

**Mott**

District: Trenton City

County: Mercer

Region: 4

Classification: Focus

Reason: Lowest Subgroup Performance: Special Ed, LEP

CDS: 215210260

# 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
Principal	Conway, Channing	Yes	Yes	Yes		
Interventionist	Stephens, Nicole	Yes	Yes	Yes		
Literacy Leader	Gammone, Stephanie	Yes	Yes	Yes		
Union Representative	Grom, Jonathan	Yes	Yes	Yes		
Kindergarten Teacher, K-2 School	Marcucci, Kim	Yes	Yes	Yes		
Paraprofessional, Paraprofessional	Montague, Janet	Yes	Yes	Yes		
5th Grade Teacher, 3-5 School Leadership	Exner, Scot	Yes	Yes	Yes		
Special Education Teacher, 3-5 School	Mitchell, Yvonne	Yes	Yes	Yes		

## SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
05/02/2016	Quality School Review / Needs Assessment	Yes	Yes
05/03/2016	Quality School Review / Needs Assessment	Yes	Yes
05/04/2016	Quality School Review / Needs Assessment	Yes	Yes
05/05/2016	Quality School Review / Needs Assessment	Yes	Yes
06/08/2016	Plan Development	Yes	Yes
06/21/2016	Plan Development	Yes	Yes
06/15/2016	Plan Development	Yes	Yes
06/17/2016	Plan Development	Yes	Yes
05/12/2016	Plan Development	Yes	Yes
05/13/2016	Plan Development	Yes	Yes
05/17/2016	Plan Development	Yes	Yes
05/19/2016	Plan Development	Yes	Yes

# Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	2	<p>Principal maintains a safe and equitable learning environment.</p> <p>The principal ensures that family members are informed on student progress through traditional means of interim reports, report cards and parent teacher conferences. Staff is familiar with priorities for improvement and details of the school improvement plan.</p> <p>The principal expects high quality teaching in every classroom.</p>	<p>Scheduling and regularly tracking walkthroughs on a weekly basis to ensure that lessons are aligned to the common core.</p> <p>Principal needs to consistently and systematically provide lesson planning feedback to teachers in writing on a set schedule.</p>
	2	3		
	3	3		
	4	2		
	5	2		
	6	2		
	7	2		
	8	2		
	9	3		
	10	2		
<b>Total</b>		23		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	3	Students and adults feel safe and ready to engage in teaching and learning. Facilities are in good working order. Select teachers go far beyond the regular day to support students academically.	Daily informal walkthrough observations need to take place to ensure that high quality instruction is the norm and monitored across all classrooms.
	2	2		
	3	2		
<b>Total</b>		7		
3 - Effective Instruction	1	3	Students can articulate the learning objective and why it matters to their learning. Academic progress is monitored through the school leadership team. Classroom behavior is consistent, students exhibit habits of discipline and self-management.	Teachers rely heavily on the text that may not be factually accurate and not always made relevant to students. They need to approach content from many different angles. Students need to be actively engaged and encouraged to ask relevant questions. Teachers need to use a variety of instructional and response strategies to ensure student engagement and rigor in academic expectations. Teachers need to implement the expected components of a lesson within the allotted time frame in order to complete lesson objectives, work with small groups and plan for re-teaching.
	2	2		
	3	2		
	4	2		
	5	2		
	6	3		
<b>Total</b>		14		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	3	<p>Teachers consistently implement the district curriculum and formative assessments in ELA and math.</p> <p>Some of the students are placed in an intervention program to address his/her individual needs.</p>	<p>Student formative assessment results should be analyzed to support instructional groupings, differentiation and instructional decisions for interventions.</p> <p>Explore alternative scheduling/systems in order to provide all students two or more years behind placement in research-based intervention programs.</p>
	2	2		
	3	3		
	4	3		
	5	2		
<b>Total</b>		13		
5 - Effective Staffing Practices	1	2	<p>While the district oversees the hiring process, the principal considers teachers strengths when placing them within the school classroom structures. New teachers are mentored by highly qualified peers within the school. PLCs meet regularly and professional development is linked to district initiatives.</p>	<p>Professional development needs to be systematically monitored with classroom observations to ensure that the practice has been incorporated and is effectively being implemented in instruction.</p>
	2	3		
	3	2		
	4	3		
	5	3		
<b>Total</b>		13		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
6 - Enabling the Effective Use of Data	1	3	Systems are in place to review data on students attendance tardiness and referrals. Attendance data is shared with the school community. Climate and culture survey is given to students staff and parents. Responses are analyzed and shared with school staff.	Walkthroughs should be scheduled and adhered to in order to focus on agreed upon practice and instructional improvement. Data needs to translate from discussion into action within the classroom. There needs to be documented evidence that the analyzed data is being used to drive instructional practices and/ or change small grouping structures. Data supporting the achievement gap between sub-groups needs to be analyzed further to support a change in instructional practices.
	2	2		
	3	2		
<b>Total</b>		7		
7 - Effective Use of Time	1	3	Master schedule allows for daily collaborative planning by teachers. Master schedule allows for proper implementation of the district instructional framework.	Arrival activities impede upon content instructional time. In class intervention strategies need to be further tiered to meet the needs of individual students.
	2	2		
	3	3		
<b>Total</b>		8		
8 - Family and Community Engagement	1	4	Monthly events are scheduled to involve parents within the school environment for academics and social events. An extensive list of community resources and agencies for family support are provided and shared.	A network of providers, for struggling families and/or students exists but little evidence supports how the services are being utilized and/or how many families have had positive results from such programs.
	2	3		

