

Jefferson - Trenton City

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210230

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
RAC 4 STC	Stephanie Crea	No	Yes	No		
RAC 4 Math Specialist	Erin Johansen	No	Yes	No		
RAC 4 ELA Specialist	Stephanie Washam	No	Yes	No		
Parent Liaison	Leora Booker	No	No	Yes		
Teacher	Renee Bailey	No	No	Yes		
Principal	Deborah Giddens-Green	Yes	Yes	Yes		
Literacy Leader	Mary Tomlin	Yes	Yes	Yes		
Math Leader	David L. Phillips	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
Teacher	Alakee Bethea	No	No	Yes		
Teacher	Bree Williams	No	No	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
05/04/2016	Quality School Review / Needs Assessment	No	No
05/16/2016	Data Review and Analysis	Yes	Yes
06/22/2016	Plan Development	Yes	Yes
06/02/2016	Plan Development	Yes	Yes
06/14/2016	Plan Development	Yes	Yes
06/09/2016	Plan Development	Yes	Yes
05/05/2016	Plan Development	Yes	Yes
05/16/2016	Plan Development	Yes	Yes
05/11/2016	Plan Development	Yes	Yes
05/13/2016	Plan Development	Yes	Yes

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	2	*School Improvement Plan is developed and aligned to the schools needs assessment and the goal of making student achievement gains. *Leadership team focuses on implementing priorities of the school improvement plan aligned to goals, strategies and action steps. * The principal and instructional lead staff ensures the master schedule includes opportunities to learn from other teachers during PLC and grade level meetings. *The principal communicates high expectations by ensuring frequent interactions with families about students *academic, social-emotional, behavioral and attitudinal progress.	*Formal observations are being completed, the post conferences opportunity needs to be further utilized to develop improved capacity of teachers. *While instructional walkthroughs are conducted, a more frequent, deliberate schedule needs to be developed and adhered to, and feedback data needs to be targeted, to strategically identify teachers who could benefit from additional instructional support.
	2	3		
	3	2		
	4	2		
	5	2		
	6	2		
	7	2		
	8	2		
	9	2		
	10	2		
Total		21		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	2	* Foundation of a clear and consistent behavior system of rewards and consequences has been developed. *An effort to develop a system of support to address students academic progress, social-emotional and behavioral needs is evident. *Clear expectations are posted in the hallways, as well as in each classroom. *The schools culture supports student achievement.	*A consistent behavioral system is developed, however teachers responses within their classroom remain inconsistent and need to be tracked. *While a master schedule exists, academic learning time is not protected. i.e. Math schedule - Grade 1 *High quality instruction should be the norm in all classrooms and needs to be monitored through daily walkthroughs and observations supported with timely and meaningful feedback.
	2	2		
	3	2		
Total		6		
3 - Effective Instruction	1	3	*Student learning objectives are posted and explained to students and aligned to the state curriculum. *Academic progress is monitored through discussion of student data with the leadership team. *Multiple measures of data are present and reviewed at grade level meetings. *Meaningful feedback is provided on student work in some of the classrooms. *The Road to Success data from the spring walkthroughs as compared to the fall data showed growth in the areas of student engagement; expectations of students and in rigor and standards.	*Students are often engaged in low level questions, but need to be asking higher level questions that clearly addressed either by the teacher or other students. *Students not mastering basic skills are not identified and provided with appropriate diagnostic assessments to target learning needs in a timely manner. On-going assessment needs to become part of the instructional period. *It is not evident in all classrooms that classroom behavior is consistent and students do not exhibit habits of self-discipline and self-management.
	2	2		
	3	2		
	4	2		
	5	2		
	6	2		
Total		13		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	3	*Evidence of teachers implementing district curriculum is seen in some classes and aligned to the common core standards. *Formative assessment data are collected across grade-levels and teachers are able to access the data for analysis. *A plan for Tier III Intervention is being developed for a period at the end of the day using school specialist.	*The leadership teams along with the principal need to ensure weekly walkthroughs are being completed to ensure alignment with CCSS across all classrooms. *All students two or more years behind need to be placed in a research based intervention program taught by an effective certified teacher. *A feedback sheets should be developed that documents the collection and review of lesson plans on a regular basis.
