Joseph R. Bolger Mid Sch

District: Keansburg Boro

County: Monmouth

Region: 3

Classification: Focus

Reason: Lowest Subgroup Performance: Special Ed, Black

CDS: 252400030

School Improvement Plan 2017-2018

School Improvement Plan Committee Members

Stakeholder Representative	Name	Quality School Review / Needs	Data Review and Analysis	Plan Developme	Signature	Date
Teacher	Rachel Ryan	Yes	Yes	Yes		
Teacher	Kristine Thorn	Yes	Yes	Yes		
Teacher	Kim Lee	Yes	Yes	Yes		
Data Coordinator	Shannon Collier	Yes	Yes	Yes		
Principal	Joe LaRocca	Yes	Yes	Yes		
Supervisor	Christine Formica	Yes	Yes	Yes		
RAC 5	Mr. Frank Zalocki	Yes	Yes	Yes		
Executive Director RAC 5	Dr. Mario Barbiere	Yes	Yes	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
03/08/2017	Data Review and Analysis	Yes	Yes
03/20/2017	Quality School Review / Needs Assessment	Yes	Yes
02/27/2017	Plan Development	Yes	Yes
05/25/2017	Plan Development	Yes	Yes

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	3	1.1 Conducted meeting with the school stakeholders to develop school mission with the focus on student overall development. Community input was collected and analyzed to develop mission. 1.2 A formal data collection system (LinkIt) is in place to progress monitor student growth. Data coordinator and instructional coaches disseminate data to staff to lead discussion during teacher meeting time to meet target SMART goals outlined in the SIP. 1.3, 1.4, & 1.8 Principal develops master schedule to provide teachers time 3 days a week to analyze and monitor student progress. 1.5 School wide review/revision of curriculum was completed to ensure alignment to CCSS learning standards. 1.6 Classroom observations are used to monitor the use of formative and summative assessment to drive instruction. Based on McRel data, assessments are aligned to standards based curriculum and implemented by department 1.7 Walk throughs and observations are used to ensure instructional practices are meeting the needs of students. Based on trends, more teachers are using differentiated instruction. 1.9 Professional development is provided through district PDP academy to meet the different needs of staff. Hiring Policy has been adopted to ensure highest quality of applicant is selected.	1.10 Academically-focused family and community engagement is identified as an area of improvement. With the increased use of Titan Family Academy, social media and other community communication avenues, we will continue to research best practices to provide a link between school and community.
	2	4		
	3	4		
	4	3		
	5	3		
	6	3		
	7	3		
	8	3		
	9	4		
	10	3		
Total		33		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	4	2.1, 2.2, & 2.3 Implementation of school PBSIS program to motivate students to exhibit positive behaviors. Students and staff feel safe while at school as evident in in fall climate and culture survey. School building provides a welcoming and inviting environment for members of the school community. Students are held to high expectations which are communicated to families. Student attendance has been a focus, which includes school wide attendance initiatives as well as including parent accountability program to students who exhibit high level of absenteeism.	2.2. The implementation and communication of clear behavioral expectations will continue. We will continue to provide social and emotional support for students as well develop student coping skills through additional counseling services (CPC). Restorative practice will be implemented in grades 5-8 as an intervention to behavior as the trends indicate a rise in incidents involving peer conflict. Safer Saner Schools Program will provide professional development for staff to implement restorative practice. 2.3 We will continue to address and revise policies in our student/parent handbooks.
	2	3		
	3	3		
Total		10		
3 - Effective Instruction	1	3	3.1, 3.2, 3.3. 3.4 Walkthroughs and formal observations data and reports show that student learning objectives are posted, explained to students, and are clearly aligned and measurable. Teachers are placed in teaching environments that meet their strengths. 3.5 LinkIt Data Management system supports teachers use of data. Teachers use data and multiple measures to effectively differentiate instruction to meet the needs of all students with the implementation and support of the ELA coach, Math Coach, Special Education Coach, Data Coach, and LinkIt Data Management System school wide. Lesson objectives are aligned to the curriculum, state standards, and assessments.	3.4 Students need to be consistently held to high standards. Strategies need to be implemented to actively engage all students and meet student learning needs. 3.3 Teachers will continue to work with students who do not master lesson objectives on first instruction through RTI instruction based on the three tiered RTI model.
	2	3		
	3	3		
	4	3		
	5	3		
	6	2		
Total		17		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	3	4.1 Curriculum has been revisited, revised, and reviewed in each department to identify gaps. Curriculum binders are prepared and on file, as well as online for access for all teachers. 4.2 LinkIt Assessments are utilized to identify student curricular gaps at classroom level, grade level, and department level. LinkIt Data is analyzed during allotted meeting time. 4.3, 4.4, 4.5 Data is used to group and place students in multi-tiered intervention programs throughout the school year. LinkIt Data and LLI Program Data shows intervention programs in ELA and math is implemented with fidelity. Data is used to identify and track student progress as students achieve growth.	4.2 Classroom walkthroughs should be implemented more consistently. According to data, curriculum mapping should be used to eliminate gaps in student learning. Additional professional development on Tier 1 and Tier 2 intervention is needed for ELA teachers.
	2	3		
	3	3		
	4	3		
	5	4		
Total		**16**		
5 - Effective Staffing Practices	1	3	5.1, 5.3, 5.4 Professional development plan is implemented to provide consistent and individualized PD to staff. District PDP plan shows evidence of individualized learning opportunities, as well as collaborative and shared reflective opportunities for staff. School calendar is designed to provide time for staff to follow their PD plan. Walkthrough and Observation data suggests that classrooms are staffed with full-time, certified and effective teachers. First year teachers and all teachers with specific development needs are provided with a mentoring program. Staff assignments are determined based on staff strengths and student needs. Hiring Policy has been put in place and implemented for all new hires.	5.2, 5.5 Results of needs assessment show the continued implementation of coaches to more effectively support the instructional needs of classroom teachers. 5.4 Continue use of hiring policy will be in place for upcoming school year to ensure the process produces the most effective teachers.
	2	3		
	3	4		
	4	3		
	5	4		
Total		**17**		

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Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
6 - Enabling the Effective Use of Data	1	3	6.1, 6.2, 6.3 The use of data coach to collect and analyze formative assessment. Multiple forms of data is used school wide to meet the needs of all students. Data coordinator collects, prepares and disseminates data to staff on a weekly basis. Climate and culture surveys are given to students, parents, and staff and are analyzed by the administrative team. Data review protocols are used during weekly PLC's and data is organized and uniform throughout departments. Assessment Calendar is followed and data analysis documentation, summaries and reports are presented to staff following SIP cycles.	6.1, 6.2, 6.3 Data management system has been recently implemented. LinkIt training will be on-going and implementation will occur school school wide and with fidelity for the 17-18 school year.
	2	3		
	3	3		
Total		9		
7 - Effective Use of Time	1	3	7.1, 7.2, 7.3 Master schedule is developed to maximize teacher collaboration and is distributed before the first day of school. 7.2 students who are performing below grade level are placed in intervention programs and enrolled in classes that are appropriate. 7.3 Schedule is designed to allow 30 minutes of collaboration time each day. Staff will continue to have time to meet at department, grade level, PLC, and common planning time every week.	7.1, 7.2, 7.3 Disturbances of instructional time will continued to be monitored and addressed with restorative practices to further limit interruptions during class time.
	2	4		
	3	4		
Total		11		
8 - Family and Community Engagement	1	2	8.1, 8.2 School community is actively informed of school happenings through Titan Academy, social media, and other community communication services. Parent support network is provided to families in need of support.	8.1, 8.2 Parent involvement is a concern, more consistent involvement of families is needed based on climate and culture survey results.
	2	3		

Turnaround Principle Indicator Description
1.1   The principal uses data to establish a coherent vision that is understood and supported by the entire school community.
1.2   The principal develops and promotes a coherent strategy and plan for implementing the school vision, which includes clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
1.3   The principal uses data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.
1.4   The principal communicates high expectations to staff, students and families, and supports students to achieve them.
1.5   The principal ensures that a rigorous and coherent standards-based curriculum and aligned assessment system are implemented with fidelity.
1.6   The principal ensures that classroom level instruction is adjusted based on formative and summative results from aligned assessments.
1.7   The principal uses informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).
1.8   The principal ensures that the schedule is intentionally aligned with the school improvement plan in order to meet the agreed upon school level learning goals.
1.9   The principal effectively employs staffing practices (recruitment and selection, assignment, shared leadership, job-embedded professional development, observations with meaningful instructional feedback, evaluation, tenure review) in order to continuously improve instructional and meet student learning goals.
1.10   The principal uses data and research-based best practices to work with staff to increase academically-focused family and community engagement.
2.1   The school community supports a safe, orderly and equitable learning environment.
2.2   The school community maintains a culture that values learning and promotes the academic and personal growth of students and staff.
2.3   High expectations* are communicated to staff, students and families; students are supported to achieve them. *Expectations of professionalism, instruction, communication and other elements of the school's common teaching framework to staff; Expectations of attendance, academic performance, behavior, postsecondary attainment, etc. to families
3.1   Teachers ensure that student-learning objectives are specific, measurable, attainable, realistic and timely, and are aligned to the standards-based curriculum.
3.2   Teachers use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.
3.3   Teachers use frequent checks for understanding throughout each lesson to gauge student learning, and to inform, monitor and adjust instruction.
3.4   Teachers demonstrate necessary content knowledge.
3.5   Teachers demonstrate the necessary skills to use multiple measures of data, including the use of diagnostic, formative and summative assessment data, to differentiate instruction to improve student achievement.
3.6   Teachers hold high expectations for all students academically and behaviorally as evidenced in their practice.
4.1   The district or school curriculum is aligned with the Common Core State Standards (CCSS).
4.2   Teachers and school leaders collect classroom level data to verify that the adopted and aligned CCSS curriculum is the taught curriculum.
4.3   The district provides formative assessments in literacy and math to enable teachers to effectively gauge student progress and inform instructional decisions at the classroom and team levels.
4.4   Instructional materials and resources are aligned to the standards-based curriculum documents.
4.5   An intervention plan designed to meet the learning needs of students who are two or more years behind in ELA and Mathematics is planned, monitored and evaluated for effectiveness based on defined student learning goals.
5.1   Hiring timelines and processes allow the school to competitively recruit effective teachers.
5.2   School leadership uses teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes
5.3   Teachers are provided professional development that enables them to continuously reflect, revise, and evaluate their classroom practices to improve learning outcomes in both a structured collaborative setting and individually.
5.4   Staff assignment is intentional to maximize the opportunities for all students to have access to the staff's instructional strengths.
5.5   Teachers are provided professional development that promotes independent, collaborative, and shared reflection opportunities for professional growth.
6.1   Multiple forms of data are presented in user-friendly formats and in a timely manner to drive all decisions for improving climate and culture.
6.2   Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.
6.3   A specific schedule and process for the analysis of on-going formative assessment data tied to the CCSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.
7.1   The master schedule is clearly designed and structured to meet the needs of all students.
7.2   The master schedule is clearly designed to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics.

