

Joyce Kilmer

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210235

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
School Math Leader	Tara Conrad	Yes	Yes	Yes		
Interim Principal	Michael Pettola	Yes	Yes	Yes		
School Literacy Leader	Marva Baird	Yes	Yes	Yes		
Culture & Climate Leader	Leyone Royster	Yes	Yes	Yes		
Kilmer teaching staff	All teaching staff	Yes	Yes	No		
Math and Literacy teachers	Math and Literacy teachers	No	No	Yes		
RAC 4 Math Specialist	Dr. Ellen Clay	No	No	Yes		
RAC 4 Administrative Coach	Dr. Wanda Brooks-Long	Yes	Yes	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
02/01/2016	Quality School Review / Needs Assessment	Yes	Yes
02/22/2016	Quality School Review / Needs Assessment	Yes	Yes
02/29/2016	Quality School Review / Needs Assessment	Yes	Yes
03/07/2016	Quality School Review / Needs Assessment	Yes	Yes
03/18/2016	Quality School Review / Needs Assessment	Yes	Yes
04/07/2016	Quality School Review / Needs Assessment	Yes	Yes
04/11/2016	Quality School Review / Needs Assessment	Yes	Yes
04/28/2016	Quality School Review / Needs Assessment	Yes	No
02/17/2016	Quality School Review / Needs Assessment	Yes	Yes
03/16/2016	Quality School Review / Needs Assessment	Yes	Yes
10/05/2015	Data Review and Analysis	Yes	Yes
10/26/2015	Data Review and Analysis	Yes	Yes
11/16/2015	Data Review and Analysis	Yes	Yes

Date	Topic	Agenda on File	Minutes on File
12/07/2015	Data Review and Analysis	Yes	Yes
12/14/2015	Data Review and Analysis	Yes	Yes
02/08/2016	Data Review and Analysis	Yes	Yes
03/02/2016	Data Review and Analysis	Yes	Yes
03/16/2016	Data Review and Analysis	Yes	Yes
11/02/2015	Plan Development	Yes	Yes
01/04/2016	Plan Development	Yes	Yes
06/02/2016	Plan Development	Yes	Yes
05/04/2016	Plan Development	Yes	Yes
05/11/2016	Plan Development	Yes	Yes

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
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Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	3	<p>The principal establishes a coherent vision that is understood and supported by the entire school community. This is demonstrated through signage in front of and throughout the school and through morning and afternoon announcements, Ohana means Family, Kilmer is Ohana, Kilmer is Family.</p> <p>The Spring Road to Success report, Observable Characteristics in the Classroom noted a rise in Student Engagement in the number of classes identified as well-developed or exemplary as compared to the fall 2015 RTS.</p>	<p>1.3 Using data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment.</p> <p>Create and implement processes that support the analysis of data in the development of systems to maintain a safe, orderly and equitable learning environment.</p> <p>1.4 Continuously engaging in inquiring about instructional improvement; ensuring high quality teaching in every classroom.</p> <p>Conduct frequent formal and informal observations and administrative walk-throughs several times a week. [2.3;4.2]</p> <p>1.7 Using 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).</p> <p>Implement consistently the Reflective Instructional Supervision cycle of; data analysis, walkthroughs, observation, feedback, professional development, evaluation and loopbacks.</p> <p>Consistently ensure teachers teams plan and create demanding material aligned to the CCSS, including exhibitions, portfolios and other assessments.</p> <p>Consistently confirm teachers engage in inquiry about instructional improvement.</p> <p>Consistently confirm agreed upon practices are implemented in every classroom and student learning outcomes can be linked to these improvements. [6.3]</p>
	2	3		
	3	2		
	4	2		
	5	3		
	6	2		
	7	2		
	8	3		
	9	3		
	10	3		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
Total		26		
2 - School Climate and Culture	1	2	<p>The school has developed a Climate and Culture plan that incorporates the use of an Attendance Team and tiered supports to decrease disciplinary referrals and chronic absenteeism.</p> <p>A system of support has been identified to address student academic, social/emotional and behavioral needs .(STARS)</p> <p>The Spring Road to Success report scores for Observable Characteristics of Common Spaces, rated Student Cafeteria and Building Front Exterior as well-developed</p>	<p>2.1 Supporting a safe, orderly and equitable learning environment.</p> <p>Provide professional development to build teachers capacity to respond to classroom infractions and leaders ability to give feedback to teacher's response to classroom incidents.</p> <p>Create and implement processes to remove the first level of response to most incidents from school administration to designated first responders.</p> <p>2.2 Creating consistency in the quality of instruction from classroom to classroom; instructional differentiation is in place to meet varied student needs.</p> <p>Create and implement systems for the regular analysis of student learning</p> <p>Data to inform the selection of yearlong focus strategies for improving instructional practices and its natural outcrop improvement in student outcomes.</p> <p>Create and implement consistent structures for instructional differentiation to meet all students needs and to ensure that all students master content.</p>
	2	2		
	3	2		
Total		6		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
3 - Effective Instruction	1	3	<p>Student learning objectives are posted and are clear and measureable.</p>	<p>3.2 Teachers using multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.</p> <p>Implement and provide professional development and feedback on teachers use of :</p> <ul style="list-style-type: none"> o Approved District Middle Math Curriculum-Three Math Priorities, Math Language o Balanced Math Instruction (Concrete , Pictorial , Abstract ;Modeled, Shared, Guided ,Independent) o Balanced Literacy Block <p>Word Work</p> <p>Modeled, Shared, Guided, Independent Reading</p> <p>Writers Workshop</p> <p>Common Assessments</p> <ul style="list-style-type: none"> o Non-Fiction reading and writing strategies in Science and Social Studies Classes.
	2	2	<p>In selected classrooms the RTS noted improvement in the level of rigor; growth in the level of student engagement from under developed to developing, well developed to exemplary.</p>	
	3	2	<p>In select classrooms instruction matches the rigor of the CCSS and students can articulate the learning objective and how it relates to larger concepts.</p>	
	4	2	<p>In select classrooms teachers hold high academic standards and students are actively engaged in the lesson.</p>	
	5	2		
	6	2		
Total		13		
4 - Curriculum, Assessment and Intervention System	1	3	<p>Teachers implement ELA & Math common assessments and district formative assessments linked to the CCSS aligned curriculum.</p>	<p>4.2 Collecting classroom level data to verify that the adopted and aligned CCSS curriculum is the taught curriculum.</p> <p>Provide professional development, and feedback, on:</p> <ul style="list-style-type: none"> o Creating a viable Curriculum and Refining the PLC Process o Creating CCSS aligned unit and lesson plans that include a daily PARCC like assessment of the taught objective; inclusive of clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
	2	2	<p>Lesson plans demonstrate overall alignment with the CCSS.</p>	
	3	3	<p>School leaders utilize walkthroughs as a means of providing actionable feedback on building based identified areas of growth.</p>	
	4	3		
	5	2		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
Total		13		
5 - Effective Staffing Practices	1	2	<p>Teacher driven professional development has included student data and the correlation of teacher practice to improvement of student learning outcomes.</p> <p>Professional development has included individual, collaborative and shared reflective practice opportunities</p>	<p>5.2 Using teacher evaluation to systematically link teacher practice data with Students' outcomes; inform professional development.</p> <p>Teachers consistently receive constructive feedback, support and follow-up to ensure instructional improvement</p> <p>Multiple data sources and opportunities are used to observe and provide feedback to teachers, including teacher practice inputs and student learning outcomes.</p>
	2	2		
	3	3		
	4	3		
	5	3		
Total		13		
6 - Enabling the Effective Use of Data	1	3	<p>Monthly data meetings are scheduled to support the analysis of both qualitative and quantitative data to support the academic and social/emotional development of students.</p>	<p>6.2 Creating and implementing 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.</p> <p>Data Mining to support the use of data by classroom teachers as a mechanism for daily adjustments in the delivery of the curriculum to best meet student's needs; use of PLC time to analyze data.</p>
	2	2		
	3	2		
Total		7		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
7 - Effective Use of Time	1	3	<p>ELA and Math teachers have common planning periods and meet weekly for PLC. Teachers have planning time for grade/content meetings.</p>	<p>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. Creation and implementation of an instructional schedule that includes an RTI period.</p>
	2	2		
	3	4		
Total		9		
8 - Family and Community Engagement	1	2	<p>The school supports home school academic engagement through Family Math and Literacy events. The school is used to host numerous community events.</p>	<p>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 Provide and evaluate for effectiveness programs and strategies that facilitate creative, supportive, academically-focused relationships between teachers and families. Implement monthly parent activities that engage both staff and parents in communicating and working together to improve student achievement. (Parent Good News Post Cards)</p>
	2	4		

