

Plainfield Public Schools District Improvement Plan New Jersey Quality Single Accountability Continuum

BOE Work and Study Meeting
October 6, 2020



State of New Jersey
DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

PHILIP D. MURPHY
Governor
SHEILA Y. OLIVER
Lt. Governor

KEVIN DEEMER
Interim Commissioner

September 23, 2020

REVISED

Dr. Diana Mitchell, Superintendent
Plainfield School District
1200 Myrtle Avenue
Plainfield, NJ 07063

Dear Dr. Mitchell:

Pursuant to the requirements of N.J.A.C. 6A:30, the Plainfield School District has undergone the New Jersey Quality Single Accountability Continuum (NJQSAC) review. The Union Executive County Superintendent and team conducted a review of your self-assessment District Performance Review (DPR) document and analyzed district performance against critical indicators in all five NJQSAC areas. Based on that review, the district has been placed on a continuum in five areas: Instruction and Program, Fiscal Management, Governance, Operations and Personnel. The complete NJQSAC results, including county office verification of the district's self assessment, have resulted in the district receiving the following placement scores for each area listed below:

NJQSAC Areas	Initial Placement (August 2020)
Instruction and Program	74%
Fiscal Management	100%
Governance	88%
Operations	93%
Personnel	75%

These placement results will be provided to the State Board of Education at an upcoming meeting. Please be advised that NJQSAC regulations require your board of education to report these placement results at the next regularly scheduled board meeting.

Your district did not satisfy at least 80% of the weighted indicators in the areas of Instruction and Program and Personnel, therefore regulations require you to complete a district improvement plan (DIP) to address all noncompliant indicators. Attached are instructions for developing your DIP. The deadline for submission of the board-approved DIP is October 20, 2020.

Pursuant to N.J.A.C. 6A:30-4.1, if you believe that any indicators were scored incorrectly, you have seven days from the receipt of this letter to submit a written reconsideration request. Email your request to qsac@doe.nj.gov.

Sincerely,
Paula Bloom
Paula Bloom
Acting Deputy Assistant Commissioner
Office of Field Services Coordination
Division of Field Services

PB:CS: plainfield/initial review
Enclosures
c: Daryl Palmieri, Executive County Superintendent



Goal: To Present District Improvement Plans

INSTRUCTION AND PROGRAM

- 74% out of 100%

PERSONNEL

- 75% out of 100%

Persons Responsible: Superintendent, Assistant Superintendent, Directors, Content Area Supervisors, Principals, Assistant Principals, Vice Principals, Teachers, Students, and Parents

Timeline: By June 2021

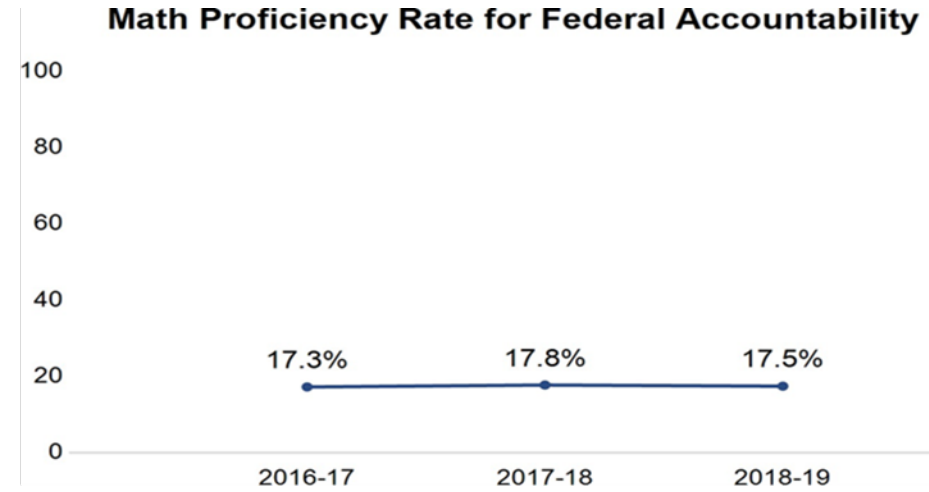
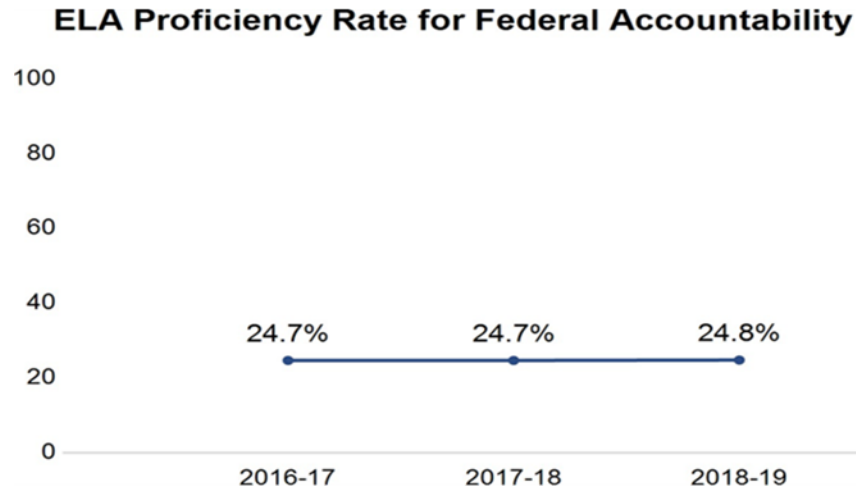


