

Pleasantville H S

District: Pleasantville City

County: Atlantic

Region: 7

Classification Focus

Reason: Lowest Grad Rate

CDS: 014180050

School Improvement Plan 2017-2018

School Improvement Plan Committee Members

Stakeholder Representative	Name	Quality School Review / Needs	Data Review and Analysis	Plan Developme	Signature	Date
Interim Principal	Jim Bonek	Yes	Yes	Yes		
Assistant Principal	Constance Chapman	Yes	Yes	Yes		
Assistant Principal	Andrea Atkins-Turner	Yes	Yes	Yes		
Dean of Students	Angelika Sims	Yes	Yes	Yes		
Technology	Dale Sheridan	Yes	Yes	Yes		
ELA Academic Coach	Lindsey Marchesani	Yes	Yes	Yes		
Math Academic Coach	Kelsey Shockley	Yes	Yes	Yes		
Guidance	Michael Plilate	Yes	Yes	Yes		

Stakeholder Representative	Name	Quality School Review / Needs	Data Review and Analysis	Plan Developme	Signature	Date
SAC	Stephen Katzen	Yes	Yes	Yes		
Social Worker	Deneen McQueen	Yes	Yes	Yes		
ELL Coach	Renee Gensemar	Yes	Yes	Yes		
Paraprofessional	Andrea Spence	Yes	Yes	Yes		
RAC-7 ED	Pat Walk	Yes	Yes	Yes		
RAC-7 ED	Stu Lockhart	Yes	Yes	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
12/15/2016	Quality School Review / Needs Assessment	Yes	Yes
02/23/2017	Quality School Review / Needs Assessment	Yes	Yes
01/19/2017	Quality School Review / Needs Assessment	Yes	Yes
03/09/2017	Data Review and Analysis	Yes	Yes
03/16/2017	Data Review and Analysis	Yes	Yes
04/13/2017	Plan Development	Yes	Yes
04/20/2017	Plan Development	Yes	Yes
04/27/2017	Plan Development	Yes	Yes
05/04/2017	Plan Development	Yes	Yes
05/11/2017	Plan Development	Yes	Yes
05/16/2017	Plan Development	Yes	Yes
02/09/2017	Quality School Review / Needs Assessment	Yes	Yes

