

# NJ Single Accountability Continuum (NJQSAC) District Performance Review - School Year 2013-14

## District Information and Score Summary

<b>District Name and CDS #</b>	<b>ORANGE BOARD OF EDUCATION</b>
<b>County Name</b>	<b>ESSEX</b>
<b>District Superintendent Name</b>	<b>Ronald C. Lee</b>
<b>District Mailing Address</b>	<b>451 Lincoln Avenue, Orange, NJ 07050</b>

<b>DPR Area</b>	<b>District Score</b>	<b>County Score</b>
<b>Instruction and Program</b>	64%	64%
<b>Fiscal Management</b>	100%	100%
<b>Governance</b>	100%	100%
<b>Operations</b>	95%	95%
<b>Personnel</b>	100%	100%

**NJQSAC District Performance Review  
School Year 2013-14**

<b>Instruction and Program</b>		<b>Orange Board of Education</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score (Type "1" for Yes, "0" for No)</b>	<b>Comments</b>
1. The district meets the Annual Measurable Objective (AMO) in language arts literacy (LAL) for the district's total population.	DPR Assessment Worksheet provided by NJDOE	<b>3</b>	<b>0</b>	<b>0</b>	
2. The district meets the Annual Measurable Objective (AMO) in mathematics for the district's total population.	DPR Assessment Worksheet provided by NJDOE	<b>3</b>	<b>0</b>	<b>0</b>	
Directions for indicator A3a through A3h: Each district may only receive credit for one indicator depending on the percentage of proficiency of the total student population or the progress made by the total student population. The maximum number of points that a district may receive for A3a through A3d is 10.					
3. Language Arts Literacy (LAL) State assessment data for the district's total student population shows <b>one</b> 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	DPR Assessment Worksheet provided by NJDOE	<b>10</b>	<b>0</b>	<b>0</b>	
b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or	DPR Assessment Worksheet provided by NJDOE	<b>8</b>	<b>0</b>	<b>0</b>	
c. At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or	DPR Assessment Worksheet provided by NJDOE	<b>6</b>	<b>0</b>	<b>0</b>	

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d. At least a 5% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>5</b>	<b>0</b>	<b>0</b>	
e. At least a 4% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>4</b>	<b>0</b>	<b>0</b>	
f. At least a 3% decrease in the difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>3</b>	<b>0</b>	<b>0</b>	
g. At least a 2% decrease in the difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>2</b>	<b>0</b>	<b>0</b>	
h. At least a 1% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population.	DPR Assessment Worksheet provided by NJDOE	<b>1</b>	<b>0</b>	<b>0</b>	
<b>Subtotal</b>			<b>0</b>	<b>0</b>	

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Directions for indicator 4a through 4d: Each district may only receive credit for one indicator depending on the percentage of proficiency of the total student population or the progress made by the total student population. The maximum number of points that a district may receive for 4a through 4h is 10.					
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	DPR Assessment Worksheet provided by NJDOE	<b>10</b>	<b>0</b>	<b>0</b>	
b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or	DPR Assessment Worksheet provided by NJDOE	<b>8</b>	<b>0</b>	<b>0</b>	
c. At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or	DPR Assessment Worksheet provided by NJDOE	<b>6</b>	<b>0</b>	<b>0</b>	
d. At least a 5% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>5</b>	<b>0</b>	<b>0</b>	

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e. At least a 4% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>4</b>	<b>0</b>	<b>0</b>	
f. At least a 3% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>3</b>	<b>0</b>	<b>0</b>	
g. At least a 2% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or	DPR Assessment Worksheet provided by NJDOE	<b>2</b>	<b>0</b>	<b>0</b>	
h. At least a 1% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population.	DPR Assessment Worksheet provided by NJDOE	<b>1</b>	<b>0</b>	<b>0</b>	
<b>Subtotal</b>			<b>0</b>	<b>0</b>	
5a. The district has no priority schools as designated by the NJDOE	Priority, Focus and reward School list provided by NJDOE	<b>2</b>	<b>1</b>	<b>1</b>	

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5b. The district has reward schools as designated by the NJDOE.	Priority, Focus and reward School list provided by NJDOE	<b>2</b>	<b>0</b>	<b>0</b>	
6. At least 70% of the district's total student population, across all grades tested in science, achieved proficient or advanced proficient status on the most recent state science assessments.	DPR Assessment Worksheet provided by NJDOE	<b>4</b>	<b>0</b>	<b>0</b>	
Directions for indicator 7A through 7d: Each district may only receive credit for one indicator depending on the percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic year. The maximum number of points that a district may receive for 7a through 7d is 4.					
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:					
a. at least 95%, according to the most recent NJDOE-published high school graduation rate ( <i>N.J.S.A. 18A:7E-3</i> ); or		<b>4</b>	<b>0</b>	<b>0</b>	County comment: The 2013 high school graduation rate via HSPA was 56%; therefore, no points were awarded for this indicator.
b. at least 90%, according to the most recent NJDOE-published high school graduation rate ( <i>N.J.S.A. 18A:7E-3</i> ); or	District calculation of graduation rate	<b>3</b>	<b>0</b>	<b>0</b>	
c. at least 85%, according to the most recent NJDOE-published high school graduation rate ( <i>N.J.S.A. 18A:7E-3</i> ); or	District calculation of graduation rate	<b>2</b>	<b>0</b>	<b>0</b>	
d. at least 80%, according to the most recent NJDOE-published high school graduation rate ( <i>N.J.S.A. 18A:7E-3</i> ).	District calculation of graduation rate	<b>1</b>	<b>0</b>	<b>0</b>	

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<b>Subtotal</b>			<b>0</b>	<b>0</b>	
8. The district analyzes student achievement data by comparing each grade level across all schools within the district, similar DFGs and against state averages. The district provides the analysis to each principal and verifies that the data analysis drives instruction and professional development.	District analysis Summary of assessment results by content Explanation of how district prepared analysis	<b>3</b>	<b>1</b>	<b>1</b>	

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<p>9. Based on state assessment data, the achievement of all subgroup populations is analyzed at the district and school levels. For those populations not meeting AMO targets or showing a stagnant or declining trend, the district investigates and identifies possible causes, including but not limited to those below:</p> <p>Lack of curriculum that is aligned to the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS)</p> <p>Lack of consistent focus on academic work using data</p> <p>Insufficient exposure to the NJCCCS and CCSS</p> <p>Use of unaligned instructional materials</p> <p>Inadequate support and/or professional development for teachers for new content and materials</p> <p>Teacher vacancy/substitute teacher</p> <p>Student absence or mobility</p> <p>Failure to meet the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English.</p> <p>Failure to meet the AMAO for the percentage of students attaining English proficiency.</p> <p>Other</p>	<p>District analysis by total population, subgroup, concentration</p> <p>Minutes from curriculum meetings</p> <p>Review of information, issues, and status</p> <p>District action plan to correct areas of concern</p> <p>Letter of achievement of AMAO</p>	<b>4</b>	<b>1</b>	<b>1</b>	



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<p>10. For those subgroup populations at the district and school levels that have shown improvement or growth, the district investigates and identifies factors that may have contributed to improvement, including but not limited to those below:</p> <ul style="list-style-type: none"> <li>Curriculum aligned to the NJCCCS and CCSS</li> <li>Consistent focus on academic work</li> <li>Appropriate use of aligned assessments, both formative and summative</li> <li>Increased exposure to the NJCCCS and CCSS</li> <li>Adoption and implementation of aligned instructional materials</li> <li>Targeted professional development for teachers based on needs assessment and data analysis</li> <li>Employment of full-time, highly qualified teachers</li> <li>Improved student attendance</li> <li>Additional learning support (tutoring, after school, summer school, etc.)</li> <li>Increased parent involvement</li> <li>Met the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English.</li> <li>Met the AMAO for the percentage of students attaining English proficiency.</li> <li>Other</li> </ul>	<p>District analysis by total population and subgroup(s)</p> <p>Minutes from curriculum meetings</p> <p>Review of information, issues, and status</p> <p>District action plan to correct areas of concern</p> <p>New/revised curriculum</p> <p>New/revised assessments</p>	<b>4</b>	<b>1</b>	<b>1</b>	

