Washington

District:	Trenton City
County:	Mercer
Region:	4

Classification:	Focus
Reason:	Lowest Subgroup Performance: Special Ed, LEP
CDS:	215210300

School Improvement Plan 2016-2017

School Improvement Plan Committee Members

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
Principal	Jennifer Yarde	Yes	Yes	Yes		
Literacy Coach	Marilyn Eure	Yes	Yes	Yes		
Kindergarten Teacher	Linda Alexander	Yes	Yes	Yes		
Third Grade Teacher	Myra Washington	Yes	Yes	Yes		
Fifth Grade Teacher/TEA Rep	Dianna Dineen	Yes	Yes	Yes		
School Counselor	Jane Taylor	Yes	Yes	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
06/07/2016	Plan Development	Yes	No
05/19/2016	Plan Development	Yes	No
05/24/2016	Plan Development	Yes	No
05/17/2016	Plan Development	Yes	No
05/04/2016	Plan Development	Yes	No

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Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	3	Principal ensures collaboration with grade levels to dis-aggregate data quarterly, assessment data is discussed and student achievement is increasing. Collaborative effort of the leadership team to develop a clear vision and mission for the school. Principal demonstrates commitment to high expectations through frequent interactions with staff and families about students; academic, social-emotional and behavioral progress.	Walkthroughs need to be scheduled and adhered to with feedback provided to teachers and monitored for effective implementation to ensure instruction aligns to planning of the lessons. Lesson plans are reviewed weekly, however documentation of feedback needs to ensure align to CCSS and that rigor exceeds standards. Principal ensures that all teachers. Daily schedules are reflective of the master schedule.
	2	3		
	3	2		
	4	3		
	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	Results of the climate and culture survey were analyzed and resulted in development of a new common language and theme for a positive behavior system to be implemented throughout the building. Students and adults feel safe and ready to engage in teaching and learning. Facility was clean, freshly painted and in good working order.	High expectations are evident in some classrooms, but not all. Similar expectations need to be established by teachers across all classrooms. The quality of instruction varies from classroom to classroom, there needs to be an emphasis on instructional differentiation to meet various student needs.
	2	2		
	3	2		
Total		7		
3 - Effective Instruction	1	3	Student learning objectives are posted and relate to the lesson being taught in most classrooms. Students can articulate what the objective of the lesson is and how it relates to other learning. Classroom behavior is consistent and students exhibit habits of self-monitoring.	Teachers occasionally use checks for understanding, but do not always know where the students are in terms of mastering the learning objective. Some students are engaged and on task, however they need to be asking relevant questions that are clearly addressed by the teacher or other students. Teacher's level of content knowledge needs to be observed through formal and informal observations with feedback provided ensuring the level of rigor is present. Ensure that all student work is cognitively challenging and aligned to the CCSS increasing student engagement.
	2	2		
	3	2		
	4	2		
	5	2		
	6	2		
Total		13		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	3	All teachers have access to district approved curriculum and instructional materials. Budget allocations are used to purchase resources to support the goals of the SIP. Formal observations take place with timely feedback provided to support instructional strategies or suggestions for improvement. Teachers administer scheduled formative assessments in ELA and math across all grade levels that reflect the CCSS and are aligned to the state model curriculum.	Ensure that all teachers use data to inform their daily instruction and adjust as needed to differentiate based on student needs. Implement an intervention program with specific resources on a daily schedule that will be used to progress monitor student performance and accelerate student progress. Ensure the use of rubrics to assess student performance for reading, writing and math with explicit feedback to individual students.
	2	2		
	3	3		
	4	3		
	5	2		
Total		13		
5 - Effective Staffing Practices	1	3	Teachers receive constructive feedback, support and follow-up to ensure instructional improvement administration and Principal. Teachers articulate their areas of growth and professional development needs. School has a clear professional development calendar and the topics are aligned to the school improvement plan.	Professional development focuses on student learning but needs to be developed through student work protocols. Continue to grow peer observation and collaborative support opportunities for teachers focused on district initiatives.
	2	3		
	3	2		
	4	2		
	5	3		
Total		13		

