Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

School:	2 **Livingston**	
Region:	5	
County:	Middlesex	
District:	New Brunswick City	
CDS:	233530090	
RAC Classification:	Focus	
Rationale:	Lowest Subgroup Performance:	*LEP, Special Ed*

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	Georgette Gonzalez	Georgette_gonzalez@nbps.k12.nj.us	732-745-5300 X 6501	Yes	Yes	Georgette Gonzalez	6/26/2015
Vice Principal	Ellen Treadway	Ellen_treadway@nbps.k12.nj.us	732-745-5300 X 6501	Yes	Yes	Ellen Treadway	6/26/2015
5th Grade Resource Teacher	Tara Webster	Tara_webster@nbps.k12.nj.us	732-745-5300 X 6501	Yes		Tara Webster	6/26/2015
3rd Grade Teacher	Kamilaudrey Puente	kami_puente@nbps.k12.nj.us	732-745-5300 X 6501	Yes	Yes	Kamilaudrey Puente	6/26/2015
Kindergarten	Lisa Mruk	lisa_mruk@nbps.k12.nj.us	732-745-5300 X 6501	Yes	Yes	Lisa Mruk	6/26/2015
BSI	Matthew Severino	matt_severino@nbps.k12.nj.us	732-745-5300 X 6501	Yes	Yes	Matthew Severino	6/26/2015
RAC 5	William Andersen	wtandersen48@gmail.com	732-996-0820	Yes	Yes		6/26/2015

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
3/23/2015	QSR	Entire Staff	Yes	Yes
3/24/2015	Select From List	Entire Staff	Yes	Yes
4/2/2015	Data Review and Analysis	SCIP Committee	Yes	Yes
4/10/2015	Data Review and Analysis	SCIP Committee	Yes	Yes
5/8/2015	Other	SCIP Committee	Yes	Yes
5/10/2015	Plan Development	SCIP Committee	Yes	Yes
5/12/2015	Plan Development	SCIP Committee	Yes	Yes
5/15/2015	Plan Development	SCIP Committee	Yes	Yes

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

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 establish a coherent vision that is understood and supported by the entire school community. 1.3. The school's improvement plan is aligned to the needs assessment. Staff members are familiar with the priorities for improvement. 1.4. The principal sets high expectations for students and staff members. 1.5. The principal ensures that the standards-based curriculum is implemented.	1.2. The school improvement plan will be developed by key leaders with significant input from staff members. Rigorous and regular reviews will be put in pladce to assess progress towards goals. Instructional priorities will guide systematic professional development. 1.3. The principal will use data to work collaboratively with staff to maintain an euitable learning environment.
	1.2	3 - Proficient		
	1.3	3 - Proficient		
	1.4	3 - Proficient		
	1.5	3 - Proficient		
	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, welcomed, and ready to learn. There is a clear and consistent behavior system. 2.2. Academic leearning time is protected and prioritized. Instruction is monitored through wealkthroughs and observations. 2.3 High expectations are communicated to staff, students, and families.	2.1. Significant time passes before areas in need of repair receive attention.
	2.2	3 - Proficient		
	2.3	3 - Proficient		
3 - Effective Instruction	3.1	2 - Developing	3.2. Teachers use a variety of instructional and response strategies. 3.4. The principal verifies content knowledge through walkthroughs and formal observations. Teachers demonstrate pedagogical effetiveness. 3.6. Teachers hold high academic and behavioral expectations for students.	3.1. Teachers do not consistently post and explain student learning objectives. Students cannot consistently articulate what the learning objective is and why it is important. 3.2. Teachers can articulate a rationale for selecting specific instructional strategies. All teachers should use student learning data to inform instruction. 3.3. Teachers are not always clear about where students are in terms of mastering the learning objective. 3.5. Some teachers do not consistently make instructional decisions, group students, differenentiate, and plan targetted interventions based on data.
	3.2	3 - Proficient		
	3.3	2 - Developing		
	3.4	4 - Well Developed		
	3.5	3 - Proficient		
	3.6	3 - Proficient		
4 - Curriculum, Assessment and Intervention System	4.1	2 - Developing	4.2. All staff members are observed regularly to ensure instructional alignment to the standards. Data indicate that teachewrs teach lessons aligned to the standards. Lesson plans demonstrate alignment to the standards. 4.3. The district provides common assessments aligned to the CCSS in ELA and mathematics. (4.4) Teachers have access to and use instructional materials aligned to the CCSS. 4.5. DRA and formative and summative assessments identify students two or more years behind in ELA and mathematics. Building admninistrators know how students in interventions are progressing; they allocate resources to ensure progress.	4.1. The instructional sequence is not calendared across all grade levels. Teachers do not always know how to access the aligned standards because the district developed ELA instructional sequence is unclear.
	4.2	3 - Proficient		
	4.3	4 - Well Developed		
	4.4	4 - Well Developed		
	4.5	3 - Proficient		