	2	2		
	3	3		
	4	2		
	5	2		
Total		12		
5 - Effective Staffing Practices	1	2	*Teacher driven professional development focuses on student learning, progress toward student learning challenges and progress toward student achievement goals. *The school has a clear professional development calendar and topics are aligned to establish school goals and the School Improvement Plan.	*Staff vacancies persist throughout the year, long term absences need to be addressed and filled by certified staff to ensure continued effective instruction. *Professional development needs to be followed up with classroom monitoring and feedback to ensure learning objectives are incorporated into practice and professional development was effective.
	2	2		
	3	2		
	4	2		
	5	3		
Total		11		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
6 - Enabling the Effective Use of Data	1	2	*Climate and culture survey was administered to students, families and teachers and results were analyzed by the leadership team. *A range of student data is collected across classrooms.	*Data on attendance, tardiness and suspensions are available, though there are inconsistencies addressing students that are continually referred and suspended. *Culture and Climate Survey data needs to be shared with all stakeholders and analyzed in order to create positive and productive learning environments *Data management systems are in place but not actively used by all stakeholders to plan for instruction and to proactively address the academic needs of all students.
	2	2		
	3	2		
Total		6		
7 - Effective Use of Time	1	2	*Some students two or more years behind are enrolled in intervention programs. *Teachers have planning time for grade/content meetings and data review. *Topics for the use of teacher collaboration time are clearly outlined in the School Improvement Plan.	*Master schedule needs to allow for opportunities to learn from peers and other experts. *Develop a schedule or set aside time to allow for vertical articulation among grade levels.
	2	2		
	3	2		
Total		6		
8 - Family and Community Engagement	1	2	*Parent Teacher Organization exists to support learning for all students. *Family members are informed about student learning through traditional means such as report cards, parent-teacher conferences, and progress reports.	*While some partnerships exist, there needs to be a network of providers identified for students struggling academically and/or socially and positive results need to be documented. *Continue to engage families in academically related school activities, school decision making, and an open exchange of information regarding student progress in order to increase student learning for all students.
	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 Teacher	Literacy	No																										
Lexia	Literacy	Yes	Increased percentage of students working in and above grade level: K-Begin: 39%, June 1: 95%; Grade 1-Begin: 31%, June 1: 60%; Grade 2-Begin: 19%, June 1: 22%; Grade 3-Begin: 5%, June 1: 13%; Grade 4-Begin: 3%, June 1: 3%; Grade 5-Begin: 3%, June 1: 3%	Currently 63% of students are meeting their usage recommendation, with K and Grade 1 showing a significantly higher percentage which may help to explain why more students are working in or above grade level material.																								
Reflex	Math	Yes	Increased percentage of fact fluency skills. Reflex Math Fluency Growth <table border="0"> <tr> <td></td> <td>Sept-'15-'16</td> <td>May-'15-'16</td> </tr> <tr> <td>All:</td> <td>17%</td> <td>40%</td> </tr> <tr> <td>K:</td> <td>1%</td> <td>15%</td> </tr> <tr> <td>1:</td> <td>4%</td> <td>32%</td> </tr> <tr> <td>2:</td> <td>8%</td> <td>31%</td> </tr> <tr> <td>3:</td> <td>31%</td> <td>60%</td> </tr> <tr> <td>4:</td> <td>32%</td> <td>49%</td> </tr> <tr> <td>5:</td> <td>36%</td> <td>57%</td> </tr> </table>		Sept-'15-'16	May-'15-'16	All:	17%	40%	K:	1%	15%	1:	4%	32%	2:	8%	31%	3:	31%	60%	4:	32%	49%	5:	36%	57%	Reflex math progress reports and math updates.
	Sept-'15-'16	May-'15-'16																										
All:	17%	40%																										
K:	1%	15%																										
1:	4%	32%																										
2:	8%	31%																										
3:	31%	60%																										
4:	32%	49%																										
5:	36%	57%																										

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
TenMarks	Math	Yes	Average Score Average 0-59.9% Average 60-79.9% Average 80-100% Questions Completed 3rd 66% 25% 50% 25% 4th 66% 33.3% 48.7% 17.9% 5th 56% 57.1% 28.6% 14.3% K-5 19,447	TenMarks Summary Reports