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
I-Ready online intervention program	Math	Yes	<p>NJASK/PARCC data reflects the following mean SGP for the past three years: 45 (2012-2013), 37 (2013-2014) and 48 (2014-2015). Percent proficient on NJASK/PARCC reflects: 28% in 2012, 26% in 2013, 22% in 2014 and 10% in 2015.</p> <p>Approximately 90% of students lack fluency in Number Sense and Operations, Algebra and Algebraic Thinking, Measurement and Data and Geometry according to iReady data.</p> <p>Teachers struggle with teaching grade level content.</p>	NJASK/PARCC Data Report, Mean SGP Data Report, iReady instructional needs analysis report, EUA1/2 Reports

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
I-Ready online intervention program	Literacy	Yes	<p>NJASK/ PARCC Data reflects the following: For the years 2012-21%, 2013- 25%, 2014-28% and 2015-16% of students were. The mean SGP data for 2012-43%, 2013- 47%, 2014-28% and 2015-56%. iReady Data, Informational text demonstrates the following: 6th-100%, 7th-77% and 8th-100% below level. On EUA 1& 2- 22.1%, 24.4%-6th/22.65-34.7% grade 7th/32.9%-52% 8th. The data for the end of Unit and standardized assessments shows that students are failing to meet and exceed grade level expectations. On the SGP indicators reflect high growth</p>	<p>NJASK/PARCC Data Report, Mean SGP Data Report, iReady instructional needs analysis report, EUA1/2 Reports</p>

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	14.5%		NJASK/PARCC MATH percent proficient has been slowly declining with 28, 26, 22, 10% from 2012-2015. One observation is the introduction of new Common Core, more rigorous and unfamiliar standards, novice teachers and academic gaps of students. Many students also are frequently absent, tardy or referred for discipline action which detrimentally affects learning and progress.
		School-wide Math	7.3%		
		School-wide Algebra 1			
		School-wide Algebra 2			
		School-wide Geometry			
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	56.0		MATH: mean SGP for the past 3 years has indicated stagnant progress with 45, 37 then 48 growth respectively.
		Student Growth in Math	48.0		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
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			NJASK/PARCC ELA percent proficient has been inconsistent with 43, 47, 45 2012-2014 and 56%in 2015. One observation is the introduction of new Common Core, more rigorous and unfamiliar standards, novice teachers and academic gaps/proficiency levels of students. Many students are also frequently absent, tardy or referred for discipline infractions which affects learning, progress and proficiency levels.

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	0%	0%	0%	0%	0%		ELA mean SGP for the past 3 years 2012, 2013 and 2014 indicate that students failed to meet performance levels on informational text in grades 6, 7 and 8. For year 4, performance levels were met.
		1	0%	0%	0%	0%	0%		
		2	0%	0%	0%	0%	0%		
		3	0%	0%	0%	0%	0%		
		4	0%	0%	0%	0%	0%		
		5	0%	0%	0%	0%	0%		
		6	53%	53%	0%	0%	10.62 %		
		7	39%	39%	0%	0%	49.65 %		
		8	39%	39%	0%	0%	17.95 %		
		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	0%	0%	0%	0%	0%	Cycle 5 data: Percent Proficient 6th grade-45% 7th grade- 51% 8th grade-33%	MATH: Students consistently met/exceeded the set target for proficiency as set on the SIP. 6th grade struggled with unit 1 content, 7th grade with unit 1 also as well as 8th. This is partially related to new fluency strategies being implemented while teaching content as well as the unit CCSS being a bit unclear at first.
		1	0%	0%	0%	0%	0%		
		2	0%	0%	0%	0%	0%		
		3	0%	0%	0%	0%	0%		
		4	0%	0%	0%	0%	0%		
		5	0%	0%	0%	0%	0%		
		6	19%	27%	24.6%	31%	42.52%		
		7	17%	30%	24.3%	48%	51.75%		
		8	0%	14%	32.4%	38%	31.87%		
		9	0%	5%	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			

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	Overall YTD Student Enrollment Average	446	School enrollment: Three year 2013 -669 (Grades PreK-8 school) 2014- 430 (Grades 6-8) 2015-445 (Grades 6-8)	Consistent enrollment over the years. Students enrollment from feeder school is consistent
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	91.76%	Attendance: 2015-2016 February- 92.67% March-93.32% April-95.24% Attendance Team at building level Frequent support of students Partnership with Truant Officer	Attendance is not a major issue at JKMS, students are coming to school regularly. More focus and supports for chronic absent students will continue in 2016-2017
		Subgroup 1 YTD Student Attendance	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	23.44%	Chronic Absenteeism 2013-2015 2013- 25% 2014-10% 2015-31%	The chronic absenteeism data is inconsistent. Attendance Team at building level. Frequent support of students Partnership with Truant Officer
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	95.98%	High staff attendance is close to 96% Acknowledgement or incentives for good attendance of staff members	Staff attendance is positive. More ways to recognize and acknowledge staff with excellent attendance can motivate staff to have a higher rate.

