Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

School:	2 **A Chester Redshaw**
Region:	5
County:	Middlesex
District:	New Brunswick City
CDS:	233530060
RAC Classification:	Focus
Rationale:	Lowest Subgroup Performance: *Special Ed, LEP*

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.

3

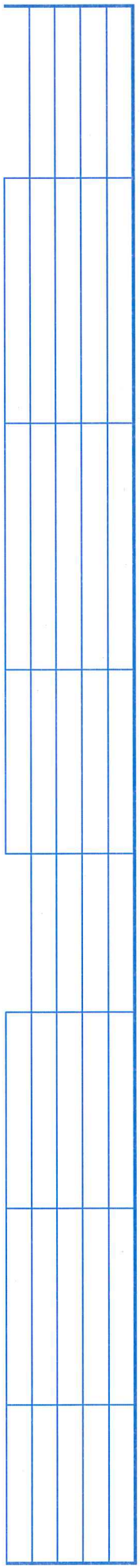
Select committee members to develop the School Improvement Plan. The committee should include a diverse set of members including school leaders and staff members, district leaders, parents/guardians, as well as RAC staff

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

				Please insert an "X" to indicate participation in:			
Position	**Name**	**Email**	**Phone Number**	**Quality School Review (QSR) / Needs Assessment**	**Development of SMART Goals & Intervention Strategies**	**Signature**	**Date**
Principal	Vikki Abdus-Salaam	vikki_abdus-salaam@nbps.k12.nj.us	(732) 745-5300	X	X		5/15/2015
Vice-Principal	Alba Lugo	alba_lugo@nbps.k12.nj.us	(732) 745-5300	X	X		5/15/2015
Reading Specialist	Carol Giordano	carol_giordano@nbps.k12.nj.us	(732) 745-5300	X	X		5/15/2015
Math Specialist	Delia Homs	delia_homs@nbps.k12.nj.us	(732) 745-5300	X	X		5/15/2015
Hassana Williams	Basic Skills Teacher	hassana_williams@nbps.k12.nj.us	(732) 745-5300	X	X		5/15/2015
Vanessa Colon	Basic Skills Teacher	vanessa_colon@nbps.k12.nj.us	(732) 745-5300	X	X		5/15/2015
Angela Blake	Kindergarten Teacher	angela_blake@nbps.k12.nj.us	(732) 745-5300	X	X		5/15/2015
Maria Verra	Grade 5 Teacher	maria_verra@nbps.k12.nj.us	(732) 745-5300	X	X		5/15/2015
Melissa Howard	Grade 1 Teacher	melissa_howard@nbps.k12.nj.us	(732) 745-5300		X		5/15/2015
William Andersen	RAC 5	wtandersen48@gmail.com	(732) 996-0820	x	x		5/15/2015



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.

4

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

RETURN TO INSTRUCTIONS

Date	Topic	Attendees	Agenda on File	Minutes on File
3/4/2015	QSR	Abdus-Salaam, Lugo, Williams, Rebnic	Yes	Yes
3/10/2015	QSR	Abdus-Salaam, Lugo, Williams, Rebnic	Yes	Yes
3/11/2015	QSR	Abdus-Salaam, Lugo, Williams, Rebnic	Yes	Yes
3/27/2015	Data Review and Analysis	Abdus-Salaam, Homs, Giordano	Yes	Yes
4/1/2015	Data Review and Analysis	Abdus-Salaam, Homs, Giordano	Yes	Yes
4/1/2015	Data Review and Analysis	Abdus-Salaam, Lugo	No	No
4/30/2015	Other	Andersen, Berkley, Abdus-Salaam	No	No
5/1/2015	Plan Development	Abdus-Salaam, Lugo, Homs, Giordano	Yes	Yes
5/5/2015	Plan Development	Abdus-Salaam, Giordano	No	No
5/8/2015	Plan Development	Abdus-Salaam, Homs, Giordano	Yes	Yes
5/11/2015	Plan Development	Abdus-Salaam, Homs	No	No
5/12/2015	Plan Development	Hairston, Giordano, Williams, Dupree,	Yes	Yes
5/13/2015	Plan Development	Giordano, Williams	No	No
5/14/2015	Plan Development	Abdus-Salaam, Giordano	No	No

Quality School Review Details

5

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

RETURN TO INSTRUCTIONS

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	3 - Proficient	1.1. The principal uses data to articulate the school mission and vision to staff with an emphasis on student achievement and preparing students for college and career readiness. 1.2. The school improvement plan includes SMART goals and interim goals to monitor progress towards improving student learning. 1.3. The principal uses data to work collaboratively with staff to maintain a safe, orderly, and equitable learning environment. 1.4. The principal expects high quality teaching, sets high expectations for students, and articulates the expectations that all teachers implement a rigorous and coherent CCSS aligned curriculum and assessment. 1.6. The master schedule enables students who are two are more years behind in ELA	1.5. A stronger commitment is needed from the leadership team to observe all classrooms for a least 10 minutes on a weekly basis and to keep up with the rigorous demands of conducting walkthroughs and the increased number of formal observations required for certified staff. Walkthrough feedback is provided to teams and not to individual teachers, which leaves some teachers unsure if their instruction aligns to the common core. Data reveal that ELA initiatives are not consistently followed with fidelity in some classrooms. Instructional improvements should be supported by teachers and administrators.
	1.2	3 - Proficient		
	1.3	3 - Proficient		
	1.4	3 - Proficient		
	1.5	2 - Developing		
	1.6	3 - Proficient		
	1.7	3 - Proficient		
	1.8	3 - Proficient		
	1.9	3 - Proficient		
	1.10	3 - Proficient		
2- School Climate & Culture	2.1	3 - Proficient	2.1. Students and adults feel safe and welcomed; the facility supports academic priorities. Teachers' responses to incidents are consistent across classrooms. Indicators of safe, orderly equitable learning environment are established and data analyzed to determine progress towards goals. 2.2. The school community mainiatins a culture that values learning. 2.3. Academic learning time is protected. Student learning data are analyzed. Classrooms are monitored regularly.	2.1. Members of the school community understand the importance of a consistent behavior system of rewards and consequences.
	2.2	3 - Proficient		
	2.3	3 - Proficient		
3 - Effective Instruction	3.1	3 - Proficient	3.1. Teachers consistently post and explain three part learning objectives based on the CCSS. Students understand the objective and can explain what they are learning. 3.4. Students are engaged and ask relevant questions. Lessons are appropriate and tied to the standards. 3.5. Multiple forms of data are used to guide and differentiate instruction. 3.6. Basic skills students are identified and provided with appropriate diagnostic assessments to identify and target learning needs.	3.2. Teachers use of instructional and response strategies are limited. Some students are moderately engaged. 3.3. Teachers should use checks for understanding (CFU) with more consistency to measure where students are at in mastering the learning objectives. Instructional groups remain largely fixed, especially in ELA. Guided Reading is not used with fidelity. Model workshop in math is utilized inconsistently. Interventions for students who do not master a learning objectives are not embedded in instructional practice.
	3.2	2 - Developing		
	3.3	2 - Developing		
	3.4	3 - Proficient		
	3.5	3 - Proficient		
	3.6	3 - Proficient		
4 - Curriculum, Assessment and Intervention System	4.1	3 - Proficient	4.1. District Math and ELA curricula are aligned to CCSS and include grade by grade links to student learning objectives. 4.2. ELA and math teachers utilize summative and formative assessments to inform instruction. 4.4. Formal and informal observations indicate that the majority of teachers plan and deliver lessons aligned to the CCSS. Formative assessments are created by individuals and groups of teachers.	4.3. Use of a common, district provided formative assessments are not used consistently in ELA. 4.5. Diagnostic data for students in need of interventions are available; however, interventions are primarily available in the general education classroom. Intervention groups remain mostly fixed with little regrouping.
	4.2	3 - Proficient		
	4.3	2 - Developing		
	4.4	3 - Proficient		
	4.5	2 - Developing		