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6 - Enabling the Effective Use of Data	1	3	Teachers have opportunities during grade level meetings to reflect on benchmark data. Teachers have on demand access to review a number of data sources. Systems are in place to routinely review data on attendance, tardiness, office referrals and suspensions. The principal took the initiative to disseminate data from standardized test and cross referenced it with evidence statements and state standards to support the development of lesson planning and instruction.	All teachers need to directly use their vast variety of data sources to inform lesson planning and instruction. Evidence of how the data is specifically changing instruction within the classroom should be documented in the lesson plans and guided reading notes.
	2	3		
	3	3		
Total		9		
7 - Effective Use of Time	1	3	There is a schedule of teacher collaboration time and planning master schedule. Master schedule is developed to ensure appropriate instructional time is provided for ELA and math.	Ensure that classroom daily schedules are aligned to master schedule to ensure the required blocks of time are implemented in all classes for literacy and mathematics. A clear system for identifying and providing intervention programs for all students two or more years behind in ELA and math.
	2	2		
	3	2		
Total		7		
8 - Family and Community Engagement	1	3	Many school activities involving families are well planned and attended by community members. Family members are informed about student progress through regular conferences, newsletters, progress reports and report cards. There are community partnerships in place to support additional activities in the school. i.e. Garden Club; Safety Patrol	Explore possible community partnerships offering a range of service to address student and family needs. Create a network of providers in the immediate area/county that are invested in students' well being and document participation and results.
	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**
Continued focus of Writing Workshop to improve writing skills of our students.	ELA	Yes	An increased score of 25% or greater using the 6 +1 Writing Traits rubric on curriculum driven writing assignments from Unit 1 to Unit 4.	Writing Portfolios
Maintain documentation of students working two years or more behind. Use of Data Protocol to drive intervention and use of a intervention schedule.	ELA	Yes	Based on DRA Assessments, 80% of students will meet their DRA level goals set in October 2016. Growth of +1.5 years if student is 2 years or more behind, +1-1.5 years growth if student is 1-2 years behind, and +1year growth if student is less than 1, on or above.	Data Binders
Continued emphasis on writing smart objectives for instruction and checking for understanding as evidenced by principal/leader walk-throughs.	ELA	No		
Continue using Reflex Math in K-5	Math	Yes	Based on Reflex Math, at least 80% of K-5 students increased their Fluency percentage to 50% or greater.	Usage and fluency reports

STUDENT ACHIEVEMENT

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

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Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
PARCC Baseline Performance	The PARCC data for this year is baseline data and not comparable to previous years' State Assessment. Link to website with access to reports	**School-wide ELA**	23.5%		Reading observations/trends: 3rd/4th-Students are having difficulty with identifying text structure, using text evidence to support written responses, and identifying main idea of text with supporting details. K-2- students are having difficulty using conventions of standard english when writing or speaking. 1st and 2nd grade students have difficulty using nouns, verbs, pronouns, adjective, and adverbs in a sentence. Students have difficulty with asking and answering questions about key details in a text. Math Observations/ Trends: -3rd/4th: Low Performance on 3NBT.2, 4NBT.1 based on students not understanding properties of operations, relationships
		School-wide Math	20.0%		
		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
					between addition & subtraction and place value -3rd grade: Low Performance on 3.NBT. 3 based on students not knowing place values and properties of operations. Standards need to be taught continuously through the year and not just in quarter 1. More focus neede on the skills instruction. -4th grade: Low performance on 4.NBT.1 based on students not knowing values of digits, concepts of place value and division which is number sense
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Indentify interaction between student proficiency level	**Student Growth in Language Arts**	41.5		
		Student Growth in Math	35.0		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
Benchmark Assessment Participation	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade			

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Benchmark Assessment (Proficiency) ELA Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Overall, there was an increased rate of proficiency from Benchmark 1 to Benchmark 2. For Cycle 3, K-2 the proficiency rate remained the same. There was a slight increase in third grade and fourth grade. In fifth grade, there was a noticeable drop in the rate of proficiency, 59% in Cycle 2 to 32% to Cycle 3.	The Kindergarten and first grade benchmark assessments require teachers to test throughout the cycle. For cycle 3, WES teachers were not going to give the third assessment per District schedule. Teachers had to quickly administer the third cycle assessment in order to gather data for reporting purposes. First grade was not able to complete the benchmark assessment. The first grade teachers created their own formative assessment for Cycle 3. Teachers need more support in providing close reading strategies to students in grades K to 5. Students need more practice with using technology in the lower grades. There is not enough technology to
		K	52.7%	75%	75%	0%	91.53 %		
		1	50%	84%	84%	0%	92.86 %		
		2	67.2%	60%	60%	0%	56.45 %		
		3	25%	39%	41%	0%	13.46 %		
		4	21%	31%	32%	0%	9.09%		
		5	58.5%	59%	32%	0%	29.73 %		
		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
				support students in the lower grades.

