

Pleasantville Middle Sch

District: Pleasantville City

County: Atlantic

Region: 7

Classification Focus

Reason: Lowest Subgroup Performance: LEP, Special Ed

CDS: 014180055

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
Principal	Rayna Hendricks	Yes	Yes	Yes		
VP	Renee Irwin	No	No	No		
Math Coach	Dominick Dougherty	Yes	Yes	Yes		
Social Worker	Frank Cambron	Yes	Yes	Yes		
VP	Vicki Williamson	Yes	Yes	Yes		
RAC-7 ED	Patricia Wulk	No	No	No		
Technology Coordinator	Jeff Laster	No	No	No		
ELA Coach	Christine Teeney	Yes	Yes	Yes		

SIP Team Meetings

Date	Topic	Agenda on File	Minutes on File
11/14/2016	Data Review and Analysis	Yes	Yes
12/05/2016	Data Review and Analysis	Yes	Yes
01/10/2017	Data Review and Analysis	Yes	Yes
02/27/2017	Data Review and Analysis	Yes	Yes

Quality School Review

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1	3	The principal fosters an unwavering belief in the potential of all students by communicating this belief frequently and passionately. The principal puts in place systems to ensure that lesson plans are written and reviewed on a set schedule. The principal and instructional leaders ensure teachers have sufficient time planning time for grade/content level meetings, as well as vertical staff collaboration.	The principal will ensure a safe, orderly and equitable learning environment and will have systems in place for monitoring. The principal will use use and engage team leaders to use established systems to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended; the principal will engage the staff in these reviews.
	2	3		
	3	2		
	4	3		
	5	3		
	6	3		
	7	3		
	8	3		
	9	3		
	10	3		
Total		29		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
2 - School Climate and Culture	1	2	Academic learning time is protected and prioritized.	Improvements will be made so that students and adults feel safe and ready to engage in teaching and learning. A clear and consistent behavior system of rewards and consequences will be in use, with clear goals and means to track progress and share results with the community. There will be evidence that teachers responses to incidents in their classrooms look and feel similar across classrooms. Indicators of a safe, orderly and equitable learning environment will be established, goals will be set and data will be collected and analyzed to determine progress towards goals; adjustments to strategies will be made based on analysis of evidence.
	2	3		
	3	3		
Total		8		
3 - Effective Instruction	1	4	Student learning objectives are high, clear, and measurable that students master through good first instruction. Lesson objectives are aligned to the district/state curriculum, CCSS, and assessments.	Students will be able to clearly articulate the learning objective and its application to larger concepts. The instructional framework will be infused into every lesson and staff display mastery of instructional and response strategies. Throughout the lesson, teachers will be clear about where every student is in terms of mastering the lesson objective, particularly those who have demonstrated past challenges mastering the learning objectives. Most students will master lesson objectives on first instruction; alternative strategies will in place with in the instructional framework for students who do not.
	2	3		
	3	3		
	4	3		
	5	3		
	6	3		
Total		19		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
4 - Curriculum, Assessment and Intervention System	1	3	The instructional sequence is calendared across all grade levels. Teachers are consistently implementing district provided formative assessments in ELA and math across all grade-levels linked to the CCSS aligned curriculum. A formative assessment schedule aligned to the curriculum pacing guide is in use across all classrooms. There is a systematic approach to identifying students two or more years below grade level in ELA and Mathematics.	All staff will be observed, at least briefly, on a weekly basis, by some member of school leadership to ensure instructional alignment with the CCSS. The school budget and expenditures will ensure resources are available and aligned to school priorities. All students two or more years behind will be placed in research-based intervention programs taught by effective teachers. Both diagnostic data and intervention data will be regularly analyzed to ensure rapid regrouping, either into or out of intervention programs.
	2	3		
	3	3		
	4	3		
	5	3		
Total		15		
5 - Effective Staffing Practices	1	3	Leadership team participates in and informs staff selection and is present at demonstration lessons and formal interviews. The school leadership engages in school-wide observations and provide feedback using aligned on protocols. Structures are established and used for job- embedded collaborative learning.	Allocation of additional classroom-based instructional supports, professional development and monitoring are based on student-learning data and classroom observations. Professional development will be followed up with classroom monitoring and feedback to ensure learning objectives are incorporated into practice and professional development was effective.
	2	3		
	3	3		
	4	3		
	5	3		
Total		15		

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
6 - Enabling the Effective Use of Data	1	3	<p>Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, especially to identify and address students most frequently referred and/or suspended.</p> <p>Artifacts of consistent communication between families and school are present in clear and user friendly formats (student progress reports, parent participation in meetings, parent access to grades)</p> <p>Teachers have scheduled time and a systematic process for analyzing formative assessment data. (Data Chats)</p>	<p>Systems are in place to easily and routinely review accurate data on attendance, tardies, office referrals and suspensions, however, we need to develop an intervention plan to quickly and efficiently utilize the data to service these at-risk students. Efforts will be made to improve parent participation in the Climate and Culture survey.</p>
	2	3		
	3	3		
	Total			
7 - Effective Use of Time	1	3	<p>The master schedule is ready for distribution to teachers and students before the first day of school; it ensures core content areas have sufficient time allocated at a time when learning is best for students.</p> <p>At least 85% of students who are two or more years behind in ELA and math are enrolled in intervention programs (instructional framework).</p> <p>Teachers have planning time for grade/content meetings, as well as vertical staff collaboration.</p>	<p>Teachers will be provided with training in intervention programs to ensure that sufficient time is allocated to allow for implementation fidelity.</p>
	2	2		
	3	3		
	Total			

