

**NEW JERSEY DEPARTMENT OF EDUCATION  
OFFICE OF FISCAL ACCOUNTABILITY AND COMPLIANCE  
CORRECTIVE ACTION PLAN**

SCHOOL DISTRICT NAME: MONMOUTH COUNTY VOCATIONAL SCHOOL DISTRICT COUNTY: MONMOUTH

TYPE OF EXAMINATION: CONSOLIDATED MONITORING

DATE OF BOARD MEETING: MAY 19, 2015

CONTACT PERSON MR. ANTHONY SCHAIBLE, ASSISTANT SUPERINTENDENT

TELEPHONE NUMBER: 732-431-7942 EX 7945 FAX NUMBER: 732-409-6736

| RECOMMENDATION NUMBER   | CORRECTIVE ACTION  | METHOD OF IMPLEMENTATION  | INDIVIDUAL RESPONSIBLE FOR IMPLEMENTATION | COMPLETION DATE OF IMPLEMENTATION                     |
|---|--|---|---|---|
| <b>Finding 1:</b> Title I funded staff must complete monthly personal activity reports  | A more detailed time and activity sheet for staff funded through Title I will be used implemented. | Monthly detailed activity sheet filed by effected staff.                              | Collette Flatt & Building Principal       | September 2015, see attached completed activity sheet |
| <b>Finding 2:</b> Identification of Title 1 students must be based on multiple criteria | Revise criteria to include multiple objective educational related criteria.                        | The new criteria is reviewed and students meeting criteria are provided with services | Anthony Villane Director of Grants        | September 2015 see attached criteria                  |
|   |  |   | INDIVIDUAL                                | COMPLETION  |

  
Chief School Administrator

5/13/15  
Date

  
Board Secretary/Business Administrator

5/13/15  
Date

**Monmouth County Vocational School District**  
**Title I Entrance and Exit Criteria.**

September 2014

To integrate Students/Special needs students into the classroom:

1. Students/Special needs support teachers go into the classroom in beginning of the year to introduce themselves as support for the class, program and teacher. Classified students are pulled out individually to discuss accommodations' that work best for them according to IEP.
2. Summary of strengths, weaknesses, and accommodations are written and reviewed with classroom teacher.
3. All students are rotated in groups, in order to evaluate retention of material. At first, all students are pulled out to review classroom material after first chapter is completed. A chapter quiz is given on material to evaluate mastery. This also acclimates students to being in groups, gets them comfortable with support teacher, this does not single out a student that is classified because they are all in groups, and students learn there is extra support when needed.
4. After first two weeks, and some classroom work/quizzes are collected, teacher evaluation is given on student's individual performance, and both classified/students having difficulty with material are rotated in groups to review classroom material each week.
5. Any student that is absent and has work to make up is rotated into the group during the school year. If a classified/non-classified student is having difficulty with a chapter, they are rotated in and out of the group as needed and based on subject matter proficiency. Classified students have individual reviews of material as needed or according to their IEP.
6. Notebooks are monitored to make sure content is up to date. Tests and classroom material are reviewed prior to retakes. Students have support for workbooks, vocabulary lists, and projects that are due.
7. Grades are reviewed by administration and given to support teacher for monitoring. Conversations on grades/performance/strategies are ongoing between administration, counselors, teachers, support staff and students for improvement on performances.
8. As students gain proficiency in the subject matter the students are cycled out of the group sessions. If during the school year a student again finds difficulty with the subject matter the students are once again invited to join the group sessions for additional assistance.

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| <b>Finding 3:</b> Required evidence of special needs students receiving Title 1 services which supplement existing services was lacking | A narrative must be provided to the NJDOE describing the Districts Title 1 program | Narrative has been developed that outlines the Districts Title 1 program and the services provided to participants | Anthony Villane<br>Director of Grants     | September 2015 see attached narrative |
|   |  |  | INDIVIDUAL                                | COMPLETION                            |

*[Signature]* \_\_\_\_\_ Date 5/13/15  
 Chief School Administrator Board Secretary/Business Administrator