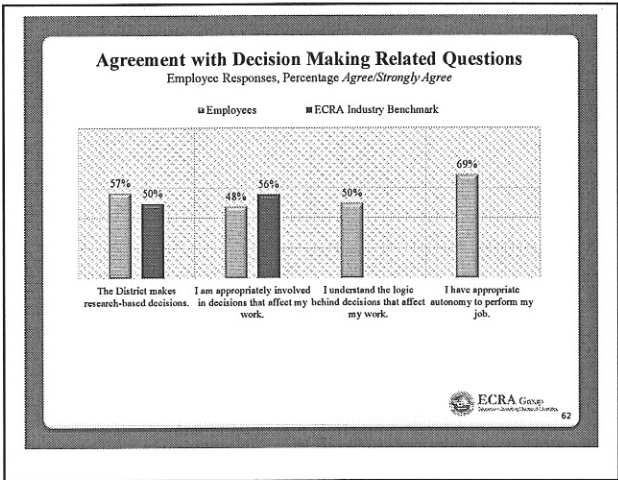
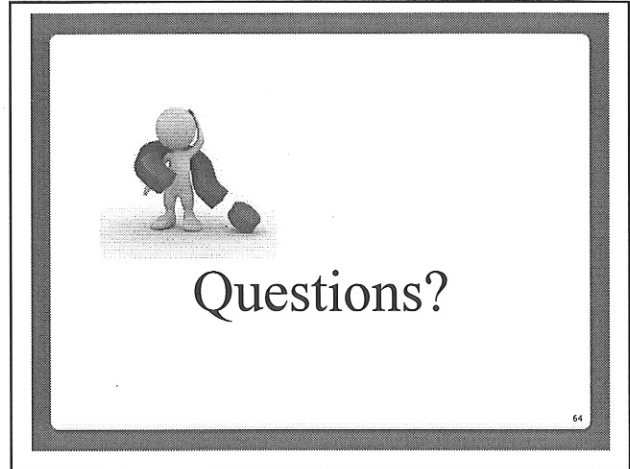
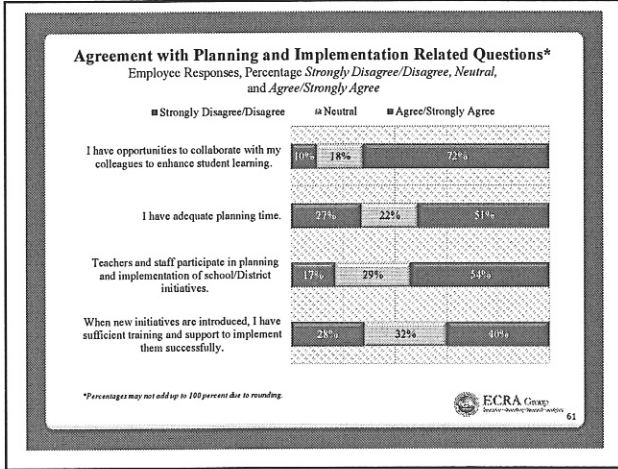