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Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data necessary)	Observations / Trends
Benchmark Assessment (Proficiency) Math Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	-Kdg- 25% of students were not proficient in operations and algebraic thinking. -1st- 49% of students were not proficient in operations and algebraic thinking. -2nd-56% of students were not proficient in measurement and data. -3rd- 83% of students were not proficient in measurement and data. -4th- 73% of students were not proficient in the areas of number and operations in base 10. -5th- 40% of students were not proficient in the areas of number and operations in base 10.	Math Observation & Trends: Benchmark Test items are limited to 2 questions for a particular standard. Students need more questions in order to determine proficiency in math skills. -Kdg-Students have difficulty with recognizing numbers to 100 and using ten frame to determine sums up to 10, and place value. -3rd- Students need more practice with using measurement tools, collecting data through surveys, using frequency charts before March.
		K	92.7%	93%	93%	0%	93.22 %		
		1	58.5%	78%	96.2%	0%	89.66 %		
		2	47.5%	42%	39%	0%	27.78 %		
		3	7.5%	41%	41%	0%	27.45 %		
		4	0%	66%	68%	0%	69.7%		
		5	7%	55%	55%	0%	54.05 %		
		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			We have received about 10 students from out of district New York and PA. We have received at least 20 students from interdistrict schools.
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions		As of January 2016 the Perfect Attendance Parade was implemented. Per month 115 students have marched in the parade. The students have the opportunity to have perfect attendance every month	Intervention-The Attendance Parade has not increased or decreased student attendance. It has remained consistent. Ms. Cech has had the most students who have participated in the parade. Consistently 15 students if not more.

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		Attendance has remained consistent at the range of 95% per month	In the month of February we had the highest rate at 13.88% for chronic absenteeism. One reason is that we had a child with health, academic and behavioral needs who attended for a total of a week and then stopped attending. We have also consistently had the same students who have kept us at the 12 to 13% range of chronic absenteeism. There are several students in grade K who have consistently been absent due to parental neglect. Other students in various grades have been absent due to health issues.
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism			

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data necessary)	Observations / Trends
Discipline	The number of suspensions, expulsions, and incident reports *Identify types of incidences *Indentify patterns by subgroup *Identify chronic offenders		To the date of April 1, 2016 we have suspended 10 students.	We have consistently had several Kindergarten students who are chronic offenders. They had to be suspended by Ms. Yarde for behavior. These incidents were for hitting the teacher as well as other students. The majority of suspensions have been with 5th graders. We have had a 5th grade student suspended several times for stealing. Other 5th grade students have been suspended for physical fighting. We also had a few 2nd grade students suspended for sexual misconduct. Mid year the school staff developed Panther PAWS behavior rules. This has been effective because it was created by the faculty and they have ownership and understanding of the rules.

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

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NJSCS Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions' of students *Identify perceptions' of family	**Domain**	**ES**	**MSHS**	**Parents**	**Staff**	Overall students have a very high regard for each category.	Parents Parents are involved in this school. We get at least 10 parents who attend the Principal Chat and Chew monthly. More than half of the parents attend the monthly Student of the month program. Juiice and cake are given as an incentive. Students Student relationships need more work. Next year Washington School will implement a Bullying program from PEI kids In the year 2015-2016 Counselor developed monthly character trait program. Students learned Character trait during assembly and then a reward system was given to teachers to use when they observed student implementing the character trait. Staff
		Participation Rate	147%	0%	63%	26%		
		Physical Environment	76.9	0	80	63		
		Teaching and Learning	81	0	80.2	66.5		
		Morale in School Comm.	81.8	0	77.6	73.7		
		Student Relationships	66.3	0	76.9	73.8		
		Parental Support	96.6	0	80	75.8		
		Safety	81.3	0	79.1	77.4		
		Emotional Environment	73.2	0		69.2		
		Administrative Support				77.8		

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								Teaching and Learning is low Ms. Yarde orders all supplies requested by staff. Physical Environment is low because. Ms. Yarde has painted whole school. Cleaning of school could increase.
PBSIS Climate & Culture Surveys	Results from surveys *Identify staff satisfaction and support *Identify perception of the environment *Identify perceptions' of students *Identify perceptions' of family	**Domain**	**ES**	**MS**	**Parents**	**Staff**		
		Admin Leadership						
		Climate and Culture						
		Effective Instruction						
		Curriculum, Instruction and Intervention						
		Effective Staffing Practices						
		Professional Development						
		Parent and Community Engagement						

