

Luis Munoz-Rivera MS

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210240

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
Climate/Culture Leader	Rayna Culver	Yes	Yes	Yes		
Math Leader	Melanie Taylor	Yes	Yes	Yes		
Literacy Leader	Martha Higginbotham	Yes	Yes	Yes		
Algebra Teacher/SLT Chair	Fred Green	Yes	Yes	Yes		
Social Studies Teacher/SLT Co Chair	Victor Farnath	Yes	Yes	Yes		
Special Ed Teacher/SLT	Caryn Bester	Yes	Yes	Yes		
Special Ed ELA/TEA	Denise Davis	Yes	Yes	Yes		
Science	Marc Rubinstein	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
Guidance Department	Howard Marks	No	No	No		
Art	Robert Esposito	No	No	No		
Community Partner	Anniesha Walker	No	Yes	Yes		
Principal	Bernadette Trapp	Yes	Yes	Yes		
Vice Principal	Benjamin Ons	Yes	Yes	Yes		
Parent Liaison	Crystol Dyous	Yes	No	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
04/11/2016	Quality School Review / Needs Assessment	Yes	Yes
04/18/2016	Data Review and Analysis	Yes	Yes
05/09/2016	Plan Development	Yes	Yes
05/16/2016	Plan Development	Yes	Yes
04/26/2016	Plan Development	Yes	Yes
04/21/2016	Plan Development	Yes	Yes
06/01/2016	Plan Development	Yes	Yes
05/26/2016	Plan Development	Yes	Yes

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	3	<p>The principal used multiple sources of school data to develop the school vision and mission; it is clearly articulated and includes a focus on healthy social/emotional development.</p> <p>The principal has on-demand access to and is using a comprehensive set of disaggregated data to identify and monitor a select number of school-wide priorities for instructional improvement. [6.2]</p> <p>The Spring Road to Success report, Observable Characteristics in the Classroom demonstrated a 100% reduction in underdeveloped ratings from 5 to, 0 as compared to the fall 2015 report. The report further identified a growth of 18% from 42 (65%) to 53(83%) the number of areas identified as well-developed or exemplary as compared to the fall 2015 report. Further, the number of text dependent questions increased from 4 in the fall to 28 in the spring.</p>	<p>In collaboration with all stakeholders create and implement a school Belief Statement that codifies expectations of each stakeholders role in ensuring students are College and Career Ready.</p> <p>In collaboration with all stakeholders create and implement daily rituals of the school that support the Belief Statement</p> <p>Implement consistently the Reflective Instructional Supervision cycle of; data analysis, walkthroughs, observation, feedback, professional development, evaluation and loopbacks.</p> <p>Consistently ensure teacher's teams plan and create demanding material and assessments aligned to the CCSS; engage in inquiry about instructional improvement; execute agreed upon practices in every classroom.</p> <p>Consistently confirm student learning outcomes can be linked to improvements in teacher practice.</p>
	2	3		
	3	3		
	4	2		
	5	2		
	6	2		
	7	2		
	8	3		
	9	3		
	10	3		
Total		26		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	3	<p>Indicators of a safe, orderly and equitable learning environment are established. Goal setting and data collection and analysis is used to determine progress towards goal attainment; adjustments to strategies are made based on analysis of evidence.</p>	<p>Create and implement processes that will ensure:</p> <ul style="list-style-type: none"> o Teachers and students receive consistent feedback around instructional practices, including discussions of specific student work and data. o There are consistent structures for instructional differentiation to meet all students' needs and to ensure that all students master content. [2.2] o Professional development to build teachers capacity to respond to classroom infractions and leaders' ability to give feedback to teacher's response to classroom incidents is given.
	2	2	<p>The Physical Environment has improved in; cleanliness, branding and celebration, as a result of a consistent focus on teacher /student relationship building.</p>	
	3	2	<p>The Spring Road to Success score for Observable Characteristics of Common Spaces; found four of the five areas as well-developed. Growth occurred in Building Front Interior and Student Cafeteria from developing to well-developed.</p>	
Total		7		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
3 - Effective Instruction	1	2	<p>Administrators allocate and adapt instructional supports based on data from their Administrative walk-throughs.</p>	<p>3.2 Supporting teacher's use of instructional frameworks that are infused into every lesson; teachers displaying mastery of instructional Strategies that actively engage students in their own learning.</p> <p>Continue professional development and feedback on teachers implementation of:</p> <ul style="list-style-type: none"> o Teacher using DOK questions and Task; Students responding to teacher and peer o Text Based questions with precision and evidence. o Provide professional development and feedback on teachers implementation of : <ul style="list-style-type: none"> o Approved District Middle Math Curriculum-Three Math Priorities, Math Language o A Middle School Balanced Math Instructional Framework (including -Concrete, Pictorial , Abstract) o A Middle School Balanced Literacy Instructional Framework (including Close Reading of Text).
	2	2	<p>Principal verifies content knowledge through informal and formal observations supplemented with observations by the administrative team.</p>	
	3	2	<p>Leader walk-throughs are scheduled and conducted, focusing on general best practices for teachers.</p>	
	4	2		
	5	2		
	6	2		
Total		12		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	2	<p>Teachers implement ELA & Math common assessments and district formative assessments linked to the CCSS aligned curriculum.</p>	<p>Provide professional development, and feedback, on:</p> <ul style="list-style-type: none"> o Creating a viable Curriculum and Refining the PLC Process o Creating CCSS aligned unit and lesson plans that include a daily PARCC like assessment of the taught objective; inclusive of clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.
	2	2		
	3	2	<p>Formative assessment data is collected across grade- levels and returned to teachers in a teacher-friendly manner for timely analysis.</p>	
	4	2		
	5	2	<p>The school budget and expenditures ensure resources are available and aligned to school priorities.</p>	
Total		10		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
5 - Effective Staffing Practices	1	3	<p>Processes are in place to identify staffing needs proactively and early. Recruitment for candidates includes, but are not limited to, traditional venues.</p>	<p>Teachers consistently receive constructive feedback, support and follow-up to ensure instructional improvement</p> <p>Multiple data sources and opportunities are used to observe and provide feedback to teachers, including teacher practice inputs and student learning outcomes</p>
	2	2		
	3	2	<p>Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data and classroom observations.</p>	
	4	3		
	5	2	<p>Teacher driven professional development has included student data and the correlation of teacher practice to improvement of student learning outcomes</p>	
Total		12		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
6 - Enabling the Effective Use of Data	1	3	<p>Monthly data meetings are scheduled to support the analysis of both qualitative and quantitative data to support the academic and social/emotional development of students.</p> <p>Principal focus on Math Foundational Skills evidenced growth on both EUA 2 and iReady Winter Diagnostic.</p> <p>Climate and culture surveys are given to students, families, teachers and other stakeholders and the results analyzed as a community and responses for improvement are developed and implemented</p>	<p>Data Mining to support the use of data by classroom teachers as a mechanism for daily adjustments in the delivery of the curriculum to best meet student's needs; use of PLC time to analyze data.</p>
	2	2		
	3	2		
	Total			
7 - Effective Use of Time	1	3	<p>ELA and Math teachers have common planning periods and meet weekly for PLC. Teachers have planning time for grade/content meetings.</p> <p>The schedule allows for Attendance recovery that does not interrupt core content time.(Saturday Attendance Recovery)</p>	<p>Create and implement an instructional schedule that includes an RTI period.</p>
	2	2		
	3	3		
	Total			

