STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION   2016-2017

Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

Franklin - Trenton

District:	Trenton City	Classification:	Focus
County:	Mercer	Reason:	Lowest Subgroup Performance: LEP, Special Ed
Region:	4	CDS:	215210190

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
Teacher	Courtney Angeline	No	No	No		
Teacher	Crystal Adams	Yes	Yes	Yes		
Principal	Nicole Bethea	Yes	Yes	Yes		
Teacher	Sunny Longo	Yes	Yes	Yes		
Chief Building Union Representative	Jessica Fitzpatrick	Yes	Yes	Yes		
Teacher	William Chick	Yes	Yes	Yes		
Teacher	Shannon Shepsko	Yes	Yes	Yes		
Paraprofessional	Bernice Mitchell-White	Yes	Yes	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
03/08/2016	Quality School Review / Needs Assessment	Yes	Yes
02/23/2016	Quality School Review / Needs Assessment	Yes	Yes
02/01/2016	Quality School Review / Needs Assessment	Yes	Yes
04/19/2016	Data Review and Analysis	Yes	Yes
06/20/2016	Plan Development	Yes	No
06/16/2016	Plan Development	Yes	No
05/16/2016	Plan Development	Yes	Yes
05/16/2016	Plan Development	Yes	Yes
04/04/2016	Plan Development	Yes	Yes
03/22/2016	Plan Development	Yes	Yes

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	0	â¿Â¢ The principal consistently completes walkthroughs and daily classroom visits to ensure instructional practices are aligned with the schoolÃ¢Â¿Â¿s vision and mission and aligned to common core standards. Ã¢Â¿Â¢ The principal has developed a collaborative school leadership team with shared responsibilities and peer accountability. The team participates in developing the schoolÃ¢Â¿Â¿s budget; QSR rubric review and SIP. Ã¢Â¿Â¢ The principal has put in place a system to ensure that lesson plans are written and reviewed on a set schedule.	Ã¢Â¿Â¢ Scheduled walkthroughs are adhered to however; progress is not evident in all classrooms on all instructional priorities.
	2	0		
	3	3		
	4	3		
	5	3		
	6	3		
	7	3		
	8	3		
	9	2		
	10	3		
Total		23		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	3	Ã¢Â¿Â¢ The school has developed and uses a strategic and systematic PBSIS system Ã¢Â¿Â¿ S.O.A.R. Ã¢Â¿Â¢ The overall feel of the school provides a warm, positive environment to all students, faculty, families and visitors. Ã¢Â¿Â¢ High expectations for staff and student are exhibited and high quality teaching is the expectation.	Ã¢Â¿Â¢ Continue to communicate high expectations for attendance, academic performance, and behavior to families and the community at large. Ã¢Â¿Â¢ Engage more families to participate in the climate and culture survey by offering them a variety of opportunities to complete the survey.
	2	3		
	3	3		
Total		9		
3 - Effective Instruction	1	3	Ã¢Â¿Â¢ Collaboration among ESL/ELL and general education teachers supports student learning. There are push-in models as well as pull out models across grade levels. Ã¢Â¿Â¢ Classroom behavior is consistent and students exhibit habits of self discipline and self management. Ã¢Â¿Â¢ Multiple measures of data are present and reviewed in teacher meetings.	Ã¢Â¿Â¢ Multiple measures of data are being collected, however it needs to be used in all classrooms for instructional decisions including student grouping, differentiation and targeting interventions. Ã¢Â¿Â¢ During walkthroughs at this QSR review there was little evidence of guided reading and other skill based groups occurring within the literacy block. Ã¢Â¿Â¢ High quality and current authentic work with meaningful feedback is not evident in all classrooms or hallways.
	2	3		
	3	2		
	4	3		
	5	3		
	6	3		
Total		17		