COLLEGE & CAREER READY

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

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

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data		Your Data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the 2014 - 2015 school year *Identify instructional trends *Identify professional development needs	**% of teachers on CAP YTD**	4.17%	Add the data: # of teachers below 2.50- 1 # of teachers between 2.50-3.00 - 13 # of teachers above of 3.0 - 8	Lack of content knowledge Lack of effective preparation and planning of lesson. Misalignment of standards to tasks and assessments. Little or no evidence of differentiation or implementation of best practices ie. close reading, writing portfolios, guided reading instruction, etc. Inability to design coherent instruction that engages students at high levels of performance.

OTHER INDICATORS

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
DRA Data	Fidelity to following guidelines to administering assessment.	Overall, 55% proficiency rate on the Winter administration of the DRA. From data available 5/25/2016, most grade levels showed an increase in student scores on the DRA.	Data from DRA is not being used consistently to drive small group
Reflex Math	Reflex Math Fluency growth to show how technology impacted math fluency.		Students who had more 1:1 contact with technology retained basic skills

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)	At least 45% of students in grades kindergarten through five are reading below grade level as measured by the DRA. PARCC data for ELA for the 2014-2015 indicates a 20.9% proficiency rate. Data from EUA Benchmarks indicates growth from all grade levels from EUA 1 to EUA2 but from EUA 2 to EUA 3, all but reported grade levels dropped with proficiencies with the exception of fifth grade,	Small group instruction, ie. guided reading not implemented with fidelity daily. Data from benchmarks, PARCC, DRA, and other formative assessments is not being used to drive differentiated group instruction.	All students	1	Use grade level meetings to unpack units, standards, and review student work in order to remediate instructional gaps and by using the School Evidence Statements.	3 - Effective Instruction
				2	Building content knowledge and better instruction through coaching cycles. Modeling/peer teaching of guided reading by literacy leader and other master teachers. Schedule for literacy leader and administrator to visit rooms to see guided reading and offer support.	3 - Effective Instruction
				3	Use DRA and associated resources such as the Continuum of Literacy Learning to help with focusing on skills needed skills required in order to move students along the continuum of reading.	6 - Enabling the Effective Use of Data

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Math (TP3, TP4)	Only 20% of 3rd-4th grade students scored at proficient levels on the PARCC Test. Only 54% of K-5 students scored at proficient levels on the Unit 3 Math Benchmark	Inconsistent use of data to implement guided math groups. Teachers' lack of content knowledge on best math instructional practices. Unexpected interruptions of the daily schedule ie. special programs, split classes, etc. Teachers occasionally using checks for understanding that were not aligned to the standards demands. Teachers & students need to use higher order questioning and thinking to during math discussions. Not consistently engaging students in number talks. Lack of a consistently implemented daily intervention program for math instruction. Teachers not using rubrics to evaluate student performance and to provide explicit feedback.	All students	1	Survey, plan for, and Implement professional development in Number Talks, which consist of high-order questioning and discussions, based on results of classroom visits, feedback and individualized coaching.	3 - Effective Instruction
				2	Analysis of student work and student data binder 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)	12 to 14% of students are chronically absent to school. Reduce discipline referrals by 2% Student relationships are not as positive as desired based on Culture & Climate survey	Chronic Absenteeism Parental Neglect Inconsistent communication with attendance officer and lack of follow-up by attendance officer Health issues Discipline Teachers not using the SOARS Behavior wide program No school wide positive reinforcement plan to track and manage misbehavior A need for more adult supervision for morning breakfast and lunch Not fully implementing Second Step program Student Relationships Poor Students Non implementation of SOAR plan and Second Step	All students	1	Implement Second Step program consistently in every classroom with fidelity. Monitor & support the implementation of the Second Step program and the School Culture & Climate Plan.	4 - Curriculum, Assessment and Intervention System
				2	Revisit, revise and implement the School Culture & Climate Plan.	2 - School Climate and Culture
				3	Continue to engage parents and attendance officer in improving student attendance through monthly meetings, follow-up visits monthly and personal phone calls to parents.	2 - School Climate and Culture
Select From List				1		0 - --
				2		0 - --
				3		0 - --

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2016-2017

Regional
ACHIEVEMENT
CENTERS

Collaboration
Coaching
Coherence

SMART Goal 1

By June 2017, Washington Elementary School will implement the Balanced Literacy Block in accordance to the instructional framework with fidelity in all classrooms which will result in 80% of students meeting their DRA Growth Goals according to data set in October 2016.