**Turnaround Principle Indicator Description**

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

**Turnaround Principle Indicator Description**

- 7.3 The master schedule is clearly structured and designed to meet the professional development needs of staff.

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- 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.

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- 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

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- 1 Underdeveloped

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- 2 Developing

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- 3 Proficient

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- 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
Achieve3000 (2014 - Present)	ELA, Social Studies, Science (3-5)	Yes	Lexile Levels; being utilized by 60% of our 3, 4, & 5th grade general and LEP students beginning November, 2015 - current.	Increase in Lexile Levels (approximately 23%) as per administrative report; 76% of students in grades 3-5 are utilizing KidBiz3000 with average scores as follows: 3rd Grd Avg Lexile Level Growth: 56pts 4th Grd Avg Lexile Growth: 62 Pts 5th Grd Lexile Growth: 96 pts
RAZ Kids (2014 - Present)	ELA (k/2)	Yes	DRA	RAZ Kids Reports; DRA level increase; 2nd grade on level students percentage increased from 38% to 56% (fall to spring)
Reflex Math (2014 - Present)	Math (k/5)	Yes	Math Fluency	as per Reflex Administrative Reports grade level gains have been made as per the following: 1st grade: 31%; 2nd grade: 22%; 3rd grade: 9%; 4th grade: 24%; 5th grade: 33%
Fountas & Pinnell Leveled Literacy Intervention	Sped, LEP, K/2 readers 2+ years below grade level	Yes	DRA	DRA levels have shown an average of 7 months growth
Waterford (2015 - Present)	Sped	Yes	Objectives aligned to common core state standards; being utilized with our K-2 special education students	Of the 121 objectives assessed in our k-2 sped class, 88 have been mastered (averages)

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
ESL Extended Day	ESL	Yes	WIDA scores as assessed by bi annual Access assessment	Approximately 90% of our LEP students exit the program by 3rd grade four LEP students exit the program by the time they are in 3rd grade

