Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

School:	2 **Roosevelt Elem**
Region:	5
County:	Middlesex
District:	New Brunswick City
CDS:	233530125
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	Jorge E. Diaz	Jorge_diaz@nbps.k12.nj.us	(732) 745-5300	x	x		
Vice Principal	Gisela Ciancia	gisela_ciancia@nbps.k12.nj.us		x	x		
Vice Principal	Dr. Andrea Fonteñez	andrea_fontenez@nbps.k12.nj.us		x	x		
Head Teacher	Chris Tullo	christopher_tullo@nbps.k12.nj.us		x			
LA Specialist	Jennifer Ridolfo	Jennifer_ridolfo@nbps.k12.nj.us		x	x		
Math Specialist	Dr. Albert Smolin	albert_smolin@nbps.k12.nj.us		x	x		
Special Ed Teacher	Leslie Guarino	leslie_Guarino@nbps.k12.nj.us		x			
Bilingual Teacher	Hector Alvarez	hector_alvarez@nbps.k12.nj.us		x			
General Ed Teacher	Sofia Palfey	sofia_palfey@nbps.k12.nj.us		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.

4

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

RETURN TO INSTRUCTIONS

Date	Topic	Attendees	Agenda on File	Minutes on File
3/4/2015	QSR	School Improvement Panel	Yes	Yes
4/1/2015	Data Review and Analysis	School Improvement Panel	Yes	Yes
4/20/2015	Data Review and Analysis	School Improvement Panel	Yes	Yes
5/8/2015	Plan Development	Admin, Content Specialists	Yes	Yes
5/11/2015	Plan Development	Admin, Content Specialists	No	No
5/12/2015	Plan Development	Admin, Content Specialists	No	No
5/13/2015	Plan Development	Admin, Content Specialists	No	No
5/14/2015	Data Review and Analysis	Admin, Iliana Okum	Yes	No
6/11/2015	Plan Development	School Improvement Panel, Iliana Oku	Yes	No

Quality School Review Details

5

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

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

RETURN TO INSTRUCTIONS

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

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1	4 - Well Developed	Data from multiple sources was utilized to identify the school's strengths and weaknesses, which was shared during faculty, common planning meetings, and via email. The school's vision statement and mission guide decision-making, and administration communicates high expectations on a regular basis. Administration conducts classroom walkthroughs on a regular basis. The principal, specialists, and Basic Skills teachers disaggregate data from Performance Matters to identify students' strengths and weaknesses. Teachers are provided common planning time. Furthermore, Basic Skills, ESDP, and Summer School Programs were provided in an effort to provide intervention to meet student needs. The principal assigns the staff based on teacher effectiveness data. In order to promote family and community engagement, the	Observational data will continue to be discussed with the staff in order to ensure that they understand and implement all changes in policies and procedures. Teachers will continue to utilize formative assessment that are appropriately matched to critical thinking activities. Teachers will continue to receive ongoing support from administration and specialists in order to identify strands and standards that continue to challenge students. Continue to ensure that teachers are utilizing data from Performance Matters and formative assessments to adjust instructional practices in order to meet student needs.
	1.2	4 - Well Developed		
	1.3	4 - Well Developed		
	1.4	4 - Well Developed		
	1.5	4 - Well Developed		
	1.6	4 - Well Developed		
	1.7	4 - Well Developed		
	1.8	4 - Well Developed		
	1.9	4 - Well Developed		
	1.10	4 - Well Developed		
2- School Climate & Culture	2.1	3 - Proficient	Policies and expectations are clearly stated within student handbooks. The school continues to maintain a high attendance rate for Parent Teacher Conferences. On average student attendance is above 97%. In terms of Harrassment Intimidation and Bullying, there has only been no confirmed cases all year. Thus far, only 1 student suspension has occured. Behavioral Therapist Associates,LLC continues to be contracted by the district to provide in-class suport for behavior modifications, as well as to provide teacher workshops in ADHD and Addressing Disruptive Behaviors. Professional Learning Communities have been implemented as an extension of the Common Planning Time to provide teachers with collaborative learning opportunities across grade levels. The Back to School Night event was highly attended and lauded as a major success in parent and	The school will continue to work with community agencies to coordinate family outreach events like our Back to School Night. The school will continue to maintain the School Climate and Culture committee, a committee charged with reviewing survey data and implementing the new Social and Emotional Learning (SEL) program tied to student report cards. The school will also continue publishing the quarterly staff newsletter providing news and updates on staff achievements and general information.
	2.2	3 - Proficient		
	2.3	4 - Well Developed		
3 - Effective Instruction	3.1	3 - Proficient	Teachers' objectives are aligned to the Common Core State Standards. The teachers continue to write three-part, student friendly, objectives. Teachers use a variety of instructional strategies to engage students. Frequent checks for understanding are being conducted throughout the lesson to monitor student learning. Administration verifies content knowledge through formal observations and walkthroughs. Academic progress is monitored by administration and shared with the staff. Performance Matters Data Analysis workshops were provided for all new and non-tenured teachers at the beginning of the year using teacher leaders and school administrators in an effort to build capacity for the use of data. Classroom behavior is consistent and students exhibit habits of self-discipline and self-management. The number of discipline referrals occuring in	As part of the the SIP plan, teachers will continue to engage in Unpacking the standards to demonstrate the necessary content knowledge. Teachers will continue to use summative assessment data to inform their instruction and utilize the School-wide Summative Assessment Analysis to track overall progress on specific standards. Teachers will continue to use formative assessment data to adjust instruction and student groupings. Students will continue to be encouraged to ask relevant questions regularly during instruction. Teachers will continue analyzing data in order to differentiate instruction. Teachers should continue to facilitate the process of students becoming self-regulated learners.Teachers will continue to incorporate Reader's and Writer's workshop into their daily routines. These instructional practices allow students to be
	3.2	3 - Proficient		
	3.3	3 - Proficient		
	3.4	2 - Developing		
	3.5	3 - Proficient		
	3.6	3 - Proficient		
4 - Curriculum, Assessment and Intervention System	4.1	3 - Proficient	The district curriculum has been revised and aligned to the Common Core State Standards in both Language Arts and Mathematics. Teachers continue to use Common Planning time to affirm that what they are teaching is aligned to the curriculum. We continue to focus on technology with the implementation of Learning.com and Achieve3000 targeting Special Education and ELL students in Language Arts. A signifcant amount of funding has been allocated to increase the number of leveled libraries in classrooms, particularly, low-level high-interest libraries for basic skills instruction. In addtion, a subscription was sought for the implementation of Razkids.com for basic skills students. The Intervention model was changed to a stricktly push-in intervention model in the classroom.	Although the data demonstrates an increase in both understanding and implementation of the intervention strategies, the leadership team believes an additional year is required to sustain and embed the SIP strategies. The school will expand the Extended Day School Program services for students being monitored by the I&RS team.
	4.2	3 - Proficient		
	4.3	3 - Proficient		
	4.4	4 - Well Developed		
	4.5	3 - Proficient		