Quality School Review Details

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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. The leadership team participates in and informs staff selection. 5.2. Building leaders engage in school-wide observations and provide feedback using aligned protocols. Teachers receive feedback and support. 5.3. Structures are in place for job-embedded collaborative learning. 5.4. Classes are staffed with teachers who have the skills and competencies to teach. 5.5. Teachers are provided ongoing, job-embedded professional development.	5.5. Teachers should demonstrate a collective awareness of individual skills and growth areas, reflect on their teaching practices, and demonstrate self-directed professional development based on student achievement outcomes.
	5.2	3 - Proficient		
	5.3	3 - Proficient		
	5.4	3 - Proficient		
	5.5	3 - Proficient		
6 - Enabling the Effective Use of Data	6.1	3 - Proficient	6.1. Systems are in place to easily and routinely review accurate data on attendance, tardies, and office referrals. Climate and culture student, parent, and teacher surveys are administered and analyzed. 6.2. Teachers have on-demand access to and use data that are clear and easy to analyze. (6.3) Teachers and building leaders have regularly scheduled collaboration time to analyze data and participate in professional learning activities tied to a variety of data.	6.1. Parents do not consistently use the parent portal to access grades.
	6.2	3 - Proficient		
	6.3	3 - Proficient		
7- Effective Use of Time	7.1	3 - Proficient	7.1. The master schedule is completed during the summer and given to teachers before the students arrive. It ensures all content areas have sufficient time allotted. 7.2. The master schedule allows for students to enter and exit interventions throughout the year. 7.3. Teachers have planning time for grade and content meetings. The master schedule includes opportunities to learn from peers and other experts through job-embedded professional development.	7.3. Teacher collaboration time can be tailored to professional topics that address the interests of the teachers.
	7.2	3 - Proficient		
	7.3	3 - Proficient		
8- Family & Community Engagement	8.1	3 - Proficient	8.1. Livingston School holds family nights throughout the year. Parental attendance is high. Parents receive report cards and progress reports each marking period. The family liason communicates freuwently with families. Parents are informed of surveys that can be completed on paper or online. 8.2. A variety of programs available include I &RS, YSS (after school program), Child Study team, Rutger's tutoring, Extended School Day Program, and Backpack program.	8.1 The PTA/PTO should communicate more ffectively with family members in order to increase involvement and participation.
	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	[Please enter your school-wide 2013-2014 targets.]	School Accountability Progress Targets	Math 71.5% LAL 51%	Math schoolwide performance for 2014 was 65% proficient. LAL schoolwide performance in 2014 was 32% proficient. We decreased in both content. Achieve 3000 provides LEP and SWD students with targeted activities in reading. Basic Skills teachers push in and seldomly pull out to provide students with targeted instruction. The specialist instructional modeling has not been up to par since October 2014 until March 2015. Admininstration has taken action to remediate the issue by providing the specialists with a schedule to target the teachers in need and update the schedule every 6 weeks. The morning program (November 18, 2014 until February 26, 2015) focused
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	[Please enter your two lowest performing subgroup 2013-2014 targets.]	School Accountability Progress Targets	ELA Hispanic 50.5% LEP 33.8% ED 51% Math Hispanic 71.9% LEP 60.8% ED 70.1%	The school did not meet the schoolwide and economically disadvantaged targets for ELA. Hispanic subgroups proficiency was 32%. Economically disadvantaged proficiency was 31%. Math Hispanic subgroups proficiency was 66%. Economically disadvantage proficiency was 65%. Achieve 3000 provides LEP and SWD students with targeted activities in reading. Basic Skills teachers push in and seldomly pull out to provide students with targeted instruction. The specialist instructional modeling has not been up to par since October 2014 until March 2015. Admininstration has taken action to remediate the issue by providing the specialist with a schedule to target the teachers in need and update the schedule every 6
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	ELA 3rd grade 96.5% 4th grade 97.5% and Fifth grade 93%	Fourth graded had the highest participation from last year's benchmark.
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	3rd Grade LAL All Groups 43% met standards. Students with Disability 34.5% met standards. LEP 39.5% met standards this is an average of 2 benchmarks. 4th Grade All Groups 6.% met standards. Students with Disability 52% met standards and LEP 44% this an average of 2 benchmarks. 5th Grade All Groups 57.5% met standards. Students with Disability 44.5% and this is an average of 2 benchmarks. 3rd Grade Math 49.5% met standards. Student with	We increased in LAL from 36%. SWD Increased from 12% to 34.5%. LEP decreased by 8%. Fourth grade increased by 3%. SWD increased by 1% LEP decreased by 6%. Fifth graded increased by 6.5%. SWD decreased by 19% because the majority of the students shifted from 3rd grade self contained to fifth grade. For Math 3rd graded increased 6.5%. SWD increased by 18%. LEP decreased by 20%.Fourth grade increased in Math by 9%. SWD increased by 12.5%. LEP decreased by 4.5%. FIfth graded increased in Math 11.5% SWD decreased by 10.5%. Third Grade W 3.1.A introduce a topic, state an opinion and create organization structure. RL 3.6 distinguish their own point of view from that of the narrator or those of the characters. Fourth Grade ELA weaknesses include determining the theme, RL 4.2 ,

Data Review & Analysis 6

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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	Math schoolwide performance for 2014 was 65%proficient in Math. Schoolwide performance in 2014 LAL was 32% proficient.	ELA last year we had 36.6% proficiency compared to this year we decreased 4.6% points. Math was 74.6% proficiency compared to this year we decreased 9.6% points.
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	Overall 2.8	LAL MSGP was 45 and # of students assigned 125. Math MSGP was 35.5 # of students assigned 126. Overall 2.8
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	LEP students attained 64.2% in English growth which is 5.2% more than the expected 59% target. Based on the AMAO 2 data report, Livingston's LEP students who have been in the program for 4 years attaned 20.7% language proficiency, surpassing the 5% target by 15.7%. Also based on the AMAO 2 data report, Livingston's LEP students who have been 5 or more years in the program attained 66.7% language proficiency, surpassing the 50% target	There is no direct relationship between AMAO assessments and the NJ ASK. The data indicates that we are targeting instruction.
Environmental					
Enrollment	Number of students enrolled in your building	• Identify overall enrollment and trends • Identify enrollment by grade and subgroup	District SIS	Total - 506 Students. K-110; First-106; Second-51; Third- 75; Fourth- 81; Fifth-51. Subgroups: K Hispanic-103, Black-7. First Hispanic-119, Black-7. Second Hispanic-47, Black-3, Asian 1. Third Hispanic-73, Black-2. Fourth Hispanic-77, Black-3. Fifth Hispanic-51, Black-1.	The enrollment reduced by 40 students since last year. We no longer have two 2nd grade billingual classes and one monolingual. No significant change in overall student makeup

Data Review & Analysis 6

RETURN TO INSTRUCTIONS

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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 through March Overall Rate Kindergarten 96%, Grades 1-5 is 97.5%. Patterns by grade: K-96%; First-96.9%; Second-97.4%; Third-97.7%; Fourth-97.6%; Fifth-97.6%. Chronic Absenteeism for ALL STUDENTS: September-10.0%; October-4.27%; November-11.88%; December-13.25% January-20.78; February 23.20%, March 9.41%. Chronic Absenteeism for LEP Students: September-16.54%; October-4.92%; November-12.30%; December-16.00%; January-27.91%; February-34.88% March 14.91%. Chronic Absenteeism for SWD: September-7.55%; October-4.17%; November-17.78%; December-9.09%; January 17.7%; February-19.51%, March 5.00%	At the end of each marking period, students are recognized for perfect attendance. Building administrators and teachers stress the importance of good attendance. The parent liaison makes phone calls every morning to the homes of the absent students. The attendance rate were better than last year's rates. 97 % of the students qualify for free/reduced lunch. Grade 1-5 had a higher attendance rate than last year. Third Grade had the most significant improvement in attendance by 6.7%.
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	Overall Attendance for Staff: 95.5% Pattern by Teachers: Kindergarten: 5 . Attendance rate 5 teachers: 95%. Grade 1: 6 teachers. 1 extended absence of 14 days. Attendance of rate : 96%. Grade 2: 2 teachers 97%. Grade 3: 4 teachers. 1 extended absence . Attendance rate for 4 teachers-91%. Grade 4: 4 teachers, including 1 resource teacher. Attendance rate 97% . Grade 5: 2 teachers, The resource teacher has been on maternity leave since March 13, 2015. The remaining 2 teachers: 85%. ESL: 1.5 teachers. 1 teacher has been absent since November 3, 2015. The remaining 1 teachers: 97%.	The overall attendance rate for teachers is very good. Most teachers submit a doctor's note for every absence. Administrations document teachers' poor attendance in their evaluation. The principal and vice principal recognize teachers with perfect attendance during the annual dinner dance. A recommendation will be made to the Superintendent to withhold increment on the teacher's wages that has had excessive absences for two consecutive years.
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; October: 2 November 0, December 1, January 1, February 2 March: 2.	Livingston School does not have a discipline issue. Administrators and teachers hold students accountable for their behavior. The principal and vice principal stop misbehaviors before they become serious issues; they involve parents as necessary in the process. The duration of suspensioons does not exceed two days.

