Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

School:	2 **Mckinley Comm - New Brunswick**
Region:	5
County:	Middlesex
District:	New Brunswick City
CDS:	233530110
RAC Classification:	Focus
Rationale:	Lowest Subgroup Performance: *Special Ed, Black*

School Improvement Plan Committee Members

RETURN TO INSTRUCTIONS

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

3

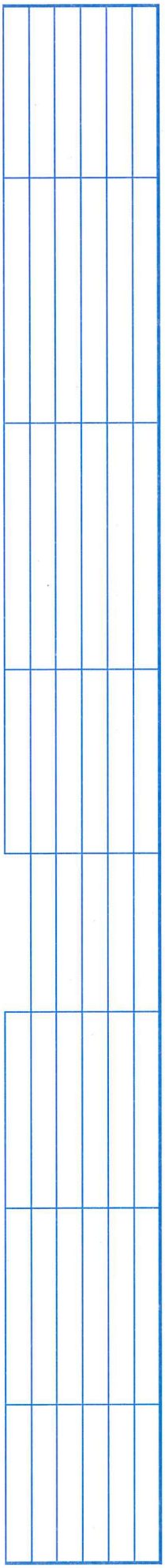
Select committee members to develop the School Improvement Plan. The committee should include a diverse set of members including school leaders and staff members, district leaders, parents/guardians, as well as RAC staff

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	Jose R. Negron	jose_negron@nbps.k12.nj.us	(732) 745-5300 x7001	X	X	Jose R. Negron	5/14/2015
RAC Chairperson & Teacher	Jennifer Maratea	jen_maratea@nbps.k12.nj.us		X	X	Jennifer Maratea	5/14/2015
RAC Co-Chair & Teacher	Richard Ciancia	rich_ciancia@nbps.k12.nj.us		X	X	Richard Ciancia	5/14/2015
RAC Co-Chair & Math Specialist	Donna Fischer	donna_fischer@nbps.k12.nj.us		X	X	Donna Fischer	5/14/2015
1st Secretary & Teacher	Cynthia Kalman	cindy_kalman@nbps.k12.nj.us		X	X	Cynthia Kalman	5/14/2015
2nd Secretary & Teacher	Victor Gil	victor_gil@nbps.k12.nj.us		X	X	Victor Gil	5/14/2015
Committee Member & Teacher	Allison Bolsius	allison_bolsius@nbps.k12.nj.us		X	X	Allison Bolsius	5/14/2015
Committee Member & Teacher	Alissa Eisenberg	alissa_eisenberg@nbps.k12.nj.us		X	X	Alissa Eisenberg	5/14/2015
RAC 5 School Turnaround Coac	William T. Andersen	wtandersen48@gmail.com	732-996-0820	x	x	William T. Andersen	6/2/2015



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
5/11/2015	Plan Development	Jose R. Negron	Yes	Yes
		Jennifer Maratea		
		Cynthia Kalman		
		Victor Gil		
		Allison Bolsius		
		Alissa Eisenberg		
3/12/2015	QSR	Jose R. Negron	Yes	Yes
		Jennifer Maratea		
		Richard Ciancia		
		Donna Fischer		
		Cynthia Kalman		
		Victor Gil		
		Allison Bolsius		
		Alissa Eisenberg		

Quality School Review Details

5

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

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

RETURN TO INSTRUCTIONS

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

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1	3 - Proficient	1.9. The principal has established shared leadership. All teachers participate in committees that focus on the school vision and mission, increasing student achievement, and encouraging parental involvement. Committee members share information with others during staff meetings. 1.6 & 1.7. Data gathered from multiple sources are used to gain insight about student performance and design ongoing instruction. Job-embedded PD is linked to teacher observations, formative assessment results, and school-wide goals. Vertical and horizontal articulation has increased. Administrators conduct regularly scheduled walkthroughs and evaluations.	1.4. Administrators will ensure that appropriate consequences take place in a timely fashion following the submission of disciplinary referrals. 1.10. Additional families will be informed and encouraged to participate in school events and activities.
	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. Building safety is optimized through the ID scanning system, security rounds, and lockdown & drill procedures. 2.2. The principal prioritizes and protects academic learning time. Walkthroughs and evaluations are conducted regularly, and teachers are provided with ongoing feedback and support to ensure that instruction is aligned to the CCSS. Teachers are provided with PD relevant to their needs.	2.1. A behavior system of rewards and consequences will be continuously improved to establish clarity and consistency.
	2.2	3 - Proficient		
	2.3	3 - Proficient		
3 - Effective Instruction	3.1	3 - Proficient	3.1. Student learning objectives are posted and explained to students. 3.2. Many teachers monitor student performance and analyze data to plan instruction and response strategies. 3.4. The principal verifies content knowledge through informal and formal observations and walkthroughs.	3.5. Teachers will continue to receive feedback from walkthroughs and informal/formal observations. Ongoing, job-embedded, and relevant PD will address teachers' professional needs and support continuous growth and improvement in their practice.
	3.2	3 - Proficient		
	3.3	3 - Proficient		
	3.4	3 - Proficient		
	3.5	2 - Developing		
	3.6	3 - Proficient		
4 - Curriculum, Assessment and Intervention System	4.1	3 - Proficient	4.1. Teachers access appropriate curricula, plan lessons, and create student learning objectives, which are aligned to the CCSS. 4.2. The administrators review lesson plans and observe staff members on a regular basis to ensure that teachers use curriculum maps with sequenced student-learning objectives. 4.5. Diagnostic data are used to identify students (GE and identified subgroups) who are two or more years below grade level in ELA and Mathematics.	4.3. The data management system, which includes the administration, several focus groups, as well as technological databases, continue to be accessible to teachers. Information will continuously be dispensed to staff members on a regular basis.
	4.2	3 - Proficient		
	4.3	3 - Proficient		
	4.4	3 - Proficient		
	4.5	3 - Proficient		

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.

