

**QSAC District Improvement Plan (DIP)**

**District:** Orange Public Schools

**Submission Date:** April 13,2018

**Submitted by (name and title):** Director of Curriculum and Instruction on behalf of the QSAC team

| <b>Step 1:<br/>Indicators<br/>(DPR or<br/>SOA)</b> | <b>Step 2: Issue/Actions/Strategies/Intervention and<br/>Budgeted Resources</b> | <b>Step 3: Person<br/>Responsible</b> | <b>Step 4: Evidence of Completion/Impact</b> |
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1- ELA AMO

**Issue:** According to the NJDOE 2016-2017 ESSA District Accountability Profile, all English Language Arts/Literacy targets were Met or Met with 90% Confidence Interval application, with the exception of Students with Disabilities. (Target: 16.0- Actual: 9.3) Careful analyses of classified students' achievement data in the area of literacy reveal that additional support may be provided.

**Actions/Interventions:** Increase access to grade level materials through Readtopia, Learning Allys, Co-Writer, and Snap and Read. Continue MTSS and personalized learning; extended day/extended year targeted instruction.

**Strategies:** In-depth professional development; Special Reads for Special Needs; increase administrative walkthroughs and informal observations during intervention periods to ensure personalized learning is occurring; restructure the high school block to include 25 minutes per block dedicated to intervention

**Budgeted**

**Resources:** Readtopia, Co-Writer, Snap and Read; Learning Allys; Consultants for job-embedded PD and train-the-trainer. Extended Year and Extended Day stipends and materials. Additional Chromebooks, moving towards 1:1.

Superintendent, Deputy Superintendent, Director of English Language Arts and Testing, ELA Supervisors, Director of Special Services, Special Services Supervisors, Director of C/I, ESL/Bilingual Supervisor, Social Studies Supervisor, VPA Supervisor, CTE Supervisor Teachers, Principals

Scholastic Reading Inventory; Scholastic Phonics Inventory; PARCC and DLM results; ELA benchmark and unit assessments

2-Math AMO

**Issue:** According to the NJDOE 2016-2017 ESSA District Accountability Profile, the only subgroup that met the target with a 90% confidence interval was English Language Learners. (Schoolwide: Target 24.5-Actual 19.2; Hispanic: Target 26.3-Actual 21.1; Black or African American: Target 23.8-Actual 18.2; Economically Disadvantaged: Target 24.9-Actual 20.0; Students with Disabilities: Target 10.9-Actual 6.1).

**Actions/Interventions:** For SIFE high school students, continue Foundations in Mathematics course. For grades 8-12, continue full ESL support with GE highly qualified mathematics teachers. For port-of-entry students in grades 2-7, continue Newcomers' Academy with GE mathematics teachers after 9 weeks.

**Strategies:** Observe and monitor instruction; provide coaching for teachers; create opportunities for teachers to share best practices; continue to monitor individual progress and devise personalized learning plans for students not making adequate progress; continue and expand a blended learning model. For SWD, continue with Go Math and targeted MTSS.

**Budgeted Resources:** Title III and III Immigrant funds for parent involvement, Newcomers' Academy staff, and related supplies; Title I funds for targeted ELL students for Dreambox. District Budget for Go Math consumables and manipulatives. Additional Chromebooks, moving towards 1:1.

Superintendent, Deputy Superintendent, Director of Mathemaics, Mathematics Supervisors, Mathematics Coaches, Director of Special Services, Special Services Supervisors, Director of C/I, ESL/Bilingual Supervisor

Assessment data, lesson plan reviews, ESL inclusion schedules

3- ELA

**Issue:**

- >K-2 teachers have demonstrated a lack of content knowledge and pedagogy
- >Limited number of reading intervention licenses for decoding and encoding
- >Developing readers need assistance in accessing complex text