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

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
PARCC Baseline Performance	The PARCC data for this year is baseline data and not comparable to previous years' State Assessment. Link to website with access to reports	<b>School-wide ELA</b>	17.6%	As per 2014-2016=5 PARCC scores, Mott is higher than the district average as evidenced by:	Students at Mott scored higher than the district average for all grades except 5th grade math.
		<b>School-wide Math</b>	13.1%		
		<b>School-wide Algebra 1</b>		3rd Grade ELA assessment: 7 points above the district average (718 versus 711).	Fractions for 5th grade were a challenge; however, it was a strength in 4th grade. (Coherence Map illuminated such)
		<b>School-wide Algebra 2</b>			
		<b>School-wide Geometry</b>		4th grade ELA assessment: 8 points above the district average (727 versus 719)	There were standards in 4th grade math that we scored higher than the state average.
				5th grade ELA assessment: 5 points above the district average (725 versus 720)	
		MATH 3rd Grade math assessment: 4 points above the district average (721 versus 717).  4th grade math assessment: 5 points above the district average (721 versus 715)  5th grade math assessment: 2 points below the district average (715 versus 713)	Students at Mott scored higher than the district average for all grades in ELA		

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	<b>Student Growth in Language Arts</b>	48.0		
		<b>Student Growth in Math</b>	41.0		
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				Benchmark Assessments 3 & 4 were not required; therefore, not administered.

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	59%	0%	0%	0%	90%	cycle 1 proficiency rate:  1st grade:62% ELL/SPED 26% / 11%  2nd grade: 86% ELL/SPED - 52% / 49%  3rd grade: 9% /ELL/SPED 2% / 0%  4th grade: 13% ELL/SPED - 15% / 2%  5th grade - 13% ELL/SPED) 16% / 15%	By the end of cycle 1, the gap between ELL/SPED and regular education students on a district benchmark assessment was within 35%.  The smallest gap of general ed and ell/sped was with 3rd, 4th and 5th grade  The largest gap of general ed and ell/sped was between 1st and 2nd grade
		1	62%	0%	0%	0%	83.08%		
		2	86.7%	0%	0%	0%	80.26%		
		3	9.4%	0%	0%	0%	6.67%		
		4	13.2%	0%	0%	0%	7.84%		
		5	13.2%	0%	0%	0%	15%		
		6	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	0%	0%	0%	0%		
		10	0%	0%	0%	0%	0%		
		11	0%	0%	0%	0%	0%		
		12	0%	0%	0%	0%	0%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data necessary)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5		
Benchmark Assessment (Proficiency) Math Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	K	45%	0%	0%	0%	0%	1st grade: 63% ELL/SPED 57% / 33%  2nd grade: 82% ELL/SPED - 64% / 100%  3rd grade 10% ELL/SPED - 4% / 2%  4th grade - 1% ELL/SPED - 2% / 1%  5th grade - 0% ELL/SPED - 3% / 4%	By the end of cycle 1, the gap between ELL/SPED and regular education students on a district benchmark assessment was within 25%.  The smallest gap of general ed and ell/sped was with 3rd, 4th and 5th grade  The largest gap of general ed and ell/sped was between 1st and 2nd grade
		1	63%	0%	0%	0%	8.3%		
		2	82.4%	0%	0%	0%	67.95%		
		3	10.8%	0%	0%	0%	23.73%		
		4	1.9%	0%	0%	0%	1.96%		
		5	1.6%	0%	0%	0%	8.62%		
		6	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	0%	0%	0%	0%		
		10	0%	0%	0%	0%	0%		
		11	0%	0%	0%	0%	0%		
		12	0%	0%	0%	0%	0%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
ACCESS for ELLs	Student performance of English Language Learners. (Grades K-12) *Identity school level AMAO *Identify patterns by grade level			



<b>CLIMATE &amp; CULTURE</b>				
<b>Data Source</b>	<b>Factors to Consider</b>	<b>Your Data (Pre-populated where possible)</b>	<b>Your Data (Provide any additional data necessary)</b>	<b>Observations / Trends</b>
Enrollment	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup		<p>Of the 70 LEP students 44% have an overall WIDA score of 4.0 or above according to fall testing.</p> <p>Of the 49 SPED students:- 4 students left the school. Therefore, we have a total of 45 students in subgroup 1. The breakdown is as follows:            22% inclusion            20% K-2 self contained            33% 3-5 self contained            24% 3-5 BD self contained</p> <p>Of the 70 LEP students, students are broken down by grade level as follows:            K:            1:            2:            3:            4:            5:</p>	Close to half of our LEP students will be eligible to exit the ESL program shortly
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions			

