



Regional
**ACHIEVEMENT
CENTERS**

**Collaboration
Coaching
Coherence**

2

School: Deerfield
Region: 7
County: Cumberland
District: Deerfield Twp
CDS: 111020040
RAC Classification: Focus
Rationale: Lowest Subgroup Performance: *Special Ed, Black*

School Improvement Plan Committee Members



RETURN TO INSTRUCTIONS

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

Select committee members to develop the School Improvement Plan. The committee should include a diverse set of members including school leaders and staff members, district leaders, parents/guardians, as well as RAC staff.

Please Note:
 Identify the stakeholders who participated in the needs assessment and/or development of the plan.
 Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures

Position	Name	Email	Phone Number	Please insert an 'X' to indicate participation in:		Signature	Date
				Quality School Review (QSR) / Needs Assessment	Development of SIP / Goals, Intervention Strategies		
Principal	Mark T. Jones	mijones@deerfield.k12.il.us	856-451-6610	X	X	<i>Mark T. Jones</i>	6/26/15
Vice Principal	Melinda Galasso	mgalasso@deerfield.k12.il.us		X	X	<i>Melinda Galasso</i>	6/26/15
Literacy Coach	Jane Patchell	jpatchell@deerfield.k12.il.us		X	X	<i>Jane Patchell</i>	6/26/15
Math Coach	Tanya Creamer	tcream@deerfield.k12.il.us		X	X	<i>Tanya Creamer</i>	6/26/15
Learning Consultant	Jodi Simpkins	jsimpkins@deerfield.k12.il.us		X	X		
Data Specialist	Johanna Cognato	jcognato@deerfield.k12.il.us		X	X		
Teacher	Mary Hickman	mhickman@deerfield.k12.il.us		X	X		
Teacher	Meghan Mosley	mmosley@deerfield.k12.il.us		X	X		
Teacher	Debbie Petronglo	dpetronglo@deerfield.k12.il.us		X	X		
Teacher	Jaelyn Sharkey	jsharkey@deerfield.k12.il.us		X	X		
Teacher	Elizabeth Schwab	eschwab@deerfield.k12.il.us		X	X		
RAC 7 Team	Katelyn Allen	katelyn.allen@doe.state.il.us		X	X		
RAC 7 Team	William Connolly	william.connolly@doe.state.il.us		X	X		
RAC 7 Team	Jennifer Foley-Hindman	jennifer.foley-hindman@doe.state.il.us		X	X		
RAC 7 Team	Cassandra Johnson	cassandra.johnson@doe.state.il.us		X	X		

QSR and Intervention Strategy Development Process

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

List the dates of the meetings when the Stakeholder/SIP Committee discussed the QSR and SIP development.



Date	Topic	Attendees	Agenda on File	Minutes on File
3/9/2015	Plan Development	Entire School RAC SIP Team	Yes	Yes
3/24/2015	OSR	Entire School RAC SIP Team	Yes	Yes
4/7/2015	OSR	Entire School RAC SIP Team	Yes	Yes
4/27/2015	OSR	Entire School RAC SIP Team	Yes	No
5/11/2015	Data Analysis	Mark T. Jones, Melinda Galasso, Jane Patchell, Tanya Creamer	No	No
5/12/2015	Data Analysis	Jane Patchell, Tanya Creamer	No	No
5/13/2015	Data Analysis	Entire School RAC SIP Team and Kate	Yes	No
5/20/2015	Root Cause Analysis	Mark T. Jones, Melinda Galasso, Jane	Yes	No
5/26/2015	Root Cause Analysis, SMART Goals	Melinda Galasso, Jane Patchell, Tanya	Yes	No
5/28/2015	SMART Goals	Mark T. Jones, Melinda Galasso, Jane	Yes	No
6/3/2015	SMART Goals	Mark T. Jones, Melinda Galasso, Jane	Yes	No

Quality School Review Details

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Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.

Use the link below to access the QSR rubric from the DOE website:
<http://www.state.nj.us/education/rac/pres/QSRRubric.pdf>

Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the indicator # for the description. Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1	2 - Developing	<p>Overall Strengths Summary</p> <p>High scores - 1.6 - PLC Meetings for LA, Math and Data, after teacher gives the Benchmark Spreadsheets we focused on looking for trends and looking for goals. Then moved onto discussing with grade level partners with support of the coaches. 1.7 - Familiarity with Danielson through OnCourse, with better feedback from teachers. Also modified the walkthrough instrument. 1.2 - Teachers are more involved in the SIP process. The teachers awareness of the SMART goals have increased this year and used the interim data to drive instruction.</p>	<p>Areas of Improvement Summary</p> <p>Lowest Score - 1.3 - Our code of conduct needs to be revised. Our liaison with PBSS advised that we will before revising the discipline policy as we started the first year of the PBSS process. Our policy is very general and makes it very hard to be consistent. It can be very hard for administration when the teachers are not as consistent with their classroom management. PBSS will help unify teacher expectations. Dearfield will still need to come up with a code of conduct for the beginning of the 15-16 school year. PBSS will also present expectations for teachers and students during the first few weeks of the 15-16 school year., 1.9, 1.10</p>
	1.2	2 - Developing		
	1.3	2 - Developing		
	1.4	2 - Developing		
	1.5	2 - Developing		
	1.6	2 - Developing		
2 - School Climate & Culture	1.7	2 - Developing	<p>High Score - 2.3 Use of OnCourse Parent Portal, Blackboard Connect, Common Core Standard resources were discussed at parent teacher conferences, K-2 standards based report card, standards based grading in middle school math and social studies.</p>	<p>Lowest Score - 2.1 Review and revise school's code of conduct after input and implementation from PBSS year 2. Utilize OnCourse Discipline Tracker. (Keep parents informed as Discipline Tracker is implemented). PBSS Team will provide training to staff. (Maintain toilet paper and paper towel supply in bathrooms).</p>
	1.8	2 - Developing		
	1.9	2 - Developing		
	2.1	2 - Developing		
3 - Effective Instruction	2.2	2 - Developing	<p>Highest Score - 3.6 Academic progress is monitored through benchmark assessments and discussed through PLC's with grade level partner(s) with the support of ELA & Math coaches.</p>	<p>Lowest Score - 3.1 (3.6) Align classroom behavior/discipline policy with PBSS' code of conduct. (3.1) Students need guidance to self-assess and monitor attainment of standard with a point of reference.</p>
	2.3	2 - Developing		
	3.1	3 - Proficient		
	3.2	3 - Proficient		
	3.3	3 - Proficient		
	3.4	3 - Proficient		
4 - Curriculum, Assessment and Intervention System	3.5	3 - Proficient	<p>Highest Scores - 4.3 Common Core reading series supplement have been given to gr. 3-8 ELA teachers. PLC times allow teachers to work on curriculum, plan appropriate interventions, discuss student needs/progress with peers. KTEBS assessment is given in the fall and spring to monitor classified students. 4.5 K-3 teachers use DBETS to identify students that are 2+ grades below grade level. Teachers were trained in administering running record (Fountas and Pinnell benchmark assessments) to identify students' reading levels. 4.5 IBBS Team tests students reading and math levels to drive interventions.</p>	<p>Lowest Score - 4.4 Various literacy and math series and versions within the series. Little consistency between K-8. Investigate literacy and math to help create consistency. Increase the Social Studies curriculum and textbook supply. Investigate Science curriculum. Update assessment instruments to support Common Core. Curriculum resources should look for built in RTI resources. 4.1 Try to implement Science and Social Studies into Language Arts (increase cross-curricular lessons). Update K-8 curriculum maps in Language Arts and Math by weekly increments. 4.4 School Budget and expenditures need to provide teachers with the resources for CCCS. 4.5 A formal process needs to be in place to identify and track the progress of students that are two or more years behind grade level in ELA & Mathematics. BSJ and RTI instruction needs to be scheduled to meet the needs of these students.</p>
	4.1	3 - Proficient		
	4.2	3 - Proficient		
	4.3	3 - Proficient		
	4.4	2 - Developing		
4.5	2 - Developing			

Quality School Review Details

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Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.

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Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description. Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle

5- Effective Staffing Practices

Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
5.1	2 - Developing	<p>Highest Score - 5.2 Evaluation system is up and running, and provides feedback for improving instruction with regard to formal and informal evaluations. Administration allows and provides multiple opportunities for teachers to engage in PD sessions. ELA & Math coaches provide support and resources to teachers. Teacher schedule was expanded to allow for daily PLC time.</p>	<p>Lowest Score - 5.1 Broaden advertisement resources used for hiring staff, ex: NJHIRE. Investigate utilizing grade/subject appropriate staff members to assist in interviewing process.</p>
5.2	2 - Developing		
5.3	2 - Developing		
5.4	2 - Developing		
5.5	2 - Developing		

6- Enabling the Effective Use of Data

6.1	2 - Developing	<p>Highest Score - 6.3 Teachers use benchmark data to drive instruction. PLC time is utilized to analyze, discuss, and plan for student interventions and teaching strategies.</p>	<p>Lowest Score - 6.2 Data PLCs need to be scheduled regularly amongst stake holders. An agenda and minutes need to be kept during data PLCs to help drive and document professional growth. Focus on grade level collaboration. Increase turn-key training during staff/grade level meetings and district in-services.</p>
6.2	2 - Developing		
6.3	2 - Developing		

7- Effective Use of Time

7.1	2 - Developing	<p>Highest Score - 7.1, 7.2 Master schedule includes RTI. Basic Skills/CS is offered to support special education students. Double math periods were implemented.</p>	<p>Grade levels and departments need to have common planning time to discuss and work on curriculum throughout the year. (Recommend common PLC with with coaches). Investigate adding extra transition time between classes to minimize tardiness and loss of instructional time. Utilize PBIS expectations.</p>
7.2	2 - Developing		
7.3	2 - Developing		

8- Family & Community Engagement

8.1	2 - Developing	<p>Highest 8.1 Monthly calendars are distributed to students and faculty, and are posted on the school web-site. On-course is used to communicate students' academics. A teacher serves as a liaison for the PTO. Administration, Teachers, and Stakeholders serve on a Fundraising Committee, which creates social events that raise money for co-curricular activities and field trips. Teachers communicate with parents throughout the school year with parents via On-course grade portal, some teachers use "Connect", which posts homework, Parent-Teacher Conferences, back to School Night, and oral/written communication. Teachers maintain accurate record of parent communication (Parent Contact Log). Blackboard connect disseminates school information.</p>	<p>Lowest 8.2 Plan more parent events at the school to celebrate student success. 8.1 Investigate improving DTIS school web-site. Utilize social media to increase community awareness and involvement.</p>
8.2	2 - Developing		

