

Grant

District: Trenton

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210200

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
RAC4	Erin Johansen	Yes	No	Yes		
School Counselor	Jennifer Petinga	No	No	Yes		
Principal	Alfonso Llano	Yes	Yes	Yes		
Math Leader	Bonita Johnson	Yes	Yes	Yes		
Literacy Leader	Nancy Livesey	Yes	Yes	Yes		
ESEA School Rep	Natalie Tymczyszyn	No	No	Yes		
RAC4	Stephanie Washam	Yes	No	Yes		
RAC4 STC	Stephanie Crea	Yes	No	Yes		

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
SLT Member	MaryBeth Stewart	No	No	Yes		
SLT Member	Madelyn Thompson	No	No	Yes		
SLT Member	Regina Landgraf	No	No	Yes		
SLT Member	Alan Thomas	No	No	Yes		
SLT Member	Sharon Grube	No	No	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
05/19/2016	Data Review and Analysis	Yes	Yes
06/13/2016	Plan Development	Yes	Yes
06/22/2016	Plan Development	Yes	Yes
06/01/2016	Plan Development	Yes	Yes
05/11/2016	Plan Development	Yes	Yes
06/10/2016	Plan Development	Yes	Yes
06/09/2016	Plan Development	Yes	Yes
06/09/2016	Plan Development	Yes	Yes
05/26/2016	Plan Development	Yes	Yes
04/05/2016	Plan Development	No	No

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	3	* The school leadership team continuously articulates and inspires to enact the vision which is aligned to school practices and rituals. * The school leadership team collaboratively works within subcommittees to review budget, SIP goals, safety, and staffing concerns. * The principal ensures that staff use collaboration time to review formative assessment data to determine if students met specific goals for improvement and make instructional adjustments.	* A system should be in place to ensure lesson plans are submitted and reviewed on a set schedule. * School leadership team needs to investigate alternative methods to ensure all students two or more years behind in ELA and math are enrolled in an intervention program implemented with fidelity. * Continue to refine the system in place to monitor instruction through brief, daily classroom visits. This schedule should also include a series of deliberate and focused walkthroughs documented with meaningful and timely feedback to staff.
	2	3		
	3	3		
	4	2		
	5	2		
	6	3		
	7	3		
	8	3		
	9	2		
	10	4		
Total		28		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	3	<ul style="list-style-type: none"> * There is a clear and consistent behavior system prevalent throughout the school. * Students self regulate behavior and academic responsibility throughout most classrooms. * The use of Power School to have online referrals allows for instant reporting and follow up to student incidents. * The attendance committee is proactively working to ensure that chronic absenteeism is below district average. 	<ul style="list-style-type: none"> * Take the opportunity to analyze the results of the culture and climate survey to further refine the schools culture and climate plan for the 2016 school year. * While a clear behavior system of school and classroom procedures, rewards and consequences is outlined in the Climate and Culture Plan, it is not fully and consistently implemented in all areas of the school mainly in the cafeteria.
	2	3		
	3	3		
Total		9		
3 - Effective Instruction	1	3	<ul style="list-style-type: none"> * Academic progress is monitored through discussions about student data in grade level meetings and with the leadership team. * Students not mastering basic skills are identified and provided with appropriate diagnostic assessments to target learning needs * While pockets of teachers are implementing best-practice instructional strategies, this is not pervasive school-wide. * The Road to Success data from the spring walkthroughs as compared to the fall data showed growth in all areas. 	<ul style="list-style-type: none"> * The meeting of small skill based groups and guided reading is intermittent in ELA and math. * Continue to refine the use of real time data to adjust instruction within classroom lessons.
	2	3		
	3	3		
	4	3		
	5	3		
	6	3		
Total		18		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	3	* The Principal ensures that teachers have access to 21st century resources, materials, and equipment to support instruction. * Staff collaborates to support intervention of students. There is a lunch intervention program supporting grades 2-4, enrichment program on Fridays, and afterschool writing program for ESL students. * Students word work is individualized through small groups using words their way program. * Students are able to get constant and immediate feedback and make adjustments to writing through Google classroom.	* Intervention systems should be outlined identifying entrance and exit criteria and progress needs to be maintained weekly through notes and a variety of assessments to ensure student growth.
	2	2		
	3	3		
	4	4		
	5	3		
Total		15		
5 - Effective Staffing Practices	1	3	* Collaboration of the coaching team provides resources to support instructional strategies to meet student needs through grade level meetings. * Professional development includes individual, collaborative, and shared reflective opportunities. * The Principal uses best practices to identify staff placements as needed, i.e. looping of fourth grade teachers.	* The school leadership needs to further refine a systematic approach to school wide walkthroughs and provide consistent feedback on a clear set of expectations and protocols. * Provide teachers with the opportunity to self reflect on professional development to differentiate professional development needs.
	2	3		
	3	3		
	4	3		
	5	3		
Total		15		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
6 - Enabling the Effective Use of Data	1	3	* School reviews multiple measures of data from a variety of programmatic resources, to analyze student misconceptions and target instructional strategies. * Teachers regularly review student writing to identify strengths, needs, and differentiation needed to meet standards.	* Data needs to translate from discussion into action within the classroom. There needs to be documented evidence that the analyzed data is being used to drive instructional practices and/ or change small grouping structures.
	2	3		
	3	3		
Total		9		
7 - Effective Use of Time	1	4	* Instructional time is protected and transitional times are limited. * Grade level meetings are devoted to teacher collaboration and clearly outlined and aligned to the School Improvement Plan.	* Continue to monitor all students that are two or more years behind in ELA or Math to assure they are enrolled in an intervention program that provides sufficient time for program implementation.
	2	4		
	3	4		
Total		12		
8 - Family and Community Engagement	1	4	* The use of parent portal has allowed for parents to have on-demand access to student academic information. * Parents and community members are actively involved in key student learning demonstrations such as Family Nights in Math and ELA; PARCC Info Nights; PTO Meetings; MECHA; Dual Language Events; church organizations and firefighters from the local Fire Department reading to students.	* Continue to grow the use and educate parents to utilize the parent portal for clear communication. * Continue to investigate partnerships that offer a range of student services (social/emotional) that address the needs of students and families proactively.
	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
Intervention Teacher	Literacy	No	35 Grade 1-3 students have been seen for Intervention this year. 7 out of the 18 (39%) students identified at the beginning of the year to receive services have reached criteria to exit the program. Currently 27 students are receiving intervention, 10 (37%) are expected to reach grade level (exit criteria).	Pre & post Literacy Lessons program data & DRA Data
ESL After School Program	Writing	Yes	For the 15/16 school year, sixteen 3rd to 5th grade ELLs attended the Grant School ESL Extended Day Program. Growth was measured using 3 data points: Johnston Spelling Inventory - words, Johnston Spelling Inventory - sounds and Writing as measured by the writing rubric of the WIDA consortium. 94% of participants improved on the words assessment, 94% of participants improved on the sounds assessment and 88% of participants improved as measured on the writing rubric.	Pre & post WIDA assessment data

