

P.J. Hill

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210265

# 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	M. Kalina	Yes	Yes	Yes		
ELA Leader	Leslie Sanders	Yes	Yes	Yes		
Math Leader	Karen Leno	Yes	Yes	Yes		
RAC Math Specialist	Erin Johansen	Yes	Yes	Yes		
RAC Literacy Specialist	Stephanie Washam	Yes	Yes	Yes		
RAC STC	Greg Dunham	Yes	Yes	Yes		
Teacher	Shari Allen	No	Yes	Yes		
Parent	Christina Horton	No	Yes	Yes		

## SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
10/13/2015	Quality School Review / Needs Assessment	Yes	Yes
02/09/2016	Data Review and Analysis	Yes	Yes
01/12/2016	Data Review and Analysis	Yes	Yes
11/10/2015	Data Review and Analysis	Yes	Yes
03/08/2016	Data Review and Analysis	Yes	Yes
04/18/2016	Data Review and Analysis	Yes	Yes
12/08/2015	Plan Development	Yes	Yes
05/10/2016	Plan Development	Yes	Yes
04/26/2016	Plan Development	Yes	Yes

## Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	2	<p>â The principal uses a shared vision for guiding school progress and orienting faculty.</p> <p>â The principal uses a collaborative effort to engage others within the building to accomplish school leadership tasks</p>	<p>â Classroom walkthroughs need to be scheduled and adhered to providing feedback to teachers for continued development.</p> <p>â A system of documentation for formal and informal observations needs to be developed to analyze data for professional development.</p> <p>â Ensure all stakeholders are aware of and contribute to school improvement and planning.</p> <p>â Although the principal uses data to articulate the school vision, it is not always pervasive in the daily life of the school.</p> <p>â Observation and walkthrough data need to be examined and communicated by the entire leadership team in greater depth for the purpose of supporting struggling teachers.</p>
	2	2		
	3	2		
	4	2		
	5	2		
	6	2		
	7	2		
	8	2		
	9	2		
	10	2		
<b>Total</b>		20		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	2	<p>⌘ Continue to develop and grow the PBSIS system using Hawk Bucks to reward positive behaviors.</p>	<p>⌘ Proactively implement a social and emotional curriculum that teaches students to self regulate.</p> <p>⌘ Set a clear plan for upcoming school year to decrease chronic absenteeism with students.</p> <p>⌘ Establish a plan to systematically decrease the number of discipline referrals.</p>
	2	2		
	3	2		
<b>Total</b>		6		
3 - Effective Instruction	1	2	<p>⌘ Some teachers are grouping students intentionally.</p> <p>⌘ Lesson objectives are aligned to district curriculum and CCSS.</p>	<p>⌘ While some teachers demonstrated a sense of urgency with instruction, it is not the norm throughout the building.</p> <p>⌘ Students need to be actively engaged with the instructional content that is being delivered.</p> <p>⌘ Checking for understanding needs to be implemented throughout the lesson to ensure students are mastering the material.</p> <p>⌘ While often posted, learning objectives are not written in child-friendly language.</p>
	2	2		
	3	2		
	4	2		
	5	2		
	6	2		
<b>Total</b>		12		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	3	<p>â Evidence of using the district curriculum was seen in many classrooms.</p> <p>â Teachers are implementing common assessments.</p>	<p>â There is a need for professional development on Tier 1 and Tier 2 intervention to support a greater number of struggling students than presently receive interventions.</p> <p>â Develop a consistent systematic approach to reviewing lesson plans with expectations clearly established with all teachers.</p>
	2	2		
	3	2		
	4	3		
	5	2		
<b>Total</b>		12		
5 - Effective Staffing Practices	1	2	<p>â Classrooms are staffed with certified teachers.</p>	<p>â Academic priorities should be aligned with walkthrough focus to support and further implement the schoolâs academic priorities.</p> <p>â The district needs to incorporate school leaders into the selection and hiring process of school-based personnel, especially teachers.</p>
	2	2		
	3	2		
	4	2		
	5	3		
<b>Total</b>		11		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
6 - Enabling the Effective Use of Data	1	2	<p>⌘ Some teachers are using various forms of data to set small group instruction.</p> <p>⌘ Academic data is collected and published.</p> <p>⌘ Time is allotted for the analysis of both academic and climate and culture data.</p>	<p>⌘ While data is reviewed it needs to consistently determine next steps within instruction.</p> <p>⌘ Establish and implement a systematic way to monitor and review referrals and chronic absenteeism.</p> <p>⌘ Data that are collected and published need to be analyzed as a professional community in order to drive instructional improvement.</p> <p>⌘ A plan to address staff and faculty absence is needed.</p>
	2	2		
	3	2		
<b>Total</b>		6		
7 - Effective Use of Time	1	2	<p>⌘ A master schedule exists and provides for weekly common planning time.</p> <p>⌘ A master schedule exists and provides for weekly common planning time.</p>	<p>⌘ Teachers need to develop their lesson pacing to ensure that all components within the Instructional Framework are being followed daily.</p> <p>⌘ A sense of urgency needs to be evident when delivering instruction.</p>
	2	2		
	3	2		
<b>Total</b>		6		
8 - Family and Community Engagement	1	2	<p>⌘ A wealth of community partnerships allow for open collaboration amongst stakeholders.</p> <p>⌘ Consistent involvement of the parents within the PTO is an encouraging aspect to developing family and community engagement.</p>	<p>⌘ Create programs and strategies that encourage a supportive academic environment for parents.</p>
	2	2		