Turnaround Principle	Indicator	Rating	Overall Strengths Summary	Areas of Improvement Summary
8 - Family and Community Engagement	1	3	Family and community members are active participants in sessions geared to solicit input on school decisions (PTO, Parent Workshops). Adults in the school are quick to identify struggling students. Students who are struggling academically and/or socially are supported by a network of providers invested in the students well-being.	The majority of parents and community members will be invited to become actively involved in key student learning demonstrations. Efforts will be made for families to become engaged in a variety of school activities ranging from celebrations to school leadership councils.
	2	3		

Turnaround Principle Indicator Description

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

Turnaround Principle Indicator Description

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

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

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

Rating Description

- 0 None Selected

- 1 Underdeveloped

- 2 Developing

- 3 Proficient

- 4 Well Developed

Data Analysis

PRIOR YEAR INTERVENTIONS				
Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this	Measurable Outcomes	Document of Effective Outcomes
Renaissance Math	Math	Yes	This year we had 767 students participate in the STAR Math Assessment program. This number represented 99% of the total student population. The assessment data shows that only 36% of our total population is AT/ABOVE the 50% proficiency mark.	STAR Math Diagnostic Assessment
Achieve3000	ELA	Yes	This year we had 767 students participate in the Achieve3000 program. This number represented 99% of the total student population. The assessment showed that 66% of our students were reading below level. 70% of 6th grade students hit their growth goals, 68% of 7th grade students, and 60% of 8th grade students.	Achieve3000 Levelset
Read180	ELA/ SE	Yes	This year all of our SE self-contained and Pull-out students participated in this program (85 students). Only 4% of 6th grade pull out students hit their growth goal, 36% of 7th grade pull out, and 43% of 8th grade pull out. Self-contained experienced better growth- 29% of 6th, 43% of 7th, and 60% of 8th graders hit their growth targets.	Scholastic Reading Inventory (SRI)

Analysis of Key Interventions	Content Area or Target Population	Do you plan to continue with this	Measurable Outcomes	Document of Effective Outcomes
Imagine Learning	ELA/ ELL	Yes	<p>66 ELL students currently using the program. We exceeded recommended usage (20 hours yearly was recommended, we had 28+). Growth was low for 6th and 7th graders in the program. Literacy scores dropped from 1676 to 949, down 727 points (6th grade), and 1196 to 814, down 382 points (7th grade). Oral vocabulary also dropped throughout the year.</p>	Imagine Learning Growth 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	21.0%	-The Middle of Pleasantville had a school wide math participation rate of 99% -15% of Hispanic subgroup at MSP have met or exceeded the standards for mathematics -4% of SWD subgroup at MSP have met or exceeded the standards for mathematics -14% of School wide subgroup at MSP have met or exceeded the standards for mathematics -The Middle of Pleasantville had a school wide ELA participation rate of 98% -21% of Hispanic subgroup at MSP have met or exceeded the standards for ELA -1% of SWD subgroup at MSP have met or exceeded the standards for ELA -21% of School wide subgroup at MSP have met or exceeded the standards for ELA	-49.4% of Pleasantville Middle School students speak Spanish as their primary language. -60.1% of students enrolled at Pleasantville Middle School are Hispanic -17% of students enrolled at Pleasantville Middle School are SWD
		School-wide Math	14.0%		
		School-wide Algebra 1	82.0%		
		School-wide Algebra 2			
		School-wide Geometry			

Data Source	Factors to Consider	Your Data (Pre-populated where possible)		Your Data (Provide any additional data)	Observations / Trends
SGP	Student growth on state assessments. (Grades 4 - 8) *Identify overall school wide growth performance by content. *Identify interaction between student proficiency level	Student Growth in Language Arts	43.0	-17% of L(1) math students are experiencing low growth -14% of L(3) math students are experiencing high growth -14% of L(1) ELA students are experiencing low growth -10% of L(4) ELA students are experiencing high growth	Our lowest students are showing the least amount of growth.
		Student Growth in Math	45.0		
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			We had greater than 95% participation on the ELA and math benchmarks.	

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: Subgroup Performance: EOC2- - While 66% of students school-wide met their individual growth goals only 47% of SE students school-wide met their goals. (40% of 6th, 45% of 7th, 55% of 8th grade SE students). 48% of ELL students school-wide met their growth goals. EOC3- While 66% of students school-wide met their individual growth goals only 43% of SE students school-wide met their goals. (41% of 6th, 40% of 7th, 48% of 8th grade SE students). 40% of ELL students school-wide met their growth goals. (66% of 6th grade ELL, 36% of 7th grade ELL, and 19% of 8th grade ELL)	ELA: Gen Ed is outperforming SE with lexile growth with the exception of our 6th grade inclusion team. Our 6th grade inclusion team consists of a strong partnership of team teachers who adhere to fidelity to the instructional framework. Resource (pull-out) SE students have the least growth.
		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%	65%	70%	0%	0%		
		7	0%	67%	68%	0%	0%		
		8	0%	58%	60%	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%	Over 95% students participate in the Star Math diagnostic test As school 49.3% of students reached their target growth goal for EOC3, The school wide goal for EOC3 was 50% -6th grade 48% of students reached there target growth goal for EOC3 -7th Grade 52% of students reached their target growth goal for EOC3 -8th Grade 48% of students reached their target growth goal for EOC3 -ELL 80% of students made their target growth goal -Self contained SPED 13% made their target growth goal	ELL students have greatly benefitted from the implementation of Star Math Spanish. Special Education self contained classrooms continue to struggle to meet their growth goal.
		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%	48%	47%	50%	0%		
		7	0%	51%	52%	62%	0%		
		8	0%	50%	48%	59%	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
ACCESS for ELLs	Student performance of English Language Learners. (Grades K-12) *Identity school level AMAO *Identify patterns by grade level		ACCESS for MSP showed that the ELLs passed 100% of their AMAOs for the 2015-2016 school year. For AMAO1 the state growth goal was a growth of .5 points. The MSP ELLs surpassed this goal with an average of .8 point growth. AMAO2 requires that 10 percent of students that have been in the program for four years or less exit the program. MSP had a 16 percent exit rate for students in the program for 4 years or less. There were no students that have been in the program for 5 years or more.	

