

Hedgepeth-Williams Sch

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210301

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	Adrienne R. Hill	Yes	Yes	Yes		
Vice Principal	Gregory Green	Yes	Yes	Yes		
SLT Chair/Math Teacher	Pamela Goff	Yes	Yes	Yes		
SLT Member/Sped. Teacher	Armand Harris	Yes	Yes	Yes		
SLT Member/TEA Representative	Thomas Harrington	Yes	Yes	Yes		
Math Leader	Dolores Anthony-Musa	Yes	Yes	Yes		
ELA Leader	Dawn Howlen	Yes	Yes	Yes		
Culture & Climate Leader	Orick Smith	Yes	Yes	Yes		

Stakeholder Representative Title	Name	Quality School Review / Needs	Data Review and Analysis	Plan Development	Signature	Date
Intervention Teacher	Maureen Burkhart-Penn	Yes	Yes	Yes		
SLT Member/Health and PE Teacher	Andrea Labato	Yes	Yes	Yes		
Social Studies Teacher	Bahiyaa Jones-Sellers	Yes	No	Yes		
SLT Member/ESL Teacher	Dawn Kelley	Yes	Yes	Yes		
SLT Member/Media Specialist	Barbara Episale	Yes	No	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
05/11/2016	Quality School Review / Needs Assessment	Yes	Yes
05/26/2016	Quality School Review / Needs Assessment	Yes	Yes
06/02/2016	Data Review and Analysis	Yes	Yes
05/26/2016	Data Review and Analysis	Yes	Yes
06/24/2016	Plan Development	No	Yes
06/21/2016	Plan Development	Yes	Yes
06/17/2016	Plan Development	Yes	Yes
06/13/2016	Plan Development	Yes	Yes
06/15/2016	Plan Development	Yes	Yes
06/14/2016	Plan Development	Yes	Yes
06/15/2016	Plan Development	Yes	No
06/14/2016	Plan Development	Yes	No
05/16/2016	Plan Development	Yes	Yes

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	3	<p>â The principal embraced the tenants of shared/distributive leadership and utilized them to create in conjunction with Union leadership high functioning teams, which promulgated âturnaround changeâ! The stakeholder collaboration created systemic transformation in the schoolâs climate, teaching and learning.</p> <p>â The principal with data from multiple sources, established a coherent vision, developed collaboratively with stakeholders, that guides leadership actions and decisions. The vision and underlying core beliefs directed, influenced, and guided decision-making at all levels of the school community.</p> <p>â The Spring Road to Success report, âObservable Characteristics in the Classroomâ demonstrated a 100% reduction in underdeveloped ratings from 9 to 0 as compared to the fall 2015 report. The report further identified a growth of 18% from 40 (63%) 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 1 in the fall to 5 in the spring. In the School /RAC focus area of âStudent Engagement five of eight classes grew from developing to well-developed and one of eight classes demonstrated growth from well-developed to exemplary.</p>	<p>1.4 Continuously engaging in inquiring about instructional improvement; ensuring high quality teaching in every classroom.</p> <p>â Conduct frequent formal and informal observations and administrative walk-throughs several times a week. [2.3;4.2]</p> <p>1.7 Using informal and formal observation data and on-going student learning outcome data to monitor and improve school-wide instructional practices and ensure the achievement of learning goals for all students (including SWD and ELLs).</p> <p>â Implement consistently the Reflective Instructional Supervision cycle of; data analysis, walkthroughs, observation, feedback, professional development, evaluation and loopbacks.</p> <p>â Consistently ensure teachers teams plan and create demanding material aligned to the CCSS, including exhibitions, portfolios and other assessments.</p> <p>â Consistently confirm teachers engage in inquiry about instructional improvement</p> <p>â Consistently confirm agreed upon practices are implemented in every classroom and student learning outcomes can be linked to these improvements. [6.3]</p>
	2	4		
	3	3		
	4	3		
	5	3		
	6	2		
	7	2		
	8	3		
	9	3		
	10	2		
Total		28		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	3	<p>☺ Morning routines are used to reinforce the Vision and Mission of the school and celebrate collective and individual student and staff success. There is a clearly identified active social network to provide academic, social, emotional and behavioral support to students and their families.</p> <p>☺ The Climate and Culture specialist supported the re-branding effort of the school through signature signage that reinforced, school rules, positive messages, student, staff and parental successes. The school further created signature, ☺We Miss You Post Cards☺ that became a staple of their efforts, to reduce the chronic absenteeism rate.</p> <p>☺ The Attendance and I&RS teams are high functioning and have created systems to identify and remediate student attendance issues resulting in a reduction in the school's chronic absenteeism rate to an average of 13% from September 2015 to February 2016.</p>	<p>2.1 Supporting a safe, orderly and equitable learning environment.</p> <p>☺ Provide professional development to build teachers capacity to respond to classroom infractions and leaders's ability to give feedback to teacher's response to classroom incidents.</p> <p>2.2 Creating consistency in the quality of instruction from classroom to classroom; instructional differentiation is in place to meet varied student needs.</p> <p>☺ Create and implement systems for the regular analysis of student learning Data to inform the selection of yearlong focus strategies for improving instructional practices and its natural outcrop improvement in student outcomes.</p> <p>☺ Create and implement consistent structures for instructional differentiation to meet all students's needs and to ensure that all students master content.</p>
	2	2		
	3	2		
Total		7		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
3 - Effective Instruction	1	2	<p>Administrative walk-throughs. Principal verifies content knowledge through informal and formal observations supplemented with observations by the teacher-leaders.</p> <p>Classroom behavior is consistent and students exhibit habits of self-discipline and self-management.</p> <p>In select classrooms instruction matches the rigor of the CCSS and students can articulate the learning objective and how it relates to larger concepts.</p> <p>In select classrooms teachers hold high academic standards and students are actively engaged in the lesson.</p>	<p>3.2 Teachers using multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.</p> <p>Implement and provide professional development and feedback on teachers use of :</p> <ul style="list-style-type: none"> o Approved District Middle Math Curriculum-Three Math Priorities, Math Language o Balanced Math Instruction (Concrete , Pictorial , Abstract ;Modeled, Shared, Guided ,Independent) o Balanced Literacy Block <p>Word Work</p> <p>Modeled, Shared, Guided, Independent Reading</p> <p>Writers Workshop</p> <p>Common Assessments</p> <ul style="list-style-type: none"> o Non-Fiction reading and writing strategies in Science and Social Studies Classes. o Begin use of an explicit Middle School Writing program that is explicitly aligned to the New Jersey Student Learning Standards /Common Core standards as defined by PARCC evidence statements and tasks and incorporates Arts infusion.
	2	2		
	3	2		
	4	2		
	5	2		
	6	3		
Total		13		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	3	<p>Teachers implement ELA & Math common assessments and district formative assessments linked to the CCSS aligned curriculum.</p> <p>Lesson plans demonstrate overall alignment with the CCSS.</p> <p>School leaders utilize walkthroughs as a means of providing actionable feedback on building based identified areas of growth.</p>	<p>4.2 Collecting classroom level data to verify that the adopted and aligned CCSS curriculum is the taught 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		
	4	4		
	5	2		
Total		13		
5 - Effective Staffing Practices	1	2	<p>Selection process is managed by Leadership Team and includes input of other key stakeholder (e.g. students, family members and other members of the community).</p> <p>School has intensive recruitment selection (demo lesson, formal interview, interview with a panel of students and other stakeholders), induction and mentoring processes for any new staff.</p> <p>Processes are in place to identify staffing needs proactively and early.</p> <p>Recruitment for candidates includes, but are not limited to, traditional venues.</p>	<p>5.2 Using teacher evaluation to systematically link teacher practice data with Students' outcomes; inform professional development.</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	3		
	3	3		
	4	3		
	5	3		
Total		14		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
6 - Enabling the Effective Use of Data	1	3	<p>â€¢ Monthly data meetings are scheduled to support the analysis of both qualitative and quantitative data to support the academic and social/emotional development of students.</p>	<p>6.3 Creating and implementing a specific schedule and process for the analysis of on-going formative assessment data tied to the CCSS aligned curriculum that includes the specific goals for improvement, defined strategies, progress monitoring and evaluation.</p> <p>â€¢ Data Miningâ€¢ to support the use of data by classroom teachers as a mechanism for daily adjustments in the delivery of the curriculum to best meet studentâ€™s needs; use of PLC time to analyze data.</p>
	2	2		
	3	2		
Total		7		
7 - Effective Use of Time	1	4	<p>â€¢ Master schedule maximizes instructional time. Master schedule includes opportunities to learn from peers and other experts through job-embedded professional development</p> <p>â€¢ ELA and Math teachers have common planning periods and meet weekly for PLC. Teachers have planning time for grade/content meetings.</p>	<p>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.</p> <p>â€¢ Creation and implementation of an instructional schedule that includes an RTI period.</p>
	2	2		
	3	3		
Total		9		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
8 - Family and Community Engagement	1	2	<ul style="list-style-type: none"> • The school supports home school academic engagement through Family Math and Literacy events. 	8.1 Families are engaged in academically related activities, school decision-making, and an open exchange of information regarding students' progress in order to increase student learning for all students <ul style="list-style-type: none"> • Provide and evaluate for effectiveness programs and strategies that facilitate creative, supportive, academically-focused relationships between teachers and families. • Implement monthly parent activities that engage both staff and parents in communicating and working together to improve student achievement. (Parent Good News Post Cards)
	2	3	<ul style="list-style-type: none"> • Staff actively participates in bi-weekly parent/family contact by logging calls, emails, letters and text messages. • School leaders identify and cultivate relationships with community partners. • School leaders and faculty teach families how to use parent portals that provide real-time information on student performance. • Adults in the school are trained to identify early indications of troubling student behavior and are quick to take appropriate action. 	

