

Gregory

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210210

# School Improvement Plan 2016-2017

## School Improvement Plan Committee Members

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
Guidance Counselor	Shavonne Carter	Yes	Yes	Yes		
Teacher	Jennifer Garcia	Yes	Yes	Yes		
Teacher	Denise Hallinan	No	Yes	Yes		
Physical Education Teacher	Keith Powers	Yes	Yes	Yes		
Special Education Teacher	Glynis Spencer	Yes	Yes	Yes		
Paraprofessional	Beverly Phillips-Crawford	Yes	Yes	Yes		
Parent Liasion	Darlene McKnight	Yes	Yes	Yes		
Principal	Rachel Marianno	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
Math Lead	Sarah Stilwell	Yes	Yes	Yes		
Intervention Teacher	Cheryl Ross	No	Yes	Yes		
PBSIS Lead & Spec. Ed Teacher	Jacqueline Rice	Yes	Yes	Yes		
PBSIS Lead & Teacher	Lindsay Bernstein	Yes	Yes	Yes		
Literacy Lead	Cassandra Holcomb	Yes	Yes	Yes		
RAC Literacy Specialists	Stephanie Washam	Yes	Yes	Yes		
RAC Mathematics Specialists	Erin Johansen	Yes	Yes	Yes		
RAC Executive Director	Louis Branender	Yes	Yes	Yes		

## SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
05/18/2016	Quality School Review / Needs Assessment	Yes	No
04/11/2016	Quality School Review / Needs Assessment	Yes	Yes
03/14/2016	Quality School Review / Needs Assessment	Yes	Yes
02/29/2016	Quality School Review / Needs Assessment	Yes	Yes
02/22/2016	Quality School Review / Needs Assessment	Yes	Yes
05/11/2016	Quality School Review / Needs Assessment	Yes	Yes
06/08/2016	Data Review and Analysis	Yes	No
06/06/2016	Data Review and Analysis	Yes	No
06/10/2016	Plan Development	Yes	No

## Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	1	School leader has a vision of the direction in which to lead the school.	<p>All stakeholders need to ensure alignment of their teaching practices and rituals with the coherent school vision.</p> <p>A walkthrough schedule that focuses on monitoring and supporting instructional decisions made by teachers needs to be developed, adhered to, and tracked.</p> <p>Parts of the building need to be addressed in regard to overall cleanliness.</p> <p>Although the building expectations and procedures are written in the Culture and Climate Plan and articulated by the Leadership Team, they need to be implemented by all school staff.</p>
	2	2	The School Leadership Team uses data points to base decisions regarding professional development and instructional support.	
	3	2	The school leader fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately.	
	4	2	The school leader provides relevant, meaningful feedback and support based on observations.	
	5	2		
	6	2		
	7	2		
	8	2		
	9	2		
	10	2		
<b>Total</b>		19		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	1	<p>Community building morning meetings that take place weekly encourage a positive instructional environment. In the Emotional Environment domain, the students have the opinion that the teachers really care about them (76%) and that the teachers want them to do better in class (82.4%).</p> <p>A well developed Climate and Culture Plan exists with a system of rewards and incentives. School Leadership Sub-Committees are in place to address Culture and Climate concerns, i.e., attendance, safety, uniform compliance, PBSIS.</p> <p>Most staff members are continuously engaged in professional development to promote instructional improvement.</p> <p>Displayed student work reflects alignment to the standards and specific teacher feedback based on rubrics.</p>	<p>Implement 2nd Step Program with consistency and fidelity so it becomes part of the culture throughout the building.</p> <p>Increase the practice of utilizing classroom behavior interventions that result in keeping students in class and learning.</p> <p>Displayed student work needs to consistently reflect high teacher expectations.</p> <p>While a clear behavior system of school and classroom procedures, rewards and consequences is outlined in the Climate and Culture Plan, it is not fully and consistently implemented by all staff members.</p> <p>Data indicate large numbers of students are reported to the office as discipline referrals.</p> <p>Data in the Student Relationships domain indicate a low perception of positive relationships from student to student. Students express that they perceive favoritism occurs.</p> <p>Regarding the staff, the Emotional Environment domain score was low. 1/3 of the staff chose not to agree that there are close relationships among the teachers.</p>
	2	2		
	3	2		
<b>Total</b>		5		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
3 - Effective Instruction	1	3	<p>Most teachers post student learning objectives that are specific, measurable, and aligned to Core Content Standards.</p> <p>Number Talks are implemented to some degree in each classroom.</p> <p>Some classes demonstrate grade level appropriate rigor, however it is not the norm throughout all classes.</p> <p>There is some evidence that teachers are planning for small group instruction aligned to the learning objective.</p>	<p>Some classes demonstrate grade level appropriate rigor, however it is not the norm throughout all classes. There is a need to ensure that students are provided grade level appropriate and engaging assignments during small group instruction.</p> <p>While pockets of teachers are implementing best-practice instructional strategies, this is not pervasive school-wide. Instructional decisions, including student grouping, differentiation, and targeting for intervention are not continuously based on multiple forms of data, including observations, CFUs, and interim and formative assessments.</p>
	2	2		
	3	2		
	4	2		
	5	2		
	6	2		
<b>Total</b>		13		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	2	<p>Teachers are using the assessments/benchmarks required by the district.</p> <p>Students who are multiple grade levels behind are identified.</p> <p>Curriculum resources and 21st century technology is available to staff and students on a regular basis.</p> <p>Groups of teachers are beginning to develop grade level assessments focused on the data from end of unit assessments.</p> <p>PLCs have worked to improve effective student engagement strategies that are aligned with the work of Marzano and Tate.</p> <p>The Road to Success data from the spring walkthroughs as compared to the fall data showed overall growth particularly in the areas of print environment, student engagement, expectations of students, and rigor and standards.</p>	<p>Quality of feedback being given to students is not consistent.</p> <p>Consistent collection and use of data, to make instructional decisions on an on-going basis, is needed.</p> <p>With limited Tier 3 intervention services, additional professional development on Tier 1 and Tier 2 intervention strategies is needed for all teachers.</p> <p>The practice of constructing and administering grade level common formative assessments for ELA and math needs to be further developed.</p>
	2	2		
	3	2		
	4	3		
	5	2		
<b>Total</b>		11		
5 - Effective Staffing Practices	1	2	<p>Survey was given to all staff to inform professional development needs.</p> <p>As part of the hiring process, demonstration lessons by teacher candidates have been used, and staff members have been involved in the process.</p>	<p>Provide professional development in de-escalation strategies and building a positive school and classroom environment.</p>
	2	2		
	3	2		
	4	2		
	5	3		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
<b>Total</b>		11		
6 - Enabling the Effective Use of Data	1	2	<p>The leadership team is using data points to base decisions and develop school support.</p> <p>Data is discussed at PLC meetings.</p> <p>Based on data, a focus for parent engagement has been on ways to support their children with geometry.</p> <p>Data walls in the conference room where PLCs are held, are current.</p> <p>The School Leadership Team uses protocols to review data on achievement and to plan next steps for improvement.</p>	<p>Data meetings are consistently held and use the appropriate data points, but next steps need to be systematically developed to drive instruction. Use of data is not consistent across all classrooms. Data management systems are in place but not actively used by all stakeholders to plan for instruction and to proactively address the behavioral needs of students. The system developed to routinely review accurate data on attendance and office referrals must become the culture of the school, so that students can be identified and interventions can be planned in an on-going, consistent, and effective manner.</p> <p>The plan created by the "Culture &amp; Climate Team 2" to address students must be implemented fully by all team members. A plan to address excessive staff absences may greatly reduce staff absences.</p>
	2	2		
	3	2		
<b>Total</b>		6		
7 - Effective Use of Time	1	2	<p>The master schedule allows for grade level meetings to be held weekly.</p> <p>An after school program is beginning on April 18th and plans for a summer program are being developed.</p>	<p>An alternative plan needs to be developed to address the instructional time lost when students are referred to the office for disciplinary issues.</p>
	2	2		
	3	3		
<b>Total</b>		7		



Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
8 - Family and Community Engagement	1	2	Mother & father programs, that address instruction and social-emotional supports, are held throughout the school year. The school has partnered with community groups to provide academic and other support and resources for struggling students and families.	The need for a community school concept is supported by multiple points of data, i.e., attendance, I&RS, discipline, and academic data. Networking with community groups and families of students who are struggling academically and/or socially should be continued and increased.
	2	2		

**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 intervention?	Measurable Outcomes	Document of Effective Outcomes
Intervention Pull-Out	ELA (Cusp Students Grades 2 through 5)	No	Intervention, T.I.P. (Targeted Intervention Period), was provided to students (based on teacher recommendation and a developed criterion) in a small group setting to support individual student needs via targeted instruction in ELA in grades 2-5. Grades 3-5 were given a pre-test to identify the skills of target and a posttest to evaluate the effectiveness of the intervention provided on each grade level.	Students that completed a consistent 6-8 week cycle of intervention showed marked progress. On average in grade 3, scores increased by 35%; in grade 4, scores increased an average of 22%; and in grade 5, there was an average of 27% growth in ELA. In grade 2, the goal was to work on increasing vocabulary and to use Lexia to target the needed reading/writing skills. On average, second graders moved up at least two levels on Lexia. Student average of vocabulary assessments was an 85%. Overall, all students that attended T.I.P. consistently made progress and great strides to achieve on level placement
Reflex Math Program	Math (Grades 1 through 5)	Yes	Fluency Growth By Grade Level Grade 1: 34% Grade 2: 41% Grade 3: 48% Grade 4: 31% Grade 5: 20%	Reflex Reports

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
Lexia Reading Program	Reading (Grades (K through 5)	Yes	Movement In/Above Grade Level Grade K: 47% Grade 1: 31% Grade 2: 20% Grade 3: 17% Grade 4: 12% Grade 5: 9%	Lexia reports
After School Program (2014-2015)	ELA & Math	Yes	Before School- Teacher A-44% growth; Teacher B- 54% growth; Teacher C- 66% growth; Teacher D- 66% growth After School Program: Teacher E- 71%; Teacher F- 55%; Teacher G- 50%; Teacher H- 77%; Teacher I- 55%; Teacher J- 50%	Lexia and iXL Reports

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

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	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	<b>School-wide ELA</b>	5.6%	# of Students Meeting or Exceeding Expectations in ELA: Grade 4: 6 Grade 5: 1 # of Students Meeting or Exceeding Expectations in Math: Grade 4: 12 Grade 5: 3	* Data for Gregory School (pre-populated) does not include Monument School students who merged with Gregory 2015-2016 school year. *When that data is included as reflected in EdConnect our ELA data is 5.4% proficient, which is 8.2% below the District *Math date is 10.1% proficient which is 2.6% above the District  * The overall ELA State proficiency is 3rd - 44%, 4th - 51%, 5th - 52%  *The overall Math State proficiency is 3rd - 45%, 4th - 41%, 5th - 41%  *11 out of 83 5th graders had 3 or more disciplinary infractions from September
		<b>School-wide Math</b>	2.8%		
		<b>School-wide Algebra 1</b>			
		<b>School-wide Algebra 2</b>			
		<b>School-wide Geometry</b>			