Turnaround Principle Indicator Description

7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students progress in order to increase student learning for all students.
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

Rating Description

0	None Selected
1	Underdeveloped
2	Developing
3	Proficient
4	Well Developed

Data Analysis

PRIOR YEAR INTERVENTIONS				
Analysis of Key Interventions	**Content Area or Target Population**	**Do you plan to continue with this**	**Measurable Outcomes**	**Document of Effective Outcomes**
All students will be administered Curriculum Based Measurement universal assessments in ELA and Math in collecting baseline data.	ELA, Math, SPED, AA	Yes	Initial reading levels are based on universal assessments, Teacher's College (TC) reading assessment or Developmental Reading Assessment, 2nd Edition (DRA2). Initial math levels are based on LinkIt universal benchmark assessments. These universal assessments will provide a baseline to compare systematic level growth in reading and math throughout the year. Students will be identified at different tiers: tier 1 will be one level below, tier 2 will be 2 levels below and tier 3 will be three levels below.	This was the second year we have used Curriculum based measurements in collecting baseline data in both ELA and Math. This system was implemented with fidelity and met the needs of all students. The instructors were using these universal assessments as a primary tool for identification for RTI. ELA: Currently, overall the percentage of tiers is as follows: 8th Grade: 46% tier 1, 14% tier 2, and 39% at tier 3. 7th Grade: 28% tier 1, 37% tier 2, and 38% at tier 3. 6th Grade: 27% tier 1, 29% tier 2, and 42% at tier 3. 5th Grade: 46% tier 1, 31% tier 2, and 23% at tier 3. Math: 8th Grade: 37% tier 1, 23% tier 2, and 21% at tier 3. 7th Grade: 25% tier 1, 34% tier 2, and 29% at tier 3. 6th Grade: 31% tier 1, 30% tier 2, and 31% at tier 3. 5th Grade: 22% tier 1, 27% tier 2, and 9% at tier 3.

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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this	Measurable Outcomes	Document of Effective Outcomes
All students will be administered a Curriculum Based Measurement (CBM) universal assessment in ELA. This will be either Teachers College (TC) or Developmental Reading Assessment, 2nd Edition (DRA2) in Grades 5-8 in collecting baseline reading comprehension data. Students reading more than one level below are tiered and placed into intervention programs for supplemental instruction, LLI Reading Program, Wilson Reading Program. Assessment Data will be analyzed to determine instructional strategies and tiered interventions based on students skills, strengths, and needs. ELA and RTI teachers will develop evidenced based interventions, strategies for scaffolding, with a focus on students with disabilities and students performing below grade level.	ELA, SPED, AA	Yes	Initial CBM universal assessments will provide baseline reading data, including reading levels. This baseline data, along with progress monitoring, will provide a baseline to compare systematic reading level growth throughout the year. Teacher created benchmarks , student work samples, writing samples, reading response notebooks, progress monitoring, running records, agenda/minutes from department meetings with ELA coach, PLC agendas, walkthroughs, data collection, data analysis, articulation and curriculum review will be used to monitor student growth in reading comprehension.	We have used this program with fidelity for only one year. This program meets the needs of all students and the instructors are using this program as a supplemental tool to the ELA curriculum.There are significant increases in the data as students are moving closer to reading on grade level. Currently through CBM and progress monitoring the following percentage of students increased their reading proficiency: 5th grade all students- 65% increased reading levels, 47% AA increased reading levels, 82% of SPED increased reading levels 6th grade all students- 41% increased reading levels, 17% AA increased reading levels, 35% of SPED increased reading levels. 7th grade all students- 58% increased reading levels, 55% AA increased reading levels, 46% of SPED increased reading levels. 8th grade all students- 68% increased reading levels, AA 79% increased reading levels, 31% of SPED increased reading levels.

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this	Measurable Outcomes	Document of Effective Outcomes

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this	Measurable Outcomes	Document of Effective Outcomes
All students will be administered a Curriculum Based Measurement (CBM) universal assessment in Math. This will be a LinkIt benchmark specific to grade levels and standards in Grades 5-8 in collecting baseline math proficiency data. Students performing more than one level below are tiered and placed into intervention programs for supplemental instruction, resources from GoMath Program, in addition to IXL. Assessment Data will be analyzed to determine instructional strategies and tiered interventions based on students skills, strengths, and needs. Math and RTI teachers will develop evidenced based interventions, strategies for scaffolding, with a focus on students with disabilities and students performing below grade level.	Math, SPED, AA	Yes	Initial CBM universal assessments will provide baseline math proficiency data. This baseline data, along with progress monitoring, will provide a baseline to compare systematic math proficiency growth throughout the year. Teacher created benchmarks and LinkIt benchmark assessments, student work samples, progress monitoring, module assessments from GoMath, agenda/minutes from department meetings with math coach, PLC agendas, walkthroughs, data collection, data analysis, articulation and curriculum review will be used to monitor student growth in math.	This is the first year we have used the Go Math program with fidelity. We are looking to keep this program as it creates a universal math program in grades 5th through 8th. This program does meet the needs of all students and the instructors are seeing improvements with students increasing their math proficiency. The instructors are using this program as their primary use for instruction along with LinkIt benchmarks and skills assessments. 8th Grade: 20% increased proficiency from Q1 to Q3, 34% Q2 to Q3, AA 31% increased Q1 to Q3, 54% increased Q2 to Q3, SPED 23% increased Q1 to Q3, 54% increased Q2 to Q3. 7th Grade: 13% increased proficiency from Q1 to Q3, 45% increased Q2 to Q3. AA 8% increased Q1 to Q3, 33% increased Q2 to Q3, SPED 0% increased Q1 to Q3, 29% increased Q2 to Q3. 6th Grade: 71% increased proficiency from Q1 to Q3, 21% increased Q2 to Q3, AA 79% increased Q1 to Q3, 13% increased Q2 to Q3, SPED 76% increased Q1 to Q3,

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this	Measurable Outcomes	Document of Effective Outcomes
				14% increased Q2 to Q3. 5th Grade: 78% increased proficiency from Q1 to Q3, 5% increased from Q2 to Q3, AA 79% increased Q1 to Q3, 0% increased Q2 to Q3, SPED 85% increased Q1 to Q3, 0% increased Q2 to Q3. Overall, 49% of students increased their proficiency from Q1 to Q3, 23% increased from Q2 to Q3, AA 57% increased from Q1 to Q3, 21% increased from Q2 to Q3, and SPED 72% increased Q1 to Q3, 22% increased from Q2 to Q3.

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data	Observations / Trends

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data	Observations / Trends
PARCC Baseline Performance	The PARCC data for this year is baseline data and not comparable to previous years' State Assessment. Link to website with access to reports	**School-wide ELA**	20.0%	PARCC Proficiency Scores for SPED and AA: School-wide SPED: S (data doesn't meet suppression rules) School-wide AA: S (data doesn't meet suppression rules)	After reviewing the 2015-2016 PARCC Evidence Statements in determining areas in need of improvement, the following ELA anchor standards were worked on after analyzing PARCC data, benchmarks, and SIP goals. The trends indicated weaknesses in the following areas: NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.W5. Developing and strengthening writing as needed by planning, revising, editing,
		School-wide Math	10.0%		
		School-wide Algebra 1	18.0%		
		School-wide Algebra 2			
		School-wide Geometry			

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data	Observations / Trends
				rewriting, or trying a new approach, NJSLSA.W9. Drawing evidence from literary or informational texts to support analysis, reflection,and research. Students struggle with the transfer of skills from content areas and grade levels. Students struggle with the application of skills and strategies to other units, as they often isolate the skill to only the lesson that it is taught within. These areas require high-level thinking, stamina, and perseverance from students. Within grade level and department level meetings, these areas will be a focus of discussion and progress will be monitored.

After reviewing the 2015-2016 PARCC Evidence Statements in determining areas in |

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data	Observations / Trends
				need of improvement following Math domains were worked on after analyzing PARCC data and SIP goals. The trends indicated weaknesses in the following areas: Solving real world problems involving all four operations of rational numbers, Number Operations - Fractions and Expressions/Equations. Based on the PARCC data, this is the standard where students were most deficient. This goes back to fraction and whole number operations in 5th and 6th grade. Students struggle with these domains because they lack retention and application of basic fact knowledge. Students also lack the basic skills needed to complete division and multiplication which

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data	Observations / Trends
				needs to be addressed in prior and current grade levels. These areas impact other skills and domains such as problems that involve unit rate and students will have a difficult time advancing to Algebra 1 and being prepared for High School math. Within grade level and department level meetings, these areas will be a focus of discussion and progress will be monitored.