**Turnaround Principle Indicator Description**

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

**Turnaround Principle Indicator Description**

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

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- 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.

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- 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

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- 1 Underdeveloped

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- 2 Developing

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- 3 Proficient

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- 4 Well Developed



## Data Analysis

PRIOR YEAR INTERVENTIONS				
Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
Intervention Teacher	Literacy	No	<p>There were 79 students total who received Intervention services in predominately reading and writing. These students were selected after looking at the reading data taken from DRA levels.</p> <p>The students selected were below their grade level in reading by 1-3.5 years.</p> <p>Grade 1- 14 students reading on levels 1-3. (1 year below)</p> <p>Grade 2- 13 students reading on levels 12-14. (1-1.5 years below)</p> <p>Grade 3- 15 students reading on levels 18-24. (2-3.5 years below)</p> <p>Grade 4- 18 students reading on levels 30-34. (2-3.5 years below)</p> <p>Grade 5- 16 students reading on levels 24-34. (3-3.5 years below)</p>	<p>The Intervention students received services 3-4 times per week for 35 minutes each session. Most groups were maximized to accommodate such a large need for Intervention. Over the course of the school year, the group numbers were lessened to maximize Intervention in the way that it was intended- with no more than 6 students at any one time.</p> <p>To exit the program, students had to have shown reading progress that would be closer to their actual grade level. Most students maintained progress, but many fell short of reaching their equivalent grade level. (The gap was quite great at the onset.) Approximately 38 students -58 % of the intervention students made reading gains by as many as 4 reading levels.</p>
Reflex Math	Mathematics	Yes	Program was not purchased until March 2016, so data is not accurate	Reflex math reports
Job embedded coaching on close reading	Literacy	Yes	100% of classrooms had Close Reading strategies posted	Walkthrough data

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this intervention?	Measurable Outcomes	Document of Effective Outcomes
job embedded coaching on math talks	Literacy	Yes	50% of lesson plans have math talks embedded into daily plans	Walkthrough data