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11. The district implements strategies to support progress or to address deficiencies identified in indicators 1-10 above. The strategies must explicitly link changes in instruction, curriculum, materials, staffing, professional development and support, or other areas to address any and all hypothesized causes through the use of data. The strategies also specify a timeline for implementation with expected outcomes and target dates for resolution.	Analysis and related plan New/revised curriculum, teacher hires or other changes identified in the analysis District/school improvement plans	<b>4</b>	<b>1</b>	<b>1</b>	
12. The district assesses the progress of each student in mastering the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS) at least two times each year, including content areas not included on statewide assessments. Data from rigorous assessments at the district, school and classroom level is used to evaluate, adjust and improve instruction.	Assessment schedule for district, schools, and classrooms Samples of tests Assessment reports Meeting agendas that show review of test scores Test contracts	<b>4</b>	<b>1</b>	<b>1</b>	

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13. The district uses a monitoring process to continually improve curriculum implementation for each NJCCCS and CCSS area.	Class schedules Lesson plans Assessment data Data analysis Observation	<b>3</b>	<b>1</b>	<b>1</b>	
14. The curriculum specifies the content to be mastered for each grade and includes clear grade level benchmarks and interim assessments.	Curriculum in each content area Curriculum audit or map Interim assessments	<b>3</b>	<b>1</b>	<b>1</b>	
15. The curriculum and information about student strengths and needs are horizontally and vertically articulated among all grades, content areas, schools, and at all specific transition points.	Curriculum in each content area Curriculum audit or map Agendas Sign-in sheets Formative and benchmark Data analysis Interventions	<b>3</b>	<b>1</b>	<b>1</b>	

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16. The high school graduation requirements have been implemented for all students based on the implementation schedule in N.J.A.C. 6A:6-5.1.	Board of education resolution, minutes, district/student policy manual Meeting schedules, agendas, curriculum Education Proficiency Plan (EPP)	<b>2</b>	<b>1</b>	<b>1</b>	
17. For each content area:					
a. supervisory practices are implemented to ensure that the curriculum is taught in every classroom; these practices focus on classroom instruction as evidenced by teacher-principal/supervisor discussions and meetings, teacher evaluations and observations, lesson planning, student performance data and walk-throughs.	District policies and procedures Teacher evaluation schedules Lesson plans Professional improvement plans Assessment data	<b>6</b>	<b>1</b>	<b>1</b>	
b. lesson plans are aligned with the curriculum, the NJCCCS and the CCSS, integrate technology and are reviewed at least monthly by principals/supervisors. Each teacher is provided with feedback on lesson planning and implementation.	Teacher observations and evaluation schedules Lessons plans and feedback loop Meeting agendas Board approved curriculum	<b>6</b>	<b>1</b>	<b>1</b>	

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18. The district requires and verifies that instruction for all students is based on the district's curriculum, instructional materials, media and school library resources and includes instructional strategies, activities and content that meet individual students needs including Individual Education Programs (IEP). "All students" include those students with disabilities, English language learners, gifted and talented students and students in alternative education programs.	Library Skills/Information Literacy/Library Media curriculum Lesson plans Assessment data and analysis Classroom visits Test contracts Recommendation forms Program description Student roster District technology plan	<b>6</b>	<b>1</b>	<b>1</b>	

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19. The district promotes regular attendance of students by adopting and implementing policies and procedures that include expectations and consequences regarding timely arrival and attendance and district responses to unexcused absences. (N.J.A.C. 6A:16-7.8)	District policies and procedures regarding attendance and on-time arrivals (refer to <i>District Review of Checklist for Board-Approved Student Attendance Policies and Procedures</i> ). District procedures for responding to unexcused absences and excused absences Records indicating actions taken to prevent and intervene in the cases of absences and truancy that include contacts with parents regarding absences	<b>2</b>	<b>1</b>	<b>1</b>	
20. The district's average daily attendance (ADA) rate averages 90% or higher as calculated for the three years prior to completion of the DPR. (N.J.A.C. 6A:32-13.1)	ADA report provided by the NJDOE	<b>2</b>	<b>1</b>	<b>1</b>	
Directions for indicator 21a through 21f: Each district may only receive credit for one indicator depending on the number of "yes and/or "N/A" responses on the Instruction and Program section of the Statement of Assurance document. The maximum number of points that a district may receive for indicator 21 is 10.					
21. The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.					

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a. Compliance with 5 items	Completed and signed NJDOE Statement of Assurance document	<b>10</b>	<b>1</b>	<b>1</b>	
b. Compliance with 4 items	Completed and signed NJDOE Statement of Assurance document	<b>8</b>	<b>0</b>	<b>0</b>	
c. Compliance with 3 items	Completed and signed NJDOE Statement of Assurance document	<b>6</b>	<b>0</b>	<b>0</b>	
d. Compliance with 2 items	Completed and signed NJDOE Statement of Assurance document	<b>4</b>	<b>0</b>	<b>0</b>	
e. Compliance with 1 items	Completed and signed NJDOE Statement of Assurance document	<b>2</b>	<b>0</b>	<b>0</b>	
f. Compliance with 0 items	Completed and signed NJDOE Statement of Assurance document	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Subtotal</b>			<b>10</b>	<b>10</b>	
<b>Instruction and Program District Performance Review</b>		<b>100</b>	<b>64</b>	<b>64</b>	

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<b>Fiscal Management</b>		<b>Orange Board of Education</b>			
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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 ( <i>N.J.A.C. 6A:23A-6.10</i> ). 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.	Comprehensive Annual Financial Report (CAFR) Auditors Management Report (AMR) Monthly board secretary's and treasurer's report or equivalent report Board minutes	<b>2</b>	<b>1</b>	<b>1</b>	



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2. The district follows a standard operating procedures manual for business functions ( <i>N.J.A.C. 6A:23A-6.6</i> ), which includes a system of internal controls ( <i>N.J.A.C. 6A:23-A-6.4</i> ) to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud.	Budget status reports Monthly transfer reports Adopted board policies Organizational chart and duties AMR Listing of PO numbers and invoice dates Cash receipts journal Listing of manual checks issued Fixed asset inventory CAFR Interim and Final Expenditure Reports Position Control Roster Standard Operating Procedures Manual Date of BOE adoption Review of software capabilities	2	1	1	
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.	PO listing Contract files Annual purchasing plan (aggregation) CAFR AMR Cash Management Plan Cash-flow documentation Board secretary report Treasurer or equivalent report	2	1	1	

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4. The district has filed the annual audit of its Comprehensive Annual Financial Report (CAFR) and filed other supporting forms and collections (Auditor's Management Report, Federal Data Collection Form) by the due date. ( <i>N.J.S.A. 18A:23-1</i> )	CAFR AMR Audit Synopsis Federal data collection form AUDSUM submission	2	1	1	
5. The district received an unqualified opinion on the annual audit and satisfies the all of the following:					
a. if required, has implemented a corrective action plan (CAP) acceptable to the Executive County Superintendent, which addresses all audit recommendations.	Corrective Action Plan (CAP) adopted by board of education Document of CAP acceptable to Executive County Superintendent Certification of CAP implementation CAFR AMR Unqualified opinion for 5a	3	1	1	
b. Has no repeat audit findings of a substantive nature.	CAFR AMR	3	1	1	

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c. has no material weaknesses in the findings.	CAFR AMR	3	1	1	
d. ends the year with no deficit balances and no line item over-expenditures in the general fund, special revenue fund, capital projects fund or debt service fund (other than permitted under state law and GAAP).	CAFR AMR	2	1	1	
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.	CAFR AMR Grant application submission and approval dates Carryover reports Transfer approvals MOE and comparability reports Interim and Final Expenditure Reports Project files Board meeting minutes Accounting system/reports by capital project	1	1	1	
b. spends grant funds as budgeted. Amendments and budget 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).	CAFR AMR Grant application submission and approval dates Carryover reports transfer approvals; MOE and comparability reports	1	1	1	