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
Lunch Intervention	Reading/Comprehension	Yes	Intervention from 11/29/15 to present. Grades 2-3 Out of 20 students, 95% of students increased DRA levels from Fall to Mid-year, 70% increased more than one level. Grade 4 Out of 18 students 78% of students increased DRA levels from Fall to Mid-year, 22% increased DRA levels more than one level.	Fall & Mid-year DRA assessment levels
Reflex Math	Math fluency	Yes	62.9 average student fluency gains	Fluency data
IXL	Math Proficiency	Yes	Total amount of time spent practicing math on IXL: All Students- 3,566 hours 52 minutes; September- 116hr 53min - May 306hr 26 min; Grade 1: 428 hours 6 minutes-187 skills; Grade 2: 573 hours 44 minutes-332 skills; Grade 3: 540 hours 5 minutes practiced-340 skills; Grade 4: 554 hours 50 minutes-267 skills; Grade 5: 1236 hours 52 minutes-339 skills.	Proficiency by grade

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	14.9%	ELA: Grade 3-Standards with highest scores: L3.5.1, L 3.4.1, RL3.4.1 Standards with the lowest scores: RL3.9.3, RI3.9.1, RI3.2.3; Grade 4-Standards with highest scores: RI4.7, L4.5.3, L4.5.1; Standards with lowest scores: RL4.5.1, RI4.5.1, RI4.3.1; Grade 5-Standards with highest scores-RL.5.3.2, RI5.2.2, RL5.4.1; Standards with the lowest scores-RI5.6.2, RL5.9.1, RI5.3.1. Math: Grade 3-Standards with highest scores: 3.OA.3-4, 3.MD.4, 3.OA.4; Standards with the lowest scores: 3.C.5-2, 3.MD.7d, 3.C.6-2; Grade 4-Standards with the highest scores: 4.Int.2, 4.NF.1-2, 4.NBT.Int.1; Standards with the lowest scores: 4.MD.2-1, 4.C.4-2, 4.MD.1; Grade 5-Standards with the highest scores: 5,NBT.3b, 5.NF.1-3, 5.NBT.1; Standards with the lowest scores: 5..NF.6-2, 5.MD.1-2, 5.D.1	ELA: In all grades, Language appears to be one of the stronger standards while Reading Information text was one of the lowest achieving standards. Math: In Grade 3, Operations & Algebraic Thinking and Measurement & Data were the lowest achieving standards, while in Grade 4 and 5, Number & Operation in Base Ten and Fractions were the lowest.
		School-wide Math	8.8%		
		School-wide Algebra 1			
		School-wide Algebra 2			
		School-wide Geometry			