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	744		We have 56 ELL students currently enrolled and 150 SE students.
		Subgroup 1 YTD Student Enrollment Average	56		
		Subgroup 2 YTD Student Enrollment Average	150		
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	97.35%		ELL students have slightly better attendance than the average student at MSP. SE students have slightly worse attendance than the average students at MSP.
		Subgroup 1 YTD Student	97.70%		
		Subgroup 2 YTD Student Attendance Average	97.18%		

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	0.00%		Chronic Absenteeism is generally the same between the 15-16 SY and 16-17 SY. The CA rate is especially high for our SE population.
		Subgroup 1 YTD Chronic	0.00%		
		Subgroup 2 YTD Chronic Absenteeism	0.00%		
Attendance Rate (Staff)	The average daily attendance for staff *Identify patterns by grade *Identify chronic absenteeism *Identify reasons for absenteeism	Staff Attendance YTD	95.40%		Staff attendance improved by 2% this year.

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	4.04%		SE students have a high rate of suspension. (Higher than the average student at MSP). They exceed the average for both in school and out of school suspension.
		Student Suspension YTD Average - In School for Subgroup 1	3.30%		
		Student Suspension YTD Average - In School for Subgroup 2	6.70%		
		Student Suspension YTD Average - Out of School	2.25%		
		Student Suspension YTD Average - Out of School for Subgroup 1	1.70%		
		Student Suspension YTD Average - Out of School for Subgroup 2	5.44%		

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%	72%	2%	97%		Parent participation is low despite efforts to hold monthly PTO meetings and Parent workshops.
		Physical Environment	0	49.2	65.6	56.1		
		Teaching and Learning	0	65.6	67.6	58.5		
		Morale in School Comm.	0	56.5	60.4	54.6		
		Student Relationships	0	41.2	67.3	56.3		
		Parental Support	0	85.8	70.9	55.5		
		Safety	0	68.1	58.9	66.7		
		Emotional Environment	0	53		56.6		
		Administrative Support				64.3		

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			
		2014 Adjusted Cohort Grad Rate			
		2013 Adjusted Cohort Grad Rate			
		2012 Adjusted Grad Cohort Rate			

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		
		Participating in SAT			
		Participating in ACT			
		Participating in PSAT or PLAN			
		# 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	-82% of students enrolled in Algebra 1 at the Middle School of Pleasantville met or exceeded expectations on the Algebra 1 PARCC assessment. -90% of the Hispanic subgroup enrolled in Algebra 1 at the Middle School of Pleasantville met or exceeded expectations on the Algebra 1 PARCC assessment, as compared to 25% at the state level. -77% of students enrolled in Algebra 1 at the Middle School of Pleasantville met or exceeded expectations on the Algebra 1 PARCC assessment, as compared to 20% at the state level.	
		% of students with a C or better	-3%		
		Count of students who took the Algebra section of PARCC	38		
		% of students who scored 4 or 5 on the PARCC assessment	81.6%		

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	0.0%		Teachers continue to need support in questioning and discussion techniques and incorporating active learning strategies.

< Other Indicators - NO DATA >

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	Only 21% of students met or exceeded expectations on the ELA portion of the 2015/2016 PARCC. Only 23% of students are reading on grade level according to the most recent Achieve3000 lexile data.	Although our instructional framework was modified, there is still a lack of fidelity to the framework in all classes. Based on the data, the majority of our students are two or more years below grade level and are in need of pre-requisite skills and scaffolding. Increased technology accessibility would allow students more time on intervention programs. There is a lack of close reading, vocabulary, and writing to a source in the supporting departments (Social studies, science, etc.)	ELL and SWD	1	Strengthening the adopted curriculum.	3 - Effective Instruction
				2	Teachers will use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	4 - Curriculum, Assessment and Intervention System
				3	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	6 - Enabling the Effective Use of Data
Math (TP3, TP4)	Only 14% of students met or expectations on the Math portion of the 2015-2016 PARCC. Only 12% of students are on grade level according to the most recent STAR Math data.	Although our instructional framework was modified, there is still a lack of fidelity to the framework in all classes. Based on the data, the majority of our students are two or more years below grade level and are in need of pre-requisite skills and scaffolding. Classrooms would benefit from more technology to reach the deserve learns at the Middle School of Pleasantville. The technology could be use to support the modified instructional frame work and the digital intervention programs we have in place.		1	Strengthen the adopted curriculum by added project based learning activities.	3 - Effective Instruction
				2	Teachers will use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.	5 - Effective Staffing Practices
				3	Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.	6 - Enabling the Effective Use of Data

Area of Focus	Performance Challenge	Possible Root Causes	Target Populatio	Strategies to Address Challenge	Turnaroun d Principle
Climate & Culture (TP2)	According to school attendance data, the chronically absent rate for our total population was 15.36%, followed by 16.39% for subgroup 1 and 29.58% for subgroup 2 for EOC3. According to the QSR, our school has a systemic weakness in inconsistently tracking the student attendance data, monitoring those students who have the highest rates of absence and developing a protocol for interventions within the school.	Possible root causes are inadequate procedures for attendance recording, inadequate monitoring of student attendance, and inadequate record keeping of students late to school. In addition, student out of school suspensions and lack of immunizations have negatively impacted the overall student attendance.		1 The administration will create and closely monitor the attendance procedures and limit the number of staff who enter daily attendance, doctor's notes, and late to school data. - An attendance committee will be created to monitor and correct student attendance.	1 - School Leadership
				2 Teachers and staff will receive daily attendance records in an effort to correct daily attendance errors on the day the student was marked absent. Teachers will be encouraged to speak to their homeroom students when chronic absences occur.	2 - School Climate and Culture
				3 Families will be contacted and offered suggestions and support as needed where student attendance is concerned. Counselors and administrators will contact parents via telephone and conduct meetings.	8 - Family and Community Engagement