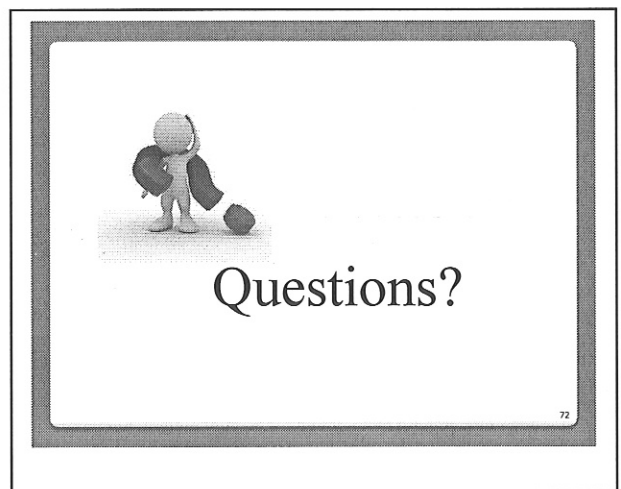
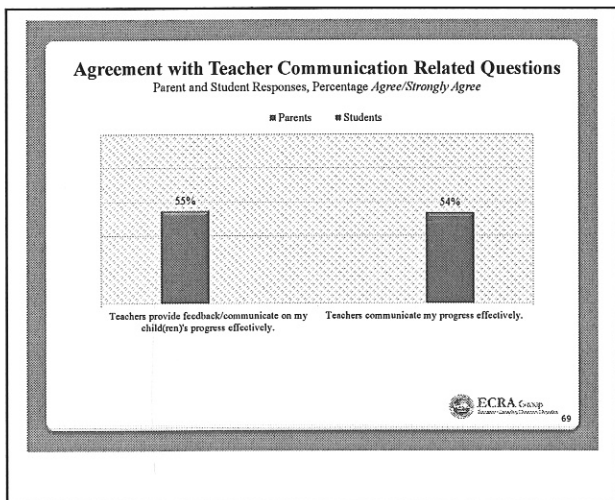
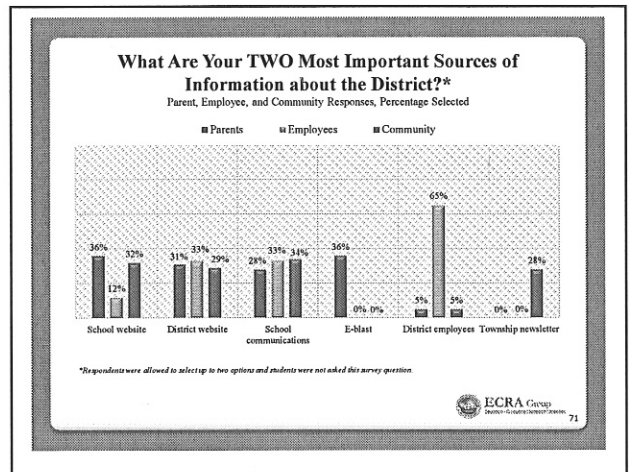
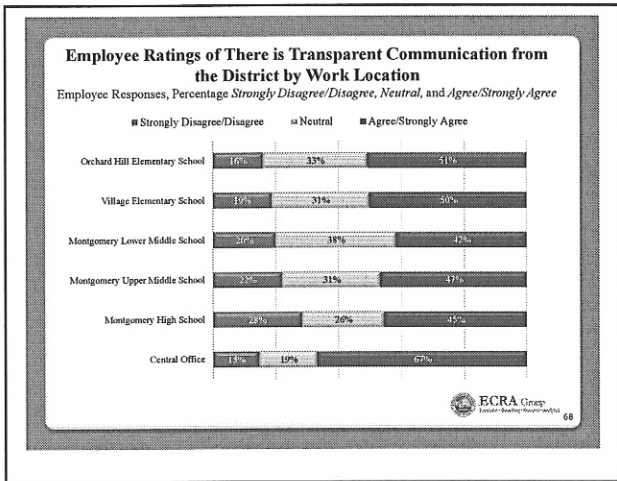
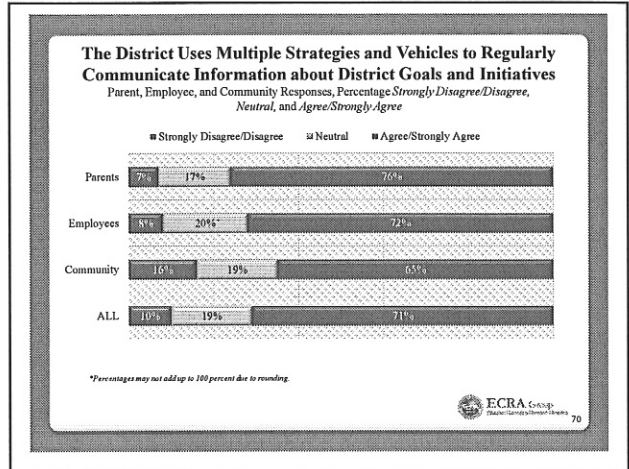
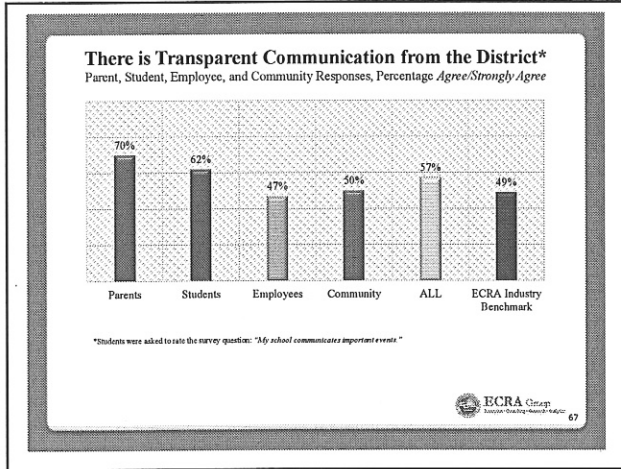
*Students were asked to rate the survey questions: "I am encouraged to meet my highest potential", "I feel prepared for standardized testing" and "School is preparing me to be successful in life."