Performance Challenge: At least 45% of students in grades kindergarten through five are reading below grade level as measured by the DRA. PARCC data for ELA for the 2014-2015 indicates a 20.9% proficiency rate. Data from EUA Benchmarks indicates growth from all grade levels from EUA 1 to EUA2 but from EUA 2 to EUA 3, all but reported grade levels dropped with proficiencies with the exception of fifth grade,

Strategy 1: Use grade level meetings to unpack units, standards, and review student work in order to remediate instructional gaps and by using the School Evidence Statements.

Turnaround Principle: 3 - Effective Instruction

Strategy 2: Building content knowledge and better instruction through coaching cycles. Modeling/peer teaching of guided reading by literacy leader and other master teachers. Schedule for literacy leader and administrator to visit rooms to see guided reading and offer support.

Turnaround Principle: 3 - Effective Instruction

Strategy 3: Use DRA and associated resources such as the Continuum of Literacy Learning to help with focusing on skills needed skills required in order to move students along the continuum of reading.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Target Population: All students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By October 2016, 100% of students will have been base-lined to determine their DRA level and goals set for individual growth for the school year	DRA Scores as recorded in Edconnect and in student portfolios.

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	By January 2017, 80% of ELA classrooms will be implementing the Balanced Literacy block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0	Lesson plans, walk-through data(checklist) and observation data from administration.
EOC 3	By March 2017, 65% of students will reach their interim DRA level set in October 2016.	DRA Scores as recorded in Edconnect and in student portfolios.
EOC 4	By June 2017, Washington Elementary School will implement the Balanced Literacy Block in accordance to the instructional framework with fidelity in all classrooms which will result in 80% of students meeting their DRA Growth Goals according to data set in October 2016.	Lesson plans, walk-through data(checklist) and observation data from administration. DRA Scores as recorded in Edconnect and in student portfolios.

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Set up reading workshop so that students are 1. Reading for a purpose, 2. Responding to reading in writing, 3. Utilizing technology intervention, 4. In a guided reading group 5. Use data binders daily with specific requirements for guided reading to monitor student progress.	3 - School Climate and Culture	9/6/16	10/21/16	Literacy Leader, Teachers, & Administration
2	3	Ã¿Â¡Ã¿Â¢Ã¿Â¡Ã¿Â¡Ã¿Â¡Â¡Ã¿Â¡Ã¿Â¢ Book Studies for ELA and Sci/SS teachers on Close reading, Writing, and Nonfiction strategies Suggestions: o Text Dependent Questions (ELA) o Six Trait Writing, (ELA Writing) o Great Habits, Great Readers o Reading Nonfiction: Notice and Note (Sci/SS) o The Continuum of Literacy Learning Pre-K-8	5 - Curriculum, Assessment and Intervention System	1/10/17	4/14/17	Literacy Leader and Teachers

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

2016-2017

Regional ACHIEVEMENT CENTERS
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Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	2	Inside of weekly PLC for every UNIT: o Set norms, protocols, and systems for disagreements o Unpack Standards o Use the School Evidence Statements o Organize Curricular Units o Create/Refine Essential Questions	4 - Effective Instruction	9/6/16	6/9/17	Administration, Literacy Leader, &Teachers
4	3	Implement reading intervention for students who are reading 1 or more grade levels below using the F&P LLI Reading Intervention Program	7 - Enabling the Effective Use of Data	10/3/16	6/2/17	Teachers, Literacy Leader
5	2	Inside of weekly PLC for every UNIT: Create/Refine/Review Summative Assessments o Create and Give Pre-Assessment o Design Learning Experience o Analyze and Use Formative Assessment Data o Revise lesson for all learners o Analyze Summative Assessments	4 - Effective Instruction	9/6/16	6/9/17	Teachers, Literacy Leader and
6	1	Survey teachers on professional development needs on teaching students identified as English Learners	5 - Curriculum, Assessment and Intervention System	9/6/16	9/30/16	Literacy Leader, Teachers
7	2	Provide PD for individual process steps as necessary	4 - Effective Instruction	9/6/16	6/16/17	Literacy Leader and RAC ELA Support
8	1	Create roll out plan for teachers with benchmarks for implementation	3 - School Climate and Culture	9/9/16	10/21/16	Literacy Leader, Teachers,& Administration
9	1	Complete a miscue analysis of DRA to identify skills and strategies needed for each child	4 - Effective Instruction	9/6/16	10/21/16	Literacy Leader, Teachers
10	1	Create targeted guided reading plans and take anecdotal notes to adjust instruction and measure GR effectiveness	3 - School Climate and Culture	10/21/16	6/9/17	Literacy Leader, Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
11	1	Provide consistent walkthroughs to look for ELA block implementation	1 - --	9/6/16	6/9/17	Administration, Literacy Leader

