

| <p align="center">QSAC District Long Term Plan (LTP) - Instruction and Program</p> | | | | | |
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| <p>District: WILLINGBORO PUBLIC SCHOOLS</p> | | <p>Submission Date: September 26, 2016 Revision</p> | | | |
| <p>Submitted by (name and title): DR. RONALD G. TAYLOR, SUPERINTENDENT</p> | | | | | |
| <p>Step 1: Indicators (DPR or SOA)</p> | <p>Step 2: Issue</p> | <p>Actions/Strategies/Intervention</p> | <p>Step 3: Person Responsible</p> | <p>Step 4: Evidence of Completion</p> | <p>Step 5: Timeline</p> |
| <p>#1</p> | <p>The district did not meet the Annual Measurable Objective (AMO) in language arts literacy (LAL) for the district's total population.</p> | <p>Updated Common Core Curriculum aligned with NJDOE Model Curriculum disseminated across all grade levels. Intervention programs put in place, i.e., research based computer programs that provide student diagnostic information such as i-Ready and Achieve3000. Also, students are utilizing computer based remediation instruction like i-Ready to close the achievement gap. Students are identified by using multiple measures that include but are not limited to PARCC scores, pre-assessments, current and prior year benchmark results as well as current in-class performance. Progress monitoring on student outcomes through the use of both formative and summative assessments as well as reports generated from computer based learning. Teachers are heterogeneously and homogeneously grouping their students during small group instruction as appropriate to best practices. A strong focus with both teachers and students on knowing student Lexile and Fountas & Pinnell levels starting in Kindergarten, with a goal of raising levels to be on track for college and career readiness. All of the above actions, strategies and interventions are aligned with the Common Core State Standards. Lastly, Principal and Teacher Evaluation System has stronger emphasis with SGO development and attainment.</p> | <p>Superintendent, Assistant Superintendent, Principals, Assistant Principals, Directors, PDS team, Department Chairs, Teachers, and Para professionals.</p> | <p>Test Results; meeting schedules; minutes; agendas; attendance lists; benchmark data analysis; and District Test Data Analysis Report (compiled by the District Test Coordinator for all schools)</p> | <p>July 2016 to June 2018</p> |

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| <p>#2</p> | <p>The district did not meet the Annual Measurable Objective (AMO) in mathematics for the district's total population.</p> | <p>Updated Common Core Curriculum aligned with NJDOE Model Curriculum disseminated across all grade levels. Intervention programs put in place, i.e., research based computer programs that provide student diagnostic information such as i-Ready and Achieve3000. Also, students are utilizing computer based remediation instruction like i-Ready to close the achievement gap. Students are identified by using multiple measures that include but are not limited to PARCC scores, pre-assessments, current and prior year benchmark results as well as current in-class performance. Progress monitoring on student outcomes through the use of both formative and summative assessments, as well as reports generated from computer based learning. Teachers are heterogeneously and homogeneously grouping their students during small group instruction as appropriate to best practices. Teachers are utilizing best practices including building a deeper understanding of mathematical concepts through use of hands-on and virtual manipulatives in their lessons. Also present is a focus on mathematical practices as they relate to each standard. Pre-Assessment Data and previous year's test scores are analyzed to identify students at risk to begin interventions in September. Assessment Data and Benchmark Data are analyzed on an ongoing basis to track students at risk or in need of intervention. Teachers are focusing on moving students mathematical understanding from the concrete to the pictorial to the abstract, as developmentally appropriate. All of the above actions, strategies and interventions are aligned with the Common Core State Standards. Lastly, Principal and Teacher Evaluation System has stronger emphasis with SGO development and attainment.</p> | <p>Superintendent, Assistant Superintendent, Principals, Assistant Principals, Directors, PDS team, Department Chairs, Teachers, and Para professionals.</p> | <p>Test Results; meeting schedules; minutes; agendas; attendance lists; benchmark data analysis; and District Test Data Analysis Report (compiled by the District Test Coordinator for all schools)</p> | <p>July 2016 to June 2018</p> |
| <p>#3</p> | <p>Language Arts Literacy (LAL) State assessment data for the district's total student population does not show 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 b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or (NJDOE goal); or c. At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or 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; 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; 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 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 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.</p> | <p>Updated Common Core Curriculum aligned with NJDOE Model Curriculum disseminated across all grade levels. Intervention programs put in place, i.e., research based computer programs that provide student diagnostic information such as i-Ready and Achieve3000. Also, students are utilizing computer based remediation instruction like i-Ready to close the achievement gap. Students are identified by using multiple measures that include, but are not limited to PARCC scores, pre-assessments, current and prior year benchmark results, as well as current in-class performance. Progress monitoring on student outcomes through the use of both formative and summative assessments, as well as reports generated from computer based learning. Teachers are heterogeneously and homogeneously grouping their students during small group instruction as appropriate to best practices. A strong focus with both teachers and students on knowing student Lexile and Fountas & Pinnell levels starting in Kindergarten, with a goal of raising levels to be on track for college and career readiness. All of the above actions, strategies and interventions are aligned with the Common Core State Standards. Lastly, Principal and Teacher Evaluation System has stronger emphasis with SGO development and attainment.</p> | <p>Superintendent, Assistant Superintendent, Principals, Assistant Principals, Directors, PDS team, Department Chairs, Teachers, and Para professionals.</p> | <p>Increased student proficiency in Language Arts Literacy (LAL) All progress targets are met for total population and sub groups as reflected in the School Performance Summary (i.e., DPR Assessment Worksheet); meeting schedules; minutes; agendas; attendance lists; and District Test Data Analysis Report (compiled by the District Test Coordinator for all schools)</p> | <p>July 2016 to June 2018</p> |