STUDENT ACHIEVEMENT					
Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
PARCC Baseline Performance	The PARCC data for this year is baseline data and not comparable to previous years' State Assessment. Link to website with access to reports	<b>School-wide ELA</b>	10.1%	ELA Grade 3-Standards with highest scores:RI 3.8.1, RI3.7.1 and L.3.5.1. Standards with the lowest scores: RI 3.3.1, RL 3.5.2 and RL 3.9.2. Grade 4-standards with the highest scores; RI 4.3.3, RI 4.8.2 and RI 4.7.1. Standards with the lowest scores: RL 4.3.3, RL 4.5.1 and L 4.5.2. Grade 5 - Standards with highest scores: RI 5.3.1, RL 5.3.3 and L 5.5.1. Standards with the lowest scores; RI 5.3.1, RI 5.3.2, and L 5.6.1. MATH Grade 3-Standards with highest scores: 3.NF.1, 3.OA.3-1, and 3.MD.1-1. Standards with the lowest scores: 3.C.4-4, 3.NBT.2, and 3.MD.3-3. Grade 4-Standards with the highest scores:4.C.7-4, 4.NF.4b-2, and 4.NF.3a. Standards with the lowest scores; 4.C.5-4, 4.G.2, and 4.NBT.6.2. Grade 5 - Standards with the highest scores: 5.NBT.3b, 5.NF.1-3, and 5.NF.7a. Standards with the lowest scores; 5.MD.2-2, 5.MD.1-1, and 5.NBT.4.	In 3, 4, & 5th grades writing conventions is higher than writing expressions on 2015 PARCC. In 3rd grade ELA Literacy is the lowest strand (85 below), 4th grade ELA Vocabulary is the lowest strand (65 below),5th grade ELA Reading Information is the lowest strand (73 below). In Math 3rd grade 3rd & 5th grades lowest scores are in supporting content (84 & 82 below) while 4th grade is in major content (79 below).
		<b>School-wide Math</b>	5.0%		
		<b>School-wide Algebra 1</b>			
		<b>School-wide Algebra 2</b>			
		<b>School-wide Geometry</b>			

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data necessary)	Observations / Trends
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level	<b>Student Growth in Language Arts</b>	45.0		
		<b>Student Growth in Math</b>	32.0		
Benchmark Assessment Participation	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade			Focus areas and scaffolding in all grade levels: Main Idea, text evidence and vocabulary.	

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	35%	0%	75.6%	71.8%	69.23%	Strengths: Fluency, operations and measurements.  Focus areas: Numbers base ten.	
		1	40%	37.2%	44.7%	70.5%	69.77%		
		2	60.7%	0%	54.4%	35.1%	60.53%		
		3	8.7%	0%	2.2%	0%	2.5%		
		4	16.3%	0%	15.6%	0%	12.5%		
		5	4.2%	0%	8.7%	0%	16.28%		
		6	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	52.6%	0%	0%	0%		
		10	0%	52.2%	0%	0%	0%		
		11	0%	33.3%	0%	0%	0%		
		12	0%	13.1%	0%	0%	0%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data necessary)	Observations / Trends
		Grade	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5		
Benchmark Assessment (Proficiency) Math Rates	Please share results of analysis of % passing, including YTD analysis by grades and subgroups. * Identify patterns by grade/subgroups * Identify patterns by chronic absenteeism * Identify patterns by students with chronic disciplinary infractions	K	62%	2.3%	64.9%	56.4%	61.54%		
		1	59.6%	2.3%	57%	77.7%	74.42%		
		2	41.1%	0%	30.4%	25%	20%		
		3	0%	0%	9%	0%	0%		
		4	0%	0%	28.9%	0%	29.17%		
		5	0%	0%	4.5%	0%	4.55%		
		6	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	63%	0%	0%	0%		
		10	0%	61%	0%	0%	0%		
		11	0%	37%	0%	0%	0%		
		12	0%	9%	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			

<b>CLIMATE &amp; CULTURE</b>				
<b>Data Source</b>	<b>Factors to Consider</b>	<b>Your Data (Pre-populated where possible)</b>	<b>Your Data (Provide any additional data necessary)</b>	<b>Observations / Trends</b>
Enrollment	Number of students enrolled in your building *Identify overall enrollment trends *Identify enrollment by grade and subgroup		There are 329 students enrolled. K - 42, 1st - 57, 2nd - 70, 3rd - 52, 4th - 53 and 5th - 50.	There are 196 males and 128 females. 25.7% special education students.
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 is 91.74%. K - 88.67%, 1st - 92.61%, 2nd - 91.51%, 3rd - 92.89%, 4th - 91.39% and 5th - 92.64%.	Kindergarten attendance is lowest at 88.67%. 1-Teacher makes contact. 2-Intervention team makes contact 3-formal letter/follow up-more support from Intervention team 4-Truancy/letter 5-District-Truancy-Court
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions		Chronic Absenteeism is 29.32%. K - 45.24%, 1st - 26.32, 2nd - 27.14, 3rd - 23.08%, 4th - 32.08%, 5th - 26.00%	Kindergarten Chronic Absenteeism is the highest at 45.24%. 4th grade chronic absenteeism is also high at 32.08%
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism		94.80%	2nd grade - One teacher was out on leave. Once chronically absent.