Data Review & Analysis

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LEARNING INSTRUCTIONS

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

- What questions arise from these data?
- What trends emerge?
- What is the impact on achievement?
- What does this metric tell you?
- What other forms of data would you like to review?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
ESEA Waiver Progress Targets / Achievement					
Schoolwide Performance Targets [Priority & Focus Schools]	Annual schoolwide proficiency targets in ELA and Math for 2013-2014 year, established under ESEA waiver	Schoolwide ELA target for "2013-2014" was 62.4% in ELA and 68.8% in Math.	School Accountability Progress Targets	School wide for ELA is 66.6%, for Math is 72.3% from the 2012-2013 NJASK	We met schoolwide AVP for Math, but not ELA.
Subgroup Performance Targets [Focus schools]	Annual proficiency targets for the two lowest performing subgroups in ELA and Math for 2013-2014 year, established under ESEA waiver	The two lowest performing subgroups are "Black" and "Special Education".	School Accountability Progress Targets	Black subgroup had a 33.3% proficiency rate in ELA and didn't meet their target of 51%. Black subgroup had a 47.3% proficiency rate in Math and met their goal (at least 90% of 51). Students with disabilities met their ELA & Math targets.	When subgroups did meet their goal, they didn't exceed their goal- they met it within confidence interval. (EXPLAIN)
Benchmark assessment (Participation)	Participation rates from 2014-2015 end of unit assessments	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade/department Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) 	edConnect; Data management system	99% student participation rate in ELA benchmark assessment. 100% participation rate in Math benchmark assessment.	2 students were absent due to sickness for several days during the first ELA benchmark assessment, and were unable to take the assessment. In Math all students participated in the benchmark assessments, but some classes were behind on their benchmark deadlines.
Benchmark Assessment (Proficiency)	Student performance on 2014-2015 end of unit assessments	<ul style="list-style-type: none"> Identify patterns by grade/subject/department Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify change over time Identify patterns by chronic absenteeism Identify patterns by students with chronic disciplinary infractions 	edConnect; Data management system	The percentage of passing scores on the ELA benchmark 1, 2, and 3 are as follows for the combined subgroups: 17.9%, 18.9%, 17.3%. The benchmark assessments in ELA didn't show growth in the subgroups. The percentage of passing scores on Math benchmark 1, 2, and 3 are as follows for the combined subgroups: 28.75%, 24.09%, 24.7%. Combined subgroups declined by 4% from the initial to the last Math Benchmark.	Students were overall proficient in ELA in grades K & 1. Students were overall proficient in ELA in 2nd grade, but a pattern of partially proficient writers was noted. Grades 3-8 were on average low with regard to writing, students were partially proficient with reading comprehension. In grades 3-8 students did better with reading comprehension compared with writing. Students in grade K & 1 were overall proficient in Math. Grade 2 started to show a small decline. By grade 3 students scores started to drop dramatically, and this lack of proficiency was evident across grades 3-8. Several students with chronic absenteeism, excessive tardies, and chronic disciplinary infractions showed lack of growth and/or decline in Math and ELA benchmarks.

Data Review & Analysis

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For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