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| <p>#4</p> | <p>Mathematics assessment data for the district's total student population does not show 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 b. At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or c. At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or 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; 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; 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; 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; or 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.</p> | <p>Updated Common Core Curriculum aligned with NJDOE Model Curriculum disseminated across all grade levels. Intervention programs put in place, i.e., research based computer programs that provide student diagnostic information such as i-Ready and Achieve3000. Also, students are utilizing computer based remediation instruction like i-Ready to close the achievement gap. Students are identified by using multiple measures that include but are not limited to PARCC scores, pre-assessments, current and prior year benchmark results as well as current in-class performance. Progress monitoring on student outcomes through the use of both formative and summative assessments as well as reports generated from computer based learning. Teachers are heterogeneously and homogeneously grouping their students during small group instruction as appropriate to best practices. Teachers are utilizing best practices including building a deeper understanding of mathematical concepts through use of hands-on and virtual manipulatives in their lessons. Also present is a focus on mathematical practices as they relate to each standard. Pre-Assessment Data and previous year's test scores are analyzed to identify students at risk to begin interventions in September. Assessment Data and Benchmark Data are analyzed on an ongoing basis to track students at risk or in need of intervention. Teachers are focusing on moving students mathematical understanding from the concrete to the pictorial to the abstract, as developmentally appropriate. All of the above actions, strategies and interventions are aligned with the Common Core State Standards. Lastly, Principal and Teacher Evaluation System has stronger emphasis with SGO development and attainment.</p> | <p>Superintendent, Assistant Superintendent, Principals, Assistant Principals, Directors, PDS team, Department Chairs, Teachers, and Para professionals.</p> | <p>Increased student proficiency in Mathematics; All progress targets are met for total population and sub groups as reflected in the School Performance Summary (i.e., DPR Assessment Worksheet); meeting schedules; minutes; agendas; attendance lists; and District Test Data Analysis Report (compiled by the District Test Coordinator for all schools)</p> | <p>July 2016 to June 2018</p> |
| <p>#6</p> | <p>At least 70% of the district's total student population, across all grades tested in science, did not achieved proficient or advanced proficient status on the most recent state science assessments.</p> | <p>Students are engaged in a comprehensive science curriculum based upon the New Jersey Core Curriculum Content Standards that includes inquiry based instruction, hands-on activities, experiments, and collaboration among the students. Multiple forms of data form benchmarks are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement. Teachers are consistently implementing ELA intervention models that are already in place for the comprehension of scientific literature. Teachers create a daily curriculum with formative and common assessments aligned to the Common Core Curriculum Standards, are provided job-embedded professional development, and content support that will foster effective science instruction. Increase the number of interventions for struggling students and increase the use of data driven instruction and research based strategies. All of this is grounded in best practices. District will review student performance across all grades tested, on the most recent state science assessment to identify opportunities for student growth towards meeting and/or exceeding the targeted State proficiency levels.</p> | <p>Superintendent, Assistant Superintendent, Principals, Assistant Principals, Directors, PDS team, Science Department Chairs, and Teachers.</p> | <p>Test Results; meeting schedules; minutes; agendas; attendance lists; benchmark data analysis; and District Test Data Analysis Report (compiled by the District Test Coordinator for all schools)</p> | <p>July 2016 to June 2018</p> |

