Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

School:	2 **Lord Stirling**	
Region:	5	
County:	Middlesex	
District:	New Brunswick City	
CDS:	233530100	
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	Cesar Cabrera	cesar_cabrera@nbps.k12.nj.us	732-745-5300	X	X		
Vice Principal	Daniel Goodstein	daniel_goodstein@nbps.k12.nj.us	732-745-5300	X	X		
Teacher	Ellen Zimmerman	ellen_zimmerman@nbps.k12.nj.us	732-745-5300	X	X		
Teacher	Dawn DiPane	dawn_dipane@nbps.k12.nj.us	732-745-5300	X	X		
Teacher	Kimberly Magro	kimberly_magro@nbps.k12.nj.us	732-745-5300	X	X		
ELA Specialist	Nadine Sanchez	nadine_sanchez@nbps.k12.nj.us	732-745-5300	X	X		
Math Specialist	Cynthia Nacco	cynthia_nacco@nbps.k12.nj.us	732-745-5300	X	X		
In Class Support Teacher	Cyndi Ellis	cyndi_ellis@nbps.k12.nj.us	732-745-5300	X	X		

QSR and Intervention Strategy Development Process

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

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

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Date	Topic	Attendees	Agenda on File	Minutes on File
3/6/2015	QSR Review	Dr. Cabrera, Daniel Goodstein, William	No	Yes
5/6/2015	SIP Development	Dr. Cabrera, Daniel Goodstein, William	Yes	Yes
5/11/2015	Data Review and Analysis	Scip Team	Yes	Yes
5/12/2015	Plan Development	Scip Team	Yes	Yes
5/14/2015	Plan Development	Scip Team	Yes	Yes
6/2/2015	Plan Development	Daniel Goodstein, William Andersen	No	Yes
6/19/2015	Plan Development	Daniel Goodstein, William Andersen	No	Yes

Data Review & Analysis

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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	**Target Proficiencies Schoolwide** ELA-42.8% Math - 62.6%	School Accountability Progress Targets	Lord Stirling did not meet the goals for ELA or Math. The ELA, NCLB progress target was 42.8 and the schoolwide pass rate was 13.8. The Math target was 62.6 and the pass rate was 37.5.	Schoolwide pass rates dropped from the previous year. ELA dropped from 19.4 to 13.8 and Math dropped from 47 to 37.5. This was the the second year of implementation for the Math CCSS and first year for ELA CCSS. **Emerging Questions/trends** 1. Is there full alignment of instruction to Common Core? 2. Are assessments targeting student deficiencies? 3. Is checking for understanding being used on a consistent basis?
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	**Lowest performing sub groups** ELA-Limited English Proficient- 17% ELA- Students with Disabilties 26.9% Math- Limited English Proficient- 42.7% Math- Students with disabilties- 48.6%	School Accountability Progress Targets	Lord Stirling did not meet the goals for Math. NCLB progress target for students with disabilties was 48.6%, however the pass rate was 23.9% or a 14.7% difference. Limited English Proficient NCLB math target was 42.7%, however the pass rate was 20.9% or a 21.8% difference. ELA pass rates **TBD**	The lowest performing subgroups scored lower than the overall schoolwide target proficiencies. **Emerging Questions/Trends** 1. Basic Skills and ESL were transitioning into a push-in model. This may have impacted the delivery of instruction without professional development in co-planning and teaching. 2. Classified students moved to an inclusion and less restricted environment (trend) 3. Feedback should be specific and meaningful to the students. 4. Shift to new standards and first year with new curriculum may have posed challenges to teachers.
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 Assessment 1 Participation: Grade 3 - 97%, Grade 4 - 98%, Grade 5-95%. ELA Assessment 2 Participation: Grade 3 - 96%, Grade 4 - 100%, Grade 5 - 98%.	Overall Participation ELA Assessment (1&2) Rate is 97%. All LEP students participated in taking both assessments for all grade levels. Not all SWD were able to take assessment due to long absences because of enrollment in behavior programs and being homeschooled due to illness. Additionally, some classified students are exempt from taking district benchmarks due to their IEP.
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	Proficiency by Grade Level: ELA Assessment 1 Grade 3 -52% proficient; Grade 4 - 43%; Grade 5: 15% ELA Assessment 2 -Grade 3: 29%; Grade 4 - 47%; Grade 5 - 40% SWD population: ELA Assessment 1 Grade 3 - 33%; Grade 4: 22% - Grade 5: 21% ELA Assessment 2 Grade 3 - 33%; Grade 4 - 37%: Grade 5 - 37% LEP Population: ELA Assessment 1 Grade 3 - 19% ELA Assessment 2 Grade 3 - 38% No LEP for grades 4 and 5.	As the grade level increases, student performance drops in ELA. SWD performed higher than the general population in grade 3 (33% SWD and. 29% Gen Ed) but not in grades 4 and 5. LEP population also scored higher than the gen ed population in grade 3 (38% LEP and 29% Gen Ed). Ongoing instruction needs to be targeted to CCCS going forward. Also, guided reading instruction must be targeted and consistently practiced (in all grade levels) so students can read on grade level curriculum assessment passages with understanding. Students are also entering grades 3, 4 and 5 reading below level which increases the achievement gap which is one of the factors as to why students are not meeting proficiency targets on DRA 2. **Emerging Questions** 1. Is