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
8 - Family and Community Engagement	1	2	<p>Principal cultivated a partnership with Mercer Street Friends, which culminated in a multimillion dollar grant for the organization to provide multilevel social service supports to the students and families of Rivera middle school. The school was officially rededicated by the District as Luis Munoz Rivera Community Middle School.</p>	<p>Implement monthly parent activities that engage both staff and parents in communicating and working together to improve student achievement</p> <p>Include parents in instructional decisions through regularly scheduled parent-teacher conferences, progress reports, report cards and participation in academic Parent Academy activities. .(Parent Good News Post Cards)</p>
	2	2		

Turnaround Principle Indicator Description

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

Turnaround Principle Indicator Description

- 7.3 The master schedule is clearly structured and designed to meet the professional development needs of staff.

- 8.1 Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students progress in order to increase student learning for all students.

- 8.2 Community groups and families of students who are struggling academically and/or socially are active partners in the educational process and work together to reduce barriers and accelerate the academic and personal growth of students.

Rating Description

- 0 None Selected

- 1 Underdeveloped

- 2 Developing

- 3 Proficient

- 4 Well Developed

Data Analysis

PRIOR YEAR INTERVENTIONS				
Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
Small Group Instruction	Math/ELA	Yes	PD was provided by TCNJ and ELA/MATH leaders in the implementation of Small Group Instruction and Collaborative Group work.	Walk Throughs, Formal Observations, QSR Feedback
Check and Connect	Chronic Absenteeism	Yes	Staff and Volunteer mentors were formally trained via our Community School Partner (Mercer Street Friends). This training began in September of 2016. Out of the 24 students identified as having the highest percentage of absences 7 improved their absenteeism and ended the year with LESS than a 15% absentee rate.	ADA Reports and Check and Connect Logs.
iReady Assessments and Interventions	ELA and MATH	Yes	Due to a delay in the RFP process iReady was not available until January, a Pre Assessment was provided and interventions used.	Pre-Post Assessment Comparison
Close Reading	ELA/Social Studies/Science	Yes		

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes

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	8.7%	ALGEBRA 1 25% Met or Exceeded Standards	It was difficult to identify trends due to the fact that we were comparing two very different tests with very different proficiency expectations. Algebra 1 was in its first year but performed well in comparison to the State regarding Algebra 1 scores.
		School-wide Math	3.0%		
		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	MATH 13.14 14.15 Math SG Indicator 34 38 Growth 4 Peer % Math 26 42 Growth 12 State % Math 9 21 Growth 12 STATE GOAL 35 35 MET GOAL NO YES ELA 13.14 14.15 ELA SG Indicator 38 42 Growth 4 Peer % ELA 36 42 Growth 6 State % ELA 11 28 Growth 17 STATE GOAL 35 35 MET GOAL YES YES	It was difficult to identify trends due to the fact that we were comparing two very different tests with very different proficiency expectations. However, the State Performance report does indicate that there has been growth from 13-14 to 14-15 in the Peer/State Percentiles for Student Growth Indicators in BOTH Math and ELA and that there has been noted growth on both areas. Targets for Student Growth were met in the 14-15 school year.
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	0%	0%	0%	0%	0%	Cycle 2 DATA 6th-35.40% 7th-14.05% 8th-10.67% Cycle 3 DATA 6th-12.50% 7th-11.20% 8th-22.45% Cycle 4 (NOT GIVEN) Cycle 5 (IN PROGRESS)	<p>Trends indicate that in Grade 6 there was growth from 1-2 and a decline from 2-3. There was a loss of a 6th Grade ELA Teacher ion Grade 6 between cycle 2-3.</p> <p>Trends indicate that in Grade 7 there was growth from 1-2 and a small decline from 2-3.</p> <p>Trends indicate that in Grade 8 there was decline from 1-2-3 there was a loss of BOTH ELA teachers throughout these cycles at various times.</p> <p>The Literacy leader was on Medical Leave from September 2015 to April of 2016. This effected the support provided to the teachers. A new Leader will be hired for the following year.</p> <p>Students tended to perform better on the Narrative as</p>
		1	0%	0%	0%	0%	0%		
		2	0%	0%	0%	0%	0%		
		3	0%	0%	0%	0%	0%		
		4	0%	0%	0%	0%	0%		
		5	0%	0%	0%	0%	0%		
		6	3.7%	0%	0%	0%	32.41%		
		7	13.1%	0%	0%	0%	3.15%		
		8	25.8%	0%	0%	0%	5.56%		
		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
				opposed tot he informational text.