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School Year 2013-14**

<b>Fiscal Management</b>		<b>Orange Board of Education</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score (Type "1" for Yes, "0" for No)</b>	<b>Comments</b>
c. spends federal and state grants funds as required and distributes non-public allocations as required. The district shows evidence of contact with non-public schools. If the district has returned funds in excess of \$1,000 to NJDOE: list the name of the grant and dollar amount refunded in the Comments column. If the returned funds were for nonpublic school services, specify the date the services began and the reason the funds were not spent.	CAFR Interim and Final Expenditure Reports Accounting system/report by capital project Project files Voter or other requisite approval to spend above authorized amount Board meeting minutes	1	1	1	
d. approves salaries funded by federal grants as documented in the board minutes and maintains the required time and activity reports.	CAFR Interim and Final Expenditure Reports Board meeting minutes	1	1	1	
7. The district provide proper oversight and accounting of capital projects and Referendum and other Fund 30 capital projects. Specifically the district:					
a. maintains a separate accounting by project.	CAFR AMR Accounting system/reports by capital project Project files Voter or other requisite approval to spend above authorized amount Report of available balances Board minutes	2	1	1	

**NJQSAC District Performance Review  
School Year 2013-14**

<b>Fiscal Management</b>		<b>Orange Board of Education</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score (Type "1" for Yes, "0" for No)</b>	<b>Comments</b>
b. monitors the detailed accounts regularly and oversees change orders to ensure/certify funds are available.	CAFR AMR Accounting system/reports by capital project Project files Voter or other requisite approval to spend above authorized amount Report of available balances Board minutes	2	1	1	
c. spends within the authorized amount, unless proper approvals have been received to raise additional funds to augment the authorized amount.	CAFR AMR Accounting system/reports by capital project Project files Voter or other requisite approval to spend above authorized amount Report of available balances Board minutes	2	1	1	
d. 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.	CAFR AMR Accounting system/reports by capital project Project files Voter or other requisite approval to spend above authorized amount Report of available balances Board minutes	2	1	1	

**NJQSAC District Performance Review  
School Year 2013-14**

<b>Fiscal Management</b>		<b>Orange Board of Education</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score (Type "1" for Yes, "0" for No)</b>	<b>Comments</b>
8. The district implements, reviews and revises as needed, projects that are consistent with the approved Long Range Facilities Plan and has received county office approval for emergent projects ( <i>N.J.A.C. 6A:23A-3.16</i> ).	Project approval County office approval for emergent projects Board minutes List of participants Revisions approved by NJDOE	1	1	1	
9a. Annual health and safety reviews have been conducted in each building using the <i>Evaluation of School Buildings Checklist Report (N.J.A.C. 6A:19-6.1 et seq.)</i> .	Signed Checklist	2	1	1	
b. "100% compliance" section - all items are in compliance in all buildings.	Signed Checklist	4	1	1	
c. "80% compliance" section - at least 80% of items are in compliance in all buildings.	Signed Checklist	2	1	1	
Directions for indicator 10a through 10k: Each district may only receive credit for one indicator depending on the number of "yes and/or "N/A" responses on the Fiscal section of the Statement of Assurance document. The maximum number of points that a district may receive for indicator 10 is 10.					
10. The board has annually approved by resolution, the district Statement of Assurance document as reflected in the minutes.					
a. Compliance with 10 items	Completed and signed NJDOE Statement of Assurance document	10	1	1	
b. Compliance with 9 items	Completed and signed NJDOE Statement of Assurance document	9	0	0	
c. Compliance with 8 items	Completed and signed NJDOE Statement of Assurance document	8	0	0	
d. Compliance with 7 items	Completed and signed NJDOE Statement of Assurance document	7	0	0	
e. Compliance with 6 items	Completed and signed NJDOE Statement of Assurance document	6	0	0	

**NJQSAC District Performance Review  
School Year 2013-14**

<b>Fiscal Management</b>		<b>Orange Board of Education</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score (Type "1" for Yes, "0" for No)</b>	<b>Comments</b>
f. Compliance with 5 items	Completed and signed NJDOE Statement of Assurance document	5	0	0	
g. Compliance with 4 items	Completed and signed NJDOE Statement of Assurance document	4	0	0	
h. Compliance with 3 items	Completed and signed NJDOE Statement of Assurance document	3	0	0	
i. Compliance with 2 items	Completed and signed NJDOE Statement of Assurance document	2	0	0	
j. Compliance with 1 item	Completed and signed NJDOE Statement of Assurance document	1	0	0	
k. Compliance with 0 items	Completed and signed NJDOE Statement of Assurance document	0	0	0	
<b>SUBTOTAL</b>			<b>10</b>	<b>10</b>	
<b>Fiscal Management District Performance Review</b>		<b>50</b>	<b>50</b>	<b>50</b>	

**NJQSAC District Performance Review  
School Year 2013-14**

<b>Governance</b>		<b>Orange Board of Education</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score (Type "1" for Yes, "0" for No)</b>	<b>Comments</b>
1. At least annually, and more frequently if required by changes in law or statute, the district board of education or advisory board reviews, updated and, by resolution, adopts policies, procedures and by-laws reflective of current statutory authority ( <i>N.J.S.A. 18A:11-1</i> ).	Mandatory policies Non-mandatory policies Adopting resolution for each policy District procedures manual attachments Board agendas	8	1	1	
2. The board of education has a policy and a contract with the Chief School Administrator (CSA) to annually evaluate the CSA based on the adoption of goals and performance measures, which reflect that highest priority is given to student achievement and attention to subgroup achievement. The board annually reviews and revises, as necessary, the evaluative instrument based on district goals and objectives. In the event that the certificate of the CSA is revoked, the contract is null and void as of the date of the revocation ( <i>N.J.S.A. 18A:17-15 and N.J.A.C. 18A:17-20.3</i> ).	Board policy Evaluation instrument Adopted goals Board minutes School district newsletters	7	1	1	



NJQSAC District Performance Review  
School Year 2013-14

<b>Governance</b>		<b>Orange Board of Education</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score (Type "1" for Yes, "0" for No)</b>	<b>Comments</b>
3. The district's budgeting process and its allocation of resources are aligned with instructional priorities and student needs to provide for a thorough and efficient (T&E) education ( <i>N.J.A.C. 6A:16-8.1</i> ).					
a. The district has developed written policies and procedures for the budget and financial planning process that ensure the process is integrated and aligned with district priorities and planning objectives based on statewide assessments and applicable strategic plans such as school improvement plans, curriculum plans, a textbook replacement plan, a long-range facilities plan and maintenance plans.	Board minutes/agendas and minutes from goal setting meetings QSAC District Improvement Plans, if applicable Strategic plans NCLB needs assessment Curriculum plans Professional Development Plans CAPA plan(s), if applicable Long Range Facilities Plan Maintenance Plan <del>Textbook replacement plan</del>	6	1	1	
b. The district annually aligns fiscal goals and budget objectives to ensure that instructional resources are sufficient to address the needs of students and student subgroup performance as measured under NCLB. The district develops curricula and ensures professional development for all staff	Budget calendar Budget supporting document Other budget support/tools updated annually Description of how the district's planning and budgeting processes link	6	1	1	
c. The board's adopted budget includes sufficient resources to address all board-approved corrective measures, as applicable, in response to annual audits and other programmatic and fiscal monitoring reports.	Advertisements and notice(s) for budget hearing Minutes of budget hearing	6	1	1	

**NJQSAC District Performance Review  
School Year 2013-14**

<b>Governance</b>		<b>Orange Board of Education</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score (Type "1" for Yes, "0" for No)</b>	<b>Comments</b>
4. The board has reviewed all audit recommendations and, if required, approved and submitted an acceptable corrective action plan for any audit finding and recommendation, or other compliance-related report according to N.J.S.A. 18A:23-5 and N.J.A.C.6A:23A-4.3 (e.g. Title I audits, special education monitoring reports).	Annual Audit and recommendations	7	1	1	
Directions for indicator 5a through 5k: Each district may only receive credit for one indicator depending on the number of "yes and/or "N/A" responses on the Governance section of the Statement of Assurance document. The maximum number of points that a district may receive for indicator 10 is 10.					
5. The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.					
a. Compliance with 10 items	Completed and signed NJDOE Statement of Assurance document	10	1	1	
b. Compliance with 9 items	Completed and signed NJDOE Statement of Assurance document	9	0	0	
c. Compliance with 8 items	Completed and signed NJDOE Statement of Assurance document	8	0	0	
d. Compliance with 7 items	Completed and signed NJDOE Statement of Assurance document	7	0	0	
e. Compliance with 6 items	Completed and signed NJDOE Statement of Assurance document	6	0	0	
f. Compliance with 5 items	Completed and signed NJDOE Statement of Assurance document	5	0	0	
g. Compliance with 4 items	Completed and signed NJDOE Statement of Assurance document	4	0	0	

