Grace A Dunn Middle Sch

District:	Trenton City	Classification:	Priority
County:	Mercer	Reason:	Lowest-Performing
Region:	4	CDS:	215210100

School Improvement Plan 2016-2017

School Improvement Plan Committee Members

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
Principal	Madeline Roman	Yes	Yes	Yes		
Vice Principal	Bocary Bandeh	Yes	Yes	Yes		
Vice Principal	Wadner Gedeon	No	Yes	Yes		
SLC Chair	Jenny Featherston	No	Yes	Yes		
Vice Chair SLC	Chris Werner	No	Yes	Yes		
Literacy Specialist	Francine Stockton	Yes	Yes	Yes		
Math Specialist	Michael Braverman	Yes	Yes	Yes		
ELA Teacher	Allison Finnerty	No	Yes	Yes		

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
CHIEF TEA REP	Kathy Wolden	No	Yes	Yes		
SLC Member Admin 1	Gwen Jones	No	No	Yes		
Math Teacher	Robert Rubino	No	Yes	Yes		
Climate & Culture Specialist	Walter Kelly	Yes	Yes	Yes		
Guidance Counselor	Heather Fogarty	No	Yes	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
06/01/2016	Data Review and Analysis	Yes	Yes
03/21/2016	Data Review and Analysis	Yes	Yes
06/07/2016	Plan Development	Yes	Yes
04/27/2016	Plan Development	Yes	Yes

STATE OF NEW JERSEY
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2016-2017

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Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	2	Principal articulates the expectation that all teachers will implement a rigorous and coherent CCSS aligned curriculum and assessment system with fidelity. Principal created a four period lunch schedule to reduce the number of students in the cafeteria. The schedule change eliminated the health and safety caused by a bottleneck of over 700 students entering and exiting the cafeteria during one lunch period. The Spring Road to Success report, Observable Characteristics in the Classroom demonstrated a 35% reduction in underdeveloped ratings as compared to the fall 2015 report. The report further identified a growth from 17 to 34 or 100% the number of areas identified as well-developed or exemplary as compared to the fall 2015 report.	1.3 Using data to work collaboratively with staff to maintain a safe, orderly and equitable learning environment. Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ Create and implement processes that support the analysis of Culture Climate data to develop systems to maintain a safe, orderly and equitable learning environment. 1.4 Communicating high expectations to staff, students and families, and supports students to achieve them. Create and implement with all stakeholders: o A shared vision, mission and brand o Small learning communities o A plan for the execution of distributive/shared leadership practices. 1.7 Using informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs). Implement consistently the Reflective Instructional Supervision cycle of; data analysis, walkthroughs, observation, feedback, professional development, evaluation and loopbacks. Consistently confirm teacher teams plan and create demanding material and assessments aligned to the CCSS; engage in inquiry about instructional improvement; implement agreed upon practices in every classroom. Consistently confirm student learning outcomes can be linked to improvements in teacher practice. [6.3]
	2	2		
	3	2		
	4	1		
	5	2		
	6	1		
	7	1		
	8	3		
	9	2		
	10	2		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
Total		18		
2 - School Climate and Culture	1	1	The Spring Road to Success report scores for Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Observable Characteristics of Common Spaces, were predominately well-developed. A system of support has been identified to address student academic, social/emotional and behavioral needs (PBSIS).	2.1 Supporting a safe, orderly and equitable learning environment. Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ Create and implement processes that will ensure: o Climate and Culture plan inclusive of a positive behavior support systems are distributed, presented, implemented and monitored throughout the year. o Activities to build trust and collegial coalitions among adult staff members are implemented o Professional development to build teachers capacity to respond to classroom infractions and leaders ability to give feedback to teacher response to classroom incidents is given.
	2	2		
	3	2		
Total		5		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
3 - Effective Instruction	1	2	• Student learning objectives are posted and are clear and measureable. • In observed classrooms there is noted improvement in the use of "Gradual release" as predominate instructional delivery system. • In select classrooms instruction matches the rigor of the CCSS and students can articulate the learning objective and how it relates to larger concepts. • In select classrooms teachers hold high academic standards and students are actively engaged in the lesson.	3.2 Supporting teacher's use of instructional frameworks that are infused into every lesson; teachers displaying mastery of instructional strategies that actively engage students in their own learning. • Provide professional development and feedback on teachers implementation of : • Approved District Middle Math Curriculum-Three Math Priorities, Math Language • A Middle School Balanced Math Instructional Framework (including - Concrete, Pictorial , Abstract) • A Middle School Balanced Literacy Instructional Framework(including Close Reading of Text) o The use of Non-Fiction reading and writing strategies in Science and Social Studies Classes.
	2	2		
	3	2		
	4	2		
	5	2		
	6	2		
Total		12		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	2	Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ Teachers implement ELA & Math common assessments and district formative assessments linked to the CCSS aligned curriculum.	4.2 Collecting classroom level data to verify that the adopted and aligned CCSS curriculum is the Ã¿Â¿Ã¿Â¢ Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¿taughtÃ¿Â¿Ã¿Â¢ Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â curriculum. Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ Provide professional development, and feedback, on: o Creating a viable Curriculum and Refining the PLC Process o Creating CCSS aligned unit and lesson plans that include a daily PARCC like assessment of the taught objective; inclusive of clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
	2	2		
	3	2		
	4	2		
	5	2		
Total		**10**		
5 - Effective Staffing Practices	1	2	Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ Teacher driven professional development has included student data and the correlation of teacher practice to improvement of student learning outcomes. Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ Professional development included individual, collaborative and shared reflective practice opportunities.	5.2 Using teacher evaluation to provide feedback for improving classroom practices, informing professional development and increasing learning outcomes Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ Utilize the teacher evaluation process to provide feedback for improving teacher practice; ensure all timelines are met for observation and feedback. Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ Utilize the guidelines afforded under Achieve NJ to provide teachers support, and document growth or the lack there of.
	2	2		
	3	2		
	4	2		
	5	3		
Total		**11**		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
6 - Enabling the Effective Use of Data	1	2	Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ Monthly data meetings are scheduled to support the analysis of both qualitative and quantitative data to support the academic and social/emotional development of students.	3.5 Demonstrating the necessary skills to use multiple measures of data.
	2	2		6.3 Creating and implementing a specific schedule and process for the analysis of on-going formative assessment data tied to the CCSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation. Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ Ã¿Â¿Ã¿Â¢ Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¿Data MiningÃ¿Â¿Ã¿Â¢ Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â to support the use of data by classroom teachers as a mechanism for daily adjustments in the delivery of the curriculum to best meet studentÃ¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¿s needs; use of PLC time to analyze data.
	3	2		
Total		6		
7 - Effective Use of Time	1	3	Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ ELA and Math teachers have common planning periods and meet weekly for PLC. Teachers have planning time for grade/content meetings.	7.2 Design a master schedule to meet the intervention needs of all students who are two or more years behind in ELA or Mathematics Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ Create and implement an instructional schedule that includes an RTI period.
	2	2		
	3	3		
Total		8		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
8 - Family and Community Engagement	1	3	Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ The Parent academy boast ESL adult classes and cultural responsive programming for parents. Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ The PTO in collaboration with Catholic Charities host activities to support families in crisis. Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ The school supports home school academic engagement through Family Math and Literacy events.	8.1 Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding studentsÃ¿Â¿Ã¿Â¢ Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¿ progress in order to increase student learning for all students Ã¿Â¿Ã¿Â¢Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¿Ã¿Â¢ Implement monthly parent activities that engage both staff and parents in communicating and working together to improve student achievement.(Parent Good News Post Cards)
	2	2		