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2016-2017

Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	3	• A 14-point system has been developed to identify students in need of Tier 3 instruction for intervention. • A specific cycle exists to monitor progress of students enrolled in intervention programs. • Both diagnostic data and intervention data are regularly analyzed to ensure re-grouping either in or out of intervention programs. • Instructional materials are aligned to the standards-based curriculum and are monitored by the leadership team.	• Further develop and refine intervention time period to include use of progress monitoring to see student growth. • Investigate, select and implement online intervention systems monitoring participation rate on a regular basis. • Ensure open communication exists between the intervention teacher and general education teacher to align instructional strategies for all students.
	2	3		
	3	3		
	4	4		
	5	3		
Total		16		
5 - Effective Staffing Practices	1	2	• Professional develop includes individual, collaborative and shared reflective opportunities. • Staff identified as "not aligned" and/or unskilled are provided with support in a coaching cycle.	• Develop a system for peer observation to grow best instructional practices within the building. • Develop systems within the school to follow up through classroom monitoring and feedback to ensure learning objectives are incorporated into practice.
	2	3		
	3	3		
	4	3		
	5	3		
Total		14		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
6 - Enabling the Effective Use of Data	1	3	Ã¢Â¿Â¢ Systems are in place to easily and routinely review data on attendance, tardiness, office referrals and suspensions. Ã¢Â¿Â¢ Teachers have on demand access to and use data that are clear and easy to analyze.	Ã¢Â¿Â¢ Analyze multiple sources of data to make decisions on differentiated professional development and targeting specific learning needs of teachers. Ã¢Â¿Â¢ Evidence needs to support how collected data is analyzed and directly used to make decisions about student grouping and instruction. Ã¢Â¿Â¢ Engage more families to participate in the climate and culture survey by offering them a variety of opportunities to complete the survey.
	2	3		
	3	2		
Total		**8**		
7 - Effective Use of Time	1	3	Ã¢Â¿Â¢ Master schedule is developed to allow teachers time to collaborate with grade level peers as well as participate in vertical articulation. Ã¢Â¿Â¢ Topics for the use of teacher collaboration time are clearly outlined and aligned to the goals in the SIP and to the principalÃ¢Â¿Â¿s feedback from walkthroughs and observations.	Ã¢Â¿Â¢ Intervention program exists, however not all students that are two or more years behind are provided intervention programs for ELA or Math.
	2	3		
	3	3		
Total		**9**		
8 - Family and Community Engagement	1	3	Ã¢Â¿Â¢ Family members are involved in an open exchange of information regarding studentsÃ¢Â¿Â¿ progress in order to increase academic learning. Ã¢Â¿Â¢ Family members participate in school activities such as PrincipalÃ¢Â¿Â¿s Chat and Chew and attendance meetings. They are also invited to meetings to review student behavior expectations.	Ã¢Â¿Â¢ Elicit resources within the district and community to engage the Latino community population within your school. Ã¢Â¿Â¢ Networks that provide support to families and academic/social/emotional support for students need to be clearly established.
	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**
Pull-out/Push-In Program by Intervention Teacher	Students reading 2 grade levels or below in grades K-5	No	Running records; DRA Assessment; Common Assessments	Intervention Binder
Use of Enrichment/Remediation Websites-Reflex Math; Smarty Ants;	All students K-5	Yes	Reports provided form the programs	Growth Charts
Intervention Period	All K-5 Students	Yes	Common Assessments; Benchmarks;	Growth Charts
Use of Enrichment/Remediation Websites-Reflex Math	All K-5 Students	Yes	In Grade 1: student fluency grew 21%. In Grade 2: student fluency grew 17%. In Grade 3: student fluency grew 27%. In Grade 4: student fluency grew 19%. In Grade 5 student fluency grew 26%.	Fluency Growth Report
Use of Enrichment/Remediation Websites-Achieve 3000	All 3-5 students	Yes	In Dec: 24% of grades 3-5 had lexile levels adjusted. In Jan: 37% lexile levels adjusted; in Feb: 13% lexile levels adjusted; In March: 34% lexile levels adjusted; In April: 9% levels adjusted; In May: 7% levels adjusted.	Growth Chart/Report
Use of Enrichment/Remediation websites-Smarty Ants	All K-2 students	Yes	When students are on the program for an average of 10 hours, the average percent correct is 80%.	School Performance Report/Growth Chart/Report

STUDENT ACHIEVEMENT

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
PARCC Baseline Performance	The PARCC data for this year is baseline data and not comparable to previous years' State Assessment. Link to website with access to reports	**School-wide ELA**	18.9%	Using Spring 2015 PARCC evidence table from released items, 5th grade students scored below district on every RI 5.3 and RI 5.5 questions.	We discovered that there is need for more informational text in grades 3-5
		School-wide Math	10.7%		
		School-wide Algebra 1			
		School-wide Algebra 2			
		School-wide Geometry			
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Indentify interaction between student proficiency level	**Student Growth in Language Arts**	32.0		
		Student Growth in Math	32.0		
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			Using Edconnect data, students in K-5 scored 27.9% proficient on district assessments.	The benchmark skills tested did not match the skills that the pacing guide stated to teach.