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	Student Suspension YTD Average - In School	0.00%	Suspension Rates: Three Years 2013- 2% 2014-37% 2015-26%	Frequency of incidences: disruption/horseplay Population: higher rate among male students and 8th grade (some months) Some chronic repeaters are SPED students Time of incidences: lunch periods/late afternoon
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	8.08%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

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%	MS/HS 2015-2016 Emotional Environment: Students: 53.3% Staff-67.7% Parent N/A Student Relationships Students-41.0% Parent 74.4% Staff 69.9% Teaching and Learning- Parent 75.7% Student 64.2% Staff 74.4%	Incorporate student focus groups to identify specific areas for improvement using the survey results as a guide. Advisory/PLC meetings to support social-emotional-learning and character development Incorporate student focus groups to identify specific areas for improvement Attendance/disciplinary teams to support positive relationships, classroom management and loss of seat time
		Physical Environment	0	45.9	80.4	79.1		
		Teaching and Learning	0	64.2	75.7	74.4		
		Morale in School Comm.	0	57.5	76.4	68.3		
		Student Relationships	0	41	74.2	69.9		
		Parental Support	0	84.4	78	70.3		
		Safety	0	62.8	69.8	85.9		
		Emotional Environment	0	53.5		67.7		
		Administrative Support				85.6		

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					Win-Win PBS Program 2014-2015 Data	Two years participation of the Win-Win program at JKMS. Consistent participation of teachers. More improvement needed in the areas of staff (management of tracker system and student participation (journaling) to effect full benefit of the program. Continuous participation in the program for 2016-2017. More student support is needed to encourage more connection to daily effort and behavior.
		Climate and Culture					Kilmer Student Survey	
		Effective Instruction					Effort- 92% Improved Behavior- 76% Satisfaction/Support-66%	
		Curriculum, Instruction and Intervention					Staff Survey Results	
		Effective Staffing Practices					Student Effort- 70% School Impact- 33%	
		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		N/A	N/A
		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		N/A	N/A
		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	0	# of 8th Grade students enrolled in Algebra 1: 20 % of students with a C or better 75% Count of students who took the Algebra section of PARCC: 20 % of students who scored 4 or 5 on the PARCC assessment: 0	Our Algebra 1 teacher was on maternity for the last 3 quarters of the school year. The Algebra 1 class did not have a consistent substitute teacher throughout the year.
		% of students with a C or better	0%		
		Count of students who took the Algebra section of PARCC	0		
		% of students who scored 4 or 5 on the PARCC assessment	0%		

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data	Your Data	Observations / Trends
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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		Fall 2015 R2S Visit - Conclusions: The physical environment, classroom management, climate of the classes and procedures & routines are areas of strength. We traditionally focus on these categories during the opening of the school year to lay the foundation for effective instruction. 25% of the classes were undeveloped with Lesson Design, Expectations of Students, and Rigor & Standards. Fall 2015 R2S Feedback Student Engagement: 75% of classrooms had engaged students within the first 10 minutes of class. In one instance students were not engaged in the first 5 but were a few minutes later, and another were engaged at first, then not. 50% of the teachers presented a high-level task to their students. See Genesis for Observation and Walkthrough data. See Trends Presentation from Chimaobi.Amutah.	Observation and Walkthroughs Feedback Cycle and Support: All staff are observed in accordance with ACHIEVE NJ in Genesis: Danielson Framework. The Principal and Vice Principal collaborated and strategically planned the observation cycles at the beginning of the school year. A focus in the school, in addition to the SIP Goals, were QUESTIONING and DISCUSSION (3B) and ENGAGEMENT (3C) which focused on questioning. Walkthroughs conducted were a combination of the traditional Instructional walk through tool and Genesis walk-through tool. In addition to administration, the ELA and Math Leaders also spend time in classrooms looking at questioning strategies, instructional strategies, modeling lessons

Data Source	Factors to Consider	Your Data	Your Data	Observations / Trends
				<p>and assessments, and coach teachers each cycle. C&C Leader supports teachers with classroom management strategies and classroom procedures as well as PBIS.</p> <p>PLC's and School Wide PDs are provided which focus on several instructional topics as determined by walkthrough data and action steps developed with teachers.</p> <p>Areas of Strength- GLOWS: 1- Physical Environment 2- Classroom Management 3- Classroom Climate Areas of Focus- GROWS 1- Expectations of Students 2- Rigor & Standards 3- Lesson Design</p> <p>2016 Spring QSR Self-Assessment: Glows: TP 3.4, 4.1, 4.3, 4.4- Curriculum, Assessment and Instruction were all a Kilmer</p>

Data Source	Factors to Consider	Your Data	Your Data	Observations / Trends
				<p>staff strength. Aligning instruction and resources to the CCSS, using formative assessments to drive instruction and supporting staff content knowledge. PD and common planning opportunities have been integrated for planning, content PD and creating common assessments.</p> <p>T.P. 5.5- providing teachers with professional development opportunities in and out of the school/district.</p> <p>PLC's are facilitated 3x a week including PD, turn-key from out of district PD, the RAC team and peer class visitation opportunities.</p> <p>T.P. 7.3- the master schedule is clearly structured and designed to meet the PD needs of the staff.</p> <p>Master schedule has been revised this year to include both content and grade level PLC's each week.</p> <p>Grows:</p> <p>T.P. 2.1- the school</p>

Data Source	Factors to Consider	Your Data	Your Data	Observations / Trends
				<p>community supports a safe, orderly and equitable learning environment.</p> <p>While our staff completes BB1s for work orders, many are still outstanding-funding issues. Teachers need to consistently implement progressive discipline procedures in their classrooms.</p> <p>T.P. 3.6- teachers hold high expectations for all students academically and behaviorally as evidenced in their practice. Decrease the academic gap between the depth of the CCSS and the individual student levels, based on the data.</p> <p>The staff felt there was room to grow in the equity part regarding behavior.</p> <p>Follow-up with implementing strategies discussed during data analysis with teachers.</p> <p>T.P. 5.1-Hiring timelines and processes allow the school to competitively recruit effective teachers.</p>

Data Source	Factors to Consider	Your Data	Your Data	Observations / Trends
				<p>Despite many varied attempts to fill vacancies with certified staff, some still exist.</p>

< Other Indicators - NO DATA >

Root Cause Analysis

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
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Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
ELA & Literacy (TP3, TP4) (Includes Social Studies & Science)	NJASK/ PARCC Data reflects the following: For the years 2012-21%,2013- 25%, 2014-28% and 2015-16% of students were. The mean SGP data for 2012-43%, 2013- 47%, 2014-28% and 2015-56%. iReady Data, Informational text demonstrates the following: 6th-100%, 7th-77% and 8th-100% below level. On EUA 1& 2-22.1%, 24.4%-6th/22.65-34.7% grade 7th/32.9% -52% 8th. The data for the end of Unit and standardized assessments shows that students are failing to meet and exceed grade level expectations. On the SGP indicators reflect high growth.	Based on the QSR report for JKMS teachers need additional support in implementing balanced literacy (Vocabulary instruction, Reader's Workshop, Fluency instruction, Guided Reading, Close Reading, Writer's Workshop and Writing across the curriculum). Creating a viable Curriculum and refining the PLC Process. Creating CCSS aligned units and lesson plans that include a daily PARCC like assessment of the taught objectives; inclusive of clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement. Tiered interventions for learners in Grades 6-8 classrooms with fidelity. Lack of implementation of lessons rich with: relevant content, connected to Standards, .	All students Grades 6-8	1 Implementation of a Balanced Literacy Framework, Accountable Talk, response strategies, and strategies to support improvement in student proficiency in reading and writing of Informational Text. http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf	0 - --
				2 Creating a viable Curriculum and refining the PLC Process through the implementation of the Corrective Action Road Map (CAR)..Administration will allocate and adapt instructional support based on data from their administrative walk through.	0 - --