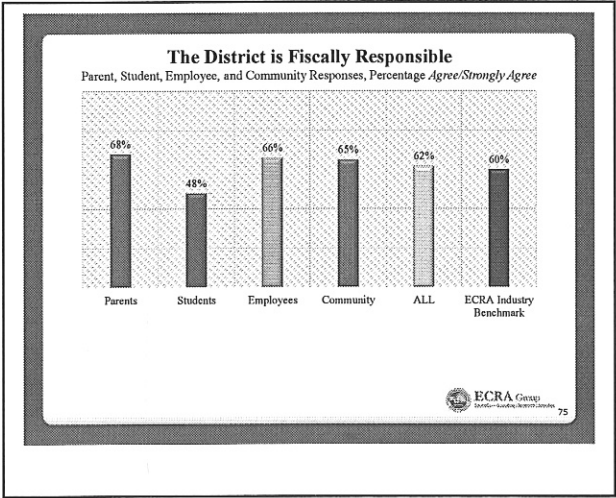
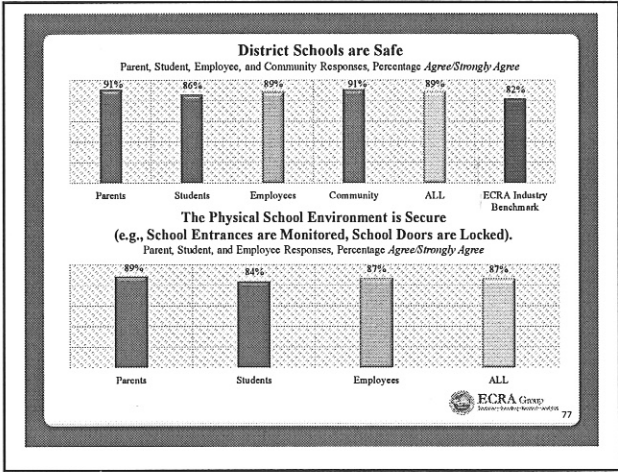
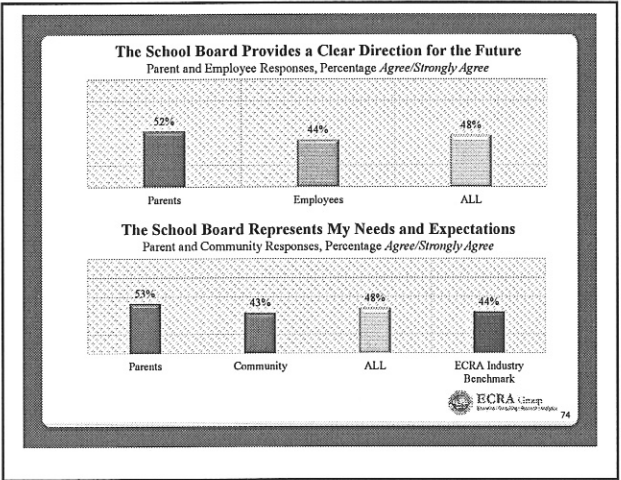
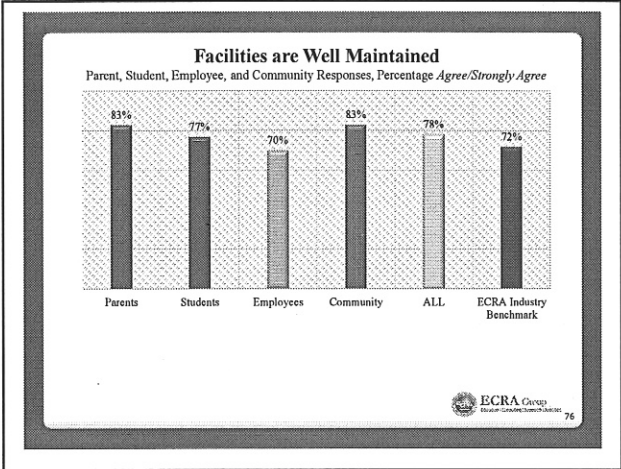
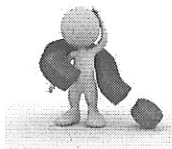





Governance and Operations



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Questions?