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
					to December 2015. *In ELA 4/11 students scored Level 1 *In ELA 6/11 students scored Level 2 *In ELA 1/11 scored Untested
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level	<b>Student Growth in Language Arts</b>	47.0		The data represents typical growth in ELA and Math.
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	<b>Student Growth in Math</b>	35.0		



Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data necessary)			Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Grade	Fall Scores	Winter ± Change	
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	K	54.8%	86%	0%	94%	94.74%	K	N/A	43.0%	Kindergarten: Students are showing steady growth from units 1 through 4. Grade 1: Students are showing steady growth from units 1 through 4. Grade 2: As the units go on and the content gets more challenging student scores are dropping steadily by approximately 10% each unit. Grades 3 to 5: Students are constantly performing below grade level. Unit 2 scores in all three-grade levels increase, however unit 3 scores decrease. Overall: There is a huge drop off in scores starting in grade 2 and continuing through 5th grade.
		1	38%	63%	0%	84%	75%	1st	54.00%	57.0%	
		2	82.7%	75%	64%	0%	61.63%	2nd	38.30%	26.0%	
		3	6.1%	37%	12%	0%	6.58%	3rd	35.10%	28.0%	
		4	17.3%	20%	16%	0%	10%	4th	42.10%	37.0%	
		5	12.7%	34%	11%	0%	4.11%	5th	38.10%	31.0%	
		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 necessary)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5		
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	K	82.2%	81%	0%	78%	0%		Kindergarten: Students are showing constant scores around the 80% mark. Grade 1: Students are showing steady growth from units 1 through 4. Grades 2 to 5: Students are constantly performing below grade level. Overall: There is a huge drop off in scores starting in grade 2 and continuing through 5th grade.
		1	31.5%	66%	0%	93%	91.43%		
		2	42.2%	57%	34%	0%	30.86%		
		3	7.1%	18%	23%	0%	21.67%		
		4	3.8%	18%	45%	0%	13.04%		
		5	0%	3%	8%	0%	2.74%		
		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 necessary)	Observations / Trends
ACCESS for ELLs	Student performance of English Language Learners. (Grades K-12) *Identity school level AMAO *Identify patterns by grade level			

<b>CLIMATE &amp; CULTURE</b>				
<b>Data Source</b>	<b>Factors to Consider</b>	<b>Your Data (Pre-populated where possible)</b>	<b>Your Data (Provide any additional data necessary)</b>	<b>Observations / Trends</b>
Enrollment	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup		Our school population nearly doubled this year due to Monument School closing and merging with Gregory.  Average Daily Attendance Rate Gregory 92.36% District 91.49%  Special Education Enrollment Gregory 9.93% School District 17.00%	Our primary grades are our largest growing population. In the fall we added an additional kdg class. The increased population has contributed to a significant rise in behavior concerns. Many of our students are exhibiting behaviors that suggest an urgent need for behavior and social emotional on site support. Last year, we drastically reduced our suspensions. This year, we drastically increased suspensions. The level 2 and 3 offenses made it difficult to avoid suspension without violating the Code of Conduct. Our special education referrals have increased, with a majority of the referrals originating from parents. Most of the parent referrals are from the primary grades.

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions		Monthly Attendance Sept 94% Oct. 93% Nov 93% Dec 92% Jan 92% Feb 92% Mar 92% Apr. 92%	Kindergarten has the lowest average daily attendance. Excluding Kindergarten and generally speaking, homeroom teachers who have a low referral submission rate have a higher average daily student attendance. Next year it would be good to see if there is a correlation between those teachers who consistently use 2nd Steps and low referral submission rates.

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions		Chronic Attendance Rate Gregory 27% District 28.91%  Average Daily Attendance By Grade 1st Column is Gregory. The 2nd Column is the district. Kdg. 90% 92% 1st 91% 93% 2nd 94% 93% 3rd 93% 94% 4th 93% 93% 5th 93% 94%  Average Daily Attendance Subgroups Female 93% Male 92% Spec. Ed 91.6% Asian 91.8% Black 92.7% Hispanic 93.3%	<p>Our Chronic Attendance Rate is 1% below the District Rate. With the assistance of a Parent Liaison to help us track and implement with fidelity the practices created by Culture &amp; Climate 2 we will have the ability to greatly reduce our chronic attendance rate.</p> <p>With the exception of kindergarten our Average Daily Attendance by grade is not significantly below the district but any deficit is a need for intervention. Even when we consider kdg the deficit is only 2%. Closing a 2% gap is doable in one year. With the assistance of a Parent Liaison attentive to helping us track and implement with fidelity the practices created by Culture &amp; Climate 2 we have the ability to greatly reduce our chronic attendance rate.</p>

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
Attendance Rate (Staff)	<p>The average daily attendance for staff</p> <ul style="list-style-type: none"> <li>*Identify patterns by grade</li> <li>*Identify chronic absenteeism</li> <li>*Identify reasons for absenteeism</li> </ul>		<p>The District Average Daily Attendance is 91.73%</p>	<p>Discipline referrals increase when our attendance rate for staff is low. Mondays and Fridays tend to be our lowest attendance rate for staff. Our fill rate for teacher absence on an average is less than 50%. On these days our student discipline issue increase significantly.</p> <p>This year we had 8 staff members on long term absences. 6 out of the 8 long term absences were teacher long term absences.</p>

