



CHRIS CHRISTIE
Governor

KIM GUADAGNO
Lt. Governor

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

KIMBERLEY HARRINGTON,
Acting Commissioner

April 4, 2017

Mr. John DeStefano, Superintendent
Buena Regional School District
jestefano@buena.k12.nj.us

Dear Mr. DeStefano:

Pursuant to the requirements of N.J.A.C. 6A:30, the Buena Regional School District has undergone the Quality Single Accountability Continuum (QSAC) review. In order to determine the scope of your district's onsite evaluation, Department staff reviewed your self-assessment documents (Statement of Assurance and District Performance Review) and analyzed district performance against critical indicators in all five QSAC areas. As a result, the Executive County Superintendent and team conducted an evaluation in the area of instruction and program. In addition, County staff conducted a review of the district's SOA in the areas of governance and operations. The district has been placed on a continuum in five areas: instruction and program, fiscal management, governance, operations and personnel. The complete QSAC results, including county office verification of the district's self assessment, are enclosed. The placement scores are listed below:

QSAC Areas	Initial Placement
Instruction and Program	77%
Fiscal Management	100%
Governance	98%
Operations	95%
Personnel	100%

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

Pursuant to N.J.A.C. 6A:30-4.1(f), 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.state.nj.us.

Your district did not satisfy at least 80% of the weighted indicators in the area of instruction and program. QSAC regulations require you to complete a district improvement plan (DIP) to address all noncompliant indicators. You will receive instructions for developing your DIP in a separate memo. The deadline for submission of the board-approved DIP is July 1, 2017. We look forward to working with you in your improvement efforts.

Sincerely,

Robert L. Bumpus
Assistant Commissioner
Division of Field Services

RLB:PJG:buena/initial review
Enclosures
c: Richard Stepura

QSAC District Improvement Plan (DIP)

District:	Buena Regional School District	Submission Date:	June 22, 2017
Submitted by (name and title):	Mary Lou DeFrancisco, Interim Superintendent		
Step 1: Indicators (DPR or SOA)	Step 2: Issue/Actions/Strategies/Intervention and Budgeted Resources	Step 3: Person Responsible	Step 4: Evidence of Completion/Impact
DPR I&P 1 The District meets the Annual Measurable Objective (AMO) in language arts literacy (LAL) for the district's total population	The required percentage of students have not met the state progress targets for language arts as determined by assessment date provided by NJDOE. In order to improve in this indicators the following will be implemented: 1. Revisit and provide a refresher in-service in the consistent application of the rubrics used in the approved evaluation tool used for Principals, Teachers, and other appropriate certificated staff. 2. Provide continued in-service to staff regarding improved understanding in the writing of SGO's 3. Utilize more rigorous data driven instruction in the development of SGO's/SGP's 4. Improve the use of multiple measure assessment tools, i.e. MAPS, local benchmarks, PARCC, and lesson plans. 5. Purchase and implementation of the use of technology that offers students and staff accessibility to increased use of technology. 6. Increase number/percentage of students participating in state testing. 7. Improve student and staff attendance to increase student instructional consistency.	Superintendent, Principals, Vice Principal, Supervisors and Subject Area Coordinators.	1. Increase the previous years percentage of students who are proficient on state test. All progress targets will be addressed by the total student population including sub groups. 2. Development of lesson plans that document instructional activities to reach a diversified group of learners. 3. Monitor use of data driven assessment to plan instruction and incorporate SGO goals to promote student progress. 4. Meeting schedules, minutes, agendas, and staff in-service, will be used to document a continuum of reflection of teaching skills, techniques and student growth results. 5. Equipped schools with the necessary technology to promote student engagement and progress. 6. Analyze and review student attendance/absence patterns to be able to improve student attendance. 7. District test data analysis of benchmark testing used as well as State test data analysis for all schools to better plan targeted instruction.

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DPR I&P 2 The District meets the Annual Measurable Objective (AMO) in mathematics for the district's total population	The required percentage of students have not met the state progress targets for language arts as determined by assessment date provided by NIDOE. In order to improve in this indicators the following will be implemented: 1. Revisit and provide a refresher in-service in the consistent application of the rubrics used in the approved evaluation tool used for Principals, Teachers, and other appropriate certificated staff. 2. Provide continued in-service to staff regarding improved understanding in the writing of SGO's 3. Utilize more rigorous data driven instruction in the development of SGO's/SGPs 4. Improve the use of multiple measure assessment tools, i.e. MAPS, local benchmarks, PARCC, and lesson plans. 5. Purchase and implementation of the use of technology that offers students and staff accessibility to increased use of technology. 6. Increase number/percentage of students participating in state testing. 7. Improve student and staff attendance to increase student instructional consistency.	Superintendent, Principals, Vice Principal, Supervisors and Subject Area Coordinators.	1. Increase the previous years percentage of students who are proficient on state test. All progress targets will be addressed by the total student population including sub groups. 2. Development of lesson plans that document instructional activities to reach a diversified group of learners. 3. Monitor use of data driven assessment to plan instruction and incorporate SGO goals to promote student progress. 4. Meeting schedules, minutes, agendas, and staff in-service, will be used to document a continuum of reflection of teaching skills, techniques and student growth results. 5. Equipped schools with the necessary technology to promote student engagement and progress. 6. Analyze and review student attendance/absence patterns to be able to improve student attendance. 7. District test data analysis of benchmark testing used as well as State test data analysis for all schools to better plan targeted instruction.

