

NJQSAC District Improvement Plan (DIP) Attachment 3-I					
District: Trenton Public Schools		Submission Date: 11/17/2020			
Submitted by (name and title): Alfonso Q. Llano Jr. Acting Superintendent TPS					
Board Resolution Date: 11/16/2020					
Step 1: DPR area and Indicator	Step 2: Goal	Step 3: Strategy(ies)	Step 4: Person/Position Responsible	Step 5: Timeline	Step 6: Evidence of Completion
OPERATIONS / 1	The school district's NJSMART and educator evaluation data files: a. Have been certified by established deadlines and provide complete data	(1) Coordinate with other offices and schools to ensure that the required reports are preped and reviewed prior to timely submission. (2) Publish the submission schedule with the people responsible and involved in preparing the submission. (3) These are the 15 items that are included in this indicator: SID and SMID Snapshot 10/15 and 6/30; State Submission, Staff Member Submission; Special Education Submission, Graduation Appeals; CTE; Course Student; Course Staff; Course; Performance Narrative, State Assessment Registration, and Educator Evaluation Submission	Performance and Accountability Department -- In collaboration with all Schools, HRS, Special Education, Curriculum Office	In Accordance with NJ SMART Submission timelines	Certificates of submission of various reports, Screenshot of SID and SMID Management Screens at 4:45 on the snapshot dates
OPERATIONS / 6	6. Twice per year, the CSA presents to the district board of education a summary of violence, vandalism, substance abuse, and harassment, intimidation and bullying (HIB) incidents submitted on the Department's incident reporting system. The CSA or designee submits the final data verification to the Department by July 15. (N.J.A.C. 6A:16-5.3)	(1) Provide required updates no later than 12/31/20 and 06/30/21. (2) For the 2020/21 school year the presentation will be made to the board during the December and June board meetings. (3) The presentation will be reflected on the board agenda and in board meeting minutes. (4) Final data will be submitted to the Department by July 15th.	Office of School Support / Managers of School Support	12/31/20, 06/30/21	Evidence of presentation will be captured on board agenda as well as board minutes.
OPERATIONS / 7	The school district implements a process to ensure the school safety/school climate team in each school, with support from the CSA: (1) reviews and takes action to strengthen school climate policies; (2) educates the community, including students, teachers, staff, and parents, to prevent HIB; (3) provides professional development opportunities that address effective practices of successful school climate programs or approaches; and (4) completes the HIB self-assessment. The CSA submits to the Department the statement of assurance (SOA) and the district board of education approval date for the HIB self-assessment for each school in the school district by September 30. (N.J.S.A. 18A:17-46 and 18A:37-14 through 18 and N.J.A.C. 6A:16-7.7)	(1) Adhere to all submission deadlines. (2) Submit HIB self assessment by September 30, 2021. (3) District staff will complete the Global Compliance Network Trainings. These trainings includes HIB and other trainings that will impact the culture and climate of the school.	All Principals - Office of School Support / Managers of School Support	9/30/2021	PowerSchool Reports (Data from Log Entries), Meeting Minutes from School Safety Teams & Committees and Staff GCN Training Certificates

OPERATIONS / 13	Students removed for disciplinary reasons (e.g., suspension or expulsion) or for chronic or temporary illness have received educational services from a certified instructor who has completed the Department's criminal history record check within five days of a student's removal for disciplinary reasons or within five days after receipt of the school physician's verification of the need for home instruction due to chronic or temporary illness (e.g., home instruction/temporary hospital setting). (N.J.S.A. 18A:6-4.13 and 7.1 and N.J.A.C. 6A:16-7.2, 7.3, and 10.1)	Adhere to timelines for students placed on out of school suspension. Home instruction to be provided pursuant to (N.J.S.A. 18A:6-4.13 and 7.1 and N.J.A.C. 6A:16- 7.2, 7.3, and 10.1) Revise the Student Code of Conduct Policy and Handbook. All district teachers were board approved to serve as home instructors. Schools provide professional development to staff and implement Restorative Practices.	All Principals - Office of School Support / Managers of School Support	Ongoing- timelines to be maintained as required when students are suspended. Student Code of Conduct Policy will be reviewed and possibly revised for March 2021 first reading to the board of education. Restorative practices trainings to staff will be ongoing.	PowerSchool Reports (Data from Log Entries and Suspensions), Meeting Minutes from IR&S Team Meetings, Home Instruction Reports
