Columbus

District:	Trenton City	Classification:	Priority
County:	Mercer	Reason:	Lowest-Performing
Region:	4	CDS:	215210170

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
Chair SLT/ 2nd Teacher	Barbara Lewis	Yes	Yes	Yes		
Math Leader	Dawn Hendryx	Yes	Yes	Yes		
Literacy Leader	Octavia Lee	Yes	Yes	Yes		
Parent Liaison	Lorenzo Gonzalez	Yes	No	No		
TEA Rep./ K-2	Marlena Ventura	Yes	No	No		
Parent	Evelyn Aguiar	Yes	No	No		
Special Education	LouEllen Monard	Yes	No	No		
Principal	Dewar L. Wood	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
STC	Lois Braender	Yes	No	Yes		
Literacy	Stephanie Washam	Yes	Yes	Yes		
Math	Erin Johnanson	Yes	No	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
02/10/2016	Quality School Review / Needs Assessment	Yes	Yes
05/24/2016	Data Review and Analysis	Yes	Yes
05/04/2016	Data Review and Analysis	Yes	Yes
06/15/2016	Plan Development	Yes	Yes
06/10/2016	Plan Development	Yes	Yes
06/09/2016	Plan Development	Yes	Yes
06/08/2016	Plan Development	Yes	Yes
06/02/2016	Plan Development	Yes	Yes
06/01/2016	Plan Development	Yes	Yes

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	3	The school leadership team continuously articulates and inspires the school community to enact the vision which is aligned with school practices and rituals. Rigorous and regular reviews using data are in place to assess progress toward goals and make adjustments to strategies as needed. The principal has high expectations for quality teaching in every classroom, and uses data from walkthroughs and formal observations to ensure that these expectations are being met. â¿¢ The principal ensures that students and adults feel safe and ready to engage in teaching and learning. â¿¢ The school facility is exemplary. â¿¢ The principal fosters a strong belief in the potential of all students by communicating this belief frequently and passionately.	â¿¢ While all staff are frequently observed and given feedback, further tracking of observation feedback data would ensure and enhance next steps follow up.
	2	4		
	3	4		
	4	3		
	5	3		
	6	3		
	7	3		
	8	3		
	9	3		
	10	3		
Total		32		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	4	â¿¢ There is evidence of a clear and consistent, school-wide behavior system of rewards and consequences. â¿¢ Classroom behavior is consistent and students exhibits habits of self-discipline and self-management. â¿¢ Overall, Columbus Elementary School has some of the highest scores on the climate and culture survey. The Morale domain for example, indicates that the leadership develops a strong â¿¢pride of placeâ¿. This was supported by the anecdotal feedback expressed when the CC data was presented to the staff. â¿¢ Students and adults feel safe, welcomed and ready to learn and teach. â¿¢ The schoolâ¿¢s overall scores on the Climate and Culture Survey are among the top 10% in RAC4. â¿¢ The message of exploring learning and creating meaning for the students in their lessons is understood by the students and reflected in their high scores in the Teaching and Learning Domain on the Student Climate and Culture Survey. â¿¢ Opportunities for teachers as well as students to serve the school in leadership roles exist.	â¿¢ While in some classrooms teachers develop a culture where students take responsibility for their own learning, this is not the practice throughout all classrooms. â¿¢ One of the challenges that the data indicate is in the Teaching and Learning domain. 1/3 of the teachers feel some students â¿¢â¿¦just cannot be motivated to do the work.â¿ Related to this, 70% of the students report being bored in school at least some of the time. â¿¢ There is a need to implement the Second Step Violence Prevention Program consistently and with fidelity so that it becomes the culture in the school.
	2	3		
	3	3		
Total		10		

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Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
3 - Effective Instruction	1	3	â¿¢ Students can articulate what they learning objective is and why it matters to their learning and growth. â¿¢ Academic progress is monitored through discussions of student data with the leadership team. â¿¢ There is evidence that some teachers are planning for small group instruction aligned to the learning objective and based on data from checks for understanding. â¿¢ The Road to Success data from the spring walkthroughs as compared to the fall data showed overall growth in all areas. Significant growth is indicated in the areas targeted for improvement, namely student engagement, expectations of students, and rigor and standards.	â¿¢ It is evident that the use of instructional and response strategies that engage all students has been the focus of professional development. There is a need to continue efforts to ensure that this is practiced consistently in all classrooms. â¿¢ Formative assessment data needs to be used to inform, monitor, and adjust instruction in an ongoing manner.
	2	2		
	3	2		
	4	3		
	5	3		
	6	3		
Total		16		
4 - Curriculum, Assessment and Intervention System	1	3	â¿¢ Walkthrough feedback is consistently given and follow-up observations target areas in need of improvement. â¿¢ At-risk students are identified and in addition to school based intervention initiatives, a variety of partnerships are established to support Tier 2 and 3 interventions. â¿¢ PARCC data and resources are being used to plan next steps in the area of literacy. â¿¢ Teachers consistently implement the district curriculum and formative assessments linked to the CCSS.	â¿¢ Tier 1 intervention for students who have not mastered the learning objectives is intermittent and not always embedded into classroom instructional practices. â¿¢ While teachers use common plans, the collaborative planning process is not always used to develop and adapt them individual classrooms.
	2	3		
	3	3		
	4	3		
	5	3		
Total		15		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
5 - Effective Staffing Practices	1	2	â¿¢ While the district oversees the hiring process, the school leader identifies staffing needs, carries out the interview process with fidelity and when possible, places teachers in classrooms with the right skills, competencies and content knowledge to achieve desired student learning outcomes. â¿¢ School leadership engages in school-wide observations and provides feedback in a prompt manner. â¿¢ Teacher driven professional development focuses on student learning, progress toward student learning challenges and progress towards school improvement goals.	â¿¢ The practice of providing professional development based on teacher-identified areas in need of growth needs to be further increased.
	2	3		
	3	3		
	4	3		
	5	3		
Total		**14**		
6 - Enabling the Effective Use of Data	1	3	â¿¢ Systems are in place to easily and routinely review accurate data on culture and climate and academic achievement. â¿¢ The School Leadership Team and pockets of teachers use protocols to routinely review data on achievement and to plan next steps for improvement. â¿¢ Artifacts of consistent communication between families and school are present in clear and user friendly formats. â¿¢ As a result of analysis of multiple sources of data, professional development is planned strategically, targeting support for individual teachers while supporting all.	â¿¢ In the coaching cycle, include support in implementing next steps as identified as a result of analyzing data. â¿¢ The use of data protocols needs to be institutionalized across the school to provide all teachers data which informs instructional decision making.
	2	3		
	3	3		
Total		**9**		