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Parent Survey Results

Most Favorable and Least Favorable

Top 5 Rated Survey Items	Percent Good/Excellent or Agree/Strongly Agree
District schools are safe.	91%
I am an active participant in my child(ren)'s education.	90%
The physical school environment is secure (e.g., school entrances are monitored, school doors are locked).	89%
The overall quality of education in Montgomery Township School District.	87%
Facilities are well maintained.	84%

Bottom 5 Rated Survey Items	Percent Good/Excellent or Agree/Strongly Agree
Teachers personalize instructional strategies to address individual learning needs.	49%
The School Board provides clear direction for the future.	52%
The School Board represents my needs and expectations.	53%
As a parent, I am satisfied with the current school start and dismissal times.	54%
Teachers provide feedback/communicate on my child(ren)'s progress effectively.	55%


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Community Survey Results

Most Favorable and Least Favorable

Top 5 Rated Survey Items	Percent Good/Excellent or Agree/Strongly Agree
District schools are safe.	91%
The overall quality of education in Montgomery Township School District.	89%
Facilities are well maintained.	83%
Students are well prepared for standardized testing.	76%
Teachers provide quality instruction to students.	72%

Bottom 5 Rated Survey Items	Percent Good/Excellent or Agree/Strongly Agree
The School Board represents my needs and expectations.	42%
There is transparent communication from the District.	50%
The District collaborates with the community to improve student learning.	52%
The District makes decisions in the best interest of students.	65%
The District is fiscally responsible.	65%


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Student Survey Results

Most Favorable and Least Favorable

Top 5 Rated Survey Items	Percent Good/Excellent or Agree/Strongly Agree
The overall quality of education in Montgomery Township School District.	86%
My school is safe.	86%
The physical school environment is secure (e.g., school entrances are monitored, school doors are locked).	84%
Teachers use technology in class to support my learning (e.g., Chromebook, Brightlinks, BYOD).	89%
I can choose from a variety of extracurricular activities.	78%

Bottom 5 Rated Survey Items	Percent Good/Excellent or Agree/Strongly Agree
My teacher provides personalized opportunities when I have already mastered a concept.	35%
As a student, I am satisfied with the current school start and dismissal times.	42%
The quality of the science program.	45%
Homework has a positive impact on my learning.	46%
My social and emotional needs are being addressed at school.	47%

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
- ### Research Findings Discussion
- What research findings are consistent with your knowledge and understanding of the District?
 - What research findings are surprising?
 - Any other questions?
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Employee Survey Results

Most Favorable and Least Favorable

Top 5 Rated Survey Items	Percent Good/Excellent or Agree/Strongly Agree
The overall quality of education in Montgomery Township School District.	97%
The quality of the visual and performing arts program (e.g., music, art).	91%
The quality of the English/Language Arts program.	91%
The quality of the math program.	91%
Students graduate well prepared for college and careers.	89%

Bottom 5 Rated Survey Items	Percent Good/Excellent or Agree/Strongly Agree
When new initiatives are introduced, I have sufficient training and support to implement them successfully.	40%
The School Board provides a clear direction for the future.	44%
I am appropriately involved in decisions that affect my work.	47%
There is transparent communication from the District.	47%
I understand the logic behind decisions that affect my work.	50%

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- ### Next Steps
- On **February 23rd**, the Board will refine and finalize the strategic plan, including:
- Portrait of a Graduate
 - Mission, Vision, and Guiding Principles
 - Strategic Goals
 - Objectives
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PUBLIC COMMENTS

Mr. Mondar Halkalar commented on the need to add risk factors such as budgets, inflation and other unforeseen factors into the strategic plan. He also commented on the need to have a strategy to be able to adjust to new federal and state government policy changes and cited example of common core.

Ms. Deborah O'Reilly, MTEA President, commented on the need to dig into the numbers present in the strategic plan with more detail.

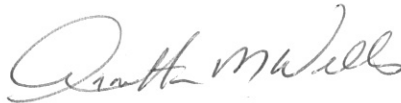
Mr. James Pendleton, biology teacher at Montgomery High School, commented on career and college readiness of his students and asked for more detailed supporting data related to career/college readiness.

Mr. Cory Delgado, Principal of Montgomery Upper Middle School, stressed that there is a need to find common ground between administrators and board members.

ADJOURNMENT

A motion was made by Mr. Doshi and seconded by Ms. Miller that the meeting be adjourned at 8:56 p.m. Upon call of the question, the motion carried unanimously.

Respectfully submitted,



Annette M. Wells
School Business Administrator/
Board Secretary