Quality School Review Details

5

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

RETURN TO INSTRUCTIONS

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
5- Effective Staffing Practices	5.1	3 - Proficient	5.1. Processes are in place to identify staffing needs proactively and early. A selection process is in place to identify staffing needs. Classrooms are staffed with full-time certified and effective teachers. 5.2. School administrators engage in school wide observations and provide feedback using aligned protocols. The school has a clear professional development calendar. Topics are aligned to established goals and the school improvement plan. 5.3. Classrooms are staffed with teachers with the right skills, competencies and content knowledge necessary to achieve student learning outcomes. Professional development focuses on student learning.	5.3. Instructional support and professional development should be based on teacher observations with constructive feedback to ensure instructional improvement. Additional time should be allocated to teacher teams to review student work and build a shared understanding of curricular goals and rigor. Teachers need increased time for collaborative learning. 5.4. Teacher driven professional development activities that focus on student learning, challenges, and achievement goals are needed.
	5.2	3 - Proficient		
	5.3	2 - Developing		
	5.4	3 - Proficient		
	5.5	2 - Developing		
6 - Enabling the Effective Use of Data	6.1	3 - Proficient	6.1. An efficient, extensive data management system is in place for attendance, tardiness, office referrals, and suspensions to identify students who are frequently referred. Key stakeholders, such as students, families and teachers, are surveyed regarding areas in need of improvement. 6.2. Specialists moderate weekly common planning time meetings to review summative assessment data, monitor student's progress, and plan remediation activities.	6.3. Teachers do not consistently use data to target and differentiate instruction and group students, despite an up-to-date data management system. Professional development is loosely linked to the instructional needs of teachers. Walkthroughs focus on grade level trends and general best practices and not on individual teachers' learning needs.
	6.2	3 - Proficient		
	6.3	2 - Developing		
7- Effective Use of Time	7.1	3 - Proficient	7.1. The master schedule is ready for distribution for teachers and students before the first day of school to ensure that adeuate time is allocated for core content areas. 7.2. Most students who are two or more years behind in ELA or Math are enrolled in intervention programs. Diagnostic assessments are in place to identify students who are two more years below grade level. Teachers have time scheduled for grade and content level meetings.	7.3. Intervention programs are needed that include all students who are two or more years behind grade level, including bilingual students. The master schedule should offer more flexibility for students to enter and exit interventions throughout the year. Teachers need planning time for vertical staff collaboration. The master schedule should include additional opportunities for all teachers to learn from each other.
	7.2	3 - Proficient		
	7.3	3 - Proficient		
8- Family & Community Engagement	8.1	4 - Well Developed	8.1. Programs and strategies that create supportive, academically focused relationships between teachers and families are developed, implemented, and evaluated for effectiveness. Parents are involved in key student learning demonstrations (Parent Teacher Conferences, Math Night and Literacy Night). 8.2. Students who are struggling academically and socially are supported by a network of providers invested in the students' well-being.	8.3. School staff and administrators will build on relationships to support struggling students.
	8.2	3 - Proficient		

Data Review & Analysis 6

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

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	2013-2014 targets LAL Targets Grade 3- 5 44% Math Targets Grade 3- 5 74.7%	School Accountability Progress Targets	LAL 2013-2014 results Grades 3- 5 30.2% Math 2013-2014 results Grades 3-5 62.3 %	The goals for Language arts, and Mathematics were not met as it reflects on the results of the 2013-2014 NJASK for grades 3-5. The District implemented a Language arts Whitepaper which contains initiatives such as guided reading, literature circles, Reader's and Writer's Workshops, and a balanced literacy approach. Some of the emerging questions are: Are the Language Arts initiatives being implemented in every classroom with fidelity? or Are teachers in need of more professional development, in order to implement all these initiatives? Are students been instructed at their level of reading and comprehension? In Math a new series "Go Math" and a new curriculum was implemented in the
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	Two lowest performing subgroup 2013-2014 targets. SWD LAL 24.5% Math 55.3% LEP LAL 34.9 % Math 53.1%	School Accountability Progress Targets	LAL 2013- 2014 results Grades 3- 5 SWD 18.8% Grades 3- 5 LEP 20% Math 2013-2014 results Grades 3- 5 SWD 39.6% Grades 3- 5 LEP 42.3%	In the two lowest performing groups in Language arts the SWD subgroup was able to meet the target based on the State report. In mathematics the LEP subgroup met the target based as stated on the State report. Based on the 2013-2014 reports the SWD subgroup did not meet the target for Mathematics and the LEP subgroup did not meet the target for Language arts. Some of the emerging questions are: Are teacher's expectations high enough for student achievement? Are they using data to inform instruction? Do teachers implement the modifications that are specified for these groups with fidelity? The teachers are still in need of more quality and sustain professional development to increase their level of comfort to be able to implement the language arts initiatives as specified in the
Benchmark assessment (Participation)	Participation rates from 2014-2015 end of unit assessments	• 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	LAL & ELS Unit 1 Grade 3 - 105 LAL ELS 21 SWD 10 LEP 39 Grade 4- 87 LAL ESL 20 SWD 11 LEP 21 Grade 5- 87 LAL SWD 19 LEP 2 LAL & ELS Unit 2 Grade 3- 108 LAL ELS 23 SWD 12 LEP 41 Grade 4- 93 LAL ELS 20 SWD 17 LEP 2 Grade 5- 85 LAL SWD 16 LEP 3 Math Unit 1 Grade 3 128 SWD 11 LEP 62 Grade 4 111 SWD 15 LEP 23	More than 95% of students participate in all of the Benchmark Assessments.
Benchmark Assessment (Proficiency)	Student performance on 2014-2015 end of unit assessments	• 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	edConnect; Data management system	DRA data indicate that the majority of students are 1-2 grade levels below targeted reading level. Assessment data indicate that students do not have a conceptual understanding of key Math concepts and skills. LAL & ELS Unit 1 Gr 3- 23.4% LAL ELS 8% SWD 0% LEP 12.8% Gr 4- 44.1% LAL ELS 25% SWD 36.4% LEP 0% Grade 5- 16.7% SWD 0% LEP 0% LAL & ELS Unit 2 Gr 3- 34.4% LAL	In Language arts the proficiency levels were low in general. The Language arts assessments that are administered are the Model Curriculum assessments created by the state. The reading and comprehension levels of a large percentage of our students are below grade levels. Our District has a lack of common formative assessments. In Math the proficiency levels were low in general. The Mathematics unit assessments were created following the specifications of the PARCC evidence statements, where the students have to apply skills together with the Mathematical practices. Teachers need to teach their students for conceptual understanding, and they need to follow the specifications of the CCSS and the Mathematical practices.