Data Review & Analysis

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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	School wide Performance of Student Growth Indicators for ELA is a 29th percentile and for Math is a 40th percentile. Our peers demonstrate a 10 percentile for LAL and 27 for Math. Statewide percentiles are ELA 2 and Math 20. School wide student median growth on Language Arts was 29 when target was 35. School wide student median growth on Math was 40 and target was 35. We met Math target, but not Language Arts target. ELA student	Lord Stirling Community School continues to underperform in ELA on the NJASK. In math, Lord Stirling Community School met the state student growth target for the 2013-2014 school year. **Emerging Questions** 1. Do district benchmarks match state assessments? 2. Are the resources/texts and other materials varied and available to support the model curriculum? 3. Are teachers within grade levels collaborating and co-planning together?
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 Lord Stirling Community School overall SGP score was 2.4 provided by our student test score history.**	**Emerging Questions** 1. How will an SGP be derived utilizing the PARCC assessment? 2. How will student growth be tracked with the new assessment? 3. Is instruction rigorous enough and aligned to common core that will address skills needed to be proficient on the PARCC assessment?
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	AMAO Data Report: Overall growth 65.0%. 6.0% above target. Students in the program for 4 years-19.4% ;5-years 65.5%	The 4-year students surpassed the targe by 14.4% and the 5-year students passed the target by 15.5%.
Environmental					
Enrollment	Number of students enrolled in your building	• Identify overall enrollment and trends • Identify enrollment by grade and subgroup	District SIS	Total Student Body - 657. PK - 24, KG - 100, 1st Grade - 103, 2nd Grade- 98, 3rd Grade 112, 4th Grade - 115, 5th Grade - 105. SWD - 91, LEP - 119, White - 1, Black- 74, Hispanic - 577, Asian - 4, Hawaiian/Pacific Islander - 1.	Student body is currently 7 students greater than last year. However the enrollment fluctuates frequently.
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 - 97%, October - 98%, November-95.5%, December - 96%, January- 93%, February-94% Chronic Absentism:September - 1%, October - 1%, November- 1.5%, December - 2.5%, January- 5.5%, February- 4.2%	Student average attendance is 95%.

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 (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 - 98%, October - 95%, November- 96%, December - 95%, January- 93%, February- 93%	Staff average attendance from September through February is high.
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	Out of school detentions: September - 0, October - 1.4%, November-.15%, December-.3%, January-0%, February-.7%	Rate of out of school suspension is much lower this year than last year. Last year it was 1.7% average and this year it is .425% average.
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	N/A	N/A
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	Staff perceived strengths: • School Safety: Overall staff feels both they and the students feel safe in the school. • Teachers respect the students and care whether or not the students are successful. • The school provides a family friendly environment where parents feel welcome. • The school sets high standards for academic performance for all students. Staff percieved challenges: • School Leadership provides regular feedback to improve instruction. • Parents are supportive of the school and its activities. • Technology is readily available to me and functions correctly most of the time. • Teacher involvement in decision-making is valued and encouraged.	**Emerging Questions/trends** 1. Lack of parent consistency and participation on the PTO. 2. Clearer expectations are being set at the school with follow-through with discipline issues 3. Reorganization of committees and embedded time at staff meetings has lead to greater staff participation.
Instruction					

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
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	Proficient: 95%; Emerging3%, Distinguished 2%	Proficient observation rates are high at 95%, however the link with student performance is not as strong with lower pass rates on state assessments. **Emerging Questions** 1. Is instruction rigorous enough to address skills needed to perform well on state assessments? 2. Is instruction consistently focused on the key skills that are reflected in state assessments? 3. Are walk-throughs consistent in identifying trends and areas of concern which are reflected in teacher observations?

Data Review & Analysis

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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

Data Review & Analysis

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

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

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	2 - Developing	1.2. Instructional priorities are aligned to the data on student academic performance and support the implementation of the CCSS. 1.3.The school's mission and vision focuses on students' academic excellence and healthy social/emotional development based on multiple data thatare analyzed by the school leadership committee. 1.4. Data Team includes teacher representatives from each grade level. The team meets regularly. Members of the team turnkey information at grade level CPTs. 1.5. Walkthrough data findings are discussed at faculty meetings and grade level CPT meetings to guide teachers in addressing critical strategies. Findings are used to develop common goals and instructional strategies. 1.8. Common formative assessments are used for progress monitoring and	1.1. The school mission / vision has been established; however, it needs to be further promoted to be fully embraced by the school community. 1.6. Collaboration with staff has increased and must be further emphasized and nurtured. A consistent student behavior system has been implemented in classrooms, but it needs to be developed further (goal of school Discipline committee). 1.7. Professional development needs to be further tailored to address the needs of staff members and students. Walkthroughs are completed to target areas of identified needs based on results of district and classroom assessments; however, consistent progress monitoring must continue.
	1.2	3 - Proficient		
	1.3	3 - Proficient		
	1.4	3 - Proficient		
	1.5	3 - Proficient		
	1.6	2 - Developing		
	1.7	2 - Developing		
	1.8	3 - Proficient		
	1.9	2 - Developing		
	1.10	3 - Proficient		
2- School Climate & Culture	2.1	3 - Proficient	Students and adults feel safe and ready to engage in teaching and learning. The facility is clean and in working condition. Academic learning time is protected and prioritized. School wide rules have been established and communicated to students and staff during Faculty Meetings, announcements, and classroom visits. Rules have been posted in every classroom in English and Spanish. Class schedules and morning only announcement protect and prioritize academic learning time. General Education and ELL students receive Basic Skills in ELA and/or Math. Data is analyzed quarterly to determine student academic growth and BSI enrollment is adjusted as needed. Academic interventions (BSI and Extended School Day Program) have served students at-risk. Beginning of Year, Mid-Year and End-of Year DRA data is used to monitor progress and identify students needing additional interventions.	2.2. Some teachers do not implement the behavior policies consistently. The quality of instruction varies from classroom to classroom, though little instructional differentiation is in place to meet varied student needs. 2.3. Attempts to address academic interventions and supports need to be more consistently monitored and implemented.
	2.2	2 - Developing		
	2.3	2 - Developing		
3 - Effective Instruction	3.1	2 - Developing	Interventions are based on multiple forms of data (DRA, MAP, NJASK, End of Unit Tests, Benchmarks) Lessons include reteaching based using checks for understanding. Objectives are consistently aligned to the district/state curriculum, CCSS, and assessments. Teachers use diagnostic tools (DRA) to group students for small group instruction. ELA and Math specialists model instruction using a Lab class model in which they teach a group of students while teachers observe. A follow-up discussion is held to debrief on their observations.	Objectives are posted and aligned to CCSS but not all students can explain why it matters to their learning. Instructional strategies and groupings are not consistently flexible and adjusted to maximize and target instructional efforts, therefore do not consistently meet learner needs. Some students demonstrate lack of engagement and on task behavior-need to encourage use of academic language Throughout the lesson, teachers must consistently check for understanding to determine where students are in terms of mastering the learning objective. Walkthroughs and observations reveal that teachers have increased the use of data to plan for instruction. ELA and Math specialist must continue to provide job-embedded opportunities in the use of multiple sources of data to improve academic achievement.
	3.2	2 - Developing		
	3.3	2 - Developing		
	3.4	2 - Developing		
	3.5	2 - Developing		
	3.6	2 - Developing		
4 - Curriculum, Assessment and Intervention System	4.1	3 - Proficient	Teachers are aware of student-learning objectives and sequence map of the curriculum(E-Chalk).Teachers are using curriculum maps with sequenced student-learning objectives to plan instruction. Diagnostic data are used to identify students who are two or more years below grade level in ELA and Math. (NJASK scores and DRA levels) Teachers have access to grade level curriculum and content articulation of student learning objectives linked to the CCSS. Teachers receive guidance and support form ELA and Math specialists in ensuring that instruction is aligned to the curriculum sequence. Teachers consistently implement district provided formative assessments (Benchmarks) and data is analyzed to ensure that instruction is aligned to the curriculum pacing guide. Teachers have access to and are using engaging instructional materials and resources aligned to the CCSS, such as leveled readers, manipulatives and technology. DRA data is used to identify students who are two or more years below grade level in ELA. Students who are two or more years below grade level receive Basic Skills Instruction. A Individual Student Improvement Plan	Some teachers, but not all, have a sense of what students need to know and be able to do and are using this understanding to guide lesson planning and instruction. Not all students two or more levels behind are placed in research based intervention programs. Vertical articulation is lacking. Greater monitoring of student progress in intervention program is also needed to ensure program is having maximum benefit.
	4.2	3 - Proficient		
	4.3	3 - Proficient		
	4.4	3 - Proficient		
	4.5	2 - Developing		