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RETURN TO INSTRUCTIONS

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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	5.2. School leaders engage in school-wide observations, provide feedback to teachers, and facilitate support focused on instructional improvement. 5.3. Professional development is linked to teacher observations, formative assessment results, and school-wide goals.	5.1.Administrators will continue to ensure that all vacancies are filled with effective, certified teachers in a timely fashion.
	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	6.2. Specialists and coaches support staff members during CPTs and selected class time in order to ensure continuous improvements. Teachers have regularly scheduled collaboration time when they analyze formative assessment data and plan instructional strategies to address the individual learning needs of the students.	6.3. The principal will continue to plan and schedule common planning times and professional learning community meetings to ensure that all teachers meet with their relevant colleagues about curriculum, instruction, assessments, and data.
	6.2	3 - Proficient		
	6.3	3 - Proficient		
7- Effective Use of Time	7.1	3 - Proficient	7.2. Students two or more years below grade level receive diagnostic assessments and interventions. 7.3. Teachers have ongoing, consistent and sufficient time for grade and content meetings.	7.1. The principal will continue to maximize instructional time for core content areas aligned to the latest research and be prepared for teacher and student distribution prior to the first day of school. The principal will modify and make changes to the schedule as needed throughout the school year.
	7.2	3 - Proficient		
	7.3	3 - Proficient		
8- Family & Community Engagement	8.1	3 - Proficient	8.1. Administrators and staff members communicate with families in English and, when necessary, in their native language. Families are informed about their students' progress through regularly scheduled parent-teacher conferences, progress reports, report cards, and communication from the teachers.	8.2. Administrators and staff members will continue to ensure that families are active, informed partners in their students' education via ongoing educational programs, events, and activities.
	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	ELA: 51.7 Math: 60.0	School Accountability Progress Targets	ELA: 31.4 Math: 45.5	Student Schoolwide performance missed the targets for NJASK ELA and mathematics by 20.3 and 14.5 respectively Emerging questions: Why did the school not achieve the performance targets? What changes should be made in the use of data, lesson planning, instructional approaches, formative assessments, rigor, administrator oversight, and ongoing and differentiated professional development to insure gains in student mastery of the CCSS? How might a focus on systems and planning result in improved student performance?
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	Black ELA: 49.0 SWD ELA: 29.7 Black Math: 51.2 SWD Math: 39.5	School Accountability Progress Targets	Black ELA: 32.3 SWD ELA: n/a Black Math: 40.3 SWD Math: 18.8	Performance among Black students missed the performance targets in ELA and math by 16.7 and 11.0 respectively. Performance among SWD missed the performance targets in math by 20.7. Emerging questions: Why did the school not achieve the performance targets for Black and SWD subgroups? What changes should be made in the use of data, lesson planning, instructional approaches, formative assessments, rigor, administrator oversight, and ongoing and differentiated professional development to insure gains in student mastery of the CCSS? How might a focus on systems and planning result in improved student performance?
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	82% of the AA and SWD students participated in the end of unit assessments. Grade 3 = 94% Grade 4 = 94% Grade 5 = 86% Grade 6 = 92% Grade 7 = 99% Grade 8 = 96%	The previous column contains student participation data for the EOY 2014 benchmark assessment. The participation rate, which ranged from 82-99%, is high for both AA and SWD. We are currently in the process of collecting EOY 2015 data, which will enable us to draw comparisons and measure progress. Emerging question: Why was the participation rate for Grade 5 students 85%?
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	EOY 2014 (ELA) Grade 3 - 44.7% AA and 30% SWD often struggle when writing responses (formulating opinions) to text. Grade 4 - 46.4% of students refer to details and examples within the text. 28.9% of students can determine the main idea of the text. Grade 5 - 58.8% AA can write a complete piece coherently. Grade 6 - 32.4% AA and 12.5% SWD can write a complete essay coherently. 25.3% SWD and 44% AA can cite textual evidence. Grade 7 - 44% AA and 22.1%	The previous column contains student performance data for the EOY 2014 benchmark assessments. We are currently in the process of collecting EOY 2015 data, which will enable us to draw comparisons and measure progress.

Data Review & Analysis 6

RETURN TO INSTRUCTIONS

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

Think through the following questions in completing the data analysis: *. What does this metric tell you?* *. What other forms of data would you like to review?*

. What questions arise from these data? *. What trends emerge?* *. What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
NJASK/HSPA	Student performance on 2013-2014 state assessments	• Identify overall rate • Identify patterns by grade/department/subject • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL); • Identify patterns by chronic absenteeism	Title I Accountability Data System	**Proficiency & Advanced Proficiency** **All Students** School-Wide ELA 36% / Math 47% Grade 3 – ELA 24.1% / Math 35.2% Grade 4 – ELA 33.5% / Math 61.1% Grade 5 – ELA 12.5% / Math 53.6% Grade 6 – ELA 31% / Math 43.1% Grade 7 – ELA 28.6% / Math 30.6% Grade 8 – ELA 69.5% / Math 45.2%AA **AA**	While there are areas of concern among all grade levels, there are particular areas of concern among Grade 3, Grade 5, and Grade 7 ELA and Grade 3 and Grade 7 Math. Emerging questions: What accounts for the differences in performances among the various grade levels? What changes should be made in the use of data, lesson planning, instructional approaches, formative assessments, rigor, administrator oversight, and ongoing and differentiated professional development to insure gains in student mastery of the CCSS?
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	Schoolwide Growth on Language Arts Schoolwide Performance: 42 Peer Percentile: 39 Statewide Percentile: 23 Statewide Target: 35 Schoolwide Growth on Math Schoolwide Performance: 54 Peer Percentile: 81 Statewide Percentile: 69 Statewide Target: 35	The school met its target for schoolwide growth in language arts and mathematics.
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	**Total Enrollment = 721** **GenEd** Grade Pre-K = 159 Grade K = 78 Grade 1 = 42 Grade 2 = 76 Grade 3 = 62 Grade 4 = 66 Grade 5 = 69 Grade 6 = 87	Enrollment has significantly increased for the 2014-2015 school year.
Environmental					
Enrollment	Number of students enrolled in your building	• Identify overall enrollment and trends • Identify enrollment by grade and subgroup	District SIS		
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		