Quality School Review Details

5

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Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
5- Effective Staffing Practices	5.1	3 - Proficient	Anticipated vacancies are identified early, and job postings follow the district process for hiring. 100% of current staff are highly qualified and assigned appropriately. Professional development is designed and linked to the School Improvement Plan and teacher evaluations. Common Plannng Time has been utilized to address the areas identified in the School Improvement Plan. Structures are established and used for job-embedded collaborative learning during common planning time. A resource library has been implemented to provide professional development books on the latest education research. 23 titles were purchased in the last two years for the resource library. The ScIP team has provided professional development workshops for all teacher on the Danielson Framework for Teaching. In addition, a workshop series was conducted for new and non-tenured teachers on various instructional topics	Continue to utilize admin and master teachers serving on the ScIP Team in providing professional development on a formalized basis to expanded and support staff.
	5.2	4 - Well Developed		
	5.3	3 - Proficient		
	5.4	3 - Proficient		
	5.5	3 - Proficient		
6 - Enabling the Effective Use of Data	6.1	4 - Well Developed	Data systems are in place to capture various data including: attendance, discipline, academic performance, and walkthrough data trends. The leadership team reviews trend data and plans accordingly. The RAC and school walkthrough data demonstrate an increase in proficiency in all areas identified in the School Improvement Plan. Professional Development has been geared to address the trends in data.	The leadership team will continue to utilize all available data to monitor and drive the School Improvement Plan.
	6.2	3 - Proficient		
	6.3	3 - Proficient		
7- Effective Use of Time	7.1	3 - Proficient	The master schedule was re-developed to ensure the school maximizes time and available staff. Special care was given to incorporate the time needs of all programs, i.e ESL, Basic Skills, Instrumental Music, and Speech. ESL and Intervention Teachers now push-in during the literacy block to target and support student needs alongside the classroom teacher. Provision of Common Planning Time anticipates that a portion of this time will be devoted to professional development. All permissable zero periods have been integrated within the master schedule to minimize pull-out for music ensembles. Furthermore, professional learning communities have served as an extension of the common planning time during our monthly PLC meetings.	Although the master schedule attempts by its design to provide sufficient Common Planning Time to cover all valid topics, the amount of time available through this means falls short of accommodating all professional development needs. However, by allowing the PLC time to serve as an extension of common planning time, the professional development opportunities have been extended.
	7.2	3 - Proficient		
	7.3	3 - Proficient		
8- Family & Community Engagement	8.1	3 - Proficient	Parents are provided several opportunities to participate in academic related activities, i.e. Parent Teacher Conferences, Parent Teacher Organization, Intervention and Referral Services Meetings, and special school assemblies. The Back to School Night was coordinated with New Brunswick Tomorrow, a non-profit community outreach agency, to provide a program fair for the school community. Over 1200 parents and students attended the Back To School Night. It was the largest and most successful Back to School event the school has ever coordinated. A parent portal provides information on student progress. The Parent Teacher Organization has experienced an increase in both parental and teacher involvement. The Parent Teacher Organization and the Bilingual Parent Council have been able to provide various educational programs for families. The	An incentive program will encourage both parents and staff to participate in programs and workshops provided by the Parent -Teacher Organization. Create a flexible schedule for school family interactions so all families have an opportunity to participate in formal and informal school activities.
	8.2	2 - Developing		

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	Schoolwide ELA target: 45.6 Schoolwide Math target: 68.6	School Accountability Progress Targets	Schoolwide ELA : 27.1 Schoolwide Math: 66.7	The target was not met in Language Arts, however, there was a 2.2% point increase in ELL and a 8.2% point increase in SWD. The target was met schoolwide in Mathematics after the confidence interval was applied. The ELL and SWD subgroups met their targets without the confidence interval. There was a 10.9% point increase for ELL and a 15.4% point increase for SWD.
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	**English Language Arts Targets:** ELL - 34 SWD - 33.9 **Math:** ELL - 46.4 SWD - 49.1	School Accountability Progress Targets	**English Language Arts:** ELL - 17.5 SWD - 17.6 **Math:** ELL - 63.5 SWD - 52.9	The target was not met in Language Arts, however, there was a 2.2% point increase in ELL and a 8.2% point increase in SWD. The ELL and SWD subgroups met their targets in Mathematics. There was a 10.9% point increase for ELL and a 15.4% point increase for SWD.
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	Based on recorded data for the Grades 3-5 Span, the student participation rate for the two completed Benchmark Assessments (1, 2) are: SWD: ELA 100%, Math 100 % ELL Students : ELA 95.2, Math 95.2 % Total Student Population: ELA 98.3, Math 98.5 %	Examination of the data reveals relatively high percentage participation rates. The areas to be reviewed in this regard is the "number of days" that are allowed to pass between an assessment "window close" and the return of an absent student allowing the assessment to be by-passed.

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
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 • Identify patterns by students with chronic disciplinary infractions	edConnect; Data management system	Grade 3-5 Span average scores for the two completed Benchmark Assessments (1, 2): **Mean Scores by Subgroup:** Total: ELA 49.7% Math 53.05% SWD: ELA 42.25% Math 49.3% ELL Students: ELA 43.05% Math 48% **Total Student Population by Grade:** Mean Total Student Population scores: Grade 3 - ELA 42.4% Math 55.75% Grade 4 - ELA 53.25% Math 51.2% Grade 5 - ELA 53.5% Math 52.25% **Number of students with passing scores:** **ELA** Grade 3: 11% ELL, 4% SWD Grade 4: 0% ELL, 18% SWD Grade 5: 0% ELL, 10% SWD **Math** Grade 3: 23.8% ELL, 48% SWD Grade 4: 38.8% ELL, 27.2% SWD Grade 5: 26.3% ELL, 5% SWD	ELL Analysis: There are decreases in ELL student performance in both the focus standards and the overall number of passing scores. Since the PARCC ELA test was administered in English for all ELLs, all summative assessements were given in English. This includes the level 2 students that previously took the summative assessments in Spanish. The decrease is due, in large part, to this transition.
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	**English Language Arts:** ELL - 17.5, Target 34 SWD - 17.6, Target 33.9 **Math:** ELL - 63.5, Target 46.4 SWD - 52.9, Target 49.1	Although both subgroups did not meet their targets in Language Arts, the school experienced an increase in ELL proficiency compared to the prior year in English Language Arts, and a significant increase in SWD with an 8.2% point increase over the previous year. In addition, both subgroups met their targets in Mathematics with significant increases.
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	**Language Arts:** 39% of partially proficient students demonstrated low growth; 5% of proficient students demonstrated low growth. **Math:** 17% of partially proficient students demonstrated low growth; 19% of proficient students demonstrated low growth. **mSGP:** The overall mSGP for the school was 2.8 **Please include growth information form 2014**	Roosevelt School met both the Language Arts and Math targets for student growth. ELA = 39%, Math 46%. The statewide target was 35%. **Please address how low growth students will be supported during the 2015 and 2016.**

