

**QSAC District Improvement Plan (DIP)**

**District: Keyport**

**Submission Date: 8/27/15**

**Submitted by (name and title): Lisa M. Savoia, Ed. D.**

<b>Step 1: Indicators (DPR or SOA)</b>	<b>Step 2: Issue/Actions/Strategies/Intervention and Budgeted Resources</b>	<b>Step 3: Person Responsible</b>	<b>Step 4: Evidence of Completion/Impact</b>
1. The district meets the Annual Measurable Objective (AMO) in language arts literacy (LAL) for the district's total population.	<b>ISSUE:</b> Students lacked proficiency in the writing cluster of the NJASK and failed to make adequate growth in this cluster area.	Superintendent, Director of Curriculum, Director of Pupil Personnel Services, Literacy Supervisor	Lesson plans, Anecdotal notes, pd sign-in logs or records of attendance, After-school program attendance records, writing benchmarks, PLC notes
	<b>ACTIONS/STRATEGIES/INTERVENTIONS:</b> All ELA teachers in grades 4-8 will implement the Writers Workshop pedagogical approach to strengthen student writing. Differentiation in instruction will occur frequently during writing conferences. Mini-lessons will be based on formative		
	<b>BUDGETED RESOURCES:</b> Attendance at Writers Workshop Training and Coaching sessions, purchase and use of document cameras to visually support modeling of writing, budget allocated for curriculum writing and revision.		
	<b>ISSUE:</b> Not all exiting third grade were reading at or above grade level.		Lesson plans, Anecdotal notes, pd sign-in logs, DRA scores, Achieve300 usage reports, Lexile scores, After-school program attendance records, writing benchmarks, STAR assessment data, PLC notes
	<b>ACTIONS/STRATEGIES:</b> Creating 1st-3rd grade class groupings based on multiple measure data to provide interventional reading strategies where needed. Expanding services for English Language Learners by providing push-in instruction for pre-K, and intensive intervention for K. Providing Sheltered Instruction Observation Protocol (SIOP) training to all HS staff with English Language Learners. Provide Foundations training to all Kindergarten, and half of the first grade staff to help build foundational reading skills. Offer Wilson Reading intervention for grades 2-5 in an after school program. Implementation of Action Research PLC model to support pedagogical practices for instructional deficiencies as noted by data. Done in 2014-2015 and will continue to support: After School Title I and Title III programs and Literacy Nights.		
	<b>BUDGETED RESOURCES:</b> Wilson Training, Additional ESL staff members, Wilson resources (magnetic letter boards, etc.), funding for after-school programs, SIOPs materials, funding for literacy nights		

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	<p><b>ISSUE:</b> Students in grades 3-8 did not show adequate reading growth as compared to their statewide peers</p>		<p>Lesson plans, Anecdotal notes, pd sign-in logs, DRA scores, Achieve300 usage reports, Lexile scores, After-school program attendance records, writing benchmarks, STAR assessment data, PLC notes</p>
	<p><b>ACTIONS/STRATEGIES:</b> Provide instructional support for stronger implementation of the Achieve3000 reading program with multiple PD sessions and classroom coaching; Use of standards-based benchmarks through LinkIt to monitor growth; use of Pearson Essay Scorer to provide focus areas of improvement; create tiered SGOs to foster differentiated instructional expectations. 2014-2015 and ongoing: Continued implementation of differentiated reading and online program in all 3-11th grade classrooms with Achieve3000, after school Title I and Title III programs</p>		
	<p><b>BUDGETED RESOURCES:</b> PD Sessions from Achieve3000, and for the After-school Professional Development Academy, Pearson Essay Scorer, LinkIt Services and PD, funding for after school offerings</p>		
	<p><b>ISSUE:</b> Students indicating proficiency in Language Arts Literacy are not moving to Advanced Proficient, or not showing adequate growth once proficiency is achieved</p>		
	<p><b>ACTION/STRATEGY/INTERVENTION:</b> Revise Gifted and Talented criteria with the implementation of SAGES2 testing to include a higher percentage of students in the program; revise Gifted and Talented program to differentiate between identified students in Literacy, Math, and Reasoning; expansion of the AP course offerings in high school with the addition of AP Psychology and AP Chemistry. 2014-2015 and ongoing: Continued membership in the Bayshore Consortium for Gifted and Talented. Continued implementation of the Springboard Curriculum in grades 8-11 English classes to increase rigor and raise expectations in honors courses; Continued membership in AP Consortia</p>		
	<p><b>BUDGETED RESOURCES:</b> purchase of SAGE2 tests, attendance at College Board workshops for teachers teaching new AP courses, Springboard textbooks and online access, field trips associated with Gifted and Talented program</p>		