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
iReady	ELA	Yes	Student performance improved from September to June- September Results: Tier 1=9%, Tier 2=14%, Tier 3=77%: June Results: Tier 1=16%, Tier 2=17% and Tier 3=67%	Progress Monitoring of Student Growth (Form)
iReady	Math	Yes	Student performance improved from September to June. September Results: Tier 1=11%; Tier 2=28%; Tier 3=61%. June Results: Tier 1=22%, Tier 2=29%, Tier 3 =9%.	Progress Monitoring of Student Growth (Form)
Reflex Math	Math	Yes	From September to June the school wide fluency growth fluency growth was 16 percentage points with a 30 percentage point growth in 8th grade.	Fluency Growth Report
Pull Out/Targeted Intervention	Math and ELA	Yes	Students increased in their math fluency rates as per the selected student reports	Individual Student Reports (Iready)
Achieve 3000	ELA	Yes	6th grade student Lexile levels increased on average by 26 Points; 7th grade students Lexile levels increased on average 7 points; 8th grade Lexile levels increased by 27 points	Lexie Growth Report

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

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
PARCC Baseline Performance	The PARCC data for this year is baseline data and not comparable to previous years' State Assessment. Link to website with access to reports	School-wide ELA	17.9%	Algebra 1 = 37.5%	<p>Students have difficulty demonstrating conceptual understanding in mathematics, which hinders their ability to reason in settings involving careful application of concept definitions, relations and representations. This is evidenced by the school wide proficiency rates of 16% in reasoning and 13% in modeling on the PARCC assessment.</p> <p>ELA: Students have difficulty analyzing and comprehending complex text. This stems from having over 70% of the school reading below grade level according to iReady diagnostics. It is also evidenced by the percentage of students not meeting expectations on the PARCC (literary) assessment which is 56%, 56% and 58% for 6th, 7th,</p>
		School-wide Math	10.1%		
		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
					and 8th grade, respectively.
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	59.0	ELA 2013-14 46% % High Growth: 22% (60 students) Math 2013-14- 54% # of high growth students 92, 23%	ELA growth went from typical (46) to high (59) in 2013/14 to 2014/15 Math growth went from 54% to 54.5% in 2013/14 to 2014/15 and it remained typical.
		Student Growth in Math	54.5		
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			8th grade 100 student results, 1 student proficient, 99 students were not proficient. Cutoff score was 69.7%.	

