Form S-1

NEW JERSEY DEPARTMENT OF EDUCATION TITLE PAGE
SIG: COHORT 3-YEAR 2 SCHOOL APPLICATION

SECTION I:

NGO#:15-**SGO8**-GO2 Title: School Improvement Grant 13-2330-135

SECTION II, PART A:

School Name
University Middle School

School Address
255 Myrtle Avenue

School City, State, Zip
Irvington, New Jersey 07111

Grade Span of School

Grades 6-8

Internal use only | School Code | Type | Region | Sequence

Andrea Tucker — (973) 399-6879 Ext.1601
School Principal Name — Phone #

Eileen P. Walton, Supervisor of Government Programs
School Program Director Name

(973) 399-6800 Ext. 1673
School Program Director Telephone

ewalton@irvington.k12.nj.us
School Program Director Fax/email

Total amount of funds requested for school application: Year 2 $999,986.00

Duration of the Year 2 project: 9/1/15 to 8/31/16

To the best of my knowledge and belief, the information contained in the application is true and correct. I further certify the school application information is complete.

Certification of Chief School Administrator — 06/11/2015 Date

SECTION II Part B

The school application has been duly authorized by the governing body of the Irvington Board of Education school district (county code 13, District Code 2330, School Code 135).

Signature of Chief School Administrator — Superintendent of Schools Title — 06/11/2015 Date

Business Administrator: Reginald Lamptey Phone:_(973) 399-6800 Ext. 2120 Fax: (973) 416-2090

Form S-1

SCHOOL STATEMENT OF ASSURANCES

On behalf of the LEA and the applicant school, the undersigned hereby assure the New Jersey Department of Education that under this School Improvement Grant program:

- Each school's principal and appropriate staff agrees to participate in the Leadership Academy.
- The district and the school(s) will partner with the NJDOE's State Turnaround Coach assigned to the school to facilitate the implementation of the SIG program.
- Each school is fully committed to the implementation of the entire project activity plan as outlined in the approved grant application, to include fulfillment of all relevant SIG model requirements.

Irvington Public Schools
Applicant LEA

Signature: *Chief School Administrator*

University Middle School
Applicant School

Signature: *Principal*

June 11, 2015
Date

Form S-2

Documentation of Federal Compliance (DUNS/SAM) Form

Note: this form must be completed and returned by the applicant school prior to any award being made.

Part I – Applicant Organization

Organizational Name of Applicant	*Irvington Board of Education*
Address	*1 University Place, 4t Floor* *Irvington, New Jersey 07111-2627*
DUNS number	*96212035*
Expiration Date of SAM registration	*08/04/2015*
Congressional District	*10th*

Part II – Primary Place of Performance under this award

City	Irvington
County	Essex

I certify that this information is complete and correct. Furthermore, the applicant certifies that it has completed its registration on the System for Award Management (SAM) website, found at www.sam.gov and shall maintain a current registration throughout the grant period.

Signature of Chief School Administrator

Dr. Neely Hackett, Superintendent of Schools
Name and Title

PLEASE ATTACH A COPY OF THE APPLICANT'S "ENTITY OVERVIEW" PAGE FROM THEIR WWW.SAM.GOV PROFILE TO THIS FORM.

SAM Search Results
List of records matching your search for :
Record Status: Active
DUNS Number: 962120135
Functional Area: Entity Management, Performance Information

ENTITY IRVINGTON BOARD OF EDUCATION		Status:Active
DUNS: 962120135 +4:	CAGE Code: 4ET14	DoDAAC:
Expiration Date: Aug 4, 2015	Has Active Exclusion?: No	Delinquent Federal Debt?: No
Address: 1 UNIVERSITY PL City: IRVINGTON ZIP Code: 07111-2627	State/Province: NEW JERSEY Country: UNITED STATES	

Form S-3

STAKEHOLDER PARTICIPATION

Include the following information regarding Stakeholder Committee membership and participation. Add additional rows as necessary.

Stakeholder Committee Membership and Participation		
Name	**Position**	**# of Meetings Attended (# attended/total)**
Andrea Tucker	Principal ,University Middle School	18
Dr. Neely Hackett	Superintendent of Schools	1
Chinaire Simons	Assistant Principal, University Middle School	17
Eileen Walton	Supervisor of Government Programs	20
Khaalia Taylor	Math Specialist, University Middle School	15
Daniel Tulino	English Language Arts Specialist, University Middle School	16
Glenn Nier	Climate/ Data Specialist, University Middle School	10
Ann DiGiore	Guidance Counselor, University Middle School	4
Eileen Wesley	IEA	1
Gary McGeehan	Assistant Principal, University Middle School	16

Include the following information for Stakeholder Committee meetings in which the needs assessment and School Improvement Grant application were discussed.

Stakeholder Meetings							
Date	**Location**	**Topic**	**Number Attending**	**Agenda on File**		**Minutes on File**	
10/22/14	University Middle School	Review of SIG Required Activities	8	X		X	
10/30/14	University Middle School	Review of Progress for SIG Required Activities	8	X		X	
11/14/14	University Middle School	Preparation for On Site Visit	10	X		X	
11/19/14	University Middle	On Site Visit	7	X		X	
11/21/14	University Middle School	Review of Progress for SIG Required Activities	6	X		X	
12/1/14	University Middle School	Review of Progress for SIG Required Activities	6	X		X	
12/12/14	University Middle School	Review of Progress for SIG Required Activities	6	X		X	

12/19/14	University Middle School	Review of Progress for SIG Required Activities	5	X		X	
1/715	University Middle School	Review of Progress for SIG Required Activities	5	X		X	
1/15/15	University Middle School	Review of Progress for SIG Required Activities	7	X		X	
1/30/15	University Middle School	Review of Progress for SIG Required Activities	6	X		X	
2/11/15	University Middle School	Review of Progress for SIG Required Activities	4	X		X	
2/20/15	University Middle School	Review of Progress for SIG Required Activities	7	X		X	
3/6/15	University Middle School	Review of Activity Status and Planning for Year 2	3	X		X	
3/20/15	University Middle School	Review of Activity Status and Planning for Year 2	4	X		X	
4/2/15	University Middle School	Review of Activity Status and Planning for Year 2	6	X		X	
4/22/15	University Middle School	Preparation for Fiscal Onsite Monitoring Visit	7	X		X	
4/25/15	University Middle School	Fiscal Onsite Monitoring Visit	5	X		X	
5/28/15	University Middle School	Implementation of Extended Day Program	4	X		X	
6/4/15	University Middle School	Review of Year 2 Initiatives and Budget	3	X		X	

Stakeholder Awareness and Involvement in SIG Implementation

Describe how stakeholders are involved in model implementation on an on-going basis and the methods used to inform the school community about SIG initiatives (e.g. posting on website, parent meetings, community forums, etc.)

Stakeholders are involved in all aspects of the implementation and progress monitoring of all SIG required activities. Stakeholders review data and make suggestions for modifications to the initiatives as indicated by feedback from staff, students, parents, and analysis of pertinent data. Community stakeholders are informed of SIG activities via postings on the school and district websites, parent meetings, school PTA meetings, parent workshops, Superintendent's Forum, Back to School Night, Monthly School Calendars, Parent Conferences, Parent Notifications, and calls sent through the School Messenger automated call system.

S-4

Review of Mission, Vision and Project Summary

LEA: Irvington Public Schools

Name of School: University Middle School

Review the school's mission, vision and project implementation summary contained in the approved FY-15 SIG application. Place an "X" next to the appropriate statement.

X	Our review of the mission, vision and project implementation summary reflected in the FY-15 approved SIG application indicates that it is still relevant and will be retained, without modification, through FY-16 SIG implementation.
	Our review of the mission, vision and project implementation summary reflected in the FY-15 approved SIG application indicates that revisions are warranted. The revised mission, vision and/or project implementation summary is described below.
Indicate the revised mission, vision and/or project implementation summary.	

Form S-5

PROJECT UPDATE

LEA: Irvington Public Schools

Name of School: University Middle School

SIG Required Activity – 1 Replace the principal who led the school prior to commencement of the transformation model.
Year 1 SMART Goal During the 2014-2015 school year the LEA will provide flexibility and support to the principal to ensure a 10% increase in academic achievement in ELA and Math, parental involvement, professional development and school climate.
Status of the SMART Goal The LEA has provided us with the ability to ensure a 10% increase in academic achievement. This year has been a learning experience with the implementation of EdConnect and various other technologies to assist with data gathering and results. With the onset of PARCC testing, our students have been extremely cooperative with changes of the testing environment from paper and pencil to the computer. Our focus as a whole has been to ensure that our students are not only comfortable with the academic material; they must be comfortable responding to material on a computer. We discovered that many of the formats made available in EdConnect may have contradicted with the training our students have received on PARCC technology. Those conflicts definitely led to a learning curve for our students. Over the course of the school year, the students had varying results based upon the data obtain from the unit exams from the Model curriculum. Professional development from Standard Solutions and Kagan has been provided by the LEA to staff to assist with the appropriate strategies to drive effective instruction. Standard Solutions has provided much of the training for staff to develop rigorous instruction with PARCC strategies. Administration has also been directed to provide professional development to staff on a weekly basis that focuses on results from walkthrough data and the needs of the teachers. Activities that are developed to improve parent involvement and school climate are widely supported by the LEA.