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level	Student Growth in Language Arts	42.0		
		Student Growth in Math	38.0		
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				

Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data necessary)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5		
Benchmark Assessment (Proficiency) ELA Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	K	25%	59.7%	66.1%	88.7%	90.63%		In Kindergarten & Grade 1, percentage of students passing increased over each cycle. In Grades 2-5, percentage of student passing increased Cycle 1 to Cycle 2, & then decreased Cycle 3.
		1	25%	55%	66.6%	68.4%	66.1%		
		2	27%	62.2%	38.3%	41.5%	52.5%		
		3	8%	46.8%	19%	0%	9.09%		
		4	19%	16.4%	12.1%	0%	6.78%		
		5	20%	40.3%	11.5%	0%	18.92%		
		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	86%	62%	89.3%	81.5%	85.94%		The lowest cycle for each grade level except Kindergarten(cycle 2) was Cycle 1. Four out of six grade levels had their highest cycle in 3. Grade 1 was cycle 4 and grade 5 was cycle 2. Grades 1, 3 and 4 has shown an increase at cycle
		1	46.7%	57%	85.7%	91.8%	96.72%		
		2	12.4%	32%	35%	26%	29.11%		
		3	0%	30%	31.7%	0%	17.54%		
		4	4.4%	16%	45.3%	0%	24.24%		
		5	7.5%	23%	17.1%	0%	23.29%		
		6	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	0%	0%	0%	0%		
		10	0%	0%	0%	0%	0%		
		11	0%	0%	0%	0%	0%		
		12	0%	0%	0%	0%	0%		

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

CLIMATE & CULTURE				
Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
Enrollment	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup		Enrollment Totals: 485 Students Two largest student populations are Hispanic/Latino: 264 Students (55%) and Black: 88 Students (18%). Special Education: 104 Students (21%)	Student population consistently ranges between 480 and 495 students.
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions		485 students on roll at Grant School. 94.28% average daily attendance, 27.42% of enrolled students are classified as special education, 36.91% of enrolled students are ELLs. 13.81% of enrolled students are chronically absent.	Transportation delays with busing (special ed students) Special Ed. Program Change Chronically Ill Outside agency support (medical treatment/therapy), during school hours. Resulting in students being marked absent.

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		Chronic Absenteeism according to Edconnect is at 13.81%. By grade - starting with the highest percentage of chronically absent. K 18.21%, 4th grade 15.38%, 2nd grade 14.29, 1st grade 13.89%, 3rd grade 12.86%, 5th grade 8.79%.	Chronically Ill Agency support (drs; /therapy), during school hours, for spe. Ed students Not home school, too far from students home, but school with space Kindergarten students continues to have the highest chronic absence rate at 18.42%. Followed by 4th grade with 15.38%. 5th grade has the lowest percentage of chronic absence with 8.79%.
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism		Faculty percentage of attendance, as of June 13th, is at 93.03%.	Attendance rate continues to drop as job actions are taken by paraprofessional group resulting in an decrease of the attendance rate.

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
Discipline	<p>The number of suspensions, expulsions, and incident reports</p> <ul style="list-style-type: none"> *Identify types of incidences *Identify patterns by subgroup *Identify chronic offenders 		<p>Discipline Summary Report NVA = 41 VA = 14 No subtype = 119 Total = 174 discipline events to date. 28 Total suspensions to date. Monthly average of 3.5 suspensions. 28 Black Males out of 177 reported log entries, was the highest reported for incidences. Followed by 20 Hispanic Males and 11 Black Females. Wherein, the lowest category for discipline action was Hispanic females with 3 entries.</p>	<p>Number of incident reports peaked in October for 2015 and February for 2016.</p>

Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data necessary)	Observations / Trends
		Domain	ES	MSHS	Parents	Staff		
NJSCS Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions' of students *Identify perceptions' of family	Participation Rate	95%	0%	31.97%	86%		
		Physical Environment	78.3	0	77	49.1		
		Teaching and Learning	84.2	0	79.2	65.4		
		Morale in School Comm.	82	0	75.3	64.8		
		Student Relationships	60.2	0	76.9	68.9		
		Parental Support	95.9	0	78.9	67		
		Safety	79.8	0	76	75.7		
		Emotional Environment	72.7	0		64.3		
		Administrative Support				68.6		

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

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

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

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data		Your Data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the 2014 - 2015 school year *Identify instructional trends *Identify professional development needs	% of teachers on CAP YTD	3.7%	47 teachers on staff. All staff received 2-3 observations as required by district policy. Observation round 1: 8/43 teachers scored below a 3. No one scored a 2.65 or lower. Average score 3.15. Observation round 2: 4/43 scored below a 3. No one scored a 2.65 or lower. Average score 3.23.	Designing assessments and using them during instruction continues to be an area of relative weakness.