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		YTD-non violent entries-282 YTD - violent entries-400 YTD - no subtype entries - 85  K - 49 log entries (16NV/33VA) 1st -123 log entries (46NV/77VA) 2nd-253 log entries(100NV/153V) 3rd - 72 log entries (34NV/38VA) 4th - 96 log entries (37NV/59VA) 5th - 88 log entries (44NV/44VA)  Males - 533 log entries Females - 148 log entries	2nd grade has the highest number of log entries

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%	Parent surveys showed an increase in all 5 domains from Fall 2014 to Fall 2015.  Student surveys showed an increase in 4 of the 5 domains (relationships domain decreased) from Fall 2014 to Fall 2015.  Staff survey results stayed flat from Fall 2014 to Fall 2015.  There was no survey given in Spring 2016.	This data is very difficult to track due to administration shifts.
		Physical Environment	69.2	0	78.9	48.9		
		Teaching and Learning	79.7	0	78.8	54.7		
		Morale in School Comm.	72	0	78.1	45.6		
		Student Relationships	47.2	0	75.2	48.7		
		Parental Support	91.4	0	84.1	55.9		
		Safety	71.6	0	68.3	60.4		
		Emotional Environment	62.9	0		45.9		
		Administrative Support				62.2		

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

<b>COLLEGE &amp; CAREER READY</b>					
<b>Data Source</b>	<b>Factors to Consider</b>	<b>Your Data (Pre-populated where possible)</b>		<b>Your Data (Provide any additional data necessary)</b>	<b>Observations / Trends</b>
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)	<b>2015 Adjusted Cohort Grad Rate</b>			
		<b>2014 Adjusted Cohort Grad Rate</b>			
		<b>2013 Adjusted Cohort Grad Rate</b>			
		<b>2012 Adjusted Grad Cohort Rate</b>			
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	<b>2014 - 2015</b>	<b>% of Students</b>		
		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			Teacher met CAP with proficiency.
		% of students with a C or better			
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

**EVALUATION INFORMATION**

Data Source	Factors to Consider	Your Data		Your Data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the 2014 - 2015 school year *Identify instructional trends *Identify professional development needs	<b>% of teachers on CAP YTD</b>	2.86%	There was one teacher of the 32 on staff, on a CAP during the 15-16 school year. All teachers were observed in accordance with Achieve NJ. QSR and walk through feedback data.	CAP teacher did not meet the criteria in the CAP but SGO's gave the points needed to move out of status. Students need to be actively engaged with the instructional content that is being delivered. Checking for understanding needs to be implemented throughout the lesson to ensure students are mastering the material. While often posted, learning objectives are not written in child-friendly language.

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< Other Indicators - NO DATA >

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## 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)	An average of 58% of students in grades 2-4 are reading below grade level.	Many children enter kindergarten without early stimulating literacy experiences that creates major gaps in their academic leveling. Attendance and tardiness issues negatively impact English Language arts as it is the first subject of the day through out the building. Teachers must develop knowledge and skills that enable them to be effective executors of the districts instructional framework.	K-5	1 Develop, implement, and monitor targeted Guided Reading/Leveled Small groups according to student instructional levels as measured by DRA and formative assessments meeting with each group a minimum of 3x per week	3 - Effective Instruction
				2 Use PLC periods 1-2 times a month to engage teachers in planning and adjusting instruction by breaking down standards, designing learning, and looking at student work (CAR framework)	3 - Effective Instruction
				3. Develop, implement, and monitor teacher practice in close reading and writing in response to text strategies in all ELA, Science, and Social Studies Classrooms	1 - School Leadership



Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge	Turnaround Principle
Math (TP3, TP4)	Based on Benchmark Assessments and Iready diagnostic more than 50% of students score below proficient on grade level math fluency standards.	Lack of consistency in providing professional development that aligns with the specific needs of teachers. Being consistent in observing what has been taught in professional development to assure everyone is accountable to consistent implementation with fidelity.	K-5	1 Refine the implementation of the state standards in mathematics by providing professional development for teachers who need further assistance with teaching Number Sense and providing teachers with ongoing coaching by math leader.	4 - Curriculum, Assessment and Intervention System
				2 Analysis of student work to inform teacher planning and instruction for all students within the class through the use of the Standard Based Tasks and Assessments.	6 - Enabling the Effective Use of Data
				3 In order to improve student achievement teachers will utilize more diverse instructional strategies that connect with student interests and abilities through project based learning & student centers to increase student engagement.	3 - Effective Instruction

Area of Focus	Performance Challenge	Possible Root Causes	Target Population	Strategies to Address Challenge		Turnaround Principle
Climate & Culture (TP2)	There is a need to increase consistency of all stakeholders to buy into a clearly identified social network that provides academic, social and emotional behavioral support. There is also a need for staff support in adhering to and being trained in the school's PBSIS guidelines for setting specific behaviors as well as implementation of the Second Step Program. QSR Data shows the perception of social-emotional relationships to be low in regards teacher to student relationships, as well as relationships among teachers.	Learning, following and being accountable for policies and procedures of the district and school as well as the need for further professional development on classroom management, and a need for more families to become engaged in school activities and wraparound services.	K-5	1	Implement a school-wide behavior system with consistency.	2 - School Climate and Culture
				2	Establish and ensure high expectations and quality instruction are consistent from classroom to classroom.	1 - School Leadership
				3	Continue to build upon efforts in team building and developing a shared responsibility for school improvement among staff.	2 - School Climate and Culture
Select From List				1		0 - --
				2		0 - --
				3		0 - --

## SMART Goal 1

By June 2017, P.J. Hill 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:** An average of 58% of students in grades 2-4 are reading below grade level.

**Strategy 1:** Develop, implement, and monitor targeted Guided Reading/Leveled Small groups according to student instructional levels as measured by DRA and formative assessments meeting with each group a minimum of 3x per week

Turnaround Principle: 3 - Effective Instruction

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

Turnaround Principle: 3 - Effective Instruction

**Strategy 3:** 3. Develop, implement, and monitor teacher practice in close reading and writing in response to text strategies in all ELA, Science, and Social Studies Classrooms

Turnaround Principle: 1 - School Leadership

**Target Population:** K-5

## 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 to determine their DRA level and goals set for individual growth for the school year.	District benchmark assessment data, DRA 2, and walkthrough data
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	District benchmark assessment data, DRA 2, and walkthrough data

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	By March 2017, 65% of students will reach their interim DRA level set in October 2016	District benchmark assessment data, DRA 2, and walkthrough data
EOC 4	By June 2017, P.J. Hill 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.	District benchmark assessment data, DRA 2, and walkthrough data

## 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	3 - School Climate and Culture	9/1/16	6/30/17	Literacy Leader, Classroom Teacher, Administrator,
2	1	Create roll out plan for teachers with benchmarks for implementation	6 - Effective Staffing Practices	9/1/16	6/30/17	Literacy Leader, Teachers, Administration
3	1	Complete a miscue analysis of DRA to identify skills and strategies needed for each child	3 - School Climate and Culture	9/1/16	10/28/16	Literacy Leader, Teachers, Administration
4	1	Create targeted guided reading plans and take anecdotal notes to adjust instruction and measure GR effectiveness	3 - School Climate and Culture	9/1/16	6/30/17	Literacy Leader, Teachers, Administration
5	1	Consistent walkthroughs to look for block implementation	3 - School Climate and Culture	9/6/16	6/30/17	Literacy Leader, Administration
6	2	Train teachers on CAR process and framework	4 - Effective Instruction	9/1/16	10/28/16	Literacy Leader, Administration