Data Review & Analysis 6

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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
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	not applicable	not applicable
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	Survey from September 22, 2014. Student Climate Survey Students feel they try hard and what they learn is important. 24 students feel they are not recognized for their good work. 28 students do not feel that other students in this school treat them with respect. Parent Clmate Survey-Only a handful of parents do not like the school their children attend. Staff Climate Survey-4 items we will work on to improve the climate of the school.	To provide materials and resources to work with students. Teachers' involement in decision making should be encouraged. School leaders will provide additional feedback to improve instruction. Technology is not readily available.
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	Cycle 1 Distinguish 32% Proficient 68% Cycle 2 Distinguish 44% Proficient 61% Emerging .06% Cycle 3 Distinguish 37% Proficient 53% Emerging .01%	Teachers' questioning has improved throughout the year. Subgroups: Bilingual 3 out of 4 teachers are on target with their instruction. Monolingual18 out of the 19 teachers are on target with their instruction, BSI, 3 out of the 4 teachers are on target, Resource 4 out of the 5 are on target.

Data Review & Analysis

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RETURN TO INSTRUCTIONS

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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
Building and district administrators utilize a formal walkthrough form generated McCrel to	ELA and math.. SWD and ELL.	Walkthrough Trend Analysis Data	Effective	100% of teachers created and address lesson objectives tied to CCSS over the course of the year. Higher order thinking questions Remember 15.5%, Understand 22.5%, Appy	Strengths. Teachers have demonstrated significant progress in communicating and addressing learning objectives, tying the learning objectives to the standards, and keeping students focused on essential questions. Teachers made progress in asking higher order thinking questions. Challenges: Teachers continue to struggle with using
Formative assessments	ELA and math.. SWD and ELL.	Walkthrough Trend Analysis Data	Effective	59.5% using formative assessment	Although teachers have on demand access to student performance data through Performance Matters and meet regularly during common planning time to discuss data, no accountability system is currently in place to insure that they do so. Data shows that the teachers are questioning at the Applying Level. THis data coincides to
Differentiation	ELA and math.. SWD and ELL.	Walkthrough Trend Analysis Data	Effective	40.5% using differentiation.	Teachers have common planning time available, differentiated professional development activities focused on the individual learning needs.
Student Engagement	All Targeted Student	Walkthrough Trend Analysis Data	Effective	94.1% of the students are engaged, 70% of the time or more.	It is evident that the students engagement has improved after several discussion during CPT.

Data Review & Analysis 6

RETURN TO INSTRUCTIONS

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

Root Cause Analysis

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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.

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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)	Assessment data indicate that students struggle with producing clear and coherent writing; writing arguments, informative and explanatory essays, and narratives; distinuishing their individual point of view from that of the narrator or character; determining and explaining the theme; and providing evidence from the text in speaking and writing.	Teachers do not consistently use student performance data to plan instruction that address the learning needs of all students.	1:	Analyze overall trends within teachers, students and grade levels.	6 - Enabling the Effective Use of Data
			2:	Provide ongoing and embedded professional development focused on best instructional practice.	3 - Effective Instruction
			3:	Use data from observations and walkthroughs to insure instructional alignment to the literacy standards, effective use of formative assessments, and the use of diagnostic data to identify students in need of	4 - Curriculum, Assessment & Intervention System
Math (TP3, TP4)	Assessment data indicate that students struggle with solving two step word problems, equations, unknown quantity, area measurement, properties of operations, relating area to the operations of multiplication and division, multi digit whole numbers,quotients and remainders, and volume.	Teachers do not consistently use student performance data to plan instruction that address the learning needs of all students.	1:	Analyze overall trends within teachers, students and grade levels.	6 - Enabling the Effective Use of Data
			2:	Provide ongoing and embedded professional development focused on best instructional practice	3 - Effective Instruction
			3:	Use data from observations and walkthroughs to insure instructional alignment to the mathematics standards, effective use of formative assessments, and the use of diagnostic data to identify students in need of	4 - Curriculum, Assessment & Intervention System
Climate & Culture (TP2)	Teachers have expressed the desire to take a more active role in the decision making of the school.	Staff members have not been continuously engaged in shared decision making.	1:	Insure high quality instruction through observations, walkthroughs, and teachers' suggestions for professional growth.	2 - School Climate & Culture
			2:	Involve teachers in setting school goals and reviews to assess progress towards achieving the goals.	1 - School Leadership
			3:	Support and engage teachers in practices to promote professional growth.	5 - Effective Staffing
Effective Instruction (TP3)	Students cannot always articulate what the learning objective is and why it is important.	Teachers do not consistently post and explain clear and measurable student learning objectives.	1:	Provide ongoing and embedded professional development focused on planning creating, posting, and explaining student learning objectives and addressing the objectives throughout the lessons.	7 - Effective Use of Time
			2:	Examine lesson plans and conduct scheduled and targeted walkthroughs to ensure that teachers post, state, explain, and address student learning objectives in their classrooms.	6 - Enabling the Effective Use of Data
			3:	Inform family members about student progress towards learning goals and involve them in instructional decisions during regularly scheduled parent-teacher conferences, progress reports, teacher communications,	8 - Family Engagement