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Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
7 - Effective Use of Time	1	3	â¿¢ A master schedule exists ensuring that core content areas have sufficient time allocated. â¿¢ The master schedule is developed to allow teachers time to plan together and participate in grade level PLCs.	â¿¢ While the Tier 3 intervention exists, limited allocations of time and resources impact the implementation of interventions for all students two or more years behind. â¿¢ A solution to providing intervention services for at-risk students who participate in the Strings Program during the intervention period is needed.
	2	2		
	3	3		
Total		**8**		
8 - Family and Community Engagement	1	3	â¿¢ Parentsâ¿¿ perspective is included in plans for school improvement as evidenced by their membership on the school leadership team. â¿¢ The parent liaison and other members of the school leadership team work to engage families in academically related activities; data collected reflects active participation. â¿¢ Families are continuously informed about student progress toward learning goals and are aware of social and academic activities.	â¿¢ A network of providers for struggling families and/or students exists but evidence of the positive results needs to be collected and analyzed.
	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.
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
Reflex Math	Math	Yes	Fluency Growth	Starting Fluency 15%; Current Fluency 31%; Total Fluency Gain 16,810 facts.
Intervention Teacher	Literacy (3-5)	No	Comparison of Students' DRA Levels from September to February	30 students in grades 3-5 received intervention. 57% or 17 out of 30 students increased two DRA levels.
Attendance Committee	K-5	Yes	Comparison of the Chronic Absenteeism Rate between the 2014-2015 school year and the current school year	According to our School Performance Report, Columbus' chronic absenteeism rate for the 2014-2015 school year was 22.4%. Our current rate is 18.26%.
Achieve 3000	Literacy (2-5)	Yes	Percentage Change of Students' Initial and Current Forecast Towards College and Career Readiness from January to May	An 8 percentage point decrease in students who fall far below College and Career Readiness levels and a 7 percentage point increase in students who meet preparedness levels for College and Career Readiness.
Second Step Bullying Program	3-5	Yes	Referral and suspension Rate	As of June 1, 2016 Columbus School's annual suspension rate is 3.4% and the monthly referral rate is 1.1%.
Summer Learning Program	Literacy (rising 1st - 4th graders)	Yes	Summer school particpants either maintained or increased their reading level upon return to school for the 2015-2016 academic school year	26 out of the 51 student participants (51%) did not experience any summer loss in their reading levels as measured by a comparison of their DRA Spring and Fall levels

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Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
Intervention Teacher	Math Grades 3-5	No	Moving With Math Extensions Intervention Program	Students in grades 3-5 took a Pre & Post Test that addressed math content from their previous grade level. While administering the assessments, the intervention teacher notated the students' problem solving process and came up with the following analysis. The students' exhibited a lot of foundation issues in the area of vocabulary, basic math, word problems, place value and fractions.

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
Summer Learning Program	Math (Rising 1st-4th graders)	Yes	Pilot Moving With Math Extension Program	A Pre-Test was given at the beginning of the session, and a parallel Post-Test was given at the end of the program. The results for the 43 students in grades K, 1, 2, 3 and 4 were analyzed. Based on the analysis, students in grades K, 1, 2, 3 and 4 showed positive gains in achievement between the Pre-Test and Post-Test scores. The results are as follows: Average percent of increase in test scores: 35% Overall percent of increase in mean score: 17% Overall percent of increase in students with passing scores: 33% Overall percent of students who did not pass the Pre-Test who did pass the Post-Test: 56% Overall percent decrease in the number of questions missed by more than half of the students: 70%
ESL Program	Literacy/ELL	No	WADE/AMAO	According to the 2014-2015 Program Evaluation Analysis 62.5% of the participants improved.