FORM S-5
PROJECT UPDATE

SIG Required Activity – 2

Use rigorous, transparent, and equitable evaluation systems for teachers and principals that (a) take into account data on student growth as a significant factor, as well as other factors, such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and (b) are designed and developed with teacher and principal involvement.

Year 1 SMART Goal

During the 2014-2015 school year 100% of University Middle School staff will receive job-embedded professional development on the Danielson Framework for Teaching Model which will allow for the delivery of high quality instruction, effective planning and preparation, a positive classroom environment, and a clear understanding of Professional Responsibilities as measured by the district approved rubric and evaluation tool.

Status of the SMART Goal

The SEA/LEA utilizes transparent systems, procedures, and protocols for evaluating staff utilizing the Danielson Framework for Teaching which emphasizes four domains and supporting components related to planning and preparation, classroom environment, professional responsibilities, and instruction.

100% of the staff members received job-embedded training on the Danielson model. All administrators and supervisors provide feedback to staff members via walkthroughs and evaluations. All feedback from walkthroughs include the language that it evident in the model. This consistent feedback assists teachers with focusing on those areas that will lead teachers to achieving and distinguished levels. In the beginning of the school year and during weekly staff/departmental meetings all professional development provided can be associated with any of the four domains of the model. The most emphasis has been placed on instruction and classroom environment.

Teachers who are identified as in need of improvement, are given a Corrective Action Plan (CAP) which is aimed at providing the support necessary to raise the level of performance to proficient status. At the start of the school year 16 staff members were not ranked as Achieving teachers and were therefore placed on a CAP. Of those 16, 10 were removed from that status. We are currently in the finalized stages of determining the status of the remaining 45 staff members for the 2014-2015 school year.

Evaluations incorporate information regarding staff attendance, progress made toward student growth objectives, and results from student achievement tests.

All announced evaluations require a collaborative conference during which specific information regarding student profiles, classroom routines, and procedures are discussed. A post observation conference is also conducted to discuss findings. Teachers are given the opportunity to provide feedback relative to observations in accordance to pre-ordained guidelines.

The LEA evaluates teacher and administrator skills and knowledge utilizing a variety of valid and reliable multiple measures. Teachers are evaluated formally using the Danielson Framework for Teacher Evaluation which incorporates pre and post observation conferences into the evaluation process. Teachers are also evaluated informally through informal classroom observations, administrative walkthroughs, and a review of assessment results from district and state assessments.

Administrators are formally evaluated using the Marzano Evaluation Model and informally by administrative walkthroughs conducted by Central Office staff, staff surveys, monthly principal reports, and the content of strategic planning meetings.

The district provides continuous training to ensure that administrators are utilizing the teacher evaluation tool with fidelity as a means to provide meaningful and constructive feedback on instructional practices. Ongoing professional development allows administrators to conduct productive pre and post conferences, effective observations, and monitor the use of authentic student data to drive instruction. Continuous training on the evaluation process will assist administrators to identify criteria for focused professional development based directly on areas of strength and areas in need of development as observed during classroom visitations.

The SEA and LEA perform periodic reviews of the quality and usefulness of the evaluation process through the analysis of completed observations by the Superintendent and discussion at monthly Principals' Meetings. If necessary, revisions are made if needed as a result of the review of the quality of completed evaluations.

The LEA has created a schedule for the monitoring, evaluation, review, and revision of the evaluation process and results through a comprehensive analysis of completed evaluations. An analysis staff evaluations is conducted to determine a direct correlation between staff ratings and the data related to the outcome of student growth indicators.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 3

Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates, and identify and remove those who have not improved their professional practice after having been afforded ample opportunity to do so.

Year 1 SMART Goal

During the 2014-2015 school year University Middle School will implement a school wide reward system that would recognize all staff who, in implementing this model, demonstrate increased students achievement relative to 10% increase in all content areas as measured by Unit Assessments, Cycle Assessment, PARRC, Mid-Term and Final Exams, SGOs Target.

Status of the SMART Goal:

The SEA is currently setting measurement parameters and rubrics for determining performance-based incentives and determining standards of excellence as measured by increased student achievement.

The school is currently working to establish a rubric for a performance- based standard that will provide incentives to teachers for whom 25% of their students demonstrate a 5% improvement in student achievement from Cycle 1 benchmark assessments to Cycle 2 benchmark assessments. Additionally, incentives will be awarded to teachers who demonstrate a 10% increase in student achievement for 50% of their students as demonstrated from Cycle 1 to Cycle 4 assessments. Teachers will receive gift certificates to purchase additional classroom supplies or a stipend that can be used to pay or offset the cost of tuition for professional development activities or continuing education.

Teachers will also be rewarded for developing project based activities for the students. The reward will help fund the activity. We are currently developing the eligibility based upon student data, as well as, evaluation data for teachers reaching Achieving or Distinguished ratings. The plan had

FORM S-5

PROJECT UPDATE

SIG Required Activity – 4

Provide staff ongoing, high-quality, job-embedded professional development (PD) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.

Year 1 SMART Goal

During the 2014-2015 school year, 100% teachers will be provided job-embedded training that is aligned with the school's comprehensive instructional program to ensure successful implementation of all reform strategies as measured by walkthroughs, instructional rounds, evaluations, and noted in lesson plans.

Status of the SMART Goal:

The LEA and the school have ensured that the staff are provided with differentiated professional development opportunities which include summer institutes that are aimed at providing training in best practices for instruction and the evaluation of student work based on an analysis of student data; department meetings on a bimonthly basis with content area supervisors which allow for content specific training as well as vertical and horizontal articulation; regular opportunities for grade level and content level common planning; professional development days that are built into the district calendar; targeted and job-embedded professional development in researched based pedagogical strategies; and extended day opportunities for professional development and collaboration.

The LEA and the school continue to ensure that teachers are equipped with research-based practices and the support necessary to implement and monitor the implementation of said practices through targeted, sustained, and job-embedded professional development. Math and Science teachers continue to receive Progressive Math Initiative and Progressive Science Initiative training respectively to support and enhance instruction. Teachers of English Language Arts receive training in rigorous practices and in the implementation of a new core series that will promote growth in the area of ELA. District supervisors conduct trainings in specific content areas as well as in the implementation of sound pedagogy that support instructional strategies and will promote active student engagement. Third party providers are conducting job-embedded PD to enhance the use of the cooperative learning strategies in the classroom.

The LEA and the school continuously monitor and evaluate the levels of implementation of instructional practices targeted for professional development through effective observation, analysis of walkthroughs, analysis of student work, peer review, and teacher feedback from pre and post evaluation conferences regarding linkages between professional development objectives and improvement of instructional practices.

The LEA and school promote a culture of continuous learning through the scheduling of common planning, the provision of differentiated and job-embedded professional development through the use of district level experts, the use of third party consultants, collaboration with leaders in

model school districts, school visitations, and peer mentors.

The LEA and school planned to conduct quarterly Parent Academies to provide parents with opportunities for enrichment relative to enhancing the educational experience of their children as well as to realize self-improvement strategies through participation in tutoring sessions. It was anticipated that additional parent tutorial sessions were to be aimed at assisting parents who wished to seek their Graduate Educational Diploma (GED). However, there was a significant delay in this aspect of goal implementation. The school will aggressively recruit presenters and participants to ensure full implementation of this aspect of goal implementation in Year 2. The school will continue to seek opportunities to collaborate with community based resources to expand and enhance a culture of continuous learning within the community and the school.

The LEA selects and contracts with professional development providers who employ presenters that are appropriately credentialed in research-based strategies and pedagogical constructs that have a proven history to result in change as evidenced by data analysis. Qualified PD providers must also maintain a list of districts who have experienced a positive change in educational practices and student achievement results relative to the implementation of best practices espoused by their organization. The district also continues to work with representatives from the Regional Achievement Center (RAC) to identify targeted objectives for professional development as well as to identify PD providers with a documented history of achieving results.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 5

Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model.

Year 1 SMART Goal

During the 2014-2015 school year, University Middle School will create a hiring committee representative of all stake holders to ensure a rigorous applications and screening process, where all committee members provide equitable feedback on initial interviews and lesson demonstrations as measured by a well-defined rubric.