STUDENT ACHIEVEMENT					
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	School-wide ELA	10.5%		<p>ELA-The lowest performing anchor standards were RI 3.3, RI 3.5, and RL 3.9. This data ties in with the continued work on close reading to support comprehension for strategy 3 in ELA.</p> <p>Math-Percentage indicates level 4 performance on PARCC (meeting expectations). Students in grades 3 through 5 are performing low on type 2 and type 3 questions. This in connection with common mistakes made on type 1 questions give cause for overall low PARCC performance. (Level 4 performance for 3rd grade: 8.8%; 4th grade: 4.7%; and 5th grade: 7.7%)</p>
		School-wide Math	6.9%		
		School-wide Algebra 1			
		School-wide Algebra 2			
		School-wide Geometry			

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level	Student Growth in Language Arts	46.5		
		Student Growth in Math	38.0		
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				

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) 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	40.7%	62%	84%	89%	88%	Mid Year DRA K-43% 1-23% 2-11% 3-15% 4-24% 5-15%	1. Consistent growth in the percent proficient seen in kindergarten and grade 1 from units 1-4 2. Consistent growth in the percent proficient seen in grade 3-4 from units 1-3 3. Inconsistent results were seen in grade 2 4. The percent proficient does not correlate with the mid year DRA scores.
		1	18.5%	29%	48%	60%	56%		
		2	24.7%	41%	31%	16%	27%		
		3	22.6%	25%	25%	0%	16%		
		4	5.2%	9%	12%	0%	9%		
		5	9%	28%	0%	0%	4%		
		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
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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	67.1%	54%	70%	72%	87%	Benchmark Averages: K: 70.02% 1: 67.32% 2: 13.34% 3: 19.96% 4: 11% 5: 3.67% Both i-Ready and Reflex Math data presented here and under the 'other indicators tab'. Beginning of the Year i-Ready diagnostic: Tier 1: 7% Tier 2: 44% Tier 3: 49% Mid-Year i-Ready diagnostic: Tier 1: 16% Tier 2: 47% Tier 3: 37% End of Year i-Ready diagnostic: Tier 1: 12% Tier 2: 56% Tier 3: 32% Reflex Math Fluency Growth Sept-'15-'16 May-'15-'16 All: 17% 40% K: 1% 15% 1: 4% 32%	1. Kindergarten and 1st grade perform the highest on benchmark assessments with Kindergarten having the highest average of all grade levels (70.02%) and 1st grade having an average of (67.32). 2. 4th and 5th grade have the lowest overall averages with 4th grade at 11% and 5th grade at 3.67% 3. 3rd grade peaked for unit 3 but unit 5 benchmark scores fell to 17% from the 41% peak in unit 3. 2nd grade peaked at 34% and fell to 0% in unit 5. 4. Overall unit benchmark scores decline over time from kindergarten to 5th grade with some improvement during 3rd grade.
		1	59.6%	62%	61%	85%	69%		
		2	21.7%	34%	3%	8%	0%		
		3	14.8%	27%	41%	0%	17%		
		4	0%	5%	35%	0%	4%		
		5	0%	8%	0%	0%	3%		
		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
			2: 8% 31% 3: 31% 60% 4: 32% 49% 5: 36% 57%	<p>5. All grades have shown improvement with math fact fluency with a school wide percent increase of 23%.</p> <p>6. School wide i-Ready math data indicates that our tier 3 population has decreased by 17%, tier 2 increased by 12%, and tier 1 increased by 5% when compared to the beginning of the year diagnostic.</p>
ACCESS for ELLs	Student performance of English Language Learners. (Grades K-12) *Identify school level AMAO *Identify patterns by grade level			

CLIMATE & CULTURE				
Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
Enrollment	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup			While schools have had great transitions between Charter and Public Schools, Students entering this year were 3 years below the grade level as well as having social and emotional difficulty when transitioning.
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions			Parents chose to keep students home and/or travel prior to the end of school.
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions		absenteeism rates varied from 14.54% to 24% in June.	students absenteeism varied from submission to CARES and Psychiatric clinics; medical, and suspensions.
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			staff attendance was low due to several long term absences- 2 second grade teacher School Counselor Physical Education teacher

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		150 students (Total suspensions) Sept - 0 Oct - 0 Nov -5 Dec - 2 Jan - 1 Feb - 23 Mar - 24 Apr - 28 May 29 Jun - 38	The school did well in the beginning of the year by implementing its whole school positive support system. There was little bu in with senior members of the staff which lead to more suspensions from Feb -June. Chronic offenders were students with emotional and social difficulties as well as students working 3 or more years below grade level. Incident reports where basically Tier 1 and 2. Many were classroom management issues which could be handled in the classroom. Not doing so cause problems to escalate into Tier 2.