STUDENT ACHIEVEMENT

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

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Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
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**	16.9%	According to the New Jersey Performance Report card for 2014-2015 19% of our students met or exceeded expectations in ELA and 15% met or exceeded expectations in Math.	5th Grade - According to the NJDOE's District Summary of Schools PARCC Data, 31% 5th grade students at Columbus outperformed the district average (14%) for students who met or exceeded expectations for ELA. 16% of students met or exceeded expectations for Math as compared to the district average of 9%. According to the Evidence Statement Analysis, students in 5th grade met or exceeded the district in answering 92% of the ELA standards correctly and 86% of the math standards correctly.
		School-wide Math	15.5%		
		School-wide Algebra 1			
		School-wide Algebra 2			
		School-wide Geometry			4th Grade - According to the NJDOE's District Summary of Schools PARCC Data, 4th grade students at Columbus met the district average of 14% for students who met or exceeded expectations for

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				ELA. 16% of students met or exceeded expectations for Math as compared to the district average of 9%. According to the Evidence Statement Analysis, students in 4th grade met or exceeded the district in answering 65% of the ELA standards correctly and 74% of the math standards correctly. 3rd Grade - According to the NJDOE's District Summary of Schools PARCC Data, 8% of 3rd grade students met or exceeded expectations for ELA as compared to the district average of 12%. However, 15% of students met or exceeded expectations for Math as compared to the district average of 14%. According to the Evidence Statement Analysis, 50% of students in 3rd grade met or exceeded the district in

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
					answering ELA standards correctly and 47% of the math standards.
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Indentify interaction between student proficiency level	**Student Growth in Language Arts**	60.0		Columbus' median growth score is 60 in ELA and 54 in Math. We scored in the 88 percentile with our peers in ELA and 78 in Math. 15% of our students are approaching High Growth while 16% are meeting and/or exceeding in ELA.
		Student Growth in Math	54.0		
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				Columbus met the participation rate for ELA and Math school wide and for all sub groups.

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Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data necessary)	Observations / Trends
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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	According to DRA Winter Results, 40% of students are reading on or above grade level. Each grade's percentage of proficient readers are outlined below: Kindergarten - 66% 1st - 25% 2nd - 46% 3rd - 31% 4th - 30% 5th - 41%	DRA Observations/Trends: About two-thirds of kindergarten students are reading on or above grade level. This percentage significantly decreases in first grade which is attributed to the leave of absence of a formidable first grade teacher. Students' reading on or above grade level increases in 2nd grade, then decreases in grades 3-4, only to increase again in 5th grade. Benchmark Observations/Trends: Students in grades K-5 performed significantly better on cycle 2 assessments in comparison to cycle 1. The benchmark data becomes inconsistent for cycles 3 and 4 assessments due to PARCC preparation for grades 3 - 5. However, K-1's percentage of passing
		K	41.7%	95.08%	83%	86%	84%		
		1	52.9%	76.27%	74%	77%	63%		
		2	69.6%	96.55%	85%	77%	87%		
		3	16%	70%	14%	0%	4%		
		4	1.5%	84.13%	0%	0%	41%		
		5	25.8%	88.24%	48%	0%	38%		
		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
				students remains consistent while 2nd grade begins to decrease. Although cycle 5 assessments experienced some attrition, 3rd grade had the most significant decline and 2nd grade's average increased.

Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data necessary)	Observations / Trends
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	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	I-Ready - students have demonstrated growth in math, based on mid-year I-Ready Diagnostic results. On average, students achieved 73% of expected full year growth (target = 100%); 30% of students achieved a full year's growth and 13% of students are on or above grade level.	Strength(s) I-Ready is an adaptive assessment that provides teachers with powerful data and decision making tools, teachers are better prepared to deliver differentiated instructions for all students.
		K	95.7%	89%	96%	79%	94%		
		1	29.8%	60%	72%	74%	67%		
		2	51%	62%	60%	68%	78%		
		3	2%	31%	41%	0%	29%		
		4	0%	41%	0%	0%	54%		
		5	6.1%	26%	0%	0%	42%		
		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
			According to the 2014-2015 Program Evaluation Analysis 62.5% of the participants improved.	According to the 2015 WIDA School Frequency report 64% of the students were Developing in in writing and comprehension in 1st grade; 25% of our 3rd & 4th grades demonstrated and overall score of Bridging and Reaching. According to the 2016 WIDA 33% of the Kindergarten students scored 4.5 or higher; 50% of the 2 graders scored 4.5 or higher; 33% of the 3rd graders scored 4.5 or higher; 50% of the 4th graders scored 4.5 or higher; 33% of the 5th graders scored 4.5 or higher.

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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			Our overall YTD for the last 4 years 346. We experienced an 8% growth in our LEP population for the 2014-2015 school year.
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions			Our Kindergarten had the lowest average daily attendance at 91.56%
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions			Columbus has had an average 3.2% decrease in chronic absenteeism over the past four years.
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidences *Indentify patterns by subgroup *Identify chronic offenders		As of June 1, 2016 Columbus School's annual suspension rate is 3.4% and the monthly referral rate is 1.1%.	We experienced a 1.3% increase in our annual suspension rate this year.