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DPR I&P 3 Language Arts Literacy (LAL) State assessment data for the district's total student population shows 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 students 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 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 population; or 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;	The required percentage of students have not met the progress targets in language arts literacy as measured through assessment data results provided by NJDOE. In following strategies will be implemented to improve in the areas noted. 1. In service refresher on the Danielson evaluation tool in order to promote consistency in the application of the rating rubric across the district. 2. Development and implementation of an outlined observation/evaluation timeline. 3. With assistance of the DEAC committee communicate with all staff definition of ratings highly effective, effective, partially effective, ineffective in that a common "language" is understood among all stakeholders. 4. Promote the interest of all students by encouraging greater participation in PARCC. Additional data could promote automatic result improvement. 5. Implementation of formative/benchmark in district assessments to analyze data and target student instructional needs.	Superintendent, Principals, Vice Principal, Supervisors and Subject Area Coordinators. DEAC committee members and Professional Development Administrators' will also take part.	Increase the previous year's percentages of students who were proficient on state testing. Meeting of targets for general education population as well as sub groups. Meeting schedules, minutes, agendas, attendance lists, assessment and data analysis team meeting agendas will be used as evidence to demonstrate growth. District Test Data analysis conducted by key administrative personnel (including but not limited to the Principal) for each school.

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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 populations; or h. At least a 1% decrease in the achievement gap or difference between the NJDOE and (95%) and the district's prior year's proficiency percentage of the total student population.	6. Monitor I & RS process to maximize targeted instruction for all at risk students. 7. Promote data analysis on a continuous basis to assist in the district being successful in attaining Annual Measureable Objectives in each of our five schools.		

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DPR I&P 4 Mathematics assessment data for the district's total student populations shows 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 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 population; or 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 population; or	The required percentage of students have not met the progress targets in mathematics as measured through assessment data results provided by NJDOE. In following strategies will be implemented to improve in the areas noted. 1. In service refresher on the Danielson evaluation tool in order to promote consistency in the application of the rating rubric across the district. 2. Development and implementation of an outlined observation/evaluation timeline. 3. With assistance of the DEAC committee communicate with all staff definition of ratings highly effective, effective, partially effective, ineffective in that a common "language" is understood among all stakeholders. 4. Promote the interest of all students by encouraging greater participation in PARCC. Additional data could promote automatic result improvement.	Superintendent, Principals, Vice Principal, Supervisors and Subject Area Coordinators. DEAC committee members and Professional Development Administrators' will also take part.	Increase the previous year's percentages of students who were proficient on state testing. Meeting of targets for general education population as well as sub groups. Meeting schedules, minutes, agendas, attendance lists, assessment and data analysis team meeting agendas will be used as evidence to demonstrate growth. District Test Data analysis conducted by key administrative personnel (including but not limited to the Principal) for each school.

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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 population; or 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 population.	5. Implementation of formative/benchmark in district assessments to analyze data and target student instructional needs. 6. Monitor I & RS process to maximize targeted instruction for all at risk students. 7. Promote data analysis on a continuous basis to assist in the district being successful in attaining Annual Measureable Objectives in each of our five schools.		

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DPR I&P 7 The percentage of students who graduated from high school by way of the High School Proficiency Assessment (HSPA) in the last academic year is: a. at least 95% according to the most recent NJDOE published high school graduation rate (N.J.S.A. 18A:7E-3); or b. at least 90% according to the most recent NJDOE - published high school graduation rate (N.J.S.A. 18A:7E-3); or c. at least 85%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3); or d. at least 80%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3).	The required percentage of 95% graduation rate to achieve a point value of 4 was not achieved in this area. The graduation rate as commented upon by the County review noted the district's 2016 4-year cohort graduation rate was 91.7%. The following plan strategies will be implemented to promote achievement of this goal. 1. Create a flow chart demonstrating the number of students entering high school and the projected number of students graduating three years later. 2. Review, revise, additional credit recovery opportunities for students. 3. Explore, review and plan the creation of an Academy approach to the high school program in order to motivate students to be successful using a career readiness incentive to continue their education after high school or be able to be prepared to enter the work force upon graduation. 4. Continue/enhance through increase in technology equipment accessible to students credit recovery opportunities through a virtual classroom setting. 5. Continue to review, revise and implement attendance interventions to promote increased student attendance.	Superintendent, High School Administration, Student Personnel Services Supervisor and counselors.	Flow chart. Credit recovery attendance. Increase in attendance percentages at each grade level.



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Acting Commissioner

June 28, 2017

Mr. John DeStefano, Superintendent
Buena Regional School District
jdestefano@buena.k12.nj.us

Dear Mr. DeStefano:

Department staff have reviewed the revised district improvement plan (DIP) for instruction and program. This is to inform you that the plan has been approved for implementation.

The Executive County Superintendent and staff will conduct an interim review of progress in December 2017. Please contact me if you have any questions.

Sincerely,

Pamela J. Garozzo

Pamela J. Garozzo
QSAC Director

c: Richard Stepura