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
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Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	2	Principal expects high-quality teaching in every classroom. Principal ensures ineffective performance is documented and staff improvement plans are developed if necessary. There is a visible alignment between school practices and rituals and the vision. School Improvement Plan had included goals, milestones, and benchmarks of progress. Staff is familiar with priorities for improvement and details of the school improvement plan. The principal has in place procedures to monitor and support a safe and orderly environment but they are not consistently followed by the staff. Principal reviews data on attendance, tardies, office referrals and suspensions. However, systems not in place for quick interventions of those students most frequently referred or suspended. The principal persuasively communicates a belief in the potential of all students. The principal sets high expectations for students by ensuring the curriculum is aligned to the CCSS. Principal articulates the expectations that all teachers will implement a rigorous and coherent CCSS aligned curriculum and assessment system with fidelity. The principal has systems in place to review lesson plans to ensure implementation fidelity through systemic review and feedback remains a challenge. The principal sets the expectation that teachers use collaboration time to review formative assessments data to determine if students met specific goals for improving and make instructional adjustments as necessary. Leader walk-throughs are scheduled and mostly adhered to focusing on general best practices for teachers. Principal is using multiple forms of disaggregated data to select and monitor a select	The principal needs to ensure that there is a visible alignment between school practices and rituals and the vision. The principal needs to show data from multiple sources to establish a coherent vision, developed collaboratively with stakeholders manages leadership actions and decisions. The principal needs to get the staff actively engaged and invested in the success of the School Improvement Plan. There also needs to be rigorous and regular reviews in place to assess progress to goals and make adjustments to strategies as needed. There is a clear and consistent behavior system of rewards and consequences in use. Goals are consistently met or surpassed. Principal engages the school community in reviewing culture and climate data and solicits feedback about what needs to happen to ensure explicit goals are met. The principal responds when audits display low assumptions about student potential. Families are seen as and considers themselves partners in ensuring their children achieve explicit and rigorous goals. All staff is observed on a weekly basis by some member of the school leadership to ensure instructional alignment with the CCSS across classrooms. Students who are not mastering lesson objectives are quickly identified and provided additional instructional supports until they achieve mastery. Based on informal and formal observation data, leader walk-throughs, and multiple measures of student assessment data, progress is evident for all teachers on all instructional priorities and student outcomes are positively impacted. The master schedule includes opportunities for teachers to learn from each other, as well as, experts in the field. The
	2	2		
	3	2		
	4	2		
	5	2		
	6	2		
	7	2		
	8	3		
	9	2		
	10	2		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
			<p>number of key school-wide priorities for instructional improvement. The principal and instructional leaders ensure teachers have sufficient time planning for grade/content level meetings, as well as, vertical staff collaboration. The principal visits classrooms when time permits and provides teachers with constructive feedback. Follow-up monitoring is inconsistent. The principal ensures the school has a clear professional development calendar and topics are aligned to established school improvement goals. The principal supports and encourages structures such as PTOs, PPAs and parent councils. The principal has some partnerships with and has contact information for support services and organizations in the community.</p>	<p>principal and leadership team members feedback is the norm, providing all teachers with meaningful feedback to improve the quality of instruction. All classrooms are staffed with effective or highly effective teachers or comparable designation based on district evaluations. School teachers identify and cultivate relationships with community partners who offer services to families that reduce barriers to students academic and personal growth.</p>
Total		21		
2 - School Climate and Culture	1	3	<p>The school building is safe and clean with limited facility issues. There is a stated clear and consistent behavior systems of rewards and consequences as implemented through PBSIS and a PTO has been established. The quality of instruction vary from classroom to classroom and it meets various student's needs. There are sporadic attempts to address academic interventions and supports. The importance of high expectations is communicated and there is evidence of rigorous instruction and student learning in some rooms.</p>	<p>Climate and culture data needs to be analyzed and actions developed through school leadership team then trickled down to staff, parents and students, as well as, displayed throughout the school building. Staff need to be continuously engaged in practices to promote professional growth. Academic learning time needs to be protected and prioritized. Students and adults need to receive meaningful feedback, and interventions contribute toward continuous improvement. Efforts need to be intentional towards reluctant staff to ensure that PBSIS is consistent throughout the school.</p>
	2	2		
	3	2		
Total		7		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
3 - Effective Instruction	1	2	Teachers post and explain Student Learning Objective though they need to be more clear and measurable. School-wide collaboration has increased among teachers. Teachers use few instructional response strategies and students are moderately engaged. Teachers are occasionally checking for understanding but do not always know if the student comprehends. Interventions for students who do not master student learning objectives are sporadic and not embedded into any instructional practices. Some students are engaged and on task while others are passive or confused. Teachers approach content from many angles to support all learning styles. Data are used in some teacher meetings, but is not a standard part of every meeting. Leader walkthroughs are scheduled and conducted focusing on general best practices for teachers. School rules and routines are mostly enforced with consistent responses to and consequences for misbehavior. High Quality work and meaningful feedback is becoming evident.	Data from walkthroughs need to be shared within PLC's. More training needs to be required for the student friendly objective with follow through by administration and coaches. Teachers need to use student learning data to inform their selection of instruction and response strategies. Throughout the lesson, teachers need to be clear where students are in terms of learning objectives. Administration and coaches need to ensure that staff are using instructional time efficiently and effectively. Throughout the lesson, teachers need to be clear about where students are in terms of learning objective. Reteaching needs to be done based on data or standards as teachers need to be highly qualified in the content, they need to demonstrate pedagogical effectiveness. Teachers need to use an established protocol to review multiple measures of data in every teacher meeting. Objectives need to be followed up by administration and coaches. Academic progress needs to be monitored weekly by the leadership instructional team meetings and shared with staff on a regular basis.
	2	2		
	3	2		
	4	2		
	5	2		
	6	2		
Total		12		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	3	Staff use CCSS aligned standards and develop lessons where the learning objectives are aligned to those standards with some variability across classrooms. Data from observations indicate that a majority of teachers are teaching lessons aligned to the CCSS, with variability on pacing. Teachers have a sense of what students need to know and are able to do and are using this understanding to guide lesson planning and instruction. All teachers have access to and are using engaging instruction. All materials and resources must be aligned to the CCSS. Diagnostic data are used to identify students who are two or more years below grade level in ELA and Mathematics.	Administration needs to strictly adhere to walk-throughs and evaluation schedules to ensure alignment to those standards and meaningful feedback is evident. All staff need to be observed on weekly basis by some member of the school leadership team to ensure instructional alignment with the CCSS across classrooms. A formative assessment schedule needs to be aligned to the curriculum pacing guide in use with some variability across classrooms. School needs to routinely ensure that the alignment of instructional material, equipment, and other resources. Instructional leaders need to know how student in interventions are progressing and are allocating resources to ensure continuous and accelerated progress.
	2	2		
	3	3		
	4	3		
	5	3		
Total		14		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
5 - Effective Staffing Practices	1	2	<p>Clear selection criteria and processes are in place, including interviews and demonstration lessons. Processes are in place to identify staffing needs proactively and early. School leadership uses evaluation to ensure compliance with instructional expectations and regularly provides feedback aligned with that evaluation. Professional development is designed and linked to teacher observation, formative assessments results and school-wide goals. Classroom are staffed with teachers with the right skill, competencies and content knowledge necessary to achieve student learning outcomes. Professional development includes individual, collaborative and shared reflective opportunities.</p>	<p>Classrooms need to be staffed with more full-time, respectful, certified, effective teachers. There needs to be better recruitment efforts implemented using traditional channels and procedures. Teachers need to consistently receive constructive feedback, support and follow-up to ensure instructional improvement. Principal needs to continue articulating the need for lessons demonstrations and involvement in the hiring process. There needs to be staff provided for learning interventions to have effective teachers. Satisfying school professional development needs to be addressed by school and Curriculum and Instruction. There needs to be staff provided for learning interventions to have effective teachers. The staff should share a collective awareness of individual skills and growth areas. They self direct professional development based on student achievement outcomes in by-monthly meetings within PLC's.</p>
	2	2		
	3	2		
	4	2		
	5	3		
Total		11		
6 - Enabling the Effective Use of Data	1	3	<p>Climate and culture surveys are given to students, families, teachers and other stakeholders and are analyzed by school leadership team. Teachers have periodic access to and are using data to inform instructional strategies, student groupings and targeted interventions. Professional development is deliberately linked to addressing the instructional needs of the teachers.</p>	<p>Data needs to be reviewed by data team, department heads and coaches and disseminated in bi-monthly meetings within PLC's. Teachers need to have on-demand access to and are using data that are clear and easy to analyze. Instructional strategies, student groupings, and targeted interventions that are generated by the data. The teachers that are under-performing need to be identified and walk-throughs carried out on a more consistent basis.</p>
	2	2		
	3	1		
Total		6		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
7 - Effective Use of Time	1	3	The master schedule has the sufficient flexibility to allow acceleration, intervention and testes areas. The master schedule is ready for distribution to teachers and students by the first day of school. It ensures core content areas have sufficient time when learning is best for students. Teachers do have planning time for grade/content meeting, as well as vertical alignment and staff collaboration.	There needs to be an intervention program targeting incoming freshmen from established level receive diagnostic assessment. Administration needs to make sure that all students to or more years below grade level in tested areas. The topics for teacher collaboration time needs to be clear, outlined, and aligned to the School Improvement Plan.
	2	3		
	3	3		
Total		9		
8 - Family and Community Engagement	1	2	The administrative team reach out to parents, guardians to engage them in the academic progress of their students. Some of the struggling students are receiving additional support from school and other community programs.	SLC/Principal needs to seek out support services or community services or programs to assist with struggling students both academically and socially. More audits in the school need to be trained to identify early indications of troubled student behavior and are quick to take appropriate action.
	2	2		

Turnaround Principle Indicator Description

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

Turnaround Principle Indicator Description

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

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

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

Rating Description

- 0 None Selected

- 1 Underdeveloped

- 2 Developing

- 3 Proficient

- 4 Well Developed

Data Analysis

PRIOR YEAR INTERVENTIONS				
Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this	Measurable Outcomes	Document of Effective Outcomes
Achieve3000	ELA and History, all grade levels (all students)	Yes	67% of students met their individual Lexile goals.	Lexile Growth Spreadsheet
READ 180	selected 9th graders (7 students)	Yes	86% of selected students met their individual Lexile goals (6/7 students). Discontinuing use as a stand alone class.	Lexile Growth Spreadsheet, lexile growth tracker
MATH180	selected 9th grade students (8)	Yes	1/8 students met their STAR Math goal. Discontinuing use as a stand alone class.	STAR Math growth report
STAR Grade equivalent assessment	Math	No	46% of students met their STAR Math goal	STAR Math growth report
Daily intervention period (40 minutes)	ELA	Yes	67% of students met their individual Lexile goals.	Lexile Growth Spreadsheet, Intervention grouping charts, walkthrough checklist, Literacy framework
Reading Block	ELA	Yes	67% of students met their individual Lexile goals.	Lexile Growth Spreadsheet, Reading rewards party list
Accelerated Math	Math	No	1 teacher used Accelerated math, but not with fidelity	Accelerated Usage Summary Report

STUDENT ACHIEVEMENT					
Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data)	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	16.0%		2015-2016 PARCC testing was administered to 100% of the students registered at Pleasantville High School. PARCC scores saw a slight decrease of .8% in ELA as well as a slight decrease of .3% in math.
		School-wide Math	5.0%		
		School-wide Algebra 1	*		
		School-wide Algebra 2	*		
		School-wide Geometry	*		
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		Not Applicable	Not Applicable
		Student Growth in Math			

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data)	Observations / Trends
Benchmark Assessment Participation	Please list any cycles where the 95% participation rate was not met. Please provide explanation. *Identify patterns by subgroup *Identify patterns by grade		All percentages are based on total enrollment for the year, not during each test administration. English I: End of Module 1: 68% Mid Module 2: 64% End of Module 2: 44% Mid Module 3: 31% End of Module 3: 34% Mid Module 4: (in progress) Algebra I: Mid Module 1: 72.7% End of Module 1: 78.9% Mid Module 3a: 69.6% Mid Module 3b: % End of Module 3: % Mid Module 4: 55.9% End of Module 4: 48.9% End of Module 5: 36.6% (in progress) Geometry: Mid-Module 1: % End of Module 1: % Mid Module 2: % End of Module 2: % End of Module 3: % End of Module 5: % (in progress)	Accuracy varies based on student transfers. Lack of consistency in administration of end of module and mid-module assessments.

Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data)	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 9: (percent of students proficient) Module 1: 6.11% Module 2: 19.35% Module 3: 7.58% Lexile Goals: (percent of 9th grade students who met their individualized lexile goals) *100% of students took initial Level Set EOC 1: 39% EOC 2: 48% EOC 3: 57%	Chronic absenteeism is affecting 9th grade benchmark proficiency. ELA 9: (percent of chronic absentee students proficient) Module 1: 0% Module 2: 0% Module 3: 0% Special Education: On average, 0% of students are proficient on district benchmarks in the special education program. Teachers are beginning to use interventions, but not with fidelity or consistency. Teachers are not consistently administering district end of module or mid-module assessments.
		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	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	0%	0%	0%	0%		
		10	0%	0%	0%	0%	0%		
		11	0%	0%	0%	0%	0%		
		12	0%	0%	0%	0%	0%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)						Your Data (Provide any additional data)	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%	Algebra I (percent of students basic proficient): Mid Module 1: 9.4% End of Module 1: 16.2% Mid Module 3a: 79.9% Mid Module 3b: 51.9% End of Module 3: 30.0% Mid Module 4: 50.0% End of Module 4: 58.5% End of Module 5: 7.7% (in progress) Geometry (percent of students basic proficient): Mid-Module 1: 54.9% End of Module 1: 55.1% Mid Module 2: 57.1% End of Module 2: 63.7% End of Module 3: 0% End of Module 5: 75.0% (in progress)	Special Education Algebra I: On average, 1.7% of the students meeting basic proficiency are in the special education program. Geometry: On average, 1.4% of the students meeting basic proficiency are in the special education program. Chronic Absenteeism: Algebra I: On average, 7.6% of the students meeting basic proficiency are chronically absent. Geometry: On average, 13.7% of the students meeting basic proficiency are chronically absent.
		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	0%	0%	0%	0%	0%		
		7	0%	0%	0%	0%	0%		
		8	0%	0%	0%	0%	0%		
		9	0%	0%	0%	0%	0%		
		10	0%	0%	0%	0%	0%		
		11	0%	0%	0%	0%	0%		
		12	0%	0%	0%	0%	0%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data)	Observations / Trends
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Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data)	Observations / Trends
ACCESS for ELLs	Student performance of English Language Learners. (Grades K-12) *Identity school level AMAO *Identify patterns by grade level			<p>ACCESS for PHS showed that the ELLs fell short of their goals for AMAOs for 2015-2016. For AMAO 1 the state goal was a growth of 0.5 points. The PHS ELLs reported an average of 0.39 point growth. AMAO2 requires that 10 percent of students that have been in the program for 4 years or less must exit the program. PHS had a 12% exit rate for students in the program for 4 years or less. There were no students that have been in the program for 5 or more years.</p> <p>2016-2017 there was an 18% increase of ELLs this year at PHS</p> <p>105 students presently</p> <p>35 = less than 1 year</p> <p>29 = one year</p>

Data Source	Factors to Consider	Your Data (Pre-populated where possible)	Your Data (Provide any additional data)	Observations / Trends
				<p>17 = second year</p> <p>10 = 3 years</p> <p>10= 4 years</p> <p>3 = 5 years</p> <p>9th graders ¿ 30</p> <p>10th graders ¿ 37</p> <p>11th graders ¿ 22</p> <p>12th graders - 16</p> <p>60.9% of the ESL/Bilingual students have been in the country for one or less years.</p>

CLIMATE & CULTURE					
Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data)	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	768		Overall student enrollment has increased by 30 students over last year. LEP enrollment has increased by 3.5% over last year. SWD enrollment remains static at 12%.
		Subgroup 1 YTD Student Enrollment Average	458		
		Subgroup 2 YTD Student Enrollment Average	129		
Attendance Rate (Students)	The average daily attendance for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Student Attendance Average	91.04%		Overall student attendance average has increased by .24% over last year. LEP attendance average increased by .1.35% over last year. SWD attendance average decreased by .24% over last year.
		Subgroup 1 YTD Student	92.43%		
		Subgroup 2 YTD Student Attendance Average	87.99%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data)	Observations / Trends
Chronic Absenteeism (Students)	Chronic absenteeism for students in your building *Identify patterns by grade *Identify patterns by teacher *Identify interventions	Overall YTD Chronic Absenteeism	30.33%		Overall chronic absenteeism has increased 1.13% over last year.
		Subgroup 1 YTD Chronic	25.40%		
		Subgroup 2 YTD Chronic Absenteeism	48.76%		
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	92.13%		Our overall staff attendance saw an increase of 3.62%

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data)	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	10.56%		In School suspension increased from last year by 4.22%. This can be attributed to the removal of our 3-7 program. Our out of school suspension rate increased by 0.62%
		Student Suspension YTD Average - In School for Subgroup 1	8.92%		
		Student Suspension YTD Average - In School for Subgroup 2	16.46%		
		Student Suspension YTD Average - Out of School	4.34%		
		Student Suspension YTD Average - Out of School for Subgroup 1	3.80%		
		Student Suspension YTD Average - Out of School for Subgroup 2	8.37%		

Data Source	Factors to Consider	Your Data (Pre-populated where possible)					Your Data (Provide any additional data)	Observations / Trends
		Domain	ES	MSH S	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%	46.2%	0%	59.2%		Staff feel: 1. The school environment is safe. 3. PHS staff feel the physical environment is clean and well maintained. 4. PHS staff feel they have administrative support. 5. Moral among teacher increased slightly from last year by 3.3% Parents: not enough data collected. Students feel: 1. Do not feel their school is kept clean 2. They have difficulty developing relationships in school. 3. They feel their parents are very supportive of their efforts at school.
		Physical Environment	0	46.8	0	60		
		Teaching and Learning	0	59	0	56.8		
		Morale in School Comm.	0	52.5	0	53.6		
		Student Relationships	0	47.4	0	56.4		
		Parental Support	0	75.9	0	51.4		
		Safety	0	64.4	0	74.2		
		Emotional Environment	0	47.9		54.6		
		Administrative Support				58.6		

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

COLLEGE & CAREER READY					
Data Source	Factors to Consider	Your Data (Pre-populated where)		Your Data (Provide any additional data)	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	81%		Graduation rate has steadily increased over the last 6 years. @016/2017 projected graduation rate currently sits at 87.9%.
		2014 Adjusted Cohort Grad Rate	81%		
		2013 Adjusted Cohort Grad Rate	76%		
		2012 Adjusted Grad Cohort Rate	70%		