Data Review & Analysis

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RETURN TO INSTRUCTIONS

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

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Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
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	Overall growth 73.1%, 14.1% above the target. Proficiency by Grade: Grade 1 90%; Grade 2 60%; Grade 3 79%; Grade 4 80%; Grade 5 33% Proficiency attained in four years or less: 11.7% (25/213 students). Proficiency attained in five years or more: 64.3% (27/42 students)	All grade levels met the required target except grade 5, however, grade five contained the smallest number of students. 5 out of the 15 students improved (33%). For students attaining proficiency in four years or less, the school exceeded the target by10.6%. For students attaining proficiency in five years or less, the school exceeded the target by 4.2%. Roosevelt School was the only school that met the progress target in Math.
Environmental					
Enrollment	Number of students enrolled in your building	• Identify overall enrollment and trends • Identify enrollment by grade and subgroup	District SIS	Current Enrollment = 866; K - 144, 44 LEP, 8 SWD; Grade 1 - 157, 49 LEP, 7 SWD; Grade 2 - 128, 49 LEP, 22 SWD; Grade 3 - 150, 61 LEP, 25 SWD; Grade 4 - 137, 24 LEP, 22 SWD; Grade 5 - 135, 16 LEP, 20 SWD.	School enrollment was as high as 878 during the school year and decreased with transfers. The largest number of LEP students is in grade 3. This also include the Newcomer class. The number of SWD in grade 3-5 is fairly consistent.
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	The overall attendance rate from September to April is 97.05%. Chronic Absenteeism: 3.6 Total; 2.7 LEP; 5.6 SWD	The school has consistently met the state target for Chronic Absenteeism. That is, the school has a low chronic absenteeism. SWD has the highest chronic absenteesim, however, it is still below the state target. The SWD chronic absenteeism of 5.6% is comprised of 6 students. Four out of the six SWD students with chronic absenteeism have missed days of school because of transporation issues. The ELL chronic absenteeism is comprised of 7 students.
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	The overall staff attendance from September to April is 95.9%.	Staff attendance has been consistently at or around 95% throughout the school year. Both Prek and Grade 2 had attendance rates below the school average. There was no difference in attendance rates among subgroups.
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	There has been only 1 suspension to date.	Student discipline data indicates a low number of suspensions and discipline referrals.

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
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	NA	NA
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	Based on most recent, May 2014, Data: Teachers - average of 86% have a positve outlook; Students have an average of 94% postive outlook; and Parents have a 98% positive outlook.	The culture and climate survey provided meaningful insight into the community insights. The following were areas that require attention: Teachers - additional professional development in data analysis, and only 37% agree that technology is readily available and functions correctly most of the time.
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	9% of 76 certificated staff member evaluations were rated below proficient in Domain 3, 3D: Uses assessment in instruction.	Based upon the analysis of all evaluations conducted, using assessment in instruction is an area of focus for some teachers, particularly, checks for understanding and the use of formative assessment during daily instruction.

Data Review & Analysis 6

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

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
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
To increase the ELA proficiency of all students so that 51.6% Total, 41.3% LEP, and 41.2% SWD will demonstrate mastery of identified standards of focus as measured on benchmark assessments	ELA (ELL & SWD)	ELA Summative Assessment 1 and ELA Summative Assessment 2.	Effective	Each interim goals were tied to specific standards of focus. For the two summative assessments administered during the course of the school year, most of interim targets were met. A detailed analysis was conducted to review the standards of focus and compared to prior year performance. Overall the following has been noted as increases or decreases over the previous year: RL3.6 = 12.7% point increase (total pop); 1.9% increase (ELL); 32.3% increase (SWD) RI.4.2 = .2% point increase (total pop); -14% point decrease (ELL), -13.2% decrease (SWD) W.5.4 = 1% point increase (total pop); 4.7% increase (ELL); 17.5% increase (SWD) **Overall performance 3-5 over the previous year:** Total Pop = 3.4% increase; ELL = -3% decrease; SWD = 7.6% increase.	Overall increase has been realized when comparing this year's summative assessment to last year's. For the two summative assessments administered during the course of the school year, most of interim targets were met. ELL Analysis: There are decreases in ELL student performance in both the focus standards and the overall number of passing scores. Since the PARCC ELA test was administered in English for all ELLs, all summative assessements were given in English. This includes the level 2 students that previously took the summative assessments in Spanish. The decrease is due, in large part, to this transition.
To increase the Math proficiency of all students so that 72.1% Total, 52.3% LEP, and 54.8% SWD will demonstrate mastery of the grade level language arts standards as measured on the state standardized test.	ELA (ELL & SWD)	ELA Summative Assessment 1 and ELA Summative Assessment 2.	Effective	Each interim goals were tied to specific standards of focus. For the two summative assessments administered during the course of the school year, most of interim targets were met. A detailed analysis was conducted to review the standards of focus and compared to prior year performance. Overall the following has been noted as increases or decreases over the previous year: Grade 3 = 12.1% point increase (total pop); 11.2% increase (ELL); 10.7% increase (SWD)	Overall increase have been realized when comparing this year's summative assessment to last year's. For the two summative assessments administered during the course of the school year, most of interim targets were met. Special attention is being kept on grade 4, which has realized small decreases over the previous year. However, overall for the grade span 3-5, all subgroups have increased by an average of 7% points.