Area of Focus	Performance Challenge	Possible Root Causes	Target Populatio	Strategies to Address Challenge	Turnaroun d Principle
College & Career Readiness	AVID students received instructional strategies in ELA, Math, Science , SS, and AVID Elective. The model calls for AVID instructional strategies to be incorporated in all four major content areas and the AVID Elective Class. The tutorial process was not properly implemented in the AVID Elective Class.	There was little to no buy-in from the Science and Social Studies classrooms. Failure to properly implement the tutorial process. We initiated a partnership with Stockton University to have their students act as our tutors. However, there were logistical barriers that prevented implementation of this process with fidelity.		1 High expectations are communicated to staff, students, and families about AVID and supports students to achieve them.	1 - School Leadership
				2 Develop learning, study and academic behavioral skills that are essential to success in rigorous coursework. AVID impacts students schoolwide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes by teachers who have been trained to use AVID strategies in their specific content areas.	3 - Effective Instruction
				3 Students will be have a schedule that reflects the AVID Elective and the physical environment of classrooms, assemblies, school culture, college visits, and college fairs will reflect college and career readiness standards.	7 - Effective Use of Time

SMART Goal 1

By June 23, 2018 70% of students will exceed their EOC4 reading growth goal (more than average growth based on their level).

Performance Only 21% of students met or exceeded expectations on the ELA portion of the 2015/2016 PARCC. Only 23% of students are reading on grade level according to the most recent Achieve3000 lexile data.

Strategy 1: Strengthening the adopted curriculum.

Turnaround Principle: 3 - Effective Instruction

Strategy 2: Teachers will use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.

Turnaround Principle: 4 - Curriculum, Assessment and Intervention System

Strategy 3: Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Target Population: ELL and SWD

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	All students will be administered the levelset assessment to identify at risk students in need of intervention. Teachers will use this data to form groupings within their classes to tier instruction for all learners. 100% of teachers will be implementing the revised instructional framework as witnessed on a look-fors document via walkthroughs.	Achieve3000 Levelset test. Documentation of students groupings. Administrative walkthrough feedback.
EOC 2	By January 31, 2018 50% of students will exceed their EOC2 growth expectation.	Achieve3000 Levelset test.

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	By March 31, 2018 60% of students will exceed their EOC3 growth expectation.	Achieve3000 Automatic Adjustment
EOC 4	By June 23, 2018 70% of students will exceed their EOC4 reading growth goal (more than average growth based on their level).	Achieve3000 Levelset test.

Action Steps

SMART Goal 1

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Provide time during the summer and throughout the school year for the Literacy Committee to create model lessons and a bank of resources to support the instructional framework.	3 - Effective Instruction	7/1/17	8/31/17	ELA Coach
2	3	Utilize Read180/System 44, Scholastic Magazine, Achieve3000, Imagine Learning, SRA and LLI to provide intervention for students who are below grade level	6 - Enabling the Effective Use of Data	7/1/17	2/28/18	ELA Coach
3	3	Implement initial diagnostic assessment to determine students' Lexile level and to create Individualized Lexile Growth Goals for all MSP students. Review documentation of how students have been grouped. Initiate classroom walkthroughs to ensure fidelity to the modified instructional framework.	6 - Enabling the Effective Use of Data	9/5/17	11/1/17	ELA Coach/Adminis tration
4	1	Create a Book Room at MSP. Provide bookshelves and a team of teachers/students to organize and move all of the guided reading materials we have already ordered and to systematically organize the materials so that teachers have easier access to the many resources we already have purchased. Create a system for accessing LLI materials.	3 - Effective Instruction	7/1/17	12/29/17	ELA Coach/Adminis tration
5	2	Continue to utilize ELA Coach to lead PLCs, provide Professional Development, offer in-class support, and be a resource for teachers.	4 - Curriculum, Assessment and Intervention System	7/1/17	10/6/17	ELA Coach

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
7	2	Continue to implement Quarterly Growth Goals parties for all students who have met their personal lexile growth goals.	4 - Curriculum, Assessment and Intervention System	9/5/17	11/3/17	ELA Coach
8	2	Ensure that teachers have adequate access to technology in their classrooms (At least 6 computers/devices per classroom for gen ed. Preferably 1:1 for SE and ELL) This will enable teachers to be able to use the revised instructional framework with fidelity and to use the intervention programs we have in place.	4 - Curriculum, Assessment and Intervention System	7/1/17	11/3/17	Administration
9	1	Modify the instructional framework block in all Social Studies classes to include more time dedicated to intervention to raise academic achievement and meet the needs of all students. Train teachers on the new modifications.	3 - Effective Instruction	7/1/17	11/3/17	ELA Coach
10	2	Order (1) additional LLI kit, to provide a range of leveled materials for teachers to use with students during the guided portion of the instructional block.	4 - Curriculum, Assessment and Intervention System	7/1/17	9/1/17	ELA Coach/Adminis tration
11	1	Continue to utilize quarterly Data Chats (individualized data review meetings) with teachers to view current benchmark and lexile data and to create an action plan of how to best address student needs.	3 - Effective Instruction	7/1/17	10/3/17	ELA Coach
12	1	Provide training for teachers on how to effectively use the LLI kits during the guided reading portion of the instructional framework.	3 - Effective Instruction	9/1/17	4/6/18	ELA Coach
13	2	Provide research-based instructional materials for the ELL students to enhance the guided instruction portion of the instructional framework. The materials will serve as a bridge to give students basic reading skills so they can access the LLI kits by mid-year.	4 - Curriculum, Assessment and Intervention System	7/1/17	9/22/17	ELA Coach
14	1	Provide (50) Chromebooks to all ELA SE classrooms to improve fidelity to the instructional framework and boost usage of the intervention programs.	4 - Curriculum, Assessment and Intervention System	7/1/17	9/22/17	ELA Coach/Adminis tration