Data Review & Analysis 6

RETURN TO 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 does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . 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	• Identify overall rate • Identify patterns by grade/department/subject • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL); • Identify patterns by chronic absenteeism	Title I Accountability Data System	LAL 2013-2014 NJASK results Grades 3- 5 30.2% Math 2013-2014 results Grades 3-5 62.3 % LAL Total Grade 3- 29% Grade 4- 24% Grade 5- 25% Math Total Grade 3- 62% Grade 4- 72%	How has the common core impacted teaching and student learning? Do teachers know how to unpack the standards and teach for conceptual understanding? LAL results are relatively the same when compared by grade level. The LAL range is 24%-29%. The Math results are much higher than LAL. However, there is a wider gap between grade 3 with 62% proficiency and grade 5 with 76% proficiency. The two subgroups, SWD and LEP, have similar results for LAL and Math. There was greater proficiency with both groups for Math. All of the subgroups performance in Math was better than LAL.
SGP	Student growth on state assessments (2013-2014) grades 4-8	• Identify overall schoolwide growth performance by content • Identify interaction between student proficiency level on the NJ ASK and student growth scores	School Performance Reports	The schoolwide SGP for ELA was 41 and 48 for Math. The State targets were 35 for both ELA and Math.	The data reveals that we outperformed 31% of schools statewide as noted by its statewide percentile and 54% of schools educating students with similar demographic characteristics. We are meeting 100% of the performance targets in the area of student growth.
ACCESS for ELLs	Student performance of English Language Learners on English language proficiency (2013-2014) grades K-12	• Identify overall rate • Identify patterns by grade level	AMAO Data Report	Based on the AMAO (Annual Measurable Achievement Objective) Data 1 Report our English Language Learners attained 46.2% in English growth, which is 12.8% less than the expected 59% target. The AMAO Data 2 Report, 12.6% language proficiency, surpassing the 5% target by 7.6%. Also, based on the AMAO Data 2 Report, the ELL students who have been 5 or more years in the program attained 35% language proficiency, missing the 50% target by	The data reports reveal that less students improved in acquiring English Language Proficiency in grades 2, 4 and 5. We have 5 ESL teachers and one teacher was on Family Leave for the full year (although initially this teacher was to return to work after being out for 2 months, she extended her leave several times throughout the year until it was finally extended to the end of the year and she was replaced with a long term substitute teacher) and another teacher was a first year teacher.
Environmental					
Enrollment	Number of students enrolled in your building	• Identify overall enrollment and trends • Identify enrollment by grade and subgroup	District SIS	September = 711 students October = 717 students November = 718 students December =710 students January = 708 students February = 707 students March = 720 students April = 716 students May = 719 students June = 718 students Enrollment by Grade Grade K = 114 students Grade 1 = 127 students	The difference between the number of students who were enrolled in September and in June was 7 students. The enrollment was as high as 719 in May and as low as 708 in January.

Data Review & Analysis 6

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

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Attendance rate (Student)	The average daily attendance for students in your building	• 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	September = 96% October = 97% November = 96% December = 95% Januray = 95% February = 95% March = 95.% April = 96% May = 97% June = 95% 6.3% of students were chronically absent	The data revealed that approximately 3% - 5% of students are absent on a daily basis. The highest percentage of absences were in the months of December, January, February, March and June. Are students absent more during the holiday months. There many days of school in March. Does this explain why more students tend to be absent in this month? Do students tend to get sick more during the winter months? More students are also absent in June. Are parents starting their vacation before school ends? Are families moving before the last day of school? Do parents understand the value and importance of having students attend school until the last day of the school year? We met the State target of 6% for chronic absenteeism. Were students who were chronically absent in the lower grades?
Attendance (Staff)	The average daily attendance for staff	• Identify overall rate • Identify patterns by grade /department • Identify chronic absenteeism • Identify reasons for absenteeism	Personnel system; Professional development schedule	September = 95% October = 94% November = 94% December = 94% Januray = 94% February = 97% March = 95% April = 95% May = 95% June = 95%	The data revealed that approximately 3% - 6% of staff were absent on a daily basis. The highest percentage of absences ocurred the first half of the school year. The lowest percentage of absences was in February. In February we had less school days than in any month of the school year and we were also off for a holiday. Is there a correlation between the number of school days in a month and staff absences? Do staff members tend to be absent when there are more school days and no days scheduled off for that month?
Discipline	The number of suspensions, expulsions, and incident reports	• 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	Suspensions September = 0 students/0% October = 0 students/0% November = 0 students/0% December = 1 student/0.14% January = 3 students/0.42% February = 1 student/0.14% March = 3 students/0.42% April = 0 students/0% May = 4 students/0.56% June = 4 students/0.56%	The overall suspension rate is relatively low for a school this size. Some students who were suspended were repeat offenders. There were no patterns by subgroups. The length of days for the suspension was between 1-2 days. Most of the suspensions occurred in the second half of the school year. Are there more suspensions in the higher grades?
Graduation Cohort Analysis	Identifies the students in each cohort who are on track to graduate (HS only)	•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		