Quality School Review Details

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Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
5- Effective Staffing Practices	5.1	3 - Proficient	Classrooms are staffed with full-time, certified and effective teachers. All new teachers and teachers with specific developmental needs are mentored by highly skilled peers. Structures are established and used for job-embedded collaborative learning. Professional development has been provided by the district and followed up by content area specialists for specific grade levels and/or for specific teacher needs. Teachers can also attend sessions during which the ELA and Math specialist model lessons with a group of students . Processes are in place to identify staffing needs proactively and early. A team of teachers participates in the new hire interviews. Observations/Evaluations show that most teachers have been rated Proficient and a small percentage received Distinguished rating. For teachers who received a Basic or Emerging rating, a CAP has been developed and regularly monitored and supported. ELA, Math, ELL, World Language and Special Education specialists are assigned to provide support to these teachers. These specialists are also available to all staff members in a consistent schedule.	The school has a professional development calendar, greater alignment is needed to school goals or improvement plan. Professional development must be part of the ongoing systems and structures in the school. Professional development must continue to focus on student learning and continue provide more frequent reflective opportunities.
	5.2	3 - Proficient		
	5.3	3 - Proficient		
	5.4	3 - Proficient		
	5.5	2 - Developing		
6 - Enabling the Effective Use of Data	6.1	3 - Proficient	Data is available to staff from a variety of sources such as Realtime and Performance Matters and it is shared during Faculty Meetings and CPTs. A school Data Team has been established and meets regularly . Members include representation from each grade level and they turnkey information to colleagues during CPT meetings. Effective and frequent communication between school and families are made possible through well established systems such as, progress reports, parent teacher conferences, and parent access to student academic performance information through the school's website. Parents are informed of school initiatives, priorities and student academic growth both through written communication and disseminated at meetings.	Professional development must more specifically target teacher/staff learning needs and updated regularly. Formative assessment is consistently referred to in our planning and work; however, this needs to be more succinctly woven into the fabric of the school's work and seen less as an additional task.
	6.2	3 - Proficient		
	6.3	2 - Developing		
7- Effective Use of Time	7.1	3 - Proficient	Grade level CPT meetings are scheduled for the year. They meet at a central location and meetings are attended by the ELA and Math Specialists as well as the administrator. Each CPT used a form created to document their agenda, topics discussed, next steps and teacher attendance. All students, are scheduled appropriately on the first day of school and through the use of data from diagnostic assessments. Data is used to identify students needing additional support/intervention and these students are scheduled for BSI instruction in ELA and/or Math. Their progress is monitored quarterly and changes to student enrollment in BSI are adjusted accordingly. The Extended School Day Program also services students to provide additional instruction/remediation. Students (GE, ELL and SWD) are also invited to enroll in the Summer School program which runs through the month of July.	Transition times must be fine tuned to allow for more effective use of all time. School must work towards having greater opportunities for peers and other experts to collaborate through job-embedded professional development.
	7.2	3 - Proficient		
	7.3	3 - Proficient		
8- Family & Community Engagement	8.1	3 - Proficient	Developing communication with families-PTO, Family literacy Night, Family Math night, Breakfast with the Principal. Through the work of our Parental Involvement committee teachers, staff and parent volunteers have regular monthly PTO meetings, but also meet regularly for organizational planning meetings to ensure that agenda's are set and resources are procured to meet the needs of our school community. The PTO is promoting students success, parent participation and teacher recognition through fundraising activities. The School Climate and culture committee has also taken part in this effort by contributing towards recognizing our students and parents (Student of the month, parent involvement awards, etc.). Parents are kept abreast of important information and other school activities, particularly those that promote parent involvement, via letters and notices and an automated call system. Various community partnerships provide additional assistance to students through tutoring and/or mentoring	Greater communication with families must be encouraged. Staff and parents must continue to collaborate to ensure that all avail themselves of many resources and partnerships that the school has that may be able to assist. Parent surveys are used and are district driven. They are conducted yearly in the Spring. Results are needed in a more expeditious manner. Our school will consider creating a school based survey to gauge school community needs.
	8.2	2 - Developing		

