

**QSAC DISTRICT IMPROVEMENT PLAN (DIP)**

**DISTRICT:** LAKEWOOD

**SUBMISSION DATE:** JANUARY 24, 2018

**SUBMITTED BY:** LAURA A. WINTERS, 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
<p><b>Instruction &amp; Program:</b> 1: The district meets the AMO in LAL for the district's total population</p>	<p>The English Language Arts Curriculum is aligned to the rigorous Common Core standards. A Word Study/Vocabulary component has been built into the Balanced Literacy Framework. High quality professional development is delivered by Literacy Coaches, Administrators, and Consultants to ensure that all students receive highly effective instruction. Professional Development is geared towards unpacking the standards, common core alignment, and PARCC just to name a few. The district has put the following programs in place: Computerized Intervention Program for Reading and ongoing SIOP training. Parental Education Training and a Parent Academy are geared to assisting parents in gaining the skills and knowledge needed to guide their children in the literacy process. Standards aligned Language Arts assessments have been created to assess the learning. Data from the interim assessments is used to guide whole and small group instruction to meet the needs of individual students.</p>	<p>Literacy Coaches Supervisors Principals/Assistant Principals Highly- Qualified Teachers</p>	<p>Professional Development Sign-in Sheets Professional Development Agenda Professional Development Hand-outs Interim Assessment Data Standards-Based Curriculum Universal Screening Reports District Benchmarks</p>

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
<p><b>Instruction &amp; Program:</b> 2: The district meets the AMO in Mathematics for the district's total population.</p>	<p>The Mathematics Curriculum is aligned to the rigorous Common Core standards. A "Number Talks" component has been built into the Mathematics framework to build mental math strategies. High quality professional development is delivered by Mathematics Coaches, Administrators, and Consultants to ensure that all students receive highly effective instruction. Tier 2 and 3 mathematics intervention is delivered through the i-Ready math computerized intervention program. PARCC questions organized by standards and incorporated into a daily spiral. Standards aligned Mathematics assessments have been created to assess the learning, as the learning is taking place. Data from the interim assessments is used to guide whole and small group instruction to meet the needs of individual students.</p>	<p>Mathematics Coaches Supervisors Principals/Assistant Principals Highly- Qualified Teachers</p>	<p>Professional Development Sign-in Sheets Professional Development Agenda Professional Development Hand-outs Interim Assessment Data Standards-Based Curriculum District Benchmarks</p>
<p><b>Instruction &amp; Program:</b> 3: 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</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>achieved proficiency (proficient plus advanced proficient) in the most recent year assessed (NJDOE goal); or</p> <p><b>STEP 1: INDICATORS (DPR OR SOA)</b></p>	<p><b>STEP 2: ISSUE/ACTIONS/STRATEGIES/INTERVENTION AND BUDGETED RESOURCES</b></p>	<p><b>STEP 3: PERSON RESPONSIBLE</b></p>	<p><b>STEP 4: EVIDENCE OF COMPLETION/IMPACT</b></p>
<p>b) At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>c) At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>d) At least a 5% decrease in the achievement gap or difference between the NJDOE goal (95%) and the district's prior year's</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

proficiency percentage of the total student population; or			
<b>STEP 1: INDICATORS (DPR OR SOA)</b>	<b>STEP 2: ISSUE/ACTIONS/STRATEGIES/INTERVENTION AND BUDGETED RESOURCES</b>	<b>STEP 3: PERSON RESPONSIBLE</b>	<b>STEP 4: EVIDENCE OF COMPLETION/IMPACT</b>
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 English Language Arts Curriculum is aligned to the rigorous Common Core standards. A Word Study/Vocabulary component has been built into the Balanced Literacy Framework. High quality professional development is delivered by Literacy Coaches, Administrators, and Consultants to ensure that all students receive highly effective instruction. Professional Development is geared towards unpacking the standards, common core alignment, and PARCC just to name a few. The district has put the following programs in place: Computerized Intervention Program for Reading and ongoing SIOP training. Parental Education Training and a Parent Academy are geared to assisting parents in gaining the skills and knowledge needed to guide their children in the literacy process. Standards aligned Language Arts assessments have been created to assess the learning. Data from the interim assessments is used to guide whole and small group instruction to meet the needs of individual students.	Literacy Coaches Supervisors Principals/Assistant Principals Highly- Qualified Teachers	Professional Development Sign-in Sheets Professional Development Agenda Professional Development Hand-outs Interim Assessment Data Standards-Based Curriculum Universal Screening Reports District Benchmarks
<b>STEP 1: INDICATORS (DPR OR SOA)</b>	<b>STEP 2: ISSUE/ACTIONS/STRATEGIES/INTERVENTION AND BUDGETED RESOURCES</b>	<b>STEP 3: PERSON RESPONSIBLE</b>	<b>STEP 4: EVIDENCE OF COMPLETION/IMPACT</b>
f) At least a 3% decrease in the achievement gap or difference between the	N/A	N/A	N/A