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Utilize technology such as laptops for writing instruction, grades 1-5.	FACILITIES - Instructional Equipment / 400-731	$5,697	State/Local
3	Book Study books and materials	INSTRUCTION - Supplies & Materials / 100-600	$2,500	State/Local
3	F&P LLI Kits for Reading Intervention (1 per grade level) 1st-5th	INSTRUCTION - Supplies & Materials / 100-600	$21,100	State/Local
5	Lliteracy Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$94,015	Federal Title I (School Allocation)
5	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$11,220	Federal Title I (School Allocation)

SMART Goal 2

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

Performance Challenge: Only 20% of 3rd-4th grade students scored at proficient levels on the PARCC Test.
Only 54% of K-5 students scored at proficient levels on the Unit 3 Math Benchmark

Strategy 1: Survey, plan for, and Implement professional development in Number Talks, which consist of high-order questioning and discussions, based on results of classroom visits, feedback and individualized coaching.

Turnaround Principle: 3 - Effective Instruction

Strategy 2: Analysis of student work and student data binder 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: All students

Interim Goals

SMART Goal 2

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

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Principal ensures lesson plans reflect that Number Talks are planned for with strategy and problem 3-5 days a week	1 - --	9/1/16	6/23/17	Principal, Teachers
2	2	Establish PLC norms to review student work on a monthly basis.	6 - Effective Staffing Practices	9/20/16	9/23/16	Administration, Turn-Key Trainers, Teachers
3	1	Turn-Key Trainers and RAC math specialist coach teachers individually and by grade level on the implementation and planning of Number Talk activities.	3 - School Climate and Culture	9/1/16	12/9/16	Turn-Key Trainers, RAC Support, Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	2	Use student work from assessments including Type I, II, and III questions to determine when re-teaching needs to take place monthly.	4 - Effective Instruction	9/26/16	6/23/17	Teachers, Turn-Key Trainers
5	1	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	9/1/16	9/30/16	Administration, Turn-Key Trainers
6	1	Math Turn-Key Trainers and principal assess the school to determine that teachers are successfully implementing Number Talks in their classroom 3-5 times per week	3 - School Climate and Culture	9/1/16	6/23/17	Turn-Key Trainers, Teachers, Principal
7	3	Develop lesson plans following the district curriculum that include small group instruction on a daily basis	3 - School Climate and Culture	9/1/16	6/23/17	Teachers
8	2	Use of Common Core State Standards and PARCC rubrics to evaluate student performance	4 - Effective Instruction	9/27/16	2/3/17	Teachers
9	1	Survey teachers on professional development needs on unpacking standards, using Evidence Tables, differentiating learning through center rotations, higher order math questions, etc.	3 - School Climate and Culture	9/1/16	10/14/16	Turn-Key Trainers, Administration, Teachers
10	3	Teachers will maintain a data notebook identifying groups for guided math practice and implementation of skill centers/rotations	6 - Effective Staffing Practices	9/1/16	6/23/17	Teachers
11	2	Develop enrichment and intervention activities based on students' needs i.e. I-Ready.	4 - Effective Instruction	9/27/16	6/23/17	Teachers, Turn-Key Trainers
12	1	Math Turn-Key Trainers/RAC math specialist provide training to teachers aligned to skills for the unit within 2 weeks prior to the start of the new unit.	3 - School Climate and Culture	9/1/16	6/23/17	Turn-Key Trainers, Teachers, RAC Support

