

QSAC District Improvement Plan (DIP)

District: **Woodbridge Township**

Date Submitted:

8/27/2015

Submitted by: (Name & Title): **Robert Zega, Ed.D. , Superintendent of Schools**

Step 1: Indicators (DPR/SOA section & Indicator #)	Step 2: Timeline (check applicable box) Short Long Term Term		Step 3: Issue/Actions/Strategies/Intervention	Step 4: Person Responsible	Step 5: Evidence of Completion/Impact
Instruction and Program Indicator #1 Language Arts Literacy; #3 Language Arts Literacy		X	Develop a District Data Analysis Team comprised of district level administrators and supervisors and representatives from all schools to analyze student assessment and achievement data in order to frequently assess student progress and ability levels. The team will then make recommendations and adjustments to curriculum and instruction accordingly. The District Analysis Team will analyze and evaluate the success and progress of the District Improvement Plan.	Assistant Superintendent for Curriculum and Instruction	Committee meeting agendas and sign-in sheet, analysis reports
	X		One faculty meeting per school will be devoted to test score analysis, making note of strengths and weaknesses within each individual school.	Assistant Superintendent for Curriculum and Instruction	Faculty meeting sign-in sheets, agendas,
	X		Clearly defined instructional learning targets for students by lesson and unit	Assistant Superintendent for Curriculum and Instruction	Revised unit and lesson plans with learning objectives explicitly stated, curriculum guides
	X		Use Professional Learning Communities for the development of quality formative assessments to improve instructional programs. Additional benchmark tests aligned with English Language Arts standards will be created and implemented in order to gauge student progress and adjust curriculum and instruction to meet students' needs.	Assistant Superintendent for Curriculum and Instruction	Formative assessments, benchmark tests, analysis of student test scores, sign-in sheets, curriculum revisions

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	X		Develop differentiated strategies, including the use of technology, in order to engage all students and monitor the implementation of differentiated instruction using walkthroughs and classroom observations.	Assistant Superintendent for Curriculum and Instruction	Analysis of Teacher Observations, Data usage reports from Study Island, Raz-Kids, Best Practice District Share Folder, Teacher Surveys, Professional Development Sign-in sheets
		X	Utilize academic coaches trained in the LLI program with a strong foundation in LAL instructional strategies and curriculum. Provide professional development opportunities to ensure highly trained staff qualified to implement Leveled Literacy Intervention program servicing struggling readers.	Assistant Superintendent for Curriculum and Instruction	Benchmark assessments through LLI program, Anecdotal records, Analysis of WRAP assessment
		X	Utilization of technology resources like Study Island, Learning A-Z, Think Central, Brain Pop, NBC Learn to enhance instruction and review key concepts taught by the classroom teacher.	Assistant Superintendent for Curriculum and Instruction	Data reports that outline student progress and usage.
		X	Apply LAL strategies in all disciplines. Highly qualified teachers will train faculty members in all other disciplines on LAL strategies. Teachers will then integrate these strategies and infuse reading informational texts and writing informational texts frequently.	Assistant Superintendent for Curriculum and Instruction	Curriculum revisions, analysis of student assessments, sign-in sheets
		X	Training for Orton Gillingham and Wilson Reading to ensure that our special education students as well as our at-risk students are receiving fundamental instruction in decoding, vocabulary instruction, word-attack skills.	Assistant Superintendent for Curriculum and Instruction	Analysis of WRAP Assessment
		X	Use of District Benchmark Assessments and PARCC data for improvement of curriculum in regards to English Language Arts standards	Assistant Superintendent for Curriculum and Instruction	New Curriculum & Curriculum Revisions