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	0%	0%	0%	0%	0%	Cycle 2 DATA 6th-18.64% 7th-7.63% 8th-31.78%	<p>Trends indicate that in Grade 6 there was growth from 1-2 and 2-3. This could be attributed to the focus on Foundational Skills in the 6th grade.</p> <p>Trends indicate that in Grade 7 there was growth from 1-2 and a decline from 2-3. While there was a focus on transitional skills in the 7th grade, there was a lack of consistent implementation. 1 teacher was on a CAP (Tenure Charges have been requested)</p> <p>Trends indicate that in Grade 8 there was growth from 1-2 and a sharp decline from 2-3. There was a focus at the onset on Foundational Skills but a switch was made mid year to a more CCS focus, there was a need to catch up on skills not taught and this</p>	
		1	0%	0%	0%	0%	0%			Cycle 3 DATA 6th--22.03% 7th-4.92% 8th-17.19%
		2	0%	0%	0%	0%	0%			
		3	0%	0%	0%	0%	0%			
		4	0%	0%	0%	0%	0%			
		5	0%	0%	0%	0%	0%			
		6	4.9%	0%	0%	0%	39.67 %			
		7	0%	0%	0%	0%	16.03 %			
		8	0%	0%	0%	0%	20.16 %			
		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) *Identify school level AMAO *Identify patterns by grade level			may have impacted these scores.

CLIMATE & CULTURE					
Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Enrollment	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup	Overall YTD Student Enrollment Average	435		There is a large transient population, many transfers out are due to the movement OUT of the City of Trenton. Additionally, a feeder school, Monument Closed at the conclusion of the 14-15 school year and parents may have opted to send students to the MS closer to their new EI Ed School.
		Subgroup 1 YTD Student Enrollment Average	0		
		Subgroup 2 YTD Student Enrollment Average	0		
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	91.14%	As of May 1, 2016 the ADA for the school was 92.28%. This is an increase over the last three years for the same time period 13-14-- 90.61% 14-15-- 91.75% 15-16--92.28%	There has been an improvement over the past three years in students ADA. This may be the result of a focused Climate and Culture Plan and the decrease in OSS over the past three years.
		Subgroup 1 YTD Student Attendance	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	27.08%	CHECK and CONNECT is a SBR Program implemented in early Spring of 2016. Twenty Six students were selected to participate: They received mentors. Mentors worked with kids from 3/2016-current. Data as of May 20th indicated that 50% of them had a substantial decrease in absenteeism between this time period. The Trend Data indicates that Chronic Absenteeism has declined over the last two years. 13.14 34.5 14.15 32.2	Chronic Absenteeism is the result of a number of variables: 1. Inconsistent practices across the schools and a coding issues (Students in school but in offices, nurse...) 2. Students who are on attendance rollover from the prior year and do not show up for the first 4-8 days of school. 3. Students who leave the district without notification, busing issues, Medical Issues. Rivera Community Middle School has already begun to address the neediest students via a SBR program, Check and Connect. The Trend Data indicates that Chronic Absenteeism has declined over the last two years. 13.14 34.5 14.15 32.2 Student Attendance hovered around 92% 2/10 Months it was 93% and
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
					4/10 months it was 91%.
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	94.12%	As of June 1, 2016--94.30%	Staff illness and Leaves impacted the instructional program of the school. Literacy leader was on medical Leave from 9/2015-4/2016. ELA 6th Grade Teacher was on leave from March 2016-June 30, 2016 ELA Resource Teacher was on Maternity Leave from March 2016-June 30, 2016. Both 8th Grade Teachers were absent for 4-6 weeks during the months of January/February.

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidences *Identify patterns by subgroup *Identify chronic offenders	Student Suspension YTD Average - In School	0.00%	OSS Data over the past three years indicates (September through April) 13-14-- 7.97% 14-15-- 5.41% 15-16-- 4.5%	Student OSS continue to decline every year since 2013-2014. This is the direct result of the focused Climate and Culture Plan. Trends indicate a spike in disciplinary actions during the Months of February and May. The Trend Data indicates that Suspension Data from the Performance Report shows a decline over two years 13.14 27.10% 14.15 23.10%
		Student Suspension YTD Average - In School for Subgroup 1	0.00%		
		Student Suspension YTD Average - In School for Subgroup 2	0.00%		
		Student Suspension YTD Average - Out of School	3.86%		
		Student Suspension YTD Average - Out of School for Subgroup 1	0.00%		
		Student Suspension YTD Average - Out of School for Subgroup 2	0.00%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data necessary)	Observations / Trends
		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	0%	0%	0%	0%		
		Physical Environment	0	45.9	69.9	61		
		Teaching and Learning	0	64.2	73.1	63.4		
		Morale in School Comm.	0	57.5	69.4	55		
		Student Relationships	0	41	74.4	56.5		
		Parental Support	0	84.4	78.7	57.3		
		Safety	0	62.8	0	74		
		Emotional Environment	0	53.5		55		
		Administrative Support				71.5		

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					NA	NA
		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		NA	
		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		NA	
		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	0	15	The 14-15 School Year was the first year Algebra 1 was offered at Rivera Middle School.
		% of students with a C or better	0%	67%	
		Count of students who took the Algebra section of PARCC	12	7	
		% of students who scored 4 or 5 on the PARCC assessment	25%	25%	

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	4.26%	1. Staff members scored an average of 2.675 on 3B (Questioning and Discussion Strategies) 2. Staff members scored an average of 2.92 on 3C (Engaging Students) 3. One staff member on a CAP was removed and a request for Tenure Charges was made for the other.	Staff members are proficient at asking Basic Depth of Knowledge Level 1 sometimes 2 questions but struggle with engaging students in higher level questioning and discussion. There was an intittative her at the school to provide intila PD on Depth of Knowledge and to monitor/chart questions/responses in classes. This will continue and be enhanced next year.