OPERATIONS / 16	The school district has a comprehensive equity plan (CEP) designed to eliminate discrimination according to age, race, creed, color, national origin, ancestry, marital status, affectional or sexual orientation, gender, religion, disability socioeconomic status, pregnancy, or parenthood that is approved by the Department. Additionally, the school district submits to the Department the annual CEP statement of assurance. (N.J.A.C. 6A:7-	(1) Adhere to submission deadlines. (2) SOA / CEP not submitted for the 19/20 school year by June 30 2019. SOA/CEP has been submitted for the 20/21 school year by the 09/01 due date. (3) 3 year plan submitted by 06/14/19. (4) All district staff are required to complete the Global Compliance Network Training. (5) School district will create a Equity and Diversity Committee.	Supervisor of Professional Development / Affirmative Action Officer to submit SOA / CEP by 09/01/2021	9/1/2021	Revise and submit CEP, GCN Certificates of Completion will be on file
INSTRUCTION 1	1. The school district's ELA achievement score. The score is comprised of the following: • Overall performance: The proficiency rate of all students in a school district; • Subgroup performance: The proficiency rate of all student subgroups; (Assessment data provided by NJDOE)	K-5: *New adoption with full bilingual companion programming that reflects the components of balanced literacy (including phonics and word study workshop) with a focus on academic vocabulary due to the integration of science and social studies content and standards into literacy instruction. *In addition to strengthening Tier 1 instruction, Tier 2 and 3 is supported with the following blended (computer adaptive software, which directs targeted teacher instruction) intervention programs: Lexia Core 5 (all striving readers) and Waterford Early Learning (targeted special education students), as well as a launch of Istation (bilingual students) 6-8: *New adoption with ESL programming that reflects the components of balanced literacy with a focus on academic vocabulary due to the integration of science and social studies content and standards into literacy instruction. *Supporting students beyond Tier 1 instruction are Tier 2 and Tier 3 intervention services to all learners, including our most at risk subgroups. For this purpose, Lexia PowerUp can be implemented in all middle grades with the time and frequency dependent on student need. 9-12: *During the third year of implementation of a new curriculum and blended resource for ELA, ESL has adopted the program with modifications and accommodations for ELs. *Complementing Tier 1 instruction is intervention programming for our most at-risk and moderately at risk students. This includes Read 180 and System 44 in grade 9 and Lexia PowerUp at all high school levels. K-12: Professional development has been and continues to be deployed for the purpose of building teacher capacity to deliver highly engaging remote instruction, both synchronously and asynchronously for all teachers across all grade levels. K-9: Identify, procure, and implement a true diagnostic assessment to determine root cause of poor performance on universal screener and to inform intervention.	Supervisor of Humanities, Supervisors of Bilingual, ESL, and World Language, Assistant Superintendents of Elementary and Secondary Education, Principals, Vice Principals, I&RS, and SLT	8/1/2020 - 6/30/2021	Reports from each of the following: Performance Matters, STAR Reading and Early Literacy (English and Spanish), Read 180/System 44, Lexia, Istation, and Waterford Early Learning
INSTRUCTION 2	2. The school district's mathematics achievement score. The score is comprised of the following: • Overall performance: The proficiency rate of all students in a school district; • Subgroup performance: The proficiency rate of all student subgroups. (Assessment data provided by NJDOE)	(1) Year 3 Eureka Math implementation for K-5 instructional strategies to master NJSLS-M* (2) Partnership with Khan Academy and Delta Math *(3) Utilization of STAR Math assessment as universal screener to identify skills/standards students need to focus on *(4) Development of quarterly assessments using PARCC/NJSLA released items. *(5) Partnership with College Board *(6) Teacher training/professional development starting in Summer 2020 and continuing through June 2021	Supervisor of STEM, Elementary and Supervisor of STEM, Secondary	8/1/2020 - 6/30/2021	(1) Reports in Edulastic, SchoolNet, and Performance Matters *(2) Khan Academy Reports *(3) Star Math reports, including Star Math Spanish *(4) Frontline PD Evaluation Surveys

INSTRUCTION 3	3. The school district's science achievement score: The score is comprised of the following: • Overall performance: The proficiency rate of all students in a school district; • Subgroup performance: The proficiency rate of all student subgroups. (Assessment data provided by NJDOE)	(1) Partnership with NJCTL and adoption of their Virtual Platform * (2) Utilizing MobyMax as a Science Intervention Tool * (3) Grade 6-8 students will take practice NJSLA students - data will be used to identify areas where students need intervention and enrichment (4) K-12: Professional development has been and continues to be deployed for the purpose of building teacher capacity to deliver highly engaging remote instruction, both synchronously and asynchronously for all teachers across all grade levels. starting in Summer 2020 through June 2021	Supervisor of STEM, Elementary and Supervisor of STEM, Secondary	8/1/2020 - 6/30/2021	(1) Moodle Reports * (2) Moby Max Reports * (3) NJSLA Science Spreadsheet * (4) Frontline PD Evaluation Surveys