<p>NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or</p> <p>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; or</p> <p>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 population.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b>STEP 1: INDICATORS (DPR OR SOA)</b></p>	<p><b>STEP 2: ISSUE/ACTIONS/STRATEGIES/INTERVENTION AND BUDGETED RESOURCES</b></p>	<p><b>STEP 3: PERSON RESPONSIBLE</b></p>	<p><b>STEP 4: EVIDENCE OF COMPLETION/IMPACT</b></p>
<p><b>Instruction &amp; Program:</b> 4. Mathematics assessment data for the</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>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</p>			
<p>b) At least 85%-94.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>c) At least 75%-84.9% of the total student population achieved proficiency (proficient plus advanced proficient) in the most recent year assessed; or</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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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 population; or	The Mathematics Curriculum is aligned to the rigorous Common Core standards. A "Number Talks" component has been built into the Mathematics framework to build mental math strategies. High quality professional development is delivered by Mathematics Coaches, Administrators, and Consultants to ensure that all students receive highly effective instruction. Tier 2 and 3 mathematics intervention is delivered through the i-Ready math computerized intervention program. PARCC questions organized by standards and incorporated into a daily spiral. Standards aligned Mathematics assessments have been created to assess the learning, as the learning is taking place. Data from the interim assessments is used to guide whole and small group instruction to meet the needs of individual students.	Mathematics Coaches  Supervisors  Principals/Assistant Principals  Highly- Qualified Teachers	Professional Development Sign-in Sheets  Professional Development Agenda  Professional Development Hand-outs  Interim Assessment Data  Standards-Based Curriculum  District Benchmarks
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	N/A	N/A	N/A
f) At least a 3% decrease in the achievement gap or	N/A	N/A	N/A

<p>difference between the NJDOE goal (95%) and the district's prior year's proficiency percentage of the total student population; or</p>			
<p><b>STEP 1: INDICATORS (DPR OR SOA)</b></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b>STEP 1: INDICATORS (DPR OR SOA)</b></p>	<p><b>STEP 2: ISSUE/ACTIONS/STRATEGIES/INTERVENTION AND BUDGETED RESOURCES</b></p>	<p><b>STEP 3: PERSON RESPONSIBLE</b></p>	<p><b>STEP 4: EVIDENCE OF COMPLETION/IMPACT</b></p>
<p>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; or</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>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 population.</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p><b>Instruction &amp; Program:</b> 5) The district has no priority schools as designated by the NJDOE</p>	<p><b>LAKEWOOD HIGH SCHOOL IS A PRIORITY SCHOOL</b></p>	<p>LHS IS A PRIORITY SCHOOL</p>	<p>LHS IS A PRIORITY SCHOOL</p>