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
15	2	Carefully disaggregate SE and EL data to ensure that resources chosen are meeting their needs. Adjust resources as needed.	4 - Curriculum, Assessment and Intervention System	7/1/17	9/30/17	ELA Coach
16	1	Provide additional PD and coaching to SE and EL teachers in how to effectively use the instructional framework and the resources they have been provided.	4 - Curriculum, Assessment and Intervention System	9/1/17	10/6/17	ELA Coach
17	2	Provide training for the Literacy Coach on utilizing data for ELs	4 - Curriculum, Assessment and Intervention System	7/1/17	9/9/17	Administration
18	1	Create a Read180 special class to target SE students and those reading two years below level.	3 - Effective Instruction	9/1/17	9/22/17	ELA Coach/Administration

Budget Items

SMART Goal 1

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	Purchase nominal, education-based incentives following Title 1 guidelines to encourage students to reach their personal lexile growth goals.	INSTRUCTION - Other Purchased Services / 100-500	\$5,000	Federal Title I (Interventions)
10	Purchase additional LLI kit	INSTRUCTION - Supplies & Materials / 100-600	\$5,420	Federal Title I (Interventions)
1	Literacy Committee School Year Stipend (7 teachers x 15hours x \$30 per hour)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,150	Federal Title I (Interventions)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Literacy Committee Summer Stipend (7 teachers x 25hours x \$30 per hour)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,250	Federal Title I (Interventions)

SMART Goal 2

By June 22, 2018, 65% of students will meet their projected individual growth goal as identified by the STAR Math Assessment.

Performance Only 14% of students met or expectations on the Math portion of the 2015-2016 PARCC. Only 12% of students are on grade level according to the most recent STAR Math data.

Strategy 1: Strengthen the adopted curriculum by added project based learning activities.

Turnaround Principle: 3 - Effective Instruction

Strategy 2: Teachers will use multiple instructional strategies and multiple response strategies that actively engage and meet student learning needs.

Turnaround Principle: 5 - Effective Staffing Practices

Strategy 3: Multiple forms of data are presented in user-friendly formats in a timely manner to drive all decisions for improving student achievement.

Turnaround Principle: 6 - Enabling the Effective Use of Data

Target Population:

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	All students will be administered the STAR Math assessment to identify achievement gaps that are linked to the New Jersey Student Learning Standards and require intervention. Based on this data, teachers will form groupings within their classes to tier instruction for all learners. By November 15, 2017 targets will be set for all students.	STAR Math Assessment. Documentation of student groupings. Projected individual growth goals spreadsheet.

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	By February 15, 2018 45% of students will meet their projected individual growth goal as identified by the STAR Math Assessment and data analysis protocol.	Star Math
EOC 3	By April 16, 2018 55% of students will meet their projected individual growth goal as identified by the STAR Math Assessment and data analysis protocol.	Star math
EOC 4	By June 22, 2018, 65% of students will meet their projected individual growth goal as identified by the STAR Math Assessment.	Star Math

Action Steps

SMART Goal 2

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Modify the instructional block to include 40 minutes for whole group instruction and 40 minutes for in class, small group instruction for each day. 40 minute intervention block will consist of 3 learning stations: teacher group, technology group, and team group (application and performance task activities). Allotting more time to focus on intervention will help raise academic achievement and meet the needs of all students. Model for teachers on the new modifications.	4 - Curriculum, Assessment and Intervention System	9/1/17	12/22/17	Math Coach

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	3	Continue to utilize the STAR Math assessment to determine students' Scale Score, Grade Level Equivalency, and IXL Math for Intervention needs. Individual growth goals will be set for all MSP students after the first administration of the STAR Assessment. One week prior to the close of each EOC date, the STAR Assessment will be administered to track and monitor student growth and performance. Data collected from assessment will be analyzed and used to create in class invention groups.	6 - Enabling the Effective Use of Data	9/1/17	9/29/17	Math Coach, Teachers, SWD Coach, ELL Coach
3	1	Provide time for the Math Committee to create small group instruction resources (including- model lessons, problem solving sets, performance task activities, sample resources) to support the modifications to the instructional framework. Math committee will support math educators with the New Jersey Student Learning Standards (NJSLs) and the curriculum framework.	3 - Effective Instruction	7/5/17	6/29/18	Math Coach, Math Committee Teachers
4	2	Administration will perform a minimum of four walk-throughs per quarter based on approved look-for tool. Results will be used to evaluate the fidelity and effectiveness of the implemented intervention program. Data-based modifications can be made to increase student engagement and strengthen instructional practices. (two WTs per quarter in all math classrooms?)	3 - Effective Instruction	9/6/17	6/29/18	Administration

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	2	Teachers will be trained in small group instruction to support the modified instructional math framework. These strategies will be evident in daily lessons through utilizing performance tasks, differentiated activities, and online digital math resources to support the curriculum framework and intervention focus to increase student growth.	3 - Effective Instruction	9/6/17	6/29/18	Math Coach, Teachers
6	3	Math Coach and teachers will have data focused PLCs twice a quarter to analysis benchmark data, create data action plans, and evaluate progress monitoring. Continue using EdConnect for item analysis on assessments. Continue implementation of the data analysis protocol (Analysis, data chats, action plans, etc.).	6 - Enabling the Effective Use of Data	9/6/17	6/29/18	Math Coach, Teachers
7	1	Utilize blended online learning modules to support PLC collaborative work in math education once a month. Math Coach will provide ongoing PD to train teachers in utilizing data to drive instruction and inform instructional decisions (twice a quarter).	6 - Enabling the Effective Use of Data	9/6/17	6/22/18	Math Coach
8	1	Continue to utilize Math Coach to lead PLCs, provide Professional Development, offer in-class support, and be a resource for teachers. Math Coach will meet with grade levels once a week, conduct data chats at least once a quarter, and assist with data action plans after end of module assessments.	2 - School Climate and Culture	7/5/17	6/29/18	Administration , Math Coach