- What trends emerge?
- What does this metric tell you?
- What other forms of data would you like to review?
- What is the impact on achievement?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
NJASK/HSPA	Student performance on 2013-2014 state assessments	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade/departments/subject Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify patterns by chronic absenteeism 	Accountability Data System	<p>NJASK ELA: 3rd Grade 58% Prof., 42% Pp., 4th Grade: 2% AP, 31% Prof., 67% Pp., 5th Grade 49% AP, 48% prof, 48% Pp., 6th Grade 54% Prof., 46% Pp., 7th Grade ELA 4% AP, 47% Prof, 49% Pp., 8th Grade 3% AP, 73% Prof., 23% Pp</p> <p>NJASK MATH: 3rd Grae: 13% AP, 55% Prof., 32% Pp, 4th Grade: 17% AP, 50% Prof., 33% Pp., 5th Grade: 20% AP, 56% Prof., 24% Pp, 6th: 32% AP, 43% Prof., 25% Pp, 7th Grade: 9% AP, 49% Prof., 42% Pp, 8th Grade: 13% AP, 27% Prof.,</p> <p>SGP student growth on Language Arts: 49/Schoolwide Performance, 55/Peer Percentile, 49/Statewide Percentile.</p> <p>SGP student growth on Math: 45/schoolwide performance, 30/Peer Percentile, 32/Statewide Percentile.</p> <p>Growth in ELA: pp: Low:26%, Typical:16%, High: 65 Proficient: Low: 8%, Typical: 20%, High: 21% AP: Low: 0, Typical 1%, High: 2%</p> <p>Growth in Math: Pp: Low: 22%, Typical: 11%, 6 students are given ACCESS for ELLs.</p> <p>Kindergarten- 1 student, 2nd Grade- 2 students, 3rd Grade- 2 students, 4th Grade- 1 student</p>	<p>NJASK statewide SGP targets (35) were exceeded in ELA and Math. Although DTS didn't meet the school wide performance target in ELA, the SGP in ELA was exceeded at each grade level. Students are making growth. In ELA & Math students within Partially Proficient showed primarily low growth, followed by typical and then high. In ELA highest three percentages were partially proficient: 26% low, Proficient: 21% high, Proficient: 20% typical. Math highest three groups: Proficient: 23% typical,, Partially proficient: 22% low, proficient, 12% low. Trend in ELA and Math: highest percentage of growth falls within typical followed by low then high. The achievement gap at DTS is lower than the state's at every grade level and in both ELA & Math.</p> <p>ACCESS is administered to assess progress in English language development.</p>
ACCESS for ELLs	Student performance of English Language Learners on English language proficiency (2013-2014) grades K-12	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade level 	AMAQ Data Report	<p>6 students are given ACCESS for ELLs.</p> <p>Kindergarten- 1 student, 2nd Grade- 2 students, 3rd Grade- 2 students, 4th Grade- 1 student</p>	<p>ACCESS is administered to assess progress in English language development.</p>
Environmental Enrollment	Number of students enrolled in your building	<ul style="list-style-type: none"> Identify overall enrollment and trends Identify enrollment by grade and subgroup 	District SIS	Total Enrollment 340.	Enrollment has remained steady.
Attendance rate (Student)	The average daily attendance for students in your building	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade Identify patterns by teacher Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify chronic absenteeism Identify interventions 	District SIS	<p>Overall Student Attendance: Sept: 95%, Oct. 91%, Nov. 94%, Dec. 95%, Jan. 94%, Feb. 94%, Mar 95%</p> <p>Chronic Absenteeism (Spec. Ed) Sept. 12%, Oct. 8%, Nov. 14%, Dec. Feb. 12%, Mar 10%</p> <p>Chronic Absenteeism (Black) Sept. 4%, Oct. 10%, Nov. 13%, Dec. 10%, Jan & Feb. 8%, Mar 6%</p> <p>From Sept. to 5/12/15 all grades had an overall absence rate of 4%. From beginning of school year to 5/15/15 overall grade level attendance percentages of current active students: K: 95.7 1st: 96.4%, 2nd: 96.1% 3rd: 95.9% 4th: 96.1% 5th: 96.4%, 6th: 96.1% 7th: 96.1% 8th: 96.1%</p>	<p>Absenteeism for both subgroups is higher than the school's level. Special Education subgroup had a higher rate of chronic absenteeism in comparison to the Black subgroup. 1st grade had the lowest rate of absences, 2nd grade had 4%, but one student missed 21 days, with exception of this student 2nd grade would have had below 4%. Middle school grades had highest absentee rates. 6th Grade had the highest rate of tardies, and three students had over 7 tardies. A few instances of excessive tardiness were noted within both subgroups and with a few students that were not in the subgroups. Overall grade level attendance averages are consistent from K-8 ranging from 95-96%.</p>

Data Review & Analysis

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For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations of the data. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis:

- What trends emerge? . What is the impact on achievement?
- What does this metric tell you? . What other forms of data would you like to review?
- What questions arise from these data?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Attendance (Staff)	The average daily attendance for staff	<ul style="list-style-type: none"> Identify overall rate Identify patterns by grade /department Identify chronic absenteeism Identify reasons for absenteeism 	Personnel system; Professional development schedule	Overall Staff Attendance: Sept. 97%, Oct. 92%, Nov. 89%, Dec. 82%, Jan. 87%, Feb. 88%, Mar. 91%	Staff attendance is highest in Sept. & Oct. and is lowest during Dec. and Jan.
Discipline	The number of suspensions, expulsions, and incident reports	<ul style="list-style-type: none"> Identify overall rate Identify types of incidents Identify patterns by grade Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify chronic offenders 	District SIS; School behavior management reports	Referrals/Special Education/Black Sept: 20/6/4 Oct: 27/16/3 Nov: 24/14/7 Dec: 21/7/7 Jan: 22/17/3 Feb: 14/5/3 Mar: 11/3/1 Apr: 9/3/0 Referrals with minimal to no action taken/Spec. Ed./Black: 50/35/29, Spec. Ed. 70%, Black: 58% Referrals with action taken/Spec. Ed./Black: 98/37/17. Spec. Ed. 38%, Black 17% Total Referrals/Spec. Ed./Black: 103/72/46 Spec. Ed. 70%, Black 45%.	Special Education subgroup attributes to the majority of office referrals. About half of all office referrals are attributed with the Black subgroup. A high percentage of the referrals from the combined subgroups warrant no or minimal action. With regard to referrals that warrant action the Special Education subgroups has double the amount of referrals as the Black subgroup 38% vs. 17%.
Graduation Cohort Analysis	Identifies the students in each cohort who are on track to graduate (HS only)	<ul style="list-style-type: none"> Identify overall projected graduation rate Identify students who have dropped out Identify students with credit deficiencies Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) Identify interventions 	NJ SMART, District SIS	N/A	N/A