Data Review & Analysis

6

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Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
By June 2015, 85% of ELL & SWD teachers will utilize informal and formal observational data to inform, modify, and drive instruction	Teachers (ELL & SWD)	McREI Walkthrough data	Effective	Summary analysis of all walkthroughs from September through March: **Questioning (Level of Blooms Taxonomy)** 24.5% Understand; 40.8 Apply; 12.2 Analyze **Student Engagement:** 100% of students = 58%; More than 70% = 22.9%; More than 50% = 10.4%; less than 50% = 8.3% **Formative Assessment: 80%**	The new walkthrough system has made it easy to conduct walkthroughs, capture data, and share information/results. This Goal is directly tied to the use of formative assessment data to drive instruction. Thus far, 80% of observed classrooms were utilizing formative assessment strategies to assess, monitor and drive instruction. Notable increase in teacher's ability to write solid 3part objectives (increase from 68% - 76.9%). An average of 80% of teachers are recording formative assessment results in their lesson plans and utlizing the data to drive instruction. 100% of teachers keep a guided reading binder to record anecdotal notes of student reading progress. The focus on formative assessement data has provided grade levels with valuable information on student progress. Individual teachers are now more cognizant of individual student progress and are able to modify instruction as needed. The previous challenge that existed was the time necessary to provide intervention
By June 2015, 15% of ELL students will demonstrate an increase of at least 1 year reading level as evidenced by DRA2 assessments.	ELL	DRA Assessment	Effective	The number of students who were 2 grade levels or below decreased from 51% to 33%. This represents an 18% reduction in ELL Students reading 2 grade level below.	The anaylsis of DRA data from the beginning of the year to the mid-year analysis indicates progress in reading levels.

Root Cause Analysis

RETURN TO INSTRUCTIONS

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

7

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

Areas of Focus for SMART Goals	Performance Challenge	Possible Root Causes *(Based upon the QSR and data analysis, what factors are most likely to have contributed to this challenge?)*	Strategies to Address Challenge *(What does the root cause imply for next steps in improvement planning?)*		Turnaround Principle Addressed
ELA & Literacy (TP3, TP4) (includes Social Studies & Science)	Based on the 2013-14 NJASK performance, 27.1% of students are proficient on the ELA portion of the NJASK. Based on the DRA Analysis at the midpoint of the school year, only 23% of students were reading at grade level, 41% were 1 year below, and 36% were 2 years below grade level. Based on state and benchmark data, students struggle in meeting grade level ELA CCSS.	English Language Learners are not mastering the target language quick enough to meet the demands of grade level requirements. Since the PARCC test is requiring all ELL students entering the district before July 1st to take the test in English, there is a greater demand to transition, instruct, and benchmark in English.	1:	Implement formative assessment system (benchmarking)	4 - Curriculum, Assessment & Intervention System
			2:	Provide ongoing and embedded professional development on data analysis, differentiation and on the identified standards of focus	3 - Effective Instruction
			3:	Analyze student performance data to ascertain the effectiveness of the intervention and the impact of this intervention to student skill acquisition	6 - Enabling the Effective Use of Data
Math (TP3, TP4)	66.7% of students are proficient on the Math portion of the NJASK. Word problems are particularly difficult for ELL students. Based on state and benchmark data, students struggle in meeting grade level Math CCSS.	Although ELL students achieved a 63.5% proficiency on the NJASK (10.9% increase from previous year), the demands for writing on the PARCC test are greater. English Language Learners are not mastering the target language quick enough to meet the demands of grade level requirements.	1:	Implement formative assessment system (benchmarking)	4 - Curriculum, Assessment & Intervention System
			2:	Provide ongoing and embedded professional development on data analysis, and on the identified standards of focus. Provide professional development opportunities that promote independent, collaborative,	5 - Effective Staffing
			3:	Analyze student performance data to ascertain the effectiveness of the intervention and the impact of this intervention to student skill acquisition	6 - Enabling the Effective Use of Data
Climate & Culture (TP2)	Although teachers prepare for scheduled formal and informal walkthroughs, 80% are employing the best practices in questioning, student engagement, and use of formative assessements. Teacher observation data indicates that some teachers struggle with employing best practices in questioning, student engagement, and formative assessements.	Although walkthrough data and trend analyses and are shared with teachers, more meaningful and targeted feedback is not shared with individual teachers.	1:	Create a walkthrough schedule for focus areas including: Questioning, Student Engagement, and the use of formative assessments	1 - School Leadership
			2:	Provide ongoing and embedded professional development, to include evidencing high expectations for all students via higher level questioning.	2 - School Climate & Culture
			3:	Utilize Common Planning Time to debrief with grade level teams on the results of walkthrough data.	7 - Effective Use of Time
Effective Use of Time (TP7)	Based upon the DRA analysis of student reading levels at the midpoint of the school year, only 23% are reading at grade level, 41% are one year below grade level, and 36% are 2 years below grade level. Based on state assessment and formative assessment data ELL and ELL/SWD students are not making appropriate progress in reading and writing in English.	The current intervention plan targets all students who are two grade levels behind, and the extended school day program targets both ELL and SWD students. From the beginning of the school year to the midyear point, there has been a decrease of 11% in students reading two grade levels below. This targeted intervention needs to continue to sustain and enhance the learning opportunities for at-risk students.	1:	An intervention plan (monitoring BSI guided reading instruction and progress monitoring via DRA2) must be designed to meet the needs of students who are one or more years behind in ELA	4 - Curriculum, Assessment & Intervention System
			2:	Incorporate an Extended School Day Program to provide additional instructional time for students.	4 - Curriculum, Assessment & Intervention System
			3:	Utilize Parent Teacher Conference and I&RS meeting to inform parents on student progress.	8 - Family Engagement

SMART Goal 1

8.i

RETURN TO INSTRUCTIONS

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	**By June 2016, 75% of the grade 4 & 5 cohort of students will increase proficiency by a minimum of 2% to 10% on a linear sliding scale in grade level standards as evidenced by Common Core aligned ELA summative assessments.**	
Performance Challenge Being Addressed	Based on the 2013-14 NJASK performance, 27.1% of students are proficient on the ELA portion of the NJASK. Based on the DRA Analysis at the midpoint of the school year, only 23% of students were reading at grade level, 41% were 1 year below, and 36% were 2 years below grade level. Based on state and benchmark data, students struggle in meeting grade level ELA CCSS.	
Strategies to Address Challenge	1: Implement formative assessment system (benchmarking)	4 - Curriculum, Assessment & Intervention System
	2: Provide ongoing and embedded professional development on data analysis, differentiation and on the identified standards of focus	3 - Effective Instruction
	3: Analyze student performance data to ascertain the effectiveness of the intervention and the impact of this intervention to student skill acquisition	6 - Enabling the Effective Use of Data
Target population *[Focus school subgroups only]*	**Grade 4 & 5 Cohort**	