Turnaround Principle Indicator Description

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

Turnaround Principle Indicator Description

7.3	The master schedule is clearly structured and designed to meet the professional development needs of staff.
8.1	Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students progress in order to increase student learning for all students.
8.2	Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

Rating Description

0	None Selected
1	Underdeveloped
2	Developing
3	Proficient
4	Well Developed

Data Analysis

PRIOR YEAR INTERVENTIONS				
Analysis of Key Interventions	**Content Area or Target Population**	**Do you plan to continue with this intervention?**	**Measurable Outcomes**	**Document of Effective Outcomes**
READ 180 was implemented during this school year.	ELA and all students	Yes	This was a challenge because we no longer used SRI as or reading diagnostics. We continue to show growth in lexile level on the iREADY diagnostics. Look at September 2015 Lexile levels of all students participating to May 2016.	The documentation we have is the iREADY pre and post assessment for students. In the post iREADY assessment the Student Growth by grade shows that 40% of students achieved the goal set forth by iReady administered in the spring. Need the lexile report.
Accelerated Math was implemented during this school year.	Math - All students	Yes	Accelerated math was used by a few teachers with fidelity. This was implemented for the second year. Pending report requested from Mr. Braverman.	This program was not implemented by all teachers. Once the quantitative data is received from Mr. Braverman I can determine the effectiveness of the program.
iReady diagnostic and intervention instruction was implemented for the first time in the 2015-2016 School year.	ELA - All students	Yes	In September the grade 6 overall reading level was 87% below level and in May 2016 it is 83%, Grade 7 was 89% in September and 83% in May, Grade 8 90% below grade level and in May it is 85%. We showed growth in grades 7 and 8 but not in grade 6.	The iReady Needs Analysis Reports provide us with a breakdown in domain specific instructional needs of students in each grade level. Both ELA and Math teachers expressed a concerned that they were not able to use the intervention program with fidelity due to not enough access to laptops and when ACCESS was administered the internet was not allowed to be used. This report also supported ELA SMART goal 1.

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
iReady Math diagnostic and intervention instruction was implemented for the first time in the 2015-2016 school year.	Math - All students	Yes	We had better results with in the Math iReady- In grade 6 the over all math level in September was 89% below grade level and in May it was 79%. In grade 7 in September it was 96% below grade level and in May it was 87%. In Grade 8 in September the overall math level was 94% below level and in May it was 89%.	The iReady Needs Analysis by Grade Report provides us with a breakdown in four math domains: Number and Operations, Algebra and Algebraic thinking, Measurement Data and geometry. This report also supports Math SMART goal 2. Both ELA and Math teachers expressed a concerned with limited access to laptops for the intervention instruction component of iReady.

STUDENT ACHIEVEMENT

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

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**	13.2%	Our enrollment has increased as follow: 2012-13 880 students 2013-14 901 Students 2014-15 956 Students 2015-16 1007 Students This poses a challenge due to an increase of immigrant students to the school who are also expected to take PARCC.	Looking at a three year trend we noticed that in ELA the percent proficient students decreased by 4 percentage points but for PARCC the decrease in proficiency was much greater due to the newly administered PARCC test. The number of students enrolled at Dunn has also increased dramatically. The 2015-2016 school year had the most significant increase. We used evidence statements to create the SIP SMART goals. They are focused in the areas in ELA that the students scored the least amount of points. Those areas are the RST (Research Simulation Task), Informational Text, and Literacy in History and Social Studies. We are also focusing on Evidence Based Selected Response (EBSR) and Technology Enhanced Constructed
		School-wide Math	6.3%		
		School-wide Algebra 1	34.6%		
		School-wide Algebra 2			
		School-wide Geometry			

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Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				Response (TECR). In looking at the mathematics trends for the past 4 years we noticed that our scores decreased every year with 2014-2015 being the greatest decrease due to newly administered PARCC assessment. The evidence based statement data showed a need to improve in the area of extended constructive responses, modeling and reasoning.

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Indentify interaction between student proficiency level	**Student Growth in Language Arts**	46.0	Math - EUA 1 Enrollment Tests Submitted Participation Rate 6th 340 297 87% 7th 323 272 84% 8th 312 261 84% Math - EUA 2 Enrollment Tests Submitted Participation Rate 6th 347 318 92% 7th 331 315 95% 8th 320 110 34% Math - EUA 5 Enrollment Tests Submitted Participation Rate 6th 350 326 93% 7th 331 302 91% 8th 326 269 83%	The participation rate for math was higher than that of ELA. Assigning laptop carts has been a challenge due to not having enough carts that allows them to have the cart assigned for two days at a time. This would have allowed for students absent on day 1 to take the exam on day 2. Increase in attendance rate will help support an increase in the participation rate.
		Student Growth in Math	41.0		

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

			ELA - EUA 1
			Enrollment Tests Submitted
			
			                Participation Rate
			6th 340 300 88%
			7th 323 283 88%
			8th 312 242 78%
			
			ELA - EUA 2
			Enrollment Tests Submitted
			                Participation Rate
			6th 347 315 91%
			7th 331 309 93%
			8th 320 265 83%
			
			ELA - EUA 5
			Enrollment Tests Submitted
			                Participation Rate
			6th 350 263 75%
			7th 331 240 73%
			8th 326 220 67%	