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		X	Kindergarten "Foundations" program--focusing on phonics training and decoding. Language Arts Supervisor will receive facilitator certification for further in-district professional development opportunities for Kindergarten teachers.	Assistant Superintendent for Curriculum and Instruction	Anecdotal records
		X	Professional development for teachers in using data to drive instruction from online resources such as Study Island, Learning A-Z, Think Central, Brain Pop, NBS Learn.	Assistant Superintendent for Curriculum and Instruction	Professional development documentation, Analysis of Formal & Informal Teacher Observations, Teacher Surveys/Feedback
			Pilot Program at the Elementary School Level: Pilot WriteSteps Writing and Zaner-Bloser <i>Strategies for Writers</i> across various grade levels in order to determine which program will best meet the needs of the students and the district. Pilot teachers will receive professional development training on respective programs and instructional strategies. Collaborative time will be allotted for discussion of program feedback, data analysis, and success of program.	Assistant Superintendent for Curriculum and Instruction	
			Pilot Program at the Elementary School Level: Pilot Pearson <i>ReadyGen</i> in selected Kindergarten classes across the district in order to determine which program will best meet the needs of the students and the district. Pilot teachers will receive professional development training on Pearson ReadyGen and instructional strategies. Collaborative time will be allotted for discussion of program feedback, data analysis, and success of program.	Assistant Superintendent for Curriculum and Instruction	
		X	Creation and Implementation of a District Share Folder consisting of engaging student-centered learning activities and lessons.	Assistant Superintendent for Curriculum and Instruction	District Share Folder, Analysis of Formal & Informal Teacher Observations

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		x	Parent/Family Nights: Family Writing; develop parent focus group to help identify needs and increase family involvement	Assistant Superintendent for Curriculum and Instruction	Analysis of Student Assessment data, documentation, sign-in sheets
		x	Summer Programs--project-based learning: Learners of English Achievement Program, Summer Enrichment Programs, Extended-school year programs	Assistant Superintendent for Curriculum and Instruction	Analysis of Student Assessment data
		x	Extended school day/school year instructional programs for Title I students based on individual Title I school needs.	Assistant Superintendent for Curriculum and Instruction	Analysis of Student Assessment Data, Attendance Records
		x	Additional targeted professional development opportunities to Title I teachers based on individual school needs.	Assistant Superintendent for Curriculum and Instruction	Analysis of Student Assessment data, Anecdotal Records, Professional Development Sign-in Sheets and Agenda, Teacher Surveys
Instruction and Program Indicator #2 and #4 Mathematics		X	Develop a District Data Analysis Team comprised of district level administrators and supervisors and representatives from all schools to analyze student assesment and achievement data in order to frequently assess student progress and ability levels. The team will then make recommendations and adjustments to curriculum and instruction accordingly. The District Analysis Team will analyze and evaluate the success and progress of the District Improvement Plan.	Assistant Superintendent for Curriculum and Instruction	Committee Meeting Agendas and Sign-in Sheet, Analysis Reports
	X		One faculty meeting per school will be devoted to test score analysis, making note of strengths and weaknesses within each individual school.	Assistant Superintendent for Curriculum and Instruction	Faculty Meeting Sign-in Sheets, Agendas

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		X	Use of Benchmark assessments to identify district, school, and individual student strengths and weaknesses in regards to mathematics standards.	Assistant Superintendent for Curriculum and Instruction	Benchmark assessments, District Data Team Analysis
	X		Use of Study Island reports to identify district, school, and individual student strengths and weaknesses in regards to mathematics standards.	Assistant Superintendent for Curriculum and Instruction	Study Island Reports, District Data Team Analysis
	X		Use of online programs such as Study Island, Nearpod, Kahoot, Peardeck, and/or Desmos for instant feedback in identifying mathematical needs for students.	Assistant Superintendent for Curriculum and Instruction	Analysis of Formal & Informal Teacher Observations, Teacher Surveys, District Professional Development Agendas
	X		Use of technology to differentiate classroom instruction using resources such as Study Island, Nearpod, Kahoot, Peardeck, and/or Desmos.	Assistant Superintendent for Curriculum and Instruction	Analysis of Formal & Informal Teacher Observations
		X	Professional development for teachers in using data to drive instruction using technology such as Study Island, Nearpod, Kahoot, Peardeck, and/or Desmos.	Assistant Superintendent for Curriculum and Instruction	Professional Development Documentation, Analysis of Formal & Informal Teacher Observations, Teacher Surveys
		X	Professional development for teachers in utilizing technology to differentiate instruction.	Assistant Superintendent for Curriculum and Instruction	Professional Development Documentation, Analysis of Formal & Informal Teacher Observations, Teacher Surveys
		X	Professional development for teachers in using student-centered activities to engage students and improve instruction.	Assistant Superintendent for Curriculum and Instruction	Professional Development Documentation, Analysis of Formal & Informal Teacher Observations, Teacher Surveys
		X	Use of District Benchmark Assessments and PARCC data for improvement of curriculum in regards to mathematics standards.	Assistant Superintendent for Curriculum and Instruction	New Curriculum & Curriculum Revisions