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3. Language Arts Literacy (LAL) State assessment data for the district's total student population shows one of the following: a. At least 95% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal);

**ISSUE:** Our total student population failed to show adequate proficiency in language arts as measured by state testing

**ACTION/STRATEGY/INTERVENTION:** Implement Common Core Benchmark assessments to monitor standards proficiency, student deficiencies, and drive instructional planning; house all benchmark data in LinkIt to provide longitudinal data for instructional staff; Increase chromebook access at the Central School and implemented a 1:1 initiative at Keyport High School to provide more access to multi-modality learning opportunities and instructional support through technological applications; Continue to support Google Apps in Education by providing professional development; implement action research PLCs to identify areas of instructional weakness and remediate as needed; create and implement tiered SGOs to differentiate learning goals for groups of students based on data. Done in 2014-2015 and will continue to support: After School Title I and Title III programs and Literacy Nights.

Superintendent, Director of Curriculum, Director of Pupil Personnel Services, Literacy Supervisor, Math Supervisor

LinkIt reports, lesson plans, anecdotal notes, PLC documentation, progress monitoring notes, 1:1 Chromebook feedback, SGOs

**BUDGETED RESOURCES:** LinkIt PD and services, chromebooks, Google workshops (during day and at the After School Professional Development Academy)

4. Mathematics assessment data for the district's total student population shows one of the following: a. At least 95% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal); or

**ISSUE:** Our total student population failed to show adequate proficiency in mathematics as measured by state testing

Superintendent; Director of Curriculum; Supervisor of Math; High School Principal; Elementary School Principal

Lesson plans, curriculum revisions, LinkIt assessment data, PLC data analysis, IXL reports, STAR reports, Title I - Eligibility Criteria data, SGOs

**ACTION/STRATEGY/INTERVENTION:** Increased IXL implementation in grades 3-8 and implementing the use of IXL in Algebra I, Geometry, and Algebra II; Created and implemented multiple measure criteria to create accelerated 7th grade math program; Created and implemented multiple measure criteria for Honors Algebra I; Analyze curriculum to ensure alignment with standards, model content frameworks, and developmental capacity. Create and implement a multi-criteria assessment for student need to determine Title I eligibility; Implement standards based benchmarks through LinkIt to assist with progress monitoring and instructional planning; Support and implement tiered SGOs to provide differentiated goals based on student need; Implement STAR testing in grades K-3 to identify strengths, weaknesses, and student growth; Implement action research-based PLCs to utilize data to improve pedagogical practices and raise student achievement. Continue to support math development with Title I and Title III after school programs.

