

Robeson

District: Trenton City

County: Mercer

Region: 4

Classification: Focus

Reason: Lowest Subgroup Performance: Special Ed, LEP

CDS: 215210080

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
SPED Teacher	Travis Omilian	Yes	Yes	Yes		
Teacher	Mandy Walker	Yes	Yes	Yes		
Teacher	Rosalind Friday	Yes	Yes	Yes		
Teacher/TEA	Latriece Mitchell	Yes	Yes	Yes		
Teacher/BL	Carolyn Plunkett	Yes	Yes	Yes		
Literacy Leader	Jeanne Ternowchek	Yes	Yes	Yes		
Resource Teacher	Angela McGee	Yes	Yes	Yes		
Teacher	Barbara Ricketti	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
Teacher	Carlos Bell	Yes	Yes	Yes		
Media Specialist	Amy Carlos	Yes	Yes	Yes		
Principal	Talaya Wilson	Yes	Yes	Yes		
Vice Principal	George Benton	Yes	Yes	Yes		
Parent Liasion	Mack Patterson	Yes	No	No		
RAC 4 STC	Stephanie Crea	Yes	No	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
05/16/2016	Quality School Review / Needs Assessment	Yes	Yes
05/19/2016	Data Review and Analysis	Yes	Yes
05/31/2016	Plan Development	Yes	Yes
05/25/2016	Plan Development	Yes	Yes
05/23/2016	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 is committed to the development of a school leadership team through distributive leadership with its members and subcommittees.</p> <p>School Improvement Plan is developed and aligned to the school's particular needs.</p> <p>Principal articulates a high level of expectations to what instruction should look like in all rooms and is developing the plan of how to see this become the norm.</p>	<p>Develop and implement a walkthrough schedule that focuses on monitoring and supporting instructional decisions made by teachers, including student grouping, differentiation and targeted interventions, based on multiple measures of assessment.</p> <p>Informal walkthroughs should be supported with specific and timely feedback. A system to track and follow up on recommendations needs to be developed and utilized.</p>
	2	3		
	3	3		
	4	2		
	5	3		
	6	2		
	7	3		
	8	3		
	9	2		
	10	3		
Total		26		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	3	<p>☐ A well established plan for encouraging and celebrating student and staff attendance exists with results of high rates for both.</p> <p>☐ The implementation of restorative justice ensures that discipline issues are at a minimum thus protecting instructional time.</p>	Displayed student work is not consistently exemplary and does not always reflect specific teacher feedback.
	2	3		
	3	2		
Total		8		
3 - Effective Instruction	1	2	<p>☐ Lesson plan template has been developed to integrate the district template and the unit plans ensuring that instruction is aligned to instructional best practices.</p> <p>☐ Student disruptions were non-existence allowing bell-to-bell instruction to take place.</p> <p>☐ Teaching staff are using a guided reading template for lessons to ensure consistency with differentiation.</p>	<p>☐ The use of data should be evident to drive the instruction for small groups within all classrooms.</p> <p>☐ Ensure all classrooms are providing rigorous classroom lessons aligned to the CCSS and expectations of PARCC.</p> <p>☐ Throughout center work, students should be able to demonstrate their understanding of the skill being expected and be accountable for the individual learning that is taking place.</p>
	2	3		
	3	2		
	4	2		
	5	2		
	6	3		
Total		14		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	3	<p>Teachers are consistently, at the end of each cycle, using the assessments/benchmarks required by the district.</p> <p>Classrooms have access to various forms of 21st century technology resources.</p> <p>Research-based interventions in ELA are in place for some students.</p>	<p>Based on the most current DRA results develop a plan to target the needs of students and what intervention supports can be provided.</p> <p>Data management systems exist, however teachers need to become more proficient in analyzing student performance to guide and adjust daily instruction.</p>
	2	3		
	3	3		
	4	4		
	5	2		
Total		15		
5 - Effective Staffing Practices	1	2	<p>Leadership recognizes that there is a need for changes in grade level assignments and is working towards ensuring staff is assigned based on student learning needs.</p> <p>Discussion is taking place for job embedded collaborative learning for colleagues to observe best practices in instruction within the school.</p>	<p>Continue to develop a specific plan with opportunities for peer visitations and engaging in peer to peer conversations surrounding topics of need.</p>
	2	3		
	3	3		
	4	3		
	5	3		
Total		14		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
6 - Enabling the Effective Use of Data	1	3	<p>☐ School leadership team regularly reviews critical school data to inform building decisions on attendance as related to celebrations as well as areas of concern.</p> <p>☐ Grade level meetings are dedicated to looking at data on a monthly basis as related to best practices in teaching and student achievement.</p> <p>☐ Multiple forms of data are used to drive decisions to identify grade levels of greatest need of support.</p>	<p>☐ Regularly scheduled collaboration time exists for teachers to review data, however the quality of post analysis decision making is needed to support instruction.</p> <p>☐ SLT team reviews data, however all levels of staff should have time and ownership of analyzing the data as related to student needs.</p>
	2	2		
	3	2		
	Total			
7 - Effective Use of Time	1	4	<p>☐ Instructional time is protected with minimal disruptions.</p> <p>☐ Time is provided for teacher collaborations on a weekly basis.</p> <p>☐ Grade level meetings cover topics that arise from leadership walkthroughs, lesson plan review and formal observations.</p>	<p>☐ Develop a plan to intervene with students two or more years behind.</p>
	2	2		
	3	3		
	Total			
8 - Family and Community Engagement	1	3	<p>☐ Community partnerships exist to support academic and socio-emotional goals of the students.</p> <p>☐ Family members are actively informed about student progress through report cards, parent teacher conferences and personal contact from teachers.</p> <p>☐ School communications are translated for non-English speaking families</p>	<p>☐ Explore recruitment options for finding a parent/community member to be a part of the school leadership team.</p> <p>☐ Monitor and evaluate current parental programming to gauge effectiveness and ongoing needs.</p>
	2	3		
	Total			