Turnaround Principle Addressed

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

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

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October of 2015, the results from 2014 2015 DSA will be will analyzed as to determine the baseline for each student withinthe cohort population.	PD/coaching resources, ELA Unit 1 Summative Assessment results posted in Performance Matters	
EOC2	By December, 2015, 35% of students within the cohort will increase proficiency by a minimum of (2%-10% on the linear sliding scale) in grade level standards as evidenced by Common Core aligned ELA summative assessments.	PD/coaching resources, ELA Unit 2 Summative Assessment results posted in Performance Matters, walkthrough/observation data	
EOC3	By February, 2016, 50% of students within the cohort will increase proficiency by a minimum of (2%-10% on the linear sliding scale) in grade level standards as evidenced by Common Core aligned ELA summative assessments.	PD/coaching resources, ELA Unit 3 Summative Assessment results posted in Performance Matters or the school formative assessment, walkthrough/observation data	
EOC4	By April, 2016, 65% of students within the cohort will increase proficiency by a minimum of (2%-10% on the linear sliding scale) in grade level standards as evidenced by Common Core aligned ELA summative assessments.	PD/coaching resources, ELA Unit 4 Summative Assessment results posted in Performance Matters, walkthrough/observation data	

SMART Goal 1

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RETURN TO INSTRUCTIONS

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	EOC5	By June 2016, 75% of the grade 4 & 5 cohort of students will increase proficiency by a minimum of 2% to 10% on a linear sliding scale in grade level standards as evidenced by Common Core aligned ELA summative assessments.	Overall Summative Assessment Analysis.	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	3	Analyze 2014-15 Language Arts District Summative Assessment data, and develop Professional Development and Common Planning Time utilization.	6 - Enabling the Effective Use of Data	9/1/2015	9/18/2015	Andrea Fontenez
2	2	Utilize a Common Planning Meeting, PLC, or Faculty Meeting to unpack standards: RL3.1, RI 3.2, W.3.1.a, RL 4.1, RL 4.2, RL 4.3, W.4.1.a, RL 5.1, W.5.3.b	5 - Effective Staffing	9/18/2015	10/2/2015	Andrea Fontenez
3	2	Plan lessons (including scaffolding), model lessons, and provide in-class support/coaching for standards identified as requiring special focus RL3.1, RI 3.2, W.3.1.a, RL 4.1, RL 4.2, RL 4.3, W.4.1.a, RL 5.1, W.5.3.b	5 - Effective Staffing	9/18/2015	10/23/2015	jennifer Ridolfo
4	1	Administer District Summative Assessment 1	4 - Curriculum, Assessment & Intervention System	10/26/2015	11/13/2015	jennifer Ridolfo
5	3	Utilize Common Planning Time to analyze DSA 1 results.	6 - Enabling the Effective Use of Data	11/16/2015	11/30/2015	jennifer Ridolfo
6	2	Utilize a Common Planning Meeting, PLC, or Faculty Meeting to unpack standards: RL.3.3,RL.3.6, W.3.2a, RI.4.2,RI.4.4, W.4.2.a, RL.5.3, RL.5.4,W.5.3.c	6 - Enabling the Effective Use of Data	12/7/2015	1/8/2016	Andrea Fontenez
7	2	Plan lessons (including scaffolding), model lessons, and provide in-class support/coaching for standards identified as requiring special focus: RL.3.3,RL.3.6, W.3.2a, RI.4.2,RI.4.4, W.4.2.a, RL.5.3, RL.5.4,W.5.3.c	5 - Effective Staffing	12/7/2015	1/15/2016	jennifer Ridolfo
8	1	Administer District Summative Assessment 2 (DSA 2)	4 - Curriculum, Assessment & Intervention System	1/11/2016	1/29/2016	jennifer Ridolfo
9	3	Utilize Common Planning Time to analyze DSA 2 results.	6 - Enabling the Effective Use of Data	2/1/2016	2/16/2016	Jennifer Ridolfo
10	2	Utilize a Common Planning Meeting and/or PLC to unpack standards: RL.3.5, W.4.3a, W.5.4	6 - Enabling the Effective Use of Data	2/22/2016	3/21/2016	Andrea Fontenez
11	1	Plan lessons (including scaffolding), model lessons, and provide in-class support/coaching for standards identified as requiring special focus: RL.3.5, W.4.3.a, W.5.4	6 - Enabling the Effective Use of Data	2/29/2016	4/8/2016	jennifer Ridolfo
12	3	Administer District Summative Assessment 3	4 - Curriculum, Assessment & Intervention System	4/4/2016	4/15/2016	jennifer Ridolfo
13	2	Utilize Common Planning Time to analyze summative assessment 3 results	6 - Enabling the Effective Use of Data	4/18/2016	4/29/2016	jennifer Ridolfo
14	2	Utilize a Common Planning Meeting and/or PLC to unpack standards RL.3.9, W.4.2a, W.5.4	5 - Effective Staffing	5/2/2016	5/13/2016	Andrea Fontenez
15	2	Utilize a Common Planning Meeting and/or PLC to unpack standards RL.3.9, W.4.2a, W.5.4	5 - Effective Staffing	5/2/2016	5/13/2016	Andrea Fontenez
16	1	Plan lessons (including scaffolding), model lessons, and provide in-class support/coaching for standards identified as requiring special focus: RL.3.9, W.4.2a, W.5.4	5 - Effective Staffing	4/25/2016	6/3/2016	jennifer Ridolfo
17	3	Administer District Summative Assessment 4	4 - Curriculum, Assessment & Intervention System	5/31/2016	6/17/2016	jennifer Ridolfo
18	3	Utilize Common Planning Time to analyze Summative Assessment 4 results.	6 - Enabling the Effective Use of Data	6/20/2016	6/24/2016	jennifer Ridolfo

SMART Goal 1

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RETURN TO INSTRUCTIONS

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19	3	Conduct the overall Summative Assessment Analysis to determine status of the Smart Goal.	6 - Enabling the Effective Use of Data	6/20/2016	6/24/2016	jennifer Ridolfo

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
	Basic Skills Teachers	INSTRUCTION - Personal Services - Salaries	$ 289,649.00	Federal Title I
	Basic Skills Teachers	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 75,309.00	Federal Title I