INSTRUCTION AND PROGRAM - District Improvement Plan

CURRENT 20-21	PROPOSED 20-21 CHANGES	PROPOSED 2021-22	PROPOSED 2022-23
Repurpose one Director's position	Director of Curriculum and Instruction (remove additional duties)		
STEM K-12 - NONE		ADD NEW – Supervisor of STEM	
Supervisor of Math K-12	ADD NEW – Supervisor of Math 6-12		
Supervisor of ELA 6-12	Remove 6-12 Social Studies Duties	ADD NEW K-12 Supervisor Social Studies	
Supervisor of ELA K-12	Remove K-5 Social Studies Duties		
Director of Athletics	Remove PE and Health Duties	ADD NEW K-12 Supervisor PE & Health	
Supervisor of Music, Fine & Performing Arts – NONE		ADD NEW K-12 Supervisor of Fine and Performing Arts	
Supervisor of CTE – NONE			NEW – Supervisor Of CTE

INSTRUCTION AND PROGRAM - District Improvement Plan

ENGLISH LANGUAGE ARTS AND MATHEMATICS PROFICIENCY RATE FOR FEDERAL ACCOUNTABILITY



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.0%	95.1%	98.7%	94.5%	96.1%	98.7%
Proficiency Rate for Federal Accountability	24.7%	24.7%	24.8%	17.3%	17.8%	17.5%
Annual Target	26.8%	29.6%	32.4%	20.6%	23.7%	26.9%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

Graduation Goals: By June 2021 the Plainfield graduation rate will increase by 5% on the four-year student cohort.

- Plainfield Public School had the following number of students to graduate in 2019 and 2020:

	4-Year Adjusted Cohort Count 2019	# of Students Graduated	Preliminary Adjusted Cohort Graduation Rate % for 2019	5-Year Adjusted Cohort Count 2019	# of Students Graduated	Final Adjusted Graduation Rate % 2019 Cohort	4-Year Adjusted Cohort Count 2020	# of Students Graduated	Preliminary Adjusted Cohort Graduation Rate % for 2020	5-Year Adjusted Cohort Count 2020	Final %
District	620	447	72.1%	613	463	75.5%	608	417	68.6%	Finalized in Nov after appeals process is complete.	
PAAAS	51	51	100%	51	51	100%	63	60	95.2%		
PHS	568	396	69.7%	561	412	73.4%	545	357	65.5%		



INSTRUCTION AND PROGRAM - Graduation Rate

- **Goal:**
 - By June 2021, Increase graduation rate by 5 points on the four-year cohort
- **Persons Responsible:** Directors, Content Supervisors, Principals, Coaches, Teachers, Students, Parents, Guidance/Social Workers, Attendance Personnel, Mentors

INSTRUCTION AND PROGRAM - Graduation Rate

- **Strategies-**
 - The attendance plan – The high expectations of the staff and the positive school climate play a major role in the attendance rate of students at PHS. The attendance office and the teachers are vigilant about calling/emailing parents when a student is not in attendance for 3 days or more.
 - The Attendance Committee actively pursues ways to improve the school's attendance rate.
 - Begin with 10th grade students by encouraging them to complete individual academic and career plans to 95%
 - Early notification to parents of students in possible jeopardy
 - Encourage parents to use Genesis and Progress Reports for early intervention
 - Stress importance of senior contracts and jeopardy letters
 - In order to significantly improve the number of 9th graders promoted to 10th grade
 - Provide a mentoring program with upperclassmen and/or with teachers
 - Provide tutoring opportunities for struggling students
 - Maintain accurate and up-to-date records of student progress/attendance and notify parents when there are concerns/problems
 - Assist administrators in keeping students aware of school policies and procedure
 - Reward good attendance in a positive manner, such as Perfect Attendance assemblies, certificates, pins, lunch with the principal, etc. The PPSD worker is another one of the tools used to improve the attendance rate, although this year's budget cuts place more of the duties on the school's administration and staff.