**NJQSAC District Performance Review  
School Year 2013-14**

<b>Governance</b>		<b>Orange Board of Education</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score (Type "1" for Yes, "0" for No)</b>	<b>Comments</b>
h. Compliance with 3 items	Completed and signed NJDOE Statement of Assurance document	3	0	0	
i. Compliance with 2 items	Completed and signed NJDOE Statement of Assurance document	2	0	0	
j. Compliance with 1 item	Completed and signed NJDOE Statement of Assurance document	1	0	0	
k. Compliance with 0 items	Completed and signed NJDOE Statement of Assurance document	0	0	0	
<b>SUBTOTAL</b>			<b>10</b>	<b>10</b>	
<b>Governance District Performance Review</b>		<b>50</b>	<b>50</b>	<b>50</b>	

**NJQSAC District Performance Review  
School Year 2013-14**

<b>Personnel</b>		<b>Orange Board of Education</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score (Type "1" for Yes, "0" for No)</b>	<b>Comments</b>
Directions for indicator 1a through 1f: Each district may only receive credit for one indicator depending on the number of "yes and/or "N/A" responses on the Personnel section of the Statement of Assurance document. The maximum number of points that a district may receive for indicator 1 is 10.					
The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.					
a. Compliance with 5 items	Completed and signed NJDOE Statement of Assurance document	<b>10</b>	<b>1</b>	<b>1</b>	
b. Compliance with 4 items	Completed and signed NJDOE Statement of Assurance document	<b>8</b>	<b>0</b>	<b>0</b>	
c. Compliance with 3 items	Completed and signed NJDOE Statement of Assurance document	<b>6</b>	<b>0</b>	<b>0</b>	
d. Compliance with 2 items	Completed and signed NJDOE Statement of Assurance document	<b>4</b>	<b>0</b>	<b>0</b>	
e. Compliance with 1 items	Completed and signed NJDOE Statement of Assurance document	<b>2</b>	<b>0</b>	<b>0</b>	
f. Compliance with 0 items	Completed and signed NJDOE Statement of Assurance document	<b>0</b>	<b>0</b>	<b>0</b>	
<b>Personnel District Performance Review</b>			<b>10</b>	<b>10</b>	

**NJQSAC District Performance Review  
School Year 2012-2013**

<b>Operations</b>		<b>Orange Board of Education</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score (Type "1" for Yes, "0" for No)</b>	<b>Comments</b>
Directions for indicator 1a through 1u: Each district may only receive credit for one indicator depending on the number of "yes and/or "N/A" responses on the Operations section of the Statement of Assurance document. The maximum number of points that a district may receive for indicator 1 is 10.					
The board has annually approved, by resolution, the district Statement of Assurance document as reflected in the minutes.					
a. Compliance with 20 items	Completed and signed NJDOE Statement of Assurance document	10	0	0	
b. Compliance with 19 items	Completed and signed NJDOE Statement of Assurance document	9.5	1	1	
c. Compliance with 18 items	Completed and signed NJDOE Statement of Assurance document	9	0	0	
d. Compliance with 17 items	Completed and signed NJDOE Statement of Assurance document	8.5	0	0	
e. Compliance with 16 items	Completed and signed NJDOE Statement of Assurance document	8	0	0	
f. Compliance with 15 items	Completed and signed NJDOE Statement of Assurance document	7.5	0	0	
g. Compliance with 14 items	Completed and signed NJDOE Statement of Assurance document	7	0	0	
h. Compliance with 13 items	Completed and signed NJDOE Statement of Assurance document	6.5	0	0	
i. Compliance with 12 items	Completed and signed NJDOE Statement of Assurance document	6	0	0	
j. Compliance with 11 item	Completed and signed NJDOE Statement of Assurance document	5.5	0	0	
k. Compliance with 10 items	Completed and signed NJDOE Statement of Assurance document	5	0	0	
l. Compliance with 9 items	Completed and signed NJDOE Statement of Assurance document	4.5	0	0	

**NJQSAC District Performance Review  
School Year 2012-2013**

<b>Operations</b>		<b>Orange Board of Education</b>			
<b>Indicator</b>	<b>Documentation</b>	<b>Point Value</b>	<b>District Score (Type "1" for Yes, "0" for No)</b>	<b>County Score (Type "1" for Yes, "0" for No)</b>	<b>Comments</b>
m. Compliance with 8 items	Completed and signed NJDOE Statement of Assurance document	4	0	0	
n. Compliance with 7 items	Completed and signed NJDOE Statement of Assurance document	3.5	0	0	
o. Compliance with 6 items	Completed and signed NJDOE Statement of Assurance document	3	0	0	
p. Compliance with 5 items	Completed and signed NJDOE Statement of Assurance document	2.5	0	0	
q. Compliance with 4 items	Completed and signed NJDOE Statement of Assurance document	2	0	0	
r. Compliance with 3 items	Completed and signed NJDOE Statement of Assurance document	1.5	0	0	
s. Compliance with 2 items	Completed and signed NJDOE Statement of Assurance document	1	0	0	
t. Compliance with 1 item	Completed and signed NJDOE Statement of Assurance document	0.5	0	0	
u. Compliance with 0 items	Completed and signed NJDOE Statement of Assurance document	0	0	0	
<b>Operations District Performance Review</b>			<b>9.5</b>	<b>9.5</b>	

**DECLARATION PAGE**

**Orange Board of Education**

Type or print the name of the individuals in the district who were members of the NJSAC Committee and who assisted in the completion of this District Performance Review. (Use additional page if needed.)

POSITION	NAME	SIGNATURE
Chief School Administrator	Mr. Ronald C. Lee	
District Administrative Staff	Ms. Belinda Smiley	
Teacher	Ms. Linda Siddiq	
School Business Administrator	Mr. Adekunle O. James	
Curriculum and Instruction Representative	Dr. Paula Howard	
Local Collective Bargaining Representative	Ms. Mary Karriem	
District Board of Education Member	Mr. Arthur Griffa	

**Accuracy verified by Chief School Administrator:**

Ronald C. Lee

**Print Name**

\_\_\_\_\_

**Signature**

**Date (00/00/0000)**

**QSAC District Improvement Plan (DIP)**

**District: Orange Board of Education**

**Submission Date: September 25, 2014**

**Submitted by: Terri Russo, Director of Curriculum/Instruction/PD/Data Assessment on behalf of the DIP Team (K. Carter, L. Catanzarite, E. Crawley, C. Goldstein, E. Hackett, P. Howard, N. Lasher, R. Lee, K. Machuca, T. Powell, T. Russo)**