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions		Of the 16% chronic absenteeism of subgroup 1's population 71% comes from the 3-5 self contained class 29% come from k-2 self contained.  Of the 70 students in subgroup 2 -, 25% come from 2nd grade; 75% come from 3rd grade	The 71% of long term absences in subgroup 1 come from the self contained class with a long term absence (3-5).
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism		2nd grade teacher: long term absence  5th grade teacher: long term absence  resource teacher: long term absence (as of April, 2016)  4th grade teacher: long term absence (as of May, 2016)  3-5 self contained SPED; 3-5 SPED paraprofessional long term absences	long term absences are all health related  2nd grade teacher and resource teacher come from the same class; therefore, the inclusion class has had long term substitutes
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidences *Identify patterns by subgroup *Identify chronic offenders			Majority of discipline infractions come from 3-5 BD class

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%	Participation Rate Student: 95.5% Participation Rate Faculty: 119.44% Participation Rate Parents: 53.73%  Survey taken in September, 2015: teachers, parents and students are acclimating themselves to new Principal	Students, parents and teachers have approximately the same percentage of the school's physical environment.  Students and teachers have similar perception of the emotional environment provided to students at Mott.
		Physical Environment	74.2	0	74.7	73.1		
		Teaching and Learning	80	0	72	65.8		
		Morale in School Comm.	78.6	0	73.6	69.1		
		Student Relationships	54.3	0	72.1	71.7		
		Parental Support	94.6	0	73.5	66		
		Safety	76.7	0	68.2	82.8		
		Emotional Environment	68.5	0		67.5		
		Administrative Support				77.2		

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					n.a.	
		Climate and Culture						
		Effective Instruction						
		Curriculum, Instruction and Intervention						
		Effective Staffing Practices						
		Professional Development						
		Parent and Community Engagement						

<b>COLLEGE &amp; CAREER READY</b>					
<b>Data Source</b>	<b>Factors to Consider</b>	<b>Your Data (Pre-populated where possible)</b>		<b>Your Data (Provide any additional data necessary)</b>	<b>Observations / Trends</b>
Graduation Cohort (HS ONLY)	What interventions are in place for students at risk? Examples of what could cause a student to be at risk: * under credited * chronically absent * frequent suspension (* - Data suppressed)	<b>2015 Adjusted Cohort Grad Rate</b>			
		<b>2014 Adjusted Cohort Grad Rate</b>			
		<b>2013 Adjusted Cohort Grad Rate</b>			
		<b>2012 Adjusted Grad Cohort Rate</b>			
College Readiness Test Participation	Percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT	<b>2014 - 2015</b>	<b>% of Students</b>		
		Participating in SAT			
		Participating in ACT			
		Participating in PSAT or PLAN			
		# of Students scoring above 1550			

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

**EVALUATION INFORMATION**

Data Source	Factors to Consider	Your Data		Your Data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the 2014 - 2015 school year *Identify instructional trends *Identify professional development needs	<b>% of teachers on CAP YTD</b>		K: 1/3 highly effective, 2/3 effective 1: 3/3 effective 2: 1/4 highly effective; 2/4 effective; 1/4 loa 3: 1/3 highly effective; 2/3 effective 4: 3/3 effective 5: 3/3 effective sped: 5/5 effective	

**OTHER INDICATORS**

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Achieve3000	Measure of grades 3, 4 and 5 only	lexile levels: Increase in Lexile Levels (approximately 23%) as per administrative report; 76% of students in grades 3-5 are utilizing KidBiz3000 with average scores as follows: 3rd Grd Avg Lexile Level Growth: 56pts 4th Grd Avg Lexile Growth: 62 Pts 5th Grd Lexile Growth: 96 pts	Most growth shown in 5th grade (used for 2 years)
DRA scores	long term absences, teacher subjectivity	The percentage of students reading on grade level according to the winter dra is: 1: 35% 2: 51% 3: 23% 4: 25% 5: 28%	The percentage of students proficient is highest in 2nd grade.
i-ready	diagnostic assessment, beginning of the year, K-1 has a potential lack of comfort taking a computer based assessment	Average Scale Score: K: 332; 1: 354; 2: 394; 3: 403; 4: 450; 5:464	The proficiency rate in grade 5 is the highest.