Status of the SMART Goal:

The LEA has instituted rigorous hiring practices and a stringent interview screening and interview process for individuals seeking employment as educational instructors in the district. A school based hiring committee provides equitable feedback on initial interviews and demonstration lessons which are evaluated on the basis of a district rubric. We also recruited staff members that have received an Achieving rate or higher on evaluations to mentor newly hired staff members.

Hiring practices require a thorough review of all references, credentials, a demonstration lesson, and contact with prior employers. A criminal background check is also required.

Aggressive hiring practices include active recruitment from local universities and colleges and the provision of professional development and job-embedded support for all new hires. The district also works with universities and colleges to recruit and train student teachers and aspiring administrators for potential hire.

The district hiring practices are uniformly applied to the hire of all teachers for all student subgroups. These practices will ensure that all students have equal access to highly qualified teachers.

In addition to providing job-embedded PD that is focused on evidence obtained through regular administrative walkthroughs, the LEA ensures that the school has access to high quality PD through collaboration with external providers. The LEA has engaged Kagan as a PD provider to support the increased use of cooperative learning as a means enhance the level of student-centered instruction.

The LEA is working to identify a range of non-monetary incentives for exemplary teacher performance. Performance criteria will be transparent and tied to a rubric. Incentives may include public recognition, the provision of district resources to supplement attendance at professional development workshops or conferences, the awarding of an additional personal day, an extra allocation of funds to purchase classroom supplies,

or a stipend to be applied toward continuing education in an area directly related to job enhancement.

The district will continue to work collaboratively with the teacher's union to negotiate the range and form of performance incentives where applicable.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 6

Comprehensive instructional reform strategies. The LEA must (a) use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with state academic standards; and (b) promote the continuous use of student data (such as from formative, interim, classroom, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Year 1 SMART Goal

During the 2014-2015 school year, 100% teachers will be provided job-embedded training to increase the delivery of best instructional practices, use of at least 3 multiple instructional and response strategies during daily lesson presentations, and use of data to drive all decisions for improving student achievement as measured by lesson plans that reflect re-teaching/ assessing/differentiation, aligned common planning agenda and minutes, walkthroughs and instructional rounds.

Status of the SMART Goal

The school currently uses Power School as a student information and data collection platform. The school has expanded the use of Power School to maximize its use to collect and analyze student data.

The LEA is working to fully implement Ed Connect system to collect and analyze student assessment data.

Student information relative to tracking academic progress is also reviewed and analyzed via NJ SMART.

Student achievement data is also tracked through the SAMS data collection system and data generated by Scholastic SRI reports measuring student progress in the Read 180 program.

The school has hired a fulltime Data/ Climate Specialist to analyze and report on student achievement data as a means to guide instructional practice and evaluate the effectiveness of initiatives implemented to increase academic gains for students.

The school has procured Compass Learning as a supplemental mathematics program to track student data relative to progress in mathematics in the extended day program.

The School Leadership Team and district administrators work with the Regional Achievement Centers (RAC) to gather and analyze quarterly cycle data to inform student progress and the effectiveness of initiatives implemented to address priority problems.

The LEA and the SEA are expanding district-wide processes utilizing Power School ,Ed Connect, SAMS, NJ SMART and data collected through

the Scholastic SRI system to facilitate school access to timely data including statewide assessment scores, school performance, and classroom level data.

Qualitative data obtained from classroom walkthroughs, along with an analysis of authentic student work, is utilized by teachers in common planning and by the school based Data Team to plan for student achievement.

The hire of a fulltime Data/Climate Specialist has also facilitated timely access to data.

The LEA and the school have ensured that instruction is aligned with standards and benchmarks. Curriculum has been aligned to the common core. The curriculum is infused with technology, career related activities, extended day experience, field experiences, and co-curricular activities.

Formative and summative assessments created by district content area supervisors are used to inform progress toward mastery of content standards on a quarterly basis.

The LEA and school have provided the opportunity for daily common planning and dedicated bi-weekly staff meetings that facilitate the analysis of data and student work. A minimum of three district in-service days have been built into the district calendar which will focus on data –driven instruction, research-based instructional strategies, and allow for the opportunity for collaborative conversations around enhancing instruction to increase student levels of achievement. Job-embedded professional development will assist teachers in the use of student data to drive instruction.

Teachers utilize data from formative assessments, unit assessments, cycle tests , report cards ,state assessments, classroom projects ,portfolios, journals, and informal student responses to monitor and evaluate achievement and plan for instruction and remediation,

FORM S-5

PROJECT UPDATE

SIG Required Activity – 7a

Increasing learning time and creating community-oriented schools. The LEA must (a) establish schedules and strategies that provide increased learning time for all students

Year 1 SMART Goal

During the 2014-2015 school year, 100% of students will be enrolled in advisory periods and an additional instructional period in the areas of ELA or Math thus extending the instructional hours of the school day to increase students' academic achievement as measured by PARCC, Unit and Cycle Assessments, Mid-term and Final exams.

Status of the SMART Goal:

The Extended Day program began in the month of February in preparation for the 2015-2016 school year. During the 5th month trial period, approximately 30% of the student body attended the program. It was not mandatory for students and teachers at this time. The additional time was primarily utilized by students that needed interventions in ELA and Math. A smaller percent of the student body participated in enrichment activities in the areas of Science and Social Studies.

The LEA has ensured that there is dedicated time allotted to teachers to collaborate on planning various strategies, student services, and to participate in professional development in preparation for extended learning time. The LEA has ensured that there is opportunity for teachers to collaborate and create vertical alignment between student outcomes and next steps. The LEA will also ensure that extended learning activities are aligned with the school curriculum and that student outcomes are measurable and inform enrichment and intervention strategies.

The LEA has supported the hire of a dedicated Data/ Climate Specialist who will develop a process for monitoring and evaluating the progress and impact of all extended learning activities on student achievement targets. The Data/ Climate Specialist will lead the data team to track trends on data involving specific initiatives as they are related to their impact on student growth indicators.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 7b Increasing learning time and creating community-oriented schools. The LEA must (b) provide ongoing mechanisms for family and community engagement.
Year 1 SMART Goal During the 2014-2015 school year, University Middle School will strive to gain a 10% improvement in the area of increase academically focused family and community engagement as measured by attendance to PTA meetings, parent-teacher conferences, SLC membership/meetings.
Status of the SMART Goal: Family and community involvement has increased at University Middle School; however we are working extremely hard to make a stronger impact in the upcoming year. The major events we have hosted include the following: Open House, Report Card Night, Honor Roll , Career Day and a Breast Cancer Walk. There was a slight improvement in numbers of parents attending Open House and Report Card Night. Some of which can be contributed to new leadership and the introduction of the parent portal. The guidance department hosted honor roll dinner which included the families of our honorees. We also had the honor of having the Mayor of Irvington and the entire Council to sponsor and organize one of our honor breakfasts. It was held on a Saturday morning for our students and their families. A local diner also provided the food. We also have had discussions with parents who are ready to lead the charge of organizing and expanding the University Middle School PTA. The school expanded its social services program through collaboration with, Careplus, a third party mental health provider. The program is comprehensive in scope and provides social and emotional support for identified students and their families. There are approximately 25 students and families that work with the provider. The parents request her services and she has developed a rapport with the students. The provider has also implemented programs where students that are on track academically and behaviorally can participate in positive dialogue and sharing. The school is working to expand sustainable relationships with existing partnerships with community stakeholders and institutions of higher education. These partnerships will result in the establishment of connections between learning and preparedness for career, workplace and college readiness. Our school building is also utilized by community members to hold meetings and events. The school has expanded its School Leadership Committee to perform initial needs assessments and participate in the implementation, monitoring, evaluation, and adjustment of school improvement initiatives. The School Leadership Committee is comprised of building administrators, teacher representation from each grade level, teachers of students with disabilities, a guidance counselor, a social worker, the school Data/ Climate

Specialist, the school nurse, Math Specialist, ELA Specialist, student representation from each grade level, parents, the Dean of Students, and representation from community partnerships and stakeholders.