Data Source	Factors to Consider	Your Data (Pre-populated where)		Your Data (Provide any additional data)	Observations / Trends
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		PSAT participation rate rose to 100% for the 2015/2016 school year and 90% for the 16/17 school year.
		Participating in SAT	32.5		
		Participating in ACT	15.6		
		Participating in PSAT or PLAN	77.9		
		# of Students scoring above 1550	-3		

Data Source	Factors to Consider	Your Data (Pre-populated where)		Your Data (Provide any additional data)	Observations / Trends
Algebra	2014 - 15 data provided. Please provide 2015 - 16 data if possible.	# of 8th grade students enrolled in Algebra 1	-3		
		% of students with a C or better	-3%		
		Count of students who took the Algebra section of PARCC			
		% of students who scored 4 or 5 on the PARCC assessment			

EVALUATION INFORMATION

Data Source	Factors to Consider	Your Data		Your Data	Observations / Trends
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument *Identify % of teachers on CAP in the 2014 - 2015 school year *Identify instructional trends *Identify professional development needs	% of teachers on CAP YTD	1.41%		Domain 3B will be a focus of professional development for the 2017-18 school year.

OTHER INDICATORS

Data Source	Factors to Consider	Your Data (Provide any additional data necessary)	Observations / Trends
PBSIS	Looking to continue with PBSIS climate and culture program. Third year of implementation continued positive growth.	50% reduction in referrals from last 2 years.	null

Root Cause Analysis

Area of Focus	Performance Challenge	Possible Root Causes	Target Populatio	Strategies to Address Challenge	Turnaroun d Principle	
ELA & Literacy (TP3, TP4) (Includes Social Studies & Science)	Increasing the proficiency percentages for all 9th grade students from 12% to 18% and all 10th grade students from 18% to 24% in ELA.	1) Teachers not proficient in teaching students at their instructional level, using best practices and multiple strategies 2) Failure to address the needs of incoming students 3) Monitoring of school improvement plan initiatives were not consistent. 4) Failure to analyze benchmark data to drive instruction in PLCs.	Grades 9 and 10	1	Use of interventions to support struggling readers.	4 - Curriculum, Assessment and Intervention System
				2	Increase the use of data-driven instruction and best practices.	6 - Enabling the Effective Use of Data
				3	A professional development plan will be created and implemented.	3 - Effective Instruction
Math (TP3, TP4)	Increase the proficiency percentages for all 9th grade students taking Algebra 1.	1) Teachers not proficient in teaching students at their instructional level, using best practices and multiple strategies 2) Failure to address the needs of incoming students 3) Monitoring of school improvement plan initiatives were not consistent. 4) Failure to analyze benchmark data to drive instruction in PLCs.	Grade 9	1	Implement interventions to support struggling math students.	4 - Curriculum, Assessment and Intervention System
				2	Increase the use of data-driven instruction and best practices.	6 - Enabling the Effective Use of Data
				3	A professional development plan will be created and implemented.	3 - Effective Instruction

Area of Focus	Performance Challenge	Possible Root Causes	Target Populatio	Strategies to Address Challenge		Turnaroun d Principle
Climate & Culture (TP2)	Decrease the number of students that are chronically absent from 25.6%.	1) The time of that school starts is early, and students either arrive extremely late or don't come at all. 2) Students are not motivated because their basic needs (physical, mental, and emotional) are not being met within the home environment, and there are not enough resources available within the school to meet them. 3) No strong system in place for tracking and providing support.	All	1	Change the time of the school day in order to meet the needs of the students.	7 - Effective Use of Time
				2	Make school a desirable place to be, and provide the resources and support in order to meet the needs.	2 - School Climate and Culture
				3	Attendance team will create a tracking system and implement interventions to support chronically absent students.	8 - Family and Community Engagement

Area of Focus	Performance Challenge	Possible Root Causes	Target Populatio	Strategies to Address Challenge	Turnaroun d Principle
Graduation Rate	Increase the percentage of students graduating with their cohort from 81%.	1) Alternative education not being utilized effectively for underclassmen to recover credits. 2) Dropout prevention committee has not been consistent. 3) Adjustments to the new graduation requirements have been reactive as opposed to proactive.	All	1 The Principal and Guidance will add summer school for all grade levels, and have in place a credit recovery system with greater focus on underclassmen. Underclassmen will also be identified throughout the academic year and given opportunities to recover credit within the same school year. A greater emphasis on exposure to post-secondary vocational schools will be executed to bridge the gap between high school graduation and post-secondary attendance.	1 - School Leadership
				2 The Principal will place greater focus on establishing a dropout prevention committee that work cohesively and consistently at identifying at-risk students and provide effective interventions.	5 - Effective Staffing Practices

Area of Focus	Performance Challenge	Possible Root Causes	Target Populatio	Strategies to Address Challenge	Turnaroun d Principle
				3 The Data Team and Guidance will maintain a tracking system for the multiple pathways for graduation and implement a system to verify & update cohort data and statistics.	6 - Enabling the Effective Use of Data

SMART Goal 1

During the 2017-2018 school year, 75% of the full year English 9 and 10 students will meet their target lexile level by the end of the 2017-2018 school year, in order to achieve growth in ELA and improve proficiency on the PARCC Assessment.

Performance Increasing the proficiency percentages for all 9th grade students from 12% to 18% and all 10th grade students from 18% to 24% in ELA.

Strategy 1: Use of interventions to support struggling readers.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 2: Increase the use of data-driven instruction and best practices.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Strategy 3: A professional development plan will be created and implemented.

Turnaround Principle: 3 - Effective Instruction

Target Population: Grades 9 and 10

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	100% of students will be administered an Achieve 3000 baseline assessment to identify at-risk students in need of intervention. Growth targets will be set and intervention groups will be created.	Baseline assessment, growth target spreadsheet, intervention groups
EOC 2	55% of full year English I and II students will meet their end of cycle 2 growth goal.	growth target spreadsheet, intervention groups
EOC 3	65% of full year English I and II students will meet their end of cycle 2 growth goal.	growth target spreadsheet, intervention groups

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	During the 2017-2018 school year, 75% of the full year English 9 and 10 students will meet their target lexile level by the end of the 2017-2018 school year, in order to achieve growth in ELA and improve proficiency on the PARCC Assessment.	growth target spreadsheet, intervention groups

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Implement Stepping up to Greatness: Transitioning from Freshman Academy for 10th grade students organized around interdisciplinary teams who share a specific area of the school. Students will attend a one (1) day summer session that includes college readiness, conflict resolution strategies and tips for transitioning out of the Freshman Academy.	4 - Curriculum, Assessment and Intervention System	7/5/17	9/1/17	Academic Coaches, Administrative team
2	1	Continue AVID Freshman Academy focused on developing personal and academic skills while connecting them to their career and academic pathways. Conduct a three (3) day Freshman Orientation for incoming 9th grade students consisting of team building, college and career readiness strategies, building relationships with the Freshman Academy staff and become familiar with Pleasantville High School programs and expectations.	4 - Curriculum, Assessment and Intervention System	7/5/17	6/29/18	Academic Coaches, Administrative team, guidance
3	1	Summer work for AVID Freshman and Stepping up to Greatness: Transitioning from Freshman Academy teachers to include creating a mission, vision, common goals, best literacy instructional practices, creed and features of the academy	4 - Curriculum, Assessment and Intervention System	7/5/17	9/1/17	Academic Coaches, Administrative team, guidance