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
				3 Implementation of iReady: Instructional decisions will be based on multiple forms of data, teacher collaborative sessions, targeted interventions, lessons will include planning for and re-teaching, leaders will model and support focused classroom instruction, diagnostic, formative and summative assessment data will be reviewed by students and teachers to inform curriculum decisions.	0 - --

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle									
Math (TP3, TP4)	<p>NJASK/PARCC data reflects the following mean SGP for the past three years: 45 (2012-2013), 37 (2013-2014) and 48 (2014-2015). Percent proficient on NJASK/PARCC reflects: 28% in 2012, 26% in 2013, 22% in 2014 and 10% in 2015.</p> <p>Approximately 90% of students lack fluency in Number Sense and Operations, Algebra and Algebraic Thinking, Measurement and Data and Geometry according to iReady data.</p> <p>Teachers struggle with teaching grade level content.</p>	<p>As our QSR feedback mentions: -Teachers need more support in integrating a balanced math instruction conducive to effective instructional strategies.(math language and 3 priorities) Students are entering middle school with an academic gap. Teachers are still working on adapting their practice to reflect the instructional shifts of the Common Core standards. The suspension/tardy/absenteeism and referral rate is effecting instructional time for many students. For many of these students being the most academically challenged. Teachers need support on intervention strategies for students below grade level.</p>	all students 6th-8th grades	<table border="1"> <tr> <td data-bbox="1512 223 1563 646">1</td> <td data-bbox="1563 223 1998 646"> Inquiry into mathematical activities that support CPA (concrete, pictorial then abstract) and Math Talks as learning strategies including counting and combination progressions to support comfort with numbers/fluency in a cohesive manner that supports the Common Core Math Framework. </td> </tr> <tr> <td data-bbox="1512 646 1563 997">2</td> <td data-bbox="1563 646 1998 997"> Vertical and horizontal Professional Learning Communities (PLC's) will occur weekly utilizing the Connected Action Roadmap (CAR) framework. Walk-through feedback will support teachers implementation of content and focus strategies. </td> </tr> <tr> <td data-bbox="1512 997 1563 1227">3</td> <td data-bbox="1563 997 1998 1227"> iReady (intervention program) to continue to build cohesiveness in all instruction that supports students' understanding of relationships between quantities and their representations. </td> </tr> </table>	1	Inquiry into mathematical activities that support CPA (concrete, pictorial then abstract) and Math Talks as learning strategies including counting and combination progressions to support comfort with numbers/fluency in a cohesive manner that supports the Common Core Math Framework.	2	Vertical and horizontal Professional Learning Communities (PLC's) will occur weekly utilizing the Connected Action Roadmap (CAR) framework. Walk-through feedback will support teachers implementation of content and focus strategies.	3	iReady (intervention program) to continue to build cohesiveness in all instruction that supports students' understanding of relationships between quantities and their representations.	<table border="1"> <tr> <td data-bbox="1998 223 2199 646">3 - Effective Instruction</td> </tr> <tr> <td data-bbox="1998 646 2199 997">1 - School Leadership</td> </tr> <tr> <td data-bbox="1998 997 2199 1227">4 - Curriculum, Assessment and Intervention System</td> </tr> </table>	3 - Effective Instruction	1 - School Leadership	4 - Curriculum, Assessment and Intervention System
1	Inquiry into mathematical activities that support CPA (concrete, pictorial then abstract) and Math Talks as learning strategies including counting and combination progressions to support comfort with numbers/fluency in a cohesive manner that supports the Common Core Math Framework.													
2	Vertical and horizontal Professional Learning Communities (PLC's) will occur weekly utilizing the Connected Action Roadmap (CAR) framework. Walk-through feedback will support teachers implementation of content and focus strategies.													
3	iReady (intervention program) to continue to build cohesiveness in all instruction that supports students' understanding of relationships between quantities and their representations.													
3 - Effective Instruction														
1 - School Leadership														
4 - Curriculum, Assessment and Intervention System														

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Climate & Culture (TP2)	<p>Chronic absenteeism rate over three years has shown 25%, 25%, 10% 31 Joyce Kilmer (2012) 25% Joyce Kilmer (2013) 25% Joyce Kilmer (2014) 10% Joyce Kilmer (2015) 31%</p> <p>In school office student referrals data (ISS recent 3 months) February 2016 (291) March 2016 (244) April 2016 (250+)</p> <p>Climate and Culture Survey Student Data (Fall 2015) Teaching and Learning- 64.2% Emotional environment- 53.5% Student/ Relationships- 41.0%</p>	<p>Based on QSR feedback there is a need to provide professional development to build teachers capacity to respond to classroom infractions and leaders ability to give feedback to teacher's response to classroom incidents.</p>	<p>all teachers Grades 6-8</p>	<p>1 Develop a task force to address chronic absenteeism by utilizing the school's attendance team and developing a school discipline advisory committee to monitor, provide professional development and other supports to reduce the number of disciplinary referrals that lead to loss of seat time and suspensions</p>	<p>0 - --</p>
				<p>2 Develop a stakeholder team which consists of staff, students, parents, and community members through the Campaign Connect program from the Center of Supportive Schools to address the areas of effective student to student and adult relationships as measured by relationship domain of the climate and culture surveys</p>	<p>0 - --</p>

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
				3 Utilize the advisory periods to focus on improving relationships, social-emotional development and teaching and learning through use of Social Decision Making/Social Problem Solving middle school curriculum.	0 - --
Enabling the Effective Use of Data (TP6)			1		0 - --
			2		0 - --
			3		0 - --

SMART Goal 1

By June 2017, 70% of students scores will increase from their District Common Pre-Assessment on the EBSR Type questions on the standards associated with Informational Text RI 6-8/1-10, to these same standards on the final/Post District Common Assessment according to the tiered growth chart below.

Performance level on Pretest:	Growth on Post:
Far Below Basic (0%-23.9%)	25 percentage points
Below Basic (24.9%-48.9%)	20 percentage points
Basic (40%-68.9%)	15 percentage points
Meets (69%-83.9%)	8 percentage points
Exceeds (84%-100%)	Maintains or 4 percentage point

Performance Challenge: NJASK/ PARCC Data reflects the following: For the years 2012-21%,2013- 25%, 2014-28% and 2015-16% of students were. The mean SGP data for 2012-43%, 2013- 47%, 2014-28% and 2015-56%. iReady Data, Informational text demonstrates the following: 6th-100%, 7th-77% and 8th-100% below level. On EUA 1& 2-22.1%, 24.4%-6th/22.65-34.7% grade 7th/32.9%-52% 8th. The data for the end of Unit and standardized assessments shows that students are failing to meet and exceed grade level expectations. On the SGP indicators reflect high growth.