**Actions/Interventions:**

- >Progress and completion of LETRS course units 1-4 for Cohort I of K-2 teachers
- >Expansion and upgrade of System 44 (foundation reading intervention)
- >Full implementation of Learning Ally (assistive technology for developing readers to gain access to complex text)

- Strategies:**
- >Professional development for K-2 teachers in foundational reading skills
  - >Professional development for Intervention teachers
  - >Professional development for Learning Ally assistive technology

**Budgeted Resources:**

- >3yr professional development plan cost - \$97,500:
  - \*Year 1-Cohort I teachers (38) trained on units 1-4; 12 Literacy Experts identified and trained
  - \*Year 2-Cohort I teachers trained on units 5-8 while Cohort II teachers (30) trained on units 1-4 by Literacy Experts from Cohort I; continued training for Literacy Experts
  - \* Year 3-Cohort II trained on units 5-8 by Literacy Experts
- >Expansion and upgrade of System 44 (foundation reading intervention) costs \$74,000 - upgrade current Enterprise Edition licenses and convert R180 licenses to System 44 NG expanding implementation to service 7 classrooms across the district and additional 340 students
- >IDEA grant with NJDOE and Learning Ally 2nd year commitment cost \$7,200 district wide for 9 locations (7 elementary, 1 junior high, 1 high) to provide licenses to over 1000 students who have difficulties decoding, encoding, and thereby struggling to access complex text

Director of English Language Arts & Testing, ELA Supervisors and Coaches, K-2 teachers, Intervention teachers, teachers servicing students experiencing reading difficulties

- > LETRS professional development - 75% of Cohort I teachers scoring 3 or better in domain 1.a Demonstrating knowledge of content and pedagogy
- >Upgrade/expansion of System 44 - 25% of identified students become advanced decoders by end of year thereby increasing their lexile readability by more than 100Ls
- >Utilization of Learning Ally - 25% of the identified students meeting HMHISG Reading Inventory readability growth goals by end of the year

4-Math

Issue: 17% of its students in grades 3-12 met expectations on the statewide mathematics assessment in Mathematics  
Root Causes:  
(Curriculum) Challenges continue to exist regarding alignment between programs and the NJSL/ PARCC expectations - (Access/Equity) Some challenges continue to exist regarding the remediation of students who are 1 or more grade levels below and how those students are supported through targeted intervention supports  
(Assessment/Data) Challenges continue to exist regarding teachers' use of assessments and (e.g. diagnostic, formative, summative, authentic) and the resultant data  
(Professional Development) Systems of supports need to be differentiated and tailored to meet the needs of individual teachers and admin, and focused on the development of mathematical knowledge for teaching and related strategies  
Actions/Interventions:  
(Curriculum) Continue to establish curriculum pilots to test new curriculum options  
(Curriculum) Align all instructional materials, programs, and expectations for practice to the NJSL/ PARCC  
(Access/Equity) Support the redesign of school schedules to allow for strategic intervention for targeted groups of students (Assessment/Data) Continuously monitor and assess teaching and learning, using assessment data and provide immediate feedback  
(Professional Development) Collaborate with teachers/admin to establish a shared vision for instruction and performance  
Strategies:  

- Identify and treat curricular gaps and/or misalignments
- Continue Illustrative Mathematics and Eureka Math Pilots in select schools
- Institute Content & Language Routines across all K – 12 classrooms
- Institute the Use of Daily Anchor Tasks all K – 12 classrooms
- Incorporate viable digital content platforms to support personalized learning districtwide (e.g. iReady, TenMarks, DreamBox)
- Incorporate Intervention Periods into the school day
- Schedule coaches for Intervention Support based upon PARCC performance targets
- Overhaul the current Math 180 program and have it taught during intervention blocks in all schools

Superintendent, Deputy Superintendent, Director of Mathematics and Science, Mathematics Supervisors, Mathematics Coaches, Director of Special Services, Special Services Supervisors, Director of C/I, ESL/Bilingual Supervisor