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)	ELA Benchmark data from grades 2-5 currently show that students are struggling with Common Core Writing Anchor Standards. Benchmark data reveals below level performance ranging from 38.3% to 56.7% proficiency in each grade level. Data results show that students are consistently performing lower on written response and extended writing portions on benchmarks (ranging from 38% to 50% proficiency on extended writing).	There is a need to increase the connection between reading and writing and across genres and subject areas. Writing instruction should be targeted, planned within grade levels and co-teaching teams, and infused in all subject areas. Writing instruction should be focused on transferable skills and writing habits rather than product focused. Students need more opportunities to write for different purposes and audiences. Also, teacher feedback must be meaningful, timely, and consistent both written and verbal. Students should have opportunities to	1:	Develop and implement unit planning and pacing for targeted writing skills using common core aligned rubrics, resources, and state ELA model curriculum.	4 - Curriculum, Assessment & Intervention System
			2:	Provide teachers with strategies on providing meaningful feedback, modeled writing, and creating environments that increase student self-monitoring and analysis of writing.	3 - Effective Instruction
			3:	Develop and implement monthly common assessments to analyze student strengths and weaknesses and target future instruction.	6 - Enabling the Effective Use of Data
Math (TP3, TP4)	Students' low reading ability impacts their ability to solve word problems and engage with mathematical text. Students struggle with using precise mathematical language. Students have difficulty creating models and articulating context for math problems. Students need improvement in persevering with regard to problem solving and with constructing and critiquing mathematical arguments. District summative assessment data shows students may be able to perform certain skills in isolation, but are inconsistent	Lesson planning needs to be based on grade level standards and data with students being mindful of learning objectives and their purpose. The 8 mathematical practices need to be implemented with fidelity by teachers into their lessons to promote high level mathematical cognitive engagement. Data from formative assessments needs to be used consistently to remediate, re-teach or differentiate lessons. Feedback to students needs to be consistently delivered in personal and meaningful ways.	1:	Provide teachers with a targeted plan to familiarize students with the 8 mathematical practices and the expectations for their use throughout lessons and classroom activities.	3 - Effective Instruction
			2:	Develop and implement monthly standards based grade-level formative assessments to analyze student strengths and weaknesses and target future instruction.	6 - Enabling the Effective Use of Data
			3:	Provide research based interventions in small group settings for all students who lag in their understanding and performance of grade level math standards.	4 - Curriculum, Assessment & Intervention System
Climate & Culture (TP2)	Student performance in content areas has decreased. This may be attributed to a lack of purpose and intrinsic motivation in performing to the best of their ability. Teachers must establish a culture of high expecations by producing conditions that will support students' academic success.	Students have difficulty in understanding the purpose and the value of the content they are learning. Teachers must instill in students a sense of ownership and pride in their work. The use of positive,meaningful and timely verbal and written feedback needs improvement. Student dialogue, through effective questioning needs to increase. Additionally, it appears that parent-teacher communication must improve in order for students to become more invested in their learning.	1:	Inform family members about student progress towards learning goals and involve them in instructional decision making.	8 - Family Engagement
			2:	Staff development of school wide procedures for promoting higher achievement levels and the importance of meeting academic expectations.	1 - School Leadership
			3:	Ensure that student work is intellectually and cognitively challenging.	2 - School Climate & Culture
Effective Staffing (TP5)	Professional development appears to be an event rather than part of the ongoing systems and structures in the school.	Best practices are not implemented consistently or with fidelity in all classrooms	1:	Provide ongoing and embedded professional development focused on effective use of technology, co-planning and teaching and creating of common assessments.	5 - Effective Staffing
			2:	Provide time for professional development activities that address needs identified in the school professional development plan.	7 - Effective Use of Time
			3:	Share walkthrough and observation data with data team and staff members to guide planning of future professional development activities.	1 - School Leadership

SMART Goal 1

8.i

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 - 5 will increase profiency in writing standards (producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience) by a minimum of 10% as demonstrated by performance in ELA	
Performance Challenge Being Addressed	ELA Benchmark data from grades 2-5 currently show that students are struggling with Common Core Writing Anchor Standards. Benchmark data reveals below level performance ranging from	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Develop and implement unit planning and pacing for targeted writing skills using common core aligned rubrics, resources, and state ELA model curriculum.	4 - Curriculum, Assessment & Intervention System
	2: Provide teachers with strategies on providing meaningful feedback, modeled writing, and creating environments that increase student self-monitoring and analysis of writing.	3 - Effective Instruction
	3: Develop and implement monthly common assessments to analyze student strengths and weaknesses and target future instruction.	6 - Enabling the Effective Use of Data
Target population *[Focus school subgroups only]*	**Limited English Proficiency and Students With Disabilities**	