Data Review & Analysis 6

RETURN TO 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 does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . 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)	•Identify staff satisfaction • Identify perception of environment • Identify perception of support • Identify perception of students behavior • Identify perception of adult culture	NJSCS reports; PBSIS; Other survey tools	Teachers do not consistently address life skills in their classes to build social and emotional skills and character development and to enhance a positive, productive and respectful learning environment. NBPS Staff Climate Survey Results (approximately 87 staff members completed the survey) Some areas that most staff strongly Strongly Agree/Agree (77-87 staff members responded) are: This school sets high standards for academic performance for all students;This school emphasizes teaching lessons in ways relevant to students; I respect the students; Teachers at this school care whether or not the students are successful; Teachers in this school have received training regarding the core curriculum standards for their content area; Teachers know what constitutes effective instruction. Some areas staff Strongly Disagree/Disagree (26–43 staff members responded) are: This school is a supportive and inviting place for staf Parents are supportive of this school and its activities and Teacher involvement in the decision making is valued and encouraged. Student Climate Survey Results (approximately	Do the staff have a clear understanding of the meaning of the terms 'climate and culture'? Are we providing a positive culture and climate in which we foster education, character development and social emotional learning among students. Are the perceptions of how teachers see themselves accurate? Teachers rated themselves relatively high when asked if they respect students and if they know what constitutes effective instruction. What is the basis of the perception of teacher who disagreed to some of the survey questions about the school being an inviting and supporting place to work, parents not being supportive and teacher involvement in decision making is valued or encouraged? How accurate are the student responses? Do they understand the purpose of this survey? Parents responses to survey questions were overwhelmingly favorable. What is the percepton of parents who did not complete the survey?
Instruction					
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument	• 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	Observation Ratings Highly Effective = 9 teachers/15% Effective = 49 teachers/83% Ineffective = 1 teacher = 2% One teacher on a CAP for the 2014-2015 school year. Grade K = 2 Highly Effective Teachers Grade 1 = 2 Highly Effective Teachers Grade 3 = 1 Highly Effective Teacher Special Area Teacher = 1 Highly Effective Teacher Basic Skills Teacher = 1 Highly Effective Teacher Specialist = 1 Highly Effective	Classroom observations reveal that most teachers are effective in the classroom. The percentage of teachers who are highly effective is low (15%) and most of these teachers are in the grades K-3. There are no highly effective teachers in the upper grades. Do the highly effective teachers have many years of teaching experience? Are there any novice teachers that are highly effective? About many years of experience would it take for a novice teacher to demonstrate extenstive knowledge of the content and pedagogy and design lessons to cognitively engage students in significant learning? Are teachers satisfied with being effective? How many teachers are striving to become highly effective?

Data Review & Analysis

6

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

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
Extended School Day Program 2014-2015	Math Grades 3-5 (Cusp)	Pre/Post Math Assessment	Effective	Grade 3 (Cusp) Math Average Pre Test = 50%/Average Post Test = 62%/Average Increase = 12%; Grade 4 Pre Test = 47%/Average Post Test = 70%/ Average Increase = 23%; Grade 5 Average	Strengths: The Extended School Day Program provided 3 hours of afterschool instruction for students in grades 3-5 for Math for 5 weeks instead of a half hour of instruction for each day of the program. Most students remained in the program until it concluded. The math instruction was based on the mathematical standards
Extended School Day Program 2014-2015	ELA Grades 3-5 (Cusp)		Effective	Grade 3 (Cusp) ELA Average Pre Test = 43%/Average Post Test = 75%/Average Increase = 32%; Grade 5 Average Pre Test = 56%/Average Post Test = 79%/ Average Increase = 23%	Strengths: Most teachers were selected had a strong literacy background. The class sizes were small and the smaller class size supported small group instruction. The length of the program was shortened to 10 weeks. Challenge:
Extended School Day Program 2014-2015	Math Grades 3-5 (Basic Skills)	Pre/Post Math Assessment	Effective	Grade 3 (Basic Skills) Math Average Pre Test = 43%/Average Post Test = 90%/Averge Increase = 47%; Grade 4 Average Pre Test = 25%/Average Post Test = 36%/Average Increase = 11%; Grade 5	Strengths: The Extended School Day Program provided 3 hours of afterschool instruction for students in grades 3-5 for Math for 5 weeks instead of a half hour of instruction for each day of the program. Most students remained in the program until it concluded. The math instruction was based on the mathematical standards
Extended School Day Program 2014-2015	ELA Grades 3-5 (Basic Skills)		Effective	Grade 3 (Basic Skills) ELA Average Pre Test = 55%/Average Post Test = 76%/Average Increase = 21%; Grade 4 Average Pre Test = 13%/Average Post Test = 62%/Average Increase = 49%; Grade 5	Strengths: Most teachers were selected had a strong literacy background. The class sizes were small and the smaller class size supported small group instruction. The length of the program was shortened to 10 weeks. Challenge:
Achieve 3000 2014-2015	ELA Grades 3-5	Formative Assessments	Effective	Initial Average Score 44/Recent Average Score = 57/Average Gain of 13.4 points on NJ CCCS for LA; 86% of classes have students using Achieve 3000	Strengths:86% of classes have students using Achieve 3000 outside of school hours; 87% of students are spending the bulk of their time reading and writing; they have spent a total of 1,471 hours using this program; active students spend an average of six hours. Students practice key reading strategies including Text Structures (85%),

Data Review & Analysis 6

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

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends

Root Cause Analysis

RETURN TO INSTRUCTIONS

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.