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Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data	Observations / Trends
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Indentify interaction between student proficiency level	**Student Growth in Language Arts**	37.0	SGP SPED: S (data doesn't meet suppression rules) SGP AA: S (data doesn't meet suppression rules) SGP ELA-37 Did Not Meet (L1): Low-20% Typical-4% High-1% Partially Met (L2): Low-14% Typical-8% High-4% Approached (L3): Low-8% Typical-13% High-6% Met (L4): Low-5% Typical-8% High-7% Exceeded (L5): Low-0% Typical-0% High-1% SGP Math-38 Did Not Meet (L1): Low-20% Typical-4% High-0% Partially Met (L2): Low-16% Typical-14% High-9% Approached (L3): Low-9% Typical-6% High-12% Met (L4): Low-3% Typical-2% High-5% Exceeded (L5): Low-0% Typical-0% High-0% ELA 16% of students met/exceeded expectations on PARCC and showed typical/High SGP Math-7% of students	When comparing PARCC scores from 2015 to 2016 the following is noted: PARCC ELA proficiency levels of meet or exceed have seen a 3% increase in Grade 5, a 8% decrease in Grade 6, a 0% increase in Grade 7 and an 11% increase in Grade 8. PARCC ELA proficiency levels of the lowest two levels have seen an 8% decrease in Grade 5, a 14% increase in Grade 6, a 5 % decrease in Grade 7, and a 3% decrease in Grade 8. When comparing PARCC scores from 2015 to 2016 the following is noted: PARCC Math proficiency levels of meet or exceed have seen a 8% increase in Grade 5, a 2% decrease in Grade 6, a 4% decrease in Grade 7 and an 8% decrease in Grade 8. PARCC Math
		Student Growth in Math	38.0		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data	Observations / Trends
			met/exceeded expectations on the PARCC and showed typical/High SGP	proficiency levels of the lowest two levels have seen a 4% decrease in Grade 5, a 10% increase in Grade 6, a 12% increase in Grade 7, and an 8% increase in Grade 8. Bolger did not meet SGP target (median) for State of New Jersey - according to School report card 2015-2016. The I&RS committee and the RTI intervention program are addressing needs of students in both ELA and Math who are performing below grade level based on a tiered system of supports.
Benchmark Assessment Participation	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade			

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Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) ELA Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5		
		K	0%	0%	0%	0%	0%		
		1	0%	0%	0%	0%	0%		
		2	0%	0%	0%	0%	0%		
		3	0%	0%	0%	0%	0%		
		4	0%	0%	0%	0%	0%		
		5	0%	0%	0%	0%	0%		
		6	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	0%	0%	0%	0%		
		10	0%	0%	0%	0%	0%		
		11	0%	0%	0%	0%	0%		
		12	0%	0%	0%	0%	0%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5		
		K	0%	0%	0%	0%	0%		
		1	0%	0%	0%	0%	0%		
		2	0%	0%	0%	0%	0%		
		3	0%	0%	0%	0%	0%		
		4	0%	0%	0%	0%	0%		
		5	0%	0%	0%	0%	0%		
		6	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	0%	0%	0%	0%		
		10	0%	0%	0%	0%	0%		
		11	0%	0%	0%	0%	0%		
		12	0%	0%	0%	0%	0%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data	Observations / Trends

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data	Observations / Trends
ACCESS for ELLs	Student performance of English Language Learners. (Grades K-12) *Identity school level AMAO *Identify patterns by grade level		11 non Spanish speaking, 30 Spanish speaking within the district ELL's. 37% (15 out of 41) of students met the exiting cut off score of 4.5,, however exiting the program is also based on multiple criteria. When comparing the data from 2015 to 2016, it is noted that 86% (18 out of 21) of students increased one level in growth on the WIDA ACCESS for ELLs 2.0 English Language Proficiency Test. The following students fall into the majority ELP levels based on a scale of 1-6: Kindergarten: Level 3 Grade 1: Level 3 / 8 students Grade 2: Level 5 / 7 students Grade 3: Level 5 / 5 students Grade 4: Level 4 / 1 student Grade 5: Level 2 / 2 students Grade 6: No students Grade 7: Level 3 / 2 students Grade 8: Level 3 / 2 students Grade 9: Level 2 / 2 students Grade 10: Level 3 / 1	This is a small district, ELL's are placed in multiple grades and multiple levels in each school. Trends indicate that hispanics perform lower than others because they have more bilingual support than other languages. Trends also indicate high numbers in programs for grades K, 1, 2, and 3. The majority of students fall into Level 3 Developing. Students are monitored throughout the year using; ACCESS for ELL's, progress reports, teachers college/DRA, PARCC, formative/ summative assessments as well as quarterly assessments.

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data	Observations / Trends
			student Grade 11: Level 4 / 1 student Grade 12: No students	

CLIMATE & CULTURE

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data	Observations / Trends
Enrollment	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	**Overall YTD Student Enrollment Average**	413	Currently we have the following students enrolled: Grade 5: 108 students/28 SPED/18 AA Grade 6: 109 students/32 SPED/28 AA Grade 7: 91 students/27 SPED/18 AA Grade 8: 96 students/23 SPED/16 AA	Student enrollment remains consistent from 2015-2016 and 2016-2107.
		Subgroup 1 YTD Student Enrollment Average	113		
		Subgroup 2 YTD Student Enrollment Average	81		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data	Observations / Trends
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	**Overall YTD Student Attendance Average**	93.76%	Monthly Attendance: Sept. 95.08% SPED: 94.92% AA: 93.42% Oct. 94.02% SPED: 93.66% AA: 94.34% Nov. 92.02% SPED: 92.30% AA: 91.43% Dec. 90.66%, SPED: 91.15% AA: 91.28% Jan. 93.09%, SPED: 91.64% AA: 92.92% Feb. 93.40% SPED: 92.00% AA: 93.97% Mar. 95.16% SPED: 94.03% AA: 94.91% Apr. 94.26% SPED: 93.37% AA: 93.75%	Daily attendance remains consistent throughout the school year, averaging around 93%. No trends observed as this is a school wide and district issue. Attendance rate percentages have started to rise, indicating less absences since December. Attendance initiative was started and implemented in grades 5-8. December had a significant decrease in attendance due to a Cheerleader/Football competition that was held in Florida that many students attended. Attendance has been improving since December as we have seen a rise in students attendance.
		Subgroup 1 YTD Student	93.15%		
		Subgroup 2 YTD Student Attendance Average	93.42%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data	Observations / Trends
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	**Overall YTD Chronic Absenteeism**	8.64%	Chronic Absenteeism: Sept. 21.11% SPED: 27.11% AA: 34.52% Oct. 13.64% SPED: 18.75% AA: 19.28% Nov. 13.46% SPED: 17.70% AA: 20.99% Dec. 18.84%, SPED: 23.01% AA: 24.10% Jan. 14.42%, SPED: 21.93% AA: 20.99% Feb. 12.68% SPED: 18.42% AA: 16.05% Mar. 11.52% SPED: 16.81% AA: 13.75% Apr. 8.62% SPED: 13.51% AA: 13.75%	Chronic absenteeism is trending in the right direction, however it continues to be a focus of the school's improvement plan. Attendance initiative has been implemented school wide and attendance numbers seem to be trending down. Students are identified as chronically absent at weekly meetings with guidance, attendance officer, and administration. Following a tiered model, parent meetings are set up and chronic absenteeism is monitored and tracked.
		Subgroup 1 YTD Chronic	12.73%		
		Subgroup 2 YTD Chronic Absenteeism	13.75%		
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	**Staff Attendance YTD**	94.81%	Staff Attendance: Sept. 98.28% Oct. 93.71% Nov. 95.44% Dec. 95.44%, Jan. 95.55%, Feb. 94.93% Mar. 95.86% Apr. 95.94%	Staff attendance remains consistent from month to month, averaging between 95% and 96%. No trends observed based on grade level or content area. Staff attendance is reported higher than last year.

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Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data	Observations / Trends
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidences *Indentify patterns by subgroup *Identify chronic offenders	**Student Suspension YTD Average - In School**	3.25%	Student Suspension- In School: Sept. 2.32% SPED: 6.25% AA: 2.38% Oct. 4.78% SPED: 8.04% AA: 6.02% Nov. 2.40% SPED: 5.31% AA: 6.17% Dec. 3.14%, SPED: 3.54% AA: 6.02% Jan. 1.92%, SPED: 1.75% AA: 3.70% Feb. 3.17% SPED: 2.63% AA: 4.94% Mar. 1.72% SPED: 0.88% AA: 5.00% Apr. 2.46% SPED: 3.60% AA: 3.75% Student Suspension- Out of School: Sept. 1.39% SPED: 2.68% AA: 2.38% Oct. 2.15% SPED: 4.46% AA: 6.02% Nov. 1.68% SPED: 2.65 % AA: 2.47% Dec. 2.42%, SPED: 5.31% AA: 2.41% Jan. 2.88%, SPED: 3.51% AA: 6.17% Feb. 2.20% SPED: 3.51% AA: 6.17% Mar. 2.94% SPED: 3.54% AA: 2.50% Apr. 1.48% SPED: 4.50% AA:	The school continues to utilize Positive Behavior Support in Schools (PBSIS) program to drive positive student behavior outcomes. The PBSIS team trained the staff and students about the school wide expectations and pro-social behavior. Restorative Practice will be implemented as an intervention to decrease the number of suspensions, expulsions, and incident reports as a focus for our school improvement plan. Peer conflict is the most common infraction. No trends observed, school wide. Disrespect to staff/students incidents has decreased from previous year.
		Student Suspension YTD Average - In School for Subgroup 1	5.19%		
		Student Suspension YTD Average - In School for Subgroup 2	5.68%		
		Student Suspension YTD Average - Out of School	2.31%		
		Student Suspension YTD Average - Out of School for Subgroup 1	4.27%		
		Student Suspension YTD Average - Out of School for Subgroup 2	3.97%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data	Observations / Trends
			0.00%	

Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data	Observations / Trends

Data Source	Factors to Consider	Domain	ES	MSHS	Parents	Staff	Your Data (Provide any additional data	Observations / Trends
NJSCS Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions' of students *Identify perceptions' of family	Participation Rate	0%	0%	0%	0%	28 total parents participated, 181 middle and high school students participated, and 42 staff members participated in the NJSCS Climate and Culture Surveys in the Fall.	Overall Physical Environment- 56% students, 72% of parents, and 80% of staff agreed or strongly agreed/ Teaching and Learning, 67% of students, 57% of parents, and 69% of staff agreed/strongly agreed. Morale in School Community- 58% of students, 59% of parents, and 69% of staff agreed/strongly agreed. Student Relationships- 47% of students, 67% of parents, and 59% of staff agreed/strongly agreed. Parental Support- 85% of students, 67% of parents, and 59% of staff agreed/strongly agreed. Safety- 65% of students, 59% of parents, and 84% of staff agreed/strongly agreed. Emotional Environment 55% of students and 69% of staff agreed/strongly agreed. Administrative support, 81% of staff agreed/strongly agreed. There are not similar
		Physical Environment	0	56.1	71.7	79.9		
		Teaching and Learning	0	66.5	57.2	69		
		Morale in School Comm.	0	58.2	59	68.9		
		Student Relationships	0	46.9	66.8	66.1		
		Parental Support	0	84.5	67	58.5		
		Safety	0	64.7	59.2	83.8		
		Emotional Environment	0	54.5		68.8		
		Administrative Support				80.9		

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Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data	Observations / Trends
				concerns between teachers, students, and parents.