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 and student porfolios will be analyzed to identify current levels of writing proficieny for total students, students with disabilties and ELLs in grades 3-5 to detrmine the baseline profciency for each group.	Assessment Writing portfolios	
EOC2	By December, 45% of 3rd -5th grade students will demonstrate increased proficiency in Writing Anchor Standards by increasing writing performance as evidenced by scores on Common Core aligned rubrics.	Writing samples Formative assessment Benchmark assessment	
EOC3	By February 2016, 50% of 3rd -5th grade students will demonstrate increased proficiency in Writing Anchor Standards by increasing writing performance as evidenced by scores on Common Core aligned rubrics.	Writing samples Formative assessment Benchmark assessment	
EOC4	By April 2016, 65% of 3rd -5th grade students will demonstrate increased proficiency in Writing Anchor Standards by increasing writing performance as evidenced by scores on Common Core aligned rubrics.	Writing samples Formative assessment Benchmark assessment	
EOC5	By June 2016, 80% of total, SWD, and ELL students in grades 3 - 5 will increase profiency in writing standards (producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience) by a minimum of 10% as demonstrated by performance in ELA summative assessments, and measured by rubrics of writing folders.	Writing samples Formative assessment Benchmark assessment	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Develop a targeted plan and pacing guide for writing instruction within each grade level using Model Curriculum and Common Core aligned rubrics and resources.	4 - Curriculum, Assessment & Intervention System	9/3/2015	10/31/2015	ELA Specialist Teachers
2	3	Use baseline data from student writing from previous year during CPTs and vertical articulation discussions during staff meetings in traveling portfolios to inform instructional planning.	6 - Enabling the Effective Use of Data	9/3/2015	10/31/2015	ELA Specialist Teachers

SMART Goal 1

8.i

RETURN TO INSTRUCTIONS

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3	2	Conduct lab sessions to model best practices in areas of student feedback and conferencing, mini-lesson planning and execution, differentiation of instruction, and use of Sheltered Instruction strategies in writing instruction with debriefing and specification for next steps of implementation.	3 - Effective Instruction	11/1/2015	12/22/2015	ELA Specialists Teachers
4	1	Collaborate to create formative assessment on-demand writing prompts that address Common Core Writing Anchor Standards.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/22/2015	ELA Specialist ELA Teachers BSI and ESL teachers
5	2	Conduct targeted walkthroughs to monitor alignment of student portfolio writing, instruction lesson plans, grade level common formative assessments, and implementation of ELA best writing practices and embedded professional development.	3 - Effective Instruction	1/4/2016	2/29/2016	Principal Vice Principal
6	1	Collect and analyze student formative and summative assessment data to identify areas for further professional development, writing unit mapping and pacing, and skills for remediation and instruction.	3 - Effective Instruction	1/4/2016	2/29/2016	ELA Specialist, ELA Teachers, BSI teachers, ESL teachers
7	3	Use formative and summative assessment data, and administrative feedback from walkthroughs to identify strengths, areas of challenge, and trends with instruction during staff meetings.	6 - Enabling the Effective Use of Data	3/1/2016	4/30/2016	Data Team, ELA Specialist
8	3	Use grade level formative and summative assessment data, and current student writing to discuss progress and plan for instruction during vertical articulation discussions at staff meetings.	6 - Enabling the Effective Use of Data	3/1/2016	4/30/2016	Teachers, Specialists, Data Team
9	1	Share strategies for parents in supporting students with writing during family literacy night	4 - Curriculum, Assessment & Intervention System	3/1/2016	4/30/2016	ELA Specialist, Teachers
10	2	Analyze grade level formative and summative assessment data to determine if SMART Goal was reached and provide feedback to teachers during a staff meeting.	3 - Effective Instruction	5/1/2016	6/24/2016	Data Team, Specialists,Teachers School Leadership
11	2	Observe instruction and monitor student progress towards attainment of writing goals and will address these topics during observation conferences.	3 - Effective Instruction	5/1/2016	6/24/2016	School Leadership
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Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
	Basic Skills Teacher	INSTRUCTION - Personal Services - Salaries	$ 237,179.00	Federal Title I
	Basic Skills Teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 61,666.00	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 - 5 will increase profiency in mathematics standards (e.g., write simple expressions; generate numerical patterns;, explain patterns; read, write, and compare decimals; perform operations; and interpret fractions) by a minimum of 10% as demonstrated by	
Performance Challenge Being Addressed	Students' low reading ability impacts their ability to solve word problems and engage	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Provide teachers with a targeted plan to familiarize students with the 8 mathematical practices and the expectations for their use throughout lessons and classroom activities.	3 - Effective Instruction
	2: Develop and implement monthly standards based grade-level formative assessments to analyze student strengths and weaknesses and target future instruction.	6 - Enabling the Effective Use of Data
	3: Provide research based interventions in small group settings for all students who lag in their understanding and performance of grade level math standards.	4 - Curriculum, Assessment & Intervention System
Target population *[Focus school subgroups only]*		

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

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 2015 assessment data and student porfolios will be analyzed to identify current levels of mathematics proficiency for total students, students with disabilties and ELLs in grades 3-5 to detrmine the baseline profciency for each group.	sign in sheets, walkthrough data, teacher observations, trend reports, summative assessments, formative assessment results, student writing samples and	
EOC2	By December, 45% of 3rd -5th grade students will demonstrate increased proficiency in mathematics standards by as evidenced by performance on math benchmark assessments.	sign in sheets, walkthrough data, teacher observations, trend reports, summative assessments, formative assessment results, student writing samples and	
EOC3	By December, 50% of 3rd -5th grade students will demonstrate increased proficiency in mathematics standards by as evidenced by performance on math benchmark assessments.	sign in sheets, walkthrough data, teacher observations, trend reports, summative assessments, formative assessment results, student writing samples and	
EOC4	By December, 65% of 3rd -5th grade students will demonstrate increased proficiency in mathematics standards by as evidenced by performance on math benchmark assessments.	sign in sheets, walkthrough data, teacher observations, trend reports, summative assessments, formative assessment results, student writing samples and	
EOC5	By June 2016, 80% of total, SWD, and ELL students in grades 3 - 5 will increase profiency in mathematics standards (e.g., write simple expressions; generate numerical patterns;, explain patterns; read, write, and compare decimals; perform operations; and interpret fractions) by a minimum of 10% as demonstrated by performance in mathematics summative assessments.	sign in sheets, walkthrough data, teacher observations, trend reports, summative assessments, formative assessment results, student writing samples and	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Provide PD for K-5 and BSI teachers for grade level focused planning that includes the 8 Mathematical Practice Standards and creating a Problem Solving Environment.	3 - Effective Instruction	9/2/2015	10/30/2015	School Leadership, teachers
2	1	Develop a targeted plan for each grade level to familiarize the students with the 8 Mathematical Practice Standards and how to engage in problem solving tasks using Model Curriculum and Common Core aligned materials.	3 - Effective Instruction	9/2/2015	10/30/2015	Math Specialist
3	3	Math and Basic Skills teachers will meet to plan instruction that addresses the mathematical needs of students who require intervention.	4 - Curriculum, Assessment & Intervention System	9/2/2015	10/30/2015	Teachers