< Other Indicators - NO DATA >

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)	Closing the gap between the low basic skills and the more rigorous text so that they can access more rigorous text and utilize more critical thinking skills when reading across the curriculum and in content specific classes.	The EUA data indicates that our scores from EUA 1, 2, 3 were 14.2%, 15.89%, 19.01%. While there was growth the data varies from class to class. As a result of Root Cause Analysis we made the following determinations. Due to the key shifts in the Common Core in ELA, instruction needs to highlight the growing complexity of texts that students must read and access. This shift requires systematic instruction in comprehension strategies in both ELA and the other content areas. 1. Content teachers are at various levels of performance with questioning, assessment techniques,, engaging activities.2. Consistent use of Tier 2 instruction to scaffold instruction and ensure all students academic needs are being met. 3. Across the school many teachers have not had formal writing training; this interferes with thorough implementation of writing in all content areas. In addition in order for quality instruction to take place quality unit design is required. Our analysis indicated teachers planned only for the 5 days in front of them never looking at the whole picture. PD in Unit design and purposefully planned interventions, enrichment and access to a variety of materials will only enhance instruction.		1	Consistent use of district approved, data driven TIER 1, TIER 2, and TIER 3 intervention to scaffold instruction.	6 - Enabling the Effective Use of Data
				2	ELA/content area teachers teach comprehension strategies (Close reading) for unlocking complex text.	4 - Curriculum, Assessment and Intervention System
				3	. A school wide writing plan will be implemented to ensure consistency in writing across all content areas and grade levels.	1 - School Leadership

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Math (TP3, TP4)	EUA Data(>50% proficiency), NJ PARCC Math Data(>4% Proficiency) all indicates less than acceptable scores. It is our challenge to ensure all students have the foundational skills needed to address more rigorous math skills/ critical thinking to ensure a more seamless transition into higher math.	the EUA data indicates that our scores from EUA 1, 2, 3 were 1.3%, 14.67%, 19.73%. While there continual was growth the data varies from class to class . As a result of Root Cause Analysis, we made the following determinations. Due to the key shifts in the math portion of the Common Core Standards, instruction needs to address both the growing complexity of math and its direct link to the foundational skill set of math. this shift requires systematic instruction in mathematics focusing on 1) There is a need to strengthen the basic foundational skill set in mathematics to identify and work with number relationships at all levels. 2) There is a need to strengthen students' fluency when they articulate the relationships between numbers that build these foundational skills. 3) Integrating math skills into more complex problem solving activities must become a part of weekly/daily math instruction. Our analysis indicated teachers planned only for the 5 days in front of them never looking at the whole picture. PD in Unit design and purposefully planned interventions, enrichment and access to a variety of materials will only enhance instruction.		1 Inquiry into mathematical activity that results in relationships between quantities and their representations (tables, expressions, equations, graphs) and inquiry into counting & combination progressions created from the relationships being represented each day to continue to support comfort with fluency to build a cohesive body of mathematics.	4 - Curriculum, Assessment and Intervention System
				2 . Consistent use of district approved intervention and common assessments to create data driven instruction to scaffold instruction and ensure all students' academic needs are met.	3 - Effective Instruction
				3 Problem solving integrated into weekly plans and a weekly focus on problem solving, ie. Problem Solving Fridays.	6 - Enabling the Effective Use of Data

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Climate & Culture (TP2)	As a result of the QSR visit(2.1,2.2, 2.3 are developing) and feedback provided, it was determined that positive relationships between students and staff need to be cultivated to ensure a school/classroom climate conducive to hihjly effective instruction.	The data indicates a clear improvement from OSS numbers 13-14 to OSS numbers 15-16. However, it is clear that there is still a need to develop better staff-staff, student-student, student-staff relationships.additionally, it is necessary to empower students and provide them with an opportunity for ownership over school Climate/Culture; student voice. Additionally, Chronic Absenteeism is a need that must be addressed via Climate and Culture Finally, there is a need to change the mindset of staff, students,and parents.We want to ensure everyone is working together to meet the same goal; increased student performance.		1 1. With the development of a Strong Attendance Plan that includes mentoring and accountability we will reduce the chronic absenteeism.	1 - School Leadership
				2 Through the development of a strong Climate and Culture Plan, PD supports for staff in postive interactions, positive langauge and deescalation strategies we will decrease time out of class and increase time on learning.	2 - School Climate and Culture
				3 Through the development of positive relationships (staff-Student, families-staff and student-student) we will create a sense of belonging and raise student self-esteem .	8 - Family and Community Engagement
Select From List				1	0 - --
				2	0 - --
				3	0 - --

SMART Goal 1

By June 2017, 60% of students scores in grades 6, 7 & 8 will increase from the District Common Pre-Assessment focusing on the EBSR or TECR type questions on the standards associated with RI 2,6,8,9 and WI to these same standards on the District Common Summative Assessment via the implementation of a balanced literacy framework. The increases will be determined from the students pre-assessment scores. Growth must equal at minimum to meet goal at end of year

Far Below Basic (0%-23%) 20 percentage points

Below Basic (24%-48%) 16 percentage points

Basic (49%-68%) 12 percentage points

Meets (69%-83%) 8 percentage points

Exceeds (84%-100%) 2 percentage points

Performance Challenge: Closing the gap between the low basic skills and the more rigorous text so that they can access more rigorous text and utilize more critical thinking skills when reading across the curriculum and in content specific classes.

Strategy 1: Consistent use of district approved, data driven TIER 1, TIER 2, and TIER 3 intervention to scaffold instruction.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Strategy 2: ELA/content area teachers teach comprehension strategies (Close reading) for unlocking complex text.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 3: . A school wide writing plan will be implemented to ensure consistency in writing across all content areas and grade levels.

Turnaround Principle: 1 - School Leadership

Target Population:

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	At least 60% of students to increase their score by the set % according to their performance level groups from Pretest. EOC 1 If student scores ___ on the pre-assessment :Growth must equal at minimum to meet goal at end of quarter/unit Far Below Basic : 5 percentage points Below Basic : 4 percentage points Basic : 3 percentage points Meets : 2 percentage points Exceeds : .5 percentage point	EUA Benchmark Results
EOC 2	At least 60% of students to increase their score by the set % according to their performance level groups from Pretest. EOC 2 If student scores ___ on the pre-assessment : Growth must equal at minimum to meet goal at end of quarter/unit Far Below Basic : 10 percentage points Below Basic : 8 percentage points Basic : 6 percentage points Meets : 4 percentage points Exceeds : 1 percentage point	EUA Benchmark Results