INSTRUCTION AND PROGRAM - Graduation Rate

- **Timeline:** September 1, 2020- June 30, 2020
- **Evidence:** Genesis reports, Counselors reports, Monthly Attendance Reports, Student Attendance Letters, Student Attendance Conferencing Reports, Parent/Teacher/School Contact Reports

INSTRUCTION AND PROGRAM -

District Improvement Plan

Director of Curriculum and Instruction

- Weekly meetings with Supervisors, Superintendent, and Assistant Superintendent.
- Supervisor Assignments to “Status Schools” – Three Days per week for inclusion in Training Teachers on Curriculum & Resources --Rubicon Atlas curriculum units), data analyzation, and curriculum alignment.
- Analyze all schools’ data monthly with Supervisors and Directors.
- Meet with Director of Early Childhood monthly to analyze incoming kdg. Students data.

Evidence: Weekly reports to C and I Director inclusive of agendas and sign-in sheets, and summaries to the Director of C and I.

INSTRUCTION AND PROGRAM - English Language Arts (Indicators One and Four)

- **Goal(s):**
 - By the end of the 2020-21 school year, the district ELA overall proficiency rate will increase by 10.4 percentage points as measured by NJSLA Language Arts Literacy results.
 - Increase the levels of student accountability for their learning to 80% by the end of the year.
- **Persons Responsible:** Directors, Content Supervisors, Principals, Coaches, and Teachers, Students

INSTRUCTION AND PROGRAM - English Language Arts Continued

- **Strategies:**
 - **Professional Development**
 - Training using data analysis to evaluate curricular materials and students needs
 - Reading strategies for various learners
 - Using Formative and Summative curriculum assessments to identify and make decisions on curriculum gaps and student achievement
 - **Curriculum Alignment**
 - 2019-2020 K-12 Curriculum Alignment to NJSLA- English Language Arts
 - Grades 6-12 Adoption of HMH- Into Literature
 - Grades K-8 Implementation of Scholastic Literacy Pro
 - Grades K-5 Research curricular materials
 - **Articulation**
 - Monthly teacher meetings to discussion data, student achievement, pedagogy, strategies for improving learning
 - **Student Centered Programs**
 - In alignment with 21st Century Program and after school programs to provide enrichment, tutoring and additional support.

INSTRUCTION AND PROGRAM - English Language Arts Continued

- **Timeline:** September 1, 2020- June 30, 2020
- **Evidence:** Lesson Plans, Attendance Sheets for PD and Curriculum Meetings, Student participation, Assessment Results from District, State and Inventory Assessments(DRA, Literably, etc.), Program usage reports (Schoology, NewsELA, HMH, Scholastic Pro, Literably), Teacher Evaluations, District Walk-through Data, Annual School Plan Progress Monitoring

INSTRUCTION AND PROGRAM - Mathematics (Indicator Two and Five)

- **Goal(s):**
 - By the end of the 2020-21 school year, the district Mathematic overall proficiency rate will increase by 6.2 percentage points as measured by NJSLA Mathematics results.
- **Persons Responsible:** Directors, Content Supervisors, Principals, Coaches, and Teachers, Students

INSTRUCTION AND PROGRAM - Mathematics

Continued

- **Strategies:**
 - **Professional Development**
 - How to utilize intervention resources: I- Ready (Elementary) and ALEKS (secondary) to strengthen and build procedural fluency.
 - Provided ongoing professional development for teachers on math content, and reasoning for teaching and learning.
 - Identify formal and information forms of data to measure curriculum implementation and student achievement.
 - **Curriculum Alignment:**
 - K-12 teacher implement curricular materials/ resources that support data-driven instruction.
 - K-5 Implementation of iReady to support NJSLA- Mathematics
 - Grades 6-8 Piloting math programs to support NJSLA- Mathematics
 - Grades 9-12 Research Curricular Materials
 - **Articulation**
 - Monthly teacher meetings to discussion data, student achievement, pedagogy, strategies for improving learning
 - **Student Centered Programs**
 - In alignment with 21st Century Program and after school programs to provide enrichment, tutoring and additional support.