<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 and 3	<p><b>Issue:</b> Careful analysis of student achievement data in the area of literacy reveal that additional support must be provided.</p> <p><b>Actions/Intervention:</b> Re-structure the Read 180 program - identified students attend classes in the district mandated core language arts program and receive an additional forty-five minutes of intervention.</p> <p><b>Strategies:</b> adjust student schedules; train teachers; monitor student progress, instructional practices, and lesson plans; schedule Common Planning Time to foster articulation between teachers of GE, SE, and ELL students.</p> <p><b>Budgeted Resources:</b> Additional licenses, R-books and technical support</p>	<p>Superintendent Deputy superintendent Director of Language Arts and Testing Director of Special Programs Director of Special Services Supervisors Teacher coaches Principals ELA teachers (SE, GE, ESL)</p>	<p>Reports administered three times a year: Scholastic Reading Inventory Scholastic Phonics Inventory Scholastic Reading Counts PARCC and Core ELA portfolio and benchmark assessments</p>
1 and 3	<p><b>Issue:</b> ELA Curriculum Guides must fully align with the CCSS and the PARCC assessment.</p> <p><b>Actions/Intervention:</b> Augment all ELA Kindergarten through grade twelve curriculum guides; provide on-going professional development for all ELA teachers; monitor lesson plans; create assessments that model the PARCC.</p> <p><b>Strategies:</b> conduct classroom walk-throughs; monitor instruction and student achievement data; coach and model lessons for teachers.</p> <p><b>Budgeted Resources:</b> Stipends for curriculum augmentation, PD consultants, technology for online assessments</p>	<p>Director of Language Arts and Testing Director of Special Programs Director of Special Services Supervisors Teacher coaches Principals ELA teachers (SE, GE, ESL)</p>	<p>Lesson plan reviews Walkthrough results analysis Observation data Assessment results (portfolios, benchmarks, PARCC) PD sign ins PD evaluations SRI data</p>



**QSAC District Improvement Plan (DIP)**

**District: Orange Board of Education**

**Submission Date: September 25, 2014**

**Submitted by: Terri Russo, Director of Curriculum/Instruction/PD/Data Assessment on behalf of the DIP Team (K. Carter, L. Catanzarite, E. Crawley, C. Goldstein, E. Hackett, P. Howard, N. Lasher, R. Lee, K. Machuca, T. Powell, T. Russo)**

<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 and 3	<p><b>Issue:</b> Focused coaching for new teachers, teachers with significant needs, and to develop teacher leaders.</p> <p><b>Actions/Interventions:</b> identify teachers with corrective actions plans; verify list of new teachers from the HR department; analyze multiple measures of student data; develop teacher leaders.</p> <p><b>Strategies:</b> observe and monitor instruction; provide coaching for teachers; create opportunities for teachers to share best practices; facilitate vertical and horizontal articulation during department meetings; conduct ELA institutes and department meetings; monitor lesson plans; 3 minute walk-throughs.</p> <p><b>Budgeted Resources:</b> Reconfigure K-2 Supervisor responsibilities to K-2 Supervisor of ELA and Social Studies.</p>	<p>Director of Language Arts and Testing                      Director of Special Programs                      Director of Special Services                      Supervisors                      Teacher coaches                      Principals                      ELA teachers (SE, GE, ESL)</p>	<p>Lesson plan reviews                      Walkthrough results analysis                      Observation data                      Assessment results (portfolios, benchmarks, PARCC)                      PD sign ins                      PD evaluations                      Peer walkthrough analysis of model classrooms</p>
1 and 3	<p><b>Issue:</b> strengthen the home school connection to increase student achievement and the development of the whole child.</p> <p><b>Actions:</b> schedule Family Literacy Nights for K-12 parents; create online literacy links on the district website; collaborate with Pre-K staff in the development family literacy activities; participate in newly created Parent Academy, designed to provide workshops to promote student academic achievement through parent workshops.</p> <p><b>Strategies:</b> survey parents to determine needs.</p> <p><b>Budgeted Resources:</b> Title I Parent Participation funds, Community Schools at Oakwood and Rosa Parks in conjunction with Montclair State University</p>	<p>Director of Language Arts and Testing                      Director of Special Programs                      Director of Special Services                      Supervisors                      Teacher coaches                      Principals                      Community School Leads                      Parent Liaisons                      PTO Executive Boards                      ELA teachers (SE, GE, ESL)</p>	<p>Family Literacy Night Sign ins                      District website links                      Parent Academy sign ins                      Parent Academy agendas                      Assessment results (portfolios, benchmarks, PARCC)</p>

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Step 1: Indicators (DPR or SOA)	Step 2: Issue/Actions/Strategies/Intervention and Budgeted Resources	Step 3: Person Responsible	Step 4: Evidence of Completion/Impact
1 and 3	<p><b>Issue:</b> writing in all content areas to address the CCSS and PARCC.</p> <p><b>Actions/Intervention:</b> re-energize focus on writing instruction in grades K-12 across all content areas; purchase Lucy Calkins Units of Study for grades K-8.</p> <p><b>Strategies:</b> coordinate a writing PLC with MS teachers and an outside consultant during the summer and throughout the school year; develop ELA Writing Bottom Line Basics; monitor District Writing Assessment data; create common annotation marks for text coding; observe and evaluate instructional practices.</p> <p><b>Budgeted Resources:</b> Lucy Calkins Units of Study, PD consultant for writing across the curriculum</p>	<p>Director of Language Arts and Testing Supervisors Teacher coaches Principals ELA teachers (SE, GE, ESL) Consultant</p>	<p>Lesson plan reviews Walkthrough results analysis Observation data Assessment results (portfolios, benchmarks, PARCC) PD sign ins PD evaluations SRI data</p>
1 and 3	<p><b>Issue:</b> engage teachers in book studies to impact professional growth and pedagogical practices.</p> <p><b>Actions and Strategies:</b> create study groups and assign reading to be discussed during CPT.</p> <p><b>Budgeted Resources:</b> purchase books as follows- <u>K-2 Reading with Meaning</u> by D. Miller 3-5 <u>Mosaic of Thought – The Power of Comprehension Strategy Instruction</u> by Keene and Zimmermann 2nd edition, 6-8 <u>Close Reading and Writing</u> by Fisher and Frey 9-12 <u>The Common Core Companion: The Standards Decoded</u> by Burke</p>	<p>Director of Language Arts and Testing Supervisors Teacher coaches Principals ELA teachers (SE, GE, ESL)</p>	<p>Lesson plan reviews Walkthrough results analysis Observation data Assessment results (portfolios, benchmarks, PARCC) PD sign ins PD evaluations SRI data</p>

**QSAC District Improvement Plan (DIP)**

**District: Orange Board of Education**

**Submission Date: September 25, 2014**

**Submitted by: Terri Russo, Director of Curriculum/Instruction/PD/Data Assessment on behalf of the DIP Team (K. Carter, L. Catanzarite, E. Crawley, C. Goldstein, E. Hackett, P. Howard, N. Lasher, R. Lee, K. Machuca, T. Powell, T. Russo)**

<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, 2, 3, 4, 6	<p><b>Issue:</b> provide ongoing support for supervisors to develop instructional practices.</p> <p><b>Actions:</b> Create a PLC for supervisors, concentrating on best practices for supervision and instructional coaching.</p> <p><b>Strategies:</b> conduct ongoing professional development to support supervisory practices</p> <p><b>Budgeted Resources:</b> <u>The Basic Guide to SuperVision and Instructional Leadership</u> and Habits of the Mind for Leaders</p>	Deputy Superintendent Director of Instruction, Professional Development, and Data Assessment Director of Language Arts and Testing District Supervisors	Observation data Assessment results (portfolios, benchmarks, PARCC)

**QSAC District Improvement Plan (DIP)**

**District: Orange Board of Education**

**Submission Date: September 25, 2014**

**Submitted by: Terri Russo, Director of Curriculum/Instruction/PD/Data Assessment on behalf of the DIP Team (K. Carter, L. Catanzarite, E. Crawley, C. Goldstein, E. Hackett, P. Howard, N. Lasher, R. Lee, K. Machuca, T. Powell, T. Russo)**