Strategy 1: Implementation of a Balanced Literacy Framework, Accountable Talk, response strategies, and strategies to support improvement in student proficiency in reading and writing of Informational Text. http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf

Turnaround Principle: 0 - --

Strategy 2: Creating a viable Curriculum and refining the PLC Process through the implementation of the Corrective Action Road Map (CAR)..Administration will allocate and adapt instructional support based on data from their administrative walk through.

Turnaround Principle: 0 - --

Strategy 3: Implementation of iReady: Instructional decisions will be based on multiple forms of data, teacher collaborative sessions, targeted interventions, lessons will include planning for and re-teaching, leaders will model and support focused classroom instruction, diagnostic, formative and summative assessment data will be reviewed by students and teachers to inform curriculum decisions.

Turnaround Principle: 0 - --

Target Population: All students Grades 6-8

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>By June 2017, 70% of students scores will increase from their District Common Pre-Assessment on the EBSR Type questions on the standards associated with Informational Text RI 6-8/1-10, to these same standards on the final/Post District Common Assessment according to the tiered growth chart below.</p> <p>Performance level on Pretest: Growth on Post:</p> <p>Far Below Basic (0%-23.9%) 6 percentage points</p> <p>Below Basic (24.9%-48.9%) 4 percentage points</p> <p>Basic (40%-68.9%) 3 percentage points</p> <p>Meets (69%-83.9%) 2 percentage points</p> <p>Exceeds (84%-100%) Maintains or 1 percentage point</p>	End of Unit 1 District Common Assessment compared to Pre-Test assessment
EOC 2	<p>By June 2017, 70% of students scores will increase from their District Common Pre-Assessment on the EBSR Type questions on the standards associated with Informational Text RI 6-8/1-10, to these same standards on the final/Post District Common Assessment according to the tiered growth chart below.</p> <p>Performance level on Pretest: Growth on Post:</p> <p>Far Below Basic (0%-23.9%) 12 percentage points</p> <p>Below Basic (24.9%-48.9%) 8 percentage points</p> <p>Basic (40%-68.9%) 6 percentage points</p> <p>Meets (69%-83.9%) 4 percentage points</p> <p>Exceeds (84%-100%) Maintains or 2 percentage point</p>	End of Unit 2 District Common Assessment compared to Pre-Test assessment

End of Cycle	Interim Goal	Sources of Evidence												
EOC 3	<p>By April 30, 2017, there will be an increase in the number of classrooms that score well-developed on the Road to Success (RTS) rubric as compared to the March 2016 RTS data in the area of Student Engagement.</p> <p>OR</p> <p>By June 2017, 70% of students scores will increase from their District Common Pre-Assessment on the EBSR Type questions on the standards associated with Informational Text RI 6-8/1-10, to these same standards on the final/Post District Common Assessment according to the tiered growth chart below.</p> <table border="0"> <tr> <td>Performance level on Pretest:</td> <td>Growth on Post:</td> </tr> <tr> <td>Far Below Basic (0%-23.9%)</td> <td>18 percentage points</td> </tr> <tr> <td>Below Basic (24.9%-48.9%)</td> <td>12 percentage points</td> </tr> <tr> <td>Basic (40%-68.9%)</td> <td>9 percentage points</td> </tr> <tr> <td>Meets (69%-83.9%)</td> <td>6 percentage points</td> </tr> <tr> <td>Exceeds (84%-100%)</td> <td>Maintains or 3 percentage point</td> </tr> </table> <p>OR</p> <p>iReady growth TBD</p>	Performance level on Pretest:	Growth on Post:	Far Below Basic (0%-23.9%)	18 percentage points	Below Basic (24.9%-48.9%)	12 percentage points	Basic (40%-68.9%)	9 percentage points	Meets (69%-83.9%)	6 percentage points	Exceeds (84%-100%)	Maintains or 3 percentage point	<p>Road to Success</p> <p>OR</p> <p>End of Unit 3 District Common Assessment compared to Pre-Test assessment</p> <p>OR</p> <p>iReady growth TBD</p> <p>(options are being provided due to uncertainty regarding PARCC assessment and QSR. Final determination will be determined in September 2016)</p>
Performance level on Pretest:	Growth on Post:													
Far Below Basic (0%-23.9%)	18 percentage points													
Below Basic (24.9%-48.9%)	12 percentage points													
Basic (40%-68.9%)	9 percentage points													
Meets (69%-83.9%)	6 percentage points													
Exceeds (84%-100%)	Maintains or 3 percentage point													
EOC 4	<p>By June 2017, 70% of students scores will increase from their District Common Pre-Assessment on the EBSR Type questions on the standards associated with Informational Text RI 6-8/1-10, to these same standards on the final/Post District Common Assessment according to the tiered growth chart below.</p> <table border="0"> <tr> <td>Performance level on Pretest:</td> <td>Growth on Post:</td> </tr> <tr> <td>Far Below Basic (0%-23.9%)</td> <td>25 percentage points</td> </tr> <tr> <td>Below Basic (24.9%-48.9%)</td> <td>20 percentage points</td> </tr> <tr> <td>Basic (40%-68.9%)</td> <td>15 percentage points</td> </tr> <tr> <td>Meets (69%-83.9%)</td> <td>8 percentage points</td> </tr> <tr> <td>Exceeds (84%-100%)</td> <td>Maintains or 4 percentage point</td> </tr> </table>	Performance level on Pretest:	Growth on Post:	Far Below Basic (0%-23.9%)	25 percentage points	Below Basic (24.9%-48.9%)	20 percentage points	Basic (40%-68.9%)	15 percentage points	Meets (69%-83.9%)	8 percentage points	Exceeds (84%-100%)	Maintains or 4 percentage point	<p>Pre-Test data compared to Post-Test/ District Common Assessment</p>
Performance level on Pretest:	Growth on Post:													
Far Below Basic (0%-23.9%)	25 percentage points													
Below Basic (24.9%-48.9%)	20 percentage points													
Basic (40%-68.9%)	15 percentage points													
Meets (69%-83.9%)	8 percentage points													
Exceeds (84%-100%)	Maintains or 4 percentage point													

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Development of a PLC team and PD taskforce team to monitor curriculum expectations, identify timelines for implementation, turnkey sessions, coach modelling, classroom visitations and book study sessions and supports	3 - School Climate and Culture	9/17/16	6/16/17	M. Baird
2	2	Administration will conduct weekly walk-throughs to provide weekly feedback on (Danielson Framework Component 2c: Management of instructional groups, Management of transitions, Management of instructional materials and supplies classroom routines) and provide feedback on expectations and distribution of the literacy block domains 2 and 4 in their written feedback. If funds become available. \$2000	3 - School Climate and Culture	9/6/16	6/6/17	Principal/Vice Principal/MBaird
3	3	Continued utilization of the Win-Win PBS program (6-8) and S.T.A.R.S program (7), and K.I.K.S program (6 grade), student council (grade 8)	2 - School Leadership	9/9/16	6/9/17	L. Royster Climate and Culture leader
4	2	Parental Engagement: ten activities per year for ELA,	8 - Effective Use of Time	9/8/16	6/20/17	Kilmer Leadership Team
5	2	Collaborate with NJEA Priority School Initiative partners to implement A Balanced Literacy Program in grades 6-8 to support teachers with the planning and execution of a Balanced Literacy Block in all classrooms at JKMS to improve student proficiency levels in reading and writing in grades 6-8. Collaborating and planning with teachers across disciplines, involving stronger cross content engagement with staff, students, parents, and community members. Continuing planning and developing strategies to support the distribution of the ELA Block and differentiating classroom instruction targeted at meeting the needs of the tires of learners in all 6-8 grade classrooms at JKMS.using interdisciplinary project displays to showcase student learning outcomes.	3 - School Climate and Culture	9/8/16	6/2/17	Principal/Vice Principal M. Baird