SMART Goal 2

8.ii

RETURN TO INSTRUCTIONS

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4	2	Teachers and Math specialist collaborate to create mini formative assessments consisting of monthly on-demand monthly problem solving tasks linked to curriculum and math practice standards.	4 - Curriculum, Assessment & Intervention System	9/3/2015	4/30/2016	ELA Specialist, ELA Teachers
5	2	Assessments will be given to students according to a commonly determined protocol and scored on a uniform and consistant basis.	4 - Curriculum, Assessment & Intervention System	9/3/2015	4/30/2016	Teachers
6	2	Conduct lab sessions to model best practices in areas of student feedback and conferencing, mini-lesson planning and execution, differentiation of instruction, and use of Sheltered Instruction strategies using the Math Practice standards and focused on problem solving with debriefing and specification for next steps of implementation.	6 - Enabling the Effective Use of Data	11/1/2015	12/20/2015	Teachers, Specialists
7	1	Use PD in Focus, Think Central and online modules to provide training in best practices focused on Math instruction.	3 - Effective Instruction	11/1/2015	12/20/2015	School Leadership, teachers
8	1	Math and BSI teachers, and Math specialist will increase use of technology platforms such as echalk to collaborate, share student data and plan for Math instruction.	3 - Effective Instruction	1/2/2016	2/28/2016	ELA specialist, Teachers, School Leadership
9	3	Teachers will analyze authentic student work provided by the common mini formative assessments during CPTs to determine student performance strengths and challenges. Plans will be made to differentiate instruction designed to remediate or enrich.	6 - Enabling the Effective Use of Data	1/2/2016	2/28/2016	Teachers
10	1	Math Specialist will analyze student authentic math work to identify areas for further professional development and to assist teachers in providing effective feedback and planning instruction on a monthly basis.	3 - Effective Instruction	1/2/2016	2/28/2016	Math Specialist
11	1	Teachers will provide positive, meaningful, consistent, and timely feedback on problem solving tasks as evidenced by student work portfolios, teacher and student interaction, and authentic math work samples.	3 - Effective Instruction	3/1/2016	4/30/2016	Teachers, Math Specialist,School Leadership
12	2	During CPTs use findings from common formative assessment data to plan for and deliver small group differentiated instruction mindful of the 8 Mathematical Practice Standards.	6 - Enabling the Effective Use of Data	5/1/2016	6/19/2016	School Leadership, teachers, Math Specialist
13	2	Conduct targeted walkthroughs to monitor alignment of student portfolio math work, lesson plans, grade level common assessments, and implementation of Math instructional best practices and embedded professional development.	3 - Effective Instruction	5/1/2016	6/19/2016	School Leadership
14	3	Administrators will observe instruction and monitor student progress towards attainment of problem solving goals and will address these topics during observation conferences.	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/19/2016	School Leadership
15	3	Provide meaningful feedback to teachers at monthly staff and CPT meetings as well as individually (if needed) regarding grade level trends and observations of math instruction gathered from targeted walkthroughs	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/19/2016	School Leadership
16	2	Teachers will participate in beginning of the year, mid year, and end of year vertical articulation discussions during staff meetings to discuss the demands of Writing Standards, student progress along grade levels, and rigor of implementation at each grade level.	3 - Effective Instruction	5/1/2016	6/19/2016	Teachers, Math specialist,Math Specialist

SMART Goal 2

8.ii

RETURN TO INSTRUCTIONS

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17	3	Engage in a math night for parents to provide important elements of math that students are focused on to assist them in providing reinforcement and support at home.	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/19/2016	Teachers, School Leadership, Specialists, Parents
18						
19						
20						

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

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 the teachers in grades pre-K through 5 will create a climate and culture for learning through clear objectives, student engagement activities, and higher order questioning.	
Performance Challenge Being Addressed	Student performance in content areas has decreased. This may be attributed to a lac	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Inform family members about student progress towards learning goals and involve them in instructional decision making.	8 - Family Engagement
	2: Staff development of school wide procedures for promoting higher achievement levels and the importance of meeting academic expectations.	1 - School Leadership
	3: Ensure that student work is intellectually and cognitively challenging.	2 - School Climate & Culture
Target population *[Focus school subgroups*		

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 conduct walkthroughs, create baseline data, and analyze teacher use of clear objectives, student engagement activities, and higher order questioning.	Walkthroughs Lesson Plans	
EOC2	By December 2015, 50% of the teachers in grades pre-K through 5 will create a climate and culture for learning through clear objectives, student engagement activities, and higher order questioning	Walkthroughs Lesson Plans Formal observations	
EOC3	By February 2016, 65% of the teachers in grades pre-K through 5 will create a climate and culture for learning through clear objectives, student engagement activities, and higher order questioning	Walkthroughs Lesson Plans Formal observations	
EOC4	By April 2016, 75% of the teachers in grades pre-K through 5 will create a climate and culture for learning through clear objectives, student engagement activities,and higher order questioning	Walkthroughs Lesson Plans Formal observations	
EOC5	By June 2016, 85% of the teachers in grades pre-K through 5 will create a climate and culture for learning through clear objectives, student engagement activities, and higher order questioning.	Walkthroughs Lesson Plans Formal observations	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Conduct walkthroughs to establish baseline data concerning teachers' use of clear objectives, student engagment activies, and higher order thinking questions.	1- School Leadership	9/3/15	10/31/15	Principal Vice Principal
2	3	Participate in common planning meetings to create team presentations to be shared during allotted faculty meeting time on creating clear objectives, student engagement activities or higher order questioning. (2 cycles)	2 - School Climate & Culture	9/3/15	10/31/15	Teachers Specialists
3	2	Provide professional development through the use of PD in focus centering on clear objectives, student centered activities and higher order questiong.	1- School Leadership	9/3/15	10/31/15	Principal Vice Principal
4	3	Develop teacher-student, mutually designed classroom compact(s) focused on high academic expectations.	2 - School Climate & Culture	9/3/15	10/31/15	Teachers Specialists