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Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data necessary)	Observations / Trends
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 of Strength: Parents were overwhelmingly satisfied with the school's climate and culture. Students' gave an average of 75% and above for Physical Environment, Teaching and Learning, Morale in the School Community, and Parental Support. Staff's perception of Physical Environment, Teaching and Learning, Morale in the School Community, and Relationships increased as compared to the survey conducted in 2014- 2015.
		Participation Rate	100%	0%	28.3%	52.5%		
		Physical Environment	76	0	67.6	71.6		
		Teaching and Learning	81.2	0	72.3	69.1		
		Morale in School Comm.	81.7	0	66.5	72.7		
		Student Relationships	61.9	0	70.2	75		
		Parental Support	94.3	0	74.5	67.7		Areas in Need of Improvement: Students' results were skewed due to the possibility that students tested more than once. Students' average scores for domains under 70% were Student Relationships and Emotional Environment. Although the staff's averages increased from the prior year, two domains are still below
		Safety	72.2	0	0	88.3		
		Emotional Environment	69.5	0		72.9		
		Administrative Support				70.6		

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Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data necessary)	Observations / Trends
								70%: Teaching and Learning and Parental Support and Engagement.
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	**Domain**	**ES**	**MS**	**Parents**	**Staff**		
		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			
		% of students with a C or better			
		Count of students who took the Algrbra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data		Your Data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the 2014 - 2015 school year *Identify instructional trends *Identify professional development needs	**% of teachers on CAP YTD**	2.86%	2015-2016 Observation Data for teachers indicates an average score for the following: *Domain 1 2.93 *Domain 3 3.02 *3b 2.97 *3c 3.16	Walkthrough and observation data reveal that a concentration in student engagement increased, however more PD in planning & preparation as well as using questioning and discussion techniques is still needed.

OTHER INDICATORS

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
DRA Winter Data Comparison for 2015 and 2016	First, one of our formidable first grade teachers began their leave of absence in November which will extend to the end of the school year. Second, Columbus was without a literacy leader from November until the end of April. Approximately 27% of the student population of one first grade classroom receives ELL support. Although they are making progress on their ELL assessments, that same progress is not reflected in their DRA Winter reading levels. Lastly, 54% of our student population in 2nd grade was reading between DRA levels 3 to 14. After the administration of the Winter DRA, only 26% of our second grade students are reading within those same levels.	According to Winter 2015 DRA data, 44.9% of students were reading on or above grade level and the following winter only 40% of students were reading on or above grade level. The percentages by grade level are outlined below: Winter 2015 DRA: K -60%, 1st - 41%, 2nd- 64%, 3rd- 16%, 4th- 39%, 5th - 39%. Winter 2016 DRA: K - 66%, 1st- 25%, 2nd -46%, 3rd- 31%, 4th- 30%, 5th- 41%	Kindergarten's DRA Winter results are consistent from year to year. 1st grade,

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Tutors from TCNJ	This was our first partnership with TCNJ to provide tutoring during our intervention and enrichment period. Students' participation was staggered in order to ensure that students who were reading significantly below grade level were serviced first. Therefore, 28% of students were did not receive tutoring for at least six weeks. Students were tutored for approximately an hour however; tutors may not have reported to Columbus in a timely manner. In addition, we experienced some turnover in tutor participation.	10 out of 24 students (42%) who were reading between DRA Levels A-8 in September moved at least 3 reading levels. 13 out of 14 students (93%) reading between a DRA levels 14-24 in September moved at least 2 reading levels. 4 out of the 5 students (80%) who were reading on a DRA level of 30 or higher in September moved at least 1 reading level.	Less than half of the students who were initially reading between DRA levels A-
i Ready	The district purchased I-Ready diagnostic test which did not include the instructional component. Our teachers had minimal access to some instructional components in which they incorporated the instructional components in their weekly instruction. In order for our students to increase their growth rate, they must have 45 minutes in time on task. Although we may not have reached 100% for the target growth at years end, our growth is in direct correlation with time on task.	Mid-Year Data - our students have demonstrated growth in math, based on mid-year I-Ready Diagnostic results. On average, students achieved 73% of expected full year growth (target = 100%); 30% of students achieved a full year's growth and 13% of students are on or above grade level. End of Year Data - students have demonstrated growth in math, based on end of year I-Ready Diagnostic results. On average, students achieved 84% of expected full year growth (target = 100%); 44% of students achieved a full year's growth and 19% of students are on or above grade level.	Strength(s) I-Ready is an adaptive assessment that provides teachers with

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
			null

Root Cause Analysis

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
ELA & Literacy (TP3, TP4) (Includes Social Studies & Science)	According to the 2014-2015 PARCC Evidence Analysis Statements, students in grades 3-5 answered 26% (an estimated average) of the items focused on anchor standards 2,3, and 9 (using literature and/or informational texts) correctly.	-Limited use of formative assessment data to inform, monitor, and adjust instruction in an ongoing manner -Inconsistency in implementation of effective instructional and response strategies that engage all students -Tier 2 intervention and small group instruction for students who have not mastered the learning objectives is intermittent and not always embedded into classroom instructional practices -Limited use of data protocols across grade levels to provide teachers with data which inform instructional decisions	K-5	1		0 - --
				1	Provide ongoing professional development on RTI strategies, close reading, and writing from source.	5 - Effective Staffing Practices
				2	Use PLC/grade level meetings (1-2 times per month) to engage teachers in planning and adjusting instruction by analyzing standards, designing learning targets/objectives, looking at student work, and analyzing data by using the CAR framework.	4 - Curriculum, Assessment and Intervention System
				2		0 - --
				3	Implement a cycle to support teaching anchor standards by using close reading and writing from source and implementing RTI strategies.	3 - Effective Instruction
				3		0 - --

