

NJQSAC District Improvement Plan (DIP)

District: Hainesport Township School District **Submission Date:**
Submitted by (name and title): Joseph Corn Superintendent Hainesport Township School District

Board Resolution Date: 2-May-19

Step 1: DPR Area and Indicator	Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible
<p align="center">I&P 1</p>	<p>Students will achieve a 3% increase in achievement on the ELA portion of the NJSLA statewide assessment.</p>	<ul style="list-style-type: none"> * Shifts in personnel placement to address areas of strength and weakness. * Providing on-going professional development for ELA in the area of instructional best practices. * On-going grade level PLC's meeting at minimum 1x/month throughout year (2019-2020). * Addition of 1 additional PLC each quarter for content area collaboration and assement data review. . * Revisions of PLC format with defined curricular focus for (2019-2020). * Revised Basic Skills (Push in Model) program with greater focus on K-3 population. (2019-2020). * Defining concrete entrance and exit criteria for entrance and exit from the basic skills program. * Purchase of supplimentary new K-3 F&P curriculum materials. (Grade 1 guided reading and Grade 3 shared reading) 	<p>Administration; Outside PD Service Provider; BSI Instructional Staff; School Business Administrator; Teaching Staff</p>

<p>I&P 2</p>	<p>Students will achieve a 3% increase in achievement on the Mathematics portion of the NJSLA statewide assessment.</p>	<ul style="list-style-type: none"> * Shifts in personnel placement to address areas of strength and weakness. * Providing on-going professional development for Math in the area of instructional best practices. * On-going grade level PLC's meeting at minimum 1x/month throughout year (2019-2020). * Addition of 1 additional PLC each quarter for content area collaboration and assement data review. * Revisions of PLC format with defined curricular focus for (2019-2020). * Revised Basic Skills (Push in Model) program with greater focus on K-3 population. (2019-2020). * Defining concrete entrance and exit criteria for entrance and exit from the basic skills program. 	<p>Administration; Outside PD Service Provider; BSI Instructional Staff; Teaching Staff</p>
<p>I&P 3</p>	<p>Not an Identified Area Score of 9.1/10</p>		

<p>I&P 4</p>	<p>* By June of 2020 school year, 70% of the student population from grades K-3 will achieve at least 70% growth toward the expected reading level growth based on the baseline reading inventory assessment (F&P) from the fall to spring time frame.</p>	<p>* During the 2018-2019 school year staff will begin implementation of revised comprehensive ELA Curriculum aligning to the NJSL standards. * Revision of existing ELA curriculums from K-8 to align with the curricular framework for ELA and the NJSL. * BOE adoption of the revised K-8 all new curricular revisions by June of 2019. * During the Fall of 2019 school year, 90% of the student population from grades 1-3 will be issued a baseline reading inventory assessment (F&P). * Students will be administered the inventory in September, January and June to measure student leveled reading growth. Individual student reading goals established from September 2019 scores. * Purchase supplemental Grade 1 F&P guided reading materials to expand availability of resources for the targeted BSI, subgroups and general education population. * Purchase supplemental Grade 3 F&P shared reading materials to expand availability of resources for the BSI, subgroups and general education population. * Provide monthly professional development in the area F&P materials impentation to grades K-3 by the BSI, teacher coaches teachers. * Establishment of baseline entrance and exit criteria for BSI ELA program and comprehensive overviews with goals and objectives.</p>	<p>BOE; Cassroom Teachers K-3; Director of Curriculum and Instruction; Administration; BSI Teacher Leads; School Business Administrator; Instructional Staff</p>
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	<p>* By June of 2020 school year, 70% of the student population from grades 4-8 will achieve at least 70% growth toward the expected reading level growth based on the baseline reading inventory assessment (SRI) from the fall to spring time frame.</p>	<p>* During the 2019-2020 school year, 90% of the student population from grades 4-8 will be issued a baseline reading inventory assessment (SRI). * Students will be administered the inventory in September, January and June to measure student lexile level reading growth. Individual student reading goals will be established from September 2019 scores. * EOY Reading Levels will be reported to parents/guardians. * Implementation of NEWSELA to foster reading level growth with reading informational text standards and to be utilized across the curriculum in all content areas. * Implementation of the Accelerated Reader Star Reading Program. Establishment of individualized reading goals for students independent reading level and to increase reading engagement for students in grades 3-8. Data tracking component to identify the optimal reading zone for each student and to increase the churn rate of materials from the media center.</p>	<p>Cassroom Teachers 4-8; Director of Curriculum and Instruction; Media Specialist; Administration</p>
		<p>* During the 2019-2020 school year grade 6-8 ELA classes will pilot cohesive grade level benchmark assessments for instructional units. * Issue developed cohesive benchmark assessments at the end of each ELA unit of study. * Record End of Unit scores on Student Data Tracking Sheets for class comparison and standards analysis purposes. * Modify EOU Assessments for validity and make modifications as dictated by the data.</p>	<p>Classroom Teachers 4-8; Director of Curriculum and Instruction; Administration</p>