INSTRUCTION AND PROGRAM - Mathematics Continued

- **Timeline:** September 1, 2020- June 30, 2020
- **Evidence:** Lesson Plans, Attendance Sheets for PD and Curriculum Meetings, Student participation, Assessment Results from District, State and Inventory Assessments, Program usage reports (Schoology, NewsELA, Aleks, iReady), Teacher Evaluations, District Walk-through Data, Annual School Plan Progress Monitoring

INSTRUCTION AND PROGRAM - Social Studies (Supports: Indicators One and Four)

- **Goal(s):**
 - NJSLS- Social Studies standards are designed to foster an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges. With research as the basis for informed decision making, students will improve their research skills on a district created assessment by 30% from the baseline results by June of 2021. (Note QSAC only scores Social Studies Curriculum Requirement; NJDOE does not assess against Social Studies)
- **Persons Responsible:** Directors, Content Supervisors, Principals, Coaches, and Teachers, Students

INSTRUCTION AND PROGRAM - Social Studies

Continued

- **Strategies:**
 - **Professional Development**
 - Training using data analysis to evaluate curricular materials and students needs related to Literacy Data
 - Teaching Inquiry-based Research Skills
 - Using Formative and Summative curriculum assessments to identify and make decisions on curriculum gaps and student achievement
 - **Curriculum Alignment**
 - 2019-2020 K-12 Curriculum Alignment to NJSLA- Social Studies and the ELA Companion Standards or History (Reading/Writing History)
 - Infusion of Amistad, Holocaust, Personal Finance, LGBTQ/Disable Person Representation and Social Emotion Learning
 - Revision to NEW NLSLA- Social Standards to begin Spring 2021 for a Fall 2020 implementation
 - Grades K-8 Implementation of Scholastic Literacy Pro
 - Grades K-5 and 9-12 Research curricular materials
 - Grades 6-8 Discovery Education for Social Studies
 - **Articulation**
 - Monthly teacher meetings to student achievement, pedagogy, strategies for improving learning
 - **Student Centered Programs**
 - In alignment with 21st Century Program and after school programs to provide enrichment, tutoring and additional support.

INSTRUCTION AND PROGRAM - Science (Indicator Three)

- **Goal:**
 - The Plainfield Public School District Science program, in alignment with the NJSLS, prepares our students to become scientifically literate and informed citizens able to function in an increasingly complex society. Through completing our coursework with its emphasis on authentic experiences that enable students to investigate and explain scientific phenomena, students will improve their performance as measured by NJDOE Starting Strong Science benchmarks baseline by 30% in Grade 5, 8 and 11 by June 2021. (Note QSAC will not report Science NJSLA until 2022)
- **Persons Responsible:** Directors, Content Supervisors, Principals, Coaches, and Teachers, Students
- **Strategies:**
 - **Professional Development for K-12:**
 - Reading for Science
 - Developing Virtual Experiments with Authentic Application
 - Using adaptive questions in Schoology and Measurement Inc. exemplars provided by the NJDOE
 - How to use Gizmos for inquiry-based learning
 - Use of higher order thinking questions to increase students application of knowledge based on complex real-world applications

INSTRUCTION AND PROGRAM - Science

Continued

- **Strategies: Continued**

- **Curriculum Alignment**

- 2019-2020 Realignment of the NGSS to the NJSLA Science in Grades K-12
 - 2019-2020 ESL/Bilingual Science Curriculum Alignment to the General Education Curriculum
 - K-5 STEM infused units (Hands 2 Mind or Lego Robotics)
 - Grades 6-8 STEM Units (Lego Robotics)
 - Gizmos use an inquiry-based approach to learning that has been validated by extensive research as a highly effective way to build conceptual understanding.
 - HS realignment of courses
 - 9th Grade Physical Science, 10th Grade Biology and 11th Grade Chemistry
 - 12th Grade options: Anatomy and Physiology, AP Chemistry, Forensics, Physics, Marine Biology, and Urban Ecology/Environmental

- **Articulation:**

- Monthly Science Roundtables with curriculum team (open to all teachers) beginning October 15, 2020

- **Student Centered Programs**

- December 2020- Virtual STEM and Coding Classes
 - In alignment with 21st Century Program, STEM infused activities and offerings to students

INSTRUCTION AND PROGRAM - Science

Continued

- **Timeline:** September 1, 2020- June 30, 2020
- **Evidence:** Lesson Plans, Attendance Sheets for PD and Curriculum Meetings, Student participation, Assessment Results from District, State and Inventory Assessments, Program usage reports (Schoology, NewsELA, Discovery Education, Gizmo), Teacher Evaluations, District Walk-through Data, Annual School Plan Progress Monitoring