SMART Goal 2

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RETURN TO INSTRUCTIONS

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, 75% of the grade 4 & 5 cohort of students will increase proficiency by a minimum of 2% to 10% on a linear sliding scale in grade level standards as evidenced by Common Core aligned Math summative assessments.	
Performance Challenge Being Addressed	66.7% of students are proficient on the Math portion of the NJASK. Word problems are particularly difficult for ELL students. Based on state and benchmark data, students struggle in meeting grade level Math CCSS.	
Strategies to Address Challenge	1: Implement formative assessment system (benchmarking)	4 - Curriculum, Assessment & Intervention System
	2: Provide ongoing and embedded professional development on data analysis, and on the identified standards of focus. Provide professional development opportunities that promote independent, collaborative, and shared reflection.	5 - Effective Staffing
	3: Analyze student performance data to ascertain the effectiveness of the intervention and the impact of this intervention to student skill acquisition	6 - Enabling the Effective Use of Data
Target population *[Focus school subgroups only]*	**Grade 4 & 5 Cohort**	

Turnaround Principle Addressed

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

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

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October of 2015, the results from 2014 2015 DSA will be will analyzed as to determine the baseline for each student withinthe cohort population.	PD/coaching resources, Math District Summative Assessment 1 results posted in Performance Matters.	
EOC2	By December, 2015, 35% of students within the cohort will increase proficiency by a minimum of (2%-10% on the linear sliding scale) in grade level standards as evidenced by Common Core aligned ELA summative assessments.	PD/coaching resources, Math District Summative Assessment 2 results posted in Performance Matters.	
EOC3	By February, 2016, 50% of students within the cohort will increase proficiency by a minimum of (2%-10% on the linear sliding scale) in grade level standards as evidenced by Common Core aligned ELA summative assessments.	PD/coaching resources, Math District Summative Assessment 3 or Formative Assessment 3F results.	

SMART Goal 2

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RETURN TO INSTRUCTIONS

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EOC4	By April, 2016, 65% of students within the cohort will increase proficiency by a minimum of (2%-10% on the linear sliding scale) in grade level standards as evidenced by Common Core aligned ELA summative assessments.	PD/coaching resources, Math District Summative Assessment 4	
EOC5	By June 2016, 75% of the grade 4 & 5 cohort of students will increase proficiency by a minimum of 2% to 10% on a linear sliding scale in grade level standards as evidenced by Common Core aligned Math summative assessments.	Overall Analysis of the District Summative Asssements.	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	3	Analyze 2014-15 Math District Summative Assessment data, and develop Professional Development and Common Planning Time utilization.	6 - Enabling the Effective Use of Data	9/1/2015	9/18/2015	Albert Smolin
2	2	Utilize a Common Planning Meeting, PLC, or Faculty Meeting to unpack standards: [ELL - 3.OA.8; 4.OA.2; 4.NBT.1; 5.NBT.1,3,6], [SWD - 3.OA.8; 4.OA.2; 4.NBT.1; 5.NBT.1,3,6]	5 - Effective Staffing	9/18/2015	10/2/2015	Andrea Fonteñez
3	2	Plan lessons (including scaffolding), model lessons, and provide in-class support/coaching for standards identified as requiring special focus: [ELL - 3.OA.8; 4.OA.2; 4.NBT.1; 5.NBT.1,3,6], [SWD - 3.OA.8; 4.OA.2; 4.NBT.1; 5.NBT.1,3,6]	5 - Effective Staffing	9/18/2015	10/23/2015	Albert Smolin
4	1	Administer District Summative Assessment 1 (DSA 1)	4 - Curriculum, Assessment & Intervention System	10/26/2015	11/13/2015	Albert Smolin
5	3	Utilize Common Planning Time to analyze DSA 1 results.	6 - Enabling the Effective Use of Data	11/16/2015	11/30/2015	Albert Smolin
6	2	Utilize a Common Planning Meeting, PLC, or Faculty Meeting to unpack standards: [ELL - 3.OA.5; 4.OA.3,4; 4.NBT.6] [SWD - 3.OA.5; 4.OA.3,4; 4.NBT.6]	5 - Effective Staffing	12/7/2015	1/8/2016	Andrea Fonteñez
7	2	Plan lessons (including scaffolding), model lessons, and provide in-class support/coaching for standards identified as requiring special focus: [ELL - 3.OA.5; 4.OA.3,4; 4.NBT.6], [SWD - 3.OA.5; 4.OA.3,4; 4.NBT.6]	5 - Effective Staffing	12/7/2015	1/15/2016	Albert Smolin
8	1	Administer District Summative Assessment 2 (DSA 2)	4 - Curriculum, Assessment & Intervention System	1/11/2016	1/29/2016	Albert Smolin
9	3	Utilize Common Planning Time to analyze DSA 2 results.	6 - Enabling the Effective Use of Data	2/1/2016	2/16/2016	Albert Smolin
10	2	Utilize a Common Planning Meeting, PLC, or Faculty Meeting to unpack standards: [ELL - 3.OA.8; 3.NF.3; 4.NF.2,3; 5.NF.1,4,5], [SWD - 3.OA.8; 3.NF.3; 4.NF.2,3; 5.NF.1,4,5]	5 - Effective Staffing	2/22/2016	3/21/2016	Andrea Fonteñez
11	3	Conduct the overall Summative Assessment Analysis to determine status of the Smart Goal.	6 - Enabling the Effective Use of Data	6/20/2016	6/24/2016	Albert Smolin
12	1	Administer District Summative Assessment 3 or a School Formative Assessment (SFA 3F)	4 - Curriculum, Assessment & Intervention System	4/4/2016	4/15/2016	Albert Smolin
13	3	Utilize Common Planning Time to analyze the District Summative Assessment 3 or the SFA 3F results.	6 - Enabling the Effective Use of Data	4/18/2016	4/29/2016	Albert Smolin
14	2	Utilize a Common Planning Meeting, PLC, or Faculty Meeting to unpack standards: [ELL - 3.NF.3.a,b,d; 4.NF.4.b; 5.NF.2,6] [SWD - 3.NF.3.a,b,d; 4.NF.4.b; 5.NF.2,6]	5 - Effective Staffing	5/2/2016	5/13/2016	Andrea Fonteñez