## 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)	As per winter DRA2 data, approximately 61% of the students in grades K-5 are reading below grade level	Teachers need to use a variety of instructional strategies to maximize student engagement and ensure rigor	All 3-5 Students	1 Develop, implement and monitor tiered instruction (guided reading/small group instruction) and targeted interventions (Tier 2 & 3) to increase student reading proficiency.	4 - Curriculum, Assessment and Intervention System	
		Data analysis protocol needs to be used with fidelity in order to guide instruction and intervention		2 Engage teachers in collaborative standards based lesson planning and the analysis of student work and assessment data.		3 - Effective Instruction
		Lack of quality standards based instruction  Inappropriate staffing to provide tier 3 intervention to students		3 Develop, implement, and monitor teacher practice in close reading and writing in response to text strategies in ELA, Science, and Social Studies classrooms.		3 - Effective Instruction

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Math (TP3, TP4)	According to PARRC data for grades 3-5, the majority of our students scored poorly in Number and Operations in Base Ten standards.	Lack of math leader therefore less emphasis on standards based math instruction and unpacking standards	All 3-5 Students	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	4 - Curriculum, Assessment and Intervention System
		Lack of high quality standards based instruction		2 Analysis of student work to inform teacher planning and instruction for all students within the class through the use of the Standards Based Tasks and Assessments	3 - Effective Instruction
		Students have weak foundational math skills based on PARCC math scores and teacher feedback		3 Development of teacher practice on ensuring the Common Core State Standards are taught and learned through professional development followed by a consistent process of walkthroughs, feedback and targeted support	3 - Effective Instruction
		Increased focus on CCSS of which students have not fully grasped			
		Inappropriate staffing to provide tier 3 intervention to students			

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle									
Climate & Culture (TP2)	Chronic absenteeism:  School-wide: 14% Sub Group 1 (SPeD): 16% Sub Group 2 (LEP): 9%  School-wide and SPeD chronic absenteeism should mirror the LEP population	Other parental commitments (i.e., day care issues, work...)  Students living outside catchment area creating transportation issues  Lack of healthcare (physical and mental)  Housing instability  Lack of engagement	Students  Parents  Faculty	<table border="1"> <tr> <td data-bbox="1512 223 1563 422">1</td> <td data-bbox="1563 223 1998 422">Teachers and administration to plan and facilitate monthly engaging, academic activities with emphasis in college and career development</td> </tr> <tr> <td data-bbox="1512 422 1563 582">2</td> <td data-bbox="1563 422 1998 582">Develop a school wide behavior and support committee which will focus on students who are chronically absent.</td> </tr> <tr> <td data-bbox="1512 582 1563 782">3</td> <td data-bbox="1563 582 1998 782">Develop and implement a system for effectively communicating with all stakeholders (i.e., email blasts to parents)</td> </tr> </table>	1	Teachers and administration to plan and facilitate monthly engaging, academic activities with emphasis in college and career development	2	Develop a school wide behavior and support committee which will focus on students who are chronically absent.	3	Develop and implement a system for effectively communicating with all stakeholders (i.e., email blasts to parents)	<table border="1"> <tr> <td data-bbox="1998 223 2199 422">2 - School Climate and Culture</td> </tr> <tr> <td data-bbox="1998 422 2199 582">2 - School Climate and Culture</td> </tr> <tr> <td data-bbox="1998 582 2199 782">2 - School Climate and Culture</td> </tr> </table>	2 - School Climate and Culture	2 - School Climate and Culture	2 - School Climate and Culture
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3	Develop and implement a system for effectively communicating with all stakeholders (i.e., email blasts to parents)													
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## SMART Goal 1

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

**Performance Challenge:** As per winter DRA2 data, approximately 61% of the students in grades K-5 are reading below grade level

**Strategy 1:** Develop, implement and monitor tiered instruction (guided reading/small group instruction) and targeted interventions (Tier 2 & 3) to increase student reading proficiency.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

**Strategy 2:** Engage teachers in collaborative standards based lesson planning and the analysis of student work and assessment data.