The LEA periodically reports to and solicits input from the School Leadership Committee, staff, parents, and community stakeholders through the community access station, Channel 36,The School Messenger System ,the school website, Superintendent's Forums ,Board of Education meetings, parent surveys, staff surveys ,and PTA meetings, as well as school and district newsletters. The LEA has also created a "Twitter" account to support more savvy ways of communicating with parents and the community.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 8 Providing operational flexibility and sustained support. The LEA must (a) give the school sufficient operational flexibility (such as staffing, calendars/ time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (b) ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
Year 1 SMART Goal During the 2014-2015 school year the LEA will work with the administrators of University Middle School to ensure 100% staffing with highly qualified teachers in all subject areas.
Status of the SMART Goal The LEA offers continuous support by facilitating flexibility in the process of making staffing decisions, granting latitude in scheduling, and access to budgetary allocations and expenditures. Support from the LEA promotes the efficient and timely implementation of program initiatives, which will result in positive outcomes relative to student gains in targeted areas. The LEA cultivates a pipeline of transformational leaders by providing an Aspiring Administrators Program within the district. The Program focuses on providing professional development in best administrative practices and protocols that are aligned to district policies and procedures as well as state and federal guidelines. The LEA also works to formulate and maintain linkages with local colleges and universities to recruit and mentor aspiring administrators from top students enrolled in graduate programs that lead to administrative certification or licensure. 100% of the teachers on staff at University Middle School are highly qualified in their content area. This is a requirement upon hiring. We maintain the status of each staff member annually to support this goal not only for University Middle School, but for the district.

FORM S-5

PROJECT UPDATE

SIG Required Activity – 9

Establish a system to collect data for the required leading indicators for schools receiving SIG funds.

The nine metrics that constitute the leading indicators for the SIG program include (1) the number of minutes within the school year, (2) student participation rate on state assessments in reading/language arts and in mathematics by student subgroup, (3) dropout rate, (4) student attendance rate, (5) number and percentage of students completing advanced coursework (e.g., AP/IB, early-college high schools, or dual enrollment classes), (6) discipline incidents, (7) truants, (8) distribution of teachers by performance level on an LEA's evaluation system, and (9) teacher attendance rate.

Year 1 SMART Goal

Through the provision of job-embedded training, 100% teachers and administrators will be provided training in the use of multiple forms of data to drive all decisions for increasing instruction, and to ensure the compliance to all required leading indicators for the SIG funds by utilizing numerous sources of data collection systems.

Status of the SMART Goal

The LEA and school utilize information obtained through Power School, Ed Connect, Scholastic SRI's, and NJ SMART to collect and analyze student data at various key points during the year. The school produces quarterly reports to highlight progress on all nine leading indicators and the respective measures of success criteria. These reports highlight key successes and identify areas in need of development. The LEA and school work with the RAC to interpret data and develop effective interventions to address ongoing priority problems The School Leadership Committee uses the data to make decisions to adjust or redirect transformation programs or initiatives where indicated.

The LEA has created a shared document gather and analyze teacher performance level as indicated on the LEA's evaluation system. Teacher attendance is maintained and reviewed via the district's WINCAP system.

Form S-6

Educational Field Trip Request

LEA: Irvington Public Schools **School: University Middle School**

An educational field trip request form must be completed for each individual excursion prior to making any purchase or reservation. Once approved, any request for modification must be submitted, in writing, to your SIG program officer.

Educational Field Trip – Plan and Budget	
Proposed Location (City, State): Liberty Science Center Jersey City, NJ	Trip Date: TBD
Description of Field Trip (include grade levels): Grade 6 students to expand learning experiences in scientific study	Estimated number of student and staff participants: 150 students and 10 staff members

Educational Field Trip Plan
Describe the student learning objectives for this field trip (list relevant standards, if applicable). Students will have hands on experiences with various science related objectives.
Describe how this experience serves as an instructional strategy to meet the specific academic content standard(s) identified in the school's root cause analysis. Students will enhance skills in scientific inquiry and reflect on experiences through writing an essay of their experiences. Students will form hypotheses and make predictions regarding scientific principles.
Describe how this experience is connected to assisting students in achieving proficiency in the Common Core State Standards and/or the New Jersey Core Curriculum Content Standards. Students will increase skill proficiency levels in mathematics, English Language Arts, and principles of scientific inquiry.

Educational Field Trip Budget			
Item Description (admission fee, transportation, etc)	Unit Cost	Quantity	Total
Transportation - Buses	$638.00	3	$1,914.00
Admissions	$10.00	$150.00	$1,500.00

Form S-6

Educational Field Trip Request

LEA: Irvington Public Schools **School: University Middle School**

An educational field trip request form must be completed for each individual excursion prior to making any purchase or reservation. Once approved, any request for modification must be submitted, in writing, to your SIG program officer.

Educational Field Trip – Plan and Budget	
Proposed Location (City, State): Paper Mill Playhouse Millburn, NJ	Trip Date: TBD
Description of Field Trip (include grade levels): Grade 6 Students to expand experiences and proficiency in ELA through identifying various elements of plot, character development, setting, and point of view.	Estimated number of student and staff participants: 150 students and 10 staff members

Educational Field Trip Plan
Describe the student learning objectives for this field trip (list relevant standards, if applicable). Students will enhance proficiency levels in ELA through experiencing various literary elements through the genre of dramatic theater.
Describe how this experience serves as an instructional strategy to meet the specific academic content standard(s) identified in the school's root cause analysis. Students will identify various literary elements of plot, character development, setting, and point of view.
Describe how this experience is connected to assisting students in achieving proficiency in the Common Core State Standards and/or the New Jersey Core Curriculum Content Standards. Students will demonstrate increased proficiency in English Language Arts performance.

Educational Field Trip Budget			
Item Description (admission fee, transportation, etc)	Unit Cost	Quantity	Total
Transportation - Buses	$638.00	3	$1,914.00
Admissions	$10.00	150	$1,500.00

Form S-6

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Educational Field Trip – Plan and Budget	
Proposed Location (City, State): Museum of Math New York, NY	Trip Date: TBD
Description of Field Trip (include grade levels): Grade 7 Students will explore principles of mathematics through interactive experiences.	Estimated number of student and staff participants: 150 students and 10 staff

Educational Field Trip Plan
Describe the student learning objectives for this field trip (list relevant standards, if applicable). Students will make real life connections to mathematical principles.
Describe how this experience serves as an instructional strategy to meet the specific academic content standard(s) identified in the school's root cause analysis. Students will gain proficiency in mathematics.
Describe how this experience is connected to assisting students in achieving proficiency in the Common Core State Standards and/or the New Jersey Core Curriculum Content Standards. Students will increase proficiency in multiple mathematics objectives reflected in the Common Core.

Educational Field Trip Budget			
Item Description (admission fee, transportation, etc)	Unit Cost	Quantity	Total
Transportation-Buses	$638.00	3	$1,914.00
Admissions	$10.00	150	$1,500.00

Form S-6

Educational Field Trip Request

LEA: Irvington Public Schools **School: University Middle School**

An educational field trip request form must be completed for each individual excursion prior to making any purchase or reservation. Once approved, any request for modification must be submitted, in writing, to your SIG program officer.

Educational Field Trip – Plan and Budget	
Proposed Location (City, State): Philadelphia, PA	Trip Date: TBD
Description of Field Trip (include grade levels): Grade 8 students will travel to various historic sites in the city of Philadelphia.	Estimated number of student and staff participants: 150 students and 10 staff

Educational Field Trip Plan
Describe the student learning objectives for this field trip (list relevant standards, if applicable). Students will experience various historic sites in the city of Philadelphia that were studied in the Social Studies curriculum.
Describe how this experience serves as an instructional strategy to meet the specific academic content standard(s) identified in the school's root cause analysis. This experience will provide an experience that will serve as the basis of writing activity from student journal entries of sites visited during the expeditionary field trip.
Describe how this experience is connected to assisting students in achieving proficiency in the Common Core State Standards and/or the New Jersey Core Curriculum Content Standards. This experience will support student learning relative New Jersey Core Curriculum Content Standards in Social Studies and English Language Arts.

Educational Field Trip Budget			
Item Description (admission fee, transportation, etc)	Unit Cost	Quantity	Total
Transportation-buses	$638.00	3	$1,914.00
Admissions	$10.00	150	$1,500.00

Regional ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

2

Date:	**6/11/15**
School:	**University Middle School**
Region:	3
County:	Essex
District:	Irvington Township
CDS:	132330135
RAC Classification:	Priority
Rationale:	SIG School

School Improvement Plan Committee Members

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School Name: University Middle School Date:

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

Select committee members to develop the School Improvement Plan. The committee should include a diverse set of members including school leaders and staff members, district leaders, parents/guardians, as well as RAC staff

Please Note:

Identify the stakeholders who participated in the needs assessment and/or development of the plan.