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<p>5b) The district has reward schools as designated by the NJDOE.</p>	<p><b>THE LAKEWOOD SCHOOL DISTRICT DOES NOT HAVE ANY REWARD SCHOOLS.</b></p>	<p>THE LSD DOES NOT HAVE ANY REWARD SCHOOLS.</p>	<p>THE LSD DOES NOT HAVE ANY REWARD SCHOOLS.</p>
<p><b>Instruction &amp; Program:</b> 6) At least 70% of the district's total student population, across all grades tested in science, achieved proficient or advanced proficient status on the most recent state science assessments.</p>	<p>The Science Curriculum is aligned to the rigorous NJ state standards. The District Curriculum Team adopted a Science curriculum aligned to the Next Generation Science Standards. The district provided teachers with professional development and a primary resource and accompanying lab materials to address the engineering practices in the curriculum. The district's language arts and content area instructional framework focus on embedding non-fiction reading material into the L.A block and incorporating non-fiction reading comprehension strategies into the content block.</p>	<p>Supervisors Principals/Assistant Principals Highly- Qualified Teachers</p>	<p>Interim Assessments Standards-Based Curriculum Newly Adopted Science Curriculum with embedded engineering practices based on the newly adopted next generation science standards</p>
<p><b>STEP 1: INDICATORS (DPR OR SOA)</b> <b>Instruction &amp; Program:</b> 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-</p>	<p>The High School Proficiency Assessment is being replaced by PARCC.</p>	<p>N/A</p>	<p>N/A</p>

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published high school graduation rate (N.J.S.A. 18A:7E-3); or	N/A	N/A	N/A
b) at least 90%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3); or	N/A	N/A	N/A
c) at least 85%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3); or	N/A	N/A	N/A
d) at least 80%, according to the most recent NJDOE-published high school graduation rate (N.J.S.A. 18A:7E-3).	N/A	N/A	N/A
9) Based on state assessment data, the achievement of all subgroup populations is	<b>Comment from County:</b> District needs a Bilingual Child Study Team.  The Lakewood School District advertised for the	Superintendent	Hiring of Bilingual Child Study Team

<p>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 and Common Core State Standards; lack of consistent focus on academic work using data; insufficient exposure to the NJCCCS and CCCS; use of unaligned instructional materials; ...</p>	<p>following positions: Bilingual School Psychologist (Fluent in Spanish) Bilingual School Social Worker (Fluent in Spanish) Bilingual Learning Disabilities Teacher Consultant (Fluent in Spanish) Bilingual Speech Therapist (Fluent in Spanish)</p>	
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STEP 1: INDICATORS (SOA)	STEP 2: ISSUE/ACTIONS/STRATEGIES/INTERVENTION AND BUDGETED RESOURCES	STEP 3: PERSON RESPONSIBLE	STEP 4: EVIDENCE OF COMPLETION/IMPACT
<p>10) For those subgroup populations at the district and school levels that have shown improvement or growth, the district investigates and identifies factors that may have contributed to improvement, including but not limited to those below; Curriculum aligned to the NJCCC and CCCS; consistent focus on academic work; appropriate use of aligned assessments, both formative and summative; increased exposure to the NJCCCS and CCSS; adoption and implementation of aligned instructional materials; targeted professional development for teachers based on needs assessment and data analysis; employment of full-time, highly qualified teachers; etc...</p>	<p><b>Comment from County:</b> District needs a Bilingual Child Study Team.</p> <p>The Lakewood School District advertised for the following positions:</p> <p>Bilingual School Psychologist (Fluent in Spanish)                      Bilingual School Social Worker (Fluent in Spanish)                      Bilingual Learning Disabilities Teacher Consultant (Fluent in Spanish)                      Bilingual Speech Therapist (Fluent in Spanish)</p>	<p>Superintendent</p>	<p>Hiring of Bilingual Child Study Team</p>

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<p><b>Fiscal Management DPR:</b></p> <p>1: The monthly Board Secretary's report is completed and reconciled without exceptions (e.g.: unbalanced/inaccurate balance sheet, unauthorized transfers) and is completed within 30 days of the month's end, reconciled with the Treasurer's report or equivalent report within 45 days of the month's end and submitted to the board within 60 days of the month's end for approval (N.J.A.C. 6A:23A-6.10). The report contains a budget status report, which includes for each required line item account, the original budget, transfers, adjusted budget,</p>	<p>District will submit documents to the DOE within the required timeframe</p>	<p>Business Administrator</p>	<p>Board Secretary and Treasurer Reports will be submitted to the BOE on a monthly basis for approval and to the DOE immediately following BOE approval</p> <p><b>Comment:</b> District states that the Treasurers reports are submitted and Board approved in a timely fashion, as noted on Board agendas.</p>