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	Using Edconnect data, students in K-5 scored 27.9% proficient on district assessments. Using Unit 1 ELA Model Curriculum Data, 41.7 of students in K-5 are proficient in skills tested on End of Unit Assessments. Using Unit 2 ELA Model Curriculum Data, 54.52% of K-5 students are proficient in skills tested on End Of Unit Assessments.	Using Edconnect data, students in K-5 scored 27.9% proficient on district assessments. The data that was populated into the SIP plan did not match the data that was populated on EdConnect. When students use Smarty Ants Program are on the program for an average of 10 hours, the average percent correct is 80%. The benchmark skills tested did not match the skills that the pacing guide stated to teach.
		K	48.3%	74%	0%	0%	95%		
		1	51.1%	61%	0%	0%	78%		
		2	59.4%	78%	0%	61%	0%		
		3	38.5%	53%	0%	0%	0%		
		4	10.5%	18%	0%	0%	0%		
		5	21.7%	38%	0%	0%	0%		
		6	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	0%	0%	0%	0%		
		10	0%	0%	0%	0%	0%		
		11	0%	0%	0%	0%	0%		
		12	0%	0%	0%	0%	0%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data necessary)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5		
Benchmark Assessment (Proficiency) Math Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	K	91.9%	82%	0%	0%	95%		
		1	88.4%	67%	82%	0%	93%		
		2	61.5%	54%	0%	25%	0%		
		3	31.6%	28%	0%	0%	0%		
		4	0%	22%	0%	0%	0%		
		5	0%	11%	0%	0%	0%		
		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%		

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2016-2017

Regional
ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

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			During the two years, the overall student enrollment has continued to increase.

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			We above the district's 95% attendance requirement (overall and subgroup 1). More attention must be given to subgroup 2; efforts will be explored to increase their student attendance.
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions			There was a noted improvement in the chronic absenteeism this school year. Franklin School began the year with at an over 15% absenteeism rate.
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions			Staff attendance was above the district's 92% requirement. Efforts were made (such as providing staff incentives) to increase staff attendance. There has been steady improvements in staff attendance for the last two years.

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2016-2017

Regional
ACHIEVEMENT
CENTERS

Collaboration
Coaching
Coherence

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			In reviewing the yearlong suspension data, it was observed that over half of the suspensions were from the special education population. More professional development will be provided to staff in the area of meeting the behavioral needs of our special education population.
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidences *Indentify patterns by subgroup *Identify chronic offenders			Parent participation must be increased; more efforts will be made in this area. Overall, staff rated school morale, student relationships, safety, and administrative support the highest on the survey.

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2016-2017

Regional
ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

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**		
		Participation Rate	0%	0%	0%	0%		
		Physical Environment	75	0	70.8	59.3		
		Teaching and Learning	82.4	0	73.9	67.7		
		Morale in School Comm.	81.8	0	0	70.8		
		Student Relationships	73.1	0	0	75.7		
		Parental Support	95.1	0	0	65.2		
		Safety	78.2	0	0	78.7		
		Emotional Environment	75.8	0		70.8		
		Administrative Support				73.7		

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2016-2017

Regional
ACHIEVEMENT
CENTERS

Collaboration
Coaching
Coherence

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**		
		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**		9% of Franklin School staff scored below 2.65.	Based on the data presented and other informal (walkthrough) data needed; Franklin Staff members are in-need of the following professional development workshops: asking high quality questions; classroom environment; data collection and use.
		% 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**		

OTHER INDICATORS

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
DRA Assessment-Fall/Winter	Our large ESL Populations; Long-term substitutes providing instruction; inappropriate administration of the DRA Assessment	Grade Fall Scores Winter Â± Change K N/A 65.0% 1st 50.0% 26.0% -24.0% 2nd 38.1% 56.0% +17.9% 3rd 53.7% 37.0% -16.7% 4th 50.6% 32.0% -18.6% 5th 37.8% 55.0% +17.2%	A large number of students (55%) are not meeting benchmarks targets in

