

DPR Indicators and Identified Problem	Goals	Strategies/ Initiatives/ Training	Person(s) Responsible	Timeline for Completion of Strategies (start and end dates)	Evidence of Completion & Benchmarks
(Steps 1 & 3)	(Steps 2, 4 & 9)	(Steps 5, 6, 7 & 8)			(Step 9)
<p>A1: The district meets the current district definition of Adequate Yearly Progress (AYP) in language arts literacy. The identified problem is the ratio of classified students is 17.7%, well above the state average. There was not a data analysis framework for identifying students with literacy issues, rather than learning disabilities.</p>	<p>Individualized instructional plans using the data analysis framework (progress monitoring record) for identified students. Formalized, and consistent early childhood exposure to literacy and mathematical constructs through the implementation of a full day kindergarten program.</p>	<p><b>Strategies/Initiatives</b> - Formalize using progress monitoring record in grades K-8. Standardize the practice of annual multi applications of the DRA2 assessment in grades K-8. Standardize the implementation of the IDEAL and LEADS models of instruction in grades 1-8. Addition of mini computers into every core subject classroom to integrate technology and differentiate instruction. <b>Training/Professional development</b> for implementing: Full Day Kindergarten, Co-teaching, Tiered Instruction, The IDEAL model, The referral process, The IEP process, The I &amp;RS Process and At Risk Students, Assistive Technology, Creative Curriculum, Managed Behavior- Redirect, Refocus and Clarify, LEAP Program, OK to be Different, Making a World of Difference, Wilson Training, Literacy Block Strategies for Elementary LLD Teachers, Embedding Literacy in Health and Physical Education grades 1-8, Gizmo's training, Learnia training, SAC meetings, parent programs on threat assessment, suicide prevention and the signs and symptoms of depression, monthly parent leadership meetings and monthly reading specialist meetings.</p>	<p>Building Principals, District Director of Humanities, District Director of Math and Science, District Supervisor of Early Childhood, District Director of Secondary Initiatives, and Administrative staff.</p>	<p>Started during the SY 2007-08 - standardized during the SY 2009-2010. District level Full Day Kindergarten was implemented during the SY 2009-2010  Trainings occurred on the following dates: 10/20/08 (Literacy in LLD), 2/5-6/09 (Making a World of Differ), 2/09/09 (multiple workshops), 3/09 (parent workshop on IEP's), 9/09 (Preschool), 9/02/09 and 10/19/09 (OK to Be Different), 9/02/09 (LEAP prgm), 9/18/09 (Assistive Tech), 10/19/09 (Gizmos), and (Lexia and Learnia) Fall of 09</p>	<p>District classification rate comparison. Progress monitoring record with evidence of multiple assessments in LAL and math. Observation and lesson plan analysis. Enrollment and support of Full Day Kindergarten sections in all twelve elementary schools.</p>

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<p>A3: When comparing current and prior year assessment data for total students, the district shows one of the following:</p> <p>a. An increase in the prior year's percentage of students that achieved proficiency (proficient plus advanced proficient) of at least five percentage points.</p> <p>OR</p> <p>b. At least 95% of the total student population achieves proficiency (proficient plus advanced proficient) in language arts literacy in the current year.</p> <p>The identified problem is students entering elementary schools do not have extensive literacy skills. There was not a framework for data analysis of reading scores and literacy intervention.</p>	<p>Individualized instructional plans using the data analysis framework (progress monitoring record) for identified students.</p> <p>Formalized, and consistent early childhood exposure to literacy and mathematical constructs through the implementation of a full day kindergarten program.</p> <p>Differentiation of instruction to target instruction to students identified by sub cluster analysis of data.</p> <p>Goal is reaching AYP on NJASK tests.