Data Review & Analysis

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- What trends emerge?
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- What is the impact on achievement?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Culture and Climate Survey	Results from survey(s)	<ul style="list-style-type: none"> Identify staff satisfaction Identify perception of environment Identify perception of support Identify perception of students behavior Identify perception of adult culture 	NISCS reports; PESIS; Other survey tools	<p>Staff QSR surveys were under 70% for Enabling the Effective Use of Data, Effective Use of Time, Effective Family & Community Engagement, Staff ranked most indicators with 2/Developing and Effective Instruction with 3/ Proficient. Average staff ranking by indicator: Effective Instruction 3.35, Curriculum, Assessment & Intervention System 2.81, Effective staffing Practices 2.67, School Climate & Culture 2.56, School Leadership 2.53, Enabling the Effective Use of Data 2.5, Effective Use of Time 2.4, Effective Family and Community Engagement 2.16 Student Surveys Fall Climate & Culture Surveys Students 62% /Staff 81%/Parents 3%. Physical Envir. 58/50/82.3, Emotional Environ. 60.2./60.3/87.5 Teaching & Learning: 60.9/55.9/86.2, Relationships: 54.7/56.5/75.2, Morale- School Comm. 57.8/57.7/72.9, Comm. Engagement: 68/59.6/78.8</p>	<p>Student and Staff survey data were close. Students and parents ranked community engagement higher than the staff did. Parent participation rate was very low.</p>
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument	<ul style="list-style-type: none"> Identify observation ratings across school Identify observation ratings by grade/subject/subgroup Identify areas for feedback and professional development Identify instructional trends Percentage of teachers on CAP during 2014-2015 	School-level evaluation reports	Teacher observations ratings range from 3.25 - 4.0	Continue to offer PD in the areas of questioning and student engagement.

Data Review & Analysis

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Think through the following questions in completing the data analysis:

- What does this metric tell you? . What is the impact on achievement?
- What trends emerge? . What other forms of data would you like to review?
- What questions arise from these data?

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Other Indicators					
Analysis of Key Interventions Implemented from 2013 - 2014 and Current Year	Content Area or Population Addressed	Documentation of Effectiveness	Effectiveness	Measurable Outcomes	Description of the Strengths and Challenges
Benchmark Analysis	ELA & Math	Benchmark Spreadsheets, Benchmark Data Analysis Worksheet		NI Model Curriculum Benchmarks	Strengths: Teachers analyzed data to drive instruction. Teachers were asked to identify students and concepts that may need to be retaught. Teachers were asked to identify students that were in need of intervention. Challenges: A uniform system for collecting information on students in need intervention wasn't kept to
Reading Benchmarking	ELA	Fountas and Pinnel benchmark leveling.			Strengths: A school wide system for leveling students' reading level was adopted and implemented. Teachers were able to provide targeted reading instruction by identifying students' reading levels. Weakness: Instructional time spent benchmarking. A uniform system for collection information of students that are

Root Cause Analysis

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SELECTED CELL(S) FOR MODIFICATION

Modifying Cells to Display Text

Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

Enter additional detail on issue highlighted as a high priority need identified through the QSR process and data analysis.

Areas of Focus for SMART Goals	Performance Challenge	Possible Root Causes <i>(Based upon the QSR and data analysis, what factors are most likely to have contributed to this challenge?)</i>	Strategies to Address Challenge <i>(What does the root cause imply for next steps in improvement planning?)</i>	Turnaround Principle Addressed
ELA & Literacy (TP3, TP4) <i>(Includes Social Studies & Science)</i>	ESEFA ELA performance target wasn't met schoolwide or for the Black subgroup. (Special Education Interval). Cluster analysis revealed that writing was an overall weakness.	Teachers are using textbooks that aren't Common Core Aligned. RTI isn't built into ELA series. Science textbooks aren't Common Core aligned and need to be investigated. Common Core Social Studies textbook supply and resources are limited K-5. Limited amount of instructional time (2 periods) devoted to ELA. Need to implement cross-curricular lesson planning to incorporate Science and Social Studies with ELA. Varied familiarity with CCSS and expectations. Varied approaches for assessing, monitoring, teaching, and	<ol style="list-style-type: none"> 1: (3.2) Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. 2: (3.6) Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice. Academic progress is monitored through discussions of student data with leadership team. 3: (4.5) Both diagnostic data and intervention data are regularly analyzed to ensure rapid regrouping, either into or out of intervention programs. 	<ol style="list-style-type: none"> 3 - Effective Instruction 3 - Effective Instruction 4 - Curriculum, Assessment & Intervention System
Math (TP3, TP4)	Students lack Math foundational/fluency skills grades K-8.	Various Math series and versions of series are used across the school. Some Math textbooks aren't Common Core aligned. Some Math series don't have built in RTI supports and resources. Students are exposed to varied instructional strategies and terminology as a result of not having a unified Math program. Students not mastering basic math skills. Varied familiarity with CCSS and expectations. Varied approaches for assessing, monitoring, teaching, and differentiating instruction. Not enough time is	<ol style="list-style-type: none"> 1: (3.2) Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. 2: (3.6) Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice. Academic progress is monitored through discussions of student data with leadership team. 3: (5.3) Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and 	<ol style="list-style-type: none"> 3 - Effective Instruction 3 - Effective Instruction 5 - Effective Staffing
Climate & Culture (TP2)	Need for a universal positive behavior intervention plan to improve student behavior, learning environment, and climate & culture of the school.	Need for revised Code of Conduct. Inconsistent enforcement of schoolwide rules amongst staff members. Classroom rules and expectations vary within grade levels and within the school. Need for a school wide behavior incentive/recognition program. Varying types of classroom management and positive reinforcement approaches within the school. Need to increase family engagement.	<ol style="list-style-type: none"> 1: (7.1) There is a clear and consistent behavior system of rewards and consequences in use, with clear goals and means track progress and share 2: (2.2) School has in place and monitors a system of rewards and consequences to ensure consistent implementation (with age appropriate differentiation) across classrooms, grades and content areas. 3: (2.3) The commitment to high expectations is communicated frequently to families about the student's academic, social emotional, and behavioral progress. 	<ol style="list-style-type: none"> 2 - School Climate & Culture 1 - School Leadership 8 - Family Engagement
Differentiated Instruction (TP3)	Low and/or lack of growth on ELA and Math benchmark assessments.	Need for a tool to document and track students that are working below grade level. Need to document and track interventions. Varied instructional strategies that include: centers, small group instruction, UD, focused mini-lessons.	<ol style="list-style-type: none"> 1: (6.2) Instructional strategies, student grouping and targeted interventions are informed by the data. 2: (3.5) Instructional decision, including student grouping, differentiation and targeting for interventions are based on multiple measures of data, including observations, CFL Interim and formative assessments (daily, weekly, 3: (7.3) Teachers have planning time for grade/content meetings, as well as vertical staff collaboration. 	<ol style="list-style-type: none"> 6 - Enabling the Effective Use of Data 4 - Curriculum, Assessment & Intervention System 7 - Effective Use of Time