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%	ELA Unit 2 Constructed Response data is as follows: 6th 26% proficient 7th 26% proficient 8th 21% proficient Unit 2 Model curriculum data: 6th 23% 7th 35% 8th 53% Unit 5 Benchmark data: 6th: 13% 7th: 26% 8th: 14%	<p>In grades 6 and 7, 74% of the students are not proficient on the constructed response portion.</p> <p>There is a misalignment of curriculum, strategy, and content knowledge that mars effective student outcomes.</p> <p>8th Grade ELA has been consistently higher than the other grade levels on both Benchmarks. On the first benchmark they achieved a 33.1% (25.9%) proficiency rate and on the second they achieved a 53.38% (37.41%). However, on the final benchmark they only had a 14% proficiency rate.</p> <p>Our Special Education student population is not performing at an alarmingly low rate if you look at their average for the first and second benchmark, they achieved a 19.8%</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	21.4%	59.06%	0%	0%	13.07%		
		7	21.9%	56.49%	0%	0%	26.49%		
		8	33.6%	65.79%	0%	0%	14.18%		
		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
				<p>proficiency, while the combined student population was 31.66% with the 8th grade numbers being significantly higher than other grade levels contributing to the significant difference.</p> <p>Interestingly, on the first benchmark, the male and female students achieved the same proficiency rate. However, on the second benchmark, the female students outperformed the males.</p>

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 5 Percent Proficient Grade 6 = 45% Grade 7 = 26% Grade 8 = 1%	<p>Our 6th and 7th grades met the cycle 2 proficiency goals. Grade 6 achieved 26.2% proficiency and grade 7 achieved 20.3% proficiency.</p> <p>Grades 6 and 7 showed the highest proficiency rate within a domain, the Number System. In cycle grade 6 achieved 22.7% proficiency and grad 8 achieved 53.3% proficiency. In cycle 2 grade 6 achieved 54.65% proficiency.</p> <p>The largest achievement gap occurs between males and females in 7th grade. In cycle 1 the male proficiency rate was 0% and the female proficiency rate was 10.7%. In cycle 2 the male proficiency rate was 26.1 % and the female rate was 15.19%.</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	2.8%	0%	0%	0%	45.77%		
		7	5.4%	0%	0%	0%	26.17%		
		8	0%	0%	0%	0%	1%		
		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		21 students took the regular test, 1 took alternate (sped), 1 who took regular=self-contained, 4 newcomers.	

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	477		Enrollment trends are increasing our student population.
		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	93.54%		Although the attendance is over 90%, it is still below the state directed average of at least 96%. Our targets are constructed to improve our attendance rate.
		Subgroup 1 YTD Student Attendance Average	0.00%		
		Subgroup 2 YTD Student Attendance Average	0.00%		
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	15.45%		Chronic absenteeism fluctuates from month to month. Consistent application of our strategies to improve student attendance will help this issue.
		Subgroup 1 YTD Chronic Absenteeism	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	95.28%		Staff models behaviors for attendance. We will continue the message that consistent attendance by staff is imperative to overall school improvement.

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%	Qualitative and anecdotal data points to a need for improvement in classroom management strategies to help our suspension rates.	The leadership of the building understands that suspensions disconnect students from school. We will continue to review our data to implement creative positive means for discipline.
		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	1.89%		
		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%	Data for participation in the survey was improved this year. 97% for students, 98% for staff, and 30% for parents. All participation targets were met.	Hedgepeth began administering the CC survey in the spring for a longer and broader look at the domains of climate and culture in the building. This second administration will help us achieve our improvement goals.
		Physical Environment	0	55.1	73.7	63.1		
		Teaching and Learning	0	67.6	75.3	65.9		
		Morale in School Comm.	0	61.2	73.5	62.7		
		Student Relationships	0	49.9	75.2	65.9		
		Parental Support	0	84.9	76.3	64.3		
		Safety	0	66.7	69.9	74.7		
		Emotional Environment	0	58.6		64.9		
		Administrative Support				76.1		

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						No PBSIS survey was administered. We administered the state survey.
		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	0	2015-16 Algebra 1 students = 27 Algebra 1 = 37.5% proficiency on the 2014/2015 PARCC assessment.	2014/15 Algebra EUA 2 constructed response 58% proficiency. Information feeding from Powerschool to Edconnect does not recognize the number of students enrolled in the 8th grade Algebra 1 course therefore, defaults to zero for the number of 8th grade students enrolled in Algebra 1. District and state representatives are aware of the problem.
		% of students with a C or better	0%		
		Count of students who took the Algebra section of PARCC	24		
		% of students who scored 4 or 5 on the PARCC assessment	37.5%		

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		1 teacher was on CAP for 2015/16, there are no teachers on a CAP for 2016/17. 1 teacher withholding of increment. There was only 1 summative observation that was partially effective out of 46 instructional staff members. Road to Success walkthrough growth was 53% from Spring 2015 to 2015 Fall.	Lowest areas were lesson design, student engagement, rigor and standards and they will remain a focus for the 2016-17 school year. SGO's do not appear to be rigorous enough and not in alignment with teacher practices as well as school and district goals. Student outcomes and teacher practices are not in alignment.

< Other Indicators - NO DATA >

Root Cause Analysis

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
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Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
ELA & Literacy (TP3, TP4) (Includes Social Studies & Science)	<p>ELA Unit 2 Constructed Response data is as follows: 6th 26% proficient 7th 26% proficient 8th 21% proficient</p> <p>Unit 2 Model curriculum data: 6th 23% 7th 35% 8th 53%</p> <p>Unit 5 Benchmark data: 6th: 13% 7th: 26% 8th: 14%</p> <p>In grades 6 and 7, 74% of the students are not proficient on the constructed response portion. There is a misalignment of curriculum, strategy, and content knowledge that mars effective student outcomes.</p> <p>8th Grade ELA has been consistently higher than the other grade levels on both Benchmarks. On the first benchmark they achieved a 33.1% (25.9%) proficiency rate and on the second they achieved a 53.38% (37.41%). However, on the final benchmark they only had a 14% proficiency rate.</p> <p>Our Special Education student population is not performing at an alarmingly low rate if you look at their average for the first and second benchmark, they achieved a 19.8% proficiency, while the combined student</p>	<p>Creating a viable curriculum and refining the PLC process, creating aligned unit lesson plans, that include a daily PARCC like assessment.</p> <p>The use of data by classroom teachers as a mechanism for daily adjustments in the delivery of the curriculum to best meet students' needs has not been addressed with fidelity.</p> <p>Conduct frequent and formal observations so teachers receive constructive feedback support and insure instructional improvement. Multiple data sources and opportunities are used to observe and provide feedback, including teacher feedback and supporting student learning outcomes.</p>	All students 6-8.	<p>1 Create and implement systems for the regular analysis of student learning data to inform the selection of yearlong focus strategies for improving instructional practices via the Implementation of the balanced literacy framework including: Independent Reading, Small Group Instruction, Vocabulary/Word Work and Readers/Writers Workshop in all classrooms and inclusive of the CAR model to support the regular engagement of PLC's and unit planning, lesson design. Use PLC periods 1-2 times bi-weekly to engage teachers in planning and adjusting instruction by unpacking standards, designing learning, and looking at student work (CAR framework).</p> <p>2 In an RTI period, Interventions and support will be provided for students using the iReady program, Edconnect standards analysis and common assessments.</p>	<p>4 - Curriculum, Assessment and Intervention System</p> <p>7 - Effective Use of Time</p>