Signatures should be kept on file in the school office for review. Print a copy of this page to obtain signatures

				Please insert an "X" to indicate participation in:			
Position	**Name**	**Email**	**Phone Number**	**Quality School Review (QSR) / Needs Assessment**	**Development of SMART Goals & Intervention Strategies**	**Signature**	**Date**
Principal	Andrea Tucker	atucker@irvington.k12.nj.us	(973)399-6879	X	x		
Assistant Principal	Chinaire Simons	csimons@irvington.k12.nj.us	(973)399-6879	X	X		
Assistant Principal	Gary McGeehan	gmcgeehan@irvington.k12.nj.us	(973)399-6879	X	X		
ELA Specialist	Dan Tulino	dtulino@irvington.k12.nj.us	(973)399-6879	X	X		
Math Specialist	Khaalia Taylor	ktaylor@irvington.k12.nj.us	(973)399-6879	X	X		
Dean of Students	Derrick Edmundson	dedmundson@irvington.k12.nj.us	(973)399-6879	X	X		
RAC Coach	Stephen Peters	stephen.peters@doe.state.nj.us	(973)399-6879	X	X		
Data Specialist	Glenn Nier	gnier@irvington.k12.nj.us	(973)399-6879	X			

QSR and Intervention Strategy Development Process

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School Name: _____ Date: 6/11/2015

A school improvement plan committee must be developed in order to organize and oversee the Quality School Review process and lead the development of the School Improvement Plan. The purpose of this SIP committee is to ensure that the school improvement plan addresses student achievement needs, to monitor the implementation of the plan, and to revise the plan, when appropriate.

List the dates of the meetings when the Stakeholder/SIP Committee discussed the QSR and SIP development.

Return to Instructions

Date	Topic	Attendees	Agenda on File	Minutes on File
	Select From List			
3/31/2015	Other	A. Tucker, C.Simons, G. McGeehan. G.	X	X
4/22/2015	Data Review and Analysis	A. Tucker, C.Simons, G. McGeehan. G.	X	X
4/27/2015	Data Review and Analysis	A. Tucker, C.Simons, G. McGeehan. G.	X	X
5/8/2015	Data Review and Analysis	A. Tucker, C.Simons, G. McGeehan. G.	X	X
5/15/2015	Plan Development	A. Tucker, C.Simons, G. McGeehan. G.	X	X
5/22/2015	Plan Development	A. Tucker, C.Simons, G. McGeehan. G.	X	X
5/28/2015	Plan Development	A. Tucker, C.Simons, G. McGeehan. G.	X	X
6/5/2015	Plan Development	A. Tucker, C.Simons, G. McGeehan. G.	X	X
6/8/2015	Plan Development	A. Tucker, C.Simons, G. McGeehan. G.	X	X
6/16/2015	Plan Development	A. Tucker, C.Simons, G. McGeehan. G.	X	X
6/17/2015	Plan Development	A. Tucker, C.Simons, G. McGeehan. G.	X	X

Quality School Review Details

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Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.

Use the link below to access the QSR rubric from the DOE website:
http://www.state.nj.us/education/rac/pres/QSRRubric.pdf

Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description.
Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
1 - School Leadership	1.1	2 Developing	A fairly new administrative team, including a new principal, assistant principal, ELA specialist and data specialist along with veteran members of the school team have worked to cohesively develop the data standards for the school. The team has established new norms in which to communicate and develop the focus of this priority school. We have determined that our major focus is academics along with attendance and behavioral standards. The vision is developed and communicated throughout the school. The school improvement plan is developed and aligned to the school needs assessment.	The principal ensures family members are informed about student learning progress through traditionalmeans such as parent-teach conferences, progress reports and report cards. The principal supports and encourages structures such as PTOs, PTAs and Parent Councils. The principal has some partnerships with and has contact information for support services and organizations in the community.
	1.2	2 Developing		
	1.3	3 Proficient		
	1.4	3 Proficient		
	1.5	3 Proficient		
	1.6	3 Proficient		
	1.7	3 Proficient		
	1.8	3 Proficient		
	1.9	3 Proficient		
	1.10	2 Developing		
2- School Climate & Culture	2.1	2 Developing	Students and adults receive meaningful feedback and interventions and contributes to continuous improvement. The commitment to high expectations is communicated frequently to families about the student's academic, social-emotional, and behavioral	Some teachers do not implement the behavior policies consistently. Procedures to monitor and support a safe and orderly environment are in place but are not followed consistently.The importance of high expectations is communicated and there is evidence of rigorous instruction and student learning in some classrooms. Student work varies in its rigor and is not always consistent with the CCSS.
	2.2	3 Proficient		
	2.3	3 Proficient		
3 - Effective Instruction	3.1	3 Proficient	Student learning objectives are posted and explained to students, they are consistently clear and measurable. Students can articulate what the learning objective is and why it matters to their learning and growth. Lesson objectives are aligned to the district/state curriculum, CCSS, and assessments. Lessons are rich with relevant content connected to standards. Teachers approach content from many angles to support all learning styles.	Teachers use a few instructional and response strategies and students are moderately engaged. The teacher can articulate a rationale for selecting specific instructional strategies that ties to addressing student learning needs. Interventions for students who do not master student learning objectives are sporadic and not embedded into instructional practice. This is an area that professional development is provided and a work in progress for uniformity throughout the school. Some students are engaged and on task, others are passive or confused.
	3.2	2 Developing		
	3.3	3 Proficient		
	3.4	3 Proficient		
	3.5	3 Proficient		
	3.6	2 Developing		
4 - Curriculum, Assessment and Intervention System	4.1	2 Developing	The curriculum has grade-by-grade and content articulation of student-learning objectives linked to the CCSS/CCCS. There is an instructional sequence calendar across all grade levels. Lesson plans are frequently reviewed to ensure the alignment of the CCSS/CCCS. A Uniform Grading Policy Handbook has been created. Saturday Academy and After-School Tutorial Programs have been implemented.	In order to support building administrators with the effective monitoring of curriculum alignment, district content supervisors, and building administrator need to collaboratively conduct informal walkthrough on a regular basis to ensure development/growth in their pedagogy. District and common assessments should mirror the Unit Assessments. ELA (with the exception of READ 180), Social Studies, Foreign Language, ELL and Technology classes curriculums and/or materials are outdated. More professional development is needed in each content area. Guidance counselors must consistently provide 70% or below. Earlier implementation of extended day programs necessary in order to make an early impact on students who have been identified to be two or more grades level behind.
	4.2	3 Proficient		
	4.3	3 Proficient		
	4.4	3 Proficient		
	4.5	2 Developing		

Quality School Review Details

5

Refer to the language from the QSR Rubric to fill in the Overall Strengths and Areas of Improvement Summary sections.

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http://www.state.nj.us/education/rac/pres/QSRRubric.pdf

Use the language from the QSR rubric to enter the summary of findings aligned to each indicator based on data and/or observations. Click on the Indicator # for the description.
Please use the drop-down menu for the Rating column. Rating scores below proficient will appear in red or yellow. Please be sure to address these areas in your plan.

Turnaround Principle	Indicator #	Rating	Overall Strengths Summary	Areas of Improvement Summary
5- Effective Staffing Practices	5.1	2 Developing	Recruitment efforts cast awide net for candidates including, but not limited to, traditional venues. Leadership team partic pates in and informs staff selection and is present at demonstration lessons and formal interviews. Selection processes focus on matching staff to specific position expectations and are based on prior student-learning outcomes for non first-year. The school leadership uses evaluations to ensure compliance with instructional expectations and regularly provides feedback aligned with that evaluation.	Some teachers receive constructive feedback and additional instructional support based on teacher evaluation. Monitoring is inconsistent.
	5.2	3 Proficient		
	5.3	2 Developing		
	5.4	3 Proficient		
	5.5	3 Proficient		
6 - Enabling the Effective Use of Data	6.1	2 Developing	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. 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). As a result of teacher and principal analyses of multiple sources of data, professional development is scheduled and dedicated to addressing instructional needs. Walk-throughs are scheduled and adhered to focusing on ensuring that agreed upon practices and improvements are implemented with quality.	Families know about special events at the school and their participation is tracked. Climate and culture surveys are given to students, families, teachers and other stakeholders and are analyzed by the school leadership team. A range of student data are collected across classrooms, and manually managed to create user-friendly formats for analysis. Teachers have periodic access to and are using data to inform instructional strategies, student groupings and targeted interventions. Data review protocols are used during teacher collaboration time. Teachers have data "events" where they focus on analyzing formative assessment data.
	6.2	2 Developing		
	6.3	2 Developing		
7- Effective Use of Time	7.1	3 Proficient	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. Students are enrolled in level appropriate classes on the first day of school, with few changes required. Transition times are used effectively to maximize learning. Teachers have planning time for grade/content meetings, as well as vertical staff collaboration. The master schedule includes opportunities to learn from peers and other experts through job-embedded professional development.	Some students two or more years behind ELA or Math are enrolled in intervention programs, though the time allocated might not meet research-based guidel nes. The master schedule is rigid, making reintegration into grade appropriate core content classes cumbersome and complicated. The master schedule has students two or more grade levels behind in classes that are not level appropriate (e g. at grade level); especially in mathematics
	7.2	2 Developing		
	7.3	3 Proficient		
8- Family & Community Engagement	8.1	2 Developing	Students who are struggling academically and/or socially are supported by a network of providers invested in the student's well being; results from these programs are monitored and are promising.Adults in the school are quick to identify struggling students and ensure they are connected with the appropriate services to ensure their well being. Support services and organizations are identified in the community; however the relationships need to be more formalized and productive.Family members are actively informed about student progress toward learning goals and feel included in nstructional dec sions through regularly scheduled parent-teacher conference progress reports report cards, and other means. Schoo leaders and faculty teach fam ies how to use parent portals that provide real-time nformation on student performance. School staff and families celebrate student success and recognize the mportance of the m tua partnership to ncrease student learning.	Organizations and programs exist in the community but there is no formal partnership to serve students in need. Structures such as PTOs, PTAs and Parent Counc ls are attended by a few consistently active parents
	8.2	2 Developing		