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	2	Provide professional development and support on the consistent implementation of the District Balanced Literacy Framework.	3 - School Climate and Culture	9/8/16	6/13/17	Principal/Vice Principal M. Baird
7	1	ELA Leader salary and benefits \$280,521.91/ 3 Leaders	1 - --	9/1/16	6/30/17	Kilmer Leadership Team
8	2	<p>Implement CAR (Connected Action Roadmap) unit lesson planning process, one which uses the Backwards Design Concept:</p> <ol style="list-style-type: none"> 1. Unpacking and Grouping Standards together to establish Instructional Units with attainable SLOs. 2. Developing Summative and Format Assessments that assess the predetermined CCS being taught per Unit. 3. Design/Identify Instructional Strategies, Activities, Materials, Groupings, Differentiated Instruction that will ensure attainment of these CCS. <p>By utilizing the steps above staff will learn how to develop quality Instructional Units that are designed to ensure success for a diverse group of learners.</p> <p>Through the use of the Connected Action Roadmap process staff will receive the necessary skills needed to develop comprehensive Instructional Units, aligned to the CCS and designed to meet the instructional needs of all learners.</p> <p>Objectives: Based on 2015-2016 NJ Model Curriculum Unit Assessment results, there will be an increase in the percentage of students scoring proficient in 2016-2017. If funds become available \$30,000</p>	3 - School Climate and Culture	9/1/16	6/20/17	ELA Leader
9	3	Purchase computers and related supplies to support effective technology integration in all classrooms.	3 - School Climate and Culture	3/1/17	5/31/17	Administration

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Replacement technology - Laptops, ipads	FACILITIES - Instructional Equipment / 400-731	\$15,000	State/Local
6	Instructional supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$9,000	State/Local
1	ELA Leader salary \$280,521.91/ 3 Leaders	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$95,515	Federal Title I (Interventions Reserve)
1	ELA Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200- 200	\$10,000	Federal Title I (School Allocation)

SMART Goal 2

By June 2017, 70% of students scores will increase from their District Common Pre-Assessment on the Type 1, 2, & 3 questions on the standards associated with Relationships between Quantities to these same standards on the final/Post District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.

Performance level on Pretest:	Growth on Post:
Far Below Basic (0%-23%)-	28 percentage points
Below Basic (24%-48%)-	20 percentage points
Basic (49%-68%)-	12 percentage points
Meets (69%-83%)-	8 percentage points
Exceeds (84%-100%)-	Maintains or less than/equal to 2 percentage points

Performance Challenge: NJASK/PARCC data reflects the following mean SGP for the past three years: 45 (2012-2013), 37 (2013-2014) and 48 (2014-2015). Percent proficient on NJASK/PARCC reflects: 28% in 2012, 26% in 2013, 22% in 2014 and 10% in 2015.

Approximately 90% of students lack fluency in Number Sense and Operations, Algebra and Algebraic Thinking, Measurement and Data and Geometry according to iReady data.

Teachers struggle with teaching grade level content.

Strategy 1: Inquiry into mathematical activities that support CPA (concrete, pictorial then abstract) and Math Talks as learning strategies including counting and combination progressions to support comfort with numbers/fluency in a cohesive manner that supports the Common Core Math Framework.

Turnaround Principle: 3 - Effective Instruction

Strategy 2: Vertical and horizontal Professional Learning Communities (PLC's) will occur weekly utilizing the Connected Action Roadmap (CAR) framework. Walk-through feedback will support teachers implementation of content and focus strategies.

Turnaround Principle: 1 - School Leadership

Strategy 3: iReady (intervention program) to continue to build cohesiveness in all instruction that supports students' understanding of relationships between quantities and their representations.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Target Population: all students 6th-8th grades

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>By June 2017, 60% of students scores will increase from their District Common Pre-Assessment on the Type 1, 2, & 3 questions on the standards associated with Relationships between Quantities to these same standards on the final/Post District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.</p> <p>Performance level on Pretest: Growth on Post:</p> <p>Far Below Basic (0%-23%) 7 percentage points</p> <p>Below Basic (24%-48%) 5 percentage points</p> <p>Basic (49%-68%) 3 percentage points</p> <p>Meets (69%-83%) 2 percentage points</p> <p>Exceeds (84%-100%) Maintains or .5 percentage point</p>	End of Unit 1 District Common Assessment compared to Pre-Test assessment

End of Cycle	Interim Goal	Sources of Evidence														
EOC 2	<p>By February 3, 2017, 65% of students scores will increase from their District Common Pre-Assessment on the Type 1, 2, & 3 questions on the standards associated with Relationships between Quantities to these same standards on the final/Post District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Performance level on Pretest:</td> <td style="width: 40%;">Growth on Post:</td> <td style="width: 30%;"></td> </tr> <tr> <td>Below Basic (0%-23%)</td> <td>14 percentage points</td> <td rowspan="5" style="text-align: center; vertical-align: middle;">Far</td> </tr> <tr> <td>Below Basic (24%-48%)</td> <td>10 percentage points</td> </tr> <tr> <td>Basic (49%-68%)</td> <td>6 percentage points</td> </tr> <tr> <td>Meets (69%-83%)</td> <td>4 percentage points</td> </tr> <tr> <td>Exceeds (84%-100%)</td> <td>Maintains or 1 percentage point</td> </tr> </table>	Performance level on Pretest:	Growth on Post:		Below Basic (0%-23%)	14 percentage points	Far	Below Basic (24%-48%)	10 percentage points	Basic (49%-68%)	6 percentage points	Meets (69%-83%)	4 percentage points	Exceeds (84%-100%)	Maintains or 1 percentage point	<p>End of Unit 2 District Common Assessment compared to Pre-Test assessment</p>
Performance level on Pretest:	Growth on Post:															
Below Basic (0%-23%)	14 percentage points	Far														
Below Basic (24%-48%)	10 percentage points															
Basic (49%-68%)	6 percentage points															
Meets (69%-83%)	4 percentage points															
Exceeds (84%-100%)	Maintains or 1 percentage point															
EOC 3	<p>By April 13, 2017, there will be an increase in the number of classrooms that score well-developed on the Road to Success (RtS) rubric as compared to the March 2016 RtS data in the area of Student Engagement.</p> <p>OR</p> <p>By April 13, 2017, 65% of students scores will increase from their District Common Pre-Assessment on the Type 1, 2, & 3 questions on the standards associated with Relationships between Quantities to these same standards on the final/Post District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 30%;">Performance level on Pretest:</td> <td style="width: 40%;">Growth on Post:</td> <td style="width: 30%;"></td> </tr> <tr> <td>Basic (0%-23%)</td> <td>21 percentage points</td> <td rowspan="5" style="text-align: center; vertical-align: middle;">Far Below</td> </tr> <tr> <td>Below Basic (24%-48%)</td> <td>15 percentage points</td> </tr> <tr> <td>Basic (49%-68%)</td> <td>9 percentage points</td> </tr> <tr> <td>Meets (69%-83%)</td> <td>6 percentage points</td> </tr> <tr> <td>Exceeds (84%-100%)</td> <td>Maintains or 1.5 percentage point</td> </tr> </table> <p>OR</p> <p>iReady growth</p>	Performance level on Pretest:	Growth on Post:		Basic (0%-23%)	21 percentage points	Far Below	Below Basic (24%-48%)	15 percentage points	Basic (49%-68%)	9 percentage points	Meets (69%-83%)	6 percentage points	Exceeds (84%-100%)	Maintains or 1.5 percentage point	<p>Road to Success OR End of Unit 3 District Common Assessment compared to Pre-Test assessment OR iReady growth (options are being provided due to uncertainty regarding PARCC assessment and QSR. Final determination will be determined in September 2016)</p>
Performance level on Pretest:	Growth on Post:															
Basic (0%-23%)	21 percentage points	Far Below														
Below Basic (24%-48%)	15 percentage points															
Basic (49%-68%)	9 percentage points															
Meets (69%-83%)	6 percentage points															
Exceeds (84%-100%)	Maintains or 1.5 percentage point															