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	X		Tutoring programs to assist students struggling in mathematics.	Assistant Superintendent for Curriculum and Instruction	Documentation & Sign-in Sheets
		X	Extended school day/school year instructional programs for Title I students based on individual Title I school needs.	Assistant Superintendent for Curriculum and Instruction	Analysis of Student Assessment Data, Attendance Records
		X	Additional targeted professional development opportunities to Title I teachers based on individual school needs.	Assistant Superintendent for Curriculum and Instruction	Analysis of Student Assessment data, Anecdotal Records, Professional Development Sign-in Sheets and Agenda, Teacher Surveys
		X	Creation and Implementation of a District Share Folder consisting of engaging student-centered learning activities and lessons.	Assistant Superintendent for Curriculum and Instruction	District Share Folder, Analysis of Formal & Informal Teacher Observations
	X		ASI teachers and/or academic coaches provide additional assistance to elementary students struggling with mathematics concepts.	Assistant Superintendent for Curriculum and Instruction	Benchmark Assessments & Analysis of Study Island Reports, ASI Teacher Logs and Lesson Plans
Instruction and Program Indicator #7 Graduated via passing HSPA		X	Test scores are addressed within DIP for standards. The District Analysis Team will analyze and evaluate the success and progress of the District Improvement Plan.	Assistant Superintendent for Curriculum and Instruction	Improved student test scores Improved student attendance

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	X		At our high school with the lowest graduation rate reported, we will implement a pilot program for the 2015-2016 school year. The program is called P.A.C.T., Personalized Achievement Contact Team. P.A.C.T. will provide intensive services to students at risk of dropping out. The Administration will select 25 students per grade level based on evidence of at-risk factors (e.g., excessive absences/lates, low grades, high discipline rates)	Assistant Superintendent for Curriculum and Instruction	Improved student grades Decreased student discipline Increased student attendance Increase in graduation rate
	[X]		Students in P.A.C.T. program will receive an at-risk guidance counselor who will meet with students in groups (weekly) and individual (biweekly). Counselor will: Build positive relationships with P.A.C.T families. Make daily contact with the teacher mentors, who will report the daily progress of students. Hold after-school group sessions with students who share the same difficulties. Implement a progressive program to teach students how to overcome obstacles, develop healthy relationships with teachers, advocate for themselves properly and understand the dynamics of self-empowerment through education. Organize monthly after school assemblies to award students for progress made. Establish an after-school homework and tutoring club. Collaborate with the Chamber of Commerce for Internship and mentoring opportunities. Strategize with the Administrators for early intervention so discipline is minimized.		

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	[X]		<p>P.A.C.T. students will be assigned a teacher mentor who will be available for daily meetings.</p> <p>Teacher Mentors will:</p> <ul style="list-style-type: none"> Volunteer to mentor a team of 5-10 students who they will make daily contact with. Make daily contact with the counselor to discuss any student issues. Meet once per week to discuss their team. Attend the monthly awards assembly. 		
	[X]		<p>An attendance officer will work closely with the P.A.C.T. counselor to work on student attendance issues.</p> <p>The attendance officer will:</p> <ul style="list-style-type: none"> Assist the P.A.C.T. Counselor with establishing a positive relationship between school and parents. Make initial contact with each student's family by visiting the home to assess obstacles for attendance: Housing, Health, Transportation, Childcare. Will personally contact P.A.C.T. parents whenever a student is late or absent. Attend one group meeting a week to discuss the importance of attendance with the students. Attend the monthly assemblies to give out attendance awards. 		

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	[X]		<p>At Colonia High School we are implementing a two-day Freshmen and New Student Orientation.</p> <p>Students will:</p> <ul style="list-style-type: none"> Be aware of the expectations of the freshman academy curriculum. Be cognizant of the various clubs and athletic programs available to them as well as understand the importance of getting involved. Understand how to read their schedule and understand the layout of the school to be able to locate their classes on the first day of school. Learn how to properly communicate with their peers. Be broken into smaller groups and go to designated classrooms with their advisors and peer leaders. There they will participate in skill building activities. Conclude the small group sessions by understanding their learning styles and attain tips on how to utilize their learning styles to benefit them. Conclude the day with a review of positive behaviors that will lead to success and students will be given information about where to get academic assistance. 		