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, SWD, and ELL students in grades 3 through 5 will increase proficiency of the identified English language arts CCSS by a minimum of 7% as evidenced by Common Core aligned ELA summative assessments, and measured by rubrics of complex reading and writing portfolios.	
Performance Challenge Being Addressed	Assessment data indicate that students struggle with producing clear and coherent writing; writing arguments, informative and explanatory essays, and narratives; distinuishing their individual	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Analyze overall trends within teachers, students and grade levels.	6 - Enabling the Effective Use of Data
	2: Provide ongoing and embedded professional development focused on best instructional practice.	3 - Effective Instruction
	3: Use data from observations and walkthroughs to insure instructional alignment to the literacy standards, effective use of formative assessments, and the use of diagnostic data to identify	4 - Curriculum, Assessment & Intervention System
Target population *[Focus school subgroups only]*	**SWD and ELL Students**	

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.	Formative assessments English language arts portfolios	
EOC2	By December 2015, 35% of total, SWD, and ELL students in grades 3 through 5 will increase proficiency of the identified English language arts CCSS by a minimum of 7% as evidenced by Common Core aligned ELA summative assessments, and measured by rubrics of complex reading and writing portfolios.	Unit Assessments Formative assessments English language arts portfolios	
EOC3	By February 2016, 50% of total, SWD, and ELL students in grades 3 through 5 will increase proficiency of the identified English language arts CCSS by a minimum of 7% as evidenced by Common Core aligned ELA summative assessments, and measured by rubrics of complex reading and writing portfolios.	Unit Assessments Formative assessments English language arts portfolios	
EOC4	By April 2016, 65% of total, SWD, and ELL students in grades 3 through 5 will increase proficiency of the identified English language arts CCSS by a minimum of 7% as evidenced by Common Core aligned ELA summative assessments, and measured by rubrics of complex reading and writing portfolios.	Unit Assessments Formative assessments English language arts portfolios	
EOC5	By June 2016, 80% of total, SWD, and ELL students in grades 3 through 5 will increase proficiency of the identified English language arts CCSS by a minimum of 7% as evidenced by Common Core aligned ELA summative assessments, and measured by rubrics of complex reading and writing portfolios.	Summative Assessment	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Analyze student performance data (e.g., NJASK, benchmark and teacher assessments, final ELA grades, DRA). Identify the performance of total, SWD, and ELL students in Grades 3-5.	6 - Enabling the Effective Use of Data	10/1/2015	10/15/2015	Vice Principal
2	3	Conduct and evaluate walkthrough trend analyses, focused walkthrough findings, and formal observations to determine baseline data concerning ELA instructional practice in general education, inclusion, ELL, and special education classes.	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/31/2015	Principal

SMART Goal 1

8.i

RETURN TO INSTRUCTIONS

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3	2	Facilitate professional development sessions that promote purposeful and reflective teaching; address findings from walkthroughs and observtions; afford BSI, ESL and resource teachers opportunities to plan and teach to the standards being addressed in general education classes; examine the use of checks for understanding and formative assessment data to scaffold, reteach, and differentiate instruction; and plan higher order thinking activities and questions.	3 - Effective Instruction	9/1/2015	10/31/2015	Principal Assistant Principal ELA Supervisor
4	3	Insure that the literacy specialist demonstrates lessons focused on producing clear and coherent writing; writing arguments, informative, explanatory, and narratives; distinuishing individual point of view from that of the narrator or character; determining and explaining the theme; and providing evidence from the text.	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/31/2015	Literacy Specialist
5	3	Interpret student benchmark performance data to identify Total, SWD and ELL students in need of interventions or modifications to their interventions.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Vice Principal
6	3	Conduct and evaluate walkthrough trend analyses, focused walkthrough findings, and formal observations to determine baseline data concerning ELA instructional practice in general education, inclusion, ELL, and special education classes.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Principal
7	2	Facilitate professional development sessions that promote purposeful and reflective teaching; address findings from walkthroughs and observtions; afford BSI, ESL and resource teachers opportunities to plan and teach to the standards being addressed in general education classes; examine the use of checks for understanding and formative assessment data to scaffold, reteach, and differentiate instruction; and plan higher order thinking activities and questions.	3 - Effective Instruction	11/1/2015	12/31/2015	Principal Vice Principal
8	3	Insure that the literacy specialist demonstrates lessons focused on producing clear and coherent writing; writing arguments, informative, explanatory, and narratives; distinuishing individual point of view from that of the narrator or character; determining and explaining the theme; and providing evidence from the text.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Literacy Specialist
9	1	Analyze student performance data and provide additional differentiated supports and/or interventions to total, SWD and ELL students.	6 - Enabling the Effective Use of Data	1/2/2016	2/29/2016	Vice Principal
10	3	Conduct and evaluate walkthrough trend analysis, focused walkthrough findings, and formal observations to determine baseline data concerning ELA instructional practice in general education, inclusion, ELL, and special education classes.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Principal
11	2	Facilitate professional development sessions that promote purposeful and reflective teaching; address findings from walkthroughs and observtions; afford BSI, ESL and resource teachers opportunities to plan and teach to the standards being addressed in general education classes; examine the use of checks for understanding and formative assessment data to scaffold, reteach, and differentiate instruction; and plan higher order thinking activities and questions.	3 - Effective Instruction	11/1/2015	12/31/2015	Principal Vice Principal