Based on survey results, teacher have expressed concern with student relationships and peer conflict. Teachers have expressed a need for restorative practice. Teachers feel that a lack of parent/community engagement is a continuing concern. |

Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data	Observations / Trends
PBSIS Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions' of students *Identify perceptions' of family	**Domain**	**ES**	**MS**	**Parents**	**Staff**		
		Admin Leadership						
		Climate and Culture						
		Effective Instruction						
		Curriculum, Instruction and Intervention						
		Effective Staffing Practices						
		Professional Development						
		Parent and Community Engagement						

COLLEGE & CAREER READY

Data Source	Factors to Consider	Your Data (Pre-populated where	Your Data (Provide any additional data	Observations / Trends
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	**2015 Adjusted Cohort Grad Rate** **2014 Adjusted Cohort Grad Rate** **2013 Adjusted Cohort Grad Rate** **2012 Adjusted Grad Cohort Rate**		

Data Source	Factors to Consider	Your Data (Pre-populated where		Your Data (Provide any additional data	Observations / Trends
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT	**2014 - 2015**	**% of Students**		
		Participating in SAT			
		Participating in ACT			
		Participating in PSAT or PLAN			
		# of Students scoring above 1550	-3		

Data Source	Factors to Consider	Your Data (Pre-populated where		Your Data (Provide any additional data	Observations / Trends
Algebra	2014 - 15 data provided. Please provide 2015 - 16 data if possible.	**# of 8th grade students enrolled in Algebra 1**	-3	Currently, 11 students enrolled in Algebra 1, 10 students with a C or better.	When comparing PARCC scores from 2015 to 2016 the following is noted: PARCC Algebra 1 proficiency levels of meet or exceed have seen a 4% increase. PARCC Algebra 1 proficiency levels of the lowest two levels have seen a 1% increase. Students have difficulty with the new conceptualization of higher order math problems. Students struggle with setting up a mathematical model, organizing data to look for patterns, describe and explain patterns, generalizing findings and using findings to make a predication. More rigorous coursework is taught at the end of the year so students are not fully prepared with the application of basic mathematics when transitioning to harder concepts in algebra. This year during a curriculum
		% of students with a C or better	-3%		
		Count of students who took the Algrbra section of PARCC	27		
		% of students who scored 4 or 5 on the PARCC assessment	14.8%		

Data Source	Factors to Consider	Your Data (Pre-populated where	Your Data (Provide any additional data	Observations / Trends
				review the department noted rigorous concepts being taught at the end of the year which leads to an upcoming curriculum rewrite over the summer.

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data	Your Data	Observations / Trends

Data Source	Factors to Consider	Your Data		Your Data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the 2014 - 2015 school year *Identify instructional trends *Identify professional development needs	**% of teachers on CAP YTD**	0.0%	There are no teachers on a CAP in Bolger Middle School for 2016-2017 school year.	Based on formal observation walkthrough data the following areas are where instructors need improvement on: 4E- teachers use a variety of methods to assess what each student has learned and teachers help students develop critical thinking and problem solving skills. Teachers need more training on data warehouse systems implemented school wide, they also need more training on using different forms of assessments to identify students for RTI and I&RS. Teachers need professional development and implementation of a school wide restorative practice to help students develop critical thinking ad problem solving skills. 3C-Vertical alignment of grade of subject and the state standards and relates content to other disciplines. The addition of instructional specialists will over see the vertical

Data Source	Factors to Consider	Your Data	Your Data	Observations / Trends
				alignment across grade levels and ensure skills are enforced across content.

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OTHER INDICATORS

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends

ELA Benchmarks	Cycle 1: 8th Grade Participation Rates: Total Passed: 68/87 SPED Passed: 3/13 AA Passed: 11/14. 7th Grade Participation Rates: Total Passed: 71/80 SPED Passed: 12/13 AA Passed: 11/12. 6th Grade Participation Rates: Total Passed: 51/99 SPED Passed: 6/21 AA Passed: 5/24. 5th Grade Participation Rates: Total Passed: 95/96 SPED Passed:11/11 AA Passed 16/17
	 Cycle 2: 8th Grade Participation Rates: Total Passed: 47/87 SPED Passed: 2/13 AA Passed: 7/14. 7th Grade Participation Rates: Total Passed: 58/76 SPED Passed: 9/13 AA Passed: 8/11. 6th Grade Participation Rates: Total Passed: 57/97 SPED Passed: 5/20 AA Passed: 6/23. 5th Grade Participation Rates: Total Passed: 93/95 SPED Passed:10/11 AA Passed 15/17
		Cycle 1:
		 8th Grade Benchmark % of Passing:
		   Q1: Total Population - 78%
		   Q1: Sub Group 1 - 23%
		   Q1: Sub Group 2 - 79%
		 7th Grade Benchmark % of Passing:
		   Q1: Total Population - 89%
		   Q1: Sub Group 1 - 92%
		   Q1: Sub Group 2 - 92%
		 6th Grade Benchmark % of Passing:
		   Q1: Total Population - 51%
		   Q1: Sub Group 1 - 29%
		   Q1: Sub Group 2 - 21%
		 5th Grade Benchmark % of Passing:
		   Q1: Total Population - 98%
		   Q1: Sub Group 1 -100%
		   Q1: Sub Group 2 -94%
		
		 Cycle 2:
		 8th Grade Benchmark % of Passing:
		   Q2: Total Population - 54%
		   Q2: Sub Group 1 - 15%
		   Q2: Sub Group 2 - 50%
		 7th Grade Benchmark % of Passing:
		   Q2: Total Population - 76%
		   Q2: Sub Group 1 - 69%
		   Q2: Sub Group 2 - 73%
			The following ELA anchor standards were worked on after

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends

		6th Grade Benchmark % of Passing:
		   Q2: Total Population - 59%
		   Q2: Sub Group 1 - 25%
		   Q2: Sub Group 2 - 26%
		 5th Grade Benchmark % of Passing:
		   Q2: Total Population - 98%
		   Q2: Sub Group 1 - 91%
		   Q2: Sub Group 2 - 88%	

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Math Benchmarks	Cycle 1: 8th Grade Participation Rates: Total Passed: 59/86 SPED Passed: 11/13 AA Passed: 11/13. 7th Grade Participation Rates: Total Passed: 69/78 SPED Passed: 10/14 AA Passed: 10/12. 6th Grade Participation Rates: Total Passed: 94/99 SPED Passed: 20/20 AA Passed:23/24. 5th Grade Participation Rates: Total Passed: 85/97 SPED Passed:11/14 AA Passed 15/19 Cycle 2: 8th Grade Participation Rates: Total Passed: 70/86 SPED Passed: 11/13 AA Passed: 11/13. 7th Grade Participation Rates: Total Passed: 54/78 SPED Passed: 8/14 AA Passed: 7/12. 6th Grade Participation Rates: Total Passed: 87/99 SPED Passed: 18/20 AA Passed: 23/24. 5th Grade Participation Rates: Total Passed: 82/97 SPED Passed:11/14 AA Passed 16/19	Cycle 1: 8th Grade Benchmark % of Passing: Q1: Total Population - 69% Q1: Sub Group 1 - 85% Q1: Sub Group 2 - 85% 7th Grade Benchmark % of Passing: Q1: Total Population - 88% Q1: Sub Group 1 - 71% Q1: Sub Group 2 - 83% 6th Grade Benchmark % of Passing: Q1: Total Population - 95% Q1: Sub Group 1 - 100% Q1: Sub Group 2 - 96% 5th Grade Benchmark % of Passing: Q1: Total Population - 88% Q1: Sub Group 1 - 79% Q1: Sub Group 2 - 79% Cycle 2: 8th Grade Benchmark % of Passing: Q2: Total Population - 81% Q2: Sub Group 1 - 85% Q2: Sub Group 2 - 85 7th Grade Benchmark % of Passing: Q2: Total Population - 69% Q2: Sub Group 1 - 57% Q2: Sub Group 2 - 58%	The benchmarks do reflect or forecast PARCC proficiency

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends

		6th Grade Benchmark % of Passing:
		   Q2: Total Population - 88%
		   Q2: Sub Group 1 - 90%
		   Q2: Sub Group 2 - 96%
		 5th Grade Benchmark % of Passing:
		   Q2: Total Population - 85%
		   Q2: Sub Group 1 - 79%
		   Q2: Sub Group 2 - 84%	

Root Cause Analysis

Area of Focus	Performance Challenge	Possible Root Causes	Target Populatio	Strategies to Address Challenge		Turnaround Principle
ELA & Literacy (TP3, TP4) (Includes Social Studies & Science	Based on ELA PARCC data, current benchmark data, and formative assessments, all students, special education students and African American Students, experience difficulty with the following reading standards: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ides. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. The following writing standards special education students and African American students have difficulty with: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Teachers do not consistently address students' needs as they make the shift from learning to read to reading to learn in the classroom. This transition is more pronounced as students leave the guided reading instruction in elementary school and transition into readers workshop instruction in the middle school. Teachers do not consistently emphasize central ideas or themes, comprehension, self monitoring and independent navigation of text more than explicit reading strategies. Teachers do not consistently plan instructional strategies to accompany close reading strategies to build students' capacity to determine what the text says explicitly and to make logical inferences and relevant connections from it, as well as cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Teachers do not consistently plan instructional strategies to build students' capacity to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Teachers also do not emphasize drawing evidence from literary or informational texts to support analysis, reflection, and research when writing about texts.	SPED AA	1	Ensure that the adopted and aligned curriculum is the taught curriculum	4 - Curriculum, Assessment and Intervention System
				2	Use student performance data during common planning time meetings to inform teachers' selection of instructional and response strategies	6 - Enabling the Effective Use of Data
				3	Monitor teachers and provide differentiated coaching and professional development activities to support teachers in the use of a variety of instructional and response strategies to actively engage students in their learning.	3 - Effective Instruction