<p align="center"><b>Step 1: Indicators (DPR or SOA)</b></p>	<p align="center"><b>Step 2: Issue/Actions/Strategies/Intervention and Budgeted Resources</b></p>	<p align="center"><b>Step 3: Person Responsible</b></p>	<p align="center"><b>Step 4: Evidence of Completion/Impact</b></p>
<p>1 and 3</p>	<p><b>Issue:</b> Teachers must be grounded in the fundamental understandings of Common Core content for their respective grade levels and how it connects to best practices</p> <p><b>Actions/Interventions:</b> Recruit a significant proportion of teachers districtwide to participate in a series of course offerings during the summer designed specifically to (a) readily identify grade level content expectations and how they apply to lesson preparation, curriculum organization, and textbook connections, (2) identify and embed tasks that allow for multiple student entry points (3) implement questions, strategies and activities that will need to take place in order for students to gain content mastery.</p> <p><b>Strategies:</b> See Course List below                      Children's Literacy Initiative (K-2)                      Guided Reading and Writers' Workshop (3-5)                      Argument Writing PLC in conjunction with Soc. St. (6-8)                      Common Core PLC across all subject areas (K-12)                      Universal Design for Learning (UDL) (SE K-12)                      Dynamic Learning Maps (SE)                      Unpacking PARCC modules (9-12)                      Google Apps PLC (K-12)</p> <p><b>Budgeted Resources:</b> Stipends for teacher attendees and PD</p>	<p>Director of ELA and Testing                      Director of Special Programs                      Director of Special Services                      Supervisors                      Teacher coaches                      Principals                      Director                      of C/I/PD/DA                      Teachers (SE, GE, ESL)                      Consultant</p>	<p>Approved curriculum revisions                      PD sign ins                      PD evaluations                      Stipend time sheets                      Walkthrough data indicating implementation                      Observation data</p>

**QSAC District Improvement Plan (DIP)**

**District: Orange Board of Education**

**Submission Date: September 25, 2014**

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<p align="center"><b>Step 1: Indicators (DPR or SOA)</b></p>	<p align="center"><b>Step 2: Issue/Actions/Strategies/Intervention and Budgeted Resources</b></p>	<p align="center"><b>Step 3: Person Responsible</b></p>	<p align="center"><b>Step 4: Evidence of Completion/Impact</b></p>
<p>1 and 3</p>	<p><b>Issue:</b> implementing CCSS literacy skills in social studies lessons grades K-4  <b>Actions:</b> Adopt materials and align the K-4 social studies curricula with the CCSS Literacy Standards and the NJCCCS Social Studies Standards  <b>Strategies:</b> convene a Social Studies PLC to review and adopt new materials for K-4 social studies. Realign the curricula to better address the standards. Teacher leaders will lead professional development sessions to address best practices and strategies.  <b>Budgeted Resources:</b> Summer stipends, Pearson My World social studies worktexts</p>	<p>Deputy Superintendent                      Director of C/I/PD/DA                      Teacher Leaders                      Social studies teachers K-4                      OBE Curriculum Committee</p>	<p>Approved curriculum revisions                      PD sign ins                      PD evaluations                      Stipend time sheets                      Walkthrough data indicating implementation                      Observation data                      Assessment data (portfolios and unit assessments)</p>
<p>1 and 3</p>	<p><b>Issue:</b> increasing informational text in all grade levels  <b>Actions:</b> continue implementing CCSS for Literacy in Social Studies/History, Science, and Technical Subjects  <b>Strategies:</b> peer-provided PD through the Common Core PLC, Common Planning Time (CPT) co-planning to seamlessly integrate literacy standards  <b>Budgeted Resources:</b> Stipends for summer CC PLC (RTTT3) PD</p>	<p>Superintendent                      Deputy Superintendent                      Directors                      Supervisors                      All GE, SE, and ELL teachers</p>	<p>Stipend timesheets                      CC PLC agendas                      PD sign ins                      PD evaluations                      Observation data                      Walkthrough data                      Lesson plan reviews                      Assessment data (portfolios and unit assessments)</p>

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<p>1 and 3</p>	<p><b>Issue:</b> need for adaptive technology for targeted students  <b>Actions:</b> expand use of Solo Assistive Technology  <b>Strategies:</b> provide additional PD for targeted implementation based on student need  <b>Budgeted Resources:</b> Solo Assistive Technology</p>	<p>Deputy Superintendent                      Director of Language Arts and Testing                      Director of Special Services                      Director of Special Programs                      SE Supervisor                      ESL/Bilingual Supervisor                      ELA Supervisors                      SE Coach                      ESL/Bilingual Coach                      ELA coaches                      Teachers of targeted students</p>	<p>PD sign ins                      PD evaluations                      Observation data                      Walkthrough data                      Lesson plan reviews                      Assessment data (portfolios and unit assessments)</p>
<p>1 and 3</p>	<p><b>Issue:</b> differentiated reading strategies in grades K-2  <b>Actions:</b> expand use of iRead in grades K-2  <b>Strategies:</b> monitor lesson plans and iRead progress data, provide coaching during CPT and in the classroom to better utilize station rotations that include iRead  <b>Budgeted Resources:</b> additional iRead licenses, if necessary.</p>	<p>Deputy Superintendent                      Director of Language Arts and Testing                      SE Coach                      ESL/Bilingual Coach                      ELA coaches                      SE/GE/ESL teachers</p>	<p>Walkthrough data                      Lesson plan reviews                      Assessment data (portfolios and unit assessments)                      Coaches' schedules</p>

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1 and 3	<p><b>Issue:</b> disaggregated data analysis indicates that the gap between GE, SE, and LEP is not closing</p> <p><b>Actions:</b> reconfigure the Special Education and ESL/Bilingual programs to include a larger number of inclusion classes</p> <p><b>Strategies:</b> reconfigure the master schedules, provide deeper training and job-embedded coaching in co-teaching strategies and methodologies, provide parent meetings to explain the advantages of inclusion, provide professional development for implementing UDL (Universal Design for Learning) and DLM (Dynamic Learning Maps)</p> <p><b>Budgeted Resources:</b> staffing, core materials</p>	Superintendent Deputy Superintendent Director of Special Programs Director of Special Services Supervisor of Special Education Supervisor of ESL/Bilingual SE Coach ESL/Bilingual Coach Buddy teachers Consultant	Master Schedule Walkthrough data Observation data Lesson plan reviews Assessment data (portfolios and unit assessments) Coaches' schedules
1 and 3	<p><b>Issue:</b> disaggregated data analysis indicates that the gap between GE LEP is not closing</p> <p><b>Actions:</b> increase implementation of Rosetta Stone in ESL extended day program and as supplementary material in class rotations/centers</p> <p><b>Strategies:</b> closely monitor the utilization of Rosetta Stone</p> <p><b>Budgeted Resources:</b> NA</p>	Deputy Superintendent Director of Special Programs Supervisor of ESL/Bilingual ESL/Bilingual coach ESL and Bilingual teachers Extended day teachers	Walkthrough data Observation data Lesson plan reviews Assessment data (portfolios and unit assessments) Coaches' schedules

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1 and 3	<p><b>Issue:</b> increased need for technology software utilization for targeted areas of deficiency</p> <p><b>Actions:</b> expand implementation of learning.com to include grades K-12 and monitor technology software usage</p> <p><b>Strategies:</b> closely review lesson plans to ensure that they include the use of Spelling/Vocabulary City, Starfall Plus, Discovery Educator, SIRS/Proquest, World Book Interactive, learning.com, Brain Pop, and Study Island</p> <p><b>Budgeted Resources:</b> site licenses for the aforementioned software programs</p>	<p>Deputy Superintendent Directors Supervisors Building Administrators All GE, SE, and ELL teachers</p>	<p>Walkthrough data Observation data Lesson plan reviews Assessment data (portfolios and unit assessments)</p>
1 and 3	<p><b>Issue:</b> utilization of data to inform instruction and program efficiency</p> <p><b>Actions:</b> utilize existing assessment data to establish early baselines and to evaluate existing programs</p> <p><b>Strategies:</b> disaggregate data by teacher, program, and subgroup, utilizing the findings to revise curricula and target coaching</p> <p><b>Budgeted Resources:</b> NA</p>	<p>Deputy Superintendent Director of Language Arts and Testing SE Coach ESL/Bilingual Coach ELA coaches SE/GE/ESL teachers</p>	<p>Walkthrough data Lesson plan reviews Assessment data (portfolios and unit assessments) Coaches' schedules</p>