SMART Goal 3

8.iii

RETURN TO INSTRUCTIONS

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5	1	Use teacher-parent communication systems to inform parents about the academic progress of their children and involve them in supporting rigorous academic expectations. (2 cycles)	8 - Family Engagement	9/3/15	10/31/15	Teachers
6	3	Plan and deliver rigorous instruction focused on clear objectives, student engagment activities and higher order thinking questions; and provide meaningful, relevant and timely positive feedback to students both written and verbal.	2 - School Climate & Culture	9/3/15	10/31/15	Teachers Specialists
7	2	Share walkthrough data with faculty and staff on teacher us of clear objectives, student engagement activities and higher order questioning.	1 - School Leadership	11/1/15	12/31/15	Principal Vice Principal Teachers
8	2	Conduct walkthroughs and/or observations to measure teachers' use of clear objectives, student engagment activies and higher order thinking questions.	1- School Leadership	11/1/15	12/31/15	Principal Vice Principal Supervisors
9	2	Facilititate individualized professional development to promote teachers' use of clear objectives, student engagement activities and higher order thinking questions.	1- School Leadership	11/1/15	12/31/15	Supervisors Coaches Specialists
10	3	Plan and deliver rigorous instruction focused on clear objectives, student engagment acticities and higher order thinking questions; and provide meaningful, relevant and timely positive feedback to students both written and verbal.	2 - School Climate & Culture	11/1/15	12/31/15	Teachers Specialists
11	3	Participate in common planning meetings to create team presentations to be shared during allotted faculty meeting time on creating clear objectives, student engagment activities or higher order questioning.	2 - School Climate & Culture	1/2/16	2/29/16	Teachers Specialists
12	1	Use teacher-parent communication systems to inform parents about the academic progress of their children and involve them in supporting rigorous academic expectations. (2 cycles)	8 - Family Engagement	1/2/16	2/29/16	Teachers
13	3	Plan and deliver rigorous instruction focused on clear objectives, student engagment acticities and higher order thinking questions; and provide meaningful, relevant and timely positive feedback to students both written and verbal.	2 - School Climate & Culture	1/2/16	2/29/16	Teachers Specialists
14	2	Conduct walkthroughs and/or observations to measure teachers' use of clear objectives, student engagment activies and higher order thinking questions.	1- School Leadership	1/2/16	2/29/16	Principal Vice Principal Supervisors
15	2	Facilititate individualized professional development to promote teachers' use of clear objectives, student engagement activities and higher order thinking questions.	1- School Leadership	1/2/16	2/29/16	Supervisors Coaches Specialists
16	3	Plan and deliver rigorous instruction focused on clear objectives, student engagment acticities and higher order thinking questions; and provide meaningful, relevant and timely positive feedback to students both written and verbal.	2 - School Climate & Culture	3/1/16	4/20/16	Teachers Specialists
17	2	Conduct walkthroughs and/or observations to measure teachers' use of clear objectives, student engagment activies and higher order thinking questions.	1- School Leadership	3/1/16	4/20/16	Principal Vice Principal Supervisors
18	3	Facilititate individualized professional development to promote teachers' use of clear objectives, student engagement activities and higher order thinking questions.	1- School Leadership	3/1/16	4/20/16	Supervisors Coaches Specialists

SMART Goal 3

8.iii

RETURN TO INSTRUCTIONS

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19	3	Plan and deliver rigorous instruction focused on clear objectives, student engagment acticities and higher order thinking questions; and provide meaningful, relevant and timely positive feedback to students both written and verbal.	2 - School Climate & Culture	5/1/16	6/30/16	Teachers Specialists
20	2	Conduct walkthroughs and/or observations to measure teachers' use of clear objectives, student engagment activies and higher order thinking questions.	1- School Leadership	5/1/16	5/31/16	Principal Vice Principal Supervisors

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 the teachers in grades pre-K through 5 will infuse technology, create and use assessments to inform instruction, and plan lessons collaboratively.	
Performance Challenge Being Addressed	Professional development appears to be an event rather than part of the ongoing syst	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Provide ongoing and embedded professional development focused on effective use of technology, co-planning and teaching and creating of common assessments.	5 - Effective Staffing
	2: Provide time for professional development activities that address needs identified in the school professional development plan.	7 - Effective Use of Time
	3: Share walkthrough and observation data with data team and staff members to guide planning of future professional development activities.	1 - School Leadership
Target population *[Focus school subgroups only]*		

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 conduct walkthroughs, create baseline data, and analyze how teachers infuse technology, create and use assessments to inform instruction, and plan lessons collaboratively.	Walkthroughs Lesson Plans	
EOC2	By December 2015, 50% of the teachers in grades pre-K through 5 will infuse technology, create and use assessments to inform instruction, and plan lessons collaboratively.	Walkthroughs Lesson Plans Formal observations	
EOC3	By February 2016, 65% of the teachers in grades pre-K through 5 will infuse technology, create and use assessments to inform instruction, and plan lessons collaboratively.	Walkthroughs Lesson Plans Formal observations	
EOC4	By April 2016, 75% of the teachers in grades pre-K through 5 will infuse technology, create and use assessments to inform instruction, and plan lessons collaboratively.	Walkthroughs Lesson Plans Formal observations	
EOC5	By June 2016, 85% of the teachers in grades pre-K through 5 will infuse technology, create and use assessments to inform instruction, and plan lessons collaboratively.	Walkthroughs Lesson Plans Formal observations	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	3	Conduct walkthroughs to establishment baseline data concerning how teachers infuse technology, create and use assessments and plan lessons collaboratively.	1- School Leadership	9/3/15	10/31/15	Principal Vice Principal
2	2	Create common formative assessments to identify areas of deficiency and inform instruction.	7 - Effective Use of Time	9/3/15	10/31/15	Teachers Specialists
3	1	Provide professional development on the effective infusion of technology, planning collaboratively, and creating and using assessments to inform instruction.	5 - Effective Staffing	11/1/15	12/31/15	Principal Vice Principal Supervisors
4	2	Use of technology platform(s) (eChalk) to co-plan and share instructional strategies, assessments and materials.	7 - Effective Use of Time	11/1/15	12/31/15	Teachers