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
	<p>population was 31.66% with the 8th grade numbers being significantly higher than other grade levels contributing to the significant difference.</p> <p>Interestingly, on the first benchmark, the male and female students achieved the same proficiency rate. However, on the second benchmark, the female students outperformed the males.</p> <p>Only 17.7% of the students met or exceeded expectations on the 2014-2015 PARCC. Students have difficulty in the area of citing strong textual evidence to support analysis of what the text says explicitly as well as drawing inferences from the text while utilizing literacy text. Additionally, only 14% of students are on or above grade level according to iready.</p>			<p>3 Administrators and coaches will develop, implement, and monitor through weekly walkthroughs: teacher practice in close reading and writing in response to text strategies in all ELA classrooms.</p>	<p>1 - School Leadership</p>

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Math (TP3, TP4)	<p>Cycle 5 Percent Proficient Grade 6 = 45% Grade 7 = 26% Grade 8 = 1%</p> <p>Our 6th and 7th grades met the cycle 2 proficiency goals. Grade 6 achieved 26.2% proficiency and grade 7 achieved 20.3% proficiency.</p> <p>Grades 6 and 7 showed the highest proficiency rate within a domain, the Number System. In cycle grade 6 achieved 22.7% proficiency and grad 8 achieved 53.3% proficiency. In cycle 2 grade 6 achieved 54.65% proficiency.</p> <p>The largest achievement gap occurs between males and females in 7th grade. In cycle 1 the male proficiency rate was 0% and the female proficiency rate was 10.7%. In cycle 2 the male proficiency rate was 26.1 % and the female rate was 15.19%.</p> <p>Students have difficulty with the application of mathematics beyond the conceptual sense. Only 10% of the students met or exceeded expectations on the 2015 PARCC. Based on the i-Ready Diagnostic Tool, only 23% of students are on or above grade level.</p>	<p>Balanced math instruction, math priorities and math language must be consistent throughout all Math classrooms.</p> <p>The need to use PARCC like assessment of the taught objective; inclusive of clear measurable goals, aligned strategies and a plan for monitoring progress and driving continuous improvement.</p> <p>The use of data mining by classroom teachers as a mechanism for daily adjustments in the delivery of the curriculum to best meet students needs has not been addressed with fidelity.</p>	All students 6-8.	1 Develop, implement and monitor teacher practice in mathematical activity that results in relationships between quantities and their representations (tables, expressions, equations, graphs) that build a cohesive body of mathematics via the Balanced Math Instructional Block by using PLC periods and conducting weekly walkthroughs and inclusive of the CAR model to support the regular engagement of PLC's and unit planning, lesson design.	5 - Effective Staffing Practices
				2 Use PLC periods 1-2 times bi-weekly to engage teachers in planning and adjusting instruction by unpacking standards, designing learning, and looking at student work (CAR framework).	3 - Effective Instruction
				3 Create and implement systems for the regular analysis of student learning data to inform the selection of yearlong focus strategies and instructional differentiation for improving instructional practices and, meeting student needs.	6 - Enabling the Effective Use of Data

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
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Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Climate & Culture (TP2)	<p>Disciplinary Data: 49 students suspended, 37 % 6th graders, 51% 7th graders, 12% 8th grade.</p> <p>45% of students suspended were female, 55% were male. 84% of the students are classified as Black, 16% Hispanic were suspended. 47% of the students were have a special education classification. 12% of the students had English language barrier. In this building, 25% of the students are special education, and 47% of them have been suspended.</p> <p>Varying chronic absenteeism from the feeder schools (P.J.Hill 28.44%, Robeson 7.00% and others unknown), could have an adverse effect on our current reduction of chronically absent students. Disciplinary challenges may be presented as students adjust to our brand of expectations and accountability. Staff members' responses to undesirable student behavior requires additional training, coaching, administrative feedback and support.</p>	<p>Modification and accommodation to reduce suspensions whose IEP's necessitate adaptive classroom devices.</p> <p>Behavioral differentiation (in-class rewards systems and tiered interventions) to address student challenges were not implemented in all classes on a daily basis.</p> <p>Consistent school-wide professional development to build teachers' capacity to respond to classroom infractions should be offered on a regular and ongoing basis.</p> <p>Timely administrative feedback to teachers regarding their response(s) to classroom incidents did not consistently occur.</p> <p>Systems for the regular analysis of student learning data to inform the selection of year-long focus climate and discipline strategies were not consistently implemented.</p> <p>Family and community engagement was not at the level that it should be to help positively affect the school's instructional program.</p>	Self contained classrooms Whole school	1 The implementation of a climate and culture plan that focuses on the creation of various school teams (attendance, climate & culture and parent academy). Consistent school-wide professional development to build teachers' capacity to respond to classroom infractions will be offered on a regular and ongoing basis.	2 - School Climate and Culture
				2 The creation of an emotional environment that focuses on positive reinforcement, teaching and learning, and healthy social/emotional skill development. The creation and implementation of our branding and marketing.	2 - School Climate and Culture

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
				3 Behavioral differentiation (in-class rewards systems and tiered interventions) to address student challenges will be offered on an on-going daily basis. Timely administrative feedback to teachers regarding their response(s) to classroom incidents in a positive manner to keep students connected to their learning.	8 - Family and Community Engagement
Select From List				1 2 3	0 - -- 0 - -- 0 - --

SMART Goal 1

By June 2017, 70% of students scores will increase from their District Common Pre-Assessment on the EBSR Type questions on the standards associated with Informational Text RI 6-8/1-10, to these same standards on the final/Post District Common Assessment according to the tiered growth chart below.