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
Support and Services of the Intervention Teacher	ELA - Grade 1 & 2 (Tier 2 & 3 Students)	No		
ESL/Bilingual After school Program	Grades 2-5	Yes	<p>12/20 (60%) students showed growth in phonemic awareness per the Johnston Spelling Inventory.</p> <p>4/20 (20%) of students showed growth only in their writing scores, while 5/20 (25%) showed growth in both areas (phonemic awareness AND writing)</p> <p>An outcome of this intervention that is NOT measurable but worth mentioning, is the intervention we were able to provide through small group instruction with math homework. We have found a strong correlation between reading/writing proficiency and math, and we were able to use our close reading strategies to assist students with math homework.</p>	Johnston Spelling Inventory's Primary Spelling Inventory as both a pre and post test. Writing pieces were scored using the WIDA writing scoring rubric.

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	15.1%		ELA Analysis - percent of standards assessed on the PARCC performing below the district average Gr.3- 35 %, Gr.4- 4%, Gr. 5- 15 % Math- Gr.3- 36% , Gr.4- 24 % , Gr. 5-32% ELA Analysis - percent of standards assessed on the PARCC performing below the district average Gr.3- 35 %, Gr.4- 4%, Gr. 5- 15 % Math- Gr.3- 36% , Gr.4- 24 % , Gr. 5-32%
		School-wide Math	9.8%		
		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	41.0		
		Student Growth in Math	33.5		

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		DRA2 Winter Data- % of students reading below grade level targets k- 58%, 1- 67%, 2- 55 %, 3- 62%, 4- 48 %, 5- 17 % Cycle 2 EAU Data- K- 77%, 1- 43% , 2- 59 %, 3- 31%, 4- 3 %, 5- 7 %	There was an increase in the number of students scoring proficient on EAU 1 in grades 1, 2, 3, 4, 5. However, the percent of students scoring proficient was below 10 % in grades 4 & 5.

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	41.4%	62%	0%	0%	89.13 %	Cycle 2 data: K-62 %, 1-57%, 2-80 %, 3- 53%,4-38 %, 5- 63 %	There was increase in the number of students scoring proficient compared to EAU 1 in grades K-5- Average of 30 %.
		1	32.4%	57%	0%	0%	66.02 %		
		2	66.3%	80%	0%	0%	74.73 %		
		3	10.3%	53%	0%	0%	14.63 %		
		4	12.2%	38%	0%	0%	7.04%		
		5	18.6%	63%	0%	0%	11.27 %		
		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	79.8%	77%	0%	0%	74.74%		
		1	33.7%	43%	0%	0%	66.67%		
		2	30.3%	59%	0%	0%	54.35%		
		3	1.2%	31%	0%	0%	10%		
		4	0%	3%	0%	0%	23.61%		
		5	2.7%	7%	0%	0%	1.35%		
		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			

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			Student enrollment is consistently above 525 students. There is a significant amount of Bilingual and ESL students as well as a special need population.
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions			
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions			The chronic absenteeism rate for subgroup 1 is higher than Subgroup 2 and school wide. Approximately 57 % of the chronically absent students are in grades K & 1 with 38 % in grade K.
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			The average staff Staff attendance meets expectation.