<p>expenditures, encumbrances and available balance.</p> <p><b>STEP 1: INDICATORS (DPR OR SOA)</b></p>	<p><b>STEP 2: ISSUE/ACTIONS/STRATEGIES/INTERVENTION AND BUDGETED RESOURCES</b></p>	<p><b>STEP 3: PERSON RESPONSIBLE</b></p>	<p><b>STEP 4: EVIDENCE OF COMPLETION/IMPACT</b></p>
<p><b>Fiscal Management DPR:</b></p> <p>2: The district follows a standard operating procedures manual for business functions (N.J.A.C. 6A:23A-6.6), which includes a system of internal controls (N.J.A.C. 6A:23-A-6.4) to prevent the over-expenditure of line item accounts and to safeguard assets from theft and fraud.</p>	<p>The District has adopted a Standard Operating Procedures Manual.</p> <p>Budget Lines items sometimes show a negative balance.</p>	<p>Business Administrator Superintendent</p>	<p>Budget line items reflect a more accurate depiction of expenditures thus creating less negative balances. This will improve fiscal responsibility. The difference between prior years and the current year will clearly reflect an improvement.</p> <p>Standard Operating Procedures Manual.</p>
<p><b>Fiscal Management DPR:</b></p> <p>4: The district has filed the annual audit of its Comprehensive Annual Financial Report (CAFR) and filed other supporting forms and collections (Auditor's Management Report, Federal Data Collection Form) by the due date.</p>	<p>No action is necessary as the District has been compliant in this area.</p>	<p>Business Administrator</p>	<p>The district has been compliant in this area the past two years.</p>

(N.J.S.A. 18A:23-1)	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
5b) Has no repeat audit findings of a substantive nature.	<p><b>County Comment:</b> The district continues to be in deficit. The repeat audit findings show that the district is still in deficit for both the general and special revenue funds. In addition, the district did not keep sufficient documentation to support students reported on the ASSA, this resulted in a repeat audit finding. Corrective action was taken on all other prior year findings.</p>	N/A	N/a	
c) has no material weaknesses in the findings.	The district is in a deficit.	The district is in a deficit.	The district is in a deficit.	The district is in a deficit.
d) ends the year with no deficit balances and no line item over-expenditures in the general fund, special revenue fund, capital projects fund or debt service fund (other than permitted under state law and GAAP).	The district is in a deficit.	The district is in a deficit.	The district is in a deficit.	The district is in a deficit.

STEP 1: INDICATORS (SOA)	STEP 2: ISSUE/ACTIONS/STRATEGIES/INTERVENTION AND BUDGETED RESOURCES	STEP 3: PERSON RESPONSIBLE	STEP 4: EVIDENCE OF COMPLETION/IMPACT
<p><b>Fiscal Management DPR:</b></p> <p>6) The district manages and oversees NCLB, IDEA, ARRA and other entitlement and discretionary grants as required. Specifically, the district:</p> <p>a) complies with demonstration of comparability, maintenance of effort, supplement not supplant and other federal grant fiscal requirements</p> <p>d) Approves salaries funded by federal grants as documented in the board minutes and maintains the require time and activity reports</p> <p>7d) The district provides proper oversight and accounting of capital projects and Referendum and other Fund 30 capital</p>	<p>The District filed for an extension on a grant application, which <u>was granted</u> by the New Jersey Department of Education.</p>	<p>Business Administrator Grants Office</p>	<p>Email Documentation</p>
<p>d) Approves salaries funded by federal grants as documented in the board minutes and maintains the require time and activity reports</p>	<p>Grants and Business Office Personnel will list all grant funded salaries on the May Board Agenda.</p>	<p>Grants Office Business Administrator</p>	<p>Board Agenda</p>
<p>7d) The district provides proper oversight and accounting of capital projects and Referendum and other Fund 30 capital</p>	<p>The district and Architect of Record provided proper oversight of all individual projects.  The proper transfer of interest earned annually was made to the debt service and/or general fund.</p>	<p>Business Administrator</p>	<p>Architects Completed Contracts  Transfer of Funds  CAFR Report – No Findings</p>