Performance level on Pretest:

Growth on Post:

Far Below Basic (0%-23.9%)	25 percentage points
Below Basic (24.9%-48.9%)	20 percentage points
Basic (40%-68.9%)	15 percentage points
Meets (69%-83.9%)	8 percentage points
Exceeds (84%-100%)	Maintains or 4 percentage point

Performance Challenge: ELA Unit 2 Constructed Response data is as follows:

6th 26% proficient

7th 26% proficient

8th 21% proficient

Unit 2 Model curriculum data:

6th 23%

7th 35%

8th 53%

Unit 5 Benchmark data:

6th: 13%

7th: 26%

8th: 14%

In grades 6 and 7, 74% of the students are not proficient on the constructed response portion.

There is a misalignment of curriculum, strategy, and content knowledge that mars effective student outcomes.

8th Grade ELA has been consistently higher than the other grade levels on both Benchmarks. On the first benchmark they achieved a 33.1% (25.9%) proficiency rate and on the second they achieved a 53.38% (37.41%). However, on the final benchmark they only had a 14% proficiency rate.

Our Special Education student population is not performing at an alarmingly low rate if you look at their average for the first and second benchmark, they achieved a 19.8% proficiency, while the combined student population was 31.66% with the 8th grade numbers being significantly higher than other grade levels contributing to the significant difference.

Interestingly, on the first benchmark, the male and female students achieved the same proficiency rate. However, on the second benchmark, the female students outperformed the males.

Only 17.7% of the students met or exceeded expectations on the 2014-2015 PARCC. Students have difficulty in the area of citing strong textual evidence to support analysis of what the text says explicitly as well as drawing inferences from the text while utilizing literacy text. Additionally, only 14% of students are on or above grade level according to iReady.

Strategy 1: Create and implement systems for the regular analysis of student learning data to inform the selection of yearlong focus strategies for improving instructional practices via the Implementation of the balanced literacy framework including: Independent Reading, Small Group Instruction, Vocabulary/Word Work and Readers/Writers Workshop in all classrooms and inclusive of the CAR model to support the regular engagement of PLC's and unit planning, lesson design.
Use PLC periods 1-2 times bi-weekly to engage teachers in planning and adjusting instruction by unpacking standards, designing learning, and looking at student work (CAR framework).

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 2: In an RTI period, Interventions and support will be provided for students using the iReady program, Edconnect standards analysis and common assessments.

Turnaround Principle: 7 - Effective Use of Time

Strategy 3: Administrators and coaches will develop, implement, and monitor through weekly walkthroughs: teacher practice in close reading and writing in response to text strategies in all ELA classrooms.

Turnaround Principle: 1 - School Leadership

Target Population: All students 6-8.

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	Performance level on Pretest: Growth on Post: Far Below Basic (0%-23.9%) 6 percentage points Below Basic (24.9%-48.9%) 4 percentage points Basic (40%-68.9%) 3 percentage points Meets (69%-83.9%) 2 percentage points Exceeds (84%-100%) Maintains or 1 percentage point	End of Unit 1 District Common Assessment compared to Pre-Test assessment System 44 and Read 180 for special education students (assessments)
EOC 2	Performance level on Pretest: Growth on Post: Far Below Basic (0%-23.9%) 12 percentage points Below Basic (24.9%-48.9%) 8 percentage points Basic (40%-68.9%) 6 percentage points Meets (69%-83.9%) 4 percentage points Exceeds (84%-100%) Maintains or 2 percentage point	End of Unit 2 District Common Assessment compared to Pre-Test assessment System 44 and Read 180 for special education students (assessments)
EOC 3	By April 30, 2017, there will be an increase in the number of classrooms that score well-developed on the Road to Success (RtS) rubric as compared to the March 2016 RtS data in the area of Student Engagement.	Road to Success Data System 44 and Read 180 for special education students (assessments)

End of Cycle	Interim Goal	Sources of Evidence										
EOC 4	<p>By June 2017, 70% of students scores will increase from their District Common Pre-Assessment on the EBSR Type questions on the standards associated with Informational Text RI 6-8/1-10, to these same standards on the final/Post District Common Assessment according to the tiered growth chart below.</p> <p>Performance level on Pretest: Growth on Post:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Far Below Basic (0%-23.9%)</td> <td>25 percentage points</td> </tr> <tr> <td>Below Basic (24.9%-48.9%)</td> <td>20 percentage points</td> </tr> <tr> <td>Basic (40%-68.9%)</td> <td>15 percentage points</td> </tr> <tr> <td>Meets (69%-83.9%)</td> <td>8 percentage points</td> </tr> <tr> <td>Exceeds (84%-100%)</td> <td>Maintains or 4 percentage point</td> </tr> </table>	Far Below Basic (0%-23.9%)	25 percentage points	Below Basic (24.9%-48.9%)	20 percentage points	Basic (40%-68.9%)	15 percentage points	Meets (69%-83.9%)	8 percentage points	Exceeds (84%-100%)	Maintains or 4 percentage point	<p>Pre-Test data compared to Post-Test/ District Common Assessment System 44 and Read 180 for special education students (assessments)</p>
Far Below Basic (0%-23.9%)	25 percentage points											
Below Basic (24.9%-48.9%)	20 percentage points											
Basic (40%-68.9%)	15 percentage points											
Meets (69%-83.9%)	8 percentage points											
Exceeds (84%-100%)	Maintains or 4 percentage point											