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	1	Math department development of content specific PDs for each grade level major standards by unit to be shared with teachers.	5 - Curriculum, Assessment and Intervention System	9/1/16	6/23/17	District Support, Turn-Key Trainers, Teachers
14	2	Develop a system for implementation of I-Ready during centers.	4 - Effective Instruction	9/27/16	11/11/16	Teachers, Administration
15	3	Classroom walkthroughs Principal/RAC math specialist to ensure content is being appropriately taught	1 - --	9/1/16	6/23/17	Principal, RAC Support, Teachers
16	2	Create and implement activities that foster student small group discussions and teacher discourse using high order math questions	3 - School Climate and Culture	9/1/16	6/23/17	Teachers
17	1	Principal, math leader, STEM leader, and RAC math specialist monitor implementation of Number Talks through classroom visits and provide feedback to teachers	3 - School Climate and Culture	9/13/16	6/23/17	Principal, RAC Support, District Staff
18	3	Principal, math turn-key trainer, STEM leader, and RAC math specialist monitor implementation of best practices through classroom visits, feedback and individualized coaching	3 - School Climate and Culture	9/13/16	6/23/17	Principal, RAC Support, District Staff
19	2	Teachers will print out and collect data daily, weekly, and monthly on studentÃ¿Â¢Ã¿Â¿Ã¿Â¿s progress in various programs used for instruction, formative, and summative assessments. i.e. EdConnect, I-Ready	6 - Effective Staffing Practices	9/1/16	6/23/17	Teachers
20	2	Analysis of data (touchpoints, benchmarks, walkthroughs, I-Ready, etc.) from various assessments given throughout the unit to determine where additional support and training is needed	6 - Effective Staffing Practices	9/1/16	6/23/17	Teachers, Turn-Key Trainers, Administration

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	I-Ready Instruction Upgrade Math Site License	INSTRUCTION - Purchased Professional & Technical Services / 100-300	$4,640	State/Local
8	I-Ready Professional Development Onsite Standard Package	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$3,500	State/Local
8	5 Additional Days I-Ready Professional Development	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$7,000	State/Local

SMART Goal 3

The school's practices will reflect student well-being and academic needs, as measured by achieving at least a score of 65 (or equivalent) on the 2016 Student Climate and Culture Survey in the areas of Relationships, Emotional Environment, Teaching and Learning, and Morale, and/or by raising the collective average score in these areas by at least 5% in a fall to spring comparison.

Performance Challenge: 12 to 14% of students are chronically absent to school.

Reduce discipline referrals by 2%

Student relationships are not as positive as desired based on Culture & Climate survey

Strategy 1: Implement Second Step program consistently in every classroom with fidelity. Monitor & support the implementation of the Second Step program and the School Culture & Climate Plan.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 2: Revisit, revise and implement the School Culture & Climate Plan.

Turnaround Principle: 2 - School Climate and Culture

Strategy 3: Continue to engage parents and attendance officer in improving student attendance through monthly meetings, follow-up visits monthly and personal phone calls to parents.

Turnaround Principle: 2 - School Climate and Culture

Target Population: All students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of EOC 1/Marking Period 1, 2016, as compared to the same ending time (November) in 2015, our school will demonstrate progress toward our main goal, as measured by improvement in at least two of the following indicators: HIB Incidents reduce by 5% Chronic Absenteeism improves by 5% Office Conduct Referrals reduced by 1%	Monthly Reports for HIB, Chronic Absenteeism and Discipline Referrals
EOC 2	By the end of EOC 2/Marking Period 2, 2017, as compared to the ending same time in (February) 2016, our school will demonstrate progress toward our main goal, as measured by improvement in at least two of the following indicators: HIB Incidents reduce by 5% Chronic Absenteeism improves by 5% Office Conduct Referrals reduced by 1%	Monthly Reports for HIB and Discipline Referrals
EOC 3	By the end of EOC 3/Marking Period 3, 2017, as compared to the same ending time in (April) 2016, our school will demonstrate progress toward our main goal, as measured by improvement in at least two of the following indicators: Improve Attendance by 2% HIB Incidents reduce by 5% Chronic Absenteeism improves by 5% Office Conduct Referrals reduced by 1%	Monthly Reports for HIB, Chronic Absenteeism and Discipline Referrals
EOC 4	The school's practices will reflect student well-being and academic needs, as measured by achieving at least a score of 65 (or equivalent) on the 2016 Student Climate and Culture Survey in the areas of Relationships, Emotional Environment, Teaching and Learning, and Morale, and/or by raising the collective average score in these areas by at least 5% in a fall to spring comparison.	Climate & Culture Surveys- Parents, Students, Staff