7

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 *(Based upon the QSR and data analysis, what factors are most likely to have contributed to this challenge?)*	Strategies to Address Challenge *(What does the root cause imply for next steps in improvement planning?)*		Turnaround Principle Addressed
ELA & Literacy (TP3, TP4) (includes Social Studies & Science)	Based on DRA data, the majority of students are 1-2 grade levels below targeted reading level.	The Guided Reading initiative is not being practiced with fidelity on a daily basis. Guided Reading is the opportunity to provide direct reading instruction for decoding difficult words, increasing fluency and developing comprehension strategies. Mini lessons, as part of the Guided Reading model, need to be driven by the reading data, as ascertained through the DRA and antecdotal notes.	1:	Provide professional development during CPTs/Articulation meetings on using DRA data to initially group students and using antecdotal notes to regroup students every 4-6 weeks.	3 - Effective Instruction
			2:	Provide professional development regarding the use of effective mini lessons during Guided Reading sessions. Specialist will model the lessons and teachers will observe effective colleagues, in the classroom.	4 - Curriculum, Assessment & Intervention System
			3:	Support teachers in creating a Guided Reading binder, documenting the use of data for grouping and re-grouping, keeping antecdotal notes, and delivering mini lessons.	7 - Effective Use of Time
Math (TP3, TP4)	Students do not have a conceptual understanding of key Math concepts and skills.	Teachers do not consistently use the Common Core Mathematical Practices in their daily lessons to address the individual learning needs of all students. Teachers do not use formative assessments effectively during instruction to improve student understanding of key concepts and skills.	1:	Provide ongoing and embedded professional development during CPT/articulation meetings on using models to teach for conceptual understanding and to promote the use of dialogue and conversation to explore	4 - Curriculum, Assessment & Intervention System
			2:	Provide timely feedback based on classroom walkthroughs and formal observations.	1 - School Leadership
			3:	Provide individual coaching and classroom support.	3 - Effective Instruction
Climate & Culture (TP2)	Teachers do not consistently address life skills in their classes to build social and emotional skills and character development and to enhance a positive, productive and respectful learning environment.	The Second Step Curriculum needs to be revised to reflect the latest research and grade level needs to improve the social emotional learning and character development in students. Teachers need to implement consistently social, emotional and character development through modeling and practicing postive behaviors.	1:	Develop lessons that focus on social emotional learning and building students' competencies and character development skills.	4 - Curriculum, Assessment & Intervention System
			2:	Implement a series of Learn and Lunch Worshops to promote and demonstrate social, emotional and character development for teachers; and provide professional development in the summer on social	2 - School Climate & Culture
			3:	Use the new district report card rating indicators on Social Emotional Learning. Provide workshops for parents on social, emotionl and character development.	8 - Family Engagement
Enabling the Effective Use of Data (TP6)	Some students do not master the student learning objectives.	Teachers do not consistently use data to address the individual learning needs of students, target and differentiate instruction, and group students.	1:	Analyze data to plan intervention and differentated Instructional startegies to address the learning needs of students.	6 - Enabling the Effective Use of Data
			2:	Provide job-embedded professional development, modeling, observations, and workshops by peers and/or specialists.	5 - Effective Staffing
			3:	Support and monitor teachers as they use data to implement differentiated instructional strategies.	1 - School Leadership

SMART Goal 1

8.i

RETURN TO INSTRUCTIONS

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!

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, 80% of total students, students with disabilities, and ELL students in grades 3 through 5 with a DRA level range between 10 and 34 will increase their DRA performance by two levels.	
Performance Challenge Being Addressed	Based on DRA data, the majority of students are 1-2 grade levels below targeted reading level.	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Provide professional development during CPTs/Articulation meetings on using DRA data to initially group students and using anecdotal notes to regroup students every 4-6 weeks.	3 - Effective Instruction
	2: Provide professional development regarding the use of effective mini lessons during Guided Reading sessions. Specialist will model the lessons and teachers will observe effective	4 - Curriculum, Assessment & Intervention System
	3: Support teachers in creating a Guided Reading binder, documenting the use of data for grouping and re-grouping, keeping antecdotal notes, and delivering mini lessons.	7 - Effective Use of Time
Target population *[Focus school subgroups only]*	**Special Education and English Language Learners**	

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

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	By October 2015, assessment data will be analyzed to identify current levels of proficiency for total students, Students with Disabilities and and ELL students in grades 3 through 5 to determine the baseline proficiency for each group.	DRA Running records	
EOC2	By June 2016, 35% of total students, students with disabilities, and ELL students in grades 3 through 5 will increase their ELA scaled score by 1 DRA level.	Running records Anecdotal notes	
EOC3	By June 2016, 50% of total students, students with disabilities, and ELL students in grades 3 through 5 will increase their ELA scaled score by 1 DRA level.	Running records Anecdotal notes	
EOC4	By June 2016, 65% of total students, students with disabilities, and ELL students in grades 3 through 5 will increase their ELA scaled score by 2 DRA levels.	Running records Anecdotal notes	
EOC5	By June 2016, 80% of total students, students with disabilities, and ELL students in grades 3 through 5 with a DRA level range between 10 and 34 will increase their DRA performance by two levels.	DRA Running records	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Review June 2015 DRA data and group students into Guided Reading groups. Submit Guided Reading Grouping Log. Begin Guided Reading Sessions and documentation.	3 - Effective Instruction	9/7/2015	9/11/2015	Reading Specialist
2	2	Initiate and complete BOY 2015 DRA assessments	4 - Curriculum, Assessment & Intervention System	9/7/2015	10/23/2015	Principal
3	3	Use common planning time to analyze DRA data and collaborate on student grouping. Submit new Guided Reading Grouping Log.	7 - Effective Use of Time	10/26/2015	10/30/2015	Reading Specialist
4	3	Conduct Guided Reading Sessions and documentation. Insure that the Specialist coaches and models Guided Reading sessions.	7 - Effective Use of Time	10/26/2015	11/30/2015	Principal

SMART Goal 1

8.i

RETURN TO INSTRUCTIONS

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!