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	<b>BUDGETED RESOURCES:</b> IXL, LinkIt, Renaissance Learning, Curriculum revision budget, funding for after school Title I and Title III programs.		
7. The percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic year is (at least 85%, according to the most recent NJDOE-published high school graduation rate <i>N.J.S.A. 18A:7E-3</i> )	<b>ISSUE:</b> KHS graduation rate is in need of improvement.	Superintendent; Director of Curr; Director of Guidance; High School Principal	Guidance notes, Reports from SPEAR, ACT/SAT student data; SAT/ACT registration lists; Community Resource Lab attendance records
	<b>ACTIONS/STRATEGIES/INTERVENTION:</b> Create and implement a graduation requirement checklist; Guidance counselors will meet with students to monitor graduation progress; Free/Reduced lunch students will be afforded the opportunity to register for SAT/ACT; Implement the SPEAR program to assist at-risk students in meeting graduation needs and provide counseling to support students in the SPEAR program; expansion of the Community Resource Lab to foster a stronger home-school connection while providing technical support for educational needs		
	<b>BUDGET:</b> purchase of APEX access and training for SPEAR administrator and teacher, funding for after school Community Resource Lab		
<b>Fiscal</b>			
1. The monthly Board Secretary's report is completed and reconciled without exceptions (e.g.: unbalanced/inaccurate balance sheet, unauthorized transfers) and is completed within 30 days of the month's end, reconciled with the Treasurer's report or equivalent report within 45 days of the month's end and submitted to the board within 60 days of the month's end for approval (N.J.A.C. 6A:23A-6.10). The report contains a budget status report, which includes for each required line item account, the original budget, transfers, adjusted budget, expenditures, encumbrances and available balance.	Hired mentor for new Business Administrator to ensure accuracy; Revenue and expense balances will be reviewed on a monthly basis. Annually, the budget will be in agreement as of July 1st. Monthly transfers will be checked against BOE minutes on a monthly basis.	Business Administrator, Superintendent	Board Secretary Reports, Systems 3000 expense & revenue reports, BOE Agendas/Minutes, transfer reports, CAFR, and mentoring assessments.
2. The district follows a standard operating procedures manual for business functions (N.J.A.C. 6A:23A-6.6), which includes a system of internal controls (N.J.A.C. 6A:23-A-6.4) to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud.	Review and modification to current SOP and Purchasing Manual by February 2016. Review and BOE approve new SOP and Purchasing Manual. Train staff to ensure proper implantation of new SOP and Purchasing Manual.	Business Administrator, Superintendent	SOP Revision timeline, BOE Approval, Staff Training, as well as, Agenda & Sign In.
3. At least monthly, the district prepares and analyzes fiscal year cash flow management for all funds to ensure that payments can be made on a prompt basis and to ensure that reimbursement requests for federal grant awards are submitted in a timely manner for the actual amount of incurred expenditures.	Draw down funds at the beginning of each month. Review budget summary report with administration on a monthly basis. Monthly meetings will be held with the Director of Special Services and the Director of Curriculum and Instruction. Regular review of NJDOE Homeroom correspondences.	Business Administrator, Assistant to the BA, Director of Special Services, Director of Curriculum	Print out from EWEG and all appropriate NJDOE Homeroom correspondences, Budget Summary Reports, Board Secretary's Report, and copies of reimbursement requests.

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<p>6. The district manages and oversees NCLB, IDEA, ARRA and other entitlement and discretionary grants as required. Specifically, the district: (a) complies with demonstration of comparability, maintenance of effort, supplement not supplant and other federal grant fiscal requirements, (b) spends grant funds as urged. Amendments and budge modifications are completed for charges that exceed the applicable threshold (entitlement grants-lesser of 10% or \$50,000; discretionary grants-lesser of 10% or \$10,000), (d) approves salaries funded by federal grants as documented in the board minutes and maintains the required time and activity</p>	<p>for IDEA, NCLB, and ARRA on time, Monthly meetings will be held with the Director of Special Services, Monthly meetings will be held with the Director of Curriculum and Instruction. Regular review of NJDOE Homeroom</p>	<p>Business Administrator, Assistant to the BA, Director of Special Services, Director of</p>	<p>Print out from EWEG and all appropriate NJDOE Homeroom correspondences, Budget Summary Reports, Board Secretary's Report. Board Agenda Minutes. Carryover and Transfer Reports.</p>
<p>7. The district provide proper oversight and accounting of capital projects and Referendum and other Fund 30 capital projects. Specifically the district: maintains a separate accounting by project, as well as, conducts the proper fiscal close-out of completed projects. This includes proper transfer of interest earned annually to the debt service and/or general fund.</p>	<p>The Business Administrator will meet with Architect, Submit all necessary documents to the SDA office in a timely fashion. Separate accounting by project. Each district project will have individual line item in Systems 3000.</p>	<p>Business Administrator, Superintendent</p>	<p>Print out of all fund 30 revenue and expenditure reports. SDA correspondence, and end of year report that reflects interest earned annually.</p>