Turnaround Principle: 3 - Effective Instruction

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

Turnaround Principle: 3 - Effective Instruction

**Target Population:** All 3-5 Students

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By October 2016, 100% of students will have been base-lined to determine their DRA level and goals set for individual growth for the school year. 60% of ELA classrooms will be implementing Guided Reading during the block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0.	DRA, Word Analysis, Walkthroughs

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	By January 2017, 70% of ELA classrooms will be implementing Guided Reading during the block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0. 65% of students will reach their interim DRA level set in October 2016	Walkthroughs, DRA
EOC 3	By March 2017, 80 % of ELA classrooms will be implementing Guided Reading during the block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0. 65 % of students in grades K-2 receiving Tier 3 intervention will meet their individual intervention goals.	Walkthroughs, DRA, Word Analysis
EOC 4	By June 2017, Mott Elementary School will implement the Balanced Literacy Block in accordance with the instructional framework with fidelity in all classrooms which will result in a 10 percentage point increase in the percentage of student reading at/above grade level targets in grades 1-5 according to data set in October 2016.	PARCC

## Action Steps

### SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Provide PD and implement guided reading strategies	3 - School Climate and Culture	9/6/16	12/23/16	Teachers, Literacy Leaders
2	1	Identify and implement academic vocabulary by grade level Word using technology and other strategies (ie. Frayer model)	3 - School Climate and Culture	9/12/16	10/21/16	Literacy Leader, Teachers
3	2	Provide professional development and Implement close reading strategies	4 - Effective Instruction	9/7/16	11/25/16	Principal, Literacy Leader
4	3	Integrate vocabulary instruction using marzanos six steps into centers instruction	4 - Effective Instruction	10/18/16	5/26/17	Literacy Leader, teachers
5	1	Implement grade appropriate Book of the Month for students with a focus on benchmark writing and reading expectations	3 - School Climate and Culture	10/3/16	6/1/17	Literacy Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	1	Implement a Book of the Month aligned to grade level and writing cycle expectations	3 - School Climate and Culture	10/3/16	6/2/17	
7	1	Provide professional development in Tier III intervention strategies including Fountas and Pinnell and Wilson reading	3 - School Climate and Culture	10/3/16	4/21/17	Principal, Literacy Leader
8	1	Create and implement a school wide, system for analyzing and implementing flexible grouping	3 - School Climate and Culture	9/26/16	10/28/16	Literacy Leader
9	1	Establish individual student DRA goals	6 - Effective Staffing Practices	9/23/16	10/21/16	Principal, Literacy Leader
10	1	Enhance reader's and writer's workshop within the 150 minute literacy block with a focus on mini lessons and guided reading during grade level meetings a minimum of once a month	7 - Enabling the Effective Use of Data	10/3/16	12/23/16	Literacy Leader, Teachers
11	3	Conduct walkthroughs focused on the implementation of guided reading, close reading and writing strategies; provide oral and written feedback pertaining to observed practice	1 - --	10/3/16	6/1/17	Principal, Literacy Leader
12	1	Set up reading workshop so that students are 1. Reading for a purpose, 2. Responding to reading in writing, 3. Utilizing technology intervention, 4. In a guided reading group	3 - School Climate and Culture	9/8/16	6/16/17	Teachers, Principal, Literacy Leader
13	2	Unpacking units to see what students need to know and be able to do- plan and look for student misconceptions and evidence of student mastery	4 - Effective Instruction	9/8/16	6/16/17	Teachers and Literacy Leader
14	2	Use grade level meeting to reflect on student work, adjust instructional plan, and progress monitor remediation.	4 - Effective Instruction	9/8/16	6/16/17	Teachers, Principal, Literacy Leader
15	1	Provide professional development on running records and implement anecdotal note binders- that are monitored quarterly	5 - Curriculum, Assessment and Intervention System	10/18/16	5/19/17	Teachers, Literacy Leader, Principal
16	1	Implement guided reading groups to ensure that all students are seen at least three times a week for small group instruction	3 - School Climate and Culture	10/18/16	6/2/17	Teachers, Literacy Leader, Principal