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							Out of school suspension percentage overall is @ 1 %. While OSS for Subgroup 1 is 6 %.
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	Domain	ES	MSHS	Parents	Staff		Areas needing attention: Student Relationships (ES)- 53.5 Physical Environment (Staff)- 51.8 % Morale in School Community- (Parents)- 62.6 % Teaching and Learning (Staff)- 63.7 % Areas of Strength: Teaching and Learning (ES)= 80.6% Parental Support (ES)- 94.9 % Morale in School Community (ES)- 80.7 %
		Participation Rate	95%	0%	25%	90%		
		Physical Environment	76.7	0	72.5	51.8		
		Teaching and Learning	80.6	0	76	63.7		
		Morale in School Comm.	80.7	0	62.6	67.4		
		Student Relationships	53.5	0	68.1	71		
		Parental Support	94.9	0	74.4	66.1		
		Safety	75.7	0	74.2	76.3		
		Emotional Environment	67.8	0		66.4		
		Administrative Support				64.4		

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

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

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Algebra	2014 - 15 data provided. Please provide 2015 - 16 data if possible.	# of 8th grade students enrolled in Algebra 1		1 teacher will be placed on a CAP for the 2016-17 school year.	<p>Teacher Practice average scores were slightly lower (-0.09) than than Round 1 indicating a need for constant planning and preparation for daily high quality instruction.</p> <p>Teacher average practice scores for Non Tenured Teachers (Round 3) were higher than average scores of round 1 & 2 (+ 0.05, 0.14 respectively). Non Tenured teachers may be more receptive to admin feedback to improve daily practice.</p> <p>Overall Domain 3 - 3c (Student engagement & 3d Using Assessment in Instruction) continues to be a focus for the 2016-17 school year.</p>
		% of students with a C or better		Observation Data: (Average of Teacher Practice Scores per Round)	
		Count of students who took the Algebra section of PARCC		Round 1: 3.05 - Announced- All Round 2: 2.96 - Unannounced- All Round 3: 3.10- Announced/Unannounced- NT Only	
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data		Your Data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the 2014 - 2015 school year *Identify instructional trends *Identify professional development needs	% of teachers on CAP YTD		1 Teacher will be placed on a CAP for the 2016-17 school year.	Although all but 1 staff member scored effective or highly effective for the 2015-16 school year, the area for professional development is Domain 3- Instruction.

OTHER INDICATORS

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
DRA2 _ Winter Cycle	Student reading levels and targets	students reading below grade level targets k- 58%, 1- 67%, 2- 55 %, 3- 62%, 4- 48 %, 5- 17 %	Grade 1 and Grade 3 have the highest percentage of students reading below
Unit 2 Benchmark Data- ELA and Math Subgroup Data- LEP/SPED	Proficiency levels of students in each subgroup	ELA- LEP- 64.52% SPED- 38.33 % (Diff- -27%) Math LEP- 54.4 % SPED- 22.4 % (Diff- 22.1%)	The difference between the subgroups in ELA and Math is at least 22 %

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, An average of 51 percent of the students in grades K-5 are reading below grade level expectations.	1. The inconsistent implementation of targeted tiered instruction during the literacy block to address student mastery of reading standards (Guided Reading and Tiered Intervention)	All Students	1 Develop, implement and monitor tiered instruction (guided reading/small group instruction) and targeted interventions (Tier 2 & 3) to increase student reading proficiency.	3 - Effective Instruction
		2. Inconsistent feedback from administration focused on effective instructional practice to support and improve teacher practice		2 Engage teachers in collaborative standards based lesson planning and the analysis of student work and assessment data.	6 - Enabling the Effective Use of Data
		3. Inconsistent progress monitoring of all Tier 2 and 3 students needing intervention		3 Develop, implement, and monitor teacher practice in close reading and writing in response to text strategies in ELA, Science, and Social Studies Classrooms	1 - School Leadership
		4. Inadequate staffing and scheduling to address the academic deficiencies of all students needing T3 intervention in grades K-5 5. Students entering the next grade lacking the appropriate reading skills (reading 2 or more DRA levels below due to various factors)			