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	<p>There will be a 5% increase in classes scoring developing to developed/well developed in the area of questioning based upon the Road to Success Walk Through</p> <p>At least 60% of students to increase their score by the set % according to their performance level groups from PreTest.</p> <p>EOC3: At least 60% of students to increase their score by the set % according to their performance level groups from Pretest.</p> <p>EOC 3</p> <p>If student scores ___ on the pre-assessment : Growth must equal at minimum to meet goal at end of quarter/unit</p> <p>Far Below Basic : 15 percentage points</p> <p>Below Basic : 12 percentage points</p> <p>Basic : 9 percentage points</p> <p>Meets : 6 percentage points</p> <p>Exceeds : 1.5 percentage points</p>	EUA Benchmark Results
EOC 4	<p>By June 2017, 60% of students scores in grades 6, 7 & 8 will increase from the District Common Pre-Assessment focusing on the EBSR or TECR type questions on the standards associated with RI 2,6,8,9 and WI to these same standards on the District Common Summative Assessment via the implementation of a balanced literacy framework. The increases will be determined from the students pre-assessment scores. Growth must equal at minimum to meet goal at end of year</p> <p>Far Below Basic (0%-23%) 20 percentage points</p> <p>Below Basic (24%-48%) 16 percentage points</p> <p>Basic (49%-68%) 12 percentage points</p> <p>Meets (69%-83%) 8 percentage points</p> <p>Exceeds (84%-100%) 2 percentage points</p>	EUA Benchmark Results

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Development of Unit Plans using Connected Action Roadmap (CAR) (IF FUNDS BECOME AVAILABLE)	3 - School Climate and Culture	8/15/16	6/30/17	School administrators Literacy Leader Outside sources Teachers
2	1	During PLCs the TBOE Balanced Literacy Framework (BLF - Workshop Model) will be reviewed and modeled for implementation	7 - Enabling the Effective Use of Data	9/1/16	9/30/16	Literacy Leader Outside sources
3	1	Train Teachers in routines for TBOE BLF, for full implementation of all components.	7 - Enabling the Effective Use of Data	9/1/16	9/30/16	Literacy Leader Outside sources
4	1	Coaching cycle goal(s) focused on BLF implementation, close reading, implementation of writing plan, and data driven intervention	3 - School Climate and Culture	9/1/16	6/30/17	Literacy Leader School administrators
5	2	Staff will receive training in Close Reading Techniques	3 - School Climate and Culture	9/1/16	9/30/16	Literacy Leader
6	2	Staff will receive training in the use of Smart Boards and Responders for Close Reading techniques	3 - School Climate and Culture	9/1/16	6/30/17	Outside Sources
7	3	Review school writing plan with ELA teachers; introduce to content area teachers	3 - School Climate and Culture	9/1/16	9/30/16	Literacy Leader
8	3	Teachers will introduce writing plan to students so that they have a clear understanding of expectations.	2 - School Leadership	9/8/16	6/30/16	Literacy Leader, Teachers
9	2	Monitor the implementation of Close Reading with walk throughs; revise PD for teachers using collected and analyzed data	1 - --	9/1/16	6/30/17	Literacy Leader School administrators

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
10	3	Monitor the implementation of the writing plan in ELA classes with walk throughs;	1 - --	9/14/16	6/30/17	Literacy Leader School administrators
11	2	Book studies for ELA (continue) and Close Reading techniques and Looking at Student Work.(IF FUNDS BECOME AVAIABLE)	3 - School Climate and Culture	10/1/16	6/30/17	Literacy Leader
12	1	During CAR PLCs teachers will examine and assess the rigor of student work using PLC protocols (IF FUNDS BECOME AVAILABLE)	6 - Effective Staffing Practices	10/1/16	6/30/17	Literacy Leader Content PLC Outside sources School administrators
13	3	Using walk through data and writing portfolios, analyze student work samples	6 - Effective Staffing Practices	10/15/16	6/30/17	Content PLC Literacy Leader
14	3	Using walk through data and writing portfolios, professional development will be revised as needed	6 - Effective Staffing Practices	10/15/16	6/30/17	Literacy Leader Content PLC
15	1	Identify rigorous model lessons using the BLF model that uses research based, effective strategies, and demonstrates a high level of cognitive work done by the students	3 - School Climate and Culture	10/1/16	6/30/17	Literacy Leader School administrators Outside sources
16	1	Teachers will work together and with Lit Leader to create a schedule for Small Group Instruction and intervention in the classroom.(IF FUNDS BECOME AVAILABLE)	3 - School Climate and Culture	10/1/16	6/30/17	Literacy Leader School Administrators Special Education Teachers support

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
17	2	Provide PD on teaching and managing data driven small groups, strategy lessons literacy circles etc	4 - Effective Instruction	10/1/16	6/30/17	Literacy Leader School Administrators
18	1	Teachers will implement data driven intervention groups during the Literacy Block	3 - School Climate and Culture	10/1/16	6/30/17	Literacy Leader School administrators
19	1	Conduct consistent walkthroughs to monitor implementation of the data driven intervention groups	6 - Effective Staffing Practices	10/1/16	6/30/17	Literacy Leader School administrators
20	1	Utilize assessment data to monitor student progress, revisit groupings, adjust instruction and plan for intervention	6 - Effective Staffing Practices	10/15/16	6/30/17	Literacy Leader
21	1	Develop a process to evaluate literacy instruction; make data driven decisions to either continue or eliminate programs implemented to improve student achievement	6 - Effective Staffing Practices	12/1/16	6/30/17	Literacy Leader School administrators Outside sources
22	1	Literacy Leader will attend ASCD conference March 2017 to further develop leadership skills for working with staff.	1 - --	3/25/17	3/28/17	Literacy Leader School Administration
23	2	Literacy Leader to oversee and support implementation of ELA Program	1 - --	9/1/16	6/30/17	School Administration
24	2	Science and Social Studies Teachers will develop PLCs where they will work collaboratively to infuse Literacy within their instruction, analyze students work and develop strong Literacy Skills (Reading/Writing) across Content Areas.	3 - School Climate and Culture	11/1/16	4/3/17	Literacy Leader, School Administration