OTHER INDICATORS			
Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
Mid-Year DRA Assessment	Students receiving instruction in two languages in Grades K-3 (Dual Language) Bilingual student population	Percent of students reading at or above grade level increased from fall to mid-year assessment +14%. Percent of students reading at or above grade level increased in Grade 5- +24%, in Grade 1- +15% and Grade 1- +14%. Grade 3 (-5%) and Grade 4 (-3%) saw a decrease in percentage of students reading at or above grade level. 100% of Grades 4-5 bilingual students reading more that 1/2 year below grade level.	40% of K-5 students reading at or above grade level based on the mid-
iReady Assessment	Not appropriate for lower grades for true validity of student performance	Percent of students performing on or above grade level increased from the fall to mid-year assessment +20% points. By grade level- K +55%, Grade 1 +11% points, Grade 2 +9% points, Grade 3 +10% points, grade 4 +21% points, and grade 5 +18% points	24% of K-5 students are performing on or above grade level after second

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)	Low achievement levels on district and school-based assessments. Of the 377 general education and inclusion students evaluated for mid-year DRA, 19% of Grant students are exceeding grade level reading expectations, 21% are reading on grade level and 60% are behind grade level reading expectations.	Depth of knowledge of teaching literacy content skills aligned to the Common Core Fidelity of the Literacy Block Literacy benchmark assessments being available only in English for students limited in the language	Gen Ed Bilingual Spec Ed	1 Group, implement and monitor targeted Guided Reading and/or skills based small instructional groups according to student levels as measured by DRA, Word Analysis and formative assessments, meeting with groups a minimum of three times a week.	6 - Enabling the Effective Use of Data	
				2 Use of PLC sessions to engage teachers in planning and adjusting instruction by breaking down standards, designing learning and analyzing student work.		3 - Effective Instruction
				3 Develop, implement and monitor teacher practice in close reading and writing within the areas of ELA, Science and Social Studies classrooms.		3 - Effective Instruction

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Math (TP3, TP4)	31% of students are two or more years below grade level during the second administration of the assessment. (Feb)	Depth of knowledge of teaching math content aligned to the Common Core Lack of designing instruction to meet the needs of all levels of students in the classroom Lack of availability of Tier III intervention	Gen Ed Bilingual Spec Ed	1 Implementation of Number Talks that follows a cycle of professional development which consists of walkthroughs, feedback and targeted support to improve instruction as related to Number Sense	3 - Effective Instruction
				2 Analysis of student work to inform teacher planning and instruction for all students within the class through the use of the Standards Based Tasks and Assessments.	6 - Enabling the Effective Use of Data
				3 Development of teacher practice on ensuring the Common Core State Standards are taught and learned through professional development followed by a consistent process of walkthroughs, feedback and targeted support.	3 - Effective Instruction

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Climate & Culture (TP2)	The percentage of chronically absent students hovered between 12% to 15% over the course of the year. Climate & Culture procedures must be adhered to by all staff. 4.7% of all students have been suspended during the 2015-2016 school year. Fidelity with the Climate & Culture Plan will decrease chronic absenteeism, discipline referrals and suspensions.	<p>Fidelity with the revised 16/17 climate and culture plan. More specific expectations for positive behavior supports including the enhancement of incentives.</p> <p>Procedures for the review of incident reports needs to be reviewed and tweaked.</p> <p>More in-house supports need to be identified. Such as clear guidance counselor referral process and when does building admin get involved versus expectations for teacher and parent engagement.</p>	Gen Ed Bilingual Spec Ed	1	Establish a welcoming school environment that is well-branded.	2 - School Climate and Culture
				2	Plan school initiatives that facilitate buy-in from all stakeholders.	5 - Effective Staffing Practices
				3	Plan for a comprehensive communication and monitoring plan for student attendance. Share data with parents and train students in good attendance behaviors. Use school messenger and parent liaison to improve chronic absenteeism rate.	8 - Family and Community Engagement
Select From List				1		0 - --
				2		0 - --
				3		0 - --

SMART Goal 1

By June 2017, Grant Elementary School will implement the Balanced Literacy Block in accordance with the instructional framework with fidelity in all classrooms which will result in 70% of Kindergarten-Grade 5 students meeting their DRA growth goals according to data set in October 2016/February 2017.