SMART Goal 1

8.i

RETURN TO INSTRUCTIONS

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12	3	Insure that the literacy specialist demonstrates lessons focused on producing clear and coherent writing; writing arguments, informative, explanatory, and narratives; distinuishing individual point of view from that of the narrator or character; determining and explaining the theme; and providing evidence from the text.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Literacy Specialist
13	1	Analyze student performance data and provide additional	6 - Enabling the Effective Use of	3/1/2016	4/30/2016	Vice Principal
14	3	Conduct and evaluate walkthrough trend analyses, focused walkthrough findings, and formal observations to determine baseline data concerning ELA instructional practice in general education, inclusion, ELL, and special education classes.	4 - Curriculum, Assessment & Intervention System	3/1/2016	4/30/2016	Principal
15	2	Facilitate professional development sessions that promote purposeful and reflective teaching; address findings from walkthroughs and observtions; afford BSI, ESL and resource teachers opportunities to plan and teach to the standards being addressed in general education classes; examine the use of checks for understanding and formative assessment data to scaffold, reteach, and differentiate instruction; and plan higher order thinking activities and questions.	3 - Effective Instruction	3/1/2016	4/30/2016	Principal Vice Principal
16	2	Insure that the literacy specialist demonstrates lessons focused on producing clear and coherent writing; writing arguments, informative, explanatory, and narratives; distinuishing individual point of view from that of the narrator or character; determining and explaining the theme; and providing evidence from the text.	3 - Effective Instruction	3/1/2016	4/30/2016	Literacy Specialist
17	1	Analyze student performance data and provide additional differentiated supports and/or interventions to total, SWD and ELL students.	6 - Enabling the Effective Use of Data	5/1/2016	6/30/2016	Vice Principal
18	3	Conduct and evaluate walkthrough trend analysis, focused walkthrough findings, and formal observations to determine baseline data concerning ELA instructional practice in general education, inclusion, ELL, and special education classes.	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/30/2016	Principal
19	2	Facilitate professional development sessions that promote purposeful and reflective teaching; address findings from walkthroughs and observtions; afford BSI, ESL and resource teachers opportunities to plan and teach to the standards being addressed in general education classes; examine the use of checks for understanding and formative assessment data to scaffold, reteach, and differentiate instruction; and plan higher order thinking activities and questions.	3 - Effective Instruction	5/1/2016	6/30/2016	Principal Vice Principal
20	2	Identify nontenured teachers for renewal and nonrenewal of contract and tenured teachers in need of a corrective action plan.	3 - Effective Instruction	5/1/2016	5/15/2016	Principal

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
	Basic Skills Teachers	INSTRUCTION - Personal Services - Salaries	$ 170,756.00	Federal Title I
	Basic Skills Teachers	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 44,397.00	Federal Title I

SMART Goal 1

8.i

RETURN TO INSTRUCTIONS

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SMART Goal 2

8.ii

RETURN TO INSTRUCTIONS

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, 80% of total, SWD, and ELL students in grades 3 through 5will increase proficiency of the identified mathematics CCSS by a minimum of 7% as evidenced by Common Core aligned mathematics summative assessments.	
Performance Challenge Being Addressed	[illegible] problems, equations, unknown quantity, area measurement, properties of operations, relating area to the operations of multiplication and division, multi digit whole numbers,quotients and remainders, and volume.	
Strategies to Address Challenge	1: Analyze overall trends within teachers, students and grade levels.	6 - Enabling the Effective Use of Data
	2: Provide ongoing and embedded professional development focused on best instructional practice	3 - Effective Instruction
	3: Use data from observations and walkthroughs to insure instructional alignment to the mathematics standards, effective use of formative assessments, and the use of diagnostic data to	4 - Curriculum, Assessment & Intervention System
Target population *[Focus school subgroups only]*	**SWD and ELL Students**	

Turnaround Principle Addressed

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.	Formative assessments	
EOC2	By December 2015, 35% of total, SWD, and ELL students in grades 3 through 5 will increase proficiency of the identified mathematics CCSS by a minimum of 7% as evidenced by Common Core aligned mathematics summative assessments.	Unit Assessments Formative assessments	
EOC3	By February 2016, 50% of total, SWD, and ELL students in grades 3 through 5 will increase proficiency of the identified mathematics CCSS by a minimum of 7% as evidenced by Common Core aligned mathematics summative assessments.	Unit Assessments Formative assessments	
EOC4	By April 2016, 65% of total, SWD, and ELL students in grades 3 through 5 will increase proficiency of the identified mathematics CCSS by a minimum of 7% as evidenced by Common Core aligned mathematics summative assessments.	Unit Assessments Formative assessments	
EOC5	By June 2016, 80% of total, SWD, and ELL students in grades 3 through 5will increase proficiency of the identified mathematics CCSS by a minimum of 7% as evidenced by Common Core aligned mathematics summative assessments.	Summative Assessments	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Analyze student performance data (e.g., NJASK, benchmark and teacher assessments, and final mathematics grades). Identify the performance of total, SWD, and ELL students in Grades 3-5.	6 - Enabling the Effective Use of Data	10/1/2015	10/15/2015	Vice Principal
2	3	Conduct and evaluate walkthrough trend analyses, focused walkthrough findings, and formal observations to determine baseline data concerning mathematics instructional practice in general education, inclusion, bilingual, and special education classes.	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/31/2015	Principal

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.
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3	2	Facilitate professional development sessions that promote purposeful and reflective teaching; address findings from walkthroughs and observations; afford BSI, bilingual, and resource teachers opportunities to plan and teach to the standards being addressed in general education classes; discuss the use of checks for understanding and formative assessment data to scaffold, reteach, and differentiate instruction; and plan activities that address higher order thinking and questioning.	3 - Effective Instruction	9/1/2015	10/31/2015	Principal Assistant Principal ELA Supervisor
4	3	Insure that the mathematics specialist provides demonstration lessons focued on two step word problems, equations, unknown quantity, area measurement, properties of operations, relating area to the operations of multiplication and division, multi digit whole numbers,quotients and remainders, and volume..	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/31/2015	Literacy Specialist
5	3	Interpret student benchmark performance data to identify Total, SWD and ELL students in need of interventions or modifications to their interventions.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Vice Principal
6	3	Conduct and evaluate walkthrough trend analysis, focused walkthrough findings, and formal observations to determine baseline data concerning ELA instructional practice in general education, inclusion, ELL, and special education classes.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Principal
7	2	Facilitate professional development sessions that promote purposeful and reflective teaching; address findings from walkthroughs and observations; afford BSI, bilingual, and resource teachers opportunities to plan and teach to the standards being addressed in general education classes; discuss the use of checks for understanding and formative assessment data to scaffold, reteach, and differentiate instruction; and plan activities that address higher order thinking and questioning.	3 - Effective Instruction	11/1/2015	12/31/2015	Principal Vice Principal
8	3	Insure that the mathematics specialist provides demonstration lessons focued on two step word problems, equations, unknown quantity, area measurement, properties of operations, relating area to the operations of multiplication and division, multi digit whole numbers,quotients and remainders, and volume.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Literacy Specialist
9	1	Analyze student performance data and provide additional differentiated supports and/or interventions to total, SWD and ELL students.	6 - Enabling the Effective Use of Data	1/2/2016	2/29/2016	Vice Principal
10	3	Conduct and evaluate walkthrough trend analyses, focused walkthrough findings, and formal observations to determine baseline data concerning mathematics instructional practice in general education, inclusion, ELL, and special education classes.	4 - Curriculum, Assessment & Intervention System	1/2/2016	2/29/2016	Principal
11	2	Facilitate professional development sessions that promote purposeful and reflective teaching; address findings from walkthroughs and observations; afford BSI, bilingual, and resource teachers opportunities to plan and teach to the standards being addressed in general education classes; discuss the use of checks for understanding and formative assessment data to scaffold, reteach, and differentiate instruction; and plan activities that address higher order thinking and questioning.	3 - Effective Instruction	1/2/2016	2/29/2016	Principal Vice Principal