5	1	Implement an Extended School Day Program to provide guided reading instruction.	3 - Effective Instruction	11/1/2015	12/31/2015	Principal
6	1	Conduct classroom walkthroughs focused on Guided Reading Sessions.	3 - Effective Instruction	11/1/2015	12/31/2015	Principal
7	3	Provide Professional Development that addresses Guided Reading and the use of anecdotal notes, progress monitoring, and mini lessons.	7 - Effective Use of Time	11/1/2015	12/31/2015	Reading Specialist
8	3	Conduct Guided Reading Sessions and documentation. Insure that the Specialist coaches and models Guided Reading sessions.	7 - Effective Use of Time	11/1/2015	12/31/2015	Reading Specialist
9	1	Use antecdotal data and progress monitoring to regroup Guided Reading Groups, submit regrouping log, and share data with parents during collaborative sessions.	3 - Effective Instruction	1/4/2016	2/29/2016	Principal Teachers
10	2	Analyze recent DRA data, plan student grouping, and submit new Guided Reading Grouping Log.	4 - Curriculum, Assessment & Intervention System	1/8/2016	1/12/2016	Reading Specialist
11	1	Evaluate the effectiveness of Guided Reading Sessions during focused walkthroughs.	3 - Effective Instruction	1/8/2016	1/12/2016	Vice-Principal
12	3	Conduct Guided Reading Sessions and documentation. Insure that the Specialist coaches and models Guided Reading sessions.	7 - Effective Use of Time	1/2/2016	2/28/2016	Reading Specialist
13	1	Evaluate the effectiveness of Guided Reading Sessions during	3 - Effective Instruction	2/15/2016	2/17/2016	Principal
14	1	Using anecdotal data/progress monitoring, re-group Guided Reading groups. Submit re-group log. Share data with parents.	3 - Effective Instruction	2/15/2016	2/17/2016	Principal
15	2	Conduct Guided Reading Sessions and documentation. Insure that the Specialist coaches and models Guided Reading sessions.	4 - Curriculum, Assessment & Intervention System	3/1/2016	4/1/2016	Reading Specialist
16	1	Use anecdotal data and progress monitoring to regroup Guided Reading Groups, submit regrouping log, and share data with parents during collaborative sessions.	3 - Effective Instruction	3/1/2016	4/1/2016	Principal
17	2	Conduct walkthroughs and/or formal observations focused on Guided Reading Sessions.	4 - Curriculum, Assessment & Intervention System	3/1/2016	4/1/2016	Vice-Principal
18	2	Conduct Guided Reading Sessions and documentation. Insure that the Specialist coaches and models Guided Reading sessions.	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/15/2016	Reading Specialist
19	2	Initiate and complete BOY 2015 DRA Assessments	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/15/2016	Principal
20	2	Evaluate the effectiveness of the Guided Reading action plan.	4 - Curriculum, Assessment & Intervention System	6/25/2016	6/25/2016	Principal

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
	Basic Skills Teachers	INSTRUCTION - Personal Services - Salaries	$ 224,744.00	Federal Title I
	Basic Skills Teachers	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 58,433.00	Federal Title I

SMART Goal 1

8.i

RETURN TO INSTRUCTIONS

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!

SMART Goal 2

8.ii

RETURN TO INSTRUCTIONS

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!

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, 75% of the students will gain conceptual understanding of mathematical skills and will demonstrate mastery of the grade level math standards as measured by end of year district assessment.	
Performance Challenge Being Addressed	Students do not have a conceptual understanding of key Math concepts and skills.	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Provide ongoing and embedded professional development during CPT/articulation meetings on using models to teach for conceptual understanding and to promote the use of dialogue	4 - Curriculum, Assessment & Intervention System
	2: Provide timely feedback based on classroom walkthroughs and formal observations.	1 - School Leadership
	3: Provide individual coaching and classroom support.	3 - Effective Instruction
Target population *[Focus school subgroups only]*	**Special Education and English Language Learners**	

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

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	By October 2015, assessment data will be analyzed to identify current levels of proficiency for total students, Students with Disabilities, and ELL students in grades 3 through 5 to determine the baseline proficiency for each group.	End of Year Prerequisite Skills Inventory	
EOC2	By June 2016, 45% of the students will gain conceptual understanding of mathematical skills and will demonstrate mastery of the grade level math standards as measured by end of year district assessment.	End of Unit Assessments	
EOC3	By June 2016, 55% of the students will gain conceptual understanding of mathematical skills and will demonstrate mastery of the grade level math standards as measured by end of year district assessment.	End of Unit Assessments	
EOC4	By June 2016, 65% of the students will gain conceptual understanding of mathematical skills and will demonstrate mastery of the grade level math standards as measured by end of year district assessment.	End of Unit Assessments	
EOC5	By June 2016, 75% of the students will gain conceptual understanding of mathematical skills and will demonstrate mastery of the grade level math standards as measured by end of year district assessment.	District EOY Summative Assessment	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Prepare and present professional development on implementing Mathematical Practices in daily lessons.	3 - Effective Instruction	9/8/2015	9/18/2015	Math Specialist
2	1	Model Lessons for classroom teachers and provide in-class support and coaching for teachers in Grades 3-5.	4 - Curriculum, Assessment & Intervention System	9/21/2015	10/13/2015	Math Specialist
3	2	Conduct classroom walkthroughs for Grades 3-5 and analyze classroom walkthrough data.	1 - School Leadership	10/6/2015	10/24/2015	Principal
4	3	Prepare, administer, and analyze first Performance Task	3 - Effective Instruction	10/1/2015	10/30/2015	Math Specialist
5	1	Determine & present differentiated professional development or coaching for teachers in Grades 3-5 based on analysis of walkthroughs.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/22/2015	Math Specialist
6	3	Implement an Extended School Day Program.	3 - Effective Instruction	11/1/2015	11/15/2015	Math Specialist

SMART Goal 2

8.ii

RETURN TO INSTRUCTIONS

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!

7	3	Administer district summative assessments and analyze student performance data.	3 - Effective Instruction	11/10/2015	11/30/2015	Math Specialist
8	1	Model lessons for identified classroom teachers in grades 3-5 and provide in-class support and coaching .	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/2/2015	Math Specialist
9	2	Conduct classroom walkthroughs and/or observations for Grades 3-5 and analyze classroom walkthrough and observation data.	1 - School Leadership	12/7/2015	12/22/2015	Vice-principal
10	1	Administer district summative assessment and analyze data.	4 - Curriculum, Assessment & Intervention System	1/19/2016	2/19/2016	Math Specialist
11	3	Monitor the Extended School Day Program	3 - Effective Instruction	1/2/2016	2/29/2016	Math Specialist
12	1	Model Lessons for identified classroom teachers in grades 3-5 and provide in-class support and coaching .	4 - Curriculum, Assessment & Intervention System	2/1/2016	2/24/2016	Math Specialist
13	2	Conduct classroom walkthroughs and/or observations for Grades 3-5 and analyze classroom walkthrough and observation data.	1 - School Leadership	3/1/2016	4/30/2016	Principal
14	3	Prepare, administer, and analyze second performance task.	3 - Effective Instruction	3/1/2016	3/29/2016	Math Specialist
15	3	Monitor the Extended School Day Program.	3 - Effective Instruction	3/1/2016	3/30/2016	Math Specialist
16	1	Model Lessons for identified classroom teachers in grades 3-5 and provide in-class support and coaching .	4 - Curriculum, Assessment & Intervention System	2/1/2016	2/24/2016	Math Specialist
17	3	Administer EOY district summative and analyze data	3 - Effective Instruction	6/5/2016	6/15/2016	Math Specialist
18	1	Evaulate the effectiveness of teachers' implementation of Math strategies.	4 - Curriculum, Assessment & Intervention System	6/16/2016	6/19/2016	Principal
19	2	Share student performance data with parents.	1 - School Leadership	6/20/2016	6/23/2016	Principal
20						

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source

SMART Goal 3

8.iii

RETURN TO INSTRUCTIONS

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!