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidences *Identify patterns by subgroup *Identify chronic offenders		Monthly Attendance Sept 94% Oct. 93% Nov 93% Dec 92% Jan 92% Feb 92% Mar 92% Apr. 92%	Many of our infractions are fighting. When students fight and teachers intervene, in the process of intervening a student without intending to, hits a staff member. Staff consider this assault and therefore will request the maximum suspension as per the Code of Conduct or an official documentation of "assault". These actions impact safety and staff attendance. Additionally, we receive many students who are in need of services that are not currently provided at Gregory School. Many of these students are new admits and others are returning to TBOE but are still in need of re-evaluation. The students remain at Gregory while these services are properly aligned, in the process the students exhibit behaviors such as the one described above or other level 3 offenses that warrant the maximum suspension as per



Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				<p>the Student Code of Conduct. Lastly, the lack of consistency in security staffing contributes greatly to maintaining stability in common areas.</p> <p>Administration requested and was granted the transfer of 3 officers due to performance concerns. We did not have one officer that remained with us for the entire year.</p>

Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data necessary)	Observations / Trends
		Domain	ES	MSHS	Parents	Staff		
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%		
		Physical Environment	71.2	0	81	48.8		
		Teaching and Learning	76.5	0	74.9	55.6		
		Morale in School Comm.	74.7	0	71.8	44.3		
		Student Relationships	45.8	0	71.8	46.5		
		Parental Support	97.5	0	81.1	55.8		
		Safety	72.6	0	70.6	63.5		
		Emotional Environment	63.3	0		46.9		
		Administrative Support				59.3		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data necessary)	Observations / Trends
		Domain	ES	MS	Parents	Staff		
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	Admin Leadership						
		Climate and Culture						
		Effective Instruction						
		Curriculum, Instruction and Intervention						
		Effective Staffing Practices						
		Professional Development						
		Parent and Community Engagement						

<b>COLLEGE &amp; CAREER READY</b>					
<b>Data Source</b>	<b>Factors to Consider</b>	<b>Your Data (Pre-populated where possible)</b>		<b>Your Data (Provide any additional data necessary)</b>	<b>Observations / Trends</b>
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)	<b>2015 Adjusted Cohort Grad Rate</b>			
		<b>2014 Adjusted Cohort Grad Rate</b>			
		<b>2013 Adjusted Cohort Grad Rate</b>			
		<b>2012 Adjusted Grad Cohort Rate</b>			
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	<b>2014 - 2015</b>	<b>% of Students</b>		
		Participating in SAT			
		Participating in ACT			
		Participating in PSAT or PLAN			
		# of Students scoring above 1550			

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Algebra	2014 - 15 data provided. Please provide 2015 - 16 data if possible.	# of 8th grade students enrolled in Algebra 1			
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

**EVALUATION INFORMATION**

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	<b>% of teachers on CAP YTD</b>		26 Teachers in the Highly Effective Range 3.5 - 4.0  12 Teachers in the Effective Range 2.65 - 3.49  5 Teachers in the Partially Effective Range 1.85 -2.64	Referrals are in greater number from those teachers that are on CAP. This suggest that professional development in classroom management is a high priority and must continue. Formal and informal observations suggest that there is a lack of a thorough understanding of authentic student engagement and therefore it is necessary that we continue our professional development and book studies in these areas.

<b>OTHER INDICATORS</b>			
<b>Data Source</b>	<b>Factors to Consider</b>	<b>Your Data (Provide any additional data necessary)</b>	<b>Observations / Trends</b>
Math Reports	The challenges for facilitating academic growth with students who enter primary grades with significant reading deficits	Fluency Growth By Grade Level Grade 1: 34% Grade 2: 41% Grade 3: 48% Grade 4: 31% Grade 5: 20%	Despite deficits the fluency rate increases steadily in grades 1 - 3. The
Lexia Reports	Are the deficits in 3 - 5 grade Lexia usage a true reflection in student deficits in phonemic awareness or are the deficits a lack of creating a seriousness of purpose in using Lexia with these grade levels?	Movement In/Above Grade Level Grade K: 47% Grade 1: 31% Grade 2: 20% Grade 3: 17% Grade 4: 12% Grade 5: 9%	Are we accurately accessing the reading performance of our Kdg

## Root Cause Analysis

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
ELA & Literacy (TP3, TP4) (Includes Social Studies & Science)	According to the Winter 2016 DRA administration 37% of Gregory students were on/above grade level. 63% were below grade level.	Barriers that prevent full implementation of school ELA initiatives (ie. time constraints, accountability, student behavior, ownership).  Lack of fidelity to the full implementation to the Literacy Block	Teachers Students	1 Use PLC periods 1 time a month to engage teachers in planning and adjusting instruction by breaking down standards, designing learning, and looking at student work	4 - Curriculum, Assessment and Intervention System
				2 Develop, implement, and monitor targeted Guided Reading/Leveled Small groups according to student instructional levels as measured by DRA and formative assessments meeting with each group a minimum of 3x per week	6 - Enabling the Effective Use of Data
				3 Develop, implement, and monitor teacher practice in close reading and writing in response to text strategies in all ELA, Science, and Social Studies Classrooms	3 - Effective Instruction



Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Math (TP3, TP4)	90% of all students in grades 3-5 scored below proficient on the (2014-2015) Math PARCC Assessment.	Barriers that prevent full implementation of school Math initiatives (ie. time constraints, accountability, student behavior, ownership).  Lack of fidelity to the full implementation to the Math Block.	Teachers Students	1 Analysis of student work to inform teacher planning and instruction for all students within the class through the use of the Standards Based Tasks and Assessments	4 - Curriculum, Assessment and Intervention System
				2 Development of teacher practice on ensuring the Common Core State Standards are taught and learned through professional development followed by a consistent process of walkthroughs, feedback and targeted support	3 - Effective Instruction
				3 Implementation of Number Talks that follows a cycle of professional development which consists of walkthroughs, feedback and targeted support to improve instruction as related to Number Sense	6 - Enabling the Effective Use of Data

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Climate & Culture (TP2)	The average school-wide daily referral rate received by administration has increased from 20 per day to nearly 35 per day. There exists a need to increase consistency of all stakeholders to buy into a clearly identified social network in order to provide academic, social and emotional/behavioral support. There also exists the need for staff support in adhering to and being trained in the school's PBIS guidelines for setting specific behaviors as well as the implementation of the 2nd Step Program. QSR data shows that the perception of social/emotional relationships is low in regards to student-student, teacher-student relationships as well as those among teachers.	All stakeholders are not fully invested into the current systems due to one or more of the following, a lack of accountability, and lack of commitment or understanding. Developing a system in which we can enlist personnel to facilitate, manage, track or analyze behaviors that adversely affect a safe, orderly an equitable learning environment Emotional supports are not adequate in meeting the needs of all students. There is a lack of professional development to empower the school community in order to effectively de-escalate and eradicate negative behaviors. A large percentage of these negative behaviors are attributed to the various social/emotional needs of our student population. Moreover there exists staff hesitancy to embrace tasks that may not neatly align with prior perceptions of what is needed to solve our culture & climate concerns	All Stakeholders	1	Full implementation of the PBIS program that shall include: staff professional development, online book study, school-wide PBIS assemblies, Kick Off materials and stakeholder (student/staff/parent) incentives.	2 - School Climate and Culture
				2	Include in the school calendar more activities that foster healthy relationships in order to unify students, staff, and families to increase the academic, social, and emotional welfare of all students.	2 - School Climate and Culture
				3	Seek and retain an outside behavioral health agency that will work on-site with our Tier 3 students with chronic discipline concerns and support teachers.	6 - Enabling the Effective Use of Data
Select From List				1		0 - --
				2		0 - --
				3		0 - --

## SMART Goal 1

By June 2017, Gregory Elementary School will implement the Balanced Literacy Block in accordance with the instructional framework with fidelity in most classrooms which will result in a 10% increase in the percentage of students reading at/above grade level targets in grades 1-5 according to data set in October 2016.

**Performance Challenge:** According to the Winter 2016 DRA administration 37% of Gregory students were on/above grade level. 63% were below grade level.

**Strategy 1:** Use PLC periods 1 time a month to engage teachers in planning and adjusting instruction by breaking down standards, designing learning, and looking at student work

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

**Strategy 2:** Develop, implement, and monitor targeted Guided Reading/Leveled Small groups according to student instructional levels as measured by DRA and formative assessments meeting with each group a minimum of 3x per week

Turnaround Principle: 6 - Enabling the Effective Use of Data

**Strategy 3:** Develop, implement, and monitor teacher practice in close reading and writing in response to text strategies in all ELA, Science, and Social Studies Classrooms

Turnaround Principle: 3 - Effective Instruction

**Target Population:** Teachers  
Students

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By October 2016, 100% of students will have been base-lined to determine their DRA level and goals set for individual growth for the school year. 70% of ELA classrooms will be implementing Guided Reading during the block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0.	DRA Scores, Walkthrough Data, Student/Teacher DRA Goal Tracking Sheets

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	By January 2017, 80% of ELA classrooms will be implementing Guided Reading during the block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0. 65% of students will reach their interim DRA level set in October 2016	DRA Scores, Walkthrough Data, Student/Teacher DRA Goal Tracking Sheets
EOC 3	By March 2017, 90% of ELA classrooms will be implementing Guided Reading during the block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0. 80% of students in grades K-2 receiving Tier 3 intervention will meet their individual intervention goals.	DRA Scores, Walkthrough Data, Student/Teacher DRA Goal Tracking Sheets
EOC 4	By June 2017, Gregory Elementary School will implement the Balanced Literacy Block in accordance with the instructional framework with fidelity in most classrooms which will result in a 10% increase in the percentage of students reading at/above grade level targets in grades 1-5 according to data set in October 2016.	DRA Scores, Walkthrough Data, Student/Teacher DRA Goal Tracking Sheets

## Action Steps

### SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Develop a staff survey with a menu of options to determine the needs for professional development in ELA instruction (content/strategies)	7 - Enabling the Effective Use of Data	9/1/16	10/31/16	Literacy Coach
2	2	Extended day and in-school intervention program for at risk students (2 or more years behind) if funds become available.	4 - Effective Instruction	10/1/16	6/30/17	Principal
3	2	Use of Lexia and Journeys for tier 2 intervention	4 - Effective Instruction	9/1/16	6/30/17	Literacy Coach
4	1	Provide teachers with on-going PD on the analysis of Lexia data and Journey's intervention program	6 - Effective Staffing Practices	10/1/16	6/30/17	Literacy Coach