SMART Goal 2

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RETURN TO INSTRUCTIONS

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12	3	Insure that the mathematics specialist provides demonstration lessons focued on two step word problems, equations, unknown quantity, area measurement, properties of operations, relating area to the operations of multiplication and division, multi digit whole numbers,quotients and remainders, and volume.	4 - Curriculum, Assessment & Intervention System	1/2/2016	2/29/2016	Literacy Specialist
13	1	Analyze student performance data and provide additional differentiated supports and/or interventions to total, SWD and ELL students.	6 - Enabling the Effective Use of Data	3/1/2016	4/30/2016	Vice Principal
14	3	Conduct and evaluate walkthrough trend analyses, focused walkthrough findings, and formal observations to determine baseline data concerning mathematics instructional practice in general education, inclusion, ELL, and special education classes.	4 - Curriculum, Assessment & Intervention System	3/1/2016	4/30/2016	Principal
15	2	Facilitate professional development sessions that promote purposeful and reflective teaching; address findings from walkthroughs and observations; afford BSI, bilingual, and resource teachers opportunities to plan and teach to the standards being addressed in general education classes; discuss the use of checks for understanding and formative assessment data to scaffold, reteach, and differentiate instruction; and plan activities that address higher order thinking and questioning.	3 - Effective Instruction	3/1/2016	4/30/2016	Principal Vice Principal
16	2	Insure that the mathematics specialist provides demonstration lessons focued on two step word problems, equations, unknown quantity, area measurement, properties of operations, relating area to the operations of multiplication and division, multi digit whole numbers,quotients and remainders, and volume.	3 - Effective Instruction	3/1/2016	4/30/2016	Literacy Specialist
17	1	Analyze student performance data and provide additional differentiated supports and/or interventions to total, SWD and ELL students.	6 - Enabling the Effective Use of Data	5/1/2016	6/30/2016	Vice Principal
18	3	Conduct and evaluate walkthrough trend analyses, focused walkthrough findings, and formal observations to determine baseline data concerning mathematics instructional practice in general education, inclusion,bilingual, and special education classes.	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/30/2016	Principal
19	2	Facilitate professional development sessions that promote purposeful and reflective teaching; address findings from walkthroughs and observations; afford BSI, bilingual, and resource teachers opportunities to plan and teach to the standards being addressed in general education classes; discuss the use of checks for understanding and formative assessment data to scaffold, reteach, and differentiate instruction; and plan activities that address higher order thinking and questioning.	3 - Effective Instruction	5/1/2016	6/30/2016	Principal Vice Principal
20	2	Identify nontenured teachers for renewal and nonrenewal of contract and tenured teachers in need of a corrective action plan.	3 - Effective Instruction	5/1/2016	5/15/2016	Principal

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

SMART Goal 2

8.ii

RETURN TO INSTRUCTIONS

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SMART Goal 3

8.iii

RETURN TO INSTRUCTIONS

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, 85% of teachers will be involved in decision making, partipated in committee meetings, actively involved in decision making, received available resources (including technology resources), and provided with quality feedback, coaching, and support to improve instructional practice.	
Performance Challenge Being Addressed	Teachers have expressed the desire to take a more active role in the decision making of the school.	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Insure high quality instruction through observations, walkthroughs, and teachers' suggestions for professional growth.	2 - School Climate & Culture
	2: Involve teachers in setting school goals and reviews to assess progress towards achieving the goals.	1 - School Leadership
	3: Support and engage teachers in practices to promote professional growth.	5 - Effective Staffing
Target population *[Focus school subgroups*	**SWD and ELL Students**	

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 September 2015, administrators will examine and analyze Culture and Climate Survey data, plan strategies to involve teachers in decision making, organize the committees, make resources available to teachers, and provide quality feedback, coaching, and support to teachers after walkthroughs.	Cultural and Climate Survey	
EOC2	By December 2015, 45% of teachers will be involved in decision making, partipated in committee meetings, actively involved in decision making, received available resources (including technology resources), and provided with quality feedback, coaching, and support to improve instructional practice.	Agendas and minutes Walkthroughs Formal observations Lesson plans	
EOC3	By February 2016, 60% of teachers will be involved in decision making, partipated in committee meetings, actively involved in decision making, received available resources (including technology resources), and provided with quality feedback, coaching, and support to improve instructional practice.	Agendas and minutes Walkthroughs Formal observations Lesson plans	
EOC4	By April 2016, 75% of teachers will be involved in decision making, partipated in committee meetings, actively involved in decision making, received available resources (including technology resources), and provided with quality feedback, coaching, and support to improve instructional practice.	Agendas and minutes Walkthroughs Formal observations Lesson plans	
EOC5	By June 2016, 85% of teachers will be involved in decision making, partipated in committee meetings, actively involved in decision making, received available resources (including technology resources), and provided with quality feedback, coaching, and support to improve instructional practice.	Cultural and Climate Survey	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Analyze teacher surveys to determine teachers' suggestions concerning professional development, involvement in decision making, and feedback to improve instructional practice.	2 - School Climate & Culture	9/1/2015	9/15/2015	Principal Vice Principal
2	1	Survey teachers to determine their areas of interests in serving on advisory committees and participating in decision making related to instruction, expectations for students and staff, student activities and events, and/or staff morale.	2 - School Climate & Culture	9/1/2015	9/15/2015	Principal Vice Principal
3	2	Establish committees and set meeting dates for the year.	1 - School Leadership	9/15/2015	10/1/2015	Principal Vice Principal