## Budget Items

### SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	Literacy Leader	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$74,740	Federal Title I (School Allocation)
8	Literacy Leader	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$25,583	Federal Title I (School Allocation)

## SMART Goal 2

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

**Performance Challenge:** According to PARRC data for grades 3-5, the majority of our students scored poorly in Number and Operations in Base Ten 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: 4 - Curriculum, Assessment and Intervention System

**Strategy 2:** Analysis of student work to inform teacher planning and instruction for all students within the class through the use of the Standards Based Tasks and Assessments

Turnaround Principle: 3 - Effective Instruction

**Strategy 3:** Development of teacher practice on ensuring the Common Core State Standards are taught and learned through professional development followed by a consistent process of walkthroughs, feedback and targeted support

Turnaround Principle: 3 - Effective Instruction

**Target Population:** All 3-5 Students

## 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>60% of classrooms, inclusive of subgroups (Special Education and ELL) will be implementing Number Talks with fidelity 3-5 times per week as evidenced through lesson plans and Leadership Walkthroughs.</p> <p>The percentage of students in grades (K-5) proficient on a district common assessment as related to Number and Operations in Base Ten Standards will meet or exceed that to the district average.</p>	EdConnect, Walk Throughs, Lesson Plans
EOC 2	<p>70% of classrooms, inclusive of subgroups (Special Education and ELL) will be implementing Number Talks with fidelity 3-5 times per week as evidenced through lesson plans and Leadership Walkthroughs.</p> <p>The percentage of students in grades (K-5) proficient on a district common assessment as related to Number and Operations in Base Ten Standards will meet or exceed that to the district average.</p>	EdConnect, Walk Throughs, Lesson Plans
EOC 3	<p>80% of classrooms, inclusive of subgroups (Special Education and ELL) will be implementing Number Talks with fidelity 3-5 times per week as evidenced through lesson plans and Leadership Walkthroughs.</p> <p>The percentage of students in grades (K-5) proficient on a district common assessment as related to Number and Operations in Base Ten Standards will meet or exceed that of the district average.</p> <p>The percentage of ELL/ SPED students scoring proficient will be an average of 10 percentage points higher than ELL/SPED students district wide.</p>	EdConnect, Walk Throughs, Lesson Plans

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	By June 2017, students in grades 3-5 will increase an average of 5-10 percentage points within the Numbers and Operations in Base Ten (NBT) Standards as compared to the 2016 PARCC.	PARCC

## Action Steps

### SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	3	Provide professional development and Implement number talk strategies.	3 - School Climate and Culture	9/5/16	10/28/16	Principal, Math Turnkey
2	2	Create math centers in each classroom based on standards included within the instructional unit and data generated from unit touch point analysis.	4 - Effective Instruction	9/12/16	5/26/17	Teachers
4	3	Peer to Peer classroom visits focused on best practices	3 - School Climate and Culture	10/3/16	6/16/17	Teachers
5	3	Provide professional development in Tier III intervention strategies	4 - Effective Instruction	9/12/16	11/23/16	Principal
6	1	Identify Tier I, II, and III students using EdConnect and other data	3 - School Climate and Culture	10/10/16	11/23/16	Teachers
7	1	PLCs analyze data and adjust student groupings according to the data for differentiated instruction and intervention	6 - Effective Staffing Practices	9/5/16	11/23/16	Teachers
9	2	Develop and implement math centered programs and activities which engage students and parents	8 - Effective Use of Time	8/19/16	6/23/17	Principal, teachers
10	1	Analyze PDP to drive professional development needs	6 - Effective Staffing Practices	7/4/16	9/2/16	Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
11	1	Monitor the implementation of Number Talk and small group instruction 3-5 each week via formal & informal observations; while providing oral and/or written feedback to teachers	1 - --	10/3/16	6/16/17	Principal

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**< SMART Goal 2 - Budget Items: NO DATA >**

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## SMART Goal 3

By June 23, 2017, the student to school connection will be strengthened by decreasing the yearly average student chronic absenteeism rate at Mott School by 10%, as compared to the chronic absenteeism rate at the end of the 15-16 school year.