Data Review & Analysis 6

Return to Instructions

School Name: University Middle School Date:

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
ESEA Waiver Progress Targets/ Achievement					
Schoolwide Performance Targets [Priority & Focus Schools]	Annual schoolwide proficiency targets in ELA and Math for 2013-2014 year, established under ESEA waiver	ELA Proficiency Targets: Schoolwide 47%, SWD 33.2%, Black 47.2%; Math Proficiency Targets: Schoolwide 49.4%, SWD 34.6%, Black 49.3%	School Accountability Progress Targets	ELA 6th Grade 24%, 7th Grade 25%, and 8th Grade 53% were proficient. Math 6th Grade 31%, 7th Grade 25%, and 8th Grade 26% were proficient.	None of the proficiency targets were met schoolwide nor for the subgroups. Why did the 8th grade ELA perform at a higher proficiency rate that the 6th and 7th grade students?
Subgroup Performance Targets [Focus schools]	Annual proficiency targets for the two lowest performing subgroups in ELA and Math for 2013-2014 year, established under ESEA waiver		School Accountability Progress Targets		
Benchmark assessment (Participation)	Participation rates from 2014-2015 end of unit assessments	• Identify overall rate • Identify patterns by grade/department • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL)	edConnect; Data management system	Math Unit #1 94% 6th Grade, 94% 7th Grade, 96% 8th Grade. 95% Total Population. Unit #2 91% 6th Grade, 94% 7th Grade, and 88% 8th Grade. Total population 91%. ELA Unit#1 89% 6th Grade, 100% 7th Grade, and 95% 8th Grade. Total Population 95%. Unit #2 95% 6th Grade, 91% 7th Grade, and 86% 8th Grade. Total Population 91%.	Benchmark participation is inconsistent, based on the Unit 1 and 2 assessments. Is this data an accurate reflection of students who took the assessments? What follow-up is provided after the assessment to provide opportunities for make-up testing? What strategies can be implement to ensure at least 95% participation?
Benchmark Assessment (Proficiency)	Student performance on 2014-2015 end of unit assessments	• Identify patterns by grade/subject/department • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify change over time • Identify patterns by chronic absenteeism • Identify patterns by students with chronic disciplinary infractions	edConnect; Data management system	70% Performance Target Score for Math and ELA: Math Unit#1 6th Grade 20%, 7th Grade 17%, and 8th Grade 14% proficient. Unit#2 6th Grade 9%, 7th Grade 3%, and 8th Grade 1% proficient. ELA Unit #1 6th Grade 10%, 7th Grade 8%, and 8th Grade 0% proficient. Unit #2 6th grade 24%, 7th Grade 18%, and 8th Grade 22% Proficient. The target score of 70% was not met.	There was a decline in proficiency from Unit 1 to Unit 2 in Math. There was an increase in proficiency in ELA from Unit 1 to Unit 2. Unit 1 ELA data included data from Read 180 students only. What are the disconnects between the benchmark assessments and what we are teaching? Why did the math scores decline? Why did the ELA scores increase?

Data Review & Analysis 6

Return to Instructions

School Name: University Middle School Date:

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
NJASK/HSPA	Student performance on 2013-2014 state assessments	• Identify overall rate • Identify patterns by grade/department/subject • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL); • Identify patterns by chronic absenteeism	Title I Accountability Data System	ELA 6th Grade 24%, 7th Grade 25%, and 8th Grade53% were proficient. Math 6th Grade 31%, 7th Grade 25%, and 8th Grade 26% were proficient.	The 8th grade ELA proficiency rate is more than double the 6th or 7th grade proficiency rates. What has attributed to the 8th grade being so high? Less than one-third of students were proficient in Math grades 6, 7, 8 and in ELA 7 and 8. What has attributed to such a low rate? How many of our teachers have less than three years experience?
SGP	Student growth on state assessments (2013-2014) grades 4-8	• Identify overall schoolwide growth performance by content • Identify interaction between student proficiency level on the NJ ASK and student growth scores	School Performance Reports	ELA Schoolwide Growth was 44%. Math Schoolwide Growth was 34%.	ELA demonstrated greater growth than Math? What does this data represent? What is the school percentage growth for our peers?
ACCESS for ELLs	Student performance of English Language Learners on English language proficiency (2013-2014) grades K-12	• Identify overall rate • Identify patterns by grade level	AMAO Data Report	STILL NEED THIS DATA!!	
Environmental					
Enrollment	Number of students enrolled in your building	• Identify overall enrollment and trends • Identify enrollment by grade and subgroup	District SIS	Current Enrollment 629 Students. 6th Grade 226, 7th grade 216, and 8th 187. SWD 6th Grade 28, 7th 33, 8th 27. Black 6th grade 185, 7th Grade 191, and 8th Grade 156	6th grade represents the largest population of students. 7th grade represents the largest population of SWD. Why is there a decline in enrollment from 6th to 8th grade? Is this a common trend over the last three years? What can we do as a school to return to a high enrollment?
Attendance rate (Student)	The average daily attendance for students in your building	• Identify overall rate • Identify patterns by grade • Identify patterns by teacher • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify chronic absenteeism • Identify interventions	District SIS	Attendance Target = 92%: The Average Daily Student Attendance is 94% overall. SWD 93% overall and Black 94% overall. Chronic Absentee Rate Target = 5%: Chronic Absentee Rate overall is 15%. SWD is 4%, and Black is 14%.	We meet the attendance target for the total population and both subgroups. We do not meet the chronic absenteeism target. How is it possible to meet the attendance target, but not the chronic absenteeism target? What does this tell us? Why is the chronic absenteeism rate so high? How many students represent the chronic absenteeism rate? Who are the specific students who are chronically absent and/or late?

Data Review & Analysis 6

Return to Instructions

School Name: University Middle School Date:

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Attendance (Staff)	The average daily attendance for staff	• Identify overall rate • Identify patterns by grade /department • Identify chronic absenteeism • Identify reasons for absenteeism	Personnel system; Professional development schedule	Attendance Target = 92%: The Average Daily Attendance for Teachers is 94% overall. ELA Teachers is 95% overall, and Math Teachers is 95% overall.	We meet the attendance target for teachers. The ELA and Math teachers' attendance rates are sligtly above the general population of teachers. Teachers outside of Math and ELA have a lower attendance rate. Why is this so? What is being done to address the teachers with higher absenteeism rate?
Discipline	The number of suspensions, expulsions, and incident reports	• Identify overall rate • Identify types of incidents • Identify patterns by grade • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify chronic offenders	District SIS; School behavior management reports	Suspension Target - less than 5%. The overall amount of suspensions to date are 279. The average suspensions per month are 40.	What are we doing to lower our suspension rate? How many students account for these suspensions (i.e. chronic offenders)? What infractions lend to these suspensions?
Graduation Cohort Analysis	Identifies the students in each cohort who are on track to graduate (HS only)	•Identify overall projected graduation rate • Identify students who have dropped out • Identify students with credit deficiencies • Identify patterns by subgroups (i.e., gender, free/reduced lunch, special education, & ELL) • Identify interventions	NJ SMART, District SIS	STILL NEED THIS DATA!!	What interventions are being done? What are possible causes for not passing academic courses? How many students are on track? How many students are at risk for being retained? Are these students the same ones with chronic absenteeism/tardiness?
Culture and Climate Survey	Results from survey(s)	•Identify staff satisfaction • Identify perception of environment • Identify perception of support • Identify perception of students behavior • Identify perception of adult culture	NJSCS reports; PBSIS; Other survey tools	The Fall Survey Results are 52% of teachers participated, 5% of parents particpated, and 36% of students participated.	Slightly more than half of the teachers participated in the fall survey. Why are the participation rates so low? What procedures can be put into place so that all staff and students participate? How can we get more parent participation?
Instruction					
Classroom Observations	Teacher practice as measured on state-approved teacher practice instrument	• Identify observation ratings across school • Identify observation ratings by grade/subject/subgroup • Identify areas for feedback and professional development • Identify instructional trends • Percentage of teachers on CAP during 2014-2015	School-level evaluation reports	Of 68 teachers, they fell within the following categories: = 1 = 2 = 3 = 4	See Ms. Tucker concerning this row.