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	1	Create Freshman and Stepping up to Greatness: Transitioning from Freshman Academy lead teacher positions (2) which will include: organizing professional development for grade level meetings, facilitate collection and analysis of data, coordinate communication between teachers and coaches and support climate and culture.	1 - School Leadership	7/5/17	6/29/18	Freshman and Sophomore Academy lead teachers, academic coaches
5	1	Continue AVID in 9th grade and implement it into 10th grade. Create an AVID Site Team to monitor the program's progress, create a calendar of events and plan professional development in alignment with schoolwide PD calendar. AVID site team to attend Summer Institute x 3 teachers.	1 - School Leadership	9/1/17	6/29/18	Administrative team, academic coaches, AVID Site Coordinator, AVID Site Team
6	1	Conduct two (2) AVID Summer Days for students to review WICOR strategies and promote college readiness.	4 - Curriculum, Assessment and Intervention System	7/7/17	9/1/17	Academic Coaches, AVID Team
7	2	Create and follow a schedule consisting of: monitoring interventions and SIP goals, classroom visits, coaching, data analysis and PLC meetings.	1 - School Leadership	7/5/17	6/29/18	Academic Coaches
8	2	Create and follow an administrative walkthrough schedule focused on monthly targeted strategy and intervention, aiming at a number of visits to be determined during the observation schedule process per ELA teacher per cycle	1 - School Leadership	9/1/17	6/29/18	Academic Coaches, Administrative team
9	2	Implement a data team (6) with specified roles and deadlines to collect and analyze data from benchmarks, Achieve 3000, PARCC portfolio, graduation requirements and other pertinent data. Conduct monthly data meetings in department PLCs.	6 - Enabling the Effective Use of Data	7/5/17	6/29/18	Academic Coaches, Data team
10	3	Create a professional development plan focused on engagement and modify the classroom walkthrough tool to represent the plan.	3 - Effective Instruction	7/5/17	9/1/17	Academic Coaches
11	3	Implement a professional development plan focused on engagement and purchase resources.	3 - Effective Instruction	7/5/17	6/29/18	Academic Coaches

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
12	2	PLC meetings will be focused on analyzing data and creating individual intervention plans for each cycle.	6 - Enabling the Effective Use of Data	9/1/17	6/29/18	Academic Coaches, department heads, Administrative team, teachers, Freshman and Sophomore Academy lead teachers
13	3	Intentionally schedule inclusion teachers with the goal to limit content areas and create effective partnerships. Conduct monthly professional development with a focus on coteaching, roles and expectations.	3 - Effective Instruction	7/5/17	6/29/18	Academic Coaches, guidance, Administrative team, teachers
14	3	Provide additional support to Special Education and ESL classrooms to ensure that they are following the literacy framework, including administrative visits.	4 - Curriculum, Assessment and Intervention System	9/1/17	6/29/18	ELA Coach, administrative team, department heads, Freshman and Sophomore Academy Lead Teachers
15	1	Integrate ESL B and C students into general education science and social studies classes. Integrate ESL C students into general education math and English classes. Provide in-class ESL support for a minimum of 20 minutes per class per day.	4 - Curriculum, Assessment and Intervention System	7/5/17	8/31/17	Academic Coaches, ESL Coach, Guidance, Administrative Team

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
16	1	Monitor progress of ESL students integrated into general education courses.	4 - Curriculum, Assessment and Intervention System	9/1/17	6/29/18	Academic Coaches, ESL Coach, Guidance, Administrative team, guidance
17	1	Implement Read 180 into English self-contained classrooms to improve student growth and close the achievement gap. Continue to used Achieve 3000 in English I and II resource classes.	4 - Curriculum, Assessment and Intervention System	9/1/17	6/29/18	ELA Coach, Administrative team, guidance
18	1	Implement a decoding and comprehension intervention for use in Newcomers and ESL A English classes.	4 - Curriculum, Assessment and Intervention System	7/5/17	8/31/17	ESL Coach
19	3	Provide Read 180 training to English self-contained teachers throughout the year and create an instructional framework and pacing for English I and II resource courses.	4 - Curriculum, Assessment and Intervention System	7/5/17	6/29/18	ELA Coach, administrative team, guidance
20	1	Continue with Better Readers, Deeper Readers initiative plan: a seven (7) team will create a calendar of literary events, plan ceremonies and celebrations to recognize student literacy achievement, assist in the implementation of the literacy plan and create a schoolwide literacy atmosphere.	4 - Curriculum, Assessment and Intervention System	7/5/17	6/29/18	ELA Coach, Administrative team, Better Readers, Deeper Readers team
21	1	Implement Phase II of the Better Readers, Deeper Readers project which will include: redesigning the PHS library to include various zones (ice. Study Zone, Chill Zone, Manga Zone, College/Career Zone, Tech Zone, Activity Zone, etc.) in order to encourage increased student usage, planning and conducting ongoing staff professional development, supplementing the selection of books and genres available in the library and updating the classroom libraries.	2 - School Climate and Culture	7/5/17	6/29/18	ELA Coach, Administrative team, Better Readers, Deeper Readers team, librarian

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
22	3	Provide writing workbooks, Highly Effective Writing 8th Edition, that will serve both as a guide to support writing in response to reading and as an intervention for all struggling writers.	4 - Curriculum, Assessment and Intervention System	7/5/17	9/1/17	ELA Coach

Budget Items

SMART Goal 1

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Three (3) day Freshman Orientation for incoming 9th grade students consisting of team building, college and career readiness strategies, building relationships with the Freshman Academy staff and become familiar with Pleasantville High School programs and expectations. Salaries for 8 team members at \$45 per hour, for 6 hours each (\$405 per person).	INSTRUCTION - Personnel Services - Salaries / 100-100	\$2,160	Federal Title I (Interventions
5	8x AVID Site Team members AVID Site Team will monitor the program's progress, create a calendar of events and plan professional development in alignment with schoolwide PD calendar. A2 Contract for SY 17-18; \$1728 per person for the school year.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$13,824	Federal Title I (Interventions
4	Stipend for Freshman and Sophomore Academy lead teacher: \$3500 per year x 2	INSTRUCTION - Personnel Services - Salaries / 100-100	\$7,000	Federal Title I (Interventions
21	Purchase books to increase student library usage	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (Interventions
20	Purchase nominal educational based incentives following Title I guidelines.	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (Interventions