Area of Focus	Performance Challenge	Possible Root Causes	Target Populatio	Strategies to Address Challenge		Turnaround Principle
Math (TP3, TP4)	Based on Math PARCC data, current benchmark data, and formative assessments, all students, special education students and African American Students, experience difficulty with Number Operations, Fractions, Expressions, and equations.	Teachers do not consistently address students' needs in number operations, fractions, and expressions/equations as teachers move students from teaching procedurally to teaching for conceptual understanding, including real-world application, modeling, and reasoning. Teachers do not consistently address students' needs with conceptualization, logical thinking, and real world application of mathematics.	SPED AA	1	Ensure that the adopted and aligned curriculum is the taught curriculum	3 - Effective Instruction
				2	Use student performance data during common planning time meetings to inform teachers' selection of instructional and response strategies.	7 - Effective Use of Time
				3	Monitor teachers and provide differentiated coaching and professional development activities to support teachers in the use of a variety of instructional and response strategies and students are actively engaged in their learning.	5 - Effective Staffing Practices

Area of Focus	Performance Challenge	Possible Root Causes	Target Populatio	Strategies to Address Challenge		Turnaround Principle
Climate & Culture (TP2)	Based on SIPMS Cycle report data obtained from the School Information System records, as submitted to NJSMARTS, some students struggle with consistent school attendance.	The School-based available data, as collected monthly, indicates variations on the percentage of students absent 10% of the school year, calculated as Year to Date. Parent, school administrators and school staff continued collaboration in addressing student attendance/school climate & culture is necessary to encourage consistent school attendance for all our students.	Students School Wide	1	Develop partnerships with families, community and staff in support of consistent student attendance	2 - School Climate and Culture
				2	Collect monthly data on attendance to develop a climate and culture administrative action plan to promote consistent student attendance	8 - Family and Community Engagement
				3	Collect monthly data on attendance to provide supports to students and families to promote consistent student attendance	1 - School Leadership
Select From List				1		0 - --
				2		0 - --
				3		0 - --

SMART Goal 1

By June 30, 2018, 80% of students in Special Education subgroup and African American subgroup will close the 2015 2016 PARCC ELA baseline proficiency deficit by 2% as evidenced by performance on ELA benchmark assessments and the 2017 2018 PARCC ELA assessments.

Performance Based on ELA PARCC data, current benchmark data, and formative assessments, all students, special education students and African American Students, experience difficulty with the following reading standards: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ides. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. The following writing standards special education students and African American students have difficulty with: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or typing a new approach. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Strategy 1: Ensure that the adopted and aligned curriculum is the taught curriculum

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 2: Use student performance data during common planning time meetings to inform teachers' selection of instructional and response strategies

Turnaround Principle: 6 - Enabling the Effective Use of Data

Strategy 3: Monitor teachers and provide differentiated coaching and professional development activities to support teachers in the use of a variety of instructional and response strategies to actively engage students in their learning.

Turnaround Principle: 3 - Effective Instruction

Target Population: SPED
AA

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Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of Cycle 1, 2016 2017 PARCC ELA assessment, English Language Arts portfolio, formative assessment, and summative assessment data will be analyzed to identify current levels of proficiency among students in Special Education subgroup and African American subgroup to determine the calibrated baseline proficiency for each group.	LinkIt Data Collection and Analysis from 2016-2017, Skills and Standards based data from LinkIt Benchmark Form A, Teacher's College Assessment, Developmental Reading Assessment 2, Universal Screening, Progress Monitoring, Lesson Plans, Student Writing Samples, PLC agendas, ELA Department Meeting agendas, LinkIt Data Collection and Analysis, RTI and I&RS Data
EOC 2	By the end of Cycle 2, 35% of students in Special Education and African American subgroup will close the ELA proficiency deficit by 2% evidenced by Common Core aligned ELA formative assessments, summative assessments, and reading and writing portfolios.	Skills and Standards based data from LinkIt Benchmark Form B, Teacher's College Assessment, Developmental Reading Assessment 2, Running Records, Universal Screening, Progress Monitoring, Lesson Plans, Student Writing Samples, PLC agendas, ELA Department Meeting agendas, LinkIt Data Collection and Analysis, Walkthrough and Observation Data, RTI and I&RS Data
EOC 3	By the end of Cycle 3, 60% of students in Special Education subgroup and African American subgroup will close the ELA proficiency deficit by 2% evidenced by Common Core aligned ELA formative assessments, summative assessments, and reading and writing portfolios.	Skills and Standards based data from LinkIt Benchmark Form C, Teacher's College Assessment, Developmental Reading Assessment 2, Running Records, Universal Screening, Progress Monitoring, Lesson Plans, Student Writing Samples, PLC agendas, ELA Department Meeting agendas, LinkIt Data Collection and Analysis, Walkthrough and Observation Data, RTI and I&RS Data

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	By June 30, 2018, 80% of students in Special Education subgroup and African American subgroup will close the 2015 2016 PARCC ELA baseline proficiency deficit by 2% as evidenced by performance on ELA benchmark assessments and the 2017 2018 PARCC ELA assessments.	Students of in Special Education subgroup and African American subgroup will close the ELA proficiency deficit by 2% evidenced by Common Core aligned ELA formative assessments, summative assessments, and reading and writing portfolios the 2017 2018 PARCC ELA assessments.

Action Steps

SMART Goal 1

Step Numbe	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Using Link-it data to assess students baseline reading levels, spread sheets will be created to progress monitor students reading proficiency throughout the year.	6 - Enabling the Effective Use of Data	9/7/17	10/31/17	Data Coordinator, C&I supervisor, and instructional specialist
2	3	Identify students reading below grade level and make recommendation to I & RS and RTI program. Administer LinkIt Benchmark Form A; teachers will collect and analyze data through LinkIt and Data Binders to house all student data for the year.	4 - Curriculum, Assessment and Intervention System	9/7/17	10/31/17	Data Coordinator, C&I Supervisor, and Instructional Specialist

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	3	Intervention programs will be established for students reading below grade level through RTI and I&RS, differentiated instruction will be part of the lesson planning. Programs will be reviewed for alignment to ESSA, the CCSS, and individual and group students needs.	4 - Curriculum, Assessment and Intervention System	9/7/17	10/31/17	I&RS Committee, Data Coordinator, C&I Supervisor, and Instructional Specialist
4	1	Analyze data from walkthroughs and provide differentiated feedback and supports	6 - Enabling the Effective Use of Data	9/7/17	10/31/17	Data Coordinator, C&I Supervisor, and Instructional Specialist
5	1	Analysis of ELA assessment using LinkIt and classroom level data to provide student supports.	6 - Enabling the Effective Use of Data	9/7/17	10/31/17	Data coordinator and Instructional Specialist
6	1	Formal classroom observations will be conducted and analyze data using the McRel evaluation system.	1 - School Leadership	9/7/17	10/31/17	Building Admin and C & I supervisor
7	2	Progress monitoring of students reading proficiency using Link-it progress monitoring and Teachers College running records	4 - Curriculum, Assessment and Intervention System	9/7/17	10/31/17	Data coordinator and Instructional Specialist

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Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
8	1	Continue to identify students reading below grade level and make recommendation to I&RS and RTI program. Administer LinkIt Benchmark Form B; teachers will collect and analyze data through LinkIt and Data Binders to house all student data for the year.	6 - Enabling the Effective Use of Data	11/7/17	1/31/18	I&RS Committee, Data Coordinator, C&I Supervisor, and Instructional Specialist
10	3	Intervention program will be monitored to determine programs effectiveness. Intervention program will be monitored to determine programs effectiveness. Analyze and reorganize RTI Tiers based on student progress, classroom level assessments, progress monitoring, and LinkIt Benchmark B.	6 - Enabling the Effective Use of Data	11/7/17	1/31/18	Data Coordinator, C&I Supervisor, and Instructional Specialists, RTI Specialists
11	1	Analysis of ELA assessment using LinkIt and classroom level data to provide specific supports and interventions	6 - Enabling the Effective Use of Data	11/7/17	1/31/18	Data Coordinator, C&I Supervisor, and Instructional Specialist
13	1	Data driven, differentiated supports will be provided to the students based on evidence based practices.	3 - Effective Instruction	11/7/17	1/31/18	School Admin, C&I Supervisor, Data Coordinator, Instructional Specialists

Step Numbe	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
14	2	Progress monitoring of students reading proficiency using Link-it progress monitoring and Teachers College running records	4 - Curriculum, Assessment and Intervention System	11/7/17	1/31/18	Data coordinator and Instructional Specialist
15	1	Monitor classroom instruction for effective reading and writing strategies aligned to the CCSS.	3 - Effective Instruction	11/7/17	1/31/18	School Administration
16	1	Analyze data from walkthroughs and provide differentiated feedback and supports	6 - Enabling the Effective Use of Data	11/7/17	1/31/18	Data coordinator and Instructional Specialist
17	2	PLC, Department, and Grade Level meetings and agendas, monitoring of teachers, and analysis of data action steps.	6 - Enabling the Effective Use of Data	11/7/17	1/31/18	School Administration
18	1	Formal classroom observations will be conducted and analyze data using the McRel evaluation system.	1 - School Leadership	11/7/17	1/31/18	Building Admin and C & I supervisor
19	1	Continue to identify students reading below grade level and make recommendation to I&RS and RTI program. Administer LinkIt Benchmark Form B; teachers will collect and analyze data through LinkIt and Data Binders to house all student data for the year.	6 - Enabling the Effective Use of Data	2/6/18	3/30/18	I&RS Committee, Data Coordinator, C&I Supervisor, and Instructional Specialist