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		
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		
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		
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		
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		

Data Review & Analysis 6

RETURN TO INSTRUCTIONS

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

Think through the following questions in completing the data analysis: *. What does this metric tell you?* *. What other forms of data would you like to review?* *. What questions arise from these data?* *. What trends emerge?* *. What is the impact on achievement?*

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

Analysis of Key Interventions Implemented from 2013 - 2014 and Current Year	Content Area or Population Addressed	Documentation of Effectiveness	Effectiveness	Measurable outcomes	Description of the Strengths and Challenges
Interventions are based on the results of ongoing progress monitoring and periodic assessments.	ELA	**General Ed & Special Ed:** BOY & EOY DRAs **BSI:** BOY, MOY & EOY DRAs **All Students:** Progress Monitoring;	Effective with additional focus needed	Progress Monitoring; Formative & Summative Assessments	The design and implementation of the CCSS through the model curriculum and various assessments show progress, some of which may not necessarily correlate to success on the state assessments. Thus, both formative and summative assessments are taken into account collectively in order to portray student performance in the
Interventions are based on the results of ongoing progress monitoring and periodic assessments.	Mathematics	**General Ed & Special Ed:** BOY & EOY Math Assessments **BSI:** BOY, MOY & EOY Math Assessments **All**	Effective with additional focus needed	Progress Monitoring; Formative & Summative Assessments	The design and implementation of the CCSS through the model curriculum and various assessments show progress, some of which may not necessarily correlate to success on the state assessments. Thus, both formative and summative assessments are taken into account collectively in order to portray student performance in the

Data Review & Analysis 6

RETURN TO INSTRUCTIONS

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

Think through the following questions in completing the data analysis: *. What does this metric tell you?* *. What other forms of data would you like to review?* *. What questions arise from these data?* *. What trends emerge?* *. What is the impact on achievement?*

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

Root Cause Analysis

RETURN TO INSTRUCTIONS

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

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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 reading and comprehending complex literary and informational texts; reading closely to determine what the text says explicitly and to make logical inferences from the text; citing specific textual evidence when writing or speaking to support conclusions drawn from the text; and using valid reasoning and relevant and sufficient evidence when writing for various purposes and audiences.	Additional monitoring by means of classroom walkthroughs is necessary to ensure that all teachers align their instruction to the CCSS, use data to inform instruction, and collaborate with one another on a regular basis.	1:	Provide ongoing and embedded professional development focused on best instructional practice.	3 - Effective Instruction
			2:	Use weekly formal observations and/or focused walkthroughs to insure that teachers are teaching lessons aligned to CCSS and are on pace with the established sequence.	4 - Curriculum, Assessment & Intervention System
			3:	Insure that teachers have regularly scheduled collaboration time to focus on analyzing formative assessment data.	6 - Enabling the Effective Use of Data
Math (TP3, TP4)	Assessment data indicate that students struggle with operations and algebraic thinking, numbers and operations, fractions, measurement and data, geometry, expressions and equations, and statistics and probability.	Additional monitoring by means of classroom walkthroughs is necessary to ensure that all teachers align their instruction to the CCSS, use data to inform instruction, and collaborate with one another on a regular basis.	1:	Provide ongoing and embedded professional development focused on best instructional practice.	3 - Effective Instruction
			2:	Use weekly formal observations and/or focused walkthroughs to insure that teachers are teaching lessons aligned to CCSS and are on pace with the established sequence.	4 - Curriculum, Assessment & Intervention System
			3:	Insure that teachers have regularly scheduled collaboration time to focus on analyzing formative assessment data.	5 - Effective Staffing
Climate & Culture (TP2)	Assessment data, as well as information obtained from walkthroughs and observations, indicate that there is a need to increase the rigor of instruction and improve the quality of pedagogical performance in order to promote the academic and personal growth of students.	Additional monitoring by means of walkthroughs and observations is necessary to ensure that the needs of teachers are identified and then addressed through the provision of on-going targeted PD.	1:	Use lesson plans and weekly formal observations and/or focused walkthroughs to identify teachers' areas in need of improvement.	4 - Curriculum, Assessment & Intervention System
			2:	Provide ongoing targeted PD specific to the needs of teachers with a focus on increasing their pedagogical performance in order to establish and maintain a culture that values learning.	2 - School Climate & Culture
			3:	Provide opportunities for families to engage in academically related activities, school decision-making, and an open exchange of information regarding students' progress.	8 - Family Engagement
Effective Use of Time (TP7)	Assessment data, as well as information obtained from walkthroughs and observations, indicate a need to maximize instructional time by increasing the effectiveness of co-teaching among teachers who work in tandem with one another.	Additional monitoring by means of walkthroughs and observations is necessary to ensure that instructional time is productive. One means of measurement is to determine the effectiveness of co-teachers working together as they address aspects, such as student needs, differentiated instruction, and classroom managment.	1:	Use weekly formal observations and focused walkthroughs to determine the effectiveness of co-teachers and provide ongoing targeted PD to those who are in need of improvement.	4 - Curriculum, Assessment & Intervention System
			2:	Ensure that co-teachers have ample time to co-plan lessons and co-assess students via aligned preps, CPTs and PLCs.	7 - Effective Use of Time
			3:	Examine lesson plans, as well as CPT and PLC agendas, to ensure that teachers are collaborative in their efforts to help all students achieve the learning goals.	1 - School Leadership

SMART Goal 1

8.i

RETURN TO INSTRUCTIONS

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

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, 80% of total students, students with disabilities, and African American students in grades 3-8 will increase proficiency of the English language arts CCSS by a minimum of 10% as evidenced by Common Core aligned ELA assessments, and measured by rubrics of complex reading and writing portfolios.	
Performance Challenge Being Addressed	Assessment data indicate that students struggle with reading and comprehending complex literary and informational texts; reading closely to determine what the text says explicitly and to make	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Provide ongoing and embedded professional development focused on best instructional practice.	3 - Effective Instruction
	2: Use weekly formal observations and/or focused walkthroughs to insure that teachers are teaching lessons aligned to CCSS and are on pace with the established sequence.	4 - Curriculum, Assessment & Intervention System
	3: Insure that teachers have regularly scheduled collaboration time to focus on analyzing formative assessment data.	6 - Enabling the Effective Use of Data
Target population *[Focus school subgroups only]*	African-Americans & SWD	