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		Proficiency by subgroup: Gr. 8 Student Subgroup Dunn Middle School Special Education 10% Male 4% ELL/LEP 4% Hispanic 4% Female 6% Black 7% White 25% Grade 6 Student Subgroup Dunn Middle School Hispanic 5% Male 6% Female 7% ELL/LEP 7% Black 9% White 17% Special Education 20% Grade 7 Student Subgroup Dunn Middle School White 0% Female 21% Black 22% Hispanic 25% Male 26% Special Education 28% ELL/LEP 29%	The ELA benchmarks from Unit 1 to Unit 2 showed a significant increase for all grade levels. The ELA benchmarks from unit 2 to unit 5 showed a significant decrease in proficiency levels. We attribute this to the month long of PARCC assessment and once PARCC is administered there is a breakdown on teaching with fidelity unit 5. A challenge we faced this year was that computers were collected for PARCC readiness and schedules are modified for the month of PARCC testing.

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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	Math EUA 1 Proficiency by subgroup: Special Education 2.2% Male 7% Female 7.5% SPED 2.2% ELL/LEP 2.9% Hispanic 7.0% Black 7.8% Math EUA 2 Proficiency by subgroup: n unit 5 34.4% of students were proficient in the Math Grade 6 - Unit 5 MC RAC 15-16. On the 11/18/15, Math Grade 6 - Unit 2 MC RAC4 15-16 students scored 13.8% proficient. In the 05/20/16, Math Grade 7 - Unit 5 MC RAC 15-16 students scored 20.6% as compared to that of unit 2 8.9%. In the 05/20/16, Math Grade 8 - Unit 5 MC RAC 15-16 students scored 9.2% as compared to11/18/15, Math Grade 8 - Unit 2 MC RAC4 15-16 proficiency of 8.6%. This information is not accurate	In unit 5 34.4% of students were proficient in the Math Grade 6 - Unit 5 MC RAC 15-16. On the 11/18/15, Math Grade 6 - Unit 2 MC RAC4 15-16 students scored 13.8% proficient. In the 05/20/16, Math Grade 7 - Unit 5 MC RAC 15-16 students scored 20.6% as compared to that of unit 2 8.9%. In the 05/20/16, Math Grade 8 - Unit 5 MC RAC 15-16 students scored 9.2% as compared to11/18/15, Math Grade 8 - Unit 2 MC RAC4 15-16 proficiency of 8.6%. Grade 8 shows the least growth. We attribute this to the changes in the order of when the units were taught and assessed. Grade 6 showed the most significant growth and we believe it is due to the new instructional strategies
		K	0%	0%	0%	0%	0%		
		1	0%	0%	0%	0%	0%		
		2	0%	0%	0%	0%	0%		
		3	0%	0%	0%	0%	0%		
		4	0%	0%	0%	0%	0%		
		5	0%	0%	0%	0%	0%		
		6	12.6%	58.23%	0%	0%	6.11%		
		7	15%	73.57%	0%	0%	23.85%		
		8	48.7%	77.34%	0%	0%	5%		
		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
			because it is missing grades 6 and 7 in EdConnect.	implemented by most of our grade 6 teachers based on PD and recommendation from Dr. Ellen Clay. In grade 8 we had students loose instructional time due to excessive absences by teacher.

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	2015-2016 ACCESS scores showed the following: We just received report for individual students. Working on analyzing data since we did not get school composite scores as of yet.	The AMAO report for the 2014-2015 shows that out of 84 students 39 showed improvement in English language proficiency. The target was 60% and we scored 46.4%. Dunn Middle School struggles with getting students to move from proficiency levels 1 - 3 to 4 and above.
		K	0%	0%	0%	0%	0%		
		1	0%	0%	0%	0%	0%		
		2	0%	0%	0%	0%	0%		
		3	0%	0%	0%	0%	0%		
		4	0%	0%	0%	0%	0%		
		5	0%	0%	0%	0%	0%		
		6	1.6%	0%	0%	0%	34.67%		
		7	2.9%	0%	0%	0%	20.53%		
		8	0%	0%	0%	0%	9.26%		
		9	0%	0%	0%	0%	17.31%		
		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		Subgroup 1 YTD Enrollment 19.86% Subgroup 2 YTD Enrollment 20.56% Enrollment by grade level: Grade 6 - 350 (175 males and 175 females) Grade 7 - 331 (178 Males and 153 females) Grade 8 - 326 (169 males and 157 females) Enrollment by Subgroups: Grade 6 Black 79 Hispanic 255 White 6 Asian 1 Grade 7 Black 81 Hispanic 240 White 6 Asian 0 Grade 8 Black 74 Hispanic 238 White 6 Asian 1	Our Bilingual and SPED enrollment is about equal. These are two large subgroups at Dunn Middle School. We do not have the proper certified bilingual teachers. I had two bilingual classes with long term substitutes due to vacancy and medical leave of absence. Over 75% of our students enrolled are of the Hispanic ethnicity. We had an influx of immigrant students enrolling in the month of January and February, 21 to be exact.

CLIMATE & CULTURE

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Enrollment	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	**Overall YTD Student Enrollment Average**	1002	Attendance rate by grade level Grade 6 90.25% Grade 7 87.70% Grade 8 86.56% Attendance rate by Subgroups 1 and 2 SPED 85% ELL's 90.91%	In looking at the attendance rate of SPED students by teacher I noticed that in most SPED classrooms the attendance rate of students was the lowest. In some classrooms more than others. This reinforces our SPED attendance rate of 85%. I believe that if the amount of hours calculated via power school for full time attendance changes from 240 minutes to 120 minutes we will improve a great deal on chronic absenteeism. This was changed briefly and it yielded great results for Dunn Middle School.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	**Overall YTD Student Attendance Average**	88.58%	Chronic Absenteeism by Grade: Grade 6 - 36.86% Grade 7 - 41.39% Grade 8 - 44.17% Chronic Absenteeism by subgroups: SPED 53% ELL's 37.20%	Buddy mentor was implemented in the 2015-2016 school year. I believe it was not successful because it needs to be monitored and it must be consistent. Climate and Culture Leader will have a monitoring system in place to report out for the 2016-2017. We awarded most improved in attendance and a Movie day. In looking at chronic absenteeism for ELL's I noticed that 4 out of 5 Bilingual teachers had chronic absenteeism rates of over 36%. We will implement the Class trophy for best attendance in the 2016-2017 School year. We will also send post cards to students that have missed more than 3 consecutive days. Student Attendance challenges can be:
		Subgroup 1 YTD Student Attendance	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				¿ Lack of relationship with their teachers ¿ Lack of relationship with their peers ¿ Bullying ¿ Children of Alcoholics and substance abusers ¿ Abuse (physical, verbal, sexual and emotional) in the home ¿ Lack of interest in education