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Step Numbe	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
20	3	Analyze and reorganize RTI Tiers based on student progress, classroom level assessments, progress monitoring, and LinkIt Benchmark B.	4 - Curriculum, Assessment and Intervention System	2/6/18	3/30/18	Data Coordinator, C&I Supervisor, and Instructional Specialists, RTI Specialists
21	1	Analysis of ELA assessment using LinkIt and classroom level data to provide specific supports and interventions	6 - Enabling the Effective Use of Data	2/6/18	3/30/18	Data Coordinator, C&I Supervisor, and Instructional Specialist
22	1	Data driven, differentiated supports will be provided to the students based on evidence based practices.	3 - Effective Instruction	2/6/18	3/30/18	School Admin, C&I Supervisor, Data Coordinator, Instructional Specialists
23	2	Progress monitoring of students reading proficiency using Link-it progress monitoring and Teachers College running records	4 - Curriculum, Assessment and Intervention System	2/6/18	3/30/18	Data coordinator and Instructional Specialists
24	1	Monitor classroom instruction for effective reading and writing strategies aligned to the CCSS.	3 - Effective Instruction	2/6/18	3/30/18	School Administration

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Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
25	1	Analyze data from walkthroughs and provide differentiated feedback and supports	6 - Enabling the Effective Use of Data	2/6/18	3/30/18	Data coordinator and Instructional Specialists
26	2	PLC, Department, and Grade Level meetings and agendas, monitoring of teachers, and analysis of data action steps.	6 - Enabling the Effective Use of Data	2/6/18	3/30/18	School Administration
27	1	Formal classroom observations will be conducted and analyze data using the McRel evaluation system.	1 - School Leadership	2/6/18	3/30/18	Building Admin and C & I supervisor
28	1	Continue to identify students reading below grade level and make recommendation to I&RS and RTI program. Administer LinkIt Benchmark Form C; teachers will collect and analyze data through LinkIt and Data Binders to house all student data for the year.	6 - Enabling the Effective Use of Data	4/17/18	6/22/18	I&RS Committee, Data Coordinator, C&I Supervisor, and Instructional Specialist
29	3	Analyze and reorganize RTI Tiers based on student progress, classroom level assessments, progress monitoring, and LinkIt Benchmark C.	4 - Curriculum, Assessment and Intervention System	4/17/18	6/22/18	Data Coordinator, C&I Supervisor, and Instructional Specialists, RTI Specialists

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
30	1	Analysis of ELA assessment using LinkIt and classroom level data to provide specific supports and interventions	6 - Enabling the Effective Use of Data	4/17/18	6/22/18	Data Coordinator, C&I Supervisor, and Instructional Specialist
31	1	Data driven, differentiated supports will be provided to the students based on evidence based practices.	3 - Effective Instruction	4/17/18	6/22/18	School Admin, C&I Supervisor, Data Coordinator, Instructional Specialists
32	2	Progress monitoring of students reading proficiency using Link-it progress monitoring and Teachers College running records	4 - Curriculum, Assessment and Intervention System	4/17/18	6/22/18	Data coordinator and Instructional Specialists
33	1	Monitor classroom instruction for effective reading and writing strategies aligned to the CCSS.	3 - Effective Instruction	4/17/18	6/22/18	School Administration
34	1	Analyze data from walkthroughs and provide differentiated feedback and supports	6 - Enabling the Effective Use of Data	4/17/18	6/22/18	Data coordinator and Instructional Specialists
35	1	PLC, Department, and Grade Level meetings and agendas, monitoring of teachers, and analysis of data action steps.	6 - Enabling the Effective Use of Data	4/17/18	6/22/18	School Administration
36	1	Formal classroom observations and Summative Evaluations will be conducted and analyze data using the McRel evaluation system.	1 - School Leadership	4/17/18	6/22/18	Building Admin and C & I supervisor

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	ELA Instructional Specialist	INSTRUCTION - Personnel Services - Salaries / 100-100	$69,725	Federal Title I (Interventions
10	ELA Full Time RTI teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	$76,705	Federal Title I (Interventions

SMART Goal 2

By June 30, 2018, 80% of students in Special Education subgroup and African American subgroup will close the 2015 2016 PARCC Math baseline proficiency deficit by 2% as evidenced by performance on Math benchmark assessments and the 2017 2018 PARCC Math assessments.

Performance
Based on Math PARCC data, current benchmark data, and formative assessments, all students, special education students and African American Students, experience difficulty with Number Operations, Fractions, Expressions, and equations.

Strategy 1:
Ensure that the adopted and aligned curriculum is the taught curriculum

Turnaround Principle:
3 - Effective Instruction

Strategy 2:
Use student performance data during common planning time meetings to inform teachers' selection of instructional and response strategies.

Turnaround Principle:
7 - Effective Use of Time

Strategy 3:
Monitor teachers and provide differentiated coaching and professional development activities to support teachers in the use of a variety of instructional and response strategies and students are actively engaged in their learning.

Turnaround Principle:
5 - Effective Staffing Practices

Target Population:
SPED
AA

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of Cycle 1, 2016 2017 PARCC Math assessment, mathematics portfolio, formative assessment, and unit assessment data will be analyzed to identify current levels of proficiency among students in Special Education subgroup and African American subgroup to determine the calibrated baseline proficiency for each group	LinkIt Data Collection and Analysis from 2016-2017, Skills and Standards based data from LinkIt Benchmark Form A, Go Math Assessments, Module Assessments, Universal Screening, Progress Monitoring, Lesson Plans, PLC agendas, Math Department Meeting agendas, LinkIt Data Collection and Analysis, Walkthrough and Observation Data, RTI and I&RS Data
EOC 2	By the end of Cycle 2, 35% of students in Special Education subgroup and African American subgroup will close the proficiency deficit in mathematics by a minimum of 2% as evidenced by Common Core aligned mathematics unit assessments, and measured by rubrics of mathematics portfolios.	Skills and Standards based data from LinkIt Benchmark Form B, Go Math Assessments, Module Assessments, Universal Screening, Progress Monitoring, Lesson Plans, PLC agendas, Math Department Meeting agendas, LinkIt Data Collection and Analysis, Walkthrough and Observation Data, RTI and I&RS Data
EOC 3	By the end of Cycle 2, 60% of students in Special Education subgroup and African American subgroup will close the proficiency deficit in mathematics by a minimum of 2% as evidenced by Common Core aligned mathematics unit assessments, and measured by rubrics of mathematics portfolios.	Skills and Standards based data from LinkIt Benchmark Form C, Go Math Assessments, Module Assessments, Universal Screening, Progress Monitoring, Lesson Plans, PLC agendas, Math Department Meeting agendas, LinkIt Data Collection and Analysis, Walkthrough and Observation Data, RTI and I&RS Data
EOC 4	By June 30, 2018, 80% of students in Special Education subgroup and African American subgroup will close the 2015 2016 PARCC Math baseline proficiency deficit by 2% as evidenced by performance on Math benchmark assessments and the 2017 2018 PARCC Math assessments.	Students in Special Education subgroup and African American subgroup will close the proficiency deficit in mathematics by a minimum of 2% as evidenced by Common Core aligned mathematics unit assessments, and measured by rubrics of mathematics portfolios and the 2017 2018 PARCC Math assessments.

Action Steps

SMART Goal 2

Step Numbe	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Data driven supports using Link-it data will be provided to students	6 - Enabling the Effective Use of Data	9/7/17	10/31/17	Data coordinator and Instructional Specialist
2	2	Analysis of classroom level assessment and Link-it assessments to identify and recommend students for I & RS and RTI and to provide specific supports and interventions.	4 - Curriculum, Assessment and Intervention System	9/7/17	10/31/17	Data coordinator and Instructional Specialist, C & I Supervisor
3	2	Classroom observations and walkthroughs of systems will be implemented. Analyze data and provide differentiated feedback and supports	1 - School Leadership	9/7/17	10/31/17	Building Admin and C & I supervisor
4	1	Baseline benchmarking and progress monitoring through modules of students to identify achievement gaps and students performing below grade level	6 - Enabling the Effective Use of Data	9/7/17	10/31/17	Data coordinator and Instructional Specialist, C & I Supervisor
5	2	Monitor classroom instruction for effective math strategies alined to standards including intervention program.	3 - Effective Instruction	9/7/17	10/31/17	Building Admin and C & I supervisor

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	3	Implementation of a rigorous intervention program for students performing below grade level and parameters for entering and exiting the program using Link-it standard and skill based assessment.	3 - Effective Instruction	9/7/17	10/31/17	Data coordinator and Instructional Specialist, C & I Supervisor
7	2	Use walkthrough data to provide feedback and coaching teachers by Educational Specialists.	1 - School Leadership	9/7/17	10/31/17	Building Admin and Instructional Specialist, C & I Supervisor
8	3	Progress monitoring using GoMath and Link-it assessments to make informed instructional decisions	6 - Enabling the Effective Use of Data	9/7/17	10/31/17	Data coordinator and Instructional Specialist, C & I Supervisor
9	2	Monitoring of PLC, grade level, and department meetings to ensure effective articulation	7 - Effective Use of Time	9/7/17	10/31/17	Instructional Specialist, C & I Supervisor
10	2	Administer LinkIt Benchmark Form A; teachers will collect and analyze data through LinkIt and Data Binders to house all student data for the year.	4 - Curriculum, Assessment and Intervention System	11/7/17	1/31/18	Data coordinator and Instructional Specialist, C & I Supervisor

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Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
11	2	Data driven supports using Link-it data will be provided to students	6 - Enabling the Effective Use of Data	11/7/17	1/31/18	Data coordinator and Instructional Specialist
12	2	Analysis of classroom level assessment and Link-it assessments (Form A) to identify and recommend students for I & RS and RTI and to provide specific supports and interventions.	4 - Curriculum, Assessment and Intervention System	11/7/17	1/31/18	Data coordinator and Instructional Specialist, C & I Supervisor
13	2	Classroom observations and walkthroughs of systems will be implemented. Analyze data and provide differentiated feedback and supports	1 - School Leadership	11/7/17	1/31/18	Building Admin and C & I supervisor
14	1	LinkIt benchmarking and progress monitoring through modules of students to identify achievement gaps and students performing below grade level	6 - Enabling the Effective Use of Data	11/7/17	1/31/18	Data coordinator and Instructional Specialist, C & I Supervisor
15	2	Monitor classroom instruction for effective math strategies alined to standards including intervention program.	3 - Effective Instruction	11/7/17	1/31/18	Building Admin and C & I supervisor
16	3	Implementation of a rigorous intervention program for students performing below grade level and parameters for entering and exiting the program using Link-it standard and skill based assessment.	3 - Effective Instruction	11/7/17	1/31/18	Data coordinator and Instructional Specialist, C & I Supervisor