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<p>1 and 3</p>	<p><b>Issue:</b> need for additional hours for remediation and enrichment  <b>Actions:</b> extended day programs, including all schools, Forest St. School’s Project Achieve, and MicroSociety at Oakwood Ave. School and Forest St. School  <b>Strategies:</b> implement project-based after school and before school programs that address the specific needs of specific students  <b>Budgeted Resources:</b> stipends, materials, MicroSociety (grant pending)</p>	<p>Superintendent                      Deputy Superintendent                      Directors                      Supervisors                      Building Administrators                      GE, SE, and ELL teachers</p>	<p>Walkthrough data                      Observation data                      Extended day lesson plan reviews                      Assessment data (portfolios and unit assessments)</p>
<p>2 and 4</p>	<p><b>Issue:</b> Focused coaching for new teachers, teachers with significant needs, and to develop teacher leaders.  <b>Actions/Interventions:</b> identify teachers with corrective actions plans; verify list of new teachers from the HR department; analyze multiple measures of student data; develop teacher leaders.  <b>Strategies:</b> observe and monitor instruction; provide coaching for teachers; create opportunities for teachers to share best practices; facilitate vertical and horizontal articulation during department meetings; conduct Math Institutes and department meetings; monitor lesson plans; 3-5 minute walk-throughs.  <b>Budgeted Resources:</b> Reconfigure K-2 Supervisor responsibilities to K-2 Supervisor of Math and Science; Funding for PD providers</p>	<p>Director of Math and Science                      Director of Special Programs                      Director of Special Services                      Supervisors                      Teacher coaches                      Principals                      Math teachers (SE, GE, ESL)                      Consultant</p>	<p>Walkthrough data                      Observation data                      Assessment data (portfolios and unit assessments)</p>

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<p>2 and 4</p>	<p><b>Issue:</b> Alg I is a strong prerequisite for Alg II; Sequencing the courses Alg I – Alg II will allow a more coherent progression of skills and concepts <b>Actions/Interventions:</b> Sequence the current HS course sequence in mathematics such that Alg I immediately precedes Alg II, followed by Geometry. <b>Strategies:</b> Articulate the changes in Genesis and in the HS Course Guide <b>Budgeted Resources:</b> N/A</p>	<p>Director of Math and Science Director of Special Programs Director of Special Services Supervisors Teacher coaches Principals Math teachers (SE, GE, ESL)</p>	<p>Master Schedule</p>
<p>2 and 4</p>	<p><b>Issue:</b> Strengthen the home school connection to increase student achievement and the development of the whole child. <b>Actions:</b> schedule Family Math Nights for K-12 parents; create online math links on the district website; participate in newly created Parent Academy, designed to provide workshops to promote student academic achievement through parent workshops. <b>Strategies:</b> survey parents to determine needs. <b>Budgeted Resources:</b> Title I Parent Participation funds, Community Schools at Oakwood and Rosa Parks in conjunction with Montclair State University</p>	<p>Director of Math and Science Director of Special Programs Director of Special Services Supervisors Teacher coaches Principals Math teachers (SE, GE, ESL)</p>	<p>Website Agendas</p>

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<p>2 and 4</p>	<p><b>Issue:</b> Teachers must be grounded in the fundamental understandings of Common Core content for their respective grade levels and how it connects to the Mathematical Practices</p> <p><b>Actions/Interventions:</b> Recruit a significant proportion of teachers districtwide to participate in a series of course offerings during the summer designed specifically to (a) readily identify grade level content expectations and how they apply to lesson preparation, curriculum organization, and textbook connections, (2) identify and embed tasks that allow for multiple student entry points (3) implement questions, strategies and activities that will need to take place in order for students to gain content mastery.</p> <p><b>Strategies:</b> See Course List below                      Analyzing the Common Core Progressions (K-2)                      Analyzing the Common Core Progressions (3-5)                      Analyzing the Common Core Progressions (6-8)                      Teacher Leadership Institute for Mathematics (4-9)                      CMP3 Product Orientation &amp; Meeting Needs of Diverse Learners (6-8)                      Implementing the Instructional Shifts of the Common Core Math Standards (6-8)                      Unpacking Common Core Content: Ratios &amp; Proportional Reasoning (6-8)                      Mathematical Practices and Process Standards in High School (9-12)</p> <p><b>Budgeted Resources:</b> Stipends for teacher attendees and PD consultants</p>	<p>Director of Math and Science                      Director of Special Programs                      Director of Special Services                      Supervisors                      Teacher coaches                      Principals                      Math teachers (SE, GE, ESL)                      Consultant</p>	<p>Approved curriculum revisions                      PD sign ins                      PD evaluations                      Stipend time sheets                      Walkthrough data indicating implementation                      Observation data</p>

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<p>2 and 4</p>	<p><b>Issue:</b> Approximately 30% of students in grade 9 fail Algebra I.  <b>Actions:</b> Ensure that all prepared students have access to an authentic algebra course—and prepare more students than at present to enroll in such a course by Grade 8.  <b>Strategies:</b> Implement the M180 Zero Period for students in grades 6-8, implement the Agile Mind program for students in grade 9; implement accelerated opportunities for students in grades 7 &amp; 8; provide additional certified support at the preparatory academy; institute a summer bridge program for grade 7 students who qualify, with some additional support, for a full, credit-bearing Alg I course as 8th graders.  <b>Budgeted Resources:</b> Stipends for Zero Period, Funding for M180 and Agile Mind</p>	<p>Director of Math and Science            Director of Special Programs            Director of Special Services            Supervisors            Teacher coaches            Principals            Math teachers (SE, GE, ESL)</p>	<p>Approved curriculum revisions            PD sign ins            PD evaluations            Stipend time sheets            Walkthrough data indicating implementation            Observation data            Assessment data (portfolios and unit assessments) Master Schedule            Lesson plan reviews</p>
<p>1, 2, 3, 4, 6</p>	<p><b>Issue:</b> Provide ongoing support for mathematics supervisors and coaches to improve instructional practice.  <b>Actions:</b> Create a PLC for supervisors and coaches, concentrating on best practices for supervision and instructional coaching.  <b>Strategies:</b> Conduct ongoing professional development to support supervisory practices  <b>Budgeted Resources:</b> Consultant fees for National Training Network</p>	<p>Director of Math and Science            Director of Special Programs            Director of Special Services            Supervisors            Teacher coaches            Principals            Math teachers (SE, GE, ESL)</p>	<p>PD sign ins            PD evaluations</p>

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<p>2 and 4</p>	<p><b>Issue:</b> Current curriculum articulation materials need to be strengthened and aligned to the Common Core State Standards for Mathematics.</p> <p><b>Actions:</b> Anchor the district’s curriculum goals and objectives for mathematics to CCSS-M in a way that explains the concepts and skills intended for each grade level. This will include clarifying the rigor reflected or implied in the Common Core Standards for Mathematics and back-mapping the curriculum objectives to ensure that the objectives are sufficiently rigorous to build the prerequisite skills for grades K and above.</p> <p><b>Strategies:</b> Implement new CCSSM-aligned program in Mathematics; Develop Pacing Calendars and additional curriculum supports aligned to the new math series, Math in Focus; Revise Middle School Unit Plans; Revise Alg I and Alg II Unit Plans</p> <p><b>Budgeted Resources:</b> Stipends for curriculum writing; Funding for new program adoptions</p>	<p>Director of Math and Science Director of Special Programs Director of Special Services Supervisors Teacher coaches Principals Math teachers (SE, GE, ESL)</p>	<p>Approved curriculum revisions Stipend time sheets Walkthrough data indicating implementation Observation data Assessment data (portfolios and unit assessments) Walkthrough data Lesson plan reviews</p>

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2 and 4	<p><b>Issue:</b> There is a need to improve the quality of mathematics instructional programs in grades K-12; thereby reinforcing the balance between procedural skill and fluency, conceptual understanding, and problem solving in all classrooms.</p> <p><b>Actions:</b> Provide the ongoing and structured support of district-level personnel.</p> <p><b>Strategies:</b> Conduct routine and period reviews of lesson plans; engage teachers in an on-going coaching cycle of support, collaboration, and feedback; conduct monthly walkthroughs of pre-determined classrooms.</p> <p><b>Budgeted Resources:</b> N/A</p>	Director of Math and Science Director of Special Programs Director of Special Services Supervisors Teacher coaches Principals Math teachers (SE, GE, ESL)	Approved curriculum revisions PD sign ins PD evaluations Stipend time sheets Walkthrough data indicating implementation Assessment data (portfolios and unit assessments) Master Schedule Observation data Lesson plan reviews Coaches' schedules