SMART Goal 1

8.1



Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date. It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

Do not base goals on data that will be available after June 30, 2016.

SMART Goal Specific/Strategic - What/Where? Measurable - %/How? Attainable - Reasonable? Relevant - Why? Timed - When?	70% of Deerfield Township School's lowest performing subgroups will increase their structure score by 4 points from their baseline score or have a scaled score of 3.5 by the end of the year writing assessment.
Performance Challenge Being Addressed	ES&A ELA performance target wasn't met schoolwide or for the Black subgroup. (Special Education was met within confidence interval). Cluster analysis revealed that writing was an overall
Strategies to Address Challenge	1: (3-2) Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs. 2: (3-6) Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice: Academic progress is monitored through discussions of student 3: (4-5) Both diagnostic data and intervention data are regularly analyzed to ensure rapid regrouping, either into or out of intervention programs. 4 - Curriculum, Assessment & Intervention System
Target population <i>[Focus school subgroups only]</i>	Black and SWD

To sort action steps by start date: Highlight the cells in the start date column, right click and select sort, oldest to newest. Note: if you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1 11/15/2015	11/15/2015 100% of students, in the two sub groups will be administered a baseline exam to identify at-risk students in need of intervention and to track growth.	Writing Pathways- informational writing rubric structure component. Writing portfolio with documentation of student progress.	
EOC2 1/15/2016	1/15/2016 50% of the identified students in our subgroups will increase their writing structure score by 1 point.	Structure component score of Writing Pathways writing rubric. Student writing portfolio with record of student progress.	
EOC3 3/15/2016	3/15/2016 50% of the identified students in our subgroups will increase their writing structure score an additional point from EOC2.	Structure component score of Writing Pathways writing rubric. Student writing portfolio with record of student progress.	
EOC4 5/15/2016	5/15/2016 50% of the identified students in our subgroups will increase their writing structure score an additional point from EOC3.	Structure component score of Writing Pathways writing rubric. Student writing portfolio with record of student progress.	
EOC5 6/30/2016	70% of Deerfield Township School's lowest performing subgroups will increase their structure score by 4 points from their baseline score or have a scaled score of 3.5 by the end of the year writing assessment.	7/15/2016 Structure component score of Writing Pathways writing rubric (informational). Student writing portfolio with record of student progress.	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	3	Teachers will be trained to evaluate student writing with Writing Pathways writing rubrics.	5 - Effective Staffing	9/1/2015	9/15/2015	Literacy Coach
2	2	A writing portfolio will be kept on each student. Student writing will be evaluated with Writing Pathways rubric. Student progress will be tracked.	3 - Effective Instruction	9/1/2015	6/30/2016	Administration

SMART Goal 1

8.1

REGIONAL SOLUTIONS

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Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source	Start Date	End Date	Location
3	Baseline and monthly writing prompts will be determined.	4 - Curriculum, Assessment & Intervention System	7/30/2015	Federal Title I	5/15/2016		Literacy Coach
4	Teachers will be trained in Common Core Writing Standards for their grade band.	5 - Effective Staffing	9/1/2015	Federal Title I	9/15/2015		Literacy Coach
5	EIA teachers will meet weekly with the Literacy Coach, grade level partner, and/or teacher in grade band to discuss student writing progress.	6 - Enabling the Effective Use of Data	9/1/2015	Federal Title I	6/30/2016		Administration
6	EIA class model for K-8 teachers will be developed and supports will be provided for implementation.	7 - Effective Use of Time	9/1/2015	Federal Title I	9/30/2015		Administration
7	Literacy coach will make a visit to each EIA and departmentalized Science and Social Studies teachers and give feedback.	3 - Effective Instruction	9/1/2015	Federal Title I	1/15/2016		Literacy Coach
8	K-8 professional development in Writer's Workshop.	5 - Effective Staffing	9/1/2015	Federal Title I	9/30/2015		Literacy Coach
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SMART Goal 2

8.11



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To sort action steps by start date: Highlight the cells in the start date column, right click and select sort, oldest to newest. Note: If you do this sort you will need to reorder your step numbers.