SMART Goal 3

8.iii

RETURN TO INSTRUCTIONS

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4	1	Evaluate survey results to identify staff members' priorities concerning professional development activities, mentoring, and support.	2 - School Climate & Culture	9/15/2015	10/1/2015	Principal
5	2	Meet with advisory committees to determine teachers' identified professional learning needs and to create the professional learning community meeting dates.	1 - School Leadership	10/1/2015	10/30/2015	Principal Vice Principal
6	3	Provide mentoring and support to teachers to improve instructional practice.	5 - Effective Staffing	11/1/2015	12/31/2015	Principal
7	1	Meet with advisory committees to plan events for students and staff, plan morale building activities, examine attendance and performance data, evaluate teacher feedback concerning professional development, and modify learning community and mentoring sessions based on findings.	2 - School Climate & Culture	11/1/2015	12/31/2015	Principal Vice Principal
8	3	Conduct professional development sessions on the effective use of technology to enhance instruction.	5 - Effective Staffing	11/1/2015	12/31/2015	Principal
9	3	Facilitate opportunities for teachers to colloborate vertically and horizontally in addressing the individual learning needs of students.	5 - Effective Staffing	1/3/2016	2/29/2016	Principal Vice Principal
10	2	Analyze walkthrough data to measure how effectively teachers put into practice insights gained through involvement in professional learning communities, mentoring sessions, and common planning times.	1 - School Leadership	1/3/2016	2/29/2016	Principal
11	3	Conduct professional development sessions on the effective use of technology to enhance instruction.	5 - Effective Staffing	1/3/2016	2/29/2016	Principal
12	3	Provide mentoring and support to teachers to improve instructional practice.	5 - Effective Staffing	1/3/2016	2/29/2016	Principal
13	3	Facilitate opportunities for teachers to colloborate vertically and horizontally to address the individual learning needs of students.	5 - Effective Staffing	3/1/2016	4/30/2016	Principal Vice Principal
14	1	Meet with advisory committees to plan events for students and staff, plan morale building activities, examine attendance and performance data, evaluate teacher feedback concerning professional development, and modify learning community and mentoring sessions based on findings.	2 - School Climate & Culture	3/1/2016	4/30/2016	Principal Vice Principal
15	3	Conduct professional development sessions on the effective use of technology to enhance instruction.	5 - Effective Staffing	3/1/2016	4/30/2016	Principal
16	2	Analyze walkthrough data to measure how effectively teachers put into practice insights gained through involvement in professional learning communities, mentoring sessions, and common planning times.	1 - School Leadership	3/1/2016	4/30/2016	Principal
17	1	Meet with advisory committees to plan events for students and staff, plan morale building activities, examine attendance and performance data, evaluate teacher feedback concerning professional development, and modify future learning community and mentoring sessions.	2 - School Climate & Culture	5/1/2016	6/15/2016	Principal Vice Principal
18	3	Facilitate opportunities for teachers to colloborate vertically and horizontally to draw conclusions concerning the effectiveness of strategies used to address the learning needs of students and to suggest modifications.	5 - Effective Staffing	5/1/2016	6/15/2016	Principal Vice Principal
19	1	Meet with advisory committees to analyze data and draw conclusions concerning the success of programs designed to involve faculty members in the decision making process, address the professional learning needs of teachers, and build morale among staff and students.	2 - School Climate & Culture	5/1/2016	5/15/2016	Principal Vice Principal

SMART Goal 3

8.iii

RETURN TO INSTRUCTIONS

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20	2	Analyze walkthrough data to measure how effectively teachers put into practice insights gained through involvement in professional learning communities, mentoring sessions, and common planning times.	1 - School Leadership	6/1/2016	6/30/2016	Principal

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

SMART Goal 4 8.iv

RETURN TO INSTRUCTIONS

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, 85% of teachers will plan for rigorous instruction, post clear and measurable objectives, explain the objectives clearly to the students, check for understanding to determine how effectively students mastered the objectives, and address students areas of weakness.	
Performance Challenge Being Addressed	Students cannot always articulate what the learning objective is and why it is important.	
Strategies to Address Challenge	1: Provide ongoing and embedded professional development focused on planning creating, posting, and explaining student learning objectives and addressing the objectives throughout the	7 - Effective Use of Time
	2: Examine lesson plans and conduct scheduled and targeted walkthroughs to ensure that teachers post, state, explain, and address student learning objectives in their classrooms.	6 - Enabling the Effective Use of Data
	3: Inform family members about student progress towards learning goals and involve them in instructional decisions during regularly scheduled parent-teacher conferences, progress reports.	8 - Family Engagement
Target population *[Focus school subgroups only]*	**SWD and ELL Students**	

Turnaround Principle Addressed

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 September 2015, administrators will create baseline data concerning instructional planning and practice in all classes.	Walkthroughs Formal observations Lesson plans	
EOC2	By December 2016, 45% of teachers will plan for rigorous instruction, post clear and measurable objectives, explain the objectives clearly to the students, check for understanding to determine how effectively students mastered the objectives, and address students areas of weakness.	Walkthroughs Formal observations Lesson plans	
EOC3	By February 2016, 60% of teachers will plan for rigorous instruction, post clear and measurable objectives, explain the objectives clearly to the students, check for understanding to determine how effectively students mastered the objectives, and address students areas of weakness.	Walkthroughs Formal observations Lesson plans	
EOC4	By April 2016, 70% of teachers will plan for rigorous instruction, post clear and measurable objectives, explain the objectives clearly to the students, check for understanding to determine how effectively students mastered the objectives, and address students areas of weakness.	Walkthroughs Formal observations Lesson plans	
EOC5	By June 2016, 85% of teachers will plan for rigorous instruction, post clear and measurable objectives, explain the objectives clearly to the students, check for understanding to determine how effectively students mastered the objectives, and address students areas of weakness.	Walkthroughs Formal observations Lesson plans	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Analyze walkthrough trend analyses, focused walkthrough findings, and formal observations to determine baseline data about instructional rigor, clear and measurable learning objectives, checks for understanding, and strategies to address students' learning needs.	6 - Enabling the Effective Use of Data	9/1/2015	10/31/2015	Principal Vice Principal
2	1	Faacilitate common planning time sessions for BSI, ESL, and resource teachers to collaborate with general education teachers in order that BSI, ESL, and resource teachers can cite, post, explain lesson objectives and measure student mastery of the appropriate grade level standards.	7 - Effective Use of Time	9/1/2015	10/31/2015	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!