SMART Goal 2

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RETURN TO INSTRUCTIONS

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15	2	Plan lessons (including scaffolding), model lessons, and provide in-class support/coaching for standards identified as requiring special focus: [ELL - 3.NF.3.a,b,d; 4.NF.4.b; 5.NF.2,6] [SWD - 3.NF.3.a,b,d; 4.NF.4.b; 5.NF.2,6]	5 - Effective Staffing	4/25/2016	6/3/2016	Albert Smolin
16	1	Administer District Summative Assessment 4	4 - Curriculum, Assessment & Intervention System	5/31/2016	6/17/2016	Albert Smolin
17	3	Utilize Common Planning Time to analyze District Summative Assessment 4 results.	6 - Enabling the Effective Use of Data	6/20/2016	6/24/2016	Albert Smolin
18	3	Conduct the overall Summative Assessment Analysis to determine status of the Smart Goal.	6 - Enabling the Effective Use of Data	6/20/2016	6/24/2016	Albert Smolin

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, 80% of teachers will utilize informal and formal observational data to inform, modify, and drive instruction as evidenced by lesson plans and walkthrough/observation data.	
Performance Challenge Being Addressed	Although teachers prepare for scheduled formal and informal walkthroughs, 80% are employing the best practices in questioning, student engagement, and use of formative assessements. Teacher observation data indicates that some teachers struggle with employing best practices in questioning, student engagement, and	
Strategies to Address Challenge	1: Create a walkthrough schedule for focus areas including: Questioning, Student Engagement, and the use of formative assessments	1 - School Leadership
	2: Provide ongoing and embedded professional development, to include evidencing high expectations for all students via higher level questioning.	2 - School Climate & Culture
	3: Utilize Common Planning Time to debrief with grade level teams on the results of walkthrough data.	7 - Effective Use of Time
Target population *[Focus school subgroups*	**Total**	

Turnaround Principle Addressed

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

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

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 2015, 50% of ELL & SWD teachers will utilize informal and formal observational data and administrator feedback to inform, modify, and drive instruction as evidenced by lesson plans and walkthrough/observation data.	Walkthrough data analysis, record of administrator/teacher feedback session	
EOC2	By December 2015, 60% of ELL & SWD teachers will utilize informal and formal observational data and administrator feedback to inform, modify, and drive instruction as evidenced by lesson plans and walkthrough/observation data.	Walkthrough data analysis, record of administrator/teacher feedback session	
EOC3	By February 2016, 70% of ELL & SWD teachers will utilize informal and formal observational data and administrator feedback to inform, modify, and drive instruction as evidenced by lesson plans and walkthrough/observation data.	Walkthrough data analysis, record of administrator/teacher feedback session	
EOC4	By April 2016, 60% of ELL & SWD teachers will utilize informal and formal observational data and administrator feedback to inform, modify, and drive instruction as evidenced by lesson plans and walkthrough/observation data.	Walkthrough data analysis, record of administrator/teacher feedback session	
EOC5	By June 2016, 80% of teachers will utilize informal and formal observational data to inform, modify, and drive instruction as evidenced by lesson plans and walkthrough/observation data.	Walkthrough data analysis, record of administrator/teacher feedback session	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Create a walkthrough schedule for classroom visitations with a focus on ELL and SWD classrooms	2 - School Climate & Culture	9/2/2015	9/15/2015	Jorge E. Diaz
2	3	Conduct the initial walkthrough for each of the focus areas to set the baseline: Questioning, Student Engagement, and Formative Assessment.	1 - School Leadership	9/21/2015	10/2/2015	Jorge E. Diaz
3	3	Conduct the data analysis and report summary results during a Common Planning, PLC, or Faculty Meeting	7 - Effective Use of Time	10/5/2015	10/23/2015	Gisela Ciancia

SMART Goal 3

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RETURN TO INSTRUCTIONS

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
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4	2	Provide professional development and/or in-class support to address the needs of teachers based on the walkthrough data.	5 - Effective Staffing	10/6/2015	11/13/2015	Andrea Fonteñez
5	3	Conduct a walkthrough for each of the focus areas: Questioning, Student Engagement, and Formative Assessment.	1 - School Leadership	11/16/2015	12/4/2015	Jorge E. Diaz
6	3	Conduct the data analysis and report summary results during a Common Planning, PLC, or Faculty Meeting	7 - Effective Use of Time	12/7/2015	12/22/2015	Gisela Ciancia
7	2	Provide professional development and/or in-class support to address the needs of teachers based on the walkthrough data.	5 - Effective Staffing	12/8/2015	1/22/2016	Andrea Fonteñez
8	3	Conduct a walkthrough for each of the focus areas: Questioning, Student Engagement, and Formative Assessment.	1 - School Leadership	1/22/2016	2/11/2016	Jorge E. Diaz
9	3	Conduct the data analysis and report summary results during a Common Planning, PLC, or Faculty Meeting	7 - Effective Use of Time	2/16/2016	2/29/2016	Gisela Ciancia
10	2	Provide professional development and/or in-class support to address the needs of teachers based on the walkthrough data.	5 - Effective Staffing	2/17/2016	3/20/2016	Andrea Fonteñez
11	3	Conduct a walkthrough for each of the focus areas: Questioning, Student Engagement, and Formative Assessment.	1 - School Leadership	3/21/2016	4/15/2016	Jorge E. Diaz
12	3	Conduct the data analysis and report summary results during a Common Planning, PLC, or Faculty Meeting	7 - Effective Use of Time	4/18/2016	4/29/2016	Gisela Ciancia
13	2	Provide professional development and/or in-class support to address the needs of teachers based on the walkthrough data.	5 - Effective Staffing	5/2/2016	5/31/2016	Andrea Fonteñez
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Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source

SMART Goal 3

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RETURN TO INSTRUCTIONS

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SMART Goal 4 8.iv

RETURN TO INSTRUCTIONS

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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.