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
9	3	Continue with Afterschool Academy: The Academy will run 2 sessions per year (September - October and January - March). Students will work on IXL and Star Assessments. The program will run from 3:30pm - 5:00pm, Tuesday - Thursday. Students will be selected for the program based on PARCC scores from 2015-2016, initial assessments, and benchmarks assessments. There will be 5 teachers per session for a total of 10 teachers and 3 instructional aides. Only staff members with ratings of Effective and Highly Effective will be selected for Afterschool Academy.	2 - School Climate and Culture	9/6/17	3/30/18	Administration

Budget Items

SMART Goal 2

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	Afterschool Academy Staff (10 Teachers per session at \$45/hr and 3 aides per session at \$30/hr)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$35,000	Federal Title I (Interventions
5	IXL Subscription Renewal	INSTRUCTION - Other Purchased Services / 100-500	\$5,495	Federal Title I (Interventions
2	STAR MATH Subscription Renewal	INSTRUCTION - Other Purchased Services / 100-500	\$4,683	Federal Title I (Interventions

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Stipend for Math Committee (6 teachers X 20 hours x \$30/hr)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,600	Federal Title I (Interventions)

SMART Goal 3

By June 2018 school will reduce its overall chronic absenteeism rate by 3% through a systemic focus on the internal structures and processes, regular data analysis and implementing supports to keep students in school and improve academic performance.

Performance According to school attendance data, the chronically absent rate for our total population was 15.36%, followed by 16.39% for subgroup 1 and 29.58% for subgroup 2 for EOC3. According to the QSR, our school has a systemic weakness in inconsistently tracking the student attendance data, monitoring those students who have the highest rates of absence and developing a protocol for interventions within the school.

Strategy 1: The administration will create and closely monitor the attendance procedures and limit the number of staff who enter daily attendance, doctor's notes, and late to school data. - An attendance committee will be created to monitor and correct student attendance.

Turnaround Principle: 1 - School Leadership

Strategy 2: Teachers and staff will receive daily attendance records in an effort to correct daily attendance errors on the day the student was marked absent. Teachers will be encouraged to speak to their homeroom students when chronic absences occur.

Turnaround Principle: 2 - School Climate and Culture

Strategy 3: Families will be contacted and offered suggestions and support as needed where student attendance is concerned. Counselors and administrators will contact parents via telephone and conduct meetings.

Turnaround Principle: 8 - Family and Community Engagement

Target Population:

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	Chronic absence not to exceed 16 % by the end of this period.	SIS data attendance records

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	Chronic absence not to exceed 15 % by the end of this period.	SIS data attendance records
EOC 3	Chronic absence not to exceed 14% by the end of this period.	SIS data attendance records
EOC 4	By June 2018 school will reduce its overall chronic absenteeism rate by 3% through a systemic focus on the internal structures and processes, regular data analysis and implementing supports to keep students in school and improve academic performance.	SIS data attendance records

Action Steps

SMART Goal 3

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Form a school attendance committee that will meet at least twice a month to discuss chronically absent students and implement supports to assit these students. The committee will take the lead in addressing this issue comprehensively within the school. Members wil include but not limited to: principal or designated VP as the leader, attendance secretary, parent liason, PBSIS/climate culture committee leader, social worker, school nurse, and a teacher.	1 - School Leadership	7/1/17	7/15/17	principal/desig nated VP
2	1	Attendance committee meets during the summer to receive training on building their attendance committee and system within their school. Training will focus on a thorough discussion of the Attendance System Document 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	7/15/17	8/1/17	principal/desig nated VP

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	1	Attendance committee meets during the summer months to accomplish the following: review school/district attendance policies and recommend suitable changes as required; identify attendance themes and areas of focus throughout school year; develop a standing agenda and schedule for bi-weekly meetings.	1 - School Leadership	7/15/17	8/15/17	principal/designated VP
4	2	Attendance committee, prior to the start of the school year, reviews SIS and NJSMART data to identify the students who have been chronically absent during the past school year. This list becomes initial "at risk" student list for the start of the school year.	6 - Enabling the Effective Use of Data	8/15/17	9/1/17	principal/designated VP
5	2	Attendance committee meets during the summer to plan systems of interventions to implement the coming school year. Interventions include but are not limited to: a system of recognition for students with positive attendance records; a Success Mentoring program to pair volunteer or designated faculty and staff to engage students directly and closely monitor their well-being; the posting of perfect attendance or most improved students,; parent outreach and workshops throughout the year to engage and sustain their support in this effort.	2 - School Climate and Culture	8/15/17	9/1/17	principal/designated VP
6	1	Schedule an "attendance kick off" campaign for the start of the year for the stakeholders in the school community. Outline goals and objectives throughout the year and increase the awareness of the importance of attendance in initial meetings with staff faculty and students.	2 - School Climate and Culture	9/1/17	9/15/17	principal
7	3	Plan an attendance awareness kickoff event involving the parents in the importance of this issue; timing of event can be in conjunction with "Back to School" Night. Administer the fall climate/culture survey to the parents at this event.	8 - Family and Community Engagement	9/1/17	6/30/18	principal
8	1	The attendance committee will meet twice a month and will identify the students who are either "at risk" or already chronically absent. Each student's case will be reviewed and input given by the stakeholders on the committee. Students will be monitored and interventions implemented as they hit "trigger points" in their number of absences. Goals will be set for individual students.	6 - Enabling the Effective Use of Data	9/1/17	6/30/18	principal