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 10/31/15, English language arts portfolio and formative assessment data will be analyzed to identify current levels of proficiency for total students, African American students, and students with disabilities in grades 3-8 to determine the baseline proficiency for each group.	Formative assessments English language arts portfolios	
EOC2	By 12/31/15, 35% of total students, Students with Disabilities, and African American students in grades 3-8 will increase proficiency of the English language arts CCSS by a minimum of 10% as evidenced by Common Core aligned ELA benchmark or Unit assessments, and measured by rubrics of complex reading and writing portfolios.	Unit Assessments Formative assessments English language arts portfolios	
EOC3	By 2/28/16, 50% of total students, Students with Disabilities, and African American students in grades 3-8 will increase proficiency of the English language arts CCSS by a minimum of 10% as evidenced by Common Core aligned ELA benchmark or Unit assessments, and measured by rubrics of complex reading and writing portfolios.	Unit Assessments Formative assessments English language arts portfolios	
EOC4	By 4/30/16, 65% of total students, Students with Disabilities, and African American students in grades 3-8 will increase proficiency of the English language arts CCSS by a minimum of 10% as evidenced by Common Core aligned ELA benchmark or Unit 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 students, students with disabilities, and African American students in grades 3-8 will increase proficiency of the English language arts CCSS by a minimum of 10% as evidenced by Common Core aligned ELA assessments, and measured by rubrics of complex reading and writing portfolios.	Unit Assessments Formative assessments English language arts portfolios	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Examine the ELA curriculum to insure that it addresses all aspects of the CCSS, includes units, the focus of each unit, description, texts, lexile levels, performance tasks, formative assessments, and the CCSS addressed by each formative assessment question.	4 - Curriculum, Assessment & Intervention System	7/1/2015	8/15/2015	Principal
2	3	Administer formative assessments; analyze the data to identify current levels of proficiency for total students, African American students, and students with disabilities in grades 3-8; and identify baseline proficiency for each group.	6 - Enabling the Effective Use of Data	10/1/2015	10/15/2015	Principal Vice Principal

SMART Goal 1

8.i

RETURN TO INSTRUCTIONS

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

3	1	Conduct targeted walkthrough rounds focused on teachers' engaging students in reading and comprehending complex literary and/or informational texts independently and proficiently; reading closely to determine what the text says explicitly, making logical inferences from the text; citing specific textual evidence when writing or speaking to support conclusions drawn from the text; and using valid reasoning and relevant and sufficient evidence when writing for various purposes and audiences.	3 - Effective Instruction	9/1/2015	10/31/2015	Principal Vice Principal
4	1	Facilitate individualized professional development that promotes purposeful and reflective teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs and observtions.	3 - Effective Instruction	10/1/2015	10/31/2015	Principal Vice Principal
5	2	Administer benchmark assessments.	4 - Curriculum, Assessment & Intervention System	10/15/2015	10/21/2015	Principal Vice Principal Teachers
6	3	Analyze formative and benchmark assessment data to identify students' differentiated learning needs and students in need of targeted interventions; plan instructional activities to address the differentiated learning needs of students.	6 - Enabling the Effective Use of Data	11/1/2015	12/31/2015	Principal Vice Principal Teachers
7	2	Conduct targeted walkthrough rounds; analyze walkthrough and formative and benchmark assessment data; and use the data to identify students' learning needs, students in need of targeted interventions, and teachers in need of differentiated professional development, mentoring, or coaching.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Principal Assistant Principal
8	1	Facilitate individualized professional development that promotes purposeful and reflective teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs, observations, and student performance on assessments.	3 - Effective Instruction	11/1/2015	12/31/2015	Principal Vice Principal
9	2	Administer summative assessments.	4 - Curriculum, Assessment & Intervention System	11/15/2015	11/21/2015	Principal Vice Principal Teachers
10	3	Analyze formative and benchmark assessment data to identify students' differentiated learning needs and students in need of targeted interventions; plan instructional activities to address the differentiated learning needs of students.	6 - Enabling the Effective Use of Data	1/1/2016	2/29/2016	Principal Vice Principal Teachers
11	2	Conduct targeted walkthrough rounds; analyze walkthrough and formative and benchmark assessment data; and use the data to identify students' learning needs, students in need of targeted interventions, and teachers in need of differentiated professional development, mentoring, or coaching.	4 - Curriculum, Assessment & Intervention System	1/1/2016	2/29/2016	Principal Vice Principal
12	1	Facilitate individualized professional development that promotes purposeful and reflective teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs, observtions, and student performance on assessments.	3 - Effective Instruction	1/1/2016	2/29/2016	Principal Vice Principal
13	2	Administer summative assessments.	4 - Curriculum, Assessment &	2/15/2016	2/21/2016	Principal