		Turnaround Principle Addressed
SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, 15% of students in grades 3-5 reading below two grade levels will decrease the gap by one year as evidenced by the DRA Assessment.	
Performance Challenge Being Addressed	Based upon the BSI analysis of student reading levels at the midpoint of the school year, only 23% are reading at grade level, 41% are one year below grade level, and 36% are 2 years below grade level. Based on state assessment and formative assessment data ELL and ELL/SWD students are not making appropriate progress in	
Strategies to Address Challenge	1: An intervention plan (monitoring BSI guided reading instruction and progress monitoring via DRA2) must be designed to meet the needs of students who are one or more years behind in ELA	4 - Curriculum, Assessment & Intervention System
	2: Incorporate an Extended School Day Program to provide additional instructional time for students.	4 - Curriculum, Assessment & Intervention System
	3: Utilize Parent Teacher Conference and I&RS meeting to inform parents on student progress.	8 - Family Engagement
Target population *[Focus school subgroups only]*	**SWD, LEP**	

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	60 % of BSI teachers will employ small group guided reading strategies as evidenced by walkthroughs.	Walkthroughs and Guided Reading/Running Record logs	
EOC2	By December 2015, 75% of BSI teachers will employ small group guided reading strategies as evidenced by walkthroughs.	Walkthroughs and Guided Reading/Running Record logs	
EOC3	7.5% of students in grades 3-5 will decrease the reading gap by 1 year as evidenced by DRA2 Assessments	DRA2 Mid-Year Assessment	
EOC4	By April 2016, 100% of BSI teachers will employ small group guided reading strategies as evidenced by walkthroughs.	Walkthroughs and Guided Reading/Running Record logs	
EOC5	By June 2016, 15% of students in grades 3-5 reading below two grade levels will decrease the gap by one year as evidenced by the DRA Assessment.	DRA Analysis	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Utilize the End of the Year DRA results to develop a schedule of ELA academic intervention for groups of 4-6 students	6 - Enabling the Effective Use of Data	9/2/2015	9/18/2015	Jorge Diaz
2	1	Review and Train teachers on DRA2 Assessment and the importance of the Focus of Instruction.	3 - Effective Instruction	9/2/2015	9/18/2015	Jennifer Ridolfo
3	1	Administer the Beginning of the Year DRA2 assessments.	6 - Enabling the Effective Use of Data	9/8/2015	10/9/2015	Jennifer Ridolfo
4	1	Teachers maintain a Guided Reading binder to include formative assessment and anecdotal notes.	3 - Effective Instruction	9/16/2015	10/2/2015	Gisela Ciancia

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!

5	1	Analyze DRA2 results and adjust intervention rosters to include students who are two or more years below grade level proficiency.	4 - Curriculum, Assessment & Intervention System	10/2/2015	10/16/2015	Jorge Diaz
6	1	Conduct walkthroughs: Guided Reading focus. Analyze walkthrough data to inform ongoing supports for BSI teachers. Provide feedback/support to BSI teachers	3 - Effective Instruction	10/13/2015	10/30/2015	Gisela Ciancia
7	3	I&RS committee will assess status of identified students who are not demonstrating growth and initiate communication with parents of identified students	8 - Family Engagement	11/2/2015	11/20/2015	Joeanna Martinez
8	1	Conduct walkthroughs: Guided Reading focus. Analyze walkthrough data to inform ongoing supports for BSI teachers. Provide feedback/support to BSI teachers	3 - Effective Instruction	11/2/2015	12/11/2015	Andrea Fonteñez
9	2	Send Extended School Day registration forms for target students and Initiate ESDP program	4 - Curriculum, Assessment & Intervention System	11/2/2015	12/11/2015	Gisela Ciancia
10	1	Administer the Middle of the Year DRA2 assessments.	6 - Enabling the Effective Use of Data	1/4/2016	2/5/2016	Jennifer Ridolfo
11	1	Analyze data to determine if students meet exit eligibility from intervention program and update intervention group rosters.	4 - Curriculum, Assessment & Intervention System	2/8/2016	2/19/2016	Gisela Ciancia
12	3	I&RS committee will assess status of identified students who are not demonstrating growth and initiate communication with parents of identified students	8 - Family Engagement	1/4/2016	2/26/2016	Joeanna Martinez
13	1	Conduct walkthroughs: Guided Reading focus. Analyze walkthrough data to inform ongoing supports for BSI teachers. Provide feedback/support to BSI teachers	3 - Effective Instruction	1/4/2016	2/26/2016	Andrea Fonteñez
14	3	I&RS committee will assess status of identified students who are not demonstrating growth and initiate communication with parents of identified students	8 - Family Engagement	2/29/2016	4/22/2016	Joeanna Martinez
15	1	Conduct walkthroughs: Guided Reading focus. Analyze walkthrough data to inform ongoing supports for BSI teachers. Provide feedback/support to BSI teachers	3 - Effective Instruction	3/7/2016	4/22/2016	Andrea Fonteñez
16	1	Analyze and create summary report of ESDP program data, specifically that of ELL and SWD	4 - Curriculum, Assessment & Intervention System	5/2/2016	5/13/2016	Gisela Ciancia
17	1	Administer the End of the Year DRA2 assessments.	6 - Enabling the Effective Use of Data	5/31/2016	6/10/2016	Jennifer Ridolfo
18						
19						
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.
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Budget Summary

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RETURN TO INSTRUCTIONS

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

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

BUDGET CATEGORY	FUNCTION & OBJECT CODE	State/Local Budget for School	Federal Title I Funds Allocated to School	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION						
Personnel Services - Salaries	100-100	$ -	$ 289,649.00	$ -	$ -	$ 289,649.00
Purchased Professional & Technical Services	100-300	$ -	$ -	$ -	$ -	$ -
Other Purchased Services	100-500	$ -	$ -	$ -	$ -	$ -
Supplies & Materials	100-600	$ -	$ -	$ -	$ -	$ -
Other Objects	100-800	$ -	$ -	$ -	$ -	$ -
SUBTOTAL - INSTRUCTION		$ -	$ 289,649.00	$ -	$ -	$ 289,649.00
SUPPORT SERVICES						
Personnel Services - Salaries	200-100	$ -	$ -	$ -	$ -	$ -
Personnel Services - Employee Benefits	200-200	$ -	$ 75,309.00	$ -	$ -	$ 75,309.00
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		$ -	$ 75,309.00	$ -	$ -	$ 75,309.00
Buildings	400-720	$ -	$ -	$ -	$ -	$ -
Instructional Equipment	400-731	$ -	$ -	$ -	$ -	$ -
Non-instructional Equipment	400-732	$ -	$ -	$ -	$ -	$ -
SUBTOTAL - FACILITIES		$ -	$ -	$ -	$ -	$ -
TOTAL COST		**$ -**	**$ 364,958.00**	**$ -**	**$ -**	**$ 364,958.00**

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.

- [ ] 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
  - [ ] Effective Use of Time
- [ ] 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	4
2 - School Climate & Culture	1	1
3 - Effective Instruction	1	6
4 - Curriculum, Assessment & Intervention System	4	12
5 - Effective Staffing	1	17
6 - Enabling the Effective Use of Data	2	20
7 - Effective Use of Time	1	4
8 - Family Engagement	1	3