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
25	1	After School intervention provided to students in danger of failing. Provided 3 days a week for 1.5 Hours for 25 students a week. Marking Period Reports will help guide the selection of students.(IF FUNDS BECOME AVAILABLE)	4 - Effective Instruction	10/25/16	5/30/17	Literacy Leader, School Administration
26	1	Purchase computers, SMART Boards and related instructional supplies to support effective technology integration in all classrooms and to support student learning in intervention and enrichment programs.	3 - School Climate and Culture	3/1/17	5/31/17	Administration

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
23	Literacy Leader to fulfill NJDOE Requirements	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$58,895	Federal Title I (School Allocation)
23	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$17,578	Federal Title I (School Allocation)

SMART Goal 2

By June 2017, 70% of 6, 7, and 8th grade students' scores will increase from their District Common Pre-Assessment on the Type 1, 2, & 3 questions on the standards associated with Relationships between Quantities to these same standards on the final District Common Assessment via the implementation of a balanced math framework. The increases will be determined from the students pre-assessment scores.

If student scores... on the pre-assessment : Growth must equal ...at minimum ... to meet goal at end of year

Far Below Basic (0%-23%):24 percentage points

Below Basic (24%-48%) : 20 percentage points

Basic (49%-68%) : 12 percentage points

Meets (69%-83%) : 8 percentage points

Exceeds (84%-100%) : 2 percentage points

Performance Challenge: EUA Data(>50% proficiency), NJ PARCC Math Data(>4% Proficiency) all indicates less than acceptable scores. It is our challenge to ensure all students have the foundational skills needed to address more rigorous math skills/ critical thinking to ensure a more seamless transition into higher math.

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

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 2: . Consistent use of district approved intervention and common assessments to create data driven instruction to scaffold instruction and ensure all students' academic needs are met.

Turnaround Principle: 3 - Effective Instruction

Strategy 3: Problem solving integrated into weekly plans and a weekly focus on problem solving, ie. Problem Solving Fridays.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Target Population:

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>At least 70% of students to increase their score by the set % according to their performance level groups from PreTest.</p> <p>EOC 1</p> <p>If student scores ___ on the pre-assessment : Growth must equal, at minimum, to meet goal at end of quarter/unit</p> <p>Far Below Basic : 6 percentage points</p> <p>Below Basic : 5 percentage points</p> <p>Basic : 3 percentage points</p> <p>Meets : 2 percentage points</p> <p>Exceeds : 5 percentage point</p>	EDCONNECT, EUA PARCC LIKE ASSESSMENTS
EOC 2	<p>At least 70% of students to increase their score by the set % according to their performance level groups from PreTest.</p> <p>EOC 2</p> <p>If student scores ___ on the pre-assessment : Growth must equal, at minimum, to meet goal at end of quarter/unit</p> <p>Far Below Basic : 12 percentage points</p> <p>Below Basic : 10 percentage points</p> <p>Basic : 6 percentage points</p> <p>Meets : 4 percentage points</p> <p>Exceeds : 1 percentage point</p>	EDCONNECT, EUA PARCC LIKE ASSESSMENTS

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	<p>There will be a 5% increase in classes scoring developing to developed/well developed in the area of questioning based upon the Road to Success Walk Through AND/OR At least 70% of students to increase their score by the set % according to their performance level groups from PreTest.</p> <p>EOC 3</p> <p>If student scores ___ on the pre-assessment : Growth must equal, at minimum, to meet goal at end of quarter/unit</p> <p>Far Below Basic : 18 percentage points</p> <p>Below Basic : 15 percentage points</p> <p>Basic : 9 percentage points</p> <p>Meets : 6 percentage points</p> <p>Exceeds : 1.5 percentage points</p>	EDCONNECT, EUA PARCC LIKE ASSESSMENTS
EOC 4	<p>By June 2017, 70% of 6, 7, and 8th grade students' scores will increase from their District Common Pre-Assessment on the Type 1, 2, & 3 questions on the standards associated with Relationships between Quantities to these same standards on the final District Common Assessment via the implementation of a balanced math framework. The increases will be determined from the students pre-assessment scores.</p> <p>If student scores... on the pre-assessment : Growth must equal ...at minimum ... to meet goal at end of year</p> <p>Far Below Basic (0%-23%):24 percentage points</p> <p>Below Basic (24%-48%) : 20 percentage points</p> <p>Basic (49%-68%) : 12 percentage points</p> <p>Meets (69%-83%) : 8 percentage points</p> <p>Exceeds (84%-100%) : 2 percentage points</p>	EDCONNECT, EUA PARCC LIKE ASSESSMENTS