SMART Goal 1 8.i

RETURN TO INSTRUCTIONS

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14	3	Analyze formative and benchmark assessment data to identify students' differentiated learning needs and students in need of targeted interventions; plan instructional activities to address the differentiated learning needs of students.	6 - Enabling the Effective Use of Data	3/1/2016	4/30/2016	Principal Vice Principal
15	2	Conduct targeted walkthrough rounds; analyze walkthrough and formative and benchmark assessment data; and use the data to identify students' learning needs, students in need of targeted interventions, and teachers in need of differentiated professional development, mentoring, or coaching.	4 - Curriculum, Assessment & Intervention System	3/1/2016	4/30/2016	Principal Vice Principal
16	1	Facilitate individualized professional development that promotes purposeful and reflective teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs, observtions, and student performance on assessments.	3 - Effective Instruction	3/1/2016	4/30/2016	Principal Vice Principal
17	2	Administer summative assessments.	4 - Curriculum, Assessment & Intervention System	4/15/2016	4/21/2016	Principal Vice Principal Teachers
18	3	Analyze formative and benchmark assessment data to identify students' differentiated learning needs and students in need of targeted interventions; plan instructional activities to address the differentiated learning needs of students.	6 - Enabling the Effective Use of Data	5/1/2016	6/30/2016	Principal Vice Principal
19	2	Conduct targeted walkthrough rounds; analyze walkthrough and formative and benchmark assessment data; and use the data to identify students' learning needs, students in need of targeted interventions, and teachers in need of differentiated professional development, mentoring, or coaching.	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/30/2016	Principal Vice Principal
20	1	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	$ 207,152.00	Federal Title I
	Basic Skills Teachers	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 53,860.00	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 students, students with disabilities, and African American students in grades 3-8 will increase proficiency of the mathematics CCSS by a minimum of 10% as evidenced by Common Core aligned math assessments.	
Performance Challenge Being Addressed	Assessment data indicate that students struggle with operations and algebraic thinkir	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Provide ongoing and embedded professional development focused on best instructional practice.	3 - Effective Instruction
	2: Use weekly formal observations and/or focused walkthroughs to insure that teachers are teaching lessons aligned to CCSS and are on pace with the established sequence.	4 - Curriculum, Assessment & Intervention System
	3: Insure that teachers have regularly scheduled collaboration time to focus on analyzing formative assessment data.	5 - Effective Staffing
Target population *[Focus school subgroups only]*	African-Americans & SWD	

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 10/31/15, mathematics assessment data will be analyzed to identify current levels of proficiency for total students, African American students, and students with disabilities in grades 3-8 to determine the baseline proficiency for each group.	Formative assessments	
EOC2	By 12/31/15, 35% of total students, Students with Disabilities, and African American students in grades 3-8 will increase proficiency of the mathematics CCSS by a minimum of 10% as evidenced by Common Core aligned mathematics assessments.	Unit Assessments Formative assessments	
EOC3	By 2/28/16, 50% of total students, Students with Disabilities, and African American students in grades 3-8 will increase proficiency of the English language arts CCSS by a minimum of 10% as evidenced by Common Core aligned mathematics assessments.	Unit Assessments Formative assessments	
EOC4	By 4/30/16, 65% of total students, Students with Disabilities, and African American students in grades 3-8 will increase proficiency of the English language arts CCSS by a minimum of 10% as evidenced by Common Core aligned mathematics assessments.	Unit Assessments Formative assessments	
EOC5	By June 2016, 80% of total students, students with disabilities, and African American students in grades 3-8 will increase proficiency of the mathematics CCSS by a minimum of 10% as evidenced by Common Core aligned math assessments.	Summative assessment	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Examine the math curriculum to insure that it addresses all aspects of the CCSS, includes units, the focus of each unit, description, performance tasks, formative assessments, and the CCSS addressed by each formative assessment question.	4 - Curriculum, Assessment & Intervention System	7/1/2015	8/15/2015	Principal
2	3	Administer formative assessments; analyze the data to identify current levels of proficiency for total students, African American students, and students with disabilities in grades 3-8; and identify baseline proficiency for each group.	5 - Effective Staffing	10/1/2015	10/15/2015	Principal Vice Principal

SMART Goal 2

8.ii

RETURN TO INSTRUCTIONS

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3	1	Conduct targeted walkthrough rounds focused on teachers' engaging students in activities that address the math CCSS and conceptual understanding.	3 - Effective Instruction	9/1/2015	10/31/2015	Principal Vice Principal
4	1	Facilitate individualized professional development that promotes purposeful and reflective teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs and observations.	3 - Effective Instruction	10/1/2015	10/31/2015	Principal Vice Principal
5	2	Administer benchmark assessments.	4 - Curriculum, Assessment & Intervention System	10/15/2015	10/21/2015	Principal Vice Principal Teachers
6	3	Analyze formative and benchmark assessment data to identify students' differentiated learning needs and students in need of targeted interventions; plan instructional activities to address the differentiated learning needs of students.	5 - Effective Staffing	11/1/2015	12/31/2015	Principal Vice Principal Teachers
7	2	Conduct targeted walkthrough rounds; analyze walkthrough and formative and benchmark assessment data; and use the data to identify students' learning needs, students in need of targeted interventions, and teachers in need of differentiated professional development, mentoring, or coaching.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Principal Assistant Principal
8	1	Facilitate individualized professional development that promotes purposeful and reflective teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs, observations, and student performance on assessments.	3 - Effective Instruction	11/1/2015	12/31/2015	Principal Vice Principal
9	2	Administer summative assessments.	4 - Curriculum, Assessment & Intervention System	11/15/2015	11/21/2015	Principal Vice Principal Teachers
10	3	Analyze formative and benchmark assessment data to identify students' differentiated learning needs and students in need of targeted interventions; plan instructional activities to address the differentiated learning needs of students.	5 - Effective Staffing	1/1/2016	2/29/2016	Principal Vice Principal Teachers
11	2	Conduct targeted walkthrough rounds; analyze walkthrough and formative and benchmark assessment data; and use the data to identify students' learning needs, students in need of targeted interventions, and teachers in need of differentiated professional development, mentoring, or coaching.	4 - Curriculum, Assessment & Intervention System	1/1/2016	2/29/2016	Principal Vice Principal
12	1	Facilitate individualized professional development that promotes purposeful and reflective teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs, observations, and student performance on assessments.	3 - Effective Instruction	1/1/2016	2/29/2016	Principal Vice Principal
13	2	Administer summative assessments.	4 - Curriculum, Assessment & Intervention System	2/15/2016	2/21/2016	Principal Vice Principal Teachers
14	3	Analyze formative and benchmark assessment data to identify students' differentiated learning needs and students in need of targeted interventions; plan instructional activities to address the differentiated learning needs of students.	5 - Effective Staffing	3/1/2016	4/30/2016	Principal Vice Principal