</p>	<p><b>Strategies/Initiatives</b> - Implement full day kindergarten for all students across the district. Standardize the use of DRA2 assessments from grades K-8, requiring multiple assessments annually. Standardize the use of Learnia to differentiate instruction based upon sub cluster analysis. Support individualized instruction through the effective use of the co-teaching model, tiered instruction, alternative LEADS units, core plus more intervention, summer targeted instruction programs and working as an instructional unit to vertically articulate the district strategic plan. Addition of mini computers into every core subject classroom to integrate technology and differentiate instruction. <b>Training/Professional development workshops</b> for implementing: Full Day Kindergarten, Co-teaching, Tiered Instruction, The IDEAL model, The referral process, The IEP process, The I &amp;RS Process and At Risk Students, Assistive Technology, Creative Curriculum, Managed Behavior-Redirect, Refocus and Clarify, LEAP Program, OK to be Different, Making a World of Difference, Wilson Training, Literacy Block Strategies for Elementary LLD Teachers, Embedding Literacy in Health and Physical Education grades 1-8, Gizmo's training, Learnia training, SAC meetings, monthly parent leadership meetings and monthly reading specialist meetings, using the progress monitoring record, and data analysis.</p>	<p>Building Principals, District Director of Humanities, District Director of Math and Science, District Supervisor of Early Childhood, District Director of Secondary Initiatives, and Central Administrative staff.</p>	<p>Started during the SY 2007-08 - standardized during the SY 2009-2010. District level Full Day Kindergarten was implemented during the SY 2009-2010. Trainings occurred on the following dates: 10/20/08 (Literacy in LLD), 2/5-6/09 (Making a World of Differ), 2/09/09 (multiple workshops), 3/09 (parent workshop on IEP's), Summer 09 (Full Day K), 9/09 (Preschool), 9/02/09 and 10/19/09(OK to Be Different), 9/02/09 (LEAP prgm), 9/18/09 (Assistive Tech), 10/19/09 (Gizmos), and (Lexia and Learnia) Fall of 09</p>	<p>District classification rate comparison. Progress monitoring record with evidence of multiple assessments in LAL and math, Enrollment and support of Full Day Kindergarten sections with completed DRA2 scores on the single accountability form sent to the next grade staff. Evidence of differentiation of instruction in lesson plans, and success on State NJASK tests.</p>

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<p>A5: When comparing current and prior year assessment data for total students, the district shows one of the following:</p> <p>a. An increase in the prior year's percentage of students that achieved proficiency (proficient plus advanced proficient) of at least five percentage points.</p> <p>OR</p> <p>b. At least 95% of the total student population achieves proficiency (proficient plus advanced proficient) in mathematics in the current year. The identified problem is students entering elementary schools do not have extensive number and numerical operations skills. There was not a framework for data analysis of mathematical sub clusters and mathematical intervention.</p>	<p>Individualized instructional plans using the data analysis framework (progress monitoring record) for identified students. Formalized, and consistent early childhood exposure to literacy and mathematical constructs through the implementation of a full day kindergarten program. Differentiation of instruction to target instruction to students identified by sub cluster analysis of data. Goal is reaching AYP on NJASK tests.</p>	<p><b>Strategies/Initiatives</b> - Implement full day kindergarten for all students across the district. Standardize the use of Learnia assessments from grade 3-8, requiring multiple assessments annually. Standardize the use of The Number Knowledge Test and Learnia to differentiate instruction based upon sub cluster analysis. Support individualized instruction through the effective use of the co-teaching model, tiered instruction, summer targeted instruction programs and working as an instructional unit to vertically articulate the district strategic plan. Addition of mini computers into every core subject classroom to integrate technology and differentiate instruction. <b>Training/Professional development workshops</b> in: the referral process, co-teaching, differentiation of instruction, Understanding Conceptual Knowledge vs Procedural Knowledge in Mathematics, vertical articulation in mathematics, using the single accountability form, and data analysis. The periodic meetings of the district Math and Science Committee provides feedback and teacher support for the curriculum and implementing the district strategic plan.</p>	<p>Building Principals, District Director of Humanities, District Director of Math and Science, District Supervisor of Early Childhood, District Director of Secondary Initiatives, and Central Administrative staff.