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
VARIOUS DATA SOURCES (MODEL CURRICULUM; MATH DATA; RELFEX FACT FLUENCY)	ESL Population; Small group learning in math	After final assessment of i-ready diagnostic test, all students in grades K-5 made an 80% growth from fall to spring diagnostic assessment. Using Unit 1 Math Model Curriculum Data, 45.8% of students in K-5 are proficient in skills tested on End of Unit Assessments. Using Unit 2 Model Curriculum Math Data, 44.95% of K-5 students are proficient in skills tested on End Of Unit Assessments. Reflex Math Fact Fluency Program Data: In Grade 1: student fluency grew 21%. In Grade 2: student fluency grew 17%. In Grade 3: student fluency grew 27%. In Grade 4: student fluency grew 19%. In Grade 5 student fluency grew 26%.	That there were some increases in math fluency tests, along with growth

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)	55% of students in grades 1-5 are performing below grade level, as evident by the DRA assessment. Using Spring 2015 PARCC evidence table from released items, 5th grade students scored below district on every RI 5.3 and RI 5.5 questions. Using Edconnect data, students in K-5 scored 27.9% proficient on district assessments. Using Unit 1 Model Curriculum Data, 41.7% of students are proficient in skills tested on End of Unit Assessments. Using Unit 2 Model Curriculum Data, 54.52% of K-5 students are proficient in skills tested on End Of Unit Assessments. .	1. Limited awareness of how to properly implement the DRA assessment. 2. DRA-fall administration had some noted inconsistencies (in 3rd grade particular) 3. Inconsistent extra instruction as identified by tier level. 4. Lack of familiarity with navigating non-fiction text. 5. Lack of consistent use of focus of instruction page on DRA to guide immediate instruction. 6. 1st grade students (1-3) instructed by a substitute during first 7 months of school. 7. limited awareness of best instructional practices. 8. ESL support was ACCESS testing. 9. Increased 5th grade scores, as concentrated support was being provided from Administration, Literacy Leader, and ESL Teacher. 10. Benchmark tested skills did not align with district curriculum guide.	LEP, SPED, and General Population	1	Implement, continue, and monitor the development of reading and writing anchor standards RI 3, RI5, and RI9.	3 - Effective Instruction
				2	Develop, implement, and monitor guided reading/leveled small groups according to student instructional levels as measured by DRA (with a focus listed standards) and formative assessments.	3 - Effective Instruction
				3	Use PLC periods 1-2 times a month to engage teachers in planning and adjusting instruction by breaking down standards,designing learning, and looking at student work.	4 - Curriculum, Assessment and Intervention System

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
2016-2017

Regional ACHIEVEMENT CENTERS
Collaboration
Coaching
Coherence

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Math (TP3, TP4)	At least 60% of students in grades K-5 are below grade level in Domain Numbers and Base Ten, as evident on the iReady diagnostic and instruction assessment. Using 2015 Math PARCC data received from Math RAC coach, students in grades 3 scored 50% of NBT problems correct; students in grades 4 scored between 0-80% correct on NBT problems; and in grade 5, students scored 15-65% correct on NBT problems. Using Edconnect data, students in K-5 scored 49.6% proficient on district assessments. Using Unit 1 Model Curriculum Data, 45.8% of students are proficient in skills tested on End Of Unit Assessment. Using Unit 2 Model Curriculum Data, 44.95% of students are proficient in skills tested on End of Unit Assessment.	1. Limited professional development focused on math instruction. 2. Limited awareness of best instructional practices. 3. Inconsistent use of data analysis and protocols with formative and summative assessments. 4. Inconsistent extra instruction as identified by tier level. 5. 1st grade students (1-3) instructed by a substitute during first 7 months of school. 6. Lack of consistent diagnostic test. 7. Benchmark tested skills did not align with district curriculum guide.	LEP, SPED, and General Population	1	Implement and monitor more focused professional development aligned to district instructional framework, including guided math practice.	4 - Curriculum, Assessment and Intervention System
				2	Implementation and monitoring of Numbers Talks that follows a cycle of professional development which consists of walkthroughs, feedback and support to improve instruction as related to Number Sense.	3 - Effective Instruction
				3	Analysis of student work to inform teacher planning and instruction for all students within the class through the use of Standard Based Tasks and Assessments.	4 - Curriculum, Assessment and Intervention System

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
2016-2017

Regional Collaboration
ACHIEVEMENT Coaching
CENTERS Coherence

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Climate & Culture (TP2)	Inconsistent implementation of classroom management systems/strategies based on data from office referrals. On average, the office receives 12-15 referrals monthly. Data collected supported that most referrals were submitted by staff members with unsolidified classroom management strategies.	1. Inconsistent staff implementation of positive behavior systems and approaches.	LEP, SPED, and General Population	1	Develop unified school climate plan to establish coherent systems and expectations for classroom management and student behavior and ensure that the plan is thoroughly communicated.	4 - Curriculum, Assessment and Intervention System
				2	Regularly track and analyxe pertinent climate data (ex: referral/suspension/attendance) and assess current school systems to adjust ineffective practices.	2 - School Climate and Culture
				3	Professional development on effective classroom management/positive behavior support for all staff.	2 - School Climate and Culture
Select From List				1		0 - --
				2		0 - --
				3		0 - --