Data Review & Analysis 6

Return to Instructions

School Name: University Middle School

Date:

For each of the metrics listed below, enter your data as well as an analysis of key trends and initial observations. Please identify all other relevant indicators and information on prior year interventions, and then enter the measurable outcome data as well as an analysis of the data.

Think through the following questions in completing the data analysis: *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends
Other Indicators					

Analysis of Key Interventions Implemented from 2013 - 2014 and Current Year	Content Area or Population Addressed	Documentation of Effectiveness	Effectiveness	Measurable outcomes	Description of the Strengths and Challenges
2014-2015 READ 180	ELA Intervention Grades 6-8	READ 180 SRI College & Career Growth Summary Report	Effective	On the district level, University Middle Scholl has shown the most overall growth in lexile scores out of all reporting schools. As of January 2015, we had exited 17 students from the program into a Core ELA class.	Some of the strengths of the program are valid and quick data reports that can drive instruction on a day to day basis. This helps motivate students. A challenge we faced this year was getting all READ 180 teachers on board to implement the program with fidelity, as well as understanding how to implement the many useful components of the READ 180 system. Ms. Martin and Ms. Mitchell have shown the highest rates of growth in their
Care Plus	Social-Emotional Intervention Grades 6-8	Number of Students Served, Discipline Data (i.e. school attendance, suspensions)	Effective with additional focus needed	March - 27 client sessions, 14 parent sessions, 32 parent phone contacts, 8 client missed meetings, 7 parent missed meetings. April - 37 client sessions, 11 parent sessions, 8 parent phone contacts, 17 client missed meetings, 13 parent missed meetings	Strengths: Students and their families are able to develop a positive home-school relationship and receive social-emotional support from a well-qualified clinician. Challenges: Due to the late start this school year, we were unable to see the true benefits of the program.
Saturday Academy	ELA & Math Intervention Grades 6-8	Students' Attendance in Saturday Academy, Report Card Grades	Effective with additional focus needed	Enrollment: 67 total, 6th grade = 29, 7th grade = 24, 8th grade = 14. On average, students 1st to 3rd marking period increased 7%.	Strengths: Students are provided with more focused time and with smaller class sizes to receive more focused support in improving in areas of deficiencies. Challenges: Student attendance in the program was inconsistent, with the 8th grade enrollment being especially low.

Data Review & Analysis 6

Return to Instructions

School Name: University Middle School Date:

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Think through the following questions in completing the data analysis: *. What does this metric tell you? . What other forms of data would you like to review? . What questions arise from these data? . What trends emerge? . What is the impact on achievement?*

Data Source	Description	Factors to Consider	Source	Your Data	Initial Observations & Emerging Questions/Trends

Root Cause Analysis

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Modifying Cells to Display Text
Select the cell you would like to modify. Next, click on "Home" tab. Then, under "Format," select "Autofit Row Height." The full text for the selected cell should then be visible.

School Name: University Middle School

Date:

Enter additional detail on issue highlighted as a high priority need identified through the QSR process and data analysis.

Areas of Focus for SMART Goals	Performance Challenge	Possible Root Causes *(Based upon the QSR and data analysis, what factors are most likely to have contributed to this challenge?)*	Strategies to Address Challenge *(What does the root cause imply for next steps in improvement planning?)*		Turnaround Principle Addressed
ELA & Literacy (TP3, TP4) (includes Social Studies & Science)	There is no clear reading framework for ELA, Social Studies and Science. The school has not spent enough time developing reading protocols. This is evidenced by RAC and administrative walkthroughs, evaluation data, the QSR, and the PARCC Assessments.	1. A calendar for reading across content areas has not been created to address the areas of informational text and vocabulary. 2. Teachers have not had adequate professional development on effective reading strategies in content specific areas. 3. Social Studies, Science and ELA teachers have not consistently used grade-level meetings to collaborate on lesson plan and data analysis of students' reading skill development.	1:	ELA department will collaborate with Social Studies and and Science departments to develop a standard reading/writing portfolio, as well as common rubrics for all reading/writing tasks.	3 - Effective Instruction
			2:	Schedule professional development that focuses on effective strategies of reading informational text and vocabulary within the ELA, Social Studies, and Science departments	3 - Effective Instruction
			3:	The school's leadership and literacy specialist will collaborate with district content area supervisors in providing professional development to staff to address teacher needs in addressing reading strategies and	6 - Enabling the Effective Use of Data
Math (TP3, TP4)	There is no clear framework for Math addressing reasoning and modeling. The school has not spent enough time developing math protocols. This is evidenced by RAC and administrative walkthroughs, evaluation data, the QSR, and the PARCC Assessments.	1. The level of classroom instruction is not reflective of the rigor of PARCC assessments. 2. Inadequate integration of reasoning and modeling instructional strategies into daily classroom instruction. 3. Professional development is needed to develop strategies to address deficiencies in modeling and reasoning skills.	1:	Support teachers in the planning and delivery of rigorous lessons, through participation in PLCs focused on teaching to the standards, of modeling and reasoning.	7 - Effective Use of Time
			2:	Teachers will working in their PLCs to collaboratively develop lesson plans to address reasoning and modeling which will increase the level of student engagement in math.	4 - Curriculum, Assessment & Intervention System
			3:	A schedule of professional development will be created for all math teachers that will be monitored through walkthroughs and evaluations.	7 - Effective Use of Time
Climate & Culture (TP2)	Based on 2014-2015 school year data, chronic absenteeism rate to date is 14.56% and the average number of suspensions is 39 per month.	Based on 2014-2015 student attendance data (14.56% chronic absenteeism rate) and office referral data (average of 39 suspensions per month), the PBSIS framework, policies, and procedures were not sufficiently implemented due to: 1. Inconsistent Universal Team meeting times. 2. Lack of accountability to ensure implementation of PBSIS program by all staff. 3. Inconsistent reinforcement of PBSIS expectations and student incentive program.	1:	School administration will ensure a high-functioning PBSIS team, who will fully implement the PBSIS intervention steps school-wide, and evaluate the effectiveness of PBSIS implementation on a monthly	2 - School Climate & Culture
			2:	Students who have developed a history of chronic absenteeism and discipline infractions will be placed on an individual management plan, which will be developed and monitored by the deans, guidance	6 - Enabling the Effective Use of Data
			3:	Utilize the Deans of Culture of Climate more effectively to ensure the development and implementation of the school's behavior improvement program.	5 - Effective Staffing
Family and Community Engagement (TP 8)	Less than 30% of parents participated in Parent Conferences in 2014-2015. There is a need for more deliberate partnership between parents and the school in developing students academically and socio-emotionally.	1. Calendar of events for the school years have not been articulated and advertised in a timely manner 2. Parents seem to lack clarity around their role in the academic development of their students 3. Low parent participation in IEP meetings and parent conferences.	1:	Create a calendar of events for the school year and post it on the school website as well as send it home with students during the first week of school.	1 - School Leadership
			2:	Provide parent workshops and school-based activities focused on developing their understanding of the CCSS and school curriculum.	8 - Family Engagement
			3:	Principal and/or designee will meet with CST monthly on prescheduled dates to review list of upcoming IEP conferences and ensure appropriate notification of conferences and IEP meetings have been	1 - School Leadership

SMART Goal 1

RTI

Return to Instructions

School Name: University Middle School Date:

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By the end of June 2016, all core content teachers will infuse the following literacy skills, informational text and vocabulary, into their subject areas which will result in a 5% increase in informational text and vocabulary as compared to 2015 PARCC-like assessments.	
Performance Challenge Being Addressed	There is no clear reading framework for ELA, Social Studies and Science. The school has not spent enough time developing reading protocols. This is evidenced by RAC and administrative	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: ELA department will collaborate with Social Studies and and Science departments to develop a standard reading/writing portfolio, as well as common rubrics for all reading/writing tasks.	3 - Effective Instruction
	2: Schedule professional development that focuses on effective strategies of reading informational text and vocabulary within the ELA, Social Studies, and Science departments	3 - Effective Instruction
	3: The school's leadership and literacy specialist will collaborate with district content area supervisors in providing professional development to staff to address teacher needs in addressing	6 - Enabling the Effective Use of Data
Target population *[Focus school subgroups only]*		

Do not base goals on data that will be available after June 30, 2016.