End of Cycle	Interim Goal	Sources of Evidence												
EOC 4	<p>By June 2017, 70% of students scores will increase from their District Common Pre-Assessment on the Type 1, 2, & 3 questions on the standards associated with Relationships between Quantities to these same standards on the final/Post District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Performance level on Pretest:</td> <td>Growth on Post:</td> </tr> <tr> <td>Far Below Basic (0%-23%)-</td> <td>28 percentage points</td> </tr> <tr> <td>Below Basic (24%-48%)-</td> <td>20 percentage points</td> </tr> <tr> <td>Basic (49%-68%)-</td> <td>12 percentage points</td> </tr> <tr> <td>Meets (69%-83%)-</td> <td>8 percentage points</td> </tr> <tr> <td>Exceeds (84%-100%)-</td> <td>Maintains or less than/equal to 2 percentage points</td> </tr> </table>	Performance level on Pretest:	Growth on Post:	Far Below Basic (0%-23%)-	28 percentage points	Below Basic (24%-48%)-	20 percentage points	Basic (49%-68%)-	12 percentage points	Meets (69%-83%)-	8 percentage points	Exceeds (84%-100%)-	Maintains or less than/equal to 2 percentage points	<p>Pre-Test data compared to Post-Test/ District Common Assessment OR Growth on I-Ready Pretest to Post test (Diagnostic)</p>
Performance level on Pretest:	Growth on Post:													
Far Below Basic (0%-23%)-	28 percentage points													
Below Basic (24%-48%)-	20 percentage points													
Basic (49%-68%)-	12 percentage points													
Meets (69%-83%)-	8 percentage points													
Exceeds (84%-100%)-	Maintains or less than/equal to 2 percentage points													

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Define a Balanced Math Block in which students measure a progression of objects that create relationships, then learn to represent the relationships in multiple ways.	3 - School Climate and Culture	9/1/16	11/24/16	Math Leader and RAC Math Specialist
2	1	Support teachers in creating a Quantities Wall, Symbolic Representation Charts, Table Center & Graphing Center, as well as Measuring Centers.	3 - School Climate and Culture	9/1/16	10/14/16	Math Leader and RAC Math Specialist
3	1	Implement number fluency strategies daily to decrease the achievement gap via Math Talks, counting and combination strategies.	3 - School Climate and Culture	9/20/16	6/1/17	
4	2	Analyze weekly walkthrough data to provide feedback to teachers as well as plan PLC topics and professional development.	6 - Effective Staffing Practices	9/27/16	4/28/17	

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	2	Conduct weekly PLC's (using the Connected Action Roadmap framework if district approved.)	4 - Effective Instruction	9/14/16	6/1/17	
6	3	Implement intervention program consistently to close the academic gap and differentiate instruction	3 - School Climate and Culture	9/20/16	5/26/17	
7	1	Practice observing and providing feedback during each section of the Balanced Math Block by Leadership in the building.	1 - --	9/20/16	4/7/17	Math Leader and Building Administration
8	2	Parental Engagement: two activities per year for Math.	8 - Effective Use of Time	9/6/16	6/20/17	Kilmer Leadership Team
9	2	Practice observing and providing feedback during counting and combinations sessions of the Balanced Math Block by Leadership in the building.	1 - --	9/20/16	12/20/16	Math Leader and Building Administration
10	3	During PLC's, look at topics that are causing the most difficulty for students and create language that connects their learning of relationships between quantities and the problems showing up in order to continue to work towards a coherent plan of instruction.	4 - Effective Instruction	11/9/16	3/31/17	Math Leader and Teachers
11	3	Support teachers with implementing an intervention in classrooms. Students should meet their lesson requirement set by their teacher if using a software program.	4 - Effective Instruction	10/4/16	6/16/17	Math Leader and Teachers
12	1	Math Leader salary and benefits \$280,521.91/ 3 Leaders	1 - --	9/1/16	6/30/17	Kilmer Leadersip Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	1	<p>If Board approved---Implement CAR (Connected Action Roadmap) unit lesson planning process, one which uses the Backwards Design Concept:</p> <ol style="list-style-type: none"> 1. Unpacking and Grouping Standards together to establish Instructional Units with attainable SLOs. 2. Developing Summative and Format Assessments that assess the predetermined CCS being taught per Unit. 3. Design/Identify Instructional Strategies, Activities, Materials, Groupings, Differentiated Instruction that will ensure attainment of these CCS. <p>By utilizing the steps above staff will learn how to develop quality Instructional Units that are designed to ensure success for a diverse group of learners.</p> <p>Through the use of the Connected Action Roadmap process staff will receive the necessary skills needed to develop comprehensive Instructional Units, aligned to the CCS and designed to meet the instructional needs of all learners.</p> <p>Objectives: Based on 2015-2016 NJ Model Curriculum Unit Assessment results, there will be an increase in the percentage of students scoring proficient in 2016-2017. \$30,000 if funds become available</p>	3 - School Climate and Culture	9/1/16	6/20/17	Math Leader
14	3	<p>Purchase computers and related instructional supplies to support technology integration in all Math classrooms and effective intervention in Mathematics</p>	4 - Effective Instruction	3/1/17	5/31/17	Administration

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Replacement technology - laptops, and ipads	FACILITIES - Instructional Equipment / 400-731	\$15,000	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Instructional supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$9,000	State/Local
5	Math Leader salary \$280,521.91/ 3 Leaders	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$94,015	Federal Title I (School Allocation)
5	Math Leader benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000	Federal Title I (School Allocation)
6	incentives and awards for iReady completion and progress	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,000	State/Local

SMART Goal 3

By June 2017, the school practices will reflect a stronger student to school connection by decreasing chronic absenteeism by 6% through the implementation of the climate and culture plan that focuses on improving relationships, social-emotional development and teaching and learning.