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
9	2	The administrators will closely monitor daily attendance procedures to ensure the student data is accurate and absence/tardy reporting procedures are being followed by the faculty.	6 - Enabling the Effective Use of Data	9/1/17	6/30/18	principal/VPs/attendance secretary
10	1	The attendance committee schedules and executes periodic attendance "campaigns" during the school year to keep the importance of this message alive and at the forefront of the school community. Possible attendance campaigns can be: Back to School, Winter Holiday, New Years, and Springtime.	2 - School Climate and Culture	9/1/17	6/30/18	attendance committee
11	1	Establish an incentive program to improve chronic absenteeism. Identify chronically absent students who meet their individual attendance goals or are most improved in attendance and make them eligible for incentives in conjunction with the school's climate program (PBSIS)	2 - School Climate and Culture	9/1/17	6/30/18	attendance committee
12	1	PBSIS team will continue to review discipline data to determine patterns for disciplinary infractions (Focus on suspensions which affect attendance)	6 - Enabling the Effective Use of Data	7/1/17	6/30/18	Assistant Principal, PBSIS team
13	1	PBSIS team will review and update MSP Code of Infractions Handbook to reflect PBSIS Standards	2 - School Climate and Culture	7/1/17	12/31/17	PBSIS Team, Assistant Principal, Dean of Students
14	2	PBSIS team to develop yearly calendar including September roll out, January booster event, professional development, and incentives.	2 - School Climate and Culture	7/1/17	7/31/17	Assistant Principal, PBSIS team
15	1	Train teachers to use the OCR form to address disciplinary infractions. Introduce PBSIS Office Conduct Referral System and Data Monitoring	5 - Effective Staffing Practices	9/1/17	12/31/17	Assistant Principal
16	2	Continue to train teachers on PBSIS Classroom Environment Resources and Tier 2 Intervention System.	2 - School Climate and Culture	9/1/17	6/30/18	PBSIS team
17	1	Turnkey staff in PBSIS Tier 2 Intervention Strategies to address student behavior for repeat offenders	5 - Effective Staffing Practices	9/1/17	6/30/18	PBSIS team

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
18	2	Identify students in need of PBSIS Tier 2 Intervention	6 - Enabling the Effective Use of Data	10/1/17	6/30/18	PBSIS team
19	2	Employ school-wide programs to increase students' and staff awareness (In-Service at the beginning of the year, Discipline Assembly, PBSIS kick-off, Back to School Night, and Renaissance Program)	2 - School Climate and Culture	9/1/17	6/30/18	Administration , PBSIS team

Budget Items

SMART Goal 3

Correspondin g Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
19	PBSIS resources and supplies	INSTRUCTION - Supplies & Materials / 100-600	\$4,500	Federal Title I (Interventions
14	Purchase PBSIS incentives of an academic nature in accordance with Title I regulations	INSTRUCTION - Supplies & Materials / 100-600	\$5,000	Federal Title I (Interventions
10	Purchase incentives within Title I guidelines for students making positive strides in their attendance in concert with the school's climate/culture program.	INSTRUCTION - Supplies & Materials / 100-600	\$2,000	Federal Title I (Interventions
13	Summer hours for 3 members of the PBSIS team to update MSP Code of Infractions Handbook to reflect PBSIS Standards (3x \$30/hr x 30 hours)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,700	Federal Title I (Interventions
12	PBSIS team A2 contracts (\$1728 per person x 10 teachers)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$17,280	Federal Title I (Interventions
1	Summer hours to convene the attendance committee (15 hours x \$30/hr x 5 members)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$2,250	Federal Title I (Interventions

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	Purchase incentives and materials to host parent outreach events throughout the school year in order to inform and pressurize their participation in the school's attendance campaigns.	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,000	Federal Title I (Interventions)

SMART Goal 4

During the 2017-18 school year, 85% of students originally enrolled in the Middle School of Pleasantville's AVID program will obtain an 85% or better in their AVID comprehensive post assessment that demonstrates knowledge and application of the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) skills.

Performance AVID students received instructional strategies in ELA, Math, Science , SS, and AVID Elective. The model calls for AVID instructional strategies to be incorporated in all four major content areas and the AVID Elective Class. The tutorial process was not properly implemented in the AVID Elective Class.

Strategy 1: High expectations are communicated to staff, students, and families about AVID and supports students to achieve them.

Turnaround Principle: 1 - School Leadership

Strategy 2: Develop learning, study and academic behavioral skills that are essential to success in rigorous coursework. AVID impacts students schoolwide as academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes by teachers who have been trained to use AVID strategies in their specific content areas.

Turnaround Principle: 3 - Effective Instruction

Strategy 3: Students will be have a schedule that reflects the AVID Elective and the physical environment of classrooms, assemblies, school culture, college visits, and college fairs will reflect college and career readiness standards.