Performance Challenge: Low achievement levels on district and school-based assessments. Of the 377 general education and inclusion students evaluated for mid-year DRA, 19% of Grant students are exceeding grade level reading expectations, 21% are reading on grade level and 60% are behind grade level reading expectations.

Strategy 1: Group, implement and monitor targeted Guided Reading and/or skills based small instructional groups according to student levels as measured by DRA, Word Analysis and formative assessments, meeting with groups a minimum of three times a week.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Strategy 2: Use of PLC sessions to engage teachers in planning and adjusting instruction by breaking down standards, designing learning and analyzing student work.

Turnaround Principle: 3 - Effective Instruction

Strategy 3: Develop, implement and monitor teacher practice in close reading and writing within the areas of ELA, Science and Social Studies classrooms.

Turnaround Principle: 3 - Effective Instruction

Target Population: Gen Ed
Bilingual
Spec Ed

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	By the end of October 2016, 100% of Grades 1-5 students will have a base line to determine their DRA levels and goals established for individual growth for the school year. 65% of ELA classrooms will implement the Balanced Literacy block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0.	Classroom Walkthrough Data Fall DRA Data
EOC 2	By February 2017, 75% of ELA classrooms will implement the Balanced Literacy block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0. 100% of Kindergarten students will have a base line to determine their DRA levels and goals established for individual growth for the school year.	Classroom Walkthrough Data Mid-Year DRA Data
EOC 3	By April, 60% of Grades 1-5 students will reach their mid-year DRA level goals set during EOC1. 80% of ELA classrooms will implement the Balanced Literacy block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0.	Classroom Walkthrough Data Mid-Year DRA Data
EOC 4	By June 2017, Grant Elementary School will implement the Balanced Literacy Block in accordance with the instructional framework with fidelity in all classrooms which will result in 70% of Kindergarten-Grade 5 students meeting their DRA growth goals according to data set in October 2016/February 2017.	Classroom Walkthrough Data Spring DRA Data

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Continue the Readers Workshop model so that students are 1) reading for a purpose; 2) responding to reading in a readers notebook; 3) utilizing Raz-Kids as technology intervention and 4) in a guided reading/skills based small group. Extended Day Program for ELA. 5 teachers @ 35 hours X \$42. (if funds become available - blended funds)	3 - School Climate and Culture	10/4/16	6/15/17	Literacy Leader Teachers Principal
2	1	DRA implementation plan that includes training as needed, spot-checking of DRA assessments and grade level review of assessment results.	3 - School Climate and Culture	10/4/16	3/31/17	Literacy Leader Teachers Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	1	Create targeted guided reading plans and the taking of anecdotal notes to adjust instruction and measure guided reading effectiveness.	3 - School Climate and Culture	10/4/16	6/15/17	Literacy Leader Teachers Principal
4	1	Dual language support with curriculum expectations. Dual Language professional development support for all staff working with ELL population (Title 2 & 3) (\$4420 - if funds become available)	3 - School Climate and Culture	11/1/16	6/16/17	Literacy Leader Teachers Principal ESL Support
5	2	Analyze DRA miscue analysis and word analysis tasks to plan for differentiation and guided reading instruction.	6 - Effective Staffing Practices	10/28/16	6/15/17	Literacy Leader Teachers Principal
6	2	Identify trends among grade levels to adjust teaching for intervention and for additional professional development needs	1 - --	10/28/16	6/15/17	Literacy Leader Teachers Principal
7	2	Quarterly reflection of guided reading, conferencing and running record notes to identify trends and movement of groups.	6 - Effective Staffing Practices	11/30/16	6/15/17	Literacy Leader Teachers Principal
8	2	Unpack upcoming units to identify reading strategies that students will need to master and utilizing The Reading Strategies Book to plan for instruction.	4 - Effective Instruction	9/30/16	6/15/17	Literacy Leader Teachers Principal
9	2	Normatively score and reflect on Checks for Understanding and benchmark data.	6 - Effective Staffing Practices	11/1/16	6/15/17	Literacy Leader Teachers Principal
10	3	Professional development and PLCs focusing on the texts: Text Dependent Questions and Great Habits, Great Readers. Professional Development on Guided Reading, Close Reading and Writing Workshop. (if funds become available) \$4420.	3 - School Climate and Culture	11/1/16	6/15/17	Literacy Leader Teachers Principal
11	3	Use of signposts strategy to support students with close reading and responding to text.	3 - School Climate and Culture	11/1/16	6/15/17	Literacy Leader Teachers Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
12	3	Coaching cycle goals based on implementation of balanced literacy block, guided reading and Lucy Calkins writing.	3 - School Climate and Culture	10/4/16	6/15/17	Literacy Leader Teachers Principal
13	3	Integrate Lucy Calkins checklists and rubrics into mini-lessons and provide students with exemplar samples of writing at the beginning of each unit.	3 - School Climate and Culture	10/4/16	6/15/17	Literacy Leader Teachers Principal
14	3	Promote the growth of students academic vocabulary through close reading of grade level text by identifying core content vocabulary.	3 - School Climate and Culture	11/30/16	6/15/17	Literacy Leader Teachers Principal
15	1	Purchase computers and related supplies to support effective technology integration in every classroom	3 - School Climate and Culture	3/1/17	5/31/17	Principal