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Step Numbe	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
17	2	Use walkthrough data to provide feedback and coaching teachers by Educational Specialists.	1 - School Leadership	11/7/17	1/31/18	Building Admin and Instructional Specialist, C & I Supervisor
18	3	Progress monitoring using GoMath and Link-it assessments to make informed instructional decisions	6 - Enabling the Effective Use of Data	11/7/17	1/31/18	Data coordinator and Instructional Specialist, C & I Supervisor
19	2	Monitoring of PLC, grade level, and department meetings to ensure effective articulation	7 - Effective Use of Time	11/7/17	1/31/18	Instructional Specialist, C & I Supervisor
20	2	Administer LinkIt Benchmark Form B; teachers will collect and analyze data through LinkIt and Data Binders to house all student data for the year.	4 - Curriculum, Assessment and Intervention System	11/7/17	1/31/18	Data coordinator and Instructional Specialist, C & I Supervisor
21	2	Data driven supports using Link-it data will be provided to students	6 - Enabling the Effective Use of Data	2/6/18	3/30/18	Data coordinator and Instructional Specialist

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
22	2	Analysis of classroom level assessment and Link-it assessments (Form B) to identify and recommend students for I & RS and RTI and to provide specific supports and interventions.	4 - Curriculum, Assessment and Intervention System	2/6/18	3/30/18	Data coordinator and Instructional Specialist, C & I Supervisor
23	2	Classroom observations and walkthroughs of systems will be implemented. Analyze data and provide differentiated feedback and supports	1 - School Leadership	2/6/18	3/30/18	Building Admin and C & I supervisor
24	1	LinkIt benchmarking and progress monitoring through modules of students to identify achievement gaps and students performing below grade level	6 - Enabling the Effective Use of Data	2/6/18	3/30/18	Data coordinator and Instructional Specialist, C & I Supervisor
25	2	Monitor classroom instruction for effective math strategies alined to standards including intervention program.	3 - Effective Instruction	2/6/18	3/30/18	Building Admin and C & I supervisor
26	3	Implementation of a rigorous intervention program for students performing below grade level and parameters for entering and exiting the program using Link-it standard and skill based assessment.	3 - Effective Instruction	2/6/18	3/30/18	Data coordinator and Instructional Specialist, C & I Supervisor
27	2	Use walkthrough data to provide feedback and coaching teachers by Educational Specialists.	1 - School Leadership	2/6/18	3/30/18	Building Admin and Instructional Specialist, C & I Supervisor

Step Numbe	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
28	3	Progress monitoring using GoMath and Link-it assessments to make informed instructional decisions	6 - Enabling the Effective Use of Data	2/6/18	3/30/18	Data coordinator and Instructional Specialist, C & I Supervisor
29	2	Monitoring of PLC, grade level, and department meetings to ensure effective articulation	7 - Effective Use of Time	2/6/18	3/30/18	Instructional Specialist, C & I Supervisor
30	2	Administer LinkIt Benchmark Form B; teachers will collect and analyze data through LinkIt and Data Binders to house all student data for the year.	4 - Curriculum, Assessment and Intervention System	2/6/18	3/30/18	Data coordinator and Instructional Specialist
31	2	Data driven supports using Link-it data will be provided to students	6 - Enabling the Effective Use of Data	4/17/18	6/22/18	Data coordinator and Instructional Specialist
32	2	Analysis of classroom level assessment and Link-it assessments (Form B) to identify and recommend students for I & RS and RTI and to provide specific supports and interventions.	4 - Curriculum, Assessment and Intervention System	4/17/18	6/22/18	Data coordinator and Instructional Specialist, C & I Supervisor
33	2	Classroom observations and walkthroughs of systems will be implemented. Analyze data and provide differentiated feedback and supports	1 - School Leadership	4/17/18	6/22/18	Building Admin and C & I supervisor

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Step Numbe	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
34	1	LinkIt benchmarking and progress monitoring through modules of students to identify achievement gaps and students performing below grade level	6 - Enabling the Effective Use of Data	4/17/18	6/22/18	Data coordinator and Instructional Specialist, C & I Supervisor
35	2	Monitor classroom instruction for effective math strategies alined to standards including intervention program.	3 - Effective Instruction	4/17/18	6/22/18	Building Admin and C & I supervisor
36	3	Implementation of a rigorous intervention program for students performing below grade level and parameters for entering and exiting the program using Link-it standard and skill based assessment.	3 - Effective Instruction	4/17/18	6/22/18	Data coordinator and Instructional Specialist, C & I Supervisor
37	2	Use walkthrough data to provide feedback and coaching teachers by Educational Specialists.	1 - School Leadership	4/17/18	6/22/18	Building Admin and Instructional Specialist, C & I Supervisor
38	3	Progress monitoring using GoMath and Link-it assessments to make informed instructional decisions	6 - Enabling the Effective Use of Data	4/17/18	6/22/18	Data coordinator and Instructional Specialist, C & I Supervisor
39	2	Monitoring of PLC, grade level, and department meetings to ensure effective articulation	7 - Effective Use of Time	4/17/18	6/22/18	Instructional Specialist, C & I Supervisor

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Step Numbe	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
40	2	Administer LinkIt Benchmark Form C; teachers will collect and analyze data through LinkIt and Data Binders to house all student data for the year.	4 - Curriculum, Assessment and Intervention System	4/17/18	6/22/18	Data coordinator and Instructional Specialist

Budget Items

SMART Goal 2

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Math RTI Teacher	INSTRUCTION - Personnel Services - Salaries / 100-100	$69,325	Federal Title I (Interventions
5	Math Instructional Specialist	INSTRUCTION - Personnel Services - Salaries / 100-100	$68,025	Federal Title I (Interventions

SMART Goal 3

By June 30, 2018, less than 10% of students schoolwide (K to 12, as per school enrollment), will be identified as chronically absent by the school¿s student information attendance system and the School Improvement Plan Management System Cycle reporting.

Performance   Based on SIPMS Cycle report data obtained from the School Information System records, as submitted to NJSMARTS, some students struggle with consistent school attendance.

Strategy 1:   Develop partnerships with families, community and staff in support of consistent student attendance

Turnaround Principle: 2 - School Climate and Culture

Strategy 2:   Collect monthly data on attendance to develop a climate and culture administrative action plan to promote consistent student attendance

Turnaround Principle: 8 - Family and Community Engagement

Strategy 3:   Collect monthly data on attendance to provide supports to students and families to promote consistent student attendance

Turnaround Principle: 1 - School Leadership

Target Population: Students School Wide

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of Cycle 1, no more than 30% of students schoolwide (K to 12, as per school enrollment), will be identified as chronically absent by the school¿s student information attendance system and the School Improvement Plan Management System Cycle reporting.	Student Handbook, District-Wide Attendance Policy, School-Wide Attendance Initiative, Sign In Sheets, Copies of Behavior Contracts, Attendance Data, Attendance Meetings, Tiered System of Supports, PLC agendas, Evidence of contacting parents with flyers, social media, and phone blasts, Parent Academy sign in sheets and surveys
EOC 2	By the end of Cycle 2, no more than 20% students schoolwide (K to 12, as per school enrollment), will be identified as chronically absent by the school¿s student information attendance system and the School Improvement Plan Management System Cycle reporting.	Student Handbook, District-Wide Attendance Policy, School-Wide Attendance Initiative, Sign In Sheets, Copies of Behavior Contracts, Attendance Data, Attendance Meetings, Tiered System of Supports, PLC agendas, Evidence of contacting parents with flyers, social media, and phone blasts, Parent Academy sign in sheets and surveys, Protocol for Chronic Absenteeism
EOC 3	By the end of Cycle 3, no more than 15% of students schoolwide (K to 12, as per school enrollment), will be identified as chronically absent by the school¿s student information attendance system and the School Improvement Plan Management System Cycle reporting.	Student Handbook, District-Wide Attendance Policy, School-Wide Attendance Initiative, Sign In Sheets, Copies of Behavior Contracts, Attendance Data, Attendance Meetings, Tiered System of Supports, PLC agendas, Evidence of contacting parents with flyers, social media, and phone blasts, Parent Academy sign in sheets and surveys, Protocol for Chronic Absenteeism
EOC 4	By June 30, 2018, less than 10% of students schoolwide (K to 12, as per school enrollment), will be identified as chronically absent by the school¿s student information attendance system and the School Improvement Plan Management System Cycle reporting.	Less than 10% of students school-wide will be identified as chronically absent as evidenced by School Improvement Plan cycle reporting and School Information System recorded data.

Action Steps

SMART Goal 3

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Classroom observations (through walkthroughs and formal observations) of systems implemented. Analyze data from walkthroughs and observations and provide differentiated feedback and supports.	1 - School Leadership	9/7/17	10/31/17	School Admin
2	2	Analysis of ELA and Math assessments, LinkIt Benchmarks, and classroom level data to provide specific supports and interventions through RTI, I&RS, and Instructional Specialists	6 - Enabling the Effective Use of Data	9/7/17	10/31/17	School Admin, Data Coordinator, Instructional Specialists
3	2	Data driven, differentiated supports will be provided to the students including Restorative Practices	6 - Enabling the Effective Use of Data	9/7/17	10/31/17	School Admin, Data Coordinator, Instructional Specialists
4	3	PBSIS Team and Data Coordinator will review the 2016-2017 chronic absenteeism data. Students possessing high absenteeism rates during the 2016-2017 school year will also be identified. PBSIS Team and Guidance Department will review all expectations with students and staff.	6 - Enabling the Effective Use of Data	9/7/17	10/31/17	School Admin, Data Coordinator, Instructional Specialists, Guidance Department
5	3	The administrative team will conduct building walkthroughs on selected instructors/grade level areas.	6 - Enabling the Effective Use of Data	9/7/17	10/31/17	Principal, Vice Principal, C&I Supervisor, School Admin