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
22	Purchase Highly Effective Writing Workbooks (100 workbooks, \$10 each)	INSTRUCTION - Supplies & Materials / 100-600	\$1,000	Federal Title I (Interventions)
3	Freshman Academy Staff Summer Work - Summer work for Freshman Academy teachers to include monitoring and creating a mission, vision, common goals, best literacy instructional practices, creed and improved features of the academy. Salaries for six Academy team members at \$30 per hour, for 30 hours each (\$900 per person). Salary for one team member at \$30 per hour, for 20 hours each (\$600 per person).	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$6,000	Federal Title I (Interventions)
20	Better Readers, Deeper Readers team to work during the summer and the school year to create a calendar of literary events, plan ceremonies and celebrations to recognize student literacy achievement, assist in the implementation of the literacy plan and create a school wide literacy atmosphere. Salaries for 3 team members at \$30 per hour, for 75 hours each (\$2,250 per person). Salary for 2 team members at \$30 per hour, for 36 hours (\$1,080).	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$8,910	Federal Title I (Interventions)
5	AVID Summer Institute registration for the 3x teachers (3 teachers) (\$835 x 3 teachers)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$2,505	Federal Title I (Interventions)
5	AVID Summer Institute mileage for the 3x teachers (3 teachers) (\$178.04 x 3 teachers)	SUPPORT SERVICES - Travel / 200-580	\$535	Federal Title I (Interventions)

SMART Goal 2

During the 2017 - 2018 school year, 65% of the students in Algebra I, will achieve basic proficiency on the final Module Assessment given prior to 6/23/18

Performance Increase the proficiency percentages for all 9th grade students taking Algebra 1.

Strategy 1: Implement interventions to support struggling math students.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 2: Increase the use of data-driven instruction and best practices.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Strategy 3: A professional development plan will be created and implemented.

Turnaround Principle: 3 - Effective Instruction

Target Population: Grade 9

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	50% of the students, in Algebra I, will achieve basic proficiency on the Module Assessments given prior to 11/15/17.	Benchmark Data on EdConnect
EOC 2	55% of the students, in Algebra I, will achieve basic proficiency on the Module Assessments given prior to 02/15/18.	Benchmark Data on EdConnect
EOC 3	60% of the students, in Algebra I, will achieve basic proficiency on the End of Module Assessments given prior to 4/16/18.	Benchmark Data on EdConnect
EOC 4	During the 2017 - 2018 school year, 65% of the students in Algebra I, will achieve basic proficiency on the final Module Assessment given prior to 6/23/18	Benchmark Data on EdConnect

Action Steps

SMART Goal 2

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Implement Stepping up to Greatness: Transitioning from Freshman Academy for 10th grade students organized around interdisciplinary teams who share a specific area of the school. Students will attend a one (1) day summer session that includes college readiness, conflict resolution strategies and tips for transitioning out of the Freshman Academy.	4 - Curriculum, Assessment and Intervention System	7/5/17	9/1/17	Academic Coaches, Administrative team
2	1	Continue AVID Freshman Academy focused on developing personal and academic skills while connecting them to their career and academic pathways. Conduct a three (3) day Freshman Orientation for incoming 9th grade students consisting of team building, college and career readiness strategies, building relationships with the Freshman Academy staff and become familiar with Pleasantville High School programs and expectations.	4 - Curriculum, Assessment and Intervention System	7/5/17	9/1/17	Academic Coaches, Administrative team, guidance
3	1	Create a mission, vision, common goals, best math instructional practices, creed and features of the academies.	4 - Curriculum, Assessment and Intervention System	7/5/17	9/1/17	Academic Coaches, Administrative team, guidance
4	2	Create Freshman and Stepping up to Greatness: Transitioning from Freshman Academy lead teacher positions (2) which will include: organizing professional development for grade level meetings, facilitate collection and analysis of data, coordinate communication between teachers and coaches and support climate and culture.	2 - School Climate and Culture	7/5/17	6/29/18	Math Coach, teachers, Administrative team
5	1	Continue AVID in 9th grade and implement it into 10th grade. Create an AVID Site Team to monitor the program's progress, create a calendar of events and plan professional development in alignment with schoolwide PD calendar.	1 - School Leadership	7/5/17	6/29/18	AVID Site Team and Administrative team

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	1	Conduct two (2) AVID Summer Days for students to review WICOR strategies and promote college readiness.	4 - Curriculum, Assessment and Intervention System	7/7/17	9/1/17	Academic Coaches, AVID Team
7	2	Create and follow a schedule consisting of: monitoring interventions and SIP goals, classroom visits, coaching, data analysis and PLC meetings.	1 - School Leadership	7/5/17	6/29/18	Academic Coaches
8	2	Create and follow an administrative walkthrough schedule focused on monthly targeted strategy and intervention, aiming at X of visits per Math teacher per cycle	1 - School Leadership	9/1/17	6/29/18	Academic Coaches, Administrative team
9	2	Implement a data team consisting of six members (6) with specified roles and deadlines to collect and analyze data from benchmarks, research-based program, PARCC portfolio, graduation requirements and other pertinent data. Conduct monthly data meetings in department PLCs.	6 - Enabling the Effective Use of Data	7/5/17	6/29/18	Academic Coaches, Data team
10	3	Create a professional development plan focused on engagement and modify the classroom walkthrough tool to represent the plan.	3 - Effective Instruction	7/5/17	9/1/17	Academic Coaches
11	3	Implement a professional development plan focused on engagement and purchase resources.	3 - Effective Instruction	7/5/17	6/29/18	Academic Coaches
12	2	PLC meetings will be focused on analyzing data and creating individual intervention plans for each cycle.	6 - Enabling the Effective Use of Data	9/1/17	6/29/18	Academic Coaches, department heads, Administrative team, teachers, Freshman and Sophomore Academy lead teachers

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	3	Intentionally schedule inclusion teachers with the goal to limit content areas and create effective partnerships. Conduct monthly professional development with a focus on coteaching, roles and expectations.	3 - Effective Instruction	7/5/17	6/29/18	Academic Coaches, guidance, Administrative team, teachers
14	3	Provide additional support to Special Education and ESL classrooms to ensure that they are following the district curriculum, mathematics framework, including administrative visits.	4 - Curriculum, Assessment and Intervention System	9/1/17	6/29/18	Math Coach, administrative team, department heads
15	1	Implement Math 180 into Algebra I resource classrooms to improve student growth and close the acheivement gap.	4 - Curriculum, Assessment and Intervention System	9/1/17	7/6/17	Academic Coach, Administrative Team, and Guidance
16	3	Provide Math 180 training to Algbera I Resource teachers throughout the year and create an instructional framework and pacing for Algbera I Resources courses.	4 - Curriculum, Assessment and Intervention System	7/5/17	6/29/18	Math Coach, and Algebra I Resource Teachers
17	1	Create and implement an intervention period into the math instructional framework. Monitor intervention implementation through coach walkthroughs and coaching.	4 - Curriculum, Assessment and Intervention System	7/5/17	6/29/18	Academic coaches, math deapartment head, freshamn and sophmore leads, and administrative team
18	1	Purchase research-based intervention and training that the Algebra I, Geometry, and Algebra II courses will use to implement individualized learning that displays daily progress and manages mathematical skills practice.	1 - School Leadership	7/5/17	9/1/17	Math Coach, teachers, Administrative team

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
19	3	Train teachers to implement a research-based intervention program that provides individualized learning that displays daily progress and manages mathematical skills practice.	4 - Curriculum, Assessment and Intervention System	7/5/17	6/29/18	Math Coach, teachers, Administrative team