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	**Overall YTD Chronic Absenteeism**	35.89%		We have a handful of staff members that are under 89% attendance rate. If their attendance improves the staff rate will be above 96% which is what is required by the state. There is a trend of absences occurring either on Monday's or Friday's. We will also institute perfect attendance certificates on a monthly basis for our staff to improve staff attendance. We had two bilingual teacher vacancy throughout the year as follow: Bilingual Science Leave of Absence ELA Bilingual vacancy - long term substitute 1 ELA teacher absent for 23 days 1 Math teacher absent for 17 days 1SPED Inclusion absent for 22.5 days PE teachers have excessive absences
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	**Staff Attendance YTD**	95.68%	Dunn 2016 Suspension breakdown: 152 suspensions 41 SPED Students 23 Bilingual 87 Gen. Ed. 62 Black 83 Latinos 5 White	Dunn MS had over 400 log entries in the 2015-2016 School year. A greater number of SPED students are getting suspended therefore the subgroup with the greatest chronic absenteeism rate.

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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 *Indentify patterns by subgroup *Identify chronic offenders	**Student Suspension YTD Average - In School**	0.00%	Dunn MS does not have a Spring Parent survey.	In looking at the survey data we noticed that for physical environment parents rate us higher than staff and students. In the teaching and learning category the staff has the lowest rate. This needs further discussion with staff. In the morale in school community category was our lowest rating by staff. This year was very challenging with staff due to the lack of additional support that was there in prior years. Teachers had classroom management issues and very little strategies to deal with minor infractions. Many students missed instruction for being sent to administration. The staff was divisive: in support of administration vs. not in support of administration.
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	2.25%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data necessary)	Observations / Trends
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**		This survey is a work in progress. We are in the planning stages and implementation in September 2016.
		Participation Rate	0%	0%	0%	0%		
		Physical Environment	0	57.2	66.7	56.6		
		Teaching and Learning	0	63.8	67.5	58.7		
		Morale in School Comm.	0	67.1	63.7	47.7		
		Student Relationships	0	52.8	66.9	55.8		
		Parental Support	0	70.4	71.9	53.9		
		Safety	0	69	61.8	58.4		
		Emotional Environment	0	57.4		53.3		
		Administrative Support				63.3		

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Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data necessary)	Observations / Trends
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**	In the 2015-2016 school year we had 52 students enrolled in Algebra 1.	The District did not list the course name and students did not receive credit for it.
		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

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Algebra	2014 - 15 data provided. Please provide 2015 - 16 data if possible.	# of 8th grade students enrolled in Algebra 1	0		Dunn MS was supposed to have two teachers on CAP in the 2015-2016 school year. CAP was not developed. The one teacher took a medical leave of absence and only had two observations completed and no submission of SGO's. The other teacher had three observation and the third observation placed her in the effective category therefore she will not be in a CAP.

The evaluation trend in regards to total score of rubric was above a 3. Teachers had two areas in domain 3, 3b; Using Questioning and discussion techniques, also, 3c: engaging students in learning. For domain 2 it is all categories but also 2d: Managing Student Behavior. Professional Development in the area of classroom management and climate and culture (Domain 2- Danielson) has already started on June |
		% of students with a C or better	0%		
		Count of students who took the Algrbra section of PARCC	52		
		% of students who scored 4 or 5 on the PARCC assessment	34.62%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
				1,8, and 15th, 2016. We will continue to provide ongoing PD as needed throughout October - December 2016.

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	In the 2015-2016 school year we had no teachers on CAP. For the 2016-2017 school year we will have (will need to review all summative evaluations).	

< Other Indicators - NO DATA >

Root Cause Analysis

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle

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Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
ELA & Literacy (TP3, TP4) (Includes Social Studies & Science	87% of students scored partially proficient on 2014-2015 PARCC for Language Arts, with 13% in the proficient range.	87% of students entering grade 6 are reading 2 or more years below grade level as indicated on iReady diagnostic assessment in September 2015. Grade 7 was 89% reading below level and grade 8 90%. Scheduling has not been developed to support targeted intervention for students who are reading 2 or more years below grade due to the four by four block scheduling. The QSR walkthrough indicates that Best Practice strategies appear to be inconsistent in classrooms. It shows that we need improvement in the following area: expectations of students, student engagement, and rigor & standards. The assessment schedule impacted instruction in terms of effectively using data to monitor and adjust instruction allowing time to effectively provide enrichment and reteaching and cross content articulation.
In the EUA we had a slight increase in proficient rate: 25% to 27.33%.	All Students	1	Develop, implement, using CAR Unit plans, common assessment that has TECR and EBSR type questions.	4 - Curriculum, Assessment and Intervention System
				2	Develop, implement, and monitor on a daily basis via Focused Walkthroughs teacher practice in close reading and writing in response to text strategies in all ELA, Science, and Social Studies Classrooms. The focus will be WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	3 - Effective Instruction

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
				3	Develop, implement and monitor on a daily basis teacher practice via focused walkthroughs, the use of Accountable Talk as a strategy to engage students in rigorous discussion that leads to improving citing evidence to support text and conclusions as well as making connections between various texts.	1 - School Leadership

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Math (TP3, TP4)	93.1% of students scored partially proficient (levels 3 - 1) on the 2014-2015 PARCC for Math with a 6.9% in the proficient range (levels 4 -5).	We had some good growth in EUA in mathematics from a 7.2% in Unit 1 to a 59.62% in Unit 2. Based on the 2016 QSR visit the root cause of student outcome in mathematics is as follow: Student engagement and rigor and standards. There is a lack of including in lessons the following: A Middle School Balanced Math Instructional Framework (including -Concrete, Pictorial , Abstract). The assessment schedule impacted instruction in terms of effectively using data to monitor and adjust instruction allowing time to effectively provide enrichment and reteaching and cross content articulation.	All students	1	Inquiry into mathematical activity that results in relationships between quantities and their representations (tables, expressions, equations, graphs) that build a cohesive body of mathematics. Inquiry into counting & combination progressions created from the relationships being represented each day to continue to support comfort with numbers/fluency in a cohesive manner.	4 - Curriculum, Assessment and Intervention System
				2	¿ Practice observing and providing feedback during counting and combinations sessions of the Balanced Math Block by Leadership in the building.	5 - Effective Staffing Practices
				3	Inquiry into the language of counting, combinations, relationships and representations of relationships within the use of iReady to continue to build cohesiveness in all instruction that supports students¿ understanding of relationships between quantities and their representations.	6 - Enabling the Effective Use of Data