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
7	2	Set norms, protocols, and systems for disagreements during PLC meetings.	6 - Effective Staffing Practices	9/1/16	6/23/17	Literacy Leader, Administration, Grade Level Leaders
8	2	Unpack Standards and organize each curricular Unit; create/refine essential questions as well as pre-assessments, summative assessments and design learning experiences. Then analyze summative assessments.	4 - Effective Instruction	9/1/16	6/23/17	Literacy Leader, Administration, Grade Level Leaders
9	2	Provide PD for individual process steps as necessary	6 - Effective Staffing Practices	9/1/16	6/23/17	Literacy Leader, Administration, Grade Level Leaders
10	3	Book Studies for ELA and Sci/SS teachers on Close reading, Writing, and Nonfiction strategies Suggestions: <ul style="list-style-type: none"> <li>o Text Dependent Questions (ELA)</li> <li>o Great Habits, Great Readers</li> <li>o Reading Nonfiction: Notice and Note (Sci/SS)</li> </ul>	4 - Effective Instruction	9/6/16	6/15/17	Literacy Leader, Administration, Grade level Leaders, Teachers
11	3	Coaching cycle goals focused on close reading, writing, and balanced literacy block implementation	3 - School Climate and Culture	9/1/16	6/15/17	Literacy Leader, Administrator
12	3	Video tape exemplar classrooms	3 - School Climate and Culture	9/6/16	6/23/17	Literacy Leader, Teachers, Administration, Grade Level Leaders
13	3	Inter-classroom visits	3 - School Climate and Culture	9/6/16	1/31/17	Literacy Leader, Teachers, Administration, Grade level Leaders

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
14	3	Co-teaching and planning,	3 - School Climate and Culture	9/6/16	6/23/17	Literacy Leader, Teachers, Administration, Grade Level Leaders
15	1	Implement extended day program for students who need extra support in Reading.	4 - Effective Instruction	3/1/17	5/31/17	Administration, Literacy Leaders, Teachers
16	1	Purchase computers and related instructional supplies to support effective technology integration in all classrooms as well as to support student learning in extended day programs.	4 - Effective Instruction	3/1/17	5/31/17	Administration

## Budget Items

### SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
11	Literacy Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$80,140	Federal Title I (School Allocation)
11	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$25,781	Federal Title I (School Allocation)

## SMART Goal 2

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

**Performance Challenge:** Based on Benchmark Assessments and Iready diagnostic more than 50% of students score below proficient on grade level math fluency standards.

**Strategy 1:** Refine the implementation of the state standards in mathematics by providing professional development for teachers who need further assistance with teaching Number Sense and providing teachers with ongoing coaching by math leader.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

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

Turnaround Principle: 6 - Enabling the Effective Use of Data

**Strategy 3:** In order to improve student achievement teachers will utilize more diverse instructional strategies that connect with student interests and abilities through project based learning & student centers to increase student engagement.

Turnaround Principle: 3 - Effective Instruction

**Target Population:** K-5

## Interim Goals

### SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	55% of students in grades K-2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards. 20% of students in grades 3-5 will score proficient on the district common assessment standards as related to Numbers and Operations in Base standards.	District benchmark assessment data and walkthrough data

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	60% of students in grades K-2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards. 25% of students in grades 3-5 will score proficient on the district common assessment standards as related to Numbers and Operations in Base standards.	District benchmark assessment data and walkthrough data
EOC 3	65% of students in grades K-2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards. 30% of students in grades 3-5 will score proficient on the district common assessment standards as related to Numbers and Operations in Base standards.	District benchmark assessment data and walkthrough data
EOC 4	By June 2017, students in grades 3 through 5 will increase an average of 10% points on the Numbers and Operations in Base Ten (NBT) standards as compared to the 2016 PARCC.	PARCC , district assessments and walkthrough data

## Action Steps

### SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Develop a staff survey with a menu of options to determine the needs for professional development in Math instruction. (content/strategies)	5 - Curriculum, Assessment and Intervention System	9/1/16	10/31/16	Math Leader
2	1	Provide professional development on the use of EdConnect and the development of assessments.	4 - Effective Instruction	9/1/16	6/30/17	Math Leader
3	1	Provide professional development to staff on Number Talks	3 - School Climate and Culture	9/1/16	10/31/16	Math Leader
4	1	Conduct walkthroughs to monitor the implementation of Number Talks	1 - --	9/1/16	6/30/17	Principal & Math Leader
5	1	Provide additional professional development to teachers struggling yo implement Number Talks in their classrooms.	3 - School Climate and Culture	11/1/16	6/30/17	Math Leader



Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	1	Ensure that the math instructional block includes a plan for number sense and fluency.	1 - --	9/6/16	6/30/17	Principal & Math Leader
7	1	Conduct coaching focus walkthroughs	3 - School Climate and Culture	9/6/16	6/30/17	Math Leader
8	1	Math leader will meet regularly with administration to discuss trends from walkthroughs, school progress towards goals, progress with identified coachees and next steps.	3 - School Climate and Culture	9/20/16	6/30/17	Principal & Math Leader
9	3	Time will be spent collaborating on lesson planning based on data analysis from assessments and student work.	4 - Effective Instruction	9/27/16	6/30/17	Math Leader, Teachers
10	3	Utilize benchmark and other assessment data to identify Tier 2 and Tier 3 students for additional intervention support	6 - Effective Staffing Practices	11/1/16	6/2/17	Math Leader, Teachers
11	2	Utilize intervention strategies with Tier 2 and Tier 3 within the classrooms using Reflex Math and Iready instruction to address additional intervention	7 - Enabling the Effective Use of Data	10/18/16	6/23/17	Math Leader, Teachers
12	2	Extended day intervention program using Reflex Math and Iready with technology, for at risk students	4 - Effective Instruction	9/13/16	6/30/17	Principal, Math Leader
13	2	Provide the staff with the opportunity to review data within 2 weeks of the end of every unit on EdConnect to analyze student growth	6 - Effective Staffing Practices	10/28/16	6/30/17	Principal, Math Leader
14	3	Conduct walkthroughs to monitor student engagement in mathematics	3 - School Climate and Culture	9/1/16	6/30/17	Principal
15	3	Provide additional professional development to teachers struggling to engage students	3 - School Climate and Culture	1/2/17	6/30/17	Math Leader
16	3	Provide Professional Development on the use of I-ready	3 - School Climate and Culture	10/4/16	4/28/17	Math Leader
17	3	Monitor the effectiveness of the online intervention programs (Reflex & I-ready) maintaining individualized student data	4 - Effective Instruction	10/18/16	6/30/17	Math Leader
18	1	Purchase computers and related supplies to support effective technology integration in all classrooms as well as to support student learning in extended day programs.	3 - School Climate and Culture	3/1/17	5/31/17	Principal

## Budget Items

### SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
16	i-Ready Professional Development (3 hours)	INSTRUCTION - Supplies & Materials / 100-600	\$1,400	State/Local
8	Math Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$84,590	Federal Title I (School Allocation)
8	Math Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200- 200	\$25,781	Federal Title I (School Allocation)

## SMART Goal 3

The student to school connection will become stronger as measured through improvement of chronic absenteeism, overall attendance rate, and office conduct referrals by at least 6% as compared to last year's rate in two of the three indicators measured.

**Performance Challenge:** There is a need to increase consistency of all stakeholders to buy into a clearly identified social network that provides academic, social and emotional behavioral support. There is also a need for staff support in adhering to and being trained in the school's PBSIS guidelines for setting specific behaviors as well as implementation of the Second Step Program. QSR Data shows the perception of social-emotional relationships to be low in regards teacher to student relationships, as well as relationships among teachers.

**Strategy 1:** Implement a school-wide behavior system with consistency.

Turnaround Principle: 2 - School Climate and Culture

**Strategy 2:** Establish and ensure high expectations and quality instruction are consistent from classroom to classroom.

Turnaround Principle: 1 - School Leadership

**Strategy 3:** Continue to build upon efforts in team building and developing a shared responsibility for school improvement among staff.

Turnaround Principle: 2 - School Climate and Culture

**Target Population:** K-5

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
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End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of 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: Chronic Absenteeism 24.62% by 4 % Student Attendance Rate 91.72 by 4 % Office Conduct Referrals 170 by 4 %	Monthly analysis and reporting of attendance and behavioral referral data.
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: Chronic Absenteeism 26.71% by 4 % Student Attendance Rate 91.02 by 4 % Office Conduct Referrals 95 by 4 %	Monthly analysis and reporting of attendance and behavioral referral data.
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: Chronic Absenteeism 28.89% by 4 % Student Attendance Rate 90.92 by 4 % Office Conduct Referrals 149 by 4 %	Monthly analysis and reporting of attendance and behavioral referral data.
EOC 4	The student to school connection will become stronger as measured through improvement of chronic absenteeism, overall attendance rate, and office conduct referrals by at least 6% as compared to last year's rate in two of the three indicators measured.	Monthly analysis and reporting of attendance and behavioral referral data.