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Math (TP3, TP4)	<p>According to 2015 PARCC data 3-5, an average of 62% of students score below proficient on items focused on Number and Operations Standards</p> <p>An average of 5 percent of students in grades 4-5 scored proficient on EAU #2.</p>	<ol style="list-style-type: none"> 1. Lack of high quality standards based math instruction and its alignment to classroom instruction 2. Inconsistent implementation of balanced math instructional framework/block(Tiered Instruction) 3. Inconsistent feedback from administration focused on effective instructional practice to support and improve teacher practice 4. Shifts of CCSS for students (knowledge) 	All 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	1 - School Leadership
				2 Utilize PLC meetings to analyze of student work to inform teacher planning and instruction for all students within the class through the use of the Standards Based Tasks and Assessments	4 - Curriculum, Assessment and Intervention System
				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	1 - School Leadership

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Climate & Culture (TP2)	Chronic Absenteeism Rate to date- 8.82 % 58 % of the chronically absent students are in grades K and 1.	1. Lack of parental awareness of district policies and regulations regarding attendance and tardiness. 2. Lack of parental awareness regarding the educational impact of student absence. 3. Possible errors in inputting absences and tardies in Power School by staff.	Chronically Absent Students	1	Monitoring of student attendance data by the School Attendance Team using the TPS Attendance Protocols	2 - School Climate and Culture
				2	Recognize students, staff and parents for good attendance improvement in attendance.	2 - School Climate and Culture
				3	Use multiple medians to inform parents of the importance of student attendance and its direct alignment o student outcomes.	8 - Family and Community Engagement
Select From List				1		0 - --
				2		0 - --
				3		0 - --

SMART Goal 1

By June 2017, Robeson 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, An average of 51 percent of the students in grades K-5 are reading below grade level expectations.

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: 3 - Effective Instruction

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

Turnaround Principle: 6 - Enabling the Effective Use of Data

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

Turnaround Principle: 1 - School Leadership

Target Population: All 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. 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.	Fall 2016 DRA2 scores, Administrator's Walk through Data

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	By January 2017, 90% of ELA classrooms will be implementing Guided Reading during the block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0. 65% of students will reach their interim DRA level set in October 2016	Administrator's Walk through Data, Winter 2017 DRA2
EOC 3	By March 2017, 95 % of ELA classrooms will be implementing Guided Reading during the block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0. 80 % of students in grades K-2 receiving Tier 3 intervention will meet their individual intervention goals.	Administrator's Walk through Data; Student Intervention Cycle Data
EOC 4	By June 2017, Robeson 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.	Spring 2017 DRA2

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Create roll out plan for teachers (schedule) with benchmarks for implementation of literacy block components based on grade specific look fors.	1 - --	6/20/16	8/31/16	Principal, Literacy Leader, RAC4 Literacy Specialist & STC
2	1	Survey teachers on professional development needs on Guided Reading and Intervention Strategies to develop SB professional development plan.	6 - Effective Staffing Practices	6/20/16	6/30/16	Literacy Leader & Technology Teacher
3	1	Provide professional development in the area of guided reading, Daily 5, and intervention strategies by the Literacy Leader based on staff needs as identified by informal and formal observations/walkthroughs.	3 - School Climate and Culture	9/1/16	5/31/17	Literacy Leader, RAC4 Specialists, FEA Consultants