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%		Perception of the school changed during the latter part of the school year due to lack of collaboration between school and home. This caused dissatisfaction in which all parties played a party in the school environment.
		Physical Environment	71.4	0	77.8	53.1		
		Teaching and Learning	81.7	0	74.6	59.8		
		Morale in School Comm.	77.5	0	71.4	52.2		
		Student Relationships	56.3	0	73.4	62.8		
		Parental Support	95.2	0	79.4	64		
		Safety	80.9	0	73.4	71.5		
		Emotional Environment	69.3	0		57.8		
		Administrative Support				71.4		

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						School is in the planning process at this point. Survey will be taken this fall 2016.
		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 possible)		Your Data (Provide any additional data necessary)	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			
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			

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	% of teachers on CAP YTD	0.0%	Administration and coach have noted that teachers on various grade levels are not implementing focused instructional strategies (number talks readers workshop and writers workshop) with fidelity.	classroom instruction was weak on 80% of the classrooms which lead to behavioral problems in the classrooms. teachers taught to the middle and did little differentiation which includes small group and (effective) learning centers in all core subjects. lesson plans reflected little differentiation in literacy and math based on NJ Curriculum Core Standards.

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
DRA		Mid Year DRA K-43% 1-23% 2-11% 3-15% 4-24% 5-15%	The mid year DRA scores do not correlate with the percent proficient on
i-Ready Math		Beginning of the Year i-Ready diagnostic: Tier 1: 7% Tier 2: 44% Tier 3: 49% Mid-Year i-Ready diagnostic: Tier 1: 16% Tier 2: 47% Tier 3: 37% End of Year i-Ready diagnostic: Tier 1: 12% Tier 2: 56% Tier 3: 32%	School wide i-Ready math data indicates that our tier 3 population has

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Reflex Math		Reflex Math Fluency Growth Sept-'15-'16 May-'15-'16 All: 17% 40% K: 1% 15% 1: 4% 32% 2: 8% 31% 3: 31% 60% 4: 32% 49% 5: 36% 57%	All grades have shown improvement with math fact fluency with a school

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 mid year DRA2 scores, 78% of our students are not reading at or above grade level.	1. Inconsistent implementation of the curriculum 2. Lack of availability of Tier III intervention 3. Ineffective use and monitoring of the Literacy Block 4. Minimal differentiation in classrooms 5. Targeted guided reading lessons and lack of progress monitoring 6. Lack of adequate technology to use programs with fidelity	All students and staff	1 Develop, implement, and monitor targeted Guided Reading/Leveled Small groups according to student instructional levels as measured by DRA and formative assessments. Meet with a minimum of 2 groups each day.	3 - Effective Instruction
				2 Unpacking the units to review standards, evidence for mastery, and identifying potential student misconceptions	4 - Curriculum, Assessment and Intervention System
				3 Create and implement a system to monitor and support the instruction of the literacy block	7 - Effective Use of Time

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Math (TP3, TP4)	According to the mid-year i-ready diagnostic 84% of our students are not at or above grade level standards.	1. Inconsistent implementation of the curriculum 2. Lack of availability of Tier III intervention 3. Ineffective use of the Math Block 4. Minimal differentiation in classrooms 5. Teachers lack of content knowledge 6. Lack of adequate technology to use programs with fidelity 7. Lack of continuing data analysis for instruction.	All students and staff	1	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	3 - Effective Instruction
				2	Unpacking the units to review standards, evidence for mastery through standards based tasks and assessments, and identifying potential student misconceptions	4 - Curriculum, Assessment and Intervention System
				3	Create and implement a system to monitor and support the instruction of the math block	7 - Effective Use of Time
Climate & Culture (TP2)	According to office referrals there is a lack of implementation of the climate and culture plan by staff and students. According to data Jefferson School had 566 office discipline referrals in the 2015-2016 school year.	1. Staff members lack strategies and techniques for effective classroom management 2. Staff are not equipped to handle social / emotional problems of students 3. Staff does not have ownership of climate and culture plan 4. Relationships are not fully developed between staff, students, and parents	All students and staff	1	Review, revise, and implement the climate and culture plan for 2016-2017 incorporating PBSIS planning initiatives	2 - School Climate and Culture
				2	Training and professional development focusing on behavior and classroom management	2 - School Climate and Culture
				3	All staff members adopt the common language from Second Step and implement weekly lessons in the classroom	3 - Effective Instruction

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Select From List				1	0 - --
				2	0 - --
				3	0 - --

SMART Goal 1

By June 2017 Jefferson will implement the balanced literacy block in all classrooms and this will result in 80% of students meeting their DRA level goals according to data set in October 2016

Growth goals:

2 years behind: +1.25-1.5 years

1-2 years behind: +1-1.5 years

Less than 1 year, on or above: +1year

Performance Challenge: According to the mid year DRA2 scores, 78% of our students are not reading at or above grade level.