SMART Goal 2

8.ii

RETURN TO INSTRUCTIONS

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15	2	Conduct targeted walkthrough rounds; analyze walkthrough and formative and benchmark assessment data; and use the data to identify students' learning needs, students in need of targeted interventions, and teachers in need of differentiated professional development, mentoring, or coaching.	4 - Curriculum, Assessment & Intervention System	3/1/2016	4/30/2016	Principal Vice Principal
16	1	Facilitate individualized professional development that promotes purposeful and reflective teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs, observations, and student performance on assessments.	3 - Effective Instruction	3/1/2016	4/30/2016	Principal Vice Principal
17	2	Administer summative assessments.	4 - Curriculum, Assessment & Intervention System	4/15/2016	4/21/2016	Principal Vice Principal Teachers
18	3	Analyze formative and benchmark assessment data to identify students' differentiated learning needs and students in need of targeted interventions; plan instructional activities to address the differentiated learning needs of students.	5 - Effective Staffing	5/1/2016	6/30/2016	Principal Vice Principal
19	2	Conduct targeted walkthrough rounds; analyze walkthrough and formative and benchmark assessment data; and use the data to identify students' learning needs, students in need of targeted interventions, and teachers in need of differentiated professional development, mentoring, or coaching.	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/30/2016	Principal Vice Principal
20	1	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 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 will incorporate higher order thinking questions in their lesson plans and increase the overall rigor of instruction as evidenced by the analysis of lesson plans and walkthrough & observation data.	
Performance Challenge Being Addressed	Assessment data, as well as information obtained from walkthroughs and observatior	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Use lesson plans and weekly formal observations and/or focused walkthroughs to identify teachers' areas in need of improvement.	4 - Curriculum, Assessment & Intervention System
	2: Provide ongoing targeted PD specific to the needs of teachers with a focus on increasing their pedagogical performance in order to establish and maintain a culture that values learning.	2 - School Climate & Culture
	3: Provide opportunities for families to engage in academically related activities, school decision-making, and an open exchange of information regarding students' progress.	8 - Family Engagement
Target population *[Focus school subgroups*	African-Americans & SWD	

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 10/31/15, lesson plans, walkthrough, and observation data will be analyzed to identify teachers in need of support in order that they increase the rigor and ask higher order thinking questions.	Lesson Plans, Walkthrough & Observation Data	
EOC2	By 12/31/15, 55% of the teachers will incorporate higher order thinking questions in their lesson plans and increase the overall rigor of instruction as evidenced by the analysis of lesson plans and walkthrough & observation data.	Lesson Plans, Walkthrough & Observation Data	
EOC3	By 2/28/16, 65% of the teachers will incorporate higher order thinking questions in their lesson plans and increase the overall rigor of instruction as evidenced by the analysis of lesson plans and walkthrough & observation data.	Lesson Plans, Walkthrough & Observation Data	
EOC4	By 4/30/16, 75% of the teachers will incorporate higher order thinking questions in their lesson plans and increase the overall rigor of instruction as evidenced by the analysis of lesson plans and walkthrough & observation data.	Lesson Plans, Walkthrough & Observation Data	
EOC5	By June 2016, 85% of the teachers will incorporate higher order thinking questions in their lesson plans and increase the overall rigor of instruction as evidenced by the analysis of lesson plans and walkthrough & observation data.	Lesson Plans, Walkthrough & Observation Data	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Analyze 2014-2015 lesson plans, walkthrough, and observation data to create baseline data concerning teachers' focus on rigor and use of higher order thinking questions.	4 - Curriculum, Assessment & Intervention System	9/1/2015	9/15/2015	Principal Vice Principal
2	1	Examine lesson plans to ensure that teachers are aligning their instruction to the Model Curriculum and the NJCCSS; and conduct targeted walkthrough rounds focused on the incporation of higher order thinking questions, the rigor of instruction, and the quality of pedagogical performance.	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/31/2015	Principal Vice Principals

SMART Goal 3

8.iii

RETURN TO INSTRUCTIONS

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3	2	Facilitate individualized professional development that promotes increasing the quality of instruction, incorporates teachers' input and suggestions, and addresses findings from walkthroughs and observations.	2 - School Climate & Culture	9/1/2015	10/31/2015	Principal Vice Principals Teachers
4	3	Provide opportunities for families to engage in academically related activities, school decision-making, and an open exchange of information regarding students' progress; e.g., Back to School Night, Kindergarten Orientation, Family Math & Literacy Nights, Student Achievement Assemblies, Student of the Month Luncheons, PTO Meetings, Parent-Teacher Conferences.	8 - Family Engagement	10/1/2015	10/31/2015	Principal Vice Principals Teachers Families
5	1	Examine lesson plans to ensure that teachers are aligning their instruction to the Model Curriculum and the NJCCSS; and conduct targeted walkthrough rounds focused on the incporation of higher order thinking questions, the rigor of instruction, and the quality of pedagogical performance.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Principal Vice Principals
6	2	Facilitate individualized professional development that promotes increasing the quality of instruction, incorporates teachers' input and suggestions, and addresses findings from walkthroughs and observations.	2 - School Climate & Culture	11/1/2015	12/31/2015	Principal Vice Principals Teachers
7	3	Provide opportunities for families to engage in academically related activities, school decision-making, and an open exchange of information regarding students' progress; e.g., Back to School Night, Kindergarten Orientation, Family Math & Literacy Nights, Student Achievement Assemblies, Student of the Month Luncheons, PTO Meetings, Parent-Teacher Conferences.	8 - Family Engagement	11/1/2015	12/31/2015	Principal Vice Principals Teachers Families
8	1	Examine lesson plans to ensure that teachers are aligning their instruction to the Model Curriculum and the NJCCSS.	4 - Curriculum, Assessment & Intervention System	1/1/2016	2/28/2016	Principal Vice Principals
9	1	Conduct targeted walkthrough rounds focused on the incporation of higher order thinking questions, the rigor of instruction, and the quality of pedagogical performance.	4 - Curriculum, Assessment & Intervention System	1/1/2016	2/28/2016	Principal Vice Principals
10	2	Facilitate individualized professional development that promotes increasing the quality of instruction, incorporates teachers' input and suggestions, and addresses findings from walkthroughs and observations.	2 - School Climate & Culture	1/1/2016	2/28/2016	Principal Vice Principals Teachers
11	3	Provide opportunities for families to engage in academically related activities, school decision-making, and an open exchange of information regarding students' progress; e.g., Back to School Night, Kindergarten Orientation, Family Math & Literacy Nights, Student Achievement Assemblies, Student of the Month Luncheons, PTO Meetings, Parent-Teacher Conferences.	8 - Family Engagement	1/1/2016	2/28/2016	Principal Vice Principals Teachers Families
12	1	Examine lesson plans to ensure that teachers are aligning their instruction to the Model Curriculum and the NJCCSS.	4 - Curriculum, Assessment & Intervention System	3/1/2016	4/30/2016	Principal Vice Principals
13	1	Conduct targeted walkthrough rounds focused on the incporation of higher order thinking questions, the rigor of instruction, and the quality of pedagogical performance.	4 - Curriculum, Assessment & Intervention System	3/1/2016	4/30/2016	Principal Vice Principals
14	2	Facilitate individualized professional development that promotes increasing the quality of instruction, incorporates teachers' input and suggestions, and addresses findings from walkthroughs and observations.	2 - School Climate & Culture	3/1/2016	4/30/2016	Principal Vice Principals Teachers