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Math (TP3, TP4)	According to 2014-2015 PARCC only 15.5% of the students in grades 3-5 met or exceeded expectation.	-Limited opportunities for feedback among grade level teachers in the process of implementing common formative assessments. -Limited knowledge in differentiated instructional practices in Tier 2 & Tier 3 interventions to increase student achievement. -73% of incoming 1st-5th grade students are not proficient in Numbers & Operations in Base Ten.	K-5	1		0 - --
				1	Provide ongoing professional development and embedded coaching on i-Ready, close reading in math and the concrete-representational-abstract sequence of instruction.	5 - Effective Staffing Practices
				2	During PLC/Grade Level - use CAR Framework to analyze students work, to inform teacher planning and instruction for all students.	6 - Enabling the Effective Use of Data
				2		0 - --
				3	Ensure small group/guided math instruction with an ongoing system in place for progress monitoring.	3 - Effective Instruction
				3		0 - --

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Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Climate & Culture (TP2)	According to the 2014-2015 NJ School Performance Report our chronic absenteeism rate was 22.4%; the District rate was 18.29%; According to the 2015-2016 end of the year data our chronic absenteeism rate was 20.89 %the District's chronic absenteeism rate was 28.91%. Our year end referral rate for 2015-2016 school year was 11%.	-Inconsistent monitoring of chronically absent students -Limited frequent and accurate data for disaggregation -Initial stage of the formation of the Attendance Committee -In the Teaching and Learning domain of the C&C Survey 1/3 of the teachers feel some students just cannot be motivated to do the work. Related to this, 70% of the students report being bored in school at least some of the time. -Implementation of the Second Step Violence Prevention Program consistently with fidelity.	K-5	1		0 - --
				1	Provide comprehensive professional development for all stake holders in the effects of chronic absenteeism, Second Step, Bullying Program, and interventions.	1 - School Leadership
				2	A focused comprehensive Culture and Climate PLC that supports and promotes the personal growth of students and staff.	2 - School Climate and Culture
				2		0 - --
				3	Attendance Committee that identifies and monitors students who are chronically absent.	8 - Family and Community Engagement
				3		0 - --

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

SMART Goal 1

By June 2017, 70% of students in grades K-5 will meet their performance group growth target as measured by a comparison of their initial, interim, and final scores on common assessments that integrate anchor standards 2,3, and/or 9.

Performance Challenge: According to the 2014-2015 PARCC Evidence Analysis Statements, students in grades 3-5 answered 26% (an estimated average) of the items focused on anchor standards 2,3, and 9 (using literature and/or informational texts) correctly.

Strategy 1: Provide ongoing professional development on RTI strategies, close reading, and writing from source.

Turnaround Principle: 5 - Effective Staffing Practices

Strategy 2: Use PLC/grade level meetings (1-2 times per month) to engage teachers in planning and adjusting instruction by analyzing standards, designing learning targets/objectives, looking at student work, and analyzing data by using the CAR framework.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 3: Implement a cycle to support teaching anchor standards by using close reading and writing from source and implementing RTI strategies.

Turnaround Principle: 3 - Effective Instruction

Target Population: K-5

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	100% of the students will receive base-line scores as measured by their performance on the first common assessment in order to determine growth targets for the 2016 - 2017 school year. - If students performed far below basic standards on the initial assessment their expected growth for the year is 30 percentage points. - If students performed below basic on the initial assessment their expected growth for the year is 22.5 percentage points. - If students were basic on the initial assessment their expected growth for the year is 15 percentage points. - If students met standards on the initial assessment their expected growth for the year is 7.5 percentage points. - If students exceeded standards on the initial assessment, their expected growth for the year is 1.5 percentage point.	Common Formative Assessments and/or End of Unit Assessments
EOC 2	50% of students in grades 2-5 will meet or exceed their individual growth target on the second common formative assessment. - If students performed far below basic standards on the initial assessment their expected growth is 10 percentage points. - If students performed below basic on the initial assessment their expected growth is 7.5 percentage points. - If students were basic on the initial assessment their expected growth is 5 percentage points. - If students met standards on the initial assessment their expected growth is 2.5 percentage points. - If students exceeded standards on the initial assessment, their expected growth is .5 percentage point.	Common Formative Assessments and/or End of Unit Assessments

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	60% of students in grades K-5 will meet or exceed their individual growth target on the third common formative assessment. - If students performed far below basic standards on the initial assessment their expected growth is 20 percentage points. - If students performed below basic on the initial assessment their expected growth is 15 percentage points. - If students were basic on the initial assessment their expected growth is 10 percentage points. - If students met standards on the initial assessment their expected growth is 5 percentage points. - If students exceeded standards on the initial assessment, their expected growth is 1 percentage point.	Common Formative Assessments and/or End of Unit Assessments
EOC 4	By June 2017, 70% of students in grades K-5 will meet their performance group growth target as measured by a comparison of their initial, interim, and final scores on common assessments that integrate anchor standards 2,3, and/or 9.	Common Formative Assessments and/or End of Unit Assessments