Strategy 1: Develop, implement, and monitor targeted Guided Reading/Leveled Small groups according to student instructional levels as measured by DRA and formative assessments. Meet with a minimum of 2 groups each day.

Turnaround Principle: 3 - Effective Instruction

Strategy 2: Unpacking the units to review standards, evidence for mastery, and identifying potential student misconceptions

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 3: Create and implement a system to monitor and support the instruction of the literacy block

Turnaround Principle: 7 - Effective Use of Time

Target Population: All students and staff

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>By November 11, 2016 100% of students will have been base lined to determine their DRA level and goals set for individual growth for the school year.</p> <p>By November 11, 2016 50% of ELA classrooms will implement the balanced literacy block with fidelity according to leadership walkthroughs based on the instructional framework 2.0</p>	<p>DRA scores</p> <p>Walkthrough data</p>
EOC 2	<p>By February 2, 2017 65% of students will reach their interim DRA level set in October.</p> <p>By February 2, 2017 60% of ELA classrooms will implement the balanced literacy block with fidelity according to leadership walkthroughs based on the instructional framework 2.0</p>	<p>DRA scores</p> <p>Walkthrough data</p>
EOC 3	<p>By April 14, 2017 80% of ELA classrooms will implement the balanced literacy block with fidelity according to leadership walkthroughs based on the instructional framework 2.0</p>	<p>Walkthrough data</p>
EOC 4	<p>By June 2017 Jefferson will implement the balanced literacy block in all classrooms and this will result in 80% of students meeting their DRA level goals according to data set in October 2016</p> <p>Growth goals: 2 years behind: +1.25-1.5 years 1-2 years behind: +1-1.5 years Less than 1 year, on or above: +1year</p>	<p>DRA scores</p>

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Complete DRA miscue analysis and identify the skills to focus on	3 - School Climate and Culture	9/12/16	10/28/16	Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	1	Set interim and end of the year DRA goal with students after baseline	6 - Effective Staffing Practices	9/12/16	10/28/16	Teachers
3	1	Monitor student progress toward reaching interim DRA goal.	6 - Effective Staffing Practices	9/12/16	4/7/17	Teachers
4	1	Communicate with families about current reading level, grade level expectations and student goals	8 - Effective Use of Time	10/3/16	6/24/16	Teachers
5	1	Teachers will visually track student reading growth in their classroom to celebrate small successes	6 - Effective Staffing Practices	9/26/16	6/16/17	Teachers
6	1	<p>Provide professional development on guided reading (planning and execution of lessons)</p> <p style="padding-left: 40px;">Initial session: First few days of school</p> <p style="padding-left: 40px;">Follow up PD: 2 hour Faculty Meeting in October</p> <p style="padding-left: 40px;">Follow Up PD: 2 hour faculty Meeting in February</p> <p>**Reference Resource and Online Book Study: Guided Reading, Second Edition by Fountas and Pinnell (projected publication date August, 2016) If funds become available for Teacher salary stipends for extended faculty meeting Professional development \$2160, Professional Resource Text: Guided Reading , Second Edition \$1440 and J.E.EP Academic Extended Day Program \$5200</p>	5 - Curriculum, Assessment and Intervention System	9/1/16	2/28/17	Literacy Leader
7	1	Include guided reading in lesson plans: at minimum- in differentiation column: list book, objective and students.	3 - School Climate and Culture	9/12/16	6/21/17	Teachers / Principal
8	1	<p>Train staff on taking and maintaining anecdotal notes</p> <p>*How to take notes</p> <p>*How to use notes to plan for next guided reading lesson</p> <p>*Follow up sessions to monitor implementation</p>	6 - Effective Staffing Practices	9/1/16	5/19/17	Teachers / Principal
9	1	Principal will create and implement a system for monitoring implementation of guided reading and the balanced literacy block through a walkthrough tool and providing feedback to teachers via email.	1 - --	10/3/16	6/21/17	Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
10	2	Use PARCC evidence tables and formative assessments to insure alignment to standards within the unit	4 - Effective Instruction	9/12/16	5/12/17	Literacy Leader / Teachers
11	2	Identify reading strategies to address potential student misconceptions from each curricular unit Resource tool: Reading Strategies Book by Jennifer Serravallo	3 - School Climate and Culture	9/12/16	5/26/17	Literacy Leader / Teachers
12	2	Review student work during unit to identify trends and areas for reteaching and enrichment	4 - Effective Instruction	10/10/16	5/12/17	Literacy Leader / Teachers
13	3	Grade level teachers will plan and teach at least one close reading lesson in a content area during each unit. Time is provided during a faculty meeting for units 2-4 (NOTE: deliverable at end of meeting should be a completed lesson plan and dates the lesson will be taught)	3 - School Climate and Culture	9/1/16	3/31/17	Principal / Teachers
14	3	Principal will create and implement a system for monitoring implementation of close reading through review of lesson plans and walkthrough during scheduled lessons	1 - --	9/12/16	6/16/17	Principal
15	3	Leadership team will participate in monthly targeted walkthroughs	1 - --	9/19/16	6/16/17	Principal, Literacy Leader
16	3	Analyze trends during weekly meeting and share with staff through staff newsletter	6 - Effective Staffing Practices	9/19/16	6/16/17	Principal, Literacy Leader
17	3	Use data to identify coaching and interclass visitation needs	6 - Effective Staffing Practices	9/19/16	6/2/17	Teachers, Principal, Literacy Leader
18	2	Quarterly checks of guided reading and conferencing binder	6 - Effective Staffing Practices	11/14/16	6/2/17	Teachers, Principal
19	3	J.E.EP Extended Day Program for grade 3-5	3 - School Climate and Culture	1/2/17	5/31/17	Teachers, Coaches, Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
20	1	Purchase computers and related supplies to support effective technology integration in all classrooms.	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
6	Literacy coach position salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$95,828	Federal Title I (School Allocation)
6	Literacy coach	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 percentage points on the Numbers and Operations in Base Ten (NBT) standards as compared to the 2016 PARCC.