SMART Goal 3

8.iii

RETURN TO INSTRUCTIONS

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15	3	Provide opportunities for families to engage in academically related activities, school decision-making, and an open exchange of information regarding students' progress; e.g., Back to School Night, Kindergarten Orientation, Family Math & Literacy Nights, Student Achievement Assemblies, Student of the Month Luncheons, PTO Meetings, Parent-Teacher Conferences.	8 - Family Engagement	3/1/2016	4/30/2016	Principal Vice Principals Teachers Families
16	1	Examine lesson plans to ensure that teachers are aligning their instruction to the Model Curriculum and the NJCCSS.	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/30/2016	Principal Vice Principals
17	1	Conduct targeted walkthrough rounds focused on the incporation of higher order thinking questions, the rigor of instruction, and the quality of pedagogical performance.	4 - Curriculum, Assessment & Intervention System	5/1/2016	5/15/2016	Principal Vice Principals
18	2	Facilitate individualized professional development that promotes increasing the quality of instruction, incorporates teachers' input and suggestions, and addresses findings from walkthroughs and observations.	2 - School Climate & Culture	5/1/2016	6/30/2016	Principal Vice Principals Teachers
19	3	Provide opportunities for families to engage in academically related activities, school decision-making, and an open exchange of information regarding students' progress; e.g., Back to School Night, Kindergarten Orientation, Family Math & Literacy Nights, Student Achievement Assemblies, Student of the Month Luncheons, PTO Meetings, Parent-Teacher Conferences.	8 - Family Engagement	5/1/2016	6/30/2016	Principal Vice Principals Teachers Families
20	1	Identify nontenured teachers for renewal and nonrenewal of contract and tenured teachers in need of a corrective action plan.	4 - Curriculum, Assessment & Intervention System	5/1/2016	5/15/2016	Principal

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
3				
4				

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 co-teachers will teach effectively as evidenced by the analysis of lesson plans, CPT & PLC agendas, and walkthrough & observation data.	
Performance Challenge Being Addressed	Assessment data, as well as information obtained from walkthroughs and observatior	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Use weekly formal observations and focused walkthroughs to determine the effectiveness of co-teachers and provide ongoing targeted PD to those who are in need of improvement.	4 - Curriculum, Assessment & Intervention System
	2: Ensure that co-teachers have ample time to co-plan lessons and co-assess students via aligned preps, CPTs and PLCs.	7 - Effective Use of Time
	3: Examine lesson plans, as well as CPT and PLC agendas, to ensure that teachers are collaborative in their efforts to help all students achieve the learning goals.	1 - School Leadership
Target population *[Focus school subgroups only]*	African-Americans & SWD	

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By 10/31/15, lesson plans, CPT & PLC agendas, as well as walkthrough and observation data, will be analyzed to identify the teachers in need of improvement in regards to co-teaching practices.	Lesson Plans; Walkthrough & Observation Data; CPT & PLC Agendas and Minutes	
EOC2	By 12/31/15, 55% of co-teachers will teach effectively as evidenced by the analysis of lesson plans, CPT & PLC agendas, and walkthrough & observation data.	Lesson Plans; Walkthrough & Observation Data; CPT & PLC Agendas and Minutes; PD Sign-In Sheets & Agendas	
EOC3	By 2/28/16, 65% of co-teachers will teach effectively as evidenced by the analysis of lesson plans, CPT & PLC agendas, and walkthrough & observation data.	Lesson Plans; Walkthrough & Observation Data; CPT & PLC Agendas and Minutes; PD Sign-In Sheets & Agendas	
EOC4	By 4/30/16, 75% of co-teachers will teach effectively as evidenced by the analysis of lesson plans, CPT & PLC agendas, and walkthrough & observation data.	Lesson Plans; Walkthrough & Observation Data; CPT & PLC Agendas and Minutes; PD Sign-In Sheets & Agendas	
EOC5	By June 2016, 85% of co-teachers will teach effectively as evidenced by the analysis of lesson plans, CPT & PLC agendas, and walkthrough & observation data.	Lesson Plans; Walkthrough & Observation Data; CPT & PLC Agendas and Minutes; PD Sign-In Sheets & Agendas	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Ensure that all staff are in place and that all co-teachers have schedules that are aligned in a way that allows them to have ample time to engage in CPTs and PLCs.	7 - Effective Use of Time	7/1/2015	8/31/2015	Principal
2	3	Examine lesson plans, CPT and PLC agendas and minutes, and CPT and PLC visits to ensure that teachers are collaborative in their efforts to help all students achieve the learning goals.	1 - School Leadership	9/1/2015	10/31/2015	Principal Vice Principals
3	1	Conduct targeted walkthrough rounds focused on the effectiveness of co-teaching.	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/31/2015	Principal Vice Principals