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Development of Unit Plans using CAR (Connected Action Roadmap) framework (IF FUNDS BECOME AVAILABLE)	3 - School Climate and Culture	8/15/16	6/30/17	Teachers, Leaders, Administration, and Outside sources
2	1	Math teachers and math leader attend PD around math activities around relationships between quantities and their relationships.	7 - Enabling the Effective Use of Data	9/1/16	6/30/17	Teachers and Math Leader
3	1	Practice facilitating counting and combinations during early PLCs	3 - School Climate and Culture	9/1/16	6/30/17	Math Leader
4	1	Practice creating progressions from daily measuring activities in order to create coherent lesson plans.	3 - School Climate and Culture	9/1/16	6/30/17	Math Leader
5	1	Support teachers in creating a Quantities Wall, Symbolic Representation Charts, Table Center & Graphing Center, as well as Measuring Centers	2 - School Leadership	10/1/16	6/30/17	Math Leader
6	1	Analyze student work and reflection on student thinking to inform daily planning and instruction around the representation of relationships that result from mathematical activity of OCRs and common assessments.	3 - School Climate and Culture	11/1/16	6/30/17	Math Leader
7	1	Practice observing and providing feedback during each section of the Balanced Math Block by Leadership in the building.	1 - --	10/1/16	6/30/17	School Administrators
8	2	Students will take a diagnostic assessment where the system is designed to create individualized lesson plans for each student.	6 - Effective Staffing Practices	9/1/16	9/30/16	School Administrators
9	2	Support teachers in creating an iReady Center with easy access for students to move in and out of as needed for differentiated instruction.	3 - School Climate and Culture	9/14/16	10/31/16	Math Leader
10	2	Support teachers in the addition of lessons into the computerized intervention system that are on the current standard topic in the program being used.(IF FUNDS BECOME AVAILABLE)	3 - School Climate and Culture	10/15/16	12/31/16	Math Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
11	2	Teachers will create common assessments, such as C4Us, exit tickets and quizzes during PLC.	3 - School Climate and Culture	1/1/17	6/30/17	Math Leader
12	2	During PLC, teachers will receive PD on analyzing the data from the common assessments to begin to group students.	6 - Effective Staffing Practices	1/1/17	6/30/17	Math Leader
13	2	Teachers will receive PD on creating small group differentiated instruction during PLC. (IF FUNDS BECOME AVAILABLE)	3 - School Climate and Culture	2/2/17	6/30/17	Math Leader
14	2	Support teachers in teaching and managing small groups.	3 - School Climate and Culture	10/15/16	6/30/17	Math Leader and Administration
15	2	Support teachers in creating a Combination Center with easy access for students to move in and out of as needed for differentiated instruction.	6 - Effective Staffing Practices	11/15/16	1/31/17	Math Leader
16	3	Look at problems in PLC that students are working on iReady to create language that connects their learning of relationships between quantities and the problems showing up in the software in order to continue to work towards a coherent plan of instruction.	3 - School Climate and Culture	9/1/16	10/31/16	Math Leader
17	3	Problem Solving Friday will focus on using relationships between quantities in the work that is showing up in the intervention software in the fall.	3 - School Climate and Culture	9/15/16	10/31/16	Math Leader
18	3	Math teachers will plan together to create common assessment problem solving questions, grade and analyze data on level II and III type, PARCC like questions weekly (problem solving 'Fridays')	3 - School Climate and Culture	11/15/16	6/30/17	Math Leader
19	3	Through the analysis of student work problem solving Friday teachers will adjust instruction to meet the needs in this analysis.	6 - Effective Staffing Practices	2/1/17	6/30/17	Math Leader
20	2	Leadership will be further developed through attendance at the ASCD Leadership Conference March 2017(IF FUNDS BECOME AVAILABLE)	1 - --	3/25/17	3/28/17	School Administration
21	1	After School intervention provided to students in danger of failing. Provided 3 days a week for 1.5 Hours for 25 students a week. Marking Period Reports will help guide the selection of students.(IF FUNDS BECOME AVAILABLE)	4 - Effective Instruction	10/25/16	5/30/17	Math Leader and School Administration
22	1	Math Leader to support Math Instruction	1 - --	9/1/16	6/30/17	School Administrator

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
23	1	Purchase computers and related instructional supplies to support effective technology integration in all classrooms and to support student learning in intervention and enrichment programs.	3 - School Climate and Culture	3/1/17	5/31/17	School Administrator

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
21	Math Leader as per NJDOE RAC Requirements	INSTRUCTION - Personnel Services - Salaries / 100-100	\$69,040	Federal Title I (School Allocation)
21	Math Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$19,010	Federal Title I (School Allocation)

SMART Goal 3

The school's practices will reflect student well-being and academic needs, as measured by the decrease of monthly office referrals from an average of 12% to an average of 6% by June 2017. In addition, another measure to reflect student well-being is to decrease student chronic absenteeism by a yearly average of 25% to 22% by June 2017.

Performance Challenge: As a result of the QSR visit(2.1,2.2, 2.3 are developing) and feedback provided, it was determined that positive relationships between students and staff need to be cultivated to ensure a school/classroom climate conducive to highly effective instruction.

Strategy 1: 1. With the development of a Strong Attendance Plan that includes mentoring and accountability we will reduce the chronic absenteeism.

Turnaround Principle: 1 - School Leadership

Strategy 2: Through the development of a strong Climate and Culture Plan, PD supports for staff in positive interactions, positive language and deescalation strategies we will decrease time out of class and increase time on learning.

Turnaround Principle: 2 - School Climate and Culture

Strategy 3: Through the development of positive relationships (staff-Student, families-staff and student-student) we will create a sense of belonging and raise student self-esteem .

Turnaround Principle: 8 - Family and Community Engagement

Target Population:

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of marking period 1, 2016 our school will demonstrate progress in our main goal, as measured by: reducing the first quarter average by .5 % as compared to the 15-16 chronic absenteeism total and by maintaining an office monthly referral rate of 10% or below.	Monthly Chronic Absenteeism Rate, Monthly Referral Rates.
EOC 2	By the end of marking period 2, 2017 our school will demonstrate progress in our main goal, as measured by: reducing the first quarter average by 1% as compared to the 15-16 chronic absenteeism total and by maintaining an office monthly referral rate of 9% or below.	Monthly Chronic Absenteeism Rate, Monthly Referral Rates.
EOC 3	By the end of marking period 3, 2017 our school will demonstrate progress in our main goal, as measured by: reducing the first quarter average by 2 % as compared to the 15-16 chronic absenteeism total and by maintaining an office monthly referral rate of 8 % or below.	Monthly Chronic Absenteeism Rate, Monthly Referral Rates.
EOC 4	The school's practices will reflect student well-being and academic needs, as measured by the decrease of monthly office referrals from an average of 12% to an average of 6% by June 2017. In addition, another measure to reflect student well-being is to decrease student chronic absenteeism by a yearly average of 25% to 22% by June 2017.	Monthly Chronic Absenteeism Rate, Monthly Referral Rates.