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	3	The Balanced Literacy Block will be defined using a rubric outlining expectations and teachers will be trained on the rubric, systems and routines.	3 - School Climate and Culture	9/12/16	10/21/16	Literacy Leader
2	3	If funds become available. (\$5040)...Professional Development on effective writing strategies inclusive of writing in response to text and multi media mediums	3 - School Climate and Culture	9/12/16	10/31/16	Literacy Leader
3	3	Weekly walkthroughs will be conducted to identify areas to target during PLC's	1 - --	9/19/16	6/23/17	Literacy Leader and Administration Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	2	If funds become available (\$32,264)...Teachers will be trained on the CAR process and create unit plans and benchmarks for implementation	3 - School Climate and Culture	9/12/16	1/6/17	Literacy Leader, ELA Team
5	2	Teachers will be trained in planning for instructional centers and be provided with resources for exemplar small group plans	7 - Enabling the Effective Use of Data	9/12/16	6/23/17	Literacy Leader
6	2	Teachers will conduct inter-classroom visits and use collected data to adjust instruction	3 - School Climate and Culture	9/6/16	6/23/17	Literacy Leader and ELA Team
7	1	Create a data management system to view and analyze individual student data	6 - Effective Staffing Practices	9/6/16	11/15/16	Literacy Leader and ELA Team
8	1	Utilize assessment data to monitor student progress, revisit groupings, adjust instruction and plan for intervention	6 - Effective Staffing Practices	9/6/16	6/23/17	Literacy Leader
9	3	Conduct book studies for ELA, Social Studies and Science teams on close reading, writing and nonfiction strategy suggestions connected to	5 - Curriculum, Assessment and Intervention System	10/17/16	6/23/17	Literacy Leader, Social Studies Team, Science Team, ELA Team
10	1	If funds become available (\$49,398)...Interventions will be provided for students who are not meeting grade level expectations. Enrichment will be provided for students who are meeting grade level expectations	4 - Effective Instruction	10/17/16	6/16/17	Literacy Leader, ELA Team, Administration Team
11	1	Monthly or quarterly meetings to engage parents in Literacy-related activities (i.e. PARCC, Assessments, Arts Integration, Literacy Night, Careers involving reading, writing & speaking...)	8 - Effective Use of Time	9/1/16	6/30/17	Literacy Leader, ELA Team, Parent Liaison
12	2	Purchase computers and related supplies to support effective technology integration in all classrooms and to support student learning in extended day intervention and enrichment programs.	3 - School Climate and Culture	3/1/17	5/31/17	Principal

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	ELA Leader Salary	INSTRUCTION - Personnel Services - Salaries / 100-100	\$73,965	Federal Title I (School Allocation)
4	ELA Leader PD (20 hours @ \$36/hour)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$720	State/Local
8	ELA Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$7,286	Federal Title I (School Allocation)
9	Reading Reconsidered: Book Study	SUPPORT SERVICES - Supplies & Materials / 200-600	\$760	State/Local
5	Make and Take Small Group Activities	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,000	State/Local
2	Yes Yes Good Staff Book Purchase for Book Study.	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,200	State/Local

SMART Goal 2

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

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

Far Below Basic (0-23.9): 20 percentage points

Below Basic (24.9-48.9): 16 percentage points

Basic (49-68.9): 12 percentage points

Meets (69-83.9): 8 percentage points

Exceeds (84-100): 2 percentage point

Performance Challenge: Cycle 5 Percent Proficient

Grade 6 = 45%

Grade 7 = 26%

Grade 8 = 1%

Our 6th and 7th grades met the cycle 2 proficiency goals. Grade 6 achieved 26.2% proficiency and grade 7 achieved 20.3% proficiency.

Grades 6 and 7 showed the highest proficiency rate within a domain, the Number System. In cycle grade 6 achieved 22.7% proficiency and grad 8 achieved 53.3% proficiency. In cycle 2 grade 6 achieved 54.65% proficiency.

The largest achievement gap occurs between males and females in 7th grade. In cycle 1 the male proficiency rate was 0% and the female proficiency rate was 10.7%. In cycle 2 the male proficiency rate was 26.1 % and the female rate was 15.19%.

Students have difficulty with the application of mathematics beyond the conceptual sense. Only 10% of the students met or exceeded expectations on the 2015 PARCC. Based on the i-Ready Diagnostic Tool, only 23% of students are on or above grade level.

Strategy 1:

Develop, implement and monitor teacher practice in mathematical activity that results in relationships between quantities and their representations (tables, expressions, equations, graphs) that build a cohesive body of mathematics via the Balanced Math Instructional Block by using PLC periods and conducting weekly walkthroughs and inclusive of the CAR model to support the regular engagement of PLC's and unit planning, lesson design.

5 - Effective Staffing Practices

Turnaround Principle:

Strategy 2: Use PLC periods 1-2 times bi-weekly to engage teachers in planning and adjusting instruction by unpacking standards, designing learning, and looking at student work (CAR framework).

Turnaround Principle: 3 - Effective Instruction

Strategy 3: Create and implement systems for the regular analysis of student learning data to inform the selection of yearlong focus strategies and instructional differentiation for improving instructional practices and, meeting student needs.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Target Population: All students 6-8.

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence										
EOC 1	<p>Students will experience 1/4 of the increase in scores on the relationships between quantities portion from the first District Common Assessments</p> <p>EOC 1 If student scores (listed below) on the pre-assessment Growth must equal (listed below) at minimum to meet goal at end of quarter/unit.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;">Far Below Basic</td> <td>5 percentage points</td> </tr> <tr> <td>Below Basic</td> <td>4 percentage points</td> </tr> <tr> <td>Basic</td> <td>3 percentage points</td> </tr> <tr> <td>Meets</td> <td>2 percentage points</td> </tr> <tr> <td>Exceeds</td> <td>.5 percentage point</td> </tr> </table>	Far Below Basic	5 percentage points	Below Basic	4 percentage points	Basic	3 percentage points	Meets	2 percentage points	Exceeds	.5 percentage point	Pre-Assessment and EOC1
Far Below Basic	5 percentage points											
Below Basic	4 percentage points											
Basic	3 percentage points											
Meets	2 percentage points											
Exceeds	.5 percentage point											

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	<p>Students will experience 1/4 of the increase in scores on the relationships between quantities portion from the first District Common Assessments</p> <p>EOC 2 If student scores (listed below) on the pre-assessment Growth must equal (listed below) at minimum to meet goal at end of quarter/unit.</p> <p>Far Below Basic 10 percentage points Below Basic 8 percentage points Basic 6 percentage points Meets 4 percentage points Exceeds 1 percentage point</p>	Pre-Assessment and EOC2.
EOC 3	<p>Students will experience 1/4 of the increase in scores on the relationships between quantities portion from the first District Common Assessments</p> <p>EOC 3 If student scores (listed below) on the pre-assessment Growth must equal (listed below) at minimum to meet goal at end of quarter/unit.</p> <p>Far Below Basic 15 percentage points Below Basic 12 percentage points Basic 9 percentage points Meets 6 percentage points Exceeds 1.5 percentage point</p>	Pre-Assessment and EOC3.