SMART Goal 4 8.iv

RETURN TO INSTRUCTIONS

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4	1	Facilitate individualized professional development that promotes effective co-teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs and observations.	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/31/2015	Principal Vice Principals Teachers
5	3	Examine lesson plans, as well as CPT and PLC agendas and minutes to ensure that teachers are collaborative in their efforts to help all students achieve the learning goals.	1 - School Leadership	11/1/2015	12/31/2015	Principal Vice Principals
6	1	Conduct targeted walkthrough rounds focused on the effectiveness of co-teaching.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Principal Vice Principals
7	1	Facilitate individualized professional development that promotes effective co-teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs and observations.	4 - Curriculum, Assessment & Intervention System	11/1/2015	12/31/2015	Principal Vice Principals Teachers
8	3	Examine lesson plans, CPT and PLC agendas and minutes, and CPT and PLC visits to ensure that teachers are collaborative in their efforts to help all students achieve the learning goals.	1 - School Leadership	1/1/2016	2/28/2016	Principal Vice Principals
9	1	Conduct targeted walkthrough rounds focused on the effectiveness of co-teaching.	4 - Curriculum, Assessment & Intervention System	1/1/2016	2/28/2016	Principal Vice Principals
10	3	Facilitate individualized professional development that promotes effective co-teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs and observations.	7 - Effective Use of Time	1/1/2016	2/28/2016	Principal Vice Principals Teachers
11	3	Examine lesson plans, CPT and PLC agendas and minutes, and CPT and PLC visits to ensure that teachers are collaborative in their efforts to help all students achieve the learning goals.	1 - School Leadership	3/1/2016	4/30/2016	Principal Vice Principals
12	1	Conduct targeted walkthrough rounds focused on the effectiveness of co-teaching.	4 - Curriculum, Assessment & Intervention System	3/1/2016	4/30/2016	Principal Vice Principals
13	3	Facilitate individualized professional development that promotes effective co-teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs and observations.	7 - Effective Use of Time	3/1/2016	4/30/2016	Principal Vice Principals Teachers
14	3	Examine lesson plans, CPT and PLC agendas and minutes, and CPT and PLC visits to ensure that teachers are collaborative in their efforts to help all students achieve the learning goals.	1 - School Leadership	5/1/2016	6/30/2016	Principal Vice Principals
15	1	Conduct targeted walkthrough rounds focused on the effectiveness of co-teaching.	4 - Curriculum, Assessment & Intervention System	5/1/2016	6/30/2016	Principal Vice Principals
16	1	Facilitate individualized professional development that promotes effective co-teaching, incorporates teachers' input and suggestions, and addresses findings from walkthroughs and observations.	7 - Effective Use of Time	5/1/2016	6/30/2016	Principal Vice Principals Teachers
17	3	Identify nontenured teachers for renewal and nonrenewal of contract and tenured teachers in need of a corrective action plan.	1 - School Leadership	5/1/2016	5/15/2016	Principal
18						
19						
20						

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

SMART Goal 4 8.iv

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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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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	#REF!	#REF!	#REF!	#REF!		#REF!
Purchased Professional & Technical Services	100-300	#REF!	#REF!	#REF!	#REF!		#REF!
Other Purchased Services	100-500	#REF!	#REF!	#REF!	#REF!		#REF!
Supplies & Materials	100-600	#REF!	#REF!	#REF!	#REF!		#REF!
Other Objects	100-800	#REF!	#REF!	#REF!	#REF!		#REF!
SUBTOTAL - INSTRUCTION		#REF!	#REF!	#REF!	#REF!		#REF!
SUPPORT SERVICES							
Personnel Services - Salaries	200-100	#REF!	#REF!	#REF!	#REF!		#REF!
Personnel Services - Employee Benefits	200-200	#REF!	#REF!	#REF!	#REF!		#REF!
Purchased Professional & Technical Services	200-300	#REF!	#REF!	#REF!	#REF!		#REF!
Purchased Property Services	200-400	#REF!	#REF!	#REF!	#REF!		#REF!
Other Purchased Services	200-500	#REF!	#REF!	#REF!	#REF!		#REF!
Travel	200-580	#REF!	#REF!	#REF!	#REF!		#REF!
Supplies & Materials	200-600	#REF!	#REF!	#REF!	#REF!		#REF!
Other Objects	200-800	#REF!	#REF!	#REF!	#REF!		#REF!
Indirect Costs	200-860	#REF!	#REF!	#REF!	#REF!		#REF!
SUBTOTAL - SUPPORT SERVICES		#REF!	#REF!	#REF!	#REF!		#REF!
Buildings	400-720	#REF!	#REF!	#REF!	#REF!		#REF!
Instructional Equipment	400-731	#REF!	#REF!	#REF!	#REF!		#REF!
Non-instructional Equipment	400-732	#REF!	#REF!	#REF!	#REF!		#REF!
SUBTOTAL - FACILITIES		#REF!	#REF!	#REF!	#REF!		#REF!
TOTAL COST		**#REF!**	**#REF!**	**#REF!**	**#REF!**		**#REF!**

SIP Development Confirmation Page

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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.

- [ ] The School Improvement Plan addresses all eight turnaround principles.
- [ ] The results of the Quality School Review, completed in collaboration with the Regional Achievement Center staff, are included on the "QSR Summary" tab.
- [ ] The School Improvement Plan includes no more than four (4) SMART goals, with a SMART goal developed in each of the following areas:
  - [ ] Literacy
  - [ ] Math
  - [ ] Climate and Culture
  - [ ] [Please insert selected area of focus here]
- [ ] All of the SMART goals and the interim goals are outcomes-based.
- [ ] The Budget Summary includes all planned expenditures, as identified within the 'Resources' section of the SMART goal pages.
- [ ] [For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.

Completed By [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	1	5
2 - School Climate & Culture	1	4
3 - Effective Instruction	2	12
4 - Curriculum, Assessment & Intervention System	4	31
5 - Effective Staffing	1	5
6 - Enabling the Effective Use of Data	1	5
7 - Effective Use of Time	1	4
8 - Family Engagement	1	4