<p>projects. Specifically the district conducts the proper fiscal close-out of completed projects. This includes proper transfer of interest earned annually to the debt service and/or general fund.</p>			
<p><b>STEP 1: INDICATORS (DPR OR SOA)</b></p> <p><b>Fiscal Management SOA:</b> 5: Includes only line-item transfers or appropriations of surplus for new program and initiatives contained in the original budget certified for tax, excluding transfers or health and safety related items and awards of additional state aid or grants for new purposes.</p>	<p><b>STEP 2: ISSUE/ACTIONS/STRATEGIES/INTERVENTION AND BUDGETED RESOURCES</b></p> <p>The district does not have any surplus to be appropriated.</p> <p>Line item transfers are only being made by the Business Administrator, Assistant Business Administrator, Grant CPA, or State Monitor.</p>	<p><b>STEP 3: PERSON RESPONSIBLE</b></p> <p>Business Administrator Assistant BA Grant CPA State Monitor</p>	<p><b>STEP 4: EVIDENCE OF COMPLETION/IMPACT</b></p> <p>Line Item Transfers</p>
<p><b>Fiscal Management SOA:</b> 6: Submits initial applications, revisions and final reports for all entitlement and discretionary grants in a</p>	<p>The district has a better understanding of programs, budget line items and control on grants than previously as a staff CPA has been dedicated to grant accounting and compliance. Committees have been created and will meet with Program Directors, Principals and Accounting staff to insure more adherences to program guidelines and accountability.</p>	<p>Business Administrator</p>	<p>The implementation of the District’s new strategies should insure that there is a better accountability for the timelines of all grants. This will be witnessed by future timely submissions.</p>

<p>timely manner.</p> <p><b>STEP 1: INDICATORS (SOA)</b></p>	<p><b>STEP 2: ISSUE/ACTIONS/STRATEGIES/INTERVENTION AND BUDGETED RESOURCES</b></p>	<p><b>STEP 3: PERSON RESPONSIBLE</b></p>	<p><b>STEP 4: EVIDENCE OF COMPLETION/IMPACT</b></p>
<p><b>Fiscal Management SOA:</b>                      10: Approves purchase orders approved only by the purchasing agent and issued in advance of goods received or services rendered and encumbered for the full contractual amount. There are no confirming orders.</p>	<p>The Purchasing Agent reviews all of the purchase orders before they are reviewed by the Business Administrator, which is the final review.</p>	<p>Business Administrator                      Purchasing Agent</p>	<p>Encumbered Purchase Orders</p>











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<p><b>Governance DPR:</b>                      2) The board of education has a policy and a contract with the Chief School Administrator (CSA) to annually evaluate the CSA based on the adoption of goals and performance measures, which reflect that highest priority is given to student achievement and attention to subgroup achievement. The board annually reviews and revises, as necessary, the evaluative instrument based on district goals and objectives. In the event that the certificate of the CSA is revoked, the contract is null and void as of the date of the revocation.</p>	<p>The Board of Education will evaluate its Chief School Administrator annually.</p>	<p>Board President</p>	<p>Completed Evaluation</p>

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<p>3c) The board’s adopted budget includes sufficient resources to address all board approved corrective measures, as applicable, in response to annual audits and other programmatic and fiscal monitoring reports.</p> <p><b>Governance SOA</b></p> <p><b>5:</b> Requires each board member and administrator to file a timely and properly completed financial and personal/relative disclosure statement each year (N.J.S.A. 18A:12-26). Annually discusses the School Ethics Act and has not been found in violation of the School Ethics Act (N.J.S.A. 18A:12-22).</p>	<p>The Board will adopt a budget each year, as long as it offers the students of Lakewood a thorough and efficient education.</p>	<p>Board President</p>	<p>Meeting Minutes</p>
<p><b>Governance SOA</b></p> <p><b>5:</b> Requires each board member and administrator to file a timely and properly completed financial and personal/relative disclosure statement each year (N.J.S.A. 18A:12-26). Annually discusses the School Ethics Act and has not been found in violation of the School Ethics Act (N.J.S.A. 18A:12-22).</p>	<p>All Board Members will file timely disclosure statements.</p>	<p>Board Secretary</p>	<p>Disclosure statements</p>