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	2	Find children's books that align with the beginning of the year PBSIS setting expectations- rituals and routines to be used during the ELA read aloud to support the balanced literacy block and guided reading strategies	2 - School Leadership	9/1/16	10/31/16	Literacy Coach
6	3	Develop a cohort of teachers to participate in a book study on guided reading and/or close reading strategies to turn-key information to whole staff	3 - School Climate and Culture	11/1/16	12/30/16	Literacy Coach
7	2	Provide staff with professional development on Guided Reading- small group instruction and DRA reading goals for students	3 - School Climate and Culture	11/1/16	12/30/16	Literacy Coach
8	1	Assess and monitor the school with classroom visits to determine what teachers are successfully implementing during Guided Reading/ Lexia in their classroom at least 3 times a week and provide teachers with feedback	4 - Effective Instruction	10/1/16	6/30/17	Principal and Literacy Coach
9	1	Provide staff with professional development on running records data analysis.	3 - School Climate and Culture	11/1/16	6/30/17	Literacy Coach
10	3	Utilize PLC time to review Close Reading strategies with staff and how to integrate those strategies in Science and Social Studies	3 - School Climate and Culture	1/1/17	6/30/17	Literacy Coach
11	2	Continue our partnership with CCFA and the development of our annual Read to Achieve Event to support guided reading	8 - Effective Use of Time	9/1/16	6/30/17	Principal and Literacy Coach
12	2	Provide teachers with support with district Literacy Expo	1 - --	1/1/17	6/30/17	Literacy Coach
13	1	Utilize a looking at student work protocol monthly to analyze the consistency of grading and ensure alignment to the CCSS	6 - Effective Staffing Practices	11/1/16	6/30/17	Principal
14	1	Create and implement common formative assessments for each grade level utilizing edconnect	4 - Effective Instruction	11/1/16	6/30/17	Principal
15	1	Develop a calendar of when professional development can be provided for the school year aligned with the units of instructions	1 - --	9/1/16	10/1/16	Literacy Coach, Principal
16	2	Purchase computers and related supplies to support effective technology integration in all classrooms as well as to support student learning in extended day programs.	3 - School Climate and Culture	3/1/17	5/31/17	Principal

## Budget Items

### SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Literacy Leader Position Cassandra Holcomb	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$100,039	Federal Title I (School Allocation)
2	Extended Day Intervention Program	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000	Federal Title I (School Allocation)

## SMART Goal 2

By June 2017, students in grades 3-5 will increase an average of 10% points on the Numbers and Operations in Base Ten (NBT) standards as compared to the 2016 PARCC.

**Performance Challenge:** 90% of all students in grades 3-5 scored below proficient on the (2014-2015) Math PARCC Assessment.

**Strategy 1:** Analysis of student work to inform teacher planning and instruction for all students within the class through the use of the Standards Based Tasks and Assessments

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

**Strategy 2:** Development of teacher practice on ensuring the Common Core State Standards are taught and learned through professional development followed by a consistent process of walkthroughs, feedback and targeted support

Turnaround Principle: 3 - Effective Instruction

**Strategy 3:** Implementation of Number Talks that follows a cycle of professional development which consists of walkthroughs, feedback and targeted support to improve instruction as related to Number Sense

Turnaround Principle: 6 - Enabling the Effective Use of Data

**Target Population:** Teachers  
Students

## Interim Goals

### SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	At least 55% of students in grades 1-2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards At least 20% of students in grades 3-5 will score proficient on the district common assessment standards as related to Number and Operations in Base Ten	District Common Assessment Data



End of Cycle	Interim Goal	Sources of Evidence
EOC 2	At least 15% of students in grades K-2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards At least 25% of students in grades 3-5 will score proficient on the district common assessment standards as related to Number and Operations in Base Ten	District Common Assessment Data
EOC 3	At least 20% of students in grades K-2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards At least 30% of students in grades 3-5 will score proficient on the district common assessment standards as related to Number and Operations in Base Ten	District Common Assessment Data
EOC 4	By June 2017, students in grades 3-5 will increase an average of 10% points on the Numbers and Operations in Base Ten (NBT) standards as compared to the 2016 PARCC.	District Common Assessment Data; PARCC Data

## Action Steps

### SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Develop a staff survey with a menu of options to determine the needs for professional development in Math instruction (content/strategies)	3 - School Climate and Culture	9/1/16	10/8/16	Math Leader
2	2	Extended day and in school intervention program for at risk students (2 or more years behind) if funds become available.	4 - Effective Instruction	9/1/16	6/30/17	Principal
3	3	Utilize a looking at student work protocol at least monthly to analyze the consistency of grading and ensure alignment to the CCSS	3 - School Climate and Culture	11/1/16	6/30/17	Principal
4	1	Use information from looking at student work meetings to determine when re-teaching needs to take place and what it will look like	3 - School Climate and Culture	11/1/16	6/30/17	Teachers, Principal
5	2	Use the Touchpoints and Open Constructed Response as a common formative assessments for each grade level	1 - --	9/1/16	6/30/17	Teachers, Math Leader



Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	3	Use of I-Ready Lessons as a source for tier 2 intervention	4 - Effective Instruction	9/1/16	6/30/17	Teachers, Math leader
7	1	Provide teachers with on-going PD on the use of I-Ready and analyzing its data to drive instruction	4 - Effective Instruction	9/1/16	11/30/16	Math Leader
8	2	Develop a cohort of teachers to participate in a book study on building number sense in all grade levels to turn-key information to all staff	3 - School Climate and Culture	10/1/16	6/30/16	Math Leader
10	1	Monthly Analysis of data (benchmarks, AND walkthroughs) will occur during grade level meetings to determine where additional support and training is needed	6 - Effective Staffing Practices	11/1/16	6/30/16	Principal, Math Leader
11	2	Ensure that lesson plans reflect that Number Talks are planned for with strategy and problem 3-5 times a week.	3 - School Climate and Culture	10/1/16	6/30/16	Principal, Vice Principal
12	3	Coach teachers individually or by grade level on the implementation and planning Number Talks	3 - School Climate and Culture	10/1/16	6/30/16	Math Leader
13	1	Math department development of content specific PDs for each grade level major standards by unit to be shared with teachers	4 - Effective Instruction	9/1/16	6/30/16	Math Leader
14	2	Using survey results, develop a calendar of professional development opportunities for the staff.	1 - --	10/9/16	10/15/16	Math Leader, Principal
15	2	Assess and monitor the school with classroom visits 3 -5 times a week to determine what professional development needs are required to successfully implement Number Talks. Provide teachers with feedback.	3 - School Climate and Culture	10/4/16	6/30/17	Principal, Math Leader
16	2	Continue and develop kinesthetic learning opportunities for math students throughout the year (including: Math Olympics, grade level math days, etc.).	8 - Effective Use of Time	10/1/16	6/30/17	Math Leader, Teachers
17	1	Implement the professional development opportunities for staff that were gleaned from the survey data. The professional development will be provided throughout the school year and aligned with the units of instruction (included: touch points, and other check points)	3 - School Climate and Culture	10/17/16	6/30/17	Principal, Math Leader, staff
18	3	Purchase computers and related supplies to support effective technology integration in all classrooms as well as to support student learning in extended day programs.	3 - School Climate and Culture	3/1/17	5/31/17	Principal

## Budget Items

### SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Math Leader Position	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$63,890	Federal Title I (School Allocation)
2	Extended Day Intervention Program	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000	Federal Title I (School Allocation)

## SMART Goal 3

By June 20, 2017, there will be a 25% reduction in office disciplinary referrals as compared to June 20, 2016.

**Performance Challenge:** The average school-wide daily referral rate received by administration has increased from 20 per day to nearly 35 per day. There exists a need to increase consistency of all stakeholders to buy into a clearly identified social network in order to provide academic, social and emotional/behavioral support. There also exists the need for staff support in adhering to and being trained in the school's PBSIS guidelines for setting specific behaviors as well as the implementation of the 2nd Step Program. QSR data shows that the perception of social/emotional relationships is low in regards to student-student, teacher-student relationships as well as those among teachers.

**Strategy 1:** Full implementation of the PBSIS program that shall include: staff professional development, online book study, school-wide PBSIS assemblies, Kick Off materials and stakeholder (student/staff/parent) incentives.

Turnaround Principle: 2 - School Climate and Culture

**Strategy 2:** Include in the school calendar more activities that foster healthy relationships in order to unify students, staff, and families to increase the academic, social, and emotional welfare of all students.

Turnaround Principle: 2 - School Climate and Culture

**Strategy 3:** Seek and retain an outside behavioral health agency that will work on-site with our Tier 3 students with chronic discipline concerns and support teachers.

Turnaround Principle: 6 - Enabling the Effective Use of Data

**Target Population:** All Stakeholders

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
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End of Cycle	Interim Goal	Sources of Evidence
EOC 1	EOC 1 At the end of MP 1, 2016-17 school year, as compared to MP1, 2015-16 school year, there will be a decrease of 6% in office disciplinary referrals. Reductions in chronic absenteeism and suspensions will also be emphasized to keep students connected to school in a positive manner.	Student Discipline Monthly Referral Tracker Will Document Staff Member Originating A Referral, The Time, & Place of A Received Referral Student Monthly Absenteeism Tracker Will Document Students w/2 or more absences in a month Staff Monthly Absenteeism Tracker Will Document Staff w/2 or more absences in a month This data will be posted in our monthly parent newsletter and throughout the school
EOC 2	EOC 2 At the end of MP 2, 2016-17 school year, as compared to MP 2, 2015-16 school year, there will be a decrease of 12% in office disciplinary referrals. Reductions in chronic absenteeism and suspensions will also be emphasized to keep students connected to school in a positive manner.	Student Discipline Monthly Referral Tracker Will Document Staff Member Originating A Referral, The Time, & Place of A Received Referral Student Monthly Absenteeism Tracker Will Document Students w/2 or more absences in a month Staff Monthly Absenteeism Tracker Will Document Staff w/2 or more absences in a month This data will be posted in our monthly parent newsletter and throughout the school
EOC 3	EOC 3 At the end of MP 3, 2016-17 school year, as compared to MP 3, 2015-16 school year, there will be a decrease of 18% in office disciplinary referrals. Reductions in chronic absenteeism and suspensions will also be emphasized to keep students connected to school in a positive manner.	Student Discipline Monthly Referral Tracker Will Document Staff Member Originating A Referral, The Time, & Place of A Received Referral Student Monthly Absenteeism Tracker Will Document Students w/2 or more absences in a month Staff Monthly Absenteeism Tracker Will Document Staff w/2 or more absences in a month This data will be posted in our monthly parent newsletter and throughout the school