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Survey teachers on professional development needs based on teaching the anchor standards through close reading and writing from source as well as implementing RTI strategies	6 - Effective Staffing Practices	9/20/16	10/7/16	Leadership Team
2	1	Monitor implementation of teaching anchor standards through classroom visits and provide feedback	3 - School Climate and Culture	9/15/16	6/16/17	Principal and Literacy Leader
3	1	Conduct a book study on close reading using Text-Dependent Questions, Grades K-5: Pathways to Close and Critical Reading by Douglas B. Fisher	3 - School Climate and Culture	10/18/16	3/31/17	Literacy Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	1	Use edConnect to track student performance on common assessments using standards based reports of anchor standards 2, 3, and 9	6 - Effective Staffing Practices	10/4/16	6/16/17	Teachers and Leadership Team
6	1	Provide tiered professional development and develop a monitoring system for the effective implementation of Achieve 3000 as an instructional resource	5 - Curriculum, Assessment and Intervention System	10/17/16	2/24/17	Literacy Leader and Leadership Team
6	1	Provide professional development on integrating the Leveled Literacy Intervention systems within the intervention and enrichment period	5 - Curriculum, Assessment and Intervention System	10/3/16	6/2/17	Literacy Leader and Leadership Team
7	2	Effective implementation of CAR process during weekly PLC's establishing norms and protocols for reviewing and analyzing student work	4 - Effective Instruction	9/13/16	6/16/17	Teachers and Literacy Leader
8	2	Provide professional development for individual steps of the CAR process as necessary	5 - Curriculum, Assessment and Intervention System	10/4/16	6/2/17	Literacy Leader and Leadership Team
9	2	Triangulate data by looking for consistency among three data sources which include: CFA's, DRA's/Running Records, Achieve 3000/Smarty Ants, unit/lesson plans, disaggregation of PARCC assessment data	6 - Effective Staffing Practices	11/14/16	6/23/17	Teachers, Literacy Leader, Leadership Team
10	3	Create a targeted walkthrough that is conducted weekly to identify trends on teaching of the anchor standards through close reading, and writing from source	3 - School Climate and Culture	9/13/16	6/2/17	Literacy Leader and Leadership Team
11	3	Identify grade levels in need of instructional coaching for teaching anchor standards, close reading, and/or writing from source	3 - School Climate and Culture	10/4/16	5/26/17	Literacy Leader
12	3	Analyze observation and walkthrough trends in coaching meetings in order to identify specific areas for professional development and support	6 - Effective Staffing Practices	10/4/16	6/2/17	Literacy Leader
13	2	Create a schedule and develop a protocol for quarterly review (at minimum) of data collected during the intervention period in order to progress monitor and group students accordingly	6 - Effective Staffing Practices	10/31/16	6/16/17	Teachers and Leadership Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
14	1	Continue professional development on analyzing DRA results and running records for instructional decision-making	3 - School Climate and Culture	9/12/16	5/26/17	Teacher, Literacy Leader, and Leadership Team
15	2	Combine the CIA PLC and the Data PLC to meet monthly in order to review and disaggregate data in order to monitor the progress of students in need of Tier 2 and/or 3 interventions	4 - Effective Instruction	10/3/16	6/2/17	Leadership Team, Curriculum and Assessment PLC, Data PLC
16	1	Provide professional development for Wilson Language Programs which include: Fundations and the Wilson Reading System	4 - Effective Instruction	9/1/16	6/16/17	Leadership Team, Curriculum and Assessment PLC
17	3	Purchase computers and related supplies to support effective technology integration in all classrooms and to support student learning in intervention and enrichment programs.	3 - School Climate and Culture	3/1/17	5/31/17	Principal

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
15	Literacy Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$59,795	Federal Title I (School Allocation)
15	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$10,000	Federal Title I (School Allocation)

SMART Goal 2

By June 2017, 50% of students in grades 1-5 will score proficient on the final District Common Assessment as related to Numbers & Operation in Base Ten standards.

Performance Challenge: According to 2014-2015 PARCC only 15.5% of the students in grades 3-5 met or exceeded expectation.

Strategy 1:	Provide ongoing professional development and embedded coaching on i-Ready, close reading in math and the concrete-representational-abstract sequence of instruction.
Turnaround Principle:	5 - Effective Staffing Practices

Strategy 2:	During PLC/Grade Level - use CAR Framework to analyze students work, to inform teacher planning and instruction for all students.
Turnaround Principle:	6 - Enabling the Effective Use of Data

Strategy 3:	Ensure small group/guided math instruction with an ongoing system in place for progress monitoring.
Turnaround Principle:	3 - Effective Instruction

Target Population: K-5

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	20% of students in grades 1-5 will score proficient on a District Common Assessment as related to Number and Operations in Base Ten standards	EOC 1 /Common Assessment
EOC 2	30% of students in grades 1-5 will score proficient on a District Common Assessment as related to Number and Operations in Base Ten standards	EOC 2 /Common Assessment
EOC 3	40% of students in grades 1-5 will score proficient on a District Common Assessment as related to Number and Operations in Base Ten standards	EOC 3 /Common Assessment

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	By June 2017, 50% of students in grades 1-5 will score proficient on the final District Common Assessment as related to Numbers & Operation in Base Ten standards.	EOC 4 /Common Assessment