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Guidance Counselor has been assigned as chairperson to oversee the administration of the survey, which will include Communication with the RAC regarding survey availability, participation rates, and result reporting	2 - School Leadership	9/1/16	11/11/16	Counselor
2	2	Facilitate HIB in-service for all teachers	2 - School Leadership	9/1/16	2/3/17	Counselor, Teachers, Paras, Staff
3	3	Safety Team has been established to meet bi-monthly to review the HIB incidents of the school and make changes where needed.	2 - School Leadership	9/27/16	6/23/17	Principal, Safety Team
4	1	Communicate the importance of the survey to parents, staff and students	8 - Effective Use of Time	9/1/16	4/14/17	Principal, Parent Liaison, Counselor, Teachers
5	2	Provide in-service on targeted training on classroom management skills for teachers who need assistance	2 - School Leadership	9/1/16	2/3/17	Counselor, Principal, Teachers
6	3	Attendance Intervention Team has been established to review twice per month the statistics on chronic absenteeism and follow-up with Attendance Officer	2 - School Leadership	10/4/16	6/23/17	Principal, Attendance Intervention Team
7	2	Principal will review the number of referrals per teacher monthly to determine if classroom management/behavior management support is needed for specific teachers.	2 - School Leadership	9/1/16	6/23/17	Principal, Counselor, Teachers
8	3	Implement school iniatives to include Show Us Your Panther PAWS rules, Character Trait Month by Month and Student of the Month	2 - School Leadership	9/7/16	11/11/16	Counselor, Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
9	3	Communication of a clear vision of what a healthy environment looks like at Washington means following the Panther PAWS rules, treating others the way you want to be treated and the opportunity to participate in the monthly Perfect Attendance Parade	2 - School Leadership	9/7/16	11/11/16	Counselor, Teachers, Students
10	3	Panther PAWS rules will be displayed in each classroom, every morning over announcements students will be reminded to follow PAWS rules and sing the school song.	2 - School Leadership	9/7/16	11/11/16	Principal, Counselor, Teachers, Students
11	1	Teachers will teach weekly Second Step lessons and engage students in 10-15 minute daily activities to focus on specific character building traits.	2 - School Leadership	9/13/16	6/23/17	Teachers, Students
12	1	Principal will conduct informal observation of teachers facilitating a Second Step lesson during the first round of observations.	3 - School Climate and Culture	10/4/16	12/16/16	Principal, Teacher
13	2	Implement the school-wide Anti-Bullying program through PEI Kids.	2 - School Leadership	9/13/16	5/5/17	Counselor, PEI Kids Counselors, Teachers

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Certificates for Student of the Month (17 per month)	SUPPORT SERVICES - Supplies & Materials / 200-600	$200	State/Local
3	Certificates for Monthly Perfect Attendance (180-200 per month)	SUPPORT SERVICES - Supplies & Materials / 200-600	$500	State/Local
3	Color Printer Ink- Dell 3115cn (1 per color) Magenta, Cyan, Yellow, Black	SUPPORT SERVICES - Supplies & Materials / 200-600	$580	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Trophies for Students with Perfect Attendance All Year	SUPPORT SERVICES - Other Objects / 200-800	$500	State/Local

SMART Goal 4

Performance Challenge:

Strategy 1:

Turnaround Principle: 0 - --

Strategy 2:

Turnaround Principle: 0 - --

Strategy 3:

Turnaround Principle: 0 - --

Target Population:

Interim Goals
SMART Goal 4

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

End of Cycle	Interim Goal	Sources of Evidence
EOC 4		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category / Object Code	Funding Requested	Funding Resource
Summer Intervention for 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	9/8/16	6/30/17	Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$660.00	Federal Title I (School Allocation)
Parent Engagement Efforts	8/2/16	6/30/17	Parent Liaison and Principal	SUPPORT SERVICES - Supplies & Materials / 200-600	$1,176.00	Federal Title I (School Allocation)

Budget Summary

< NO DATA >

Overview of Total Title 1 Expenditures

	Federal Title 1 (Priority/Focus Interventions Reserve)	Federal Title 1 (School allocation) Total	TOTAL
Included in SMART Goal Pages	0	105235	105235
Other Title 1 Expenditures	0	16644	16644
Total	0	121879	121879

STATE OF NEW JERSEY
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Confirmation Page

x	The School Improvement Plan addresses all eight turnaround principles.
x	The results of the Quality School Review, completed in collaboration with the Regional Achievement Center staff, are included on the "QSR Summary" tab.
x	The School Improvement Plan includes no more than four (4) SMART goals, with a SMART goal developed in each of the following areas:
x	Literacy
x	Math
x	Climate and Culture
x	
x	All of the SMART goals and the interim goals are outcomes-based.
x	The Budget Summary includes all planned expenditures, as identified within the 'Resources' section of the SMART goal pages.
x	[For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing subgroups.

Completed By: Jennifer Yarde

Date: 2016-09-06