Performance Challenge: According to the mid-year i-ready diagnostic 84% of our students are not at or above grade level standards.

Strategy 1: 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: 3 - Effective Instruction

Strategy 2: Unpacking the units to review standards, evidence for mastery through standards based tasks and assessments, and identifying potential student misconceptions

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 3: Create and implement a system to monitor and support the instruction of the math block

Turnaround Principle: 7 - Effective Use of Time

Target Population: All students and staff

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
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End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>70% of students in Kindergarten will score proficient on a district common assessment as related to standards in Operations and Algebraic thinking.</p> <p>50% of students in grade 1 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>30% of students in grade 2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>25% of students in grade 3 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>10% of students in grade 4 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>10% of students in grade 5 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p>	District approved common formative assessment.

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	<p>80% of students in Kindergarten will score proficient on a district common assessment as related to standards in Operations and Algebraic thinking.</p> <p>60% of students in grade 1 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>40% of students in grade 2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>35% of students in grade 3 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>20% of students in grade 4 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>20% of students in grade 5 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p>	District approved common formative assessment.

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	<p>90% of students in Kindergarten will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>70% of students in grade 1 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>50% of students in grade 2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>45% of students in grade 3 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>30% of students in grade 4 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>30% of students in grade 5 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p>	District approved common formative assessment.
EOC 4	By June 2017, students in grades 3-5 will increase an average of 10 percentage points on the Numbers and Operations in Base Ten (NBT) standards as compared to the 2016 PARCC.	PARCC results data