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION   2016-2017

Regional
ACHIEVEMENT
CENTERS
Collaboration
Coaching
Coherence

SMART Goal 1

By June 2017, 60% of students in Grades K-5, who did not score proficient on the first common assessment of the anchor standard, R,I.3, R.I.5, and R.I.,9, will score proficient on the final common assessment as related to RI 3, RI 5, and/or RI9.

Performance Challenge: 55% of students in grades 1-5 are performing below grade level, as evident by the DRA assessment.

Using Spring 2015 PARCC evidence table from released items, 5th grade students scored below district on every RI 5.3 and RI 5.5 questions.

Using Edconnect data, students in K-5 scored 27.9% proficient on district assessments.

Using Unit 1 Model Curriculum Data, 41.7% of students are proficient in skills tested on End of Unit Assessments.

Using Unit 2 Model Curriculum Data, 54.52% of K-5 students are proficient in skills tested on End Of Unit Assessments.

.

Strategy 1:   Implement, continue, and monitor the development of reading and writing anchor standards RI 3, RI5, and RI9.

Turnaround Principle: 3 - Effective Instruction

Strategy 2:   Develop, implement, and monitor guided reading/leveled small groups according to student instructional levels as measured by DRA (with a focus listed standards) and formative assessments.

Turnaround Principle: 3 - Effective Instruction

Strategy 3:   Use PLC periods 1-2 times a month to engage teachers in planning and adjusting instruction by breaking down standards,designing learning, and looking at student work.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Target Population: LEP, SPED, and General Population

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	At least 75% of staff will effectively implement guided reading with a concentration on standards RI. 3, RI.5 RI. 9 in their classrooms during the literacy block. 100% of students in grades K-5 will take the 1st quarterly common assessment from edConnect as baseline data as related to anchor standards RI3, RI5, and/or RI9.	Administrative walkthrough data, common assessments.
EOC 2	At least 80% of staff will effectively implement guided reading in their classrooms during the literacy block. 20% of students, who did not score proficient on the first quarterly common assessment, will score proficient on the 2nd quarterly common assessment as related to anchor standards RI3, RI5, and/or RI9.	Administrative walkthrough data, common assessments.
EOC 3	At least 85% of staff will effectively implement guided reading in their classrooms during the literacy block. 20% of students, who did not score proficient on the 2nd quarterly common assessment, will score proficient on the 3rd quarterly common assessment as related to anchor standards RI3, RI5, and/or RI9.	Administrative walkthrough data, common assessments.
EOC 4	By June 2017, 60% of students in Grades K-5, who did not score proficient on the first common assessment of the anchor standard, R,I.3, R.I.5, and R.I.,9, will score proficient on the final common assessment as related to RI 3, RI 5, and/or RI9.	Common assessments.

