

QSAC District Improvement Plan (DIP)

District: Brick Township Public Schools

Submission Date: June 26, 2015

Submitted by (name and title): Susan McNamara, District Testing Coordinator & Data Analyst

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
1,2,3,4	<p>Creation of Rigorous Curriculum Plan for each of the grade levels/courses/content areas to include but not limited to:</p> <ul style="list-style-type: none"> • District protocol for curricular revision • Design of curriculum with clear learning outcomes with matching assessments, engaging learning experiences, differentiation, and instructional strategies. 	<p>Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers</p>	<ul style="list-style-type: none"> • District Approved & Shared Protocol for Curriculum Revision • District Approved & Shared Curriculum Revision Plan • Evidence of Revised Curriculum in OnCourse Curriculum Builder, Curriculum Maps, Pacing Guides, & Lesson Plans. • Review the clarity of the learning outcomes at: <ul style="list-style-type: none"> • PLC/Grade Level/Department/District Leadership Council monthly meetings to evaluate the effectiveness of the intervention. Report the outcomes of these discussions in the meeting notes each month.
1,2,3,4	<p>Implementation of new & recently adopted programs aligned to the standards: Journeys and Math Expressions K -5; Big Ideas Math MS & HS</p>	<p>Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers</p>	<p>*Discuss the successful implementation of new programs by reviewing aggregate data at SCIP and DEAC meetings to determine needed additional training. Resources for discussion: WalkThroughs, Teacher Observation, OnCourse Lesson Plans, Pacing Guides, Assessment Plans</p> <p>*Chart student progress via an assessment plan to determine the impact of new programs. Assessments include but are not limited to: Pre-Test, Benchmarks, Post-Test, & available standardized test scores</p>

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1,2,3,4	Analyze evidence of student achievement data for the Title I and the Title III programs to determine necessary revisions in program curricula, program duration, and teaching strategies. Provide additional instruction to students as indicated from the data (Report Cards, Local Assessments, Benchmarks, Standardized Test Scores) through the Extended Day Program, LEAP, individual teacher instruction, basic skills instruction, and other interventions as deemed appropriate to support increased achievement levels.	Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers	Via Data & ScIP Teams Outline the revisions required after the data review and report the same in meeting notes. <ul style="list-style-type: none"> • Chart student progress via an assessment plan to determine the impact of program revision and additional instructional interventions. Assessments include but are not limited to: Pre-Test, Benchmarks, Post-Test, & available standardized test scores
1,2,3,4	Develop a professional development needs assessment (Survey, Lesson Plan Review, and Administrator Feedback) and design a professional development calendar based on the results. Topics may include but are not limited to: Data Analysis, Formative and Summative Assessments, Best Practices in Content Areas, Targeted interventions, reading strategies, UDL, & PARCC Aligned Resources.	Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers	Building Data & ScIP Teams and the District DEAC Team will analyze the professional development needs assessment, prioritize the professional development needs and create a professional development plan based on the results. Evidence include but is not limited to: Sign-In Sheets, Agendas, Meeting Minutes, Approved Professional Development Plan
1,2,3,4	Analyze data from DRA2, LLI, district identified benchmark assessments, and available standardized test scores for ELA and Mathematics to determine:	Central Office Staff, Building Administrators, & Supervisors, Coaches, Teachers	Analyze BOY Data to set local growth targets. Analyze BOY Data in relationship to NJDOE required targets.(if available) Chart student growth and report quarterly on ability to meet both local and NJDOE targets. Reduce the number of Partially Proficient Students in all designated groups & areas to meet growth targets. Tools: Performance Plus Reports, Student Assessment Samples Meeting Evidence: Sign-In Sheets, Agendas, Meeting Minutes

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1,2,3,4	<p>Provide a framework at the HSs in which teachers will provide targeted interventions and academic supports for students identified as “at risk”; with a primary focus on Freshman year to:</p> <ul style="list-style-type: none"> • Improve student attendance • Improve graduation rate • Improve student academic growth 	<p>Central Office Staff, Building Administrators, & Supervisors, Coaches, Counselors, Teachers</p>	<ul style="list-style-type: none"> • Creation and implementation of a Small Learning Communities Framework to support all students as they transition through HS with a focus on “at risk” students primarily at the Freshman level. • PLC/Cohort/Department/District Leadership Council monthly meetings to evaluate the effectiveness of the intervention. Report the outcomes of these discussions in the meeting notes each month. • Data Teams to track and analyze attendance, academic growth, and graduation data report quarterly.