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Survey teachers on professional development needs based on teaching Numbers & Operations in Base Ten, close reading in math, RTI strategies and implementing the concrete-representational-abstract sequence for instruction.	6 - Effective Staffing Practices	9/20/16	10/7/16	Leadership Team
2	3	Conduct weekly walk-throughs to identify target areas to be addressed in weekly PLC with respects to close reading in math, RTI strategies, and implementing the concrete - representational-abstract sequence for instruction.	3 - School Climate and Culture	10/4/16	6/16/17	Math Leader/Principal
3	2	Use edConnect to track student performance on common assessments using standards based reports of Numbers & Operations in Base Ten	6 - Effective Staffing Practices	10/18/16	6/20/17	Teacher/Leadership Team
4	1	Provide professional development for effective implementation of I-Ready diagnostic and instructional components. If funds become available.	5 - Curriculum, Assessment and Intervention System	9/6/16	2/24/17	Principal/Math Leader
5	1	Provide on-going support during the Intervention & Enrichment Period in integrating I-Ready Intervention Systems to identify students who are struggling and provide the interventions necessary to help them succeed.	4 - Effective Instruction	9/20/16	6/2/17	Math Leader
6	2	Effective implementation of CAR process during weekly PLC's establishing norms and protocols for reviewing and analyzing student work.	4 - Effective Instruction	9/27/16	6/2/17	Math Leader/Leadership Team

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Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
7	3	Identify teachers and grade levels for instructional coaching on teaching Numbers & Operations in Base Ten through number talk, guided math RTI strategies and the implementation of concrete-representational-abstract sequence for instruction.	3 - School Climate and Culture	10/18/16	5/26/17	Math Leader/Leadership Team
8	2	Develop a protocol for quarterly review of data by looking for consistency among data sources: common assessments, I-Ready, and PARCC results.	6 - Effective Staffing Practices	10/31/16	6/16/17	Leadership Team/Teachers
9	2	Use of Reflex Math as a supplemental resource to provide effective math fact fluency to enhance students automaticity in procedural fluency.	4 - Effective Instruction	9/6/16	6/20/17	Math Leader/Teachers
10	3	Continued inclusion of Number Sense with the support of math leader to be build conceptual knowledge and deepen students understanding of mathematical concepts.	3 - School Climate and Culture	10/4/16	6/20/17	Math Leader
11	1	Continue to provide professional development and individualize support in number talk based on walk-through trends.	3 - School Climate and Culture	10/4/16	6/20/17	Math Leader
12	2	Utilize data to identify Tier 2 and Tier 3 students for additional intervention support.	6 - Effective Staffing Practices	11/1/16	6/20/17	CIA/Data PLC/Leadership Team
13	1	Analyze observation and walkthrough trends in coaching meetings in order to identify specific areas for professional development and support.	6 - Effective Staffing Practices	10/4/16	6/2/17	Math Leader
14	3	Purchase computers and related supplies to support student learning in intervention and enrichment programs and to support effective technology integration in all classrooms.	3 - School Climate and Culture	3/1/17	5/31/17	Principal

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
17	Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$86,090	Federal Title I (School Allocation)

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
18	Benefits	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$8,312	Federal Title I (School Allocation)

SMART Goal 3

The student to school connection will become stronger by June 2017, as measured through a decrease in chronic absenteeism and the number of office conduct referrals by 5%.

Performance Challenge: According to the 2014-2015 NJ School Performance Report our chronic absenteeism rate was 22.4%; the District rate was 18.29%; According to the 2015 -2016 end of the year data our chronic absenteeism rate was 20.89 %the District's chronic absenteeism rate was 28.91%. Our year end referral rate for 2015-2016 school year was 11%.

Strategy 1: Provide comprehensive professional development for all stake holders in the effects of chronic absenteeism, Second Step, Bullying Program, and interventions.

Turnaround Principle: 1 - School Leadership

Strategy 2: A focused comprehensive Culture and Climate PLC that supports and promotes the personal growth of students and staff.

Turnaround Principle: 2 - School Climate and Culture

Strategy 3: Attendance Committee that identifies and monitors students who are chronically absent.

Turnaround Principle: 8 - Family and Community Engagement

Target Population: K-5

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of EOC1/ Marking Period 1, 2016 our school will demonstrate progress toward our main goal, as measured by a 2% improvement in chronic absenteeism and office conduct referrals.	Power School, Ed Connect, C&C Survey, Attendance Committee Data, Second Step Lessons, Bullying Program Data.
EOC 2	By the end of EOC2/ Marking Period 2, 2017 our school will demonstrate progress toward our main goal, as measured by a 3% improvement in chronic absenteeism and office conduct referrals.	Power School, Ed Connect, C&C Survey, Attendance Committee Data, Second Step Lessons, Bullying Program Data.

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	By the end of EOC3/ Marking Period 3, 2017 our school will demonstrate progress toward our main goal, as measured by a 4% improvement in chronic absenteeism and office conduct referrals.	Power School, Ed Connect, C&C Survey, Attendance Committee Data, Second Step Lessons, Bullying Program Data.
EOC 4	The student to school connection will become stronger by June 2017, as measured through a decrease in chronic absenteeism and the number of office conduct referrals by 5%.	Power School, Ed Connect, C&C Survey, Attendance Committee Data, Second Step Lessons, Bullying Program Data.