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Extended Day Program for ELA. 5 teachers @ 35 hours X \$42. (if funds become available - blended funds)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$7,350	State/Local
1	Literacy Leader salary to provide high quality PD	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$86,090	Federal Title I (School Allocation)
1	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$18,023	Federal Title I (School Allocation)

SMART Goal 2

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

Performance Challenge: 31% of students are two or more years below grade level during the second administration of the assessment. (Feb)

Strategy 1: Implementation of Number Talks that follows a cycle of professional development which consists of walkthroughs, feedback and targeted support to improve instruction as related to Number Sense

Turnaround Principle: 3 - Effective Instruction

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

Turnaround Principle: 6 - Enabling the Effective Use of Data

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

Turnaround Principle: 3 - Effective Instruction

Target Population: Gen Ed
Bilingual
Spec Ed

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
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End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>75% of students in Kindergarten will score proficient on a district common assessment.</p> <p>70% of students in grade 1 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>50% of students in grade 2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>20% of students in grade 3 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>40% of students in grade 4 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>30% of students in grade 5 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p>	Common Assessments

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	<p>80% of students in Kindergarten will score proficient on a district common assessment.</p> <p>73% of students in grade 1 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>55% of students in grade 2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>25% of students in grade 3 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>45% of students in grade 4 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>35% of students in grade 5 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p>	Common Assessments

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	<p>85% of students in Kindergarten will score proficient on a district common assessment.</p> <p>76% of students in grade 1 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>60% of students in grade 2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>30% of students in grade 3 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>50% of students in grade 4 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p> <p>40% of students in grade 5 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards</p>	Common Assessments
EOC 4	By June 2017, students in grades 3-5 will increase an average of 10 percentage points on the Numbers and Operations in Base Ten (NBT) standards as compared to the 2016 PARCC.	PARCC Assessment