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Implementation of Balanced Literacy (150 minutes) daily using Reader's and Writer's Workshop and District Curriculum in K-5 classrooms (focus on guided reading)	3 - School Climate and Culture	9/30/16	11/1/16	Principal/Literacy Leader/Teachers
2	1	Conduct formal and informal walkthroughs and observation related to guided reading to identify school trends and professional development needs. Walkthrough feedback is given through various methods including emails, notes, and post conference after observation.	1 - --	9/8/16	6/30/17	Principal/Literacy Leader
3	3	Utilize common planning time to analyze student data to plan instruction	6 - Effective Staffing Practices	9/8/16	6/30/17	Principal/Literacy Leader/Teachers
4	2	All staff will have a guided reading binder with the following must have: anecdotal notes, student groupings, and running records.	7 - Enabling the Effective Use of Data	9/8/16	11/4/16	Teachers
5	3	Teachers will have had or participated in 9 data events. The purpose is to merge all data to drive instruction at the classroom level.	6 - Effective Staffing Practices	9/8/16	6/30/17	Principal/Literacy Leader/Teachers
6	3	All teaching staff will be trained on the effective use of data collection including but not limited to running records, anecdotal notes, checks for understanding, and teacher observations.	6 - Effective Staffing Practices	9/8/16	10/28/16	Literacy Leader/Teachers
9	1	Principal monitors implementation of teaching standards through classroom visits and provide feedback to teachers	1 - --	9/8/16	6/30/17	Principal
10	1	All teachers will send home at least 2 communications to parents regarding instructional programs including but not limited to how parents can support topics from school at home, every day reading strategies, and real world use for reading.	8 - Effective Use of Time	9/8/16	6/30/17	Teachers/Principal
11	1	All teaching staff will be trained on the use of EdConnect and the various tools Edconnect can provide including grouping reports, specific standard reports, and assessment material.	5 - Curriculum, Assessment and Intervention System	9/8/16	1/3/17	Principal/Literacy Leader/Teachers
12	3	Develop a system for integrating technology programs where necessary including but not limited to intervention programs at intervention time, differentiated based programs during the work period time in literacy block, etc. (If funds become available, 10,000.00 would be use to purchase technology materials such as Lexia; I READY).	4 - Effective Instruction	9/8/16	6/30/17	Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	3	Principal will review data to make necessary recommendations to reach target of next end of cycle assessment.	1 - --	10/3/16	6/30/17	Principal/Literacy Leader/Teachers
14	1	Ongoing training of staff in district curriculum and/or framework including backwards lesson plan design of new assessments and framework. (If funds become available, 5,000.00 for teacher salary stipends for extended faculty meetings focused on PD).	3 - School Climate and Culture	9/5/16	6/30/17	Principal/Literacy Leader/Teachers
15	1	Ongoing training of staff by administration and/or literacy leader on effective literacy best practices including strategies for anchor standards RI 3, RI5, and RI 9.	1 - --	9/1/16	6/30/17	Principal/Literacy Leader/Teachers
16	1	Unpacking of standards, curriculum, and discussion of potential student misconceptions and reading strategies needed for students to master content in the areas of informational text.	4 - Effective Instruction	9/1/16	6/30/17	Principal/Literacy Leader/Teachers
17	1	Literacy leader and/or district supervisor/ RAC ELA coach teachers individually and by grade level on implementation and planning of lessons.	3 - School Climate and Culture	9/1/16	6/30/17	Literacy Leader/State Stakeholders (Stephanie Crea, Stephanie Wassam, and Barbara Mammen)
18	2	Use of ACCESS for ELLs data to understand the English language proficiency of students identified as English learners	4 - Effective Instruction	9/1/16	6/30/17	ESL/ELL teachers
19	1	Create a survey for teachers to complete on what professional development needs they need on anchor standards, instructional framework, or data collection.	3 - School Climate and Culture	9/1/16	10/1/16	Teacher/Literacy Leader

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
15	Literacy Lead/Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$72,290	Federal Title I (School Allocation)
15	Literacy Lead/Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$16,308	Federal Title I (School Allocation)

SMART Goal 2

By June 2017, 70% of students in grades K-5 will score proficient on the Numbers and Base Ten standards on the end common assessment.

Performance Challenge: At least 60% of students in grades K-5 are below grade level in Domain Numbers and Base Ten, as evident on the iReady diagnostic and instruction assessment.

Using 2015 Math PARCC data received from Math RAC coach, students in grades 3 scored 50% of NBT problems correct; students in grades 4 scored between 0-80% correct on NBT problems; and in grade 5, students scored 15-65% correct on NBT problems.

Using Edconnect data, students in K-5 scored 49.6% proficient on district assessments.

Using Unit 1 Model Curriculum Data,45.8% of students are proficient in skills tested on End Of Unit Assessment.

Using Unit 2 Model Curriculum Data, 44.95% of students are proficient in skills tested on End of Unit Assessment.

Strategy 1: Implement and monitor more focused professional development aligned to district instructional framework, including guided math practice.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 2: Implementation and monitoring of Numbers Talks that follows a cycle of professional development which consists of walkthroughs, feedback and support to improve instruction as related to Number Sense.