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<p>1, 2, 3, and 4</p>	<p><b>Issue:</b> There is a need to advance the use and management of assessment; encouraging the understanding of assessment (e.g. diagnostic, formative, summative, authentic) as a continuous thread of instructional practice, rather than a series of isolated events.</p> <p><b>Actions:</b> Utilize assessment and data to establish an early baseline; utilize assessment as a multifaceted process of gathering evidence about a student’s knowledge of, ability to use, and disposition toward mathematics in an effort to monitor progress toward meeting grade level proficiencies; utilize assessment and statistical data to draw inferences about the quality of existing programs.</p> <p><b>Strategies:</b> Develop a multi-point diagnostic baseline index for every student K – HS; communicate the teachers and admin the understanding and the use of the indices; determine the diagnostic assessments preceding each chapter or unit of study; determine the formative assessments embedded within each chapter or unit of study; generate/revise/select summative assessments embedded within each chapter or unit of study; determine the authentic assessments relating to the Major Work of each grade; instituting student growth objectives; develop a research design that analyzes the impact of RTI on student performance in grade 6 and 7; develop a research design that analyzes the academic performance of students who took part in the Alg I credit recovery program.</p> <p><b>Budgeted Resources:</b> N/A</p>	<p>Director of Math and Science Director of Special Programs Director of Special Services Supervisors Teacher coaches Principals Math teachers (SE, GE, ESL)</p>	<p>Approved curriculum revisions Assessment data (portfolios and unit assessments) Lesson plan reviews</p>

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2 and 4	<p><b>Issue:</b> There is a need to prepare high school students for college and career-readiness.</p> <p><b>Actions:</b> Expand 4th course options in mathematics; strengthen access to AP courses</p> <p><b>Strategies:</b> Implement Functions and Modeling course; offer early acceleration pathways for middle and HS students via a summer Algebra Bridge Program.</p> <p><b>Budgeted Resources:</b> Funding for Stipends</p>	<p>Director of Math and Science                      Director of Special Programs                      Director of Special Services                      Supervisors                      Teacher coaches                      Principals                      Math teachers (SE, GE, ESL)</p>	<p>Approved curriculum revisions                      Lesson plan reviews                      Assessment data (portfolios and unit assessments)</p>
6	<p><b>Issue:</b> Student achievement on NJASK Science grades 4 and 8 and EOY Biology assessment</p> <p><b>Actions:</b> Focus instruction on science and engineering practices aligned to the NGSS</p> <p><b>Strategies:</b> Redevelop inquiry-based program modules for grades K-8 and augment science unit plans and benchmarks for all grades.</p> <p><b>Budgeted Resources:</b> NGSS PLC stipends</p>	<p>Deputy Superintendent                      Director of Mathematics and Science                      Supervisor of Science K-7                      Supervisor of Mathematics and Science K-2                      Teacher Coaches                      Science Teachers (GE, SE, LEP)</p>	<p>Curriculum Guides with NGSS included                      PLC meeting agendas and sign ins                      Unit assessments and EOY assessment results                      Walkthrough data                      Observation data</p>



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<p>6</p>	<p><b>Issue:</b> Limited opportunities for students to read science informational texts  <b>Actions:</b> Expand informational text reading opportunities for students  <b>Strategies:</b> Include grade 3-5, in addition to grades 6-8 in Readorium. Monitor its utilization and student growth. Add science texts to classroom libraries that are aligned to the curriculum  <b>Budgeted Resources:</b> Readorium and classroom library texts</p>	<p>Deputy Superintendent                      Director of Mathematics and Science                      Supervisor of Science K-7                      Supervisor of Mathematics and Science K-2                      Teacher Coaches                      Science Teachers (GE, SE, LEP)</p>	<p>Readorium contract                      Lesson Plans                      Unit assessments and EOY assessment results                      Walkthrough data                      Observation data</p>
<p>6</p>	<p><b>Issue:</b> Professional Development is needed for teachers  <b>Actions:</b> Professional Learning Communities for science teachers  <b>Strategies:</b> Form and/or expand science for the Summer Institute and yearlong PLC participation:                      • NGSS PLC                      • STEM Summer Institute                      • High School Science Institute                      • Woodrow Wilson Grant Trainings                      • Wipro Grant PLC  <b>Budgeted Resources:</b> PRISM and MSU consultants, teacher stipends</p>	<p>Deputy Superintendent                      Director of Mathematics and Science                      Supervisor of Science K-7                      Supervisor of Mathematics and Science K-2                      Teacher Coaches                      Science Teachers (GE, SE, LEP)</p>	<p>PLC agendas                      Observation Data                      Walkthrough Data                      Unit assessments and EOY assessment results                      Lesson Plans</p>

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<p>6</p>	<p>Issue: Extended day learning experiences that do not replicate classroom instruction                      Actions: Provide opportunities for students to explore science outside of the school day and inform parents about academic expectations                      Strategies: Provide clubs and workshops for parents and students</p> <ul style="list-style-type: none"> <li>• Robotics</li> <li>• Science Club</li> <li>• Science Fair</li> <li>• Planetarium/Starry Night</li> <li>• Rainforest Skype (Panama)</li> </ul> <p>Budgeted Resources: materials and stipends</p>	<p>Deputy Superintendent                      Director of Mathematics and Science                      Supervisor of Science K-7                      Supervisor of Mathematics and Science K-2                      Teacher Coaches                      Science Teachers (GE, SE, LEP)</p>	<p>OBE personnel agendas                      Purchase orders                      Observation Data                      Walkthrough Data                      Unit assessments and EOY assessment results                      Lesson Plans</p>
<p>7</p>	<p>Issue: % of students who graduated from high school by way of the HSPA has increased from 54% (2011) to 66.67% (2012) to 70% (2013) but has not met the necessary threshold.                      Action: Tutorials                      Strategies: Incorporate targeted tutorials through the Alternative Program and Extended Day Program                      Budgeted Resources: materials and stipends</p>	<p>Deputy Superintendent                      Director of Language Arts and Testing                      Director of Mathematics and Science                      Supervisor of Guidance                      Mathematics Teachers (GE/SE/LEP)</p>	<p>Graduation Rate                      PARCC PLDs                      Unit assessments                      Attendance data                      Observation data                      Walkthrough data</p>

**QSAC District Improvement Plan (DIP)**

**District: Orange Board of Education**

**Submission Date: September 25, 2014**

**Submitted by: Terri Russo, Director of Curriculum/Instruction/PD/Data Assessment on behalf of the DIP Team (K. Carter, L. Catanzarite, E. Crawley, C. Goldstein, E. Hackett, P. Howard, N. Lasher, R. Lee, K. Machuca, T. Powell, T. Russo)**

<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>
7	Issue: Graduation Rate Action: Realignment of mathematics courses Strategies: Sequence of mathematics classes will be Algebra I, Algebra II, and Geometry. Budgeted Resources: NA	Deputy Superintendent Director of Mathematics and Science Supervisor of Guidance Mathematics Teachers (GE/SE/LEP)	Graduation Rate PARCC PLDs Unit assessments Attendance data Observation data Walkthrough data
7	Issue: Graduation Rate Action: Mandatory year round tutoring for athletes Strategies: Provide tutoring time and incentives after school for the entire year for student athletes Budgeted Resources: Stipends	Deputy Superintendent Director of Language Arts and Testing Director of Mathematics and Science Director of C/I/PD/DA Director of Special Services Director of Special Programs Teachers (SE, GE, LEP) Supervisors	Graduation Rate PARCC PLDs Unit assessments Attendance data Observation data Walkthrough data

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<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>
7	Issue: Graduation Rates Action: Literacy and Mathematics CCSS across the curriculum Strategies: Realign all curricula to ensure inclusion and application of CCSS in all courses Budgeted Resources: NA	Deputy Superintendent Director of Language Arts and Testing Director of Mathematics and Science Director of C/I/PD/DA Director of Special Services Director of Special Programs Teachers (SE, GE, LEP) Supervisors	Graduation Rate PARCC PLDs Unit assessments Lesson Plans Attendance data Observation data Walkthrough data