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	1	Complete a miscue analysis of DRA to identify skills and strategies needed child scoring below grade level expectations.	4 - Effective Instruction	10/4/16	10/31/16	Literacy Leader
6	1	Create targeted guided reading plans using anecdotal notes to adjust and deliver effective instruction in guided reading sessions.	3 - School Climate and Culture	10/4/16	6/30/17	Classroom Teacher
7	1	Administration will review guided reading plans and teacher data binders as part of lesson plan/instructional monitoring.	1 - --	10/4/16	6/30/17	Principal
8	1	Meet with GR/small groups for tiered instruction at least 3 times a week as measured by DRA and formative assessments.	3 - School Climate and Culture	10/4/16	5/31/17	Classroom Teacher
9	1	Use data to effectively monitor student progress of Tier 2 and 3 students in PLCs. (every 4-6 weeks cycle)	6 - Effective Staffing Practices	11/1/16	5/31/17	Classroom Teacher, Literacy Leader, SLT Team
10	1	Conduct weekly walkthroughs focused on the work period of the Literacy Block- Guided Reading and Daily 5.	5 - Curriculum, Assessment and Intervention System	9/20/16	5/31/17	Principal
11	1	Provide Tier 3 students with additional intervention using research based programs/strategies. (ie Lexia, Super Star, and other technology based programs)	3 - School Climate and Culture	10/11/16	5/31/17	Literacy Leader
12	1	DRA implementation plan that includes training as needed, DRA assessment spot checks, and grade level review of assessment results.	4 - Effective Instruction	6/21/16	7/15/16	Literacy Leader , Principal
13	1	Celebrate students and families for reading achievement each quarter-awards presentations, school announcements, parent letters, etc.	8 - Effective Use of Time	10/4/16	5/31/17	Awards and Celebrations Committee
14	2	Dedicate 1-2 PLC period per month during the school day unpack curriculum units and analyze student work/data.	1 - --	7/1/16	7/29/16	Principal
15	2	Review and unpack upcoming units to identify reading foundational skills and strategies that students need to achieve mastery for lesson planning in designated PLCs.	3 - School Climate and Culture	7/15/16	4/28/17	Teachers, RAC4 Specialist, Literacy Leader
16	2	Create a PLC schedule that allows for grade level/ content specific staff to work collaboratively unpacking units and analyzing student work/data.	1 - --	7/1/16	7/29/16	Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
17	2	Analyze and use formative assessment data- (DRA, running records, student writing samples, benchmark data, teacher created CFAs PARCC, ACCESS) during PLCs to identify academic trends and create instructional plans to meet students' needs.	6 - Effective Staffing Practices	9/13/16	5/31/17	Teachers, Principal, Literacy Leader
18	2	Provide staff training on effective PLCs and data analysis protocols (Stipends/Registration & Travel/Consultant Fee)	1 - --	7/1/16	1/31/17	Principal & External Consultants
19	2	Create an academic calendar of PLC activities for the month/year inclusive of faculty meeting and designated professional days.	1 - --	7/1/16	8/31/16	Principal. Literacy Leader, & RAC 4 Specialist
20	2	Provide additional time outside the school day for teachers to engage on professional collaboration and data analysis (After school and /or summer work) If funds become available.	1 - --	7/1/16	6/30/17	Principal
21	3	Conduct book studies for ELA and Sci/SS teachers on Close Reading, Writing and nonfiction strategies. Suggestions: o Text Dependent Questions (ELA) o Great Habits, Great Readers o Reading Nonfiction: Notice and Note (Sci/SS)	3 - School Climate and Culture	10/4/16	4/28/17	Principal & Literacy Leader
22	3	Coaching cycle goals focused on close reading, writing, and balanced literacy block and Daily 5 implementation based on staff needs.	3 - School Climate and Culture	10/4/16	5/31/17	Principal, Literacy Leader, RAC4 Specialist
23	3	Provide each student with a with a reader's response journal to record writing responses and monitor implementation of writing strategies.	3 - School Climate and Culture	8/31/16	9/7/16	Principal
24	3	Provide professional development in the areas of close reading and writing across the curriculum based on observation and walkthrough data.	3 - School Climate and Culture	10/4/16	5/31/17	Principal, Literacy Leader, External consultants

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
25	3	Conduct walkthroughs focused on the implementation of close reading strategies and writing and provide feedback to teachers on practice.	5 - Curriculum, Assessment and Intervention System	10/18/16	5/31/17	Principal, Literacy Leader, RAC4 Specialist

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Literacy Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$95,815	Federal Title I (School Allocation)
1	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$17,263	Federal Title I (School Allocation)

SMART Goal 2

By June 2017, students in grades 3-5 will increase an average of 5-10 points within the Numbers and Operations in Base Ten (NBT) Standards as compared to the 2016 PARCC. The average percentage points increase among subgroups (SPED and ELL) will be no less than 10%.