STEP 1: INDICATORS (SOA)	STEP 2: ISSUE/ACTIONS/STRATEGIES/INTERVENTION AND BUDGETED RESOURCES	STEP 3: PERSON RESPONSIBLE	STEP 4: EVIDENCE OF COMPLETION/IMPACT
<p><b>SOA 8:</b> Approves appointments and transfers, and removes or renews certificated and non-certificated officers and employees only by a roll call majority vote of the full membership of the board upon the recommendation o the CSA and acts within 60 days of the CSA’s recommendation.</p> <p><b>Governance SOA:</b> 9) Approves the monthly board secretary’s and treasurer’s reports within 60 days of month’s end and certifies in the minutes that the major funds (general fund, special revenue and capital projects fund) have not been over-expended (N.J.A.C. 6A:23A-16.10).</p>	<p><u>County comment:</u> Lakewood Board of Education meetings have been canceled due to lack of quorum.</p> <p>Board meetings have not been canceled due to a lack of quorum in a very long time.</p>	<p>Board President/Board Secretary</p>	<p>Meeting Minutes</p>
<p><b>Governance SOA:</b> 9) Approves the monthly board secretary’s and treasurer’s reports within 60 days of month’s end and certifies in the minutes that the major funds (general fund, special revenue and capital projects fund) have not been over-expended (N.J.A.C. 6A:23A-16.10).</p>	<p>The Lakewood School District will ensure compliance, as reflected in the minutes, within 60 days of month’s end.</p>	<p>Business Administrator</p>	<p>Meeting Minutes</p>


STEP 1: INDICATORS ( SOA)	STEP 2: ISSUE/ACTIONS/STRATEGIES/INTERVENTION AND BUDGETED RESOURCES	STEP 3: PERSON RESPONSIBLE	STEP 4: EVIDENCE OF COMPLETION/IMPACT
<p><b>Governance SOA</b>  <b>10:</b>                      Conducts a public hearing on the proposed budget and formally adopts the budget at a public meeting.</p>	<p><b>County comment:</b> The Board of Education members did not adopt the proposed budget.</p> <p>The Board will adopt a budget each year, as long as it offers the students of Lakewood a thorough and efficient education.</p>	<p>Board President</p>	<p>Meeting Minutes</p>

Signature Page

Name	Title	Signature	Date
Laura A. Winters	Superintendent		01/09/2018
Kevin Campbell	Business Administrator		01/09/2018
Robert Finger	Assistant Business Administrator		01/09/2018
Diane Piasentini	Purchasing Agent		01/09/2018
Malka Stein	Supervisor of STEM		01/09/2018
Tova Feifer	Supervisor of Title 1 Instruction and K-2 English Language Arts		01/09/2018
Tracy Paolantonio	Supervisor of Bilingual/ESL Programs and Guidance		01/09/2018
Devorie Stareshesfsky	Supervisor of Special Education		01/09/2018
Kevin Walters	Supervisor of ELA (Grades 3-12), Social Studies and Fine Arts		01/09/2018
Yaffa Botuck	ELA Instructional Coach		01/09/2018

Lakewood Board of Education –BOE approved on January 24, 2018

Lauren Stross	ELA Instructional Coach		01/09/2018
Stephanie Niechwiadowicz	Mathematics Instructional Coach		01/09/2018
Kimberlee Shaw	LEA President		01/09/2018
Moshe Bender	Board President		01/09/2018
David Shafter	State Monitor		01/09/2018
Michael I. Inzelbuch	General Counsel		01/09/2018

  
 Laura A. Winters, Superintendent of Schools

  
 January 24, 2018

Moshe Bender, Board of Education President

January 24, 2018