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Math leader and principal assess the school to determine what teachers are successfully implementing Number Talks in their classroom 3-5 times per week. Extended Day Program for ELA. 5 teachers @ 35 hours X \$42. \$2210.	3 - School Climate and Culture	10/4/16	11/11/16	Math Leader, Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	1	Math leader and/or district supervisor, and RAC math specialist coach teachers individually and by grade level on the implementation and planning of lessons	3 - School Climate and Culture	9/13/16	6/1/17	Math Leader
3	1	Create and implement a Number Talk inventory to monitor progress of teacher	3 - School Climate and Culture	9/13/16	6/1/17	Math Leader, Principal
4	1	Implement individualize action plans for supporting teacher growth (progress) as related to Number Talk	3 - School Climate and Culture	10/4/16	1/5/16	Math Leader, Principal, Teacher
5	1	Principal ensures lesson plans reflect that Number Talks are planned for with strategy and problem 3-5 days a week	3 - School Climate and Culture	9/13/16	6/1/17	Principal, STEM Supervisor
6	1	Principal, math leader, STEM supervisor and RAC math specialist monitor implementation of Number Talks through classroom visits and provide feedback to teachers	3 - School Climate and Culture	10/4/16	6/1/17	Principal, Math Leader, STEM Supervisor, RAC math specialist
7	2	Continue to develop PLC norms to review student work on a monthly basis	6 - Effective Staffing Practices	10/4/16	6/1/17	Principal, Math Leader
8	2	Train teachers on Close Reading in Mathematics. Professional Development on Close Reading in Math (Title II) if funds become available \$2210)	3 - School Climate and Culture	9/6/16	10/31/16	Math leader, principal, teacher
9	2	Implement and monitor the use of Close Reading strategies to solve type II and III math questions	3 - School Climate and Culture	11/1/16	6/1/17	Math Leader, Principal, Teacher
10	2	Through data analysis, use student work from assessments including Type I, II, and III questions to determine when re-teaching needs to take place	3 - School Climate and Culture	10/4/16	6/1/17	Teacher
11	2	Develop lessons that include small group instruction on a daily basis	3 - School Climate and Culture	9/6/16	6/1/17	Teacher, Math Leader
12	2	Develop enrichment & interventions activities based on student needs and relevant data after the mid-year I-Ready assessment	3 - School Climate and Culture	10/11/16	6/1/17	Teacher, Math Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	3	Math department development of content specific PDs for each grade level major standards by unit to be shared with teachers. Professional Development on Math Content (if funds become available \$2210).	3 - School Climate and Culture	9/6/16	6/1/17	Teacher, Math Leader, RAC Math Specialist, STEM supervisor
14	3	Survey teachers on professional development needs on teaching identified English Learners	6 - Effective Staffing Practices	9/6/16	6/1/17	Math Leader, RAC Math Specialist, RAC ELL specialist, district SIOP teachers
15	3	Use of ACCESS for ELLs data to understand the English language proficiency of students identified as English Learners to implement classroom strategies to support students	6 - Effective Staffing Practices	9/6/16	6/1/17	Teacher, district SIOP teachers
16	3	Use CAN DO Descriptors to support differentiated instruction for students identified as English Learners to implement classroom strategies to support students	6 - Effective Staffing Practices	9/6/16	6/1/17	Teacher, district SIOP teachers
17	3	Develop a calendar of when professional development can be provided for the school year aligned with the units of instruction	7 - Enabling the Effective Use of Data	8/1/16	9/30/16	Math Leader, Principal
18	3	Math Leader, STEM supervisor, and RAC math specialist provide training to teachers aligned to skills for the unit prior to the start of the new unit	3 - School Climate and Culture	9/6/16	6/1/17	Math Leader, STEM supervisor, RAC Math Specialist
19	3	Analysis of data (touchpoints, benchmarks, walkthroughs) from various assessments given throughout the unit to determine where additional support and training is needed	6 - Effective Staffing Practices	9/6/16	6/1/17	Teacher, Principal, Math Leader
20	3	Classroom walkthroughs by Math leader, STEM supervisor, RAC math specialist, and Principal to ensure content is being appropriately taught	3 - School Climate and Culture	9/6/16	6/1/17	Principal, Math leader, STEM supervisor, RAC Math Specialist

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
21	2	Purchase computers and related supplies to support effective technology integration in every classroom.	3 - School Climate and Culture	3/1/17	5/31/17	Principal

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Math Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$94,015	Federal Title I (School Allocation)
1	Math Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$15,782	Federal Title I (School Allocation)

SMART Goal 3

By June 23, 2017, to improve the climate and culture at Grant School, the suspension rate will be reduced by 5% as compared to the 15-16 end of year suspension rate and the chronic absenteeism rate will be reduced by 10% as compared to the annual rate in the 15-16 school year.

Performance Challenge: The percentage of chronically absent students hovered between 12% to 15% over the course of the year. Climate & Culture procedures must be adhered to by all staff. 4.7% of all students have been suspended during the 2015-2016 school year. Fidelity with the Climate & Culture Plan will decrease chronic absenteeism, discipline referrals and suspensions.

Strategy 1: Establish a welcoming school environment that is well-branded.

Turnaround Principle: 2 - School Climate and Culture

Strategy 2: Plan school initiatives that facilitate buy-in from all stakeholders.

Turnaround Principle: 5 - Effective Staffing Practices

Strategy 3: Plan for a comprehensive communication and monitoring plan for student attendance. Share data with parents and train students in good attendance behaviors. Use school messenger and parent liaison to improve chronic absenteeism rate.

Turnaround Principle: 8 - Family and Community Engagement

Target Population: Gen Ed
Bilingual
Spec Ed

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	100% of staff will be oriented and trained on the CC Plan, Attendance protocols and interventions, and data tracking to lead our school toward our overall CC SMART Goal.	Completed climate and culture plan, Process to track and analyzed climate data detailed in climate & culture plan. Evidence includes reports submitted to staff members.

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	Accountability for the implementation of the training will be monitored through at least 25% of the classes being visited weekly by the administration and the suspension rate being reduced by 3% as compared to the same time last year and the chronic absenteeism being reduced by 6% as compared to the same time last year.	completed analysis and sharing of information linked to attendance, suspension, and referral data. Log sheets from school messenger showing use of system for attendance phone calls. Completed walkthrough tools.
EOC 3	Complete review of data from walkthroughs and climate plan. All students receive a monthly attendance report. Monthly discipline data shared with school community. Suspension rates will be reduced by 4% as compared to the same time last year and student chronic absenteeism will be reduced by 8% as compared to last year.	completed attendance reports, monthly discipline data - letters to parents, detention room in use.
EOC 4	By June 23, 2017, to improve the climate and culture at Grant School, the suspension rate will be reduced by 5% as compared to the 15-16 end of year suspension rate and the chronic absenteeism rate will be reduced by 10% as compared to the annual rate in the 15-16 school year.	review of discipline, attendance and referral data. Share with school community changes in climate as evidence through reduced discipline referrals.