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, 75% of the students will establish and maintain cooperative relationships with adults and peers as measured by the Social Emotional Learning rubrics.	
Performance Challenge Being Addressed	Teachers do not consistently address life skills in their classes to build social and emot	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Develop lessons that focus on social emotional learning and building students' competencies and character development skills.	4 - Curriculum, Assessment & Intervention System
	2: Implement a series of Learn and Lunch Worshops to promote and demonstrate social, emotional and character development for teachers; and provide professional development in the	2 - School Climate & Culture
	3: Use the new district report card rating indicators on Social Emotional Learning. Provide workshops for parents on social, emotionl and character development.	8 - Family Engagement
Target population *[Focus school subgroups*	**Special Education and English Language Learners**	

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

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	All teachers will participate in professional development activities on social-emotional learning, character development, and how to utilize the new district report card rating indicators.	Attendance forms	
EOC2	By June 2016, 45% of the students will establish and maintain cooperative relationships with adults and peers as measured by the Social Emotional Learning rubrics.	District Report Card	
EOC3	By June 2016, 55% of the students will establish and maintain cooperative relationships with adults and peers as measured by the Social Emotional Learning rubrics.	District Report Card	
EOC4	By June 2016, 65% of the students will establish and maintain cooperative relationships with adults and peers as measured by the Social Emotional Learning rubrics.	District Report Card	
EOC5	By June 2016, 75% of the students will establish and maintain cooperative relationships with adults and peers as measured by the Social Emotional Learning rubrics.	District Report Card	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Participate in the Social Emotional Learning Summer Academy	2 - School Climate & Culture	7/15/2015	8/30/2015	Vice-Principal Selected Teachers
2	2	Turnkey training on Social Emotional Learning for staff.	2 - School Climate & Culture	9/1/2015	9/30/2015	Vice-Principal Selected Teachers
3	1	Create lesson plans based on social-emotional learning and character development goals.	4 - Curriculum, Assessment & Intervention System	9/16/2015	10/30/2015	Teachers
4	1	Implement social-emotional learning and character development lessons.	4 - Curriculum, Assessment & Intervention System	9/21/2015	10/30/2015	Teaachers
5	3	Share student progress results with parents.	8 - Family Engagement	11/17/2015	11/20/2015	Teachers
6	3	Distribute newsletters to parents on social- emotional learning and character development.	8 - Family Engagement	11/17/2015	11/20/2015	Vice-Principal

SMART Goal 3

8.iii

RETURN TO INSTRUCTIONS

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!

7	1	Create lesson plans based on social-emotional learning and character development goals.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/22/2015	Teaachers
8	1	Implement social-emotional learning and character development lessons and activities.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/22/2015	Teaachers
9	2	Use the SEL rubrics to identify student progress in establishing and maintaining cooperative relationships and share students' progress with parents.	2 - School Climate & Culture	11/1/2015	12/22/2015	Teaachers
10	1	Create lesson plans based on social-emotional learning and character development goals.	4 - Curriculum, Assessment & Intervention System	1/2/2016	2/29/2016	Teaachers
11	1	Implement social-emotional learning and character development lessons and activities.	4 - Curriculum, Assessment & Intervention System	1/2/2016	2/29/2016	Teaachers
12	2	Use the SEL rubrics to identify student progress in establishing and maintaining cooperative relationships and share students' progress with parents.	2 - School Climate & Culture	1/2/2016	2/29/2016	Teaachers
13	1	Create lesson plans based on social-emotional learning and character development goals.	4 - Curriculum, Assessment & Intervention System	3/1/2016	4/30/2016	Teaachers
14	1	Implement social-emotional learning and character development lessons and activities.	4 - Curriculum, Assessment & Intervention System	3/1/2016	4/30/2016	Teaachers
15	2	Use the SEL rubrics to identify student progress in establishing and maintaining cooperative relationships and share students' progress with parents.	2 - School Climate & Culture	3/1/2016	4/30/2016	Teaachers
16	3	Distribute newsletters to parents on social- emotional learning and character development.	8 - Family Engagement	3/1/2016	4/30/2016	Vice-Principal
17	1	Create lesson plans based on social-emotional learning and character development goals.	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/15/2016	Teaachers
18	1	Implement social-emotional learning and character development lessons and activities.	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/15/2016	Teaachers
19	2	Use the SEL rubrics to identify student progress in establishing and maintaining cooperative relationships and share students' progress with parents.	2 - School Climate & Culture	5/1/2016	6/15/2016	Teaachers
20	2	Evaluate the effectiveness of implementing social emotional learning lessons in the classroom.	2 - School Climate & Culture	6/20/2016	6/27/2016	Vice-Principal

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source

SMART Goal 4 8.iv

RETURN TO INSTRUCTIONS

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!

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, 75% of k through Grade 5 teachers will demonstrate effective use of differentiated instruction in their classes as measured by walkthroughs and or formal observations.	
Performance Challenge Being Addressed	Some students do not master the student learning objectives.	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Analyze data to plan intervention and differentated Instructional startegies to address the learning needs of students.	6 - Enabling the Effective Use of Data
	2: Provide job-embedded professional development, modeling, observations, and workshops by peers and/or specialists.	5 - Effective Staffing
	3: Support and monitor teachers as they use data to implement differentiated instructional strategies.	1 - School Leadership
Target population *[Focus school subgroups only]*	**Special Education and English Language Learners**	