SMART Goal Specific/Strategic - Who? What? Measurable - % How? Achievable - Reasonable? Relevant - Why? Timed - When?	70% of Deerfield Township School's lowest performing subgroups will meet their final fluency target for the 2015-2016 school year. (Baseline to EOY)
Performance Challenge	Students lack Math Foundational/fluency skills grades K-8.
Strategies to Address Challenge	<p>1: (3-2) Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.</p> <p>2: (3-6) Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice: Academic progress is monitored through discussions of student</p> <p>3: (5-3) Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a</p> <p>Black and Students with Disabilities</p>
Target population <i>(Focus school subgroups only)</i>	

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1 11/15/2015	11/15/2015 100% of the students in the combined subgroups will be administered a baseline fluency assessment to identify at-risk students in need of intervention, develop individualized targets and to track growth.	Baseline fluency assessment kept in student math portfolio. Teacher running record of student growth towards individualized targets.	
EOC2 1/15/2016	1/15/2016 55% of the students in the combined subgroups will meet their individual target #1 on their fluency assessment.	Fluency assessment kept in student math portfolio. Teacher running record of student growth towards individualized targets.	
EOC3 3/15/2016	3/15/2016 60% of the students in the combined subgroups will meet their individual target #2 on their fluency assessment.	Fluency assessment kept in student math portfolio. Teacher running record of student growth towards individualized targets.	
EOC4 5/15/2016	5/15/2016 65% of the students in the combined subgroups will meet their individual target #3 on their fluency assessment.	Fluency assessment kept in student math portfolio. Teacher running record of student growth towards individualized targets.	
EOC5 6/30/2016	70% of Deerfield Township School's lowest performing subgroups will meet their final fluency target for the 2015-2016 school year. (Baseline to EOY)	7/15/2016 Fluency assessment kept in student math portfolio. Teacher running record of student growth towards individualized targets.	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	3	Math teachers will receive PD in incorporating the Math Practice Standards and CCSS into their lessons.	5 - Effective Staffing	9/1/2015	11/15/2015	Math Coach
2	3	K-5 Math teachers will be trained in the district approve series.	4 - Curriculum, Assessment & Intervention System	9/1/2015	11/15/2015	Administration
3	1	Math Class Model for K-8 teachers will be developed and supports provided for implementation.	7 - Effective Use of Time	9/1/2015	9/30/2015	Math Coach
4	2	Math portfolios and running records will be kept for each student to track student progress toward individual fluency targets.	6 - Enabling the Effective Use of Data	9/1/2015	6/30/2016	Administration

SMART Goal 3

3.iii



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SMART Goal Specific/Strategic - Who? What? Measureable - %; How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, Deerfield Township School will reduce the total number of office referrals by 10% through implementation of PBSIS.
Performance Challenge Being Addressed	Need for a universal positive behavior intervention plan to improve student behavior.
Strategies to Address Challenge	1: (2.1) There is a clear and consistent behavior system of rewards and consequences in use, with clear goals and means track progress and share 2: (2.2) School has in place and monitors a system of rewards and consequences to ensure consistent implementation (with age appropriate differentiation) across classrooms, grades and 3: (2.3) The commitment to high expectations is communicated frequently to families about the student's academic, social emotional, and behavioral progress.
Target Population <i>[Focus school subgroups]</i>	8 - Family Engagement Black and SWD

Turnaround Principle Addressed

- 2 - School Climate & Culture
- 1 - School Leadership
- 8 - Family Engagement

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1 11/15/2015	11/15/2015 Implementation plan is rolled out to 100% of students and staff. Total office referrals in Sept. and Oct. will decrease by 10%, in comparison to 2014-2015.	PBSIS data, Office Conduct Referral (OCR) data, In-service PD sign in sheet	
EOC2 1/15/2016	1/15/2016 Total office referrals in Nov. and Dec. will decrease by 10%, in comparison to 2014-2015.	PBSIS data, OCR data	
EOC3 3/15/2016	3/15/2016 Total office referrals in Jan. and Feb. will decrease by 10%, in comparison to 2014-2015.	PBSIS data, OCR data	
EOC4 5/15/2016	5/15/2016 Total office referrals in Mar. and Apr. will decrease by 10%, in comparison to 2014-2015.	PBSIS data, OCR data	
EOC5 6/30/2016	By June 2016, Deerfield Township School will reduce the total number of office referrals by 10% through implementation of PBSIS.	PBSIS data, OCR data	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	At least 80% of the Universal Intervention team meets each month (at least 7 times during the year) to make decisions and complete planning tasks.	6 - Enabling the Effective Use of Data	9/1/2015	6/30/2016	M. Galasso - Administration
2	1	In September, roll out the expectations framework which includes professional development for staff and delivering instruction on the school-wide expectations framework and specific expectations by location to students.	3 - Effective Instruction	9/1/2015	9/30/2015	M. Galasso - Administration
3	2	Adhere to the recognition system plan (e.g., distribution of tickets, schedule for student drawings) and routinely reflect on the quality of implementation by evaluating the ticket distribution patterns, student response, and fluency of use.	2 - School Climate & Culture	9/1/2015	6/30/2016	J. Robbins - Teacher Leader, PBSIS Committee

SMART Goal 4 8.iv



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Do not base goals on data that will be available after June 30, 2016.