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Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Climate & Culture (TP2)	In the 2015-2016, there was a chronic absenteeism rate of 33.28%.	Transitory populations and extended vacations among the latino students is a concern. Also, lack of parental involvement, lack of student motivation in understanding the purpose and potential of school and quality education. We have not consistently tracked families and offered them support when we see them struggling with attendance. Mentor initiative was not monitored and there was no consistency. Parents rely on students to go to school on a daily basis because they go to work early.	All students	1	Create opportunities for group decision-making by building relationships among students, staff, and parents.	8 - Family and Community Engagement
				2	Implement Positive Behavior Support In Schools (PBSIS) initiative in the 2016-2017 school year. Improve classroom management and instructional delivery.	2 - School Climate and Culture
				3	Improve school response to absenteeism by instituting a Saturday program for students that are chronically absent to regain time lost due to attendance.	7 - Effective Use of Time
Select From List				1		0 - --
				2		0 - --
				3		0 - --

SMART Goal 1

Given the District Common Pre-Assessment and comparing it to the final District Common Summative Assessment, by June 2017, 70% of students at Dunn Middle School will demonstrate growth in their ELA scores according to the tiered growth chart below. The assessments will focus on Evidenced-Based Selected Response (EBSR) or Technology Enhanced Constructed Response (TECR) type questions that support the standards associated with RI 2,6,8,9, RST 5, 6, 9 and WI.

Performance Challenge: 87% of students scored partially proficient on 2014-2015 PARCC for Language Arts, with 13% in the proficient range.

Strategy 1: Develop, implement, using CAR Unit plans, common assessment that has TECR and EBSR type questions.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 2: Develop, implement, and monitor on a daily basis via Focused Walkthroughs teacher practice in close reading and writing in response to text strategies in all ELA, Science, and Social Studies Classrooms. The focus will be WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Turnaround Principle: 3 - Effective Instruction

Strategy 3: Develop, implement and monitor on a daily basis teacher practice via focused walkthroughs, the use of Accountable Talk as a strategy to engage students in rigorous discussion that leads to improving citing evidence to support text and conclusions as well as making connections between various texts.

Turnaround Principle: 1 - School Leadership

Target Population: All Students

Interim Goals
SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence

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End of Cycle	Interim Goal	Sources of Evidence
EOC 1	Students will experience 1/4 of the increase in scores from the first District Common Assessments. EOC 1 ¿ Create Baseline Scores from EUA 1 Far Below Basic5 percentage points for all Students and 2 percentage points for Newcomers Below Basic 4 percentage points for all students and 2 percentage points for Newcomers Basic 3 percentage points for all Students and 2 percentage points for Newcomers Meets 2 percentage points for all Students and 2 percentage points for Newcomers Exceeds .5 percentage point for all Students and 2 percentage points for Newcomers SPED - use of SYSTEMS 44 and READ 180 end of unit assessments- the measure is still under discussion.	End of Unit Assessments
EOC 2	EOC2 If students scores¿on the initial assessment Growth must equal¿at minimum ¿to meet goal at end of quarter/unit Far Below Basic10 percentage points for all Students and 2 percentage points for Newcomers Below Basic 8 percentage points for all Students and 2 percentage points for Newcomers Basic 6 percentage points for all Students and 2 percentage points for Newcomers Meets 4 percentage points for all Students and 2 percentage points for Newcomers Exceeds 1 percentage point for all Students and 2 percentage points for Newcomers SPED - use of SYSTEMS 44 and READ 180 end of unit assessments- the measure is still under discussion.	End of Unit Assessments

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	EOC3 We will see an increase from under develop to well developed in the Road to success visit in the March 2017 as compared to the March 2016 Road to Success report in the following area: Student Engagement TP3 and Rigor & Standards TP3. Or the following chart EOC3 If students scores¿on the initial assessment Growth must equal¿at minimum ¿to meet goal at end of quarter/unit Far Below Basic 15 percentage points for all Students and 2 percentage points for Newcomers Below Basic 12 percentage points for all Students and 2 percentage points for Newcomers Basic 9 percentage points for all Students and 2 percentage points for Newcomers Meets 6 percentage points for all Students and 2 percentage points for Newcomers Exceeds 1.5 percentage point for all Students and 2 percentage points for Newcomers SPED - use of SYSTEMS 44 and READ 180 end of unit assessments- the measure is still under discussion.	Spring Road to Success walkthrough report or End of Unit Assessments
EOC 4	Given the District Common Pre-Assessment and comparing it to the final District Common Summative Assessment, by June 2017, 70% of students at Dunn Middle School will demonstrate growth in their ELA scores according to the tiered growth chart below. The assessments will focus on Evidenced-Based Selected Response (EBSR) or Technology Enhanced Constructed Response (TECR) type questions that support the standards associated with RI 2,6,8,9, RST 5, 6, 9 and WI.	End of Unit Assessment

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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 using the Connected Actin Roadmap (CAR).	3 - School Climate and Culture	9/9/16	9/16/16	Literacy Leader & Teachers
2	3	Include in the CAR unit planning questions that leads rigorous discussion around text.	3 - School Climate and Culture	9/7/16	5/31/17	Literacy Leader
3	2	Train teachers on CAR process and framework (If funds become available) Instruction support services $38,016	3 - School Climate and Culture	9/6/16	10/21/16	Literacy Leader and Administration
4	1	Provide additional PD on CAR by the Core Team (If funds become available)	3 - School Climate and Culture	9/6/16	10/7/16	Literacy Leader
5	3	Provide additional PD via PLC's once a week during the month of September on Accountable Talk.	3 - School Climate and Culture	9/1/16	10/7/16	Literacy Leader and ELA Teachers
6	2	Ensure weekly PLC's for every unit that includes the following: setting norms, protocols, and systems for disagreements, unpack standards, organize curricular units, create.refine essential questions, create/refine/review summative assessments, create and give pre-assessment, design learning experiences, analyze and use formative assessment data, revise lessons for all learners, analyze summative assessments. Repeat process for each unit.	3 - School Climate and Culture	9/6/16	5/31/17	Literacy Leader and Administration
7	2	Provide PD for individual process steps as necessary.	3 - School Climate and Culture	10/4/16	11/30/16	Literacy Leader
8	1	Create roll out plan for teachers with benchmarks for implementation	4 - Effective Instruction	9/6/16	9/23/16	Literacy Leader and Administration
9	3	Provide feedback to teachers on the use of accountable talk strategy via walkthroughs.	3 - School Climate and Culture	10/7/16	5/31/17	Literacy Leader and Administration