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	One (1) day Stepping up to Greatness: Transitioning from Freshman Academy Orientation for incoming 10th grade students consisting of team building, college and career readiness strategies, building relationships with the staff and become familiar with Pleasantville High School programs and expectations. Salaries for ten (10) staff members for three (3) hours @\$45 per hour.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$1,350	Federal Title I (Interventions
8	Salaries for five (5) data team members to create a database, run reports, analyze data, and conduct data meetings. 3 members @30 per hour for 60 hours (\$5400) + 2 members @30 per hour for 100 hours	INSTRUCTION - Personnel Services - Salaries / 100-100	\$11,400	Federal Title I (Interventions
4	Stipend for the Stepping up to Greatness: Transitioning from Freshman Academy Lead Teacher. Salary: A2 contract for 1 Lead Teacher @\$3,500 for the year.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$3,500	Federal Title I (Interventions
18	Purchase a researched-based intervention for Algebra I, Geometry, and Algebra II students to implement individualized learning.	INSTRUCTION - Other Purchased Services / 100-500	\$17,100	Federal Title I (Interventions
11	Purchase fiftenn (15) Teach like a Champion books for new teachers and replacements @\$27 per book.	SUPPORT SERVICES - Supplies & Materials / 200-600	\$405	Federal Title I (Interventions

SMART Goal 3

By the end of the 2017-2018 school year, Pleasantville High School will reduce chronic absenteeism by 3% based on the results of EOC 4 of the 2016-2017 school year.

Performance Decrease the number of students that are chronically absent from 25.6%.

Strategy 1: Change the time of the school day in order to meet the needs of the students.

Turnaround Principle: 7 - Effective Use of Time

Strategy 2: Make school a desirable place to be, and provide the resources and support in order to meet the needs.

Turnaround Principle: 2 - School Climate and Culture

Strategy 3: Attendance team will create a tracking system and implement interventions to support chronically absent students.

Turnaround Principle: 8 - Family and Community Engagement

Target Population: All

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	Reduce the chronic absent rate to a threshold not to exceed 15.5% based on EOC 1 of the 2016-2017 school year.	Data from Oncourse
EOC 2	Reduce the chronic absent rate to a threshold not to exceed 26.5% based on EOC 2 of the 2016-2017 school year.	Data from Oncourse
EOC 3	Reduce the chronic absent rate to a threshold not to exceed 22.5% based on EOC 3 of the 2016-2017 school year.	Data from Oncourse

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	By the end of the 2017-2018 school year, Pleasantville High School will reduce chronic absenteeism by 3% based on the results of EOC 4 of the 2016-2017 school year.	Data from Oncourse

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	3	Form a school attendance committee that will meet at least twice a month to discuss chronically absent students and implement supports to assist these students. The committee will take the lead in addressing this issue comprehensively within the school. Members will include but not limited to: principal or designated VP as the leader, attendance specialist, Drop Out Prevention Leader, PBSIS/climate culture committee leader, social worker, Dean of Students, school nurse, Security Officer, and a teacher.	1 - School Leadership	7/5/17	7/21/17	Principal or designated VP
2	3	Provide time for the attendance committee to meet during the summer and the school year to receive training on building their attendance committee and system within their school, to collaborate in order to create an Attendance Action Plan for the 2017-2018 school year, including a School Attendance & Student Accountability Manual, and to address issues regarding identified students. Training will focus on a building an Attendance System and resources. The intent is for all team members to have a common understanding of the team and its mission and individual responsibilities. Schedule an initial meeting plus additional dates over summer for follow-up and planning.	1 - School Leadership	7/5/17	9/1/17	Principal or designated VP

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	3	Hire an attendance specialist to prioritize the development of early warning prevention and intervention systems that identify students who are, or at risk of becoming, chronically absent monitor attendance data and formulate data reports on a weekly basis to share with the team, and act as a liaison between the students, parents, and staff. Will work one on one with DOP Counselor.	5 - Effective Staffing Practices	7/5/17	9/1/17	Principal
6	2	Conduct weekly home visits to at risk students in order provide personalized early outreach, build relationships with students and parents, and to see if their basic needs are being met, in order to provide the necessary resources. Home visits will begin in the summer for students.	8 - Family and Community Engagement	9/5/17	6/1/18	Principal or designated VP, School Attendance Committee, DOP team
7	2	Make school a desirable place to be by developing positive messages for youth and families by creating a Senior Zone which will provide senior privileges to 12th grade students, providing PD for staff on building relationships, as well as implementing supportive engagement strategies which include mentoring, counseling, and creating a safe and supportive school climate through PBSIS.	2 - School Climate and Culture	9/5/17	6/15/18	Principal or designated VP, School Attendance Committee, Guidance, CST, DOP team
8	2	Initiate PHS Fit Campaign that will promote healthy eating, exercise, physical/mental/emotional health. After school workout sessions for students, parents, and teachers will be planned. We will also partner with the community and organizations to host health awareness sessions and health screenings for students and parents.	8 - Family and Community Engagement	9/5/17	6/15/18	Principal or designated VP, School Attendance Committee, Guidance, CST, DOP team, Nurse, Gym Teachers

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
9	3	Focus the community on addressing chronic absenteeism by launching a local initiative to raise public awareness about the causes and effects of chronic absenteeism, including awareness among families and youth, and prioritize training within the community and conduct root cause analyses of local absenteeism trends. This will include hosting a meeting with local officials and businesses to gain support, and hosting Community Reveal Party, which will include goals for the year surrounding attendance, what the community can do to support, yard signs, banners, etc.	8 - Family and Community Engagement	9/5/17	6/15/18	Principal or designated VP, School Attendance Committee, Guidance, CST, DOP team
10	3	Plan monthly activities, beginning in the summer, with 9th grade and 10th grade target group of students that have been identified of being or at risk of being chronically absent, in order to build relationships and bridge the gap between the students, families, and the school; and provide incentives for students that meet their attendance goals.	8 - Family and Community Engagement	7/5/17	6/15/18	Principal or designated VP, School Attendance Committee, Guidance, CST, DOP team
11	1	Implement a system to unify communication across devices and platforms, in order to effectively communicate attendance and absences with parents.	8 - Family and Community Engagement	9/5/17	6/15/18	Principal or designated VP, School Attendance Committee, Guidance, CST, DOP team

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
2	Salary for Attendance Team Meetings, Summer and After School Events (4 members x \$30/hr x 50 hours)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$6,000	Federal Title I (Interventions)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	Signs, Banners, Community/Parent Meeting and Reveal Party refreshments.	SUPPORT SERVICES - Supplies & Materials / 200-600	\$3,000	Federal Title I (Interventions)
10	Monthly activities for 9th and 10th target group of students.	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,000	Federal Title I (Interventions)

SMART Goal 4

During the 2017-2018 school year Pleasantville High School will achieve a 85% graduation rate for the 2018 four-year cohort by maintaining and enhancing our systematic approach of identifying students who are at-risk of going off-track and provide proper interventions.

Performance Increase the percentage of students graduating with their cohort from 81%.