Performance Challenge: Chronic absenteeism rate over three years has shown

25%, 25%, 10% 31

Joyce Kilmer (2012) 25%

Joyce Kilmer (2013) 25%

Joyce Kilmer (2014) 10%

Joyce Kilmer (2015) 31%

In school office student referrals data (ISS recent 3 months)

February 2016 (291)

March 2016 (244)

April 2016 (250+)

Climate and Culture Survey Student Data (Fall 2015)

Teaching and Learning- 64.2%

Emotional environment- 53.5%

Student/ Relationships- 41.0%

Strategy 1:

Develop a task force to address chronic absenteeism by utilizing the school's attendance team and developing a school discipline advisory committee to monitor, provide professional development and other supports to reduce the number of disciplinary referrals that lead to loss of seat time and suspensions

Turnaround Principle:

0 - --

Strategy 2: Develop a stakeholder team which consists of staff, students, parents, and community members through the Campaign Connect program from the Center of Supportive Schools to address the areas of effective student to student and adult relationships as measured by relationship domain of the climate and culture surveys

Turnaround Principle: 0 - --

Strategy 3: Utilize the advisory periods to focus on improving relationships, social-emotional development and teaching and learning through use of Social Decision Making/Social Problem Solving middle school curriculum.

Turnaround Principle: 0 - --

Target Population: all teachers
Grades 6-8

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By November 30th, 2016, administration of the fall climate and culture survey that will demonstrate a growth in the collective average score of at least 5 points in the areas of Relationships, Emotional Environment, and Teaching and Learning as compared to the spring 2016 survey.	Climate and Culture Surveys- Fall 2016 administration results
EOC 2	By February 1st 2017, there will be a decrease of at least 3% in chronic absenteeism as compared to the same time frame in 2016.	Disciplinary and Chronic Absenteeism reports via PowerSchool
EOC 3	By March 30th, 2017 administration of spring climate and culture survey will demonstrate a growth in the collective average score of at least 10 points in the areas of Relationships, Emotional Environment, and Teaching and Learning as compared to the same time in the previous school year.	Climate and Culture Survey- Spring 2017 administration results

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	By June 2017, the school practices will reflect a stronger student to school connection by decreasing chronic absenteeism by 6% through the implementation of the climate and culture plan that focuses on improving relationships, social-emotional development and teaching and learning.	Disciplinary and Chronic Absenteeism reports via PowerSchool

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Development of attendance team and disciplinary taskforce team to monitor attendance and discipline and provide professional development and supports	2 - School Leadership	9/1/16	6/1/17	Leyone Royster and Vice Principal, ISS Teacher

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	1	Administration will conduct monthly walk-throughs to provide monthly feedback on (Danielson Framework Component 2c: Management of instructional groups, Management of transitions, Management of materials and supplies Performance of classroom routines) and feedback on disciplinary referrals highlighting domains 2 and 4 in their written feedback.	2 - School Leadership	9/1/16	6/1/17	Principal, Vice Principal, Climate and Culture Leader, Guidance Counselors, Parent Liason, ELA Leader, and Math Leader, Truancy Officer, ISS Teacher, Attendance Team, Discipline Team
3	1	Continued utilization of the Win-Win PBS program (6-8) and S.T.A.R.S program (7), and K.I.K.S program (6 grade), student council (grade 8)	2 - School Leadership	9/1/16	6/1/17	Win-Win PBIS, K.I.K.S, S.T.A.R. S Leyone Royster and Partners
4	2	Implement Campaign Connect program to execute a viable Climate and Culture School wide program that involves stronger engagement with staff, students, parents, and community members. Develop a stakeholder team to initiate and engage in continuous school improvement strategies using the six-step cycle of Campaign Connect Complete application process through Sustainable NJ for 4,000 grant.	2 - School Leadership	6/10/16	6/1/17	Center for Supportive Schools, Leyone Royster, Stakeholder teams (school administrator, teachers, students, parents, community members)

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	2	Create a strategic plan for reducing discipline referrals	2 - School Leadership	9/1/16	12/15/16	Leyone Royster and Stakeholder team members
6	2	Meet bimonthly with the established stakeholder team and engage with climate and culture survey results to focus on developing an effective school improvement protocol leading to certification as a result of campaign connect six step cycle.	2 - School Leadership	9/1/16	6/1/17	Stakeholder team members, Leyone Royster, Center for Supportive Schools
7	3	Participate in professional learning on advisory and mentoring through partnership with TCNJ	2 - School Leadership	6/13/16	6/1/17	Kilmer Staff and TCNJ
8	3	Identify time of advisory period based on school-wide master schedule to ensure execution and continuity of advisory periods for 2016-2017	7 - Enabling the Effective Use of Data	6/30/16	6/30/17	Interim principal, principal, scheduling committee
9	3	Develop an advisory team to design and initiate curricular lessons in social-emotional development, relationships, and teaching and learning using the middle school Social Decision Making for Emotional and Academic Success curriculum materials	4 - Effective Instruction	8/31/16	6/1/17	Principal, advisory team and Leyone Royster
10	3	Implement Before and after school programming beginning January 2017 for intervention and retention remediation.	2 - School Leadership	1/3/17	6/15/17	Kilmer Leadership Team
11	3	Parental Engagement ten activities per year for Climate and Culture activities- Parenting Skills College and Career Readiness.	8 - Effective Use of Time	9/13/16	6/13/17	Kilmer Leadership Team
12	1	C&C Leader salary and benefits \$280,521.91/ 3 Leaders	1 - --	9/1/16	6/30/17	Kilmer Leadership Team
13	2	Implement a Student Advisory period one hour per week for Social Emotional Learning. This will decrease the number of discipline referrals.	2 - School Leadership	9/6/16	6/20/17	Kilmer Leadership Team

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	C&C Leader salary and benefits \$280,521.91/ 3 Leaders	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$64,895	Federal Title I (School Allocation)
4	C&C Leader benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000	Federal Title I (School Allocation)
7	Stipend for Parent Liaison	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$660	Federal Title I (School Allocation)
4	Climate and Culture Campaign Connect Program	SUPPORT SERVICES - Other Purchased Services / 200-500	\$4,500	State/Local
6	Parent involvement	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,118	Federal Title I (School Allocation)
3	Win-Win PBS-Cougar Store/S.T.A.R.S Program	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,690	State/Local
7	Parent involvement	SUPPORT SERVICES - Other Objects / 200-800	\$1,118	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 >

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	Enabling the Effective Use of Data (TP6)
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: Paula Bethea

Date: 2016-09-07