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Math leader assess the school to determine what teachers are successfully implementing Number Talks in their classroom 3-5 times per week. If funds become Available Professional Resource Text: Number Talks Whole Number Computation K-5 (Title II), \$2280	3 - School Climate and Culture	9/30/16	10/14/16	Math Leader
2	1	Math leader coaches teachers individually and/or by grade level on math instruction, the implementation of number talks, and the district math focus for the school year.	3 - School Climate and Culture	10/3/16	6/9/17	Math Leader
3	1	Principal, math leader, and RAC math specialist will monitor the implementation of Number Talks through classroom visits at least 3 times per week and provide feedback to teachers. Number talks will be monitored at least 3 times per week	3 - School Climate and Culture	11/15/16	6/23/17	Principal, Math Leader
4	2	Establish PLC norms to review student work on a monthly basis.	4 - Effective Instruction	9/30/16	10/10/16	Coaches, Teachers, Principal
5	2	Use student work from assessments including Type I, II, and III questions to determine when re-teaching needs to take place.	4 - Effective Instruction	9/30/16	6/23/17	Teachers, Math Leader
6	2	Lesson development following the district curriculum that include small group instruction on a daily basis. 9/7/2016, week of 9/19/2016; week of 10/3/2016, week of 10/18/2016, week of 10/31/2016, week of 12/5/2016, week of 1/3/2017, week of 1/16/2017, week of 1/30/2017, week of 2/13/2017, week of 2/27/2017, week of 3/13/2017, week of 3/27/2017, week of 4/10/2017, week of 5/1/2017, week of 5/15/2017	3 - School Climate and Culture	9/7/16	6/23/17	Teachers, Math Leader
7	2	Develop enrichment & interventions activities based on student needs.	4 - Effective Instruction	9/7/16	10/14/16	Teachers, Math Leader
8	2	Develop a system for implementation of i-Ready during centers. If funds become available \$3500	3 - School Climate and Culture	9/7/16	9/30/16	Teachers, Math Leader
9	3	Math department development of content specific PDs for each grade level major standards by unit to be shared with teachers	4 - Effective Instruction	9/7/16	4/10/17	Math Leaders, Math Supervisor, RAC Math Specialist

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
10	3	Develop a calendar of when professional development can be provided for the school year aligned with the units of instruction.	7 - Enabling the Effective Use of Data	9/5/16	9/9/16	Principal, Coaches
11	3	Math Leader/Math Supervisor/RAC Math Specialist will provide training to teachers aligned to skills for the unit within 2 weeks prior to the start of the new unit. Week of 9/5/2016, Week of 10/31/2016, Week of 1/16/2017, Week of 3/27/2017	4 - Effective Instruction	9/5/16	4/3/17	Math Leader
12	3	Analysis of data (touchpoints, benchmarks, walkthroughs) from various assessments given throughout the unit to determine where additional support and training is needed.	6 - Effective Staffing Practices	9/19/16	6/23/17	Math Leader, Teachers
13	3	Classroom walkthroughs by Math Leader, Principal, and RAC Math Specialist will occur quarterly during the school year to ensure content is being appropriately taught.	3 - School Climate and Culture	9/7/16	6/23/17	Math Leader, Principal, RAC Math Specialist
14	1	At least once a month the Principal will ensure that lesson plans reflect planning for Number Talks with a specific strategy and problem 3-5 days a week.	3 - School Climate and Culture	9/7/16	6/23/16	Principal
15	1	Math Leader and Principal will develop exemplar lesson plan which will include Number Talks strategy and problem for 3-5 days during a one week lesson.	3 - School Climate and Culture	9/1/16	9/5/16	Math Leader, Principal
16	2	Math leader and math teachers will continually monitor i-Ready usage: week of 9/19/2016; week of 10/3/2016, week of 10/18/2016, week of 10/31/2016, week of 12/5/2016, week of 1/3/2017, week of 1/16/2017, week of 1/30/2017, week of 2/13/2017, week of 2/27/2017, week of 3/13/2017, week of 3/27/2017, week of 4/10/2017, week of 5/1/2017, week of 5/15/2017	3 - School Climate and Culture	9/23/16	6/23/17	Math Leader, Teachers
17	1	Math Leader will support teachers on an ongoing basis in the implementation of Number Talks.	3 - School Climate and Culture	9/30/16	6/16/17	Math Leader
18	1	Purchase computers and related supplies to support effective technology integration in every classroom.	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
2	Math Coach salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$78,640	Federal Title I (School Allocation)
2	Math Coach Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$7,286	Federal Title I (School Allocation)

SMART Goal 3

By June 2017, Jefferson School will decrease Tier I and Tier II office referrals by 50%, as compared to the 2015-2016 school year, excluding students falling into the Tier III category, who will have more serious offenses as noted in the TBOE Code of Conduct, including those students with more than 3 office referrals monthly.

Performance Challenge: According to office referrals there is a lack of implementation of the climate and culture plan by staff and students.

According to data Jefferson School had 566 office discipline referrals in the 2015-2016 school year.