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	<p>By June 2017, 70 % of students scores will show increase from their District Common Pre-Assessment on the Type 1, 2, & 3 questions on the standards associated with Relationships between Quantities to these same standards on the final District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.</p> <p>If student scores (listed below) on the pre-assessment: Growth must equal (listed below) at minimum to meet goal at end of year.</p> <p>Far Below Basic (0-23.9): 20 percentage points Below Basic (24.9-48.9):16 percentage points Basic (49-68.9): 12 percentage points Meets (69-83.9): 8 percentage points Exceeds (84-100): 2 percentage point</p>	Pre-Assessment and EOC4.

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Define a Balanced Math Block in which students measure a progression of objects that create relationships, then learn to represent the relationships in multiple ways with rubric outlining expectations	3 - School Climate and Culture	9/5/16	10/7/16	Math Leader, RAC
2	1	If funds become available (\$10,080)...Define counting by units and multiples of units and making numbers of combinations of units	3 - School Climate and Culture	9/12/16	10/3/16	Math Leader, Math Team
3	3	Analyze student work and reflection on student thinking to inform daily planning and instruction around the representation of relationships that result from mathematical activity during later PLCs	6 - Effective Staffing Practices	9/12/16	10/12/16	Math Leader, Math Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	3	If funds become available (\$32,264)...Use of iReady to continue to build cohesiveness in all instruction that supports students' understanding of relationships between quantities and their representations	6 - Effective Staffing Practices	9/12/16	10/3/16	Math Leader, Math Team
5	1	Support teachers in creating a Quantities Wall, Symbolic Representation Charts, Table Center & Graphing Center, as well as Measuring Centers	3 - School Climate and Culture	9/6/16	10/31/16	Math Leader, RAC
6	2	Consistent weekly Walkthroughs to look for block implementation	1 - --	9/19/16	9/12/16	Math Leader, Administration
7	2	Train teachers on CAR process and framework	3 - School Climate and Culture	9/6/16	10/3/16	Math Leader, FEA
8	3	Monthly data meetings to engage teachers in using data to guide instruction while looking at topics that are causing the most difficulty for students on iReady	5 - Curriculum, Assessment and Intervention System	10/3/16	1/2/17	Math Leader, Math Team
9	1	If funds become available (\$5000)...Interventions will be provided for students who are not meeting grade level expectations and enrichment will be provided for students who are meeting grade level expectations	3 - School Climate and Culture	10/3/16	1/2/17	Math Leader, Math Team
10	3	If funds become available (\$49,938)...Monthly or quarterly meetings to engage parents in Math-related activities (i.e. PARCC, Assessments, Arts Integration, Careers in Math...)	8 - Effective Use of Time	9/1/16	6/30/17	Math Leader, Math Team, Parent Liaison

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	School year extended day program prep and planning (Literacy and Math)- teachers @ \$36/hour without children not to exceed \$3240; FICA = \$248. Total not to exceed = \$3488.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$3,488	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	Math Interventions including cross curricular arts connections. For example Math and arts integration, Science+STEAM, Assemblies etc.	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000	State/Local
10	School year extended day program supplies	INSTRUCTION - Supplies & Materials / 100-600	\$853	Federal Title I (Interventions Reserve)
1	Math Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$88,965	Federal Title I (School Allocation)
2	Math Leader PD (20 hours @ \$36/hour)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$720	State/Local
2	Professional Development Teachers	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$10,080	State/Local
4	Teacher stipends for staff involvement for middle school network for development of instructional units utilizing CAR process	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$32,264	State/Local
10	Intervention and Enrichment Activities School Year Extended Day Program (Literacy and Math) - Teachers @ \$42 per hour w/children not to exceed \$40,320; FICA = \$3,084. Total	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$49,398	State/Local
1	Math Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$17,282	Federal Title I (School Allocation)

SMART Goal 3

By June 2017 the school's 2016-2017 annual average student chronic absenteeism rate will be improved by a target rate of at least 4 %, as compared to the 2015-2016 annual rate for student chronic absenteeism.

Performance Challenge: Disciplinary Data: 49 students suspended, 37 % 6th graders, 51% 7th graders, 12% 8th grade. 45% of students suspended were female, 55% were male. 84% of the students are classified as Black, 16% Hispanic were suspended. 47% of the students were have a special education classification. 12% of the students had English language barrier. In this building, 25% of the students are special education, and 47% of them have been suspended. Varying chronic absenteeism from the feeder schools (P.J.Hill 28.44%, Robeson 7.00% and others unknown), could have an adverse effect on our current reduction of chronically absent students. Disciplinary challenges may be presented as students adjust to our brand of expectations and accountability. Staff members' responses to undesirable student behavior requires additional training, coaching, administrative feedback and support.

Strategy 1: The implementation of a climate and culture plan that focuses on the creation of various school teams (attendance, climate & culture and parent academy).

Consistent school-wide professional development to build teachers' capacity to respond to classroom infractions will be offered on a regular and ongoing basis.

Turnaround Principle: 2 - School Climate and Culture

Strategy 2: The creation of an emotional environment that focuses on positive reinforcement, teaching and learning, and healthy social/emotional skill development.

The creation and implementation of our branding and marketing.

Turnaround Principle: 2 - School Climate and Culture

Strategy 3: Behavioral differentiation (in-class rewards systems and tiered interventions) to address student challenges will be offered on an on-going daily basis.

Timely administrative feedback to teachers regarding their response(s) to classroom incidents in a positive manner to keep students connected to their learning.