</p>	<p>Started during the SY 2007-08 - standardized during the SY 2009-2010. District level Full Day Kindergarten was implemented during the SY 2009-2010. Trainings occurred on the following dates: 2/5-6/09 (Making a World of Differ), 2/09/09 (multiple workshops), 3/09 (parent workshop on IEP's), 9/09 (Preschool), 9/02/09 and 10/19/09(OK to Be Different), 9/02/09 (LEAP prgm), 9/18/09 (Assistive Tech), 10/19/09 (Gizmos), (Learnia) Fall of 09, and 10/29/09 (Understanding Conceptual Knowledge vs Procedural Knowledge in Mathematics), periodic meetings of the district Math and Science Committee. SY 2007-2010</p>	<p>District classification rate comparison. progress monitoring record with evidence of multiple assessments in LAL and math, Enrollment and support of Full Day Kindergarten sections with completed DRA2 scores, Learnia scores and TNKT scores on the progress monitoring record sent to the next grade staff. Evidence of differentiation of instruction in lesson plans, and success on State NJASK tests.</p>

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<p>A6: The district has no schools in "Schools in Need of Improvement" (SINI) status pursuant to No Child Left Behind (20 U.S.C. Sec 6301 et seq). There are two middle schools who have been designated SINI schools. The identified problem is a lack of an effective data analysis framework to identify individual student needs based on sub cluster analysis. Therefore there was a lack of differentiation of instruction to meet individual students needs based upon data analysis of sub cluster performance.</p>	<p>Individualized instructional plans using the data analysis framework (progress monitoring record) for identified students. Formalized, and consistent early childhood exposure to literacy and mathematical constructs through the implementation of a full day kindergarten program. Differentiation of instruction to target instruction to students identified by sub cluster analysis of data. Goal is reaching AYP on NJASK tests for all subgroups.</p>	<p><b>Strategies/Initiatives</b> - Formalize using progress monitoring record in grades 6-8. Standardize the practice of annual multi applications of the DRA2 assessment in grades 6-8. Standardize the implementation of the LEADS model of instruction in grades 6-8. Continue to work within the Connected Math model of instruction, while differentiating to meet the identified sub cluster needs of individual students. Continue to work on vertical articulation from grade 5 through grade 9 to enhance the students for college readiness when reaching high school.<b>Training/professional development workshops</b> in: the referral process, co-teaching, differentiation of instruction, Understanding Conceptual Knowledge vs Procedural Knowledge in Mathematics, vertical articulation in mathematics, tiered instruction, IDEAL and LEADS models, using the single accountability form, and data analysis will be held across the district.<b>In addition</b> to the district level professional development discussed above, intensive Central Administrative support will be given to the two SINI schools. Using SINI PD funds additional expenditures will be made to support the proposed Unified Plans submitted by each SINI school.</p>	<p>Middle School Building Principals, District Director of Humanities, District Director of Math and Science, District Director of Secondary Initiatives, and Central Administrative staff.</p>	<p>Started during the SY 2007-08 - standardized during the SY 2009-2010. District level Full Day Kindergarten was implemented during the SY 2009-2010. <b>Trainings</b> occurred on the following dates: 2/5-6/09 (Making a World of Differ), 2/09/09 (multiple workshops), 3/09 (parent workshop on IEP's), 9/09 (Preschool), 9/02/09 and 10/19/09(OK to Be Different), 9/02/09 (LEAP prgm), 9/18/09 (Assistive Tech), 10/19/09 (Gizmos), (Learnia) Fall of 09, 10/29/09 (Understanding Conceptual Knowledge vs Procedural Knowledge in Mathematics), and periodic meetings of the district Math and Science Committee. SY 2007-2010</p>	<p>District classification rate comparison. Progress monitoring record with evidence of multiple assessments in LAL and math; Evidence in lesson plans of data analysis using DRA2 scores, Learnia scores on the single accountability form sent to the next grade staff. Evidence of differentiation of instruction in lesson plans, and success on State NJASK tests.</p>