5 - 10% increase in PARCC performance  
Curriculum Improvements in K - 12 Mathematics  
Increase in structured Intervention Programs districtwide  
Increase in structured and differentiated Professional Development Supports

6-Science

**Issues:** Approximately 70% of our 4th grade students were proficient on the NJASK-4 in Science in 2016-2017.  
Approximately 36% of our 8th grade students were proficient on the NJASK-8 in Science in 2016-2017.  
Approximately 27% of our 11th grade students were proficient on the End of Course Biology Exam in 2016-2017.  
**Actions/Interventions:** Provide all students with equitable access to rigorous curricula with NGSS-aligned instructional materials and assessments in all grade levels  
Provide opportunities reflective of research and best practices for K-12 Science  
Students to engage with Scientific phenomena  
Facilitate the implementation of NGSS and STEM-focused instructional models  
Support and advance the development and use of differentiated assessments (diagnostic, formative, summative, authentic) that measures Student achievements based on the NGSS  
Initiate, build, and sustain collaborations and partnerships to provide specific and focused professional development to support the teaching and learning of core Science content, conceptual understandings, Science and engineering practices and Cross Cutting concepts for Grades K-12 as outlined in the NGSS.  
**Strategies:** Complete the alignment of Curricula with the Next Generation Science Standards focus.  
Expand, develop and support innovative opportunities for Students to Engage in Science instruction in an extended day setting through Science Fair Challenges, STEM nights, Robotics Clubs, and Summer Partnerships  
Implement an integrated, Standards based common assessments that evaluate Student growth; conceptual understanding; Science and engineering skills; Reading/Writing/Speaking skills.  
Develop teacher capacity for building Science content and pedagogical knowledge, translating standards to practice, practicing teaching, and reflecting.  
**Budgeted Resources:** Districtwide Supplies: \$110,000  
Districtwide Textbooks and Digital Content: \$60,000

Superintendent, Deputy Superintendent, Director of Mathematics and Science, Science Supervisor, Science Coaches, Director of Special Services, Special Services Supervisors, Director of C/I, ESL/Bilingual Supervisor

Minimum of 60% of students proficient on the NGSS Science Assessment  
Curriculum upgrades in all K - 12 Science Units  
NGSS-aligned Assessments in all K - 12 Science programs  
Increased engagement in extended day engagements  
Increase in structured and differentiated Professional Development Support

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| <p>7-Graduation Rate</p> | <p><b>Issue:</b> The graduation rate in 2016 was 90.68% in 2015-2016. According to the ESSA District Accountability Profile, all subgroups met their Four-Year Graduation Rate in 2015-2016. <b>Actions/Interventions:</b> Restructure the high school blocks to designate 25 minutes of intervention; mandatory year round tutoring for student athletes; increased monitoring of IEP goals, grades, teacher consultations, state and district assessments and interventions by the Child Study Teams; increased monitoring of all students' progress and attendance by the school counselors and attendance officers. <b>Strategies:</b> Provide tutoring time, professional development in intervention strategies, counseling outside of the school day, increased parent meetings with school counselors and CST members for at-risk students, increased industry credentials in CTE, extended year program for ELL students, especially SIFE students. <b>Budgeted Resources:</b> Title IVA for counseling outside of the school day; stipends and materials for tutorials; blended learning programs for personalized learning.</p> | <p>Superintendent, Deputy Superintendent, Director of Language Arts and Testing ELA Supervisors, Director of Mathematics and Science, Science/STEM supervisors, Math Supervisors and Coaches, Director of Special Services, Special Services Supervisors, Supervisor of Guidance Director of C/I, ESL/Bilingual Supervisor, Social Studies Supervisor, VPA Supervisor, CTE Supervisor Teachers, Principals, School Counselors, CST members, teachers</p> | <p>Graduation Rates, PARCC PLD's, Unit assessments, Attendance data, Observation data, Walkthrough data</p> |
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