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Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
10	2	Use of ACCESS for ELL's data to understand the English language proficiency of students identified as English learners.	4 - Effective Instruction	9/6/16	10/28/16	Literacy Leader and ESL Teachers
11	1	Dedicate 1 to 2 PLC's for Unit planning.	3 - School Climate and Culture	9/6/16	6/23/17	Literacy Leader and ELA Teachers
12	3	Create poster size accountable talk sentence stems to post in classrooms.	3 - School Climate and Culture	9/1/16	9/30/16	Literacy Leader and Administration
13	1	Ensure that interim common assessments have EBSR and TECR type questions	4 - Effective Instruction	9/6/16	5/31/17	Literacy Leader, ELA Teachers and Administration
14	2	Coaching cycle goals focused on close reading, writing, and balanced literacy block implementation. Video tape exemplar classrooms, School visits, co-teaching and planning.	3 - School Climate and Culture	10/4/16	6/23/17	Literacy Leader
15	3	Ensure that accountable talk is implemented in the "we do" gradual release model in a balanced literacy block.	3 - School Climate and Culture	9/30/16	6/23/17	Literacy Leader, ELA Teachers and Administration
16	2	Implement with fidelity ACHIEVE 3000 in every Social Studies and Bilingual/ESL classroom to support close reading and writing using informational text. (If funds become available) 12 interactive boards total cost $40,000.00. Instruction - Supplies and materials.	4 - Effective Instruction	9/6/16	6/23/17	Literacy Leader and Social Studies Teachers
17	1	Conduct administrative walkthroughs and feedback on the implementation of the balanced literacy block, close reading, strategies for teaching informational text and CAR units implementation.	1 - --	9/20/16	6/23/17	Administration
18	1	Provide professional development and support on the consistent implementation of the District Balanced Literacy Framework.	4 - Effective Instruction	9/13/16	6/23/17	Literacy Leader
19	1	Conduct during PLC's student work analysis in order to tweak unit planning based on student work analysis.	4 - Effective Instruction	10/4/16	6/9/17	Literacy Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
20	2	Use of WIDA writing rubric to assess writing of students identified as English leaners Standards-based writing for ELL's.	4 - Effective Instruction	9/27/16	6/23/17	Literacy Leader and ESL Teachers
21	2	Provide parent workshop on the use of ACHIEVE 3000 at home to support literacy skills on informational text. (If funds become available)	8 - Effective Use of Time	10/25/16	12/16/16	Literacy Leader, Parent Liaison and Administration
22	2	Use "can do descriptors" to support differentiated instruction for students identified as ELL's.	3 - School Climate and Culture	10/4/16	6/30/17	Literacy Leader and Bilingual/ ESL Teachers
23	2	Purchase computers, projectors, and headsets to support effective technology integration in all classrooms.	3 - School Climate and Culture	3/1/17	5/31/17	Administration
24	2	Purchase instructional supplies to support intervention for students.	4 - Effective Instruction	3/1/17	5/31/17	Administration

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Retain Literacy Leader to support CAR PLC's and cycle coaching of teachers in need of additional support.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$106,466	Federal Title I (School Allocation)
1	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$13,254	Federal Title I (School Allocation)

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SMART Goal 2

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

Performance Challenge: 93.1% of students scored partially proficient (levels 3 - 1) on the 2014-2015 PARCC for Math with a 6.9% in the proficient range (levels 4 -5).

Strategy 1: Inquiry into mathematical activity that results in relationships between quantities and their representations (tables, expressions, equations, graphs) that build a cohesive body of mathematics. Inquiry into counting & combination progressions created from the relationships being represented each day to continue to support comfort with numbers/fluency in a cohesive manner.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 2: ¿ Practice observing and providing feedback during counting and combinations sessions of the Balanced Math Block by Leadership in the building.

Turnaround Principle: 5 - Effective Staffing Practices

Strategy 3: Inquiry into the language of counting, combinations, relationships and representations of relationships within the use of iReady to continue to build cohesiveness in all instruction that supports students¿ understanding of relationships between quantities and their representations.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Target Population: All students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence

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End of Cycle	Interim Goal	Sources of Evidence
EOC 1	Students will experience 1/4 of the increase in scores on the relationships between quantities portion from the first District Common Assessments ¿ EOC 1 If student scores ¿ on the pre-assessment Growth must equal¿at minimum ¿ to meet goal at end of quarter/unit Far Below Basic5 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Below Basic 4 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Basic 3 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Meets 2 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Exceeds .5 percentage point for Gen. Ed. Students and 1 percentage points for Newcomers.	End of Unit Assessments
EOC 2	EOC 2 If student scores ¿ on the pre-assessment Growth must equal¿at minimum ¿ to meet goal at end of quarter/unit Far Below Basic10 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Below Basic 8 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Basic 6 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Meets 4 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Exceeds 1 percentage point for Gen. Ed. Students and 1 percentage points for Newcomers.	End of Unit Assessments

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End of Cycle	Interim Goal	Sources of Evidence
EOC 3	EOC3- We will see an increase from under develop to well developed in the Road to success visit in the March 2017 as compared to the March 2016 Road to Success report in the following area: Student Engagement TP3 and Rigor & Standards TP3. Or the following chart EOC 3 If student scores ¿ on the pre-assessment Growth must equal¿at minimum ¿ to meet goal at end of quarter/unit Far Below Basic15 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Below Basic 12 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Basic 9 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Meets 6 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Exceeds 1.5 percentage point for Gen. Ed. Students and 1 percentage points for Newcomers.	Spring Road to Success report or EUA
EOC 4	By June 2017, 70% of students¿ scores will increase from their District Common Pre-Assessment on the Type 1, 2, & 3 questions on the standards associated with Relationships between Quantities to these same standards on the final District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.	End of Unit Assessments