Performance Challenge: According to 2015 PARCC data 3-5, an average of 62% of students score below proficient on items focused on Number and Operations Standards

An average of 5 percent of students in grades 4-5 scored proficient on EAU #2.

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: 1 - School Leadership

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

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 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: 1 - School Leadership

Target Population: All Students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<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>	<p>District Common Assessments Administrative Walkthrough Data</p>
EOC 2	<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>	<p>District Common Assessments Administrative Walkthrough Data</p>

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	<p>85% 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>	<p>District Common Assessments</p> <p>Administrative Walkthrough Data</p>
EOC 4	<p>By June 2017, students in grades 3-5 will increase an average of 5-10 points within the Numbers and Operations in Base Ten (NBT) Standards as compared to the 2016 PARCC. The average percentage points increase among subgroups (SPED and ELL) will be no less than 10%.</p>	<p>2017PARCC Math Data</p>

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	School Leadership Team surveys and analyzes teachers data regarding the implementation of Number Talks to plan professional development activities	1 - --	9/1/16	9/30/16	SLT PD Committee
2	1	RAC Specialist and Principal Administration assess to determine which teachers are implementing Number Talks in their classrooms 3-5 times per week via lesson planning and walkthroughs	1 - --	10/3/16	11/4/16	Principal, VP, RAC4 Math Specialist, STEM Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	1	District supervisor, STEM leader, and/or RAC math specialist coach teachers individually and by grade level on the implementation and planning of lessons	3 - School Climate and Culture	9/1/16	12/16/16	Principal, VP, RAC4 Math Specialist, STEM Leader
4	1	Principal ensures lesson plans reflect that Number Talks are planned for with strategy and problem 3-5 days a week	1 - --	10/4/16	5/31/17	Principal, VP
5	1	Administration, STEM leader, STEM supervisor and RAC math specialist monitor implementation of Number Talks through classroom visits and provide feedback to teachers	3 - School Climate and Culture	10/4/16	5/31/17	Principal, VP, RAC4 Math Specialist, STEM Leader
6	1	Provide opportunities for teachers and administration to participate in professional development focused on the successful implementation of Number Talks amongst colleagues in PLCs, teacher sharing and collaboration, fishbowls, inter/intra school visitation, etc.	1 - --	7/19/16	5/31/17	Principal
7	2	Establish PLC norms and develop schedule to review student work on a monthly basis	7 - Enabling the Effective Use of Data	7/12/16	7/29/16	Principal
8	2	Use student work from assessments including Type I, II, and III questions to determine when re-teaching needs to take place	6 - Effective Staffing Practices	10/4/16	5/31/17	Teachers
9	2	Develop lesson plans following district curriculum that include small group instruction and Number Talk focus on a daily basis and monitor the daily implementation via classroom walkthroughs.	4 - Effective Instruction	9/20/16	10/31/16	Teachers
10	2	Develop enrichment and intervention activities based on student needs using assessment data from common formative assessments (touchpoints)	3 - School Climate and Culture	10/4/16	5/31/17	Teachers
11	2	Develop a system for the daily implementation of technology (Reflex Math, Prodidy Math, etc) during math centers/work period	3 - School Climate and Culture	10/4/16	10/31/16	Teachers
12	2	Set intervention targets through the use of iReady assessment results	6 - Effective Staffing Practices	9/13/16	10/31/16	Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	3	Develop a calendar of when professional development can be provided for the school year aligned with the units of instruction	5 - Curriculum, Assessment and Intervention System	7/1/16	8/24/16	Principal
14	3	STEM supervisor / STEM Leader / RAC math specialist provide training to teachers aligned to skills for the unit within 2 weeks prior to start of the new unit	4 - Effective Instruction	8/23/16	4/28/17	Principal, VP, RAC4 Math Specialist, STEM Leader
15	3	Analysis of data (touchpoints, benchmarks, walkthroughs) from various assessments given throughout the unit to determine where additional support and training is needed	6 - Effective Staffing Practices	10/4/16	4/28/17	Principal, VP, RAC4 Math Specialist, STEM Leader
16	3	Classroom walkthroughs by Administration, STEM supervisor, STEM Leader, and/or RAC math specialist to ensure content is being appropriately taught	5 - Curriculum, Assessment and Intervention System	10/4/16	5/31/17	Principal, VP, RAC4 Math Specialist, STEM Leader
17	2	Survey teachers on professional development needs on incorporating and utilizing technology for instruction and data analysis	1 - --	9/6/16	9/20/16	Principal, STEM Leader
18	3	Provide release time for school based math leads to provide coaching and professional development to staff	7 - Enabling the Effective Use of Data	10/4/16	5/31/17	Principal