Turnaround Principle: 3 - Effective Instruction

Strategy 3: Analysis of student work to inform teacher planning and instruction for all students within the class through the use of Standard Based Tasks and Assessments.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Target Population: LEP, SPED, and General Population

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of October, at least 45% of students in grades 1-5 will demonstrate proficiency in Numbers and Operations in Base Ten standards that were assessed on a common assessment. At least 75% of staff will effectively implement guided math in their classrooms during the math block.	School created Common Assessments, Administrative walkthroughs and observations to insure that the components of guided math are in progress. i.e. - math based technology, small group instruction, centers
EOC 2	By end of January, at least 55% of students in grades 1-5 will demonstrate proficiency in Numbers and Operation in Base Ten standards that were assessed on common assessment. At least 80% of staff will effectively implement guided math in their classrooms during the math block.	School created Common Assessments, Administrative walkthroughs and observations to insure that the components of guided math are in progress. i.e. - math based technology, small group instruction, centers
EOC 3	By the end of March, 65% of students in grades K-5 will demonstrate proficiency in Numbers and Operation in Base Ten standards that were assessed on a common assessment. At least 85% of staff will effectively implement guided math in their classrooms during the math block.	School created Common Assessments, Administrative walkthroughs and observations to insure that the components of guided math are in progress. i.e. - math based technology, small group instruction, centers
EOC 4	By June 2017, 70% of students in grades K-5 will score proficient on the Numbers and Base Ten standards on the end common assessment.	School created Common Assessment

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Provide training on unpacking district framework and/or curriculum	3 - School Climate and Culture	9/1/16	6/30/17	Literacy Leader/Teachers
2	1	Ongoing professional development by administration or teacher leader in effective numeracy best practices/strategies.	1 - --	9/1/16	6/30/17	Principal/Teacher Leader
3	3	All teaching staff will be trained on effective use of data collection	6 - Effective Staffing Practices	9/1/16	10/31/16	Principal/teachers
4	3	Utilize common planning time to analyze data to plan and/or modify instruction at least on a monthly basis.	6 - Effective Staffing Practices	9/1/16	6/30/17	Principal/teachers
5	3	Teachers will have to participate in 9 data events. The purpose is to merge all data to drive instruction at the classroom level.	6 - Effective Staffing Practices	10/3/16	6/30/17	Principal/Teacher
6	1	Training on implementation of number talks in classroom	3 - School Climate and Culture	9/1/16	12/30/16	Principal/Outside consultant (Math RAC Coach)
7	1	All teachers will have sent home at least 2 communications to parents regarding instruction ie: upcoming topics to be taught, ways parents can integrate topics from school at home, extra support that can be used outside of the classroom.	8 - Effective Use of Time	9/5/16	6/30/17	Principal/teachers
8	1	Adapt or adopt a lesson plan checklist to provide feedback to teacher related to lesson design	1 - --	9/12/16	6/30/16	Principal/teachers
9	1	Provide professional development to all staff related to utilizing edConnect.	4 - Effective Instruction	9/1/16	6/30/17	Principal
10	2	Principal asses the school to determine what teachers are successfully implementing number talks in their classrooms through the use of walkthroughs and/or observations and give support for teacher whom need assistance implementing Number Talks	1 - --	11/1/16	6/30/17	Principal/RAC Math Coach/STEM Leader
11	2	Principal ensures lesson plans reflect that Number Talks are planned for at least 3-5 days a week	1 - --	10/4/16	6/30/17	Principal/Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
12	1	develop and monitor lesson plans following district framework that includes small group instruction on a daily basis including number talks and guided math instruction.	4 - Effective Instruction	10/4/16	6/30/17	Teachers
13	2	Develop a system for implementation of Reflex Math during centers	3 - School Climate and Culture	10/4/16	6/30/17	Teachers
14	3	Develop enrichment and interventions activities based on student needs including iready lessons	3 - School Climate and Culture	10/25/16	6/30/17	Teachers
15	1	district Supervisor/RAC Math Coach, coach teachers individually and by grade level on the implementation and planning on lessons-If funds become available, 80,000.00 will be used to hire a Math Coach/Intervionist to support math initiatives.	3 - School Climate and Culture	9/1/16	6/30/17	RAC Math Coach -Erin Johansen STEM leader- John Dunston
16	2	Monitoring of number talks in the classroom during walkthroughs, anchor charts, lesson planning and observations	1 - --	9/1/16	6/30/17	Principal

< SMART Goal 2 - Budget Items: NO DATA >

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2016-2017

Regional
ACHIEVEMENT
CENTERS

Collaboration
Coaching
Coherence

SMART Goal 3

By June 2017, the school will enhance its climate and culture through school-wide/classroom-wide positive behavior supports as evidenced by the decrease of office referral rates (no more than 15 per month)

Performance Challenge: Inconsistent implementation of classroom management systems/strategies based on data from office referrals. On average, the office receives 12-15 referrals monthly. Data collected supported that most referrals were submitted by staff members with unsolidified classroom management strategies.