## Action Steps

### SMART Goal 3

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

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Ensure initiatives reflect the beliefs and values of the leadership	2 - School Leadership	7/1/16	9/15/16	Principal, School Leaders, Team Leaders, Leadership teams.
2	1	Communicate the beliefs and values pervasively, wherever possible	2 - School Leadership	6/1/16	6/30/17	All Stakeholders
3	1	Educate stakeholders to understand why things such as attendance are so important	2 - School Leadership	6/1/16	6/30/17	Principal, School Leaders, Team Leaders, Leadership teams, Guidance counselor, parent liaison.
4	2	Organize orientations and on-boarding of new staff and new students	2 - School Leadership	6/15/16	8/18/16	Principal, School Leaders, Team Leaders, Leadership teams, Guidance counselor, parent liaison, PTO, community organizations.

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	2	Include as many stakeholders' voices in the school's decision-making	2 - School Leadership	7/1/16	10/1/16	Principal, School Leaders, Team Leaders, Leadership teams, Guidance counselor, staff, school partners, parent liaison, PTO, community organizations.
6	2	Celebrate desired behaviors and encourage leadership among the students	2 - School Leadership	8/18/16	6/30/17	Principal, School Leaders, Team Leaders, Leadership teams, Guidance counselor, staff, school partners, parent liaison, PTO, community organizations.
7	2	Infuse educational components and allow genuine parent input in the processes of parent engagement	8 - Effective Use of Time	8/18/16	6/30/17	Principal, School Leaders, Team Leaders, Leadership teams, Guidance counselor, staff, school partners, parent liaison, PTO, community organizations.

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
8	3	Develop student focus groups to allow all students to express themselves	2 - School Leadership	8/18/16	6/30/17	Principal, School Leaders, Team Leaders, Leadership teams, Guidance counselor, staff, school partners, parent liaison, PTO, community organizations.
9	3	Educate the stakeholders on the benefits of relationship-building and decreasing HIB offenses	2 - School Leadership	8/18/16	6/30/17	Principal, School Leaders, Team Leaders, Leadership teams, Guidance counselor, parent liaison
10	3	Use peer mediation techniques and/or restorative practices for misbehaviors	2 - School Leadership	8/18/16	6/30/17	Principal, School Leaders, Team Leaders, Leadership teams, Guidance counselor, parent liaison
11	3	Establish mentoring programs	2 - School Leadership	8/10/16	6/30/17	Principal, School Leaders, Team Leaders, Leadership teams, Guidance counselor, parent liaison

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
12	1	Implement a social and emotional curriculum	2 - School Leadership	8/23/16	6/30/17	Principal, School Leaders, Team Leaders, Leadership teams, Guidance counselor, parent liaison

## Budget Items

### SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
12	Purchase Second Step Curriculum	INSTRUCTION - Supplies & Materials / 100-600	\$2,099	State/Local
7	Stipend for Teacher and Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$660	Federal Title I (School Allocation)
6	PBSIS Professional Development	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,000	State/Local
6	Jubilee	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$4,500	State/Local
7	Parent Engagement Efforts	SUPPORT SERVICES - Supplies & Materials / 200-600	\$865	Federal Title I (School Allocation)



Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	Parent Engagement Workshops	SUPPORT SERVICES - Other Objects / 200-800	\$865	Federal Title I (School Allocation)

## 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		

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< SMART Goal 4 - Action Steps: NO DATA >

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< SMART Goal 4 - Budget Items: NO DATA >

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## Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category / Object Code	Funding Requested	Funding Resource
Summer Intervention Program 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)

## 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	218682	218682
Other Title 1 Expenditures	0	14808	14808
Total	0	233490	233490

## Confirmation Page

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

Completed By: Monlisa Kalina

Date: 2016-08-02