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

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	By October 2015, administrators will examine lesson plans and conduct walkthroughs, create baseline data, and analyze how teachers plan for and use differentiated instructional strategies .	Walkthroughs Lesson Plans	
EOC2	By December 2015, 45% of k through Grade 5 teachers will demonstrate effective use of differentiated instruction in their classes as measured by walkthroughs and or formal observations.	Lesson Plans Formal observations	
EOC3	By February 2016, 55% of k through Grade 5 teachers will demonstrate effective use of differentiated instruction in their classes as measured by walkthroughs and or formal observations.	Lesson Plans Formal observations	
EOC4	By April 2016, 65% of k through Grade 5 teachers will will demonstrate effective use of differentiated instruction in their classes as measured by walkthroughs and or formal observations.	Lesson Plans Formal observations	
EOC5	By June 2016, 75% of k through Grade 5 teachers will demonstrate effective use of differentiated instruction in their classes as measured by walkthroughs and or formal observations.	Lesson Plans Formal observations	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Implement PD on differentiated instruction, including a survey regarding teacher expertise on differentiated strategies.	5 - Effective Staffing	9/7/2015	9/30/2015	Principal Teacher Facilitator
2	1	Administer teacher,student and parent surveys regarding learning styles.	6 - Enabling the Effective Use of Data	10/1/2015	10/9/2015	Principal Teacher Facilitator
3	3	Facilitate peer modelling of differentiated strategies by grade levels for groups of teachers.	1 - School Leadership	9/16/2015	10/30/2015	Teachers
4	2	Debrief observations of lessons during CPT/and or available time.	5 - Effective Staffing	9/16/2015	10/30/2015	Teachers
	3	Review lesson plans and provide feedback to teachers regarding differentiated instruction.	1 - School Leadership	9/7/2015	10/30/2015	Principal

SMART Goal 4

8.iv

RETURN TO INSTRUCTIONS

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!

6	1	Analyze Unit 1 summative data.	6 - Enabling the Effective Use of Data	11/1/2015	12/22/2015	Teachers
7	2	Facilitate PD on differentiated instruction, including a survey regarding teacher expertise on differentiated strategies.	5 - Effective Staffing	11/30/2015	12/22/2015	Principal Teacher Facilitator
	1	Implement the extended school day program	6 - Enabling the Effective Use of Data	11/30/2015	12/22/2015	Principal
9	2	Facilitate peer modelling of differentiated strategies by grade levels for groups of teachers.	2 - School Climate & Culture	11/30/2015	12/22/2015	Teachers
10	2	Debrief observations of lessons during CPT/and or available time.	5 - Effective Staffing	11/30/2015	12/22/2015	Teachers
11	3	Review lesson plans and provide feedback to teachers regarding differentiated instruction.	1 - School Leadership	1/2/2016	2/29/2016	Vice Principal
12	1	Analyze Unit 2 summative data.	6 - Enabling the Effective Use of Data	1/2/2016	2/29/2016	Teachers
13	2	Facilitate PD on differentiated instructional strategies.	5 - Effective Staffing	1/2/2016	2/29/2016	Principal Teacher Facilitator
14	1	Survey teachers regarding knowledge and use of differentiated strategies.	6 - Enabling the Effective Use of Data	3/15/2016	3/24/2016	Principal Teacher Facilitator
15	2	Facilitate peer modelling of differentiated strategies by grade levels for groups of teachers.	5 - Effective Staffing	4/4/2016	4/22/2016	Teachers
16	3	Debrief observations of lessons during CPT/and or available time.	1 - School Leadership	4/4/2016	4/22/2016	Principal Vice Principal
17	2	Facilitate PD on differentiated instruction strategies.	5 - Effective Staffing	3/1/2016	4/22/2016	Principal Teacher Facilitator
18	3	Review lesson plans and provide feedback to teachers regarding differentiated instruction.	1 - School Leadership	4/4/2016	4/22/2016	Principal Teacher Facilitator
19	2	Facilitate PD on differentiated instruction, including a survey regarding teacher expertise on differentiated strategies.	5 - Effective Staffing	5/1/2016	5/30/2016	Principal Teacher Facilitator
20	1	Analyze walkthroughs, teacher observations, and lesson plans to measure teacher growth.	6 - Enabling the Effective Use of Data	6/1/2016	6/17/2016	Teachers

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source

SMART Goal 4

8.iv

RETURN TO INSTRUCTIONS

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!

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	$ -	$ 224,744.00	$ -	$ -	$ 224,744.00
Purchased Professional & Technical Services	100-300	$ -	$ -	$ -	$ -	$ -
Other Purchased Services	100-500	$ -	$ -	$ -	$ -	$ -
Supplies & Materials	100-600	$ -	$ -	$ -	$ -	$ -
Other Objects	100-800	$ -	$ -	$ -	$ -	$ -
SUBTOTAL - INSTRUCTION		$ -	$ 224,744.00	$ -	$ -	$ 224,744.00
SUPPORT SERVICES						
Personnel Services - Salaries	200-100	$ -	$ -	$ -	$ -	$ -
Personnel Services - Employee Benefits	200-200	$ -	$ 58,433.00	$ -	$ -	$ 58,433.00
Purchased Professional & Technical Services	200-300	$ -	$ -	$ -	$ -	$ -
Purchased Property Services	200-400	$ -	$ -	$ -	$ -	$ -
Other Purchased Services	200-500	$ -	$ -	$ -	$ -	$ -
Travel	200-580	$ -	$ -	$ -	$ -	$ -
Supplies & Materials	200-600	$ -	$ -	$ -	$ -	$ -
Other Objects	200-800	$ -	$ -	$ -	$ -	$ -
Indirect Costs	200-860	$ -	$ -	$ -	$ -	$ -
SUBTOTAL - SUPPORT SERVICES		$ -	$ 58,433.00	$ -	$ -	$ 58,433.00
Buildings	400-720	$ -	$ -	$ -	$ -	$ -
Instructional Equipment	400-731	$ -	$ -	$ -	$ -	$ -
Non-instructional Equipment	400-732	$ -	$ -	$ -	$ -	$ -
SUBTOTAL - FACILITIES		$ -	$ -	$ -	$ -	$ -
TOTAL COST		**$ -**	**$ 283,177.00**	**$ -**	**$ -**	**$ 283,177.00**

SIP Development Confirmation Page

RETURN TO INSTRUCTIONS

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.

- [x] The School Improvement Plan addresses all eight turnaround principles.
- [x] The results of the Quality School Review, completed in collaboration with the Regional Achievement Center staff, are included on the "QSR Summary" tab.
- [x] The School Improvement Plan includes no more than four (4) SMART goals, with a SMART goal developed in each of the following areas:
  - [x] Literacy
  - [x] Math
  - [x] Climate and Culture
  - [x] Effective Use of Data
- [x] 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.
- [x] [For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.

Completed By Vikki Abdus-Salaam Date Completed 6/25/2015

Turnaround Principles	Number of TPs Addressed in the Strategies	Number of TPs Addressed in the Action Steps
1 - School Leadership	2	8
2 - School Climate & Culture	1	8
3 - Effective Instruction	2	14
4 - Curriculum, Assessment & Intervention System	3	23
5 - Effective Staffing	1	7
6 - Enabling the Effective Use of Data	1	6
7 - Effective Use of Time	1	5
8 - Family Engagement	1	2