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	3	To utilize the NJ HIPP Grant to "Brand" the building to foster a positive and inclusive atmosphere for learning that supports the school climate plan and focuses on positive recognition of model student behavior.	2 - School Leadership	8/2/16	9/30/16	Climate and Culture Leader
2	1	To give the Climate and Culture Survey two times a year, once in the Fall and once in the Spring.	2 - School Leadership	10/14/16	6/16/17	Climate and Culture Leader
3	3	Climate and Culture Goals are reviewed with the staff. Classroom physical environment goals, routines and school-wide procedures are implemented with fidelity.	1 - --	9/1/16	6/16/17	School Leadership & Teachers
4	3	Win-Win Language will be implemented with fidelity to support the vision of school-wide language to assist with behavior management. In addition, we will partner with Win-Win to add a hallway component into our behavior management program to improve transitions in the hallway as per QSR .	7 - Enabling the Effective Use of Data	9/1/16	6/16/17	Climate & Culture Leader
5	3	To continue the development of our school store in conjunction with Win-Win points to earn Bulldog paychecks for positive behavior and effort in the classroom.	2 - School Leadership	9/1/16	6/16/17	Climate & Culture Leader
7	2	To continue the Challenge Day Movement within the student body. The Change Team will lead and become the voice of the school in creating a positive supportive school environment. (IF FUNDS BECOME AVAILABLE)	2 - School Leadership	1/3/17	6/16/17	Climate & Culture Leader
8	1	An advisory curriculum will be developed with MSF to incorporate Socio-Emotional learning and conflict resolution.	2 - School Leadership	8/2/16	8/31/16	Climate & Culture Leader & MSF
9	2	To work collaborative with Supportive School Campaign (Campaign Connect) to help students feel attached to school and succeed in school.	2 - School Leadership	9/1/16	6/16/17	Climate and Culture Leader
10	2	Book Club will be utilized to affect mindset as per QSR suggestion. Topics will include: and Strategies for teaching in Poverty and Better Than Carrots or : Restorative Practices for Positive Classroom Environment.(2 - School Leadership	9/1/16	6/16/17	Climate & Culture Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
11	1	Use pertinent monthly school climate data to identify coaching and/or professional development and reflection needs for specific or all staff. Some key areas will be addressed via Book Studys.(IF FUNDS BECOME AVAILABLE)	6 - Effective Staffing Practices	9/1/16	6/16/17	Climate & Culture Leader
12	3	In conjunction, with MSF Check and Connect will be utilized to reduce chronic absenteeism. Staff will serve as Mentors and Meet with students weekly to check in and develop plans. Mentors will meet Monthly with Mercer Street Friends and C/C leader to debrief and plan.(IF FUNDS BECOME AVAILABLE)	2 - School Leadership	9/1/16	6/16/17	Climate & Culture Leader
13	3	Monthly Bulletins, Daily Updates on Web site and Facebook to ensure parents and community are aware of school activities.	1 - --	9/1/16	6/16/17	School Leadership
14	2	PLC Meetings centered around discipline referrals and ways to positively manage behavioral concerns.	1 - --	9/1/16	6/16/17	School Leadership
15	3	Hope World Wide will assist in character development and the creation of an 8th grade lunch area.	2 - School Leadership	10/4/16	6/16/17	Climate & Culture Leader
16	1	Develop a strong Attendance Plan and Team to address attendance issues (Absenteeism, Lateness)	1 - --	9/1/16	10/28/16	School Leadership
17	1	Climate and Culture Leader, as per NJDOE RAC will support staff and school in the development of a Positive School.	1 - --	9/1/16	6/30/17	School Administration
18	1	Leadership will be further developed through attendance at the ASCD Leadership Conference March 2017(IF FUNDS BECOME AVAILABLE)	1 - --	3/25/17	3/28/17	School Administration
19	3	In conjunction with Parent Liaison, Mercer Street Friends Rivera School will provide parent supports in a variety of areas (Financial Literacy, Family Dynamics, Social Supports..) through a Parent Academy.	8 - Effective Use of Time	8/29/16	6/30/17	Parent Liaison

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
17	Climate and Culture Leader to support the development of a strong school climate	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$96,515	Federal Title I (School Allocation)
19	Stipend for Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$660	Federal Title I (School Allocation)
17	Climate and Culture Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$21,921	Federal Title I (School Allocation)
19	Expenses for Parents during Parent Academy	SUPPORT SERVICES - Other Objects / 200-800	\$2,382	Federal Title I (Interventions Reserve)

SMART Goal 4

Performance Challenge:

Strategy 1:

Turnaround Principle: 0 - --

Strategy 2:

Turnaround Principle: 0 - --

Strategy 3:

Turnaround Principle: 0 - --

Target Population:

Interim Goals

SMART Goal 4

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

End of Cycle	Interim Goal	Sources of Evidence
EOC 4		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Interventions Reserve)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Alocated to School	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	0	0	69040	0	0	69040
INSTRUCTION	Purchased Professional & Technical Services	100-300	0	0	0	0	0	0
INSTRUCTION	Other Purchased Services	100-500	0	0	0	0	0	0
INSTRUCTION	Supplies & Materials	100-600	0	0	0	0	0	0
INSTRUCTION	Other Objects	100-800	0	0	0	0	0	0
INSTRUCTION	Sub-total		0	0	69040	0	0	69040
SUPPORT SERVICES	Personnel Services - Salaries	200-100	0	0	156070	0	0	156070
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	0	0	58509	0	0	58509
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	0	0	0	0	0	0
SUPPORT SERVICES	Purchased Property Services	200-400	0	0	0	0	0	0
SUPPORT SERVICES	Other Purchased Services	200-500	0	0	0	0	0	0
SUPPORT SERVICES	Travel	200-580	0	0	0	0	0	0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Interventions Reserve)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Alocated to School	TOTAL
SUPPORT SERVICES	Supplies & Materials	200-600	0	0	0	0	0	0
SUPPORT SERVICES	Other Objects	200-800	0	2382	0	0	0	2382
SUPPORT SERVICES	Indirect Costs	200-860	0	0	0	0	0	0
SUPPORT SERVICES	Sub-total		0	2382	214579	0	0	216961
FACILITIES	Buildings	400-720	0	0	0	0	0	0
FACILITIES	Instructional Equipment	400-731	0	0	0	0	0	0
FACILITIES	Noninstructional Equipment	400-732	0	0	0	0	0	0
FACILITIES	Sub-total		0	0	0	0	0	0
Total Cost			0	2382	283619	0	0	286001

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions Reserve)	Federal Title 1 (School allocation) Total	TOTAL
Included in SMART Goal Pages	2382	283619	286001
Other Title 1 Expenditures	0	0	0
Total	2382	283619	286001

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.	
x	[For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.	

Completed By: Bernadette Trapp

Date: 2016-08-22