Strategy 1: Review, revise, and implement the climate and culture plan for 2016-2017 incorporating PBSIS planning initiatives

Turnaround Principle: 2 - School Climate and Culture

Strategy 2: Training and professional development focusing on behavior and classroom management

Turnaround Principle: 2 - School Climate and Culture

Strategy 3: All staff members adopt the common language from Second Step and implement weekly lessons in the classroom

Turnaround Principle: 3 - Effective Instruction

Target Population: All students and staff

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of Cycle 1, Jefferson School will decrease Tier I and Tier II office referrals by 15%, as compared to the 2015-2016 school year, excluding students falling into the Tier III category, who will have more serious offenses as noted in the TBOE Code of Conduct, including those students with more than 3 office referrals monthly.	Office referral reports from 2015-2016 and 2016-2017

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	By the end of Cycle 2, Jefferson School will decrease Tier I and Tier II office referrals by 25%, as compared to the 2015-2016 school year, excluding students falling into the Tier III category, who will have more serious offenses as noted in the TBOE Code of Conduct, including those students with more than 3 office referrals monthly.	Office referral reports from 2015-2016 and 2016-2017
EOC 3	By the end of Cycle , Jefferson School will decrease Tier I and Tier II office referrals by 40%, as compared to the 2015-2016 school year, excluding students falling into the Tier III category, who will have more serious offenses as noted in the TBOE Code of Conduct, including those students with more than 3 office referrals monthly.	Office referral reports from 2015-2016 and 2016-2017
EOC 4	By June 2017, Jefferson School will decrease Tier I and Tier II office referrals by 50%, as compared to the 2015-2016 school year, excluding students falling into the Tier III category, who will have more serious offenses as noted in the TBOE Code of Conduct, including those students with more than 3 office referrals monthly.	Office referral reports from 2015-2016 and 2016-2017

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	PBSIS team will meet to review and revise school climate and culture plan. PBSIS will convene monthly to continue to analyze data. The committee will manage, track, and analyze out of class referrals, suspensions, and student goal plans.	2 - School Leadership	8/15/16	9/9/16	Principal, PBSIS
2	1	Establish school wide expectations and vision for success for students that support and reward positive behavior	2 - School Leadership	8/15/16	9/9/16	Principal, PBSIS
3	1	Deliver school wide expectations to students and staff through Jaguar Jamboree and Staff Scavenger Hunt(Staff - 9/2/17, Students 9/9/17)	2 - School Leadership	9/2/16	9/9/16	Principal, PBSIS
4	1	Inform parents of school wide expectations via Back to School Night	2 - School Leadership	9/13/16	9/13/16	Principal, PBSIS

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	1	Report to staff monthly on progress of SIP plan SMART Goal 3 and PBSIS initiatives through monthly staff meetings	2 - School Leadership	9/1/16	6/23/17	Principal, PBSIS
6	2	Investigate and identify and provide professional development on behavior and classroom management. Provide monthly PD during staff meetings, peer coaching and fishbowls for the continuing positive behavior program as PBSIS is being planned for the 2018 school year. If funds become available for Professional Learning Community-Focus Classroom Management and Student Behaviors \$5200	5 - Curriculum, Assessment and Intervention System	8/15/16	10/17/16	Principal
7	2	Implement and monitor strategies from professional development on behavior and classroom management. If funds become available for Summer planning for PBSIS \$2000	5 - Curriculum, Assessment and Intervention System	10/18/16	6/23/17	Principal, Staff
8	3	Provide professional development on implementation of Second Steps through FEA	5 - Curriculum, Assessment and Intervention System	9/1/16	9/1/16	Principal
9	3	Implement weekly Second Step lessons	3 - School Climate and Culture	9/7/16	6/23/17	Staff
10	3	Monitor implementation of Second Steps through lesson plans and walk throughs	1 - --	10/3/16	6/23/17	Principal
11	3	Parent Education Night for information on implementation of Second Steps. If funds become available for Parent Education Nights \$ 2064 and	8 - Effective Use of Time	1/4/17	1/4/17	Principal, Staff

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
11	Stipend for Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$660	Federal Title I (School Allocation)

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		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category / Object Code	Funding Requested	Funding Resource
Summer Intervention Grades K-2	7/6/16	7/28/16	District 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

	Federal Title 1 (Priority/Focus Interventions Reserve)	Federal Title 1 (School allocation) Total	TOTAL
Included in SMART Goal Pages	0	192414	192414
Other Title 1 Expenditures	0	14808	14808
Total	0	207222	207222

Confirmation Page

< NO DATA >