Turnaround Principle: 8 - Family and Community Engagement

Target Population: Self contained classrooms
Whole school

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of MP-I, we will meet or improve the chronic absenteeism as compared to the end of MP-I of last year by at least 4 %.	PowerSchool Ed Connect Data Meetings School based and other District reports
EOC 2	By the end of MP-II, the administered fall climate and culture survey will demonstrate a growth in the collective average score of at least 2 points in the areas of Student Relationships and Student Emotional Environment as compared to the Fall, 2015 survey.	PowerSchool Ed Connect Data Meetings School based and other District reports
EOC 3	By the end of MP-III, we will meet or improve the chronic absenteeism rate as compared to the end of MP-III of last year by at least 4 %.	PowerSchool Ed Connect Data Meetings School based and other District reports
EOC 4	By June 2017 the school's 2016-2017 annual average student chronic absenteeism rate will be improved by a target rate of at least 4 %, as compared to the 2015-2016 annual rate for student chronic absenteeism.	PowerSchool Ed Connect Data Meetings School based and other District reports

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	The creation and implementation of HWMS' Climate and Culture Plan to address establishing and maintaining positive student relationships to be practiced among all staff members.	2 - School Leadership	9/8/16	6/22/17	School Administrators & Climate and Culture Leader
2	1	HWMS will create focus groups. Students who near the 10 % border line of being out of school will meet with the attendance team and develop a correction action plan to address attendance concerns.	2 - School Leadership	9/8/16	6/22/17	Attendance Team Members
3	1	Teachers are reminded daily by administration and attendance secretary about taking daily attendance on time.	2 - School Leadership	9/8/16	6/22/17	Administration, Climate & Culture Leader, Counselors, Attendance Secretary
4	2	The implementation of HWMS Parent Academy. Parents will learn strategies that will assist them to motivate his/her child to attend school on a regular basis. Parents will receive support and gain knowledge to help better educate our students during the 21st century.	8 - Effective Use of Time	9/8/16	6/22/17	Parent Liaison, Climate and Culture Leader
5	2	HWMS families will be kept abreast of events and current happenings through a quarterly "Tiger News" bulletin.	2 - School Leadership	9/8/16	6/22/17	Climate & Culture Leader, Parent Liaisons, Counselors and Administration.

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	3	The HWMS attendance team will use the approved Trenton Board of Education 8-Step attendance plan to address chronic absenteeism (letters, phone calls, home visitation, school level mediation with parents/students, Central Administration mediation meetings with parents/students, attendance agreement contracts with students and court). Opportunities for credit and and seat time "recovery" will be designed.	2 - School Leadership	9/8/16	6/22/17	Attendance Team
7	3	Students who are chronically absent from school will receive the HWMS "We miss you post cards"	2 - School Leadership	10/15/16	6/22/17	Attendance Team
8	3	HWMS staff and administration will continue to publicly acknowledge students who have perfect attendance on a monthly basis.	2 - School Leadership	9/8/16	6/22/17	Positive Behavior Supports In School Team (PBSIS).
9	2	If funds become available (\$25,000)...Schedule trips that will reinforce the positive expectations of the students' behavior at Hedgepeth/Williams Middle School. Trips will include, but not be limited to: Frogbridge, NJ State Museum and Adventure Aquarium.	2 - School Leadership	9/8/16	6/22/17	Climate and Culture Leader, Positive Behavior Supports Team.
10	2	Provide special events at the school to motivate the students in a positive manner. The events will include programs such as dances, movies, speakers, and competition days.	2 - School Leadership	9/8/16	6/22/17	Climate and culture leader and PBSIS
11	2	If funds become available (\$10,000)...Schedule professional development for staff in the areas of PBSIS, Campaign Connect, pro-social interventions, and integrating the arts into the education of all students at the school.	2 - School Leadership	9/8/16	6/22/17	Administration, climate and culture leader, and art teacher
12	2	If funds become available (\$5000)...Purchase items for PBSIS reward and recognition programs for students and staff. These items will be housed in the school store.	2 - School Leadership	9/8/16	6/22/17	PBSIS Team

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Climate and Culture Leader PD (20 hours @ \$36/hour)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$720	Federal Title I (School Allocation)
6	(>March 15, 2017) After school credit and/or attendance "recovery program (5 teachers @ \$42/hour with student contact. Not to exceed 20 hours each teacher or \$840=\$4200)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$4,200	Federal Title I (Interventions Reserve)
10	Special School based events (assemblies, guest artists, student workshops...)	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$20,000	State/Local
12	Incentives for Students	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	State/Local
6	Climate & Culture Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$56,954	Federal Title I (School Allocation)
11	Professional Development Institute on School Climate and Culture.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$10,000	State/Local
1	Culture and Climate Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000	Federal Title I (School Allocation)
10	Fall Meet and Greet event for new students and families. (Incentives, branded items...will be distributed).	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,000	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	Spring End-of-Year Celebration (Attendance, Academic Performance, Improvement, Content Achievement)	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,000	State/Local
9	Motivational (incentive) Trips	SUPPORT SERVICES - Travel / 200-580	\$25,000	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	<p>Parent Academy Training (Trainer)20 hours at \$36 an hour</p> <p>The Parent Academy for Student Success (PASS): Toolkits for Critical Academic Communications between Home and School PASS #1 Student Learning with the Common Core State Standards (CCSS) Contents (Modules):</p> <ol style="list-style-type: none"> 1. What Makes the Parent Academy for Student Success (PASS) Different From Other Partnership Activities? 2. Description Mission Justification Goals 3. Benefits: How PASS Contributes to Student Success 4. Planning Suggestions 5. Timelines, Targets, and Tools 6. Key Points for Superintendents to Welcome Parents & Families 7. Key Points for Members of the Board of Education to Welcome Parents & Families 8. Key Points for Principals to Welcome Parents & Families 9. Key Points for Teachers to Welcome Parents and Families 10. General Session Agenda 11. Buzz Words: A Shared Language to Support Student Success 12. Overview: Common Core State Standards for Parents and Families 13. Myths and Facts: Common Core State Standards for Parents and Families 14. Resources: Common Core State Standards for Parents and Families 15. How Students Learn Using the Common Core State Standards 16. Homework Inspiration and Other Support Strategies 17. PowerPoint: Student Learning with the Common Core State Standards (CCSS) 	SUPPORT SERVICES - Other Objects / 200-800	\$2,262	Federal Title I (School Allocation)

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source

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

< NO DATA >

Overview of Total Title 1 Expenditures

< NO DATA >

Confirmation Page

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

Completed By: Adrienne R. Hill

Date: 9-5-16