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

By June 2017, the percentage of chronically absent students in grades Kindergarten and grade 1 will decrease to 40 percent or less of the overall school rate, for which there will be an improvement of 10% as compared to the 2016 end of the year CA data.

Performance Challenge: Chronic Absenteeism Rate to date- 8.82 %
58 % of the chronically absent students are in grades K and 1.

Strategy 1: Monitoring of student attendance data by the School Attendance Team using the TPS Attendance Protocols

Turnaround Principle: 2 - School Climate and Culture

Strategy 2: Recognize students, staff and parents for good attendance improvement in attendance.

Turnaround Principle: 2 - School Climate and Culture

Strategy 3: Use multiple medians to inform parents of the importance of student attendance and its direct alignment o student outcomes.

Turnaround Principle: 8 - Family and Community Engagement

Target Population: Chronically Absent Students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	The percentage of CA students in grades K & 1 will be no more than 40 percent of the school's chronic absenteeism, which will improve by 2% as compared to the same time last year.	10 % or Chronically Absent Attendance List- Power School
EOC 2	The percentage of CA students in grades K & 1 will be no more than 40 percent of the school's chronic absenteeism, which will improve by 4% as compared to the same time last year.	10 % or Chronically Absent Attendance List- Power School

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	The percentage of CA students in grades K & 1 will be no more than 40 percent of the school's chronic absenteeism, which will improve by 5% as compared to the same time last year.	10 % or Chronically Absent Attendance List- Power School
EOC 4	By June 2017, the percentage of chronically absent students in grades Kindergarten and grade 1 will decrease to 40 percent or less of the overall school rate, for which there will be an improvement of 10% as compared to the 2016 end of the year CA data.	10 % or Chronically Absent Attendance List- Power School

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Review attendance procedures in Culture and Climate plan and make revisions, if necessary based on new TPS attendance guidelines.	1 - --	8/1/16	8/31/16	Principal
2	1	Share TPS attendance guidelines with the staff	2 - School Leadership	9/1/16	9/30/16	School Attendance Team, Principal
3	1	Maintain school based attendance team that meet 2x a week to discuss attendance data, issues and trends	6 - Effective Staffing Practices	9/1/16	9/30/16	Principal
4	1	Monitor student attendance monthly and develop action plans for identified students- (specifically K & 1)	2 - School Leadership	10/3/16	5/31/17	School Attendance Team, Principal
5	3	Create school wide procedures for following up on students who are absent - such as directions for reporting the absence to school; explaining the importance of attending school, etc Home visits, when necessary	2 - School Leadership	9/1/16	9/30/16	School Attendance Team
6	1	Develop tiered system for identified students whose are at risk of being on the CA list	2 - School Leadership	9/1/16	9/30/16	School Attendance Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
7	3	Share attendance expectations with parents during school events- back to school events, school orientations, parent/student handbook on monthly calendar and school website.	8 - Effective Use of Time	8/30/16	9/30/16	Principal , Teachers
8	2	Hold school wide celebrations for perfect attendance- Parade, individual and class awards as well as end of the year parent recognition ceremony	2 - School Leadership	10/4/16	6/15/17	Culture and Climate Committee

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	Stipend for Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$660	Federal Title I (School Allocation)
7	Parent Engagaement Efforts	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,649	Federal Title I (Interventions Reserve)

SMART Goal 4

Performance Challenge:

Strategy 1:

Turnaround Principle: 0 - --

Strategy 2:

Turnaround Principle: 0 - --

Strategy 3:

Turnaround Principle: 0 - --

Target Population:

Interim Goals

SMART Goal 4

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

End of Cycle	Interim Goal	Sources of Evidence
EOC 4		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

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

Budget Summary

< NO DATA >

Overview of Total Title 1 Expenditures

< 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: Talaya Stoddard-Wilson

Date: 2016-08-31