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| #7 | The percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic year was not: at least 95%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3); or at least 90%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3); or at least 85%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3); or at least 80%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3). | Starting at the elementary level, the focus is on closing the achievement gap and keeping the students on track for college and career readiness. Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement. Teachers demonstrate the necessary skills to use multiple measures of data to differentiate instruction to improve student achievement. These are monitored through regular classroom observation and a Principal and Teacher Evaluation System with stronger emphasis with SGO development and attainment. Teachers create a daily curriculum with formative and common assessments aligned to the Common Core State Standards, are provided job-embedded professional development, and content support that will foster effective instruction. Also, increase the number of interventions for struggling students and increase the use of data driven instruction and research based strategies. All of this is grounded in best practices. | High School Administration, Assistant Superintendent, Directors, Counselors, Case Managers, and Teachers. | PARCC Crosswalk results and NJSMART Cohort Report | July 2016 to June 2018 |
| #9 | Based on state assessment data, the achievement of all subgroup populations did not 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: Lack of curriculum that is aligned to the New Jersey Core Curriculum Content Standards (NJCCCS) and Common Core State Standards (CCSS), Lack of consistent focus on academic work using data, Insufficient exposure to the NJCCCS and CCSS, Use of unaligned instructional materials, Inadequate support and/or professional development for teachers for new content and materials, Teacher vacancy/substitute teacher, Student absence or mobility, Failure to meet the annual measurable achievement objective (AMAO) for the percentage of students making progress in learning English. Failure to meet the AMAO for the percentage of students attaining English proficiency. | The district schools' focus is on all classroom instruction being aligned to the CCSS, NJCCCS, and NJDOE Model Curriculum. Also, activate District-wide assessment data dissemination and implement professional development based on data results. The assessment data is being utilized to monitor progress and make improvements or adjustments in instructional practices as needed. Teachers demonstrate the necessary skills to use multiple measures of data to differentiate instruction to improve student achievement. Lesson plans clearly list the standards being covered in each lesson as well, teachers post their standards for each lesson, each day, in the classroom. Walk-through and observations are used to focus this priority. | Classroom teachers, Building Administrators, PDS team, Assistant Superintendent, and Department Chairs. | District Annual Assessment Calendar, documented discussions, sign in sheets, agendas, copies of student data analysis, lesson plans, intervention strategies, presentations, walkthroughs, observations and evaluations | July 2016 to June 2018 |
| #11 | The district did not implement 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. | The district will implement strategies to support progress or to address deficiencies identified in indicators 1-10 above. The strategies will explicitly link changes in instruction, curriculum, materials, staffing, professional development and support, and any other areas in order to address any and all hypothesized identified through the use of data. The strategies will also specify a timeline for implementation with expected outcomes and target dates for resolution. | Superintendent, Assistant Superintendent, Principals, Assistant Principals, Directors, and PDS team. | Documented discussions, sign in sheets, agendas, copies of student data analysis, lesson plans, intervention strategies, presentations, walkthroughs, observations and evaluations | July 2016 to June 2018 |

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| #12 | The district does not assess 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. | The District currently has benchmark assessments in the Core Content areas; however, the need still exists to develop and implement a systemic approach to assess student achievement in the remaining required elective subjects. This will be completed by the end of the suggested timeline. We will develop benchmark assessments aligned with SGOs to address individual student growth. The PDS Team will review class, school, and district assessment summaries with Principals and provide teaching staff with copies of class summary reports. Teachers will use these Item Analysis reports to create action plans to drive instruction. | Assistant Superintendent, Principals, Assistant Principals, Directors, and PDS team. | Documented discussions, sign in sheets, agendas, formative benchmark assessment results, lesson plans, intervention strategies, presentations, walkthroughs, observations evaluations, and SGO attainment samples. | July 2016 to June 2018 |
| #13 | The district did not use a monitoring process to continually improve curriculum implementation for each NJCCCS and CCSS area. | The district will use a monitoring process to continually improve curriculum implementation for each NJCCCS and CCSS area. The district standardized benchmark testing throughout the district and will utilize EdConnect NJ to conduct data analysis across grades and schools for improved curriculum implementation. | Classroom teachers, Building Administrators, PDS team, Assistant Superintendent, and Department Chairs. | Documented discussions, sign in sheets, agendas, copies of student data analysis, lesson plans, intervention strategies, presentations, walkthroughs, observations and evaluations | July 2016 to June 2018 |
| #14 | The curriculum did not specify the content to be mastered for each grade and includes clear grade level benchmarks and interim assessments. | The district uses the NJDOE Model Curriculum for Math and English Language Arts which provides standardized, clear, grade-level benchmarks. Also, the district will use EdConnect NJ and i-Ready to create, administer, and track the assessments. These efforts will be mirrored to all core subjects. | Classroom teachers, Building Administrators, PDS team, Assistant Superintendent, and Department Chairs. | Documented discussions, sign in sheets, agendas, copies of student data analysis, lesson plans, intervention strategies, presentations, walkthroughs, observations and evaluations | July 2016 to June 2018 |
| #15 | The curriculum and information about student strengths and needs were not horizontally and vertically articulated among all grades, content areas, schools, and at all specific transition points. | In the elementary level, horizontal articulation takes place regularly during weekly grade level meetings. Also, at the end of each school year, time is made for vertical articulation between adjacent grade levels such as 2nd to 3rd and 3rd to 4th. Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement. Teachers demonstrate the necessary skills to use multiple measures of data to differentiate instruction to improve students achievement. Teachers are consistently implementing ELA and Math intervention models that are already in place. These are monitored through regular classroom observation. A plan is being implemented for job-embedded, data-identified ongoing professional development across all grade levels, content areas, and transition points that support the district-adopted curricula; Time will be allocated during district professional development for grade level horizontal articulation as well as district wide vertical articulation with a focus on key transition points such as elementary school to middle school and middle school to high school and to delineating student strengths and weaknesses. | Superintendent, Assistant Superintendent, Principals, Assistant Principals, Directors, PDS team, Department Chairs, Teachers, and Para-professionals. | Documented discussions, sign in sheets, agendas, copies of student data analysis, lesson plans, intervention strategies, presentations, walkthroughs, observations and evaluations | July 2016 to June 2018 |