INSTRUCTION 4	4. The school district's ELA academic progress. • Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups' mSGPs. (Assessment data provided by NJDOE)	K-5: *Administering and disaggregating the following student performance indicators: Renaissance STAR Early Literacy and Reading assessments in English and Spanish, literacy interim assessments (four times yearly), Lexia Core 5 autoplacer assessment and intervention (all students), Istation (launch in progress) autoplacement and intervention (English language learners), and Waterford (grades K-1 students with specific special needs) 6-8: *Administering and disaggregating student performance data from the following: Renaissance STAR Reading assessments in English and Spanish, literacy unit assessments, Lexia PowerUp autoplacer assessment and intervention (all students) 9-10: *Administering and disaggregating student performance data from the following: Renaissance STAR Reading assessments in English and Spanish, literacy unit assessments, Lexia PowerUp autoplacer assessment and intervention (all grades) as well as ACCESS 2.0 assessment to determine English language acquisition of ELs K-12: *District professional development and school-based PLCs aligned to performance indicator findings with a focus on remote instruction and student engagement will continue to be deployed throughout SY 20-21.	Supervisor of Humanities, Supervisors of Bilingual, ESL, and World Language, Assistant Superintendents of Elementary and Secondary Education, Principals, Vice Principals, I&RS, and SLT	9/1/2020 - 6/30/2022	Reports from each of the following: Performance Matters, STAR Reading and Early Literacy (English and Spanish), ACCESS 2.0, Lexia, Istation, and Waterford Early Learning
INSTRUCTION 5	5. The school district's mathematics academic progress. • Academic progress is calculated to include subgroup performance by averaging the mSGP of all students with the average of all subgroups' mSGPs. (Assessment data provided by NJDOE)	(1) Implementing DreamBox to support math Response to Intervention (RTI) District-wide K-12 * (2) Creation of Bilingual Honors' Program * (3) Development of Mixed Grade Level Assessments and scope and sequence for self contained students * (4) Utilization of STAR Math assessment as universal screener to identify skills students need to focus on. *(5) Teacher training/professional development starting in Summer 2020 through June 2021	Supervisor of STEM, Elementary and Supervisor of STEM, Secondary	8/1/2020 - 6/30/2021	(1) Dreambox Reports * (2) PowerSchool Reports * (3) Edulastic Reports * (4) STAR Math reports, including Star Math Spanish
INSTRUCTION 6	6. The school district's graduation rate (average of four-year and five-year adjusted cohort graduation rates). • Graduation rate is calculated to include subgroup performance by averaging the combined graduation rate (i.e. the average of the four-year and five-year graduation rates) of all students with the average of all subgroups' combined graduation rates. (Assessment data provided by NJDOE)	(1) Analyze academic performance of cohort students on a regular basis - share info with students and parents (2) Analyze academic performance of students placed in out-of-district placements. Some of these students are not graduating at the same rate as district students. (3) Review current practices to place students who are new to the country, with no credit and/or interrupted education, who arrive in the Spring to reduce the impact on the graduation rate. (4) Identify students labeled as: non-verified, dropout or off track - reach out to students and develop a re-engagement plan	Principals, Office of Assessment, Guidance Counselors	8/1/2020 - 6/30/2021	(1) Completion of student credit check forms for cohort students (2) NJSmart Reports (3) PowerSchool Reports

INSTRUCTION 7	7. The school district's measure(s) for school quality and student success is calculated to account for subgroup performance by averaging the rates for all students with the average of all subgroups' rates. (Assessment data provided by NJDOE)	(1) Each school will develop an attendance team whose primary function is to assist and reduce contributing barriers to regular student achievement and increase parental engagement to this end. (2)The district school support office will work collaboratively with schools to identify students who have excessive absences. (3) The Office of School Support will provide schools with monthly attendance reports and send attendance officers to conduct wellness checks. (4) Schools will promote attendance through perfect attendance award ceremonies and utilizing Attendance Works strategies. (5) The student information system will be monitored and updated to reflect students who have moved out of district, moved out of country or who registered but never reported. (6) Implementation of All Kids Thrive Grant Committee action plan	Office of School Support, Program Managers, Principals, Coordinator of Community Engagement and Attendance Officers	8/1/2020 - 6/30/2021	(1) Meeting minutes from School Attendance Teams, District Attendance Committee. (2) Completed School Attendance Action Plans (3) Perfect Attendance Letters (4) Reports from Attendance Officer home visits (5) PowerSchool Reports
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