Strategy 1: Develop unified school climate plan to establish coherent systems and expectations for classroom management and student behavior and ensure that the plan is thoroughly communicated.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 2: Regularly track and analyxe pertinent climate data (ex: referral/suspension/attendance) and assess current school systems to adjust ineffective practices.

Turnaround Principle: 2 - School Climate and Culture

Strategy 3: Professional development on effective classroom management/positive behavior support for all staff.

Turnaround Principle: 2 - School Climate and Culture

Target Population: LEP, SPED, and General Population

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	Routinely tracking and updating school climate data including suspensions, office referrals, and attendance data. Baseline figures for suspension and referral rates established from prior year. (Referral rate is decreased by 30% - No more than 24 referrals per month)	Coaching logs, walkthroughs tools, meeting agendas, updated school climate data tracking tool.
EOC 2	Routinely tracking and updating school climate data including suspensions, referral, and attendance data. (Referral rate is decreased by 20% from Cycle 1 - No more than 19 referrals per month)	Coaching logs, walkthroughs tools, meeting agendas, updated school climate data tracking tool.
EOC 3	Routinely tracking and updating school climate data including suspensions, referral, and attendance data. (Referral rate is decreased by 15% - No more than 16 referrals per month).	Coaching logs, walkthroughs tools, meeting agendas, updated school climate data tracking tool.
EOC 4	By June 2017, the school will enhance its climate and culture through school-wide/classroom-wide positive behavior supports as evidenced by the decrease of office referral rates (no more than 15 per month)	

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	3	By September 2016, all teachers will have a positive behavior chart in their classrooms.	2 - School Leadership	9/1/16	9/30/16	Teachers
2	3	By September 2016, all teachers will be trained on using Power School to input behavior referrals for tracking purposes.	2 - School Leadership	9/1/16	10/3/16	Administrators
3	3	By October 2016, all teachers will utilize Power School for writing referrals	2 - School Leadership	9/1/16	10/31/16	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
4	3	School wide PBS (SOAR) is shared with staff prior to the beginning of the school year and principal explains purpose and goal and morns wth staff on what successful implementation looks like.	2 - School Leadership	9/1/16	9/8/16	Principal
5	2	By October 2016, all staff will be trained on strategies (SOAR) to assist with classroom management.	2 - School Leadership	9/1/16	10/31/16	Principal/Staff members attending training in August
6	3	Copies of the PBS-SOAR are shard with students and parents on the first day of school. Norming is conducted with small groups of students to establish expectations and a vision of success for students.	2 - School Leadership	9/8/16	9/13/16	Teachers
7	2	Teachers begin to use PBS in their classrooms to shape the learning environment in their classes, hallways, and common space. Tracking of implementation is conducted by school leadership and follow up reinforcement is provided as necessary.	2 - School Leadership	9/12/16	6/30/17	Teachers/principals
8	3	Identify approved tools and systems for collecting PBS data including suspensions, referral, and attendance data in addition to a school climate classroom walkthrough tool.	2 - School Leadership	9/1/16	10/4/16	Principal
9	3	Use pertinent monthly data to identify coaching and/or professional development and reflection needs for specific or all staff.	2 - School Leadership	9/30/16	6/30/17	Principal/Literacy Leader
10	2	Character Education program to launch driven by guidance counselor	2 - School Leadership	9/1/16	6/30/17	Guidance Counselor
10	3	Incorporate Male Mentoring Program for Boys with 5 or more discipline referrals (using data from last school year for initial participation).	2 - School Leadership	10/4/16	6/30/17	Principal/Teachers
11	3	Continue regular classroom walkthroughs to identify further needs for classroom support or intervention.	1 - --	9/13/16	6/30/17	Principal
12	3	Principal meets with staff selected for coaching and informs them that coaching will begin and outlines the areas of need, strategic interventions, desired outcomes, and timetable for coaching.	1 - --	9/27/16	6/30/17	Principal/teachers

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	Male Mentoring Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$8,000	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 Intervention Grades K-2	7/6/16	7/28/16	District Leadership	INSTRUCTION - Personnel Services - Salaries / 100-100	$14,808.00	Federal Title I (School Allocation)
Stipend for Parent Liaison	8/2/16	6/30/17	Principal, Parent Liaison	SUPPORT SERVICES - Supplies & Materials / 200-600	$1,787.00	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		
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.
x		[For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.

Completed By: Nicole E. Bethea

Date: 2016-09-03