SMART Goal 4

8.iv

RETURN TO INSTRUCTIONS

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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	Use Perfomance Matters online system to identify strengths and chanllenges with regard to student levels of mastery of common core state standards.	5 - Effective Staffing	11/1/15	12/31/15	Principal Vice Principal Teachers
6	1	Facilititate individualized professional development to promote teachers' use of technology infusion, creation and implementation of assessments and co-planning.	5 - Effective Staffing	11/1/15	12/31/15	Principal Vice Principal Supervisors
7	3	Conduct walkthroughs and/or observations to measure teachers' use of technology infusion, creation and implementation of assessments and co-planning.	1- School Leadership	11/1/15	12/22/15	Principal Vice Principal
8	1	Use Perfomance Matters online system to identify strengths and chanllenges with regard to student levels of mastery of common core state standards.	5 - Effective Staffing	1/2/16	2/29/16	Principal Vice Principal Teachers
9	3	Share observation trends with the staff about the effective use of all elements identified in the school PDP plan.	1 - School Leadership	1/2/16	2/29/16	Principal Vice Princi[al
10	1	Provide professional development for classroom paraprofessionals focusing on effective co-planning and expectations regarding assistance to students.	5 - Effective Staffing	1/2/16	2/29/16	Principal Vice Principal Specialist Teachers
11	1	Facilititate individualized professional development to promote teachers' use of technology infusion, creation and implementation of assessments and co-planning.	5 - Effective Staffing	1/2/16	2/29/16	Principal Vice Principal Supervisors
12	3	Conduct walkthroughs and/or observations to measure teachers' use of technology infusion, creation and implementation of assessments and co-planning. 2-5 cycle	1- School Leadership	1/2/16	2/29/16	Principal Vice Principal Supervisors
13	1	Facilititate individualized professional development to promote teachers' use of technology infusion, creation and implementation of assessments and co-planning.	5 - Effective Staffing	3/1/16	4/30/16	Principal Vice Principal Supervisors
14	3	Conduct walkthroughs and/or observations to measure teachers' use of technology infusion, creation and implementation of assessments and co-planning. 2-5 cycle	1- School Leadership	3/1/16	4/30/16	Principal Vice Principal Supervisors
15	1	Use Perfomance Matters online system to identify strengths and chanllenges with regard to student levels of mastery of common core state standards.	5 - Effective Staffing	3/1/16	4/30/16	Principal Vice Principal Teachers
16	1	Facilititate individualized professional development to promote teachers' use of technology infusion, creation and implementation of assessments and co-planning.	5 - Effective Staffing	5/1/16	6/30/16	Principal Vice Principal Supervisors
17	3	Conduct walkthroughs and/or observations to measure teachers' use of technology infusion, creation and implementation of assessments and co-planning. 2-5 cycle	1- School Leadership	5/1/16	6/30/16	Principal Vice Principal Supervisors
18	1	Use Perfomance Matters online system to identify strengths and chanllenges with regard to student levels of mastery of common core state standards.	5 - Effective Staffing	5/1/16	6/30/16	Principal Vice Principal Teachers
19	1	Use Perfomance Matters online system to identify strengths and chanllenges with regard to student levels of mastery of common core state standards.	5 - Effective Staffing	5/1/16	6/30/16	Principal Vice Principal Teachers
20						

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

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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	$ -	$ 237,179.00	$ -	$ -	$ 237,179.00
Purchased Professional & Technical Services	100-300	$ -	$ -	$ -	$ -	$ -
Other Purchased Services	100-500	$ -	$ -	$ -	$ -	$ -
Supplies & Materials	100-600	$ -	$ -	$ -	$ -	$ -
Other Objects	100-800	$ -	$ -	$ -	$ -	$ -
SUBTOTAL - INSTRUCTION		$ -	$ 237,179.00	$ -	$ -	$ 237,179.00
SUPPORT SERVICES						
Personnel Services - Salaries	200-100	$ -	$ -	$ -	$ -	$ -
Personnel Services - Employee Benefits	200-200	$ -	$ 61,666.00	$ -	$ -	$ 61,666.00
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		$ -	$ 61,666.00	$ -	$ -	$ 61,666.00
Buildings	400-720	$ -	$ -	$ -	$ -	$ -
Instructional Equipment	400-731	$ -	$ -	$ -	$ -	$ -
Non-instructional Equipment	400-732	$ -	$ -	$ -	$ -	$ -
SUBTOTAL - FACILITIES		$ -	$ -	$ -	$ -	$ -
TOTAL COST		**$ -**	**$ 298,845.00**	**$ -**	**$ -**	**$ 298,845.00**

SIP Development Confirmation Page

RETURN TO INSTRUCTIONS

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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 Staffing
- [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 [Insert Name Here] Date Completed

Turnaround Principles	Number of TPs Addressed in the Strategies	Number of TPs Addressed in the Action Steps
1 - School Leadership	2	1
2 - School Climate & Culture	1	4
3 - Effective Instruction	2	13
4 - Curriculum, Assessment & Intervention System	2	9
5 - Effective Staffing	1	8
6 - Enabling the Effective Use of Data	2	6
7 - Effective Use of Time	1	2
8 - Family Engagement	1	2