SMART Goal Specific/Strategic - What? What? Measureable - % How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, 70% of the selected cohort of teachers will demonstrate 6 out the 8 UDL areas on the UDL Reflection Tool.
Performance Challenge Being Addressed	Low and/or lack of growth on ELA and Math benchmark assessments.
Strategies to Address Challenge	<ol style="list-style-type: none"> 1: (6-2) Instructional strategies, student grouping and targeted interventions are informed by the data. 2: (3-5) Instructional decision, including student grouping, differentiation and targeting for interventions are based on multiple measures of data, including observations, CELL Interim. 3: (7-3) Teachers have planning time for grade/content meetings, as well as vertical staff collaboration.
Target population <i>Focus school subgroups only</i>	7 - Effective Use of Time

To sort action steps by start date: Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: if you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1 11/15/2015	11/15/2015 Baseline data of UDL Reflection Tool will be collected on 100% of the selected cohort of teachers.	UDL Reflection Tool	
EOC2 1/15/2016	1/15/2016 70% of the cohort teachers will demonstrate 3 out of the 8 UDL areas from the UDL Reflection Tool.	UDL Reflection Tool	
EOC3 3/15/2016	3/15/2016 70% of the cohort teachers will demonstrate 4 out of the 8 UDL areas from the UDL Reflection Tool.	UDL Reflection Tool	
EOC4 5/15/2016	5/15/2016 70% of the cohort teachers will demonstrate 5 out of the 8 UDL areas from the UDL Reflection Tool.	UDL Reflection Tool	
EOC5 6/30/2016	By June 2016, 70% of the selected cohort of teachers will demonstrate 6 out the 8 UDL areas on the UDL Reflection Tool.	7/15/2016 UDL Reflection Tool	

Step No.	Strategy	Action Step	Primary Turnaround	Start Date	Deadline	Assigned To
1	2	Cohort of teachers are selected.	6 - Enabling the Effective Use of Data	9/1/2015	9/30/2015	Administration
2	2	Baseline data is collected on cohort teachers.	5 - Effective Staffing	9/1/2015	10/30/2015	Administration
3	3	Professional development on differentiated instruction.	5 - Effective Staffing	9/1/2015	11/30/2015	Administration
4	1	Professional development on using student data to differentiate instruction.	6 - Enabling the Effective Use of Data	10/30/2015	1/30/2016	Administration
5	1	Teachers utilize district purchased online programs in Math and ELA.	3 - Effective Instruction	9/1/2015	6/30/2016	Administration
6	1	Professional development in determining student learning styles.	5 - Effective Staffing	9/1/2015	11/30/2015	Administration

Budget Summary

9

RETURN TO INSTRUCTIONS

FY2016 - Project Period: July 1, 2015 to June 30, 2016

This page will automatically be updated based on the input on each SMART Goal Intervention strategy sheet.

BUDGET CATEGORY	FUNCTION & OBJECT CODE	State/Local Budget for School	Federal Title I Funds Allocated to School	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION						
Personnel Services - Salaries	100-100	\$ -	\$ 18,930.00	\$ -	\$ -	\$ 18,930.00
Purchased Professional & Technical Services	100-300	\$ -	\$ -	\$ -	\$ -	\$ -
Other Purchased Services	100-500	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies & Materials	100-600	\$ -	\$ 2,500.00	\$ -	\$ -	\$ 2,500.00
Other Objects	100-800	\$ -	\$ 1,000.00	\$ -	\$ -	\$ 1,000.00
SUBTOTAL INSTRUCTION		\$ -	\$ 22,430.00	\$ -	\$ -	\$ 22,430.00
SUPPORT SERVICES						
Personnel Services - Salaries	200-100	\$ -	\$ -	\$ -	\$ -	\$ -
Personnel Services - Employee Benefits	200-200	\$ -	\$ 4,196.00	\$ -	\$ -	\$ 4,196.00
Purchased Professional & Technical Services	200-300	\$ -	\$ 472.00	\$ -	\$ -	\$ 472.00
Purchased Property Services	200-400	\$ -	\$ -	\$ -	\$ -	\$ -
Other Purchased Services	200-500	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	200-580	\$ -	\$ 1,336.00	\$ -	\$ -	\$ 1,336.00
Supplies & Materials	200-600	\$ -	\$ 3,100.00	\$ -	\$ -	\$ 3,100.00
Other Objects	200-800	\$ -	\$ -	\$ -	\$ -	\$ -
Indirect Costs	200-860	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - SUPPORT SERVICES		\$ -	\$ 9,104.00	\$ -	\$ -	\$ 9,104.00
Buildings	400-720	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Equipment	400-731	\$ -	\$ -	\$ -	\$ -	\$ -
Non-instructional Equipment	400-732	\$ -	\$ -	\$ -	\$ -	\$ -
SUBTOTAL - FACILITIES		\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL COST		\$ -	\$ 31,534.00	\$ -	\$ -	\$ 31,534.00



SIP Development Confirmation Page

10

Before finalizing your SIP, please make sure that you have addressed the following:
Please insert an "X" in the box for all completed actions.

The School Improvement Plan addresses all eight turnaround principles.

The results of the Quality School Review, completed in collaboration with the Regional Achievement Center staff, are included on the "QSR Summary" tab.

The School Improvement Plan includes no more than four (4) SMART goals, with a SMART goal developed in each of the following areas:

- Literacy
- Math
- Climate and Culture
- Differentiated Instruction

All of the SMART goals and the interim goals are outcomes-based.

The Budget Summary includes all planned expenditures, as identified within the 'Resources' section of the SMART goal pages.

[For focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.

Completed By Mark T. Jones Ed.D.

Date Completed 22-Jun-15

Turnaround Principles	Number of TPs Addressed in the Strategies	Number of TPs Addressed in the Action Steps
1 - School Leadership	1	1
2 - School Climate & Culture	1	3
3 - Effective Instruction	4	6
4 - Curriculum, Assessment & Intervention System	2	3
5 - Effective Staffing	1	8
6 - Enabling the Effective Use of Data	1	7
7 - Effective Use of Time	1	3
8 - Family Engagement	1	1