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Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Define counting by units and multiples of units and making numbers of combinations of units.	3 - School Climate and Culture	9/13/16	5/31/17	Teachers/ Math Leader
2	1	Define mathematics as the study of relationships between quantities.	3 - School Climate and Culture	9/6/16	10/28/16	Math Leader/ Teachers
3	3	Support teachers in creating an iReady Center with easy access for students to move in and out of as needed for differentiated instruction.	4 - Effective Instruction	10/11/16	6/9/17	Vice Principal, Math Leader
4	1	Define a balanced math block in which students measure a progression of objects that create relationships, then learn to represent the relationships in multiple ways.	3 - School Climate and Culture	9/6/16	9/30/16	Math Leader, Administration
5	3	Once a week during common planning, look at problems that students are working on iReady to create language that connects their learning of relationships between quantities and the problems showing up in the software in order to continue to work towards a coherent plan of instruction.	3 - School Climate and Culture	9/6/16	6/23/17	Math Leader/ Teachers
6	2	Ensure all teachers understand counting by unit fractions and units of all measurements and the value of counting in the understanding of relationships between quantities.	3 - School Climate and Culture	11/1/16	2/24/17	Administration, Math Leader
7	1	Support teachers in creating a quantities wall, symbolic representation charts, table center and graphing center, as well as measuring centers.	3 - School Climate and Culture	9/6/16	10/14/16	Math Leader
8	2	Ensure all teachers understand making numbers out of combinations of units and the value of these combinations in the understanding of relationships between quantities.	4 - Effective Instruction	10/4/16	12/16/16	Math Leader/ Administration
9	3	Once a month, during common planning, look at topics that are causing the most difficulty for students on iReady and create language that connects their learning of relationships between quantities and the problems showing up in the software in order to continue to work towards a coherent plan of instruction.	3 - School Climate and Culture	9/20/16	3/31/17	Math Leader, Teachers

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2016-2017

Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
10	3	Practice observing and providing feedback during differentiated iReady sessions of the balanced math block by leadership in the building.	3 - School Climate and Culture	10/3/16	5/31/17	Administration
11	1	Ensure all teachers understand mathematics as the study of relationship between quantities and the multiple ways we represent those relationships in the middle school curriculum during early PLC's.	4 - Effective Instruction	9/20/16	11/30/16	Math Leader
12	2	Support teachers in creating a combination center with easy access for students to move in and out of as needed for differentiated instruction. If funds become available - purchase of laptops $30,000.00 Instruction Purchase professional and technical services	3 - School Climate and Culture	10/3/16	5/31/17	Math Leader
13	2	Practice facilitating counting and combinations during early PLC's.	3 - School Climate and Culture	9/6/16	11/11/16	Math Leader, Teachers
14	3	Provide a parent workshop on modeling and reasoning in mathematics and the use of iREADY intervention instruction lessons in the home.	8 - Effective Use of Time	11/1/16	1/31/17	Math Leader, Administration
15	1	Practice facilitating a balanced math block during early PLC's.	3 - School Climate and Culture	9/13/16	10/28/16	Math Leader, Teachers
16	1	Analyze student work and reflection on student thinking to inform daily planning and instruction around the representation of relationships that result from mathematical activity during later PLC's.	3 - School Climate and Culture	11/15/16	1/27/17	Math Leader, Teachers
17	2	Practice creating progressions from daily measuring activities in order to create coherent lesson plans.	3 - School Climate and Culture	9/13/16	5/31/17	Math Leader, Teachers, Administration
18	1	Analyze student work and reflection on student thinking to inform daily planning and instruction around the representation of relationships that result from mathematical activity of OCR's and Touch Points.	4 - Effective Instruction	10/4/16	6/9/17	Math Leader, Teachers
19	2	Discuss student's struggle with counting and combinations and their use of these strategies in their daily measuring activities and representations.	4 - Effective Instruction	9/13/16	11/30/16	Teacher Leader, Teachers
20	1	Practice observing and providing feedback during each section of the balanced math block by leadership in the building.	3 - School Climate and Culture	9/13/16	6/23/17	Administration, Math Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
21	2	Practice observing and providing feedback during counting and combinations sessions of the Balanced Math block by leadership in the building.	3 - School Climate and Culture	9/13/16	6/16/17	Administration, Math Leader, Teachers
22	2	Provide PD on MathTalks and training teachers in the elements of CPA - Concrete, Pictorial and abstract.	3 - School Climate and Culture	10/25/16	12/16/16	Math Leader, Administration
23	2	Purchase computers, projectors, and headsets to support effective technology integration in all classrooms.	3 - School Climate and Culture	3/1/17	5/31/17	Administration
24	2	Purchase instructional supplies to support intervention for students	4 - Effective Instruction	3/1/17	5/31/17	Administration

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Purchase manipulatives for center work	INSTRUCTION - Supplies & Materials / 100-600	$1,920	State/Local
2	Purchase math tools and notebook advantage for Smart boards	INSTRUCTION - Supplies & Materials / 100-600	$3,800	State/Local
1	Retain Math Leader to support CAR PLC's and coaching cycle for teachers in need of additional support.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$75,640	Federal Title I (School Allocation)
1	Math Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$26,116	Federal Title I (School Allocation)

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Pay for light dinner for parents to attend the math workshops.	SUPPORT SERVICES - Other Purchased Services / 200-500	$1,000	Federal Title I (Interventions Reserve)

SMART Goal 3

S.M.A.R.T. Goal: By June 2017, chronic absenteeism will decrease by at least 12 percentage points to June 2016; via the implementation of a climate and culture plan that focuses on relationships, positive reinforcement, teaching and learning, and a social/emotional environment that is conducive to learning.

Performance Challenge: In the 2015-2016, there was a chronic absenteeism rate of 33.28%.

Strategy 1:   Create opportunities for group decision-making by building relationships among students, staff, and parents.

Turnaround Principle: 8 - Family and Community Engagement

Strategy 2:   Implement Positive Behavior Support In Schools (PBSIS) initiative in the 2016-2017 school year. Improve classroom management and instructional delivery.

Turnaround Principle: 2 - School Climate and Culture

Strategy 3:   Improve school response to absenteeism by instituting a Saturday program for students that are chronically absent to regain time lost due to attendance.