Strategy 1: The Principal and Guidance will add summer school for all grade levels, and have in place a credit recovery system with greater focus on underclassmen. Underclassmen will also be identified throughout the academic year and given opportunities to recover credit within the same school year. A greater emphasis on exposure to post-secondary vocational schools will be executed to bridge the gap between high school graduation and post-secondary attendance.

Turnaround Principle: 1 - School Leadership

Strategy 2: The Principal will place greater focus on establishing a dropout prevention committee that work cohesively and consistently at identifying at-risk students and provide effective interventions.

Turnaround Principle: 5 - Effective Staffing Practices

Strategy 3: The Data Team and Guidance will maintain a tracking system for the multiple pathways for graduation and implement a system to verify & update cohort data and statistics.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Target Population: All

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	100% of at-risk students in the 2018 four-year graduation cohort will be identified. 100% of identified at-risk students will have an intervention plan to graduate.	NJSMART and current academic standing based on transcripts of graduation requirements.
EOC 2	100% of the identified at-risk students will have parent conferences scheduled with guidance, drop-out prevention, and administration.	NJSMART and current academic standing based on transcripts of graduation requirements.
EOC 3	At least 65% of the 2018 four-year graduation cohort will be on-track for graduation at the end of the 2017-2018 school year	NJSMART and current academic standing based on transcripts of graduation requirements.
EOC 4	During the 2017-2018 school year Pleasantville High School will achieve a 85% graduation rate for the 2018 four-year cohort by maintaining and enhancing our systematic approach of identifying students who are at-risk of going off-track and provide proper interventions.	NJSMART and current academic standing based on transcripts of graduation requirements.

Action Steps

SMART Goal 4

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Maintain and enhance the procedures for monitoring students in the school and state databases. Procedures for properly coding transferring students in and out of the school. Training for specific staff to follow these procedures to ensure proper cohort counts.	1 - School Leadership	7/5/17	6/29/18	Principal, Guidance and Dropout Prevention
2	3	Create a master schedule of all graduation exams for the 2017-2018 school year. Exams are to include ASVAB, ACCUPLACER, SAT, PSAT, ACT and PARCC. Dates and locations are also included.	7 - Effective Use of Time	7/5/17	6/29/18	Guidance

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	2	Identify dropout prevention committee and utilize the committee to implement a dropout prevention protocol and flow chart of actions steps, adopt a mentoring program for at-risk teens, and work closely with all stakeholders to identify and track students that are at-risk of dropping out. Team will codify a drop-out intervention action plan to ensure a specific intervention and create mentoring program calendar for the school use.	5 - Effective Staffing Practices	7/5/17	6/29/18	Principal, Assistant Principals, Guidance, Dropout prevention, and Truency
4	3	PHS will focus on credit recovery (Grad Point) efforts towards recovering credits for underclassmen as well as seniors. This will provide our students the opportunity to stay on track with their 4 year cohort.	4 - Curriculum, Assessment and Intervention System	7/5/17	6/29/18	Principal, Guidance
5	2	Hire an attendance specialist to prioritize the development of early warning prevention and intervention systems that identify students who are, or at risk of becoming, chronically absent monitor attendance data and formulate data reports on a weekly basis to share with the team, and act as a liaison between the students, parents, and staff. Will work one on one with DOP Counselor.	5 - Effective Staffing Practices	7/1/17	6/29/18	Principal
6	1	Coordinate live streaming opportunities with our recent grads and current AP, Honors, and AVID students that will enable them to gain exposure to college life while being in their high school classrooms.	4 - Curriculum, Assessment and Intervention System	9/1/17	6/29/18	Guidance, Teachers, Administration
7	1	Host an in-house fair during each semester that will focus on post secondary institutions and career path opportunities for all Pleasantville High School students.	4 - Curriculum, Assessment and Intervention System	9/1/17	6/29/18	Guidance, Teachers, Administration
8	1	Expose our students to a greater variety of post secondary options by visiting at least four HBCUs, two ivy league schools, two vocational schools. College tours will be planned for all grade levels in order to expose students to college and the opportunities available to them.	4 - Curriculum, Assessment and Intervention System	9/1/17	6/29/18	Guidance, Teachers, Administration

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
9	1	Create an academic maintenance class during school day for students to recover credits that were previously lost.	4 - Curriculum, Assessment and Intervention System	9/1/17	6/29/18	Guidance, Teachers, Administration
10	1	Focus on advertising the post secondary opportunities provided at PHS, in school fairs, and the changes within the programs of studies to the community as a whole.	8 - Family and Community Engagement	8/1/17	6/29/18	Guidance, Administration

Budget Items

SMART Goal 4

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	Expenses and transportation for college tours visiting at least four HBCUs, two Ivy league schools, two vocational schools. College tours will be planned for all grade levels in order to expose students to college and the opportunities available to them.	SUPPORT SERVICES - Travel / 200-580	\$10,000	Federal Title I (Interventions)
10	Advertising supplies and materials in accordance with title I guidelines.	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,000	Federal Title I (Interventions)

Budget Summary

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Intervention)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
INSTRUCTION	Personnel Services - Salaries	100-100	0	39234	0	0	0	39234
INSTRUCTION	Purchased Professional & Technical Services	100-300	0	0	0	0	0	0
INSTRUCTION	Other Purchased Services	100-500	0	17100	0	0	0	17100
INSTRUCTION	Supplies & Materials	100-600	0	11000	0	0	0	11000
INSTRUCTION	Other Objects	100-800	0	0	0	0	0	0
INSTRUCTION	Sub-total		0	67334	0	0	0	67334
SUPPORT SERVICES	Personnel Services - Salaries	200-100	0	20910	0	0	0	20910
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	0	0	0	0	0	0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	0	2505	0	0	0	2505
SUPPORT SERVICES	Purchased Property Services	200-400	0	0	0	0	0	0
SUPPORT SERVICES	Other Purchased Services	200-500	0	0	0	0	0	0
SUPPORT SERVICES	Travel	200-580	0	10535	0	0	0	10535

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus Intervention)	Federal Title I (School Allocation)	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL
SUPPORT SERVICES	Supplies & Materials	200-600	0	7405	0	0	0	7405
SUPPORT SERVICES	Other Objects	200-800	0	0	0	0	0	0
SUPPORT SERVICES	Indirect Costs	200-860	0	0	0	0	0	0
SUPPORT SERVICES	Sub-total		0	41355	0	0	0	41355
FACILITIES	Buildings	400-720	0	0	0	0	0	0
FACILITIES	Instructional Equipment	400-731	0	0	0	0	0	0
FACILITIES	Noninstructional Equipment	400-732	0	0	0	0	0	0
FACILITIES	Sub-total		0	0	0	0	0	0
Total Cost			0	108689	0	0	0	108689

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	108689	0	108689
Other Title 1 Expenditures	0	0	0
Total	108689	0	108689

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
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	Graduation Rate
x	All of the SMART goals and the interim goals are outcomes-based.
x	The Budget Summary includes all planned expenditures, as identified within the 'Resources' section of the SMART goal pages.
x	[For Focus schools] The School Improvement Plan includes interventions that target performance of the two lowest-performing

Completed By: Jim Bonek

Date: 2017-06-30