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	By June 20, 2017, there will be a 25% reduction in office disciplinary referrals as compared to June 20, 2016.	Student Discipline Monthly Referral Tracker Will Document Staff Member Originating A Referral, The Time, & Place of A Received Referral Student Monthly Absenteeism Tracker Will Document Students w/2 or more absences in a month Staff Monthly Absenteeism Tracker Will Document Staff w/2 or more absences in a month This data will be posted in our monthly parent newsletter and throughout the school

## Action Steps

### SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Behavior support team (PBSIS) will convene monthly to update climate and culture plan, plan PD, and review/analyze data	6 - Effective Staffing Practices	8/30/16	6/30/17	PBSIS Team
2	1	Recruit and train additional members on the PBSIS team to support analyzing data and school wide culture & climate initiatives	5 - Curriculum, Assessment and Intervention System	9/1/16	6/30/17	PBSIS Team
3	2	Develop a committee to manage, track, and analyze out of class referrals, suspensions, and student goal plans.	2 - School Leadership	8/30/16	6/30/17	Principal/ Vice Principal
4	2	Create a system to manage, track, or analyze behaviors that adversely affect a safe and orderly learning environment.	6 - Effective Staffing Practices	9/1/16	6/30/17	Principal/ Vice Principal
5	1	Provide monthly PD during grade level meetings, peer coaching and fishbowls for the implementation of the PBSIS plan and Second Steps. Implement a PBSIS Kick-off week during the first week of school to set school wide expectations.	2 - School Leadership	9/1/16	6/30/17	PBSIS Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	2	Implement quarterly school-wide Booster Programs that support and reward positive behaviors (ie. School dances, movies, big-ticket item prizes, ice cream parties, field trips, assemblies, & etc.)	2 - School Leadership	9/1/16	6/30/17	PBSIS Team
7	1	Implement tier 1 positive behavior recognition system (ie. prizes for Starbucks)	2 - School Leadership	9/1/16	6/30/17	PBSIS Team, Principal
8	2	Create and implement a staff buddy system of (check in/Check out) for tier 2 behavior intervention	2 - School Leadership	9/1/16	6/30/17	PBSIS Team, Principal
9	3	Create and implement a system of student goal planning for tier 3 intervention	6 - Effective Staffing Practices	9/1/16	6/30/17	PBSIS Team, Principal
10	1	Train staff in Check in/ Check out system for tier 2 intervention and student goal planning for tier 3 intervention	2 - School Leadership	9/1/16	6/30/17	PBSIS Team, Principal
11	3	Create, maintain, and seek partnerships with outside behavioral health agencies that could provide on-site services for chronic offenders of PBSIS guidelines (ie. Catholics Charities, Family Guidance Center, Perform Care, Mill Hill, Capital County Children Collaborative, Mobile Response, CCFA and etc.)	2 - School Leadership	9/1/16	6/30/17	Counselor
12	2	Recruit and develop a parent and teacher organization that meets at least quarterly	8 - Effective Use of Time	9/1/16	6/30/17	Parent Liaison, Principal
13	2	Professional development on I&RS referral process and parent workshop to support the vision and mission of the school.	2 - School Leadership	9/1/16	12/30/16	Counselor
14	2	Establish and utilize the social committee- Team Building Activities for staff (ice breakers, planning retreats, book studies, etc.).	2 - School Leadership	9/1/16	6/30/17	PBSIS Team
15	1	Create a lunch program that encompasses a lunch buddy program, lunch detentions, and activities for early finishers (ie. Board games, video games, books, recess etc.)	2 - School Leadership	9/1/16	6/30/17	Principal, Vice Principal
16	1	Provide staff (including all stakeholders) on de-escalation strategies and interpersonal relationships	2 - School Leadership	9/1/16	6/30/17	Principal, Counselor
17	1	Monitor the implementation of PBSIS strategies within the classrooms	1 - --	9/1/16	6/30/17	Principal, Vice Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
18	3	Post Monthly the chronic absenteeism data as defined in strategy 3 for both student and staff.	6 - Effective Staffing Practices	10/3/16	6/30/17	Culture & Climate Team 2

## Budget Items

### SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
12	Stipend for Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$660	Federal Title I (School Allocation)
1	Professional Development & Record Keeping of CC Data	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,000	State/Local
12	Establish PTA/PTO	SUPPORT SERVICES - Supplies & Materials / 200-600	\$3,505	Federal Title I (School Allocation)
7	Positive Behavior Recognition Program	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,000	State/Local
11	Behavioral Health Agency Partnerships	SUPPORT SERVICES - Supplies & Materials / 200-600	\$26,000	State/Local

## SMART Goal 4

### Performance Challenge:

#### 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		

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< SMART Goal 4 - Action Steps: NO DATA >

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< SMART Goal 4 - Budget Items: NO DATA >

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## Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category / Object Code	Funding Requested	Funding Resource
Summer Intervention Program for Grade K-2	7/6/16	7/28/16	District Summer Intervention Leadership	INSTRUCTION - Personnel Services - Salaries / 100-100	\$14,808.00	Federal Title I (School Allocation)

## Budget Summary

< NO DATA >

## Overview of Total Title 1 Expenditures

< NO DATA >

## 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 "QSR Summary" tab.	
x	The School Improvement Plan includes no more than four (4) SMART goals, with a SMART goal developed in each of the following areas:	
x		Literacy
x		Math
x		Climate and Culture
x	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.	
	[For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.	

Completed By: Michael Rosenberg

Date: 2016-08-31