Turnaround Principle: 7 - Effective Use of Time

Target Population: All students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	EOC 1: By November 30th, the administered fall climate and culture survey will demonstrate a growth in the collective average score of at least 2.5% in the areas of Relationships, Emotional Environment, and Teaching and Learning as compared to the spring 2016 survey.	Fall Climate and Culture Survey

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	EOC 2: By February 1st, there will be a decrease of at least 6 percentage points in chronic absenteeism as compared to June 2016.	EdConnect data on Chronic Absenteeism
EOC 3	EOC 3: By March 30th, the administered spring climate and culture survey will demonstrate a growth in the collective average score of at least 5% in the areas of Relationships, Emotional Environment, and Teaching and Learning as compared to the spring 2016 survey.	Spring Climate and Culture Survey
EOC 4	S.M.A.R.T. Goal: By June 2017, chronic absenteeism will decrease by at least 12 percentage points to June 2016; via the implementation of a climate and culture plan that focuses on relationships, positive reinforcement, teaching and learning, and a social/emotional environment that is conducive to learning.	EdConnect data on Chronic Absenteeism

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Professional development in effective communication, and the use of restorative practices.	2 - School Leadership	9/7/16	6/16/17	Cl & C Leader
1	3	Use prior year's data to determine students at-risk of chronic absenteeism.	2 - School Leadership	9/27/16	10/28/16	C & C Leader, Administration
1	2	Provide on-going PD and implementation of PBSIS initiative. (If Funds become available)	2 - School Leadership	9/13/16	6/30/17	C & C Leader, PBSIS Coach
2	1	Align data from survey and identify inconsistencies and common expectations.	2 - School Leadership	11/11/16	5/31/17	C & C Leader
2	3	Create an attendance team and consistent monthly meetings.	2 - School Leadership	9/30/16	6/30/17	C & C Leader, Administration, Parent Liaison

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	2	Create a climate and culture team who will create the climate and culture plan.	2 - School Leadership	9/7/16	9/30/16	C & C Leader, Administration
3	3	Devote 1 PLC meeting per month to team meetings to discuss student absenteeism and/or other student-related academic concerns.	2 - School Leadership	9/13/16	6/20/17	C & C Leader
3	2	Develop branding/marketing strategies that will align the school to one of the high schools small learning communities.	2 - School Leadership	10/3/16	1/31/17	C & C Leader, PBSIS Coach, Administration
3	1	Create a parent engagement team that will ensure parent engagement in academics, workplace readiness skills and parent skills.	8 - Effective Use of Time	9/27/16	10/21/16	Parent Liaison, C & C Leader, Administration
4	2	Create student expectations PBSIS manual	2 - School Leadership	8/9/16	9/2/16	PBSIS Coach
4	1	Partner with Kwenyan and Associates to deliver interventions and behavior modifications through therapeutic sessions for students and parents.	2 - School Leadership	9/20/16	6/30/17	C & C Leader, Guidance Counselor, Administration
4	3	Develop individual intervention plans as necessary. Provide all students that are chronically absent and have improved attendance an end of the year field trip with Principal.	2 - School Leadership	10/4/16	5/31/17	C & C Leader, Guidance Counselor, Administration
5	2	Create a reward system - PBSIS Committee (if funds become available - incentives or rewards for attendance _ support Services supplies and materials total of $10,000.00	2 - School Leadership	8/9/16	9/2/16	PBSIS Coach, C & C Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	3	Establish regular student celebrations that enhance and promote high expectations.	2 - School Leadership	9/7/16	6/30/17	C & C Leader, Guidance Counselor, PBSIS Coach
5	1	Partner with local organizations such as TOPS, Gear Up, MOB programs that will provide additional services to our students.	2 - School Leadership	9/20/16	6/30/17	C & C Leader, Guidance Counselor
6	3	Establish student government and various clubs.	2 - School Leadership	9/20/16	10/28/16	Club Advisor, Administration
7	3	Facilitate awards ceremonies once a quarter.	2 - School Leadership	12/2/16	5/31/17	C & C Leader, Guidance
8	3	Meet on a bi-weekly basis with students who are chronically absent.	2 - School Leadership	9/13/16	6/9/17	C & C Leader, Guidance
9	3	Send home "We Miss You" cards.	2 - School Leadership	9/30/16	6/16/17	C & C Leader, Guidance
10	3	Implement a Saturday program for students that are chronically absent to regain lost time and make up the work in the four core content classes in order to pass the class and increase attendance rate. (If funds become available)	7 - Enabling the Effective Use of Data	12/3/16	5/27/17	Administration
11	3	Provide 2 parent workshops on the following topics: HIB and Chronic Absenteeism.	8 - Effective Use of Time	11/1/16	2/28/17	C & C Leader, SAC
12	2	Purchase and install a projector and screen for the cafeteria to expose students to videos that reinforce positive behaviors during lunch time and reduce the number of lunch time discipline incidents.	2 - School Leadership	3/1/17	5/2/17	Administration

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	3	Purchase install a quick card ID solution. This will help staff to ensuring that students only attend their assigned lunch period and receive appropriate direction when found outside of the area dictated by their schedule. This will reduce cutting and tardiness and positively impact attendance.	2 - School Leadership	3/1/17	5/2/17	Administration

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	Purchase the send home "We Miss You" cards.	INSTRUCTION - Supplies & Materials / 100-600	$500	State/Local
1	Retain Climate and Culture Leader to support SMART Goal # 3 and all action steps. To provide classroom management lessons to all of our teachers in need.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$72,140	Federal Title I (School Allocation)
11	Pay Parent Liaison Stipend to coordinate and manage workshop. Also, to coordinate and supervise along with administration School Dances.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$1,000	Other Federal
4	Pay stipends for PBSIS team to create Student Expectations Manual, charts and reward system.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$3,600	State/Local
1	Climate and Culture Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$10,000	Federal Title I (School Allocation)
11	Pay for light dinner for parents to attend the workshop presented by the Principal.	SUPPORT SERVICES - Other Objects / 200-800	$1,000	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
Stipend for Parent Liaison	8/2/16	6/30/17	Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$660.00	Federal Title I (School Allocation)
Parent Engagement Efforts	8/2/16	6/30/17	Principal and Parent Liaison	SUPPORT SERVICES - Other Objects / 200-800	$4,806.00	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: Madeline Roman

Date: 2016-08-22