Turnaround Principle: 7 - Effective Use of Time

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Sources of Evidence
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End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By October 31, 2017 100% of AVID students will have taken an AVID baseline assessment that tests their knowledge and application of the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) skills. Students will also establish an AVID binder.	AVID Elective Assessments, AVID Rubric, Binders, Content area Assessments, Portfolios, TRFs (Tutor Request Forms)
EOC 2	By January 31, 2018 75% of AVID students will score a 75% on certain WICOR skills pertaining to collaborative discussion and critical thinking strategies as represented during their participation in philosophical chairs and Socratic seminars.	AVID Elective Assessments, AVID Rubric, Binders, Content area Assessments, Portfolios, TRFs (Tutor Request Forms)
EOC 3	By March 30, 2018 75% of AVID students will score an 85% on certain WICOR skills pertaining to collaboration and inquiry as represented via the AVID tutorial process.	AVID Elective Assessments, AVID Rubric, Binders, Content area Assessments, Portfolios, TRFs (Tutor Request Forms)
EOC 4	During the 2017-18 school year, 85% of students originally enrolled in the Middle School of Pleasantville's AVID program will obtain an 85% or better in their AVID comprehensive post assessment that demonstrates knowledge and application of the WICOR (Writing, Inquiry, Collaboration, Organization, Reading) skills.	AVID Elective Assessments, AVID Rubric, Binders, Content area Assessments, Portfolios, TRFs (Tutor Request Forms)

Action Steps

SMART Goal 4

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	AVID Staff will be trained at the 2016 AVID Summer Institute in Philadelphia, PA.	3 - Effective Instruction	7/1/17	6/30/18	Principal
2	3	Continue to utilize an AVID site team to ensure proper placement of AVID students, organize special events to promote college and career readiness, and plan field trips.	7 - Effective Use of Time	7/1/17	6/30/18	Principal

Step Numbe	Strate gy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	3	Institute an 4 day AVID Summer Academy where rising 6th grade AVID students will come to MSP for early exposure to AVID skills and strategies to prepare them for a smooth transition to the middle school and a successful start to the school year.	7 - Effective Use of Time	7/1/17	6/30/18	AVID Site Coordinator
4	2	Continue to implement AVID school wide to include grades 6-8	1 - School Leadership	9/1/17	6/30/18	Principal
5	1	Hold our 2nd annual AVID Signing Night at MSP to have students sign contracts for the 2017-18 school year.	2 - School Climate and Culture	9/1/17	9/30/17	AVID Site Coordinator
6	2	AVID students will receive and maintain AVID binders that contain dividers for core subjects and 1 divider for TRFs (Tutoring Request Forms).	3 - Effective Instruction	9/1/17	6/30/18	AVID Site Coordinator
7	2	"AVIDtize" school campus using posters aligned with various careers and colleges, including renaming halls, rooms, and student groups to reflect names of local colleges and universities.	2 - School Climate and Culture	9/1/17	6/30/18	Avid Site Coordinator
8	2	Implement vertical articulation with PHS AVID staff members to ensure program fidelity and consistency and to ensure a smooth transistion from MSP to PHS for AVID students.	2 - School Climate and Culture	7/1/17	6/30/18	AVID District Director
9	1	Host an awards breakfast to recognize student achievement and promote AVID school wide as well as within the community	2 - School Climate and Culture	9/1/17	6/30/18	AVID Site Coordinator
10	1	Have a staff member serve as an AVID District Director to facilitate the program at MSP and PHS.	1 - School Leadership	9/1/17	6/30/18	Principal

Budget Items

SMART Goal 4

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	AVID Weekly Subscription	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$519	Federal Title I (Interventions)
2	Field Trips (college visits, career exposure)	INSTRUCTION - Other Purchased Services / 100-500	\$3,000	Federal Title I (Interventions)
9	AVID incentives in accordance with Title 1	INSTRUCTION - Supplies & Materials / 100-600	\$2,000	Federal Title I (Interventions)
6	Supplies for AVID teachers and students (binders, etc)	INSTRUCTION - Supplies & Materials / 100-600	\$3,000	Federal Title I (Interventions)
10	A2 Contract for AVID District Director (1 contract not to exceed \$1728)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,728	Federal Title I (Interventions)
2	A2 contracts for 3 teachers (3 contracts at \$1728 per person, not to exceed \$5184)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,184	Federal Title I (Interventions)
3	Institute AVID Summer Academy for rising 6th grade AVID students. (5 teachers, paid an hourly rate of \$45/4 hrs per day for 4 days. Total not to exceed \$720 per teacher or \$5,400 total.)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,400	Federal Title I (Interventions)
1	AVID Summer Institute (3 teachers, paid an hourly rate of \$30hr/8 hrs per day/3 days= \$240 day not to exceed \$720 per teacher = \$2160. Travel for 5 people is not to exceed \$170.02 per person = \$850.10)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,011	Federal Title I (Interventions)

Corresponding Action Step	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	AVID membership fee	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,695	Federal Title I (Interventions)
1	AVID Summer Institute Registration Fee (4 Staff members, \$835 per person)	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	\$3,340	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	35000	0	0	0	35000
INSTRUCTION	Purchased Professional & Technical Services	100-300	0	519	0	0	0	519
INSTRUCTION	Other Purchased Services	100-500	0	18178	0	0	0	18178
INSTRUCTION	Supplies & Materials	100-600	0	21920	0	0	0	21920
INSTRUCTION	Other Objects	100-800	0	0	0	0	0	0
INSTRUCTION	Sub-total		0	75617	0	0	0	75617
SUPPORT SERVICES	Personnel Services - Salaries	200-100	0	49553	0	0	0	49553
SUPPORT SERVICES	Personnel Services - Employee Benefits	200-200	0	0	0	0	0	0
SUPPORT SERVICES	Purchased Professional & Technical Services	200-300	0	7035	0	0	0	7035
SUPPORT SERVICES	Purchased Property Services	200-400	0	0	0	0	0	0
SUPPORT SERVICES	Other Purchased Services	200-500	0	0	0	0	0	0
SUPPORT SERVICES	Travel	200-580	0	0	0	0	0	0

Budget Category	Sub Category	Function & Object Code	State/Local Budget for School	Federal Title I (Priority/Focus 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	2000	0	0	0	2000
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	58588	0	0	0	58588
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	134205	0	0	0	134205

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	134205	0	134205
Other Title 1 Expenditures	0	0	0
Total	134205	0	134205

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	College & Career Readiness
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: Rayna K. Hendricks

Date: 2017-06-29