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	SLT and PBIS team revises school climate plan based on PBIS survey conducted Spring 2015. Revise discipline tracking system - (referrals input into powerschool - create at-risk student folders and action plan.)	1 - --	7/12/16	10/4/16	SLT Chair Climate and Culture Team, Techers.
2	1	Climate Plan subcommittee finalizes climate plan and presents the plan to staff at summer professional development academy and/or inservice date. Plan includes branding of the school and nonnegotiable items all staff must implement. Plan includes positive behavior supports and student recognition procedures.	2 - School Leadership	7/12/16	10/4/16	SLT Chair Climate and Culture Team Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	1	Administration reviews climate plan with all staff during opening of school meetings (PLCS). Copies of climate plan are shared with all staff, parents and students. Principal and school counselor meet with each grade level to ensure students understand the plan's incentives and consequences.	1 - --	9/6/16	9/30/16	Administrative Team
4	1	Teachers implement the plan (classroom, hallways, bathrooms and cafeteria). Review implementation at PLCs and make adjustments as required.	5 - Curriculum, Assessment and Intervention System	9/6/16	6/30/17	Grant School Staff
5	1	Revise the 15/16 procedure to track suspension and discipline referral rate. Align to I&RS procedures with case manager for all repeat offenders.	2 - School Leadership	9/6/16	9/30/16	School Counselor
6	1	Continue established system to track attendance via front office powerschool procedures. Monitor attendance at the student level and coordinate with attendance officers as required. Establish parent liasion and community support for students exhibiting patterns of chronic absenteeism. (if funds become available - Communications to Parents via calendar, recognition events, and other outreach. \$2591	6 - Effective Staffing Practices	9/6/16	10/28/16	Parent Liasion
7	1	Share data on discipline and attendance with staff and school community.	8 - Effective Use of Time	11/1/16	11/30/16	Administration
8	2	Develop a comprehensive calendar that covers the school year. Indicate when student recognition ceremonies are scheduled and process to nominate students for recognition ceremonies.	7 - Enabling the Effective Use of Data	9/6/16	9/30/16	Programs Committee Student Recognition Committee
9	1	Complete walkthroughs focused solely on implementation of the plan. Establish look-fors developed from the climate and culture plan.	1 - --	10/4/16	6/6/17	Administrative Team Staff
10	1	Analyze data, discipline, attendance and walkthroughs to identify areas of weakness to remediate.	6 - Effective Staffing Practices	11/1/16	11/30/16	Administrative Team Staff
11	1	Implement plan for remediation. Connect with staff who are struggling with the plan and pair up staff to support struggling teachers	2 - School Leadership	11/1/16	11/30/16	Administrative Team Staff
12	3	Develop process to analyze referrals. Include a focus on grade level, gender, ethnicity, location of offense, time of offense, type of offense	2 - School Leadership	11/30/16	12/30/16	Administrative Team Staff

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	3	Analyze discipline data monthly and follow-up with appropriate staff.	6 - Effective Staffing Practices	1/3/17	1/31/17	Administrative Team Staff
14	3	Execute robocalls linked to attendance reports. Teachers submit accurate attendance. Robocall (via school messenger) sent out to the parents of absent students.	7 - Enabling the Effective Use of Data	9/6/16	6/30/17	Front Office Staff Administrative
15	3	Institute monthly attendance reports for all students enrolled at Grant School. Include statistics on average daily attendance rates.	8 - Effective Use of Time	10/4/16	6/30/17	Front Office Staff Administrative
16	3	Institute monthly discipline referral with detention and suspension update	2 - School Leadership	12/1/16	1/31/17	Front Office Staff Administrative
17	3	Institute afterschool detention room for 2-5 grade students. Ask staff to volunteer for supervision duty.	2 - School Leadership	10/4/16	6/6/17	Front Office Staff Administrative
18	3	Coordinate interim reports and report cards with attendance updates.	2 - School Leadership	10/4/16	6/6/17	Front Office Staff Administrative

< SMART Goal 3 - Budget Items: NO DATA >

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	Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$660.00	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: Alfonso Q. Llano Jr.

Date: 2016-08-22