3	2	Evaluate lesson plans and conduct focused walkthroughs and formal observations to measure how effectively BSI, ESL, resource, and general education teachers align instruction to the curriculum and CCSS, state and explain student learning objectives, check for understanding, and address individual student learning needs.	6 - Enabling the Effective Use of Data	9/1/2015	10/31/2015	Principal Vice Principal
4	1	Provide quality feedback, mentoring, and coaching to teachers concerning their use of student learning objectives, demonstrations of learning, checks for understanding, and strategies to address students' learning needs.	7 - Effective Use of Time	9/1/2015	10/31/2015	Principal Vice Principal
5	3	Inform family members about their children's progress towards mastery of the standards by means of progress reports and individual parent conferences.	8 - Family Engagement	11/1/2015	12/31/2015	Principal Vice Principal Teachers
6	2	Interview students during walkthroughs to determine if they can explain the lesson's objective, purpose, and goals; identify how they will demonstrate their learning; describe how the lesson's activities address the objective; and describe how they regulate their own learning.	6 - Enabling the Effective Use of Data	11/1/2015	12/31/2015	Principal Vice Principal
7	1	Provide quality feedback, mentoring, and coaching to teachers concerning how to support students in order that they can explain the lesson's objective, purpose, and goals; identify how they will demonstrate their learning; describe how the lesson's activities address the objective; and describe how they regulate their own learning.	7 - Effective Use of Time	11/1/2015	12/31/2015	Principal Vice Principal
8	1	Faacilitate common planning time sessions for BSI, ESL, and resource teachers to collaborate with general education teachers in order that BSI, ESL, and resource teachers can cite, post, explain lesson objectives and measure student mastery of the appropriate grade level standards.	7 - Effective Use of Time	11/1/2015	12/31/2015	Principal Vice Principal
9	3	Engage family members in academic activities in order that they reinforce good study habits at home.	8 - Family Engagement	1/3/2016	2/29/2016	Principal Vice Principal Teachers
10	2	Evaluate lesson plans and conduct focused walkthroughs and formal observations to measure how effectively BSI, ESL, resource, and general education teachers align instruction to the curriculum and CCSS, state and explain student learning objectives, check for understanding, and address individual student learning needs.	6 - Enabling the Effective Use of Data	1/3/2016	2/29/2016	Principal Vice Principal
11	1	Provide quality and targeted feedback, mentoring, and coaching to teachers in need of support in the effective use of student learning objectives, demonstrations of learning, checks for understanding, and strategies to address students' learning needs.	7 - Effective Use of Time	1/3/2016	2/29/2016	Principal Vice Principal
12	1	Faacilitate common planning time sessions for BSI, ESL, and resource teachers to collaborate with general education teachers in order that BSI, ESL, and resource teachers can cite, post, explain lesson objectives and measure student mastery of the appropriate grade level standards.	7 - Effective Use of Time	1/3/2016	2/29/2016	Principal Vice Principal
13	3	Inform family members about their children's progress towards mastery of the standards by means of progress reports and individual parent conferences.	8 - Family Engagement	3/1/2016	4/30/2016	Principal Vice Principal Teachers

SMART Goal 4 8.iv

RETURN TO INSTRUCTIONS

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14	2	Interview students during walkthroughs to determine if they can explain the lesson's objective, purpose, and goals; identify how they will demonstrate their learning; describe how the lesson's activities address the objective; and can regulate their learning.	6 - Enabling the Effective Use of Data	3/1/2016	4/30/2016	Principal Vice Principal
15	1	Provide quality feedback, mentoring, and coaching to teachers concerning how to support students in order that they can explain the lesson's objective, purpose, and goals; identify how they will demonstrate their learning; describe how the lesson's activities address the objective; and describe how they regulate their own learning.	7 - Effective Use of Time	3/1/2016	4/30/2016	Principal Vice Principal
16	1	Faacilitate common planning time sessions for BSI, ESL, and resource teachers to collaborate with general education teachers in order that BSI, ESL, and resource teachers so that they cite, post, explain lesson objectives and measure student mastery of the appropriate grade level standards.	7 - Effective Use of Time	3/1/2016	4/30/2016	Principal Vice Principal
17	3	Inform family members about their children's progress towards mastery of the standards by means of progress reports and individual parent conferences.	8 - Family Engagement	3/1/2016	4/30/2016	Principal Vice Principal Teachers
18	2	Interview students during walkthroughs to determine if they can explain the lesson's objective, purpose, and goals; identify how they will demonstrate their learning; describe how the lesson's activities address the objective; and can regulate their learning.	6 - Enabling the Effective Use of Data	5/1/2016	6/15/2016	Principal Vice Principal
19	2	Evaluate lesson plans and conduct focused walkthroughs and formal observations to measure how effectively BSI, ESL, resource, and general education teachers align instruction to the curriculum and CCSS, state and explain student learning objectives, check for understanding, and address individual student learning needs.	6 - Enabling the Effective Use of Data	5/1/2016	5/15/2016	Principal Vice Principal
20	2	Identify nontenured teachers for renewal and nonrenewal of contract and tenured teachers in need of a corrective action plan.	6 - Enabling the Effective Use of Data	5/1/2016	5/15/2016	Principal

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

SMART Goal 4

8.iv

RETURN TO INSTRUCTIONS

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Budget Summary

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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	$ -	$ 170,756.00	$ -	$ -	$ 170,756.00
Purchased Professional & Technical Services	100-300	$ -	$ -	$ -	$ -	$ -
Other Purchased Services	100-500	$ -	$ -	$ -	$ -	$ -
Supplies & Materials	100-600	$ -	$ -	$ -	$ -	$ -
Other Objects	100-800	$ -	$ -	$ -	$ -	$ -
SUBTOTAL - INSTRUCTION		$ -	$ 170,756.00	$ -	$ -	$ 170,756.00
SUPPORT SERVICES						
Personnel Services - Salaries	200-100	$ -	$ -	$ -	$ -	$ -
Personnel Services - Employee Benefits	200-200	$ -	$ 44,397.00	$ -	$ -	$ 44,397.00
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		$ -	$ 44,397.00	$ -	$ -	$ 44,397.00
Buildings	400-720	$ -	$ -	$ -	$ -	$ -
Instructional Equipment	400-731	$ -	$ -	$ -	$ -	$ -
Non-instructional Equipment	400-732	$ -	$ -	$ -	$ -	$ -
SUBTOTAL - FACILITIES		$ -	$ -	$ -	$ -	$ -
TOTAL COST		**$ -**	**$ 215,153.00**	**$ -**	**$ -**	**$ 215,153.00**

SIP Development Confirmation Page

Effective

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 Instruction
- [x] All of the SMART goals and the interim goals are outcomes-based.
- [n/a] 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 Georgette Gonzalez

Date Completed 26-Jun-15

Turnaround Principles	Number of TPs Addressed in the Strategies	Number of TPs Addressed in the Action Steps
1 - School Leadership	1	3
2 - School Climate & Culture	1	4
3 - Effective Instruction	2	12
4 - Curriculum, Assessment & Intervention System	2	16
5 - Effective Staffing	1	5
6 - Enabling the Effective Use of Data	3	9
7 - Effective Use of Time	1	3
8 - Family Engagement	1	1