**Performance Challenge:** Chronic absenteeism:

School-wide: 14%  
Sub Group 1 (SPeD): 16%  
Sub Group 2 (LEP): 9%

School-wide and SPeD chronic absenteeism should mirror the LEP population

**Strategy 1:** Teachers and administration to plan and facilitate monthly engaging, academic activities with emphasis in college and career development  
Turnaround Principle: 2 - School Climate and Culture

**Strategy 2:** Develop a school wide behavior and support committee which will focus on students who are chronically absent.  
Turnaround Principle: 2 - School Climate and Culture

**Strategy 3:** Develop and implement a system for effectively communicating with all stakeholders (i.e., email blasts to parents)  
Turnaround Principle: 2 - School Climate and Culture

**Target Population:** Students  
  
Parents  
  
Faculty

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By 11/11/16, the chronic absenteeism rate at Mott School will decrease by 7%, as compared to the chronic absenteeism rate at the same time in the 2015-16 school year.	Monthly attendance reports from both 15-16 and 16-17 school years respectively
EOC 2	By 2/3/17, the chronic absenteeism rate at Mott School will decrease by 8%, as compared to the chronic absenteeism rate at the same time in the 2015-16 school year.	Monthly attendance reports from both 15-16 and 16-17 school years respectively
EOC 3	By 4/14/17, the chronic absenteeism rate at Mott School will decrease by 9%, as compared to the chronic absenteeism rate at the same time in the 2015-16 school year.	Monthly attendance reports from both 15-16 and 16-17 school years respectively
EOC 4	By June 23, 2017, the student to school connection will be strengthened by decreasing the yearly average student chronic absenteeism rate at Mott School by 10%, as compared to the chronic absenteeism rate at the end of the 15-16 school year.	Monthly attendance reports from both 15-16 and 16-17 school years respectively

## Action Steps

### SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Ensure the truancy officer is involved on a monthly basis	2 - School Leadership	9/19/16	6/23/17	Principal
2	1	Develop and implement monthly attendance celebrations	2 - School Leadership	6/15/16	6/15/17	Principal, Teachers
3	3	Identify chronically absent students	2 - School Leadership	9/1/16	6/16/17	Principal, Teachers, School-secretaries
4	2	Identify an attendance team	2 - School Leadership	8/30/16	9/30/16	Principal, Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	3	Parent notification of attendance rates	2 - School Leadership	10/3/16	6/1/17	Secretary, Principal
6	3	Utilize automatic Dialer to contact parent of absent students	2 - School Leadership	9/21/16	6/22/17	Parent Liaison
7	2	Monthly principal meetings with parents of chronically absent students (If funds become available)	8 - Effective Use of Time	9/1/15	6/30/17	Principal, Teachers

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**< SMART Goal 3 - Budget Items: NO DATA >**

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## SMART Goal 4

### Performance Challenge:

#### Strategy 1:

Turnaround Principle: 0 - --

#### Strategy 2:

Turnaround Principle: 0 - --

#### Strategy 3:

Turnaround Principle: 0 - --

### Target Population:

## Interim Goals

### SMART Goal 4

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

End of Cycle	Interim Goal	Sources of Evidence
EOC 4		

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< SMART Goal 4 - Action Steps: NO DATA >

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< SMART Goal 4 - Budget Items: NO DATA >

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## Other Title 1 Expenditures

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

## Budget Summary

< NO DATA >

## Overview of Total Title 1 Expenditures

< NO DATA >

## Confirmation Page

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

Completed By: Channing Conway

Date: 2016-08-31