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Reconvene Culture and Climate PLC	2 - School Leadership	9/1/16	9/9/16	Principal
3	2	Revise and distribute Culture and Climate plan to all stakeholders	2 - School Leadership	9/2/16	9/30/16	Culture and Climate PLC School Leadership
3	2	Administer the Climate Culture Survey	2 - School Leadership	10/10/16	11/18/16	Culture and Climate PLC
4	2	Re-establish partnerships that provide student services.	8 - Effective Use of Time	9/20/16	10/21/16	Principal, Culture and Climate PLC, Guidance Counselor, Attendance Committee

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Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	2	Continued "Branding" of the building takes place to foster a positive and inclusive atmosphere for learning that supports the school climate plan and focuses on positive recognition of model student behavior.	2 - School Leadership	9/9/16	10/28/16	Principal / Teachers / All Staff
6	2	Teachers begin using the climate plan to shape the learning environmet in their classes, hallways, and common spaces. Traking of implementation is conducted by Culture and Climate PLC and follow-up reinforcement is provided as necessary.	2 - School Leadership	9/16/16	6/23/17	Principal / Teachers / All Staff
7	2	Implement a successful framework, structure, and schedule for providing interventions (Second Step & Bullying Programs) aligned to identified school climate needs and for recognizing positive student outcomes related to school climate and culture.	2 - School Leadership	9/16/16	6/23/17	Culture and Climate PLC, Principal, Teachers, All Staff, Guidance Counselor
8	2	Identify appropriate protocol and personnel for tracking, analyzing, and sharing school wide climate data.	6 - Effective Staffing Practices	9/9/16	9/30/16	Culture and Climate PLC School Leadership
9	2	Use pertinent monthly school climate data to identify coaching and/or professional development and reflection needs for specific or all staff.	6 - Effective Staffing Practices	9/9/16	6/23/17	Culture and Climate PLC School Leadership
10	1	Appropriate personnel provide regular support and coaching for selected teachers in identified ares of school climate/classroom management.	1 - --	9/30/16	4/28/17	Culture and Climate PLC School Leadership

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
11	3	Reconvene Attendance Intervention Committee that monitors and aggregates student attendance data	6 - Effective Staffing Practices	9/9/16	6/23/17	Principal
12	3	Implement appropriate interventions to decrease chronic absenteeism.	2 - School Leadership	9/30/16	5/31/17	Attendance Intervention Committee
13	3	Plan and implement 2 Parent Universities that decrease chronic absenteeism and increase literacy/math support at home.	8 - Effective Use of Time	11/17/16	5/4/17	School Leadership, Paren Liaison
14	1	Provide ongoing professional development in current best practices in school climate and culture	3 - School Climate and Culture	9/16/16	6/23/17	Culture and Climate PLC, Principal, Teachers, All Staff, Guidance Counselor

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
14	2 Parent UniversitÃ¿Â©s	SUPPORT SERVICES - Purchased Property Services / 200-400	$2,000	State/Local
14	Stipends for Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$660	Federal Title I (School Allocation)

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
14	2 Parent Universities	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$500	State/Local
5	Student Services	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$1,000	State/Local
14	2 Parent Universities	SUPPORT SERVICES - Supplies & Materials / 200-600	$1,625	Federal Title I (School Allocation)
13	Interventions for Chronic Absenteeism	SUPPORT SERVICES - Supplies & Materials / 200-600	$1,000	State/Local

SMART Goal 4

Performance Challenge:

Strategy 1:

Turnaround Principle: 0 - --

Strategy 2:

Turnaround Principle: 0 - --

Strategy 3:

Turnaround Principle: 0 - --

Target Population:

Interim Goals
SMART Goal 4

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

End of Cycle	Interim Goal	Sources of Evidence
EOC 4		

< 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 School for K-2 Students	7/6/16	7/28/16	District Summer School Leadership Team	INSTRUCTION - Personnel Services - Salaries / 100-100	$14,808.00	Federal Title I (School Allocation)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Interventions Reserve)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Aloocated to School	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	0	0	0	0	0	0
INSTRUCTION	Purchased Professional & Technical Services	100-300	0	0	0	0	0	0
INSTRUCTION	Other Purchased Services	100-500	0	0	0	0	0	0
INSTRUCTION	Supplies & Materials	100-600	0	0	0	0	0	0
INSTRUCTION	Other Objects	100-800	0	0	0	0	0	0
INSTRUCTION	Sub-total		0	0	0	0	0	0
SUPPORT SERVICES	Personnel Services - Salaries	200-100	500	0	154857	0	0	155357
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	0	0	10000	0	0	10000
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	1000	0	0	0	0	1000
SUPPORT SERVICES	Purchased Property Services	200-400	2000	0	0	0	0	2000
SUPPORT SERVICES	Other Purchased Services	200-500	0	0	0	0	0	0
SUPPORT SERVICES	Travel	200-580	0	0	0	0	0	0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Interventions Reserve)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Aloocated to School	TOTAL
SUPPORT SERVICES	Supplies & Materials	200-600	1000	0	1625	0	0	2625
SUPPORT SERVICES	Other Objects	200-800	0	0	0	0	0	0
SUPPORT SERVICES	Indirect Costs	200-860	0	0	0	0	0	0
SUPPORT SERVICES	Sub-total		4500	0	166482	0	0	170982
FACILITIES	Buildings	400-720	0	0	0	0	0	0
FACILITIES	Instructional Equipment	400-731	0	0	0	0	0	0
FACILITIES	Noninstructional Equipment	400-732	0	0	0	0	0	0
FACILITIES	Sub-total		0	0	0	0	0	0
Total Cost			4500	0	166482	0	0	170982

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions Reserve)	Federal Title 1 (School allocation) Total	TOTAL
Included in SMART Goal Pages	0	166482	166482
Other Title 1 Expenditures	0	14808	14808
Total	0	181290	181290

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		
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: Dewar L. Wood

Date: 2016-08-31