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Step Numbe	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	1	Identified chronically absent students will be identified at weekly guidance/attendance meetings and monitored through a tiered system of supports. Parents and Guardians will be contacted and supports will be provided if warranted. (Ongoing all year)	8 - Family and Community Engagement	9/7/17	10/31/17	Principal, Vice Principal, Guidance Counselors, Attendance Officer, Data Coordinator
7	3	PBSIS team will determine targeted behaviors ad focus on strategies to address those behaviors.	2 - School Climate and Culture	9/7/17	10/31/17	PBSIS Team, Data Coordinator
8	3	Weekly review of chronic absentee student data. Data Coordinator and Guidance Counselors will provide follow up to staff regarding latests data and develop strategies accordingly based on findings.	6 - Enabling the Effective Use of Data	9/7/17	10/31/17	Data Coordinator, Guidance Counselors
9	3	Students will be rewarded with positive behavior rewards in a public ceremony and through daily announcements held during school.	2 - School Climate and Culture	9/7/17	10/31/17	PBSIS Team, Data Coordinator
10	2	PLC, Department, and Grade Level meetings and agendas, monitoring of teachers, and analysis of data action steps.	7 - Effective Use of Time	9/7/17	10/31/17	Principal, Vice Principal, C&I Supervisor
11	3	Attendance PLC will continue the Attendance Initiative and monitor homerooms that have perfect attendance. Students who's homeroom that has perfect attendance will be rewarded with a prize in a public ceremony and morning daily announcements.	2 - School Climate and Culture	9/7/17	10/31/17	Attendance PLC, Guidance Counselors, Data Coordinator
13	1	Employ the use of the Parent Academy to support and educate parents in positive, social, and academic behaviors.	8 - Family and Community Engagement	11/7/17	1/31/18	School Administration, C&I Supervisor, Director of Curriculum and Instruction

Step Numbe	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
14	2	PLC, Department, and Grade Level meetings and agendas, monitoring of teachers, and analysis of data action steps.	7 - Effective Use of Time	11/7/17	1/31/18	Principal, Vice Principal, C&I Supervisor
15	2	Classroom observations (through walkthroughs and formal observations) of systems implemented. Analyze data from walkthroughs and provide differentiated feedback and supports.	6 - Enabling the Effective Use of Data	11/7/17	1/31/18	School Administration
16	2	Analysis of ELA and Math assessments, LinkIt Benchmarks, and classroom level data to provide specific supports and interventions through RTI, I&RS, and Instructional Specialists	6 - Enabling the Effective Use of Data	11/7/17	1/31/18	School Admin, Data Coordinator, Instructional Specialists
17	2	Data driven, differentiated supports will be provided to the students including Restorative Practices	6 - Enabling the Effective Use of Data	11/7/17	1/31/18	School Admin, Data Coordinator, Instructional Specialists
18	3	Students will be rewarded with positive behavior rewards in a public ceremony and through daily announcements held during school.	2 - School Climate and Culture	11/7/17	1/31/18	PBSIS Team, Data Coordinator
19	3	Weekly review of chronic absentee student data. Data Coordinator and Guidance Counselors will provide follow up to staff regarding latests data and develop strategies accordingly based on findings.	6 - Enabling the Effective Use of Data	11/7/17	1/31/18	Data Coordinator, Guidance Counselors
20	3	Attendance PLC will continue the Attendance Initiative and monitor homerooms that have perfect attendance. Students who's homeroom that has perfect attendance will be rewarded with a prize in a public ceremony and morning daily announcements.	2 - School Climate and Culture	11/7/17	1/31/18	Attendance PLC, Guidance Counselors, Data Coordinator

Step Numbe	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
21	1	Employ the use of the Parent Academy to support and educate parents in positive, social, and academic behaviors.	8 - Family and Community Engagement	2/6/18	3/30/18	School Administration, C&I Supervisor, Director of Curriculum and Instruction
22	2	PLC, Department, and Grade Level meetings and agendas, monitoring of teachers, and analysis of data action steps.	7 - Effective Use of Time	2/6/18	3/30/18	Principal, Vice Principal, C&I Supervisor
23	2	Classroom observations (through walkthroughs and formal observations) of systems implemented. Analyze data from walkthroughs and provide differentiated feedback and supports.	6 - Enabling the Effective Use of Data	2/6/18	3/30/18	School Administration
24	2	Analysis of ELA and Math assessments, LinkIt Benchmarks, and classroom level data to provide specific supports and interventions through RTI, I&RS, and Instructional Specialists	6 - Enabling the Effective Use of Data	2/6/18	3/30/18	School Admin, Data Coordinator, Instructional Specialists
25	2	Data driven, differentiated supports will be provided to the students including Restorative Practices	6 - Enabling the Effective Use of Data	2/6/18	3/30/18	School Admin, Data Coordinator, Instructional Specialists
26	3	Students will be rewarded with positive behavior rewards in a public ceremony and through daily announcements held during school.	2 - School Climate and Culture	2/6/18	3/30/18	PBSIS Team, Data Coordinator
27	3	Weekly review of chronic absentee student data. Data Coordinator and Guidance Counselors will provide follow up to staff regarding latests data and develop strategies accordingly based on findings.	6 - Enabling the Effective Use of Data	2/6/18	3/30/18	Data Coordinator, Guidance Counselors

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Step Numbe	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
28	3	Attendance PLC will continue the Attendance Initiative and monitor homerooms that have perfect attendance. Students who's homeroom that has perfect attendance will be rewarded with a prize in a public ceremony and morning daily announcements.	2 - School Climate and Culture	2/6/18	3/30/18	Attendance PLC, Guidance Counselors, Data Coordinator
29	1	Employ the use of the Parent Academy to support and educate parents in positive, social, and academic behaviors.	8 - Family and Community Engagement	4/17/18	6/22/18	School Administration, C&I Supervisor, Director of Curriculum and Instruction
30	2	PLC, Department, and Grade Level meetings and agendas, monitoring of teachers, and analysis of data action steps.	7 - Effective Use of Time	4/17/18	6/22/18	Principal, Vice Principal, C&I Supervisor
31	2	Classroom observations (through walkthroughs and formal observations) of systems implemented. Analyze data from walkthroughs and provide differentiated feedback and supports.	6 - Enabling the Effective Use of Data	4/17/18	6/22/18	School Administration
32	2	Analysis of ELA and Math assessments, LinkIt Benchmarks, and classroom level data to provide specific supports and interventions through RTI, I&RS, and Instructional Specialists	6 - Enabling the Effective Use of Data	4/17/18	6/22/18	School Admin, Data Coordinator, Instructional Specialists
33	2	Data driven, differentiated supports will be provided to the students including Restorative Practices	6 - Enabling the Effective Use of Data	4/17/18	6/22/18	School Admin, Data Coordinator, Instructional Specialists
34	3	Students will be rewarded with positive behavior rewards in a public ceremony and through daily announcements held during school.	2 - School Climate and Culture	4/17/18	6/22/18	PBSIS Team, Data Coordinator

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
35	3	Weekly review of chronic absentee student data. Data Coordinator and Guidance Counselors will provide follow up to staff regarding latests data and develop strategies accordingly based on findings.	6 - Enabling the Effective Use of Data	4/17/18	6/22/18	Data Coordinator, Guidance Counselors
36	3	Attendance PLC will continue the Attendance Initiative and monitor homerooms that have perfect attendance. Students who's homeroom that has perfect attendance will be rewarded with a prize in a public ceremony and morning daily announcements.	2 - School Climate and Culture	4/17/18	6/22/18	Attendance PLC, Guidance Counselors, Data Coordinator

Budget Items

SMART Goal 3

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Safer Saner Schools Program-Restorative Practices	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$32,829	Federal Title I (Interventions
4	Student prizes for PBSIS programs	INSTRUCTION - Supplies & Materials / 100-600	$2,000	Federal Title I (Interventions

SMART Goal 4

Performance

Strategy 1:

Turnaround Principle: 0 - --

Strategy 2:

Turnaround Principle: 0 - --

Strategy 3:

Turnaround Principle: 0 - --

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Sources of Evidence
EOC 1		
EOC 2		
EOC 3		

End of Cycle	Interim Goal	Sources of Evidence
EOC 4		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2017-2018

Regional
ACHIEVEMENT CENTERS

Collaboration
Coaching
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Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category /	Funding Requested	Funding Resource
Blended funds	7/3/17	6/29/18	Business Admin	INSTRUCTION - Personnel Services - Salaries / 100-100	$650,000.00	Federal Title I (School

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Intervention	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Aloocated to School	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	0	283780	0	0	0	283780
INSTRUCTION	Purchased Professional & Technical Services	100-300	0	32829	0	0	0	32829
INSTRUCTION	Other Purchased Services	100-500	0	0	0	0	0	0
INSTRUCTION	Supplies & Materials	100-600	0	2000	0	0	0	2000
INSTRUCTION	Other Objects	100-800	0	0	0	0	0	0
INSTRUCTION	Sub-total		0	318609	0	0	0	318609
SUPPORT SERVICES	Personnel Services - Salaries	200-100	0	0	0	0	0	0
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	0	0	0	0	0	0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	0	0	0	0	0	0
SUPPORT SERVICES	Purchased Property Services	200-400	0	0	0	0	0	0
SUPPORT SERVICES	Other Purchased Services	200-500	0	0	0	0	0	0
SUPPORT SERVICES	Travel	200-580	0	0	0	0	0	0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Intervention	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Aloocated to School	TOTAL
SUPPORT SERVICES	Supplies & Materials	200-600	0	0	0	0	0	0
SUPPORT SERVICES	Other Objects	200-800	0	0	0	0	0	0
SUPPORT SERVICES	Indirect Costs	200-860	0	0	0	0	0	0
SUPPORT SERVICES	Sub-total		0	0	0	0	0	0
FACILITIES	Buildings	400-720	0	0	0	0	0	0
FACILITIES	Instructional Equipment	400-731	0	0	0	0	0	0
FACILITIES	Noninstructional Equipment	400-732	0	0	0	0	0	0
FACILITIES	Sub-total		0	0	0	0	0	0
Total Cost			0	318609	0	0	0	318609

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions Reserve)	Federal Title 1 (School allocation) Total	TOTAL
Included in SMART Goal Pages	318609	0	318609
Other Title 1 Expenditures	0	650000	650000
Total	318609	650000	968609

Regional **A**CHIEVEMENT CENTERS | Collaboration Coaching Coherence

Confirmation Page

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

Completed By: Joe LaRocca

Date: 2017-06-21