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 2015, Specialist and School Leadership will have analyzed performance data from a Unit 1 diagnostic assessment to identify students who are two or more years below grade level in ELA. Teachers will have used this data to formulate strategic heterogeneous groupings that ensure a balance of skill level and will target identified students for continued writing interventions duirng small group instruction in learning centers. Teachers and school leadership	NJ ASK and PARCC data, EdConnect data, diagnostic assessment, common assessments, and benchmark exams	
EOC2	By December 2015, School Leadership, will have reviewed and analyzed the PARCC performance data and shared results with staff. The supervisors will work with teachers to develop effective strategies to address informational text and vocabulary instruction.	Benchmark assessments, EdConnect data, teacher's data analysis reflection sheets	
EOC3	By February 2016, Specialist and School Leadership will have analyzed performance trends for the mid-cycle teacher generated PARRC-like assesment addressing infomational text and vocabulary. They will develop next steps addressing weaknesses and challenges of the performance. There will be a 2-3% increase in performance as compared to the 2015 PARCC assessment.	Focused walkthrough data, benchmark assessments and EdConnect data	
EOC4	By April 2016, the 2nd teacher generated PARCC-like assessement will be administered and analyzed to determine the percentage of growth from the February mid-cycle assessment. ELA Specialist will have assisted teachers in developing lessons that integrate checks for understanding and multiple instructional and response strategies to support student engagement, and will have provided coaching to teachers in areas that will support achievement of	Benchmark assessments, EdConnect data, Teacher's data analysis reflection sheets	
EOC5	By the end of June 2016, all core content teachers will infuse the following literacy skills, informational text and vocabulary, into their subject areas which will result in a 5% increase in informational text and vocabulary as compared to 2015 PARCC-like assessments.	Focused walkthrough data, benchmark assessments and EdConnect data, post-diagnostic assessment, common assessments	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	3	Continue to employ the ELA Specialist.	5 - Effective Staffing	7/1/2015	9/1/2015	Principal
2	3	Contract Kagan to provide training to staff on Cooperative Learning.	3 - Effective Instruction	7/1/2015	7/30/2015	Administrative Cabinet
3	3	Plan calendar for the year for Expenditionary Program for students to expand ther learning (outside classroom trips). Submit resolutions to Superintendent for approval.	2 - School Climate & Culture	7/1/2015	10/15/2015	ELA Specialist
4	3	Instructional Cabinet will contract with Standard Solutions to provide PD on performance based assessments.	4 - Curriculum, Assessment & Intervention System	7/1/2015	9/1/2015	Administrative Cabinet

SMART Goal 1

R.i

Return to Instructions

School Name: University Middle School Date:

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5	2	Purchase 100 Chrome books and four carts for use with performance based writing tasks.	3 - Effective Instruction	7/1/2015	9/1/2015	ELA Specialist
6	2	Establish Extended Day Literacy program which will consist of literacy enrichment courses, developed by teachers, across the content areas. (e.g Newsletter writing, script writing, poetry)	4 - Curriculum, Assessment & Intervention System	7/1/2015	9/1/2015	Instructional Cabinet
7	1	Prepare and submit Board Resolution for the Math Specialist to attend the SIG Summer Leadership Academy (7/27/15 - 7/30/15).	1 - School Leadership	7/27/2015	7/30/2015	ELA Specialist
8	1	Professional Development will be provided during common planning and Tuesday meetings with regards to checks for understanding.	3 - Effective Instruction	9/1/2015	2/22/2016	ELA Specialist
9	1	Develop a standard writing portfolio to be utilized in all ELA, Science, and Social Studies classes.	4 - Curriculum, Assessment & Intervention System	9/1/2015	10/30/2015	ELA Specialist
10	2	Professional Development will be provided during common planning and Tuesday meetings with regards to the Narrative performance based writing task.	3 - Effective Instruction	9/1/2015	10/30/2015	ELA Specialist
11	3	Administrative Cabinet will perform two focused walkthroughs to follow up on implementation of best-practice strategies.	3 - Effective Instruction	9/1/2015	10/30/2015	Administrative Cabinet
12	1	Review student groupings monthly in ELA classes to ensure alignment with effective cooperative learning and small group instruction strategies.	3 - Effective Instruction	9/1/2015	6/3/2016	Administrative Cabinet
13	3	Provide PD on protocols for looking at student work.	6 - Enabling the Effective Use of	9/14/2015	10/16/2015	ELA Specialist
14		Program and establish Saturday Academy	4 - Curriculum, Assessment & Intervention System	7/1/2015	9/1/2015	Instructional Cabinet
15	2	Provide training during common planning and faculty meetings in the use of EdConnect and the Aspire Data Analysis Protocol.	6 - Enabling the Effective Use of Data	10/1/2015	10/30/2015	ELA Specialist
16	2	Professional Development will be provided during common planning and Tuesday meetings with regards to the Research Simulation writing task.	3 - Effective Instruction	11/16/2015	12/22/2015	ELA Specialist
17	3	Administrative Cabinet will perform two additional focused walkthroughs to follow up on implementation of best-practice strategies.	3 - Effective Instruction	11/16/2015	12/22/2015	Administrative Cabinet
18	2	Professional Development will be provided during common planning and Tuesday meetings with regards to the Literary Analysis performance based writing task.	3 - Effective Instruction	1/4/2016	1/30/2016	ELA Specialist
19	3	Administrative Cabinet will perform an additional two focused walkthroughs to follow up on implementation of best-practice strategies.	3 - Effective Instruction	1/4/2016	2/29/2016	Administrative Cabinet
20	2	Providing professional development for Social Studies and Science teachers on effective writing stragtegies in their content areas.	3 - Effective Instruction	9/8/2015	5/31/2016	Instructional Cabinet

BUDGET DETAIL THIS SECTION IS DIFFERENT FOR SIG SCHOOLS THAN NON-SIG PRIORITY SCHOOLS! ONLY complete this section for funds IN ADDITION TO the SIG funds allocated in your SIG budget document (see separate blue SIG budget tabs).

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
1	ELA Specialist	SUPPORT SERVICES - Personnel Services - Salaries	$ 59,076.00	Federal Title I

ONLY budget for funds NOT

SMART Goal 1

8.i

Return to Instructions

School Name: University Middle School Date:

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1	ELA Specialist -Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 40,360.00	Federal Title I
14	Saturday Academy - Salaries	INSTRUCTION - Personal Services - Salaries	$ 22,200.00	
14	Saturday Academy-Lead Teacher	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 925.00	
14	Saturday Academy -FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 1,769.00	Federal Title I

included in your SIG budget (see separate blue SIG budget tabs)

SMART Goal 2

8.ii

Return to Instructions

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, all math teachers will increase the rigor of standards based instruction to address reasoning and modeling as evidenced by a 5% increase on PARCC-like formative and summative assessments.	
Performance Challenge Being Addressed	There is no clear framework for Math addressing reasoning and modeling. The schoo	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Support teachers in the planning and delivery of rigorous lessons, through participation in PLCs focused on teaching to the standards, of modeling and reasoning.	7 - Effective Use of Time
	2: Teachers will working in their PLCs to collaboratively develop lesson plans to address reasoning and modeling which will increase the level of student engagement in math.	4 - Curriculum, Assessment & Intervention System
	3: A schedule of professional development will be created for all math teachers that will be monitored through walkthroughs and evaluations.	7 - Effective Use of Time
Target population *[Focus school subgroups only]*	N/A	

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Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 2015, Specialist and School Leadership will have analyzed performance data from a Unit 1 diagnostic assessment to identify students who are two or more years below grade level in math. Teachers will have used this data to formulate strategic heterogeneous groupings that ensure a balance of skill level and target identified students for continued Math interventions duirng small group instruction in learning centers. Teachers and school leadership	NJ ASK and PARCC data, EdConnect data, diagnostic assessment, common assessments, and benchmark exams	
EOC2	By December 2015, School Leadership, will have reviewed and analyzed the PARCC performance data and shared results with staff. The supervisors will work with teachers to develop effective strategies to address reasoning and modeling instruction in mathematics.	Benchmark assessments, EdConnect data, teacher's data analysis reflection sheets	
EOC3	By February 2016, Specialist and School Leadership will have analyzed performance trends for the mid-cycle teacher generated PARRC-like assesment addressing reasoning and modeling. They will develop next steps addressing weaknesses and challenges of the performance. There will be a 2-3% increase in performance as compared to the 2015 PARCC assessment.	Focused walkthrough data, benchmark assessments and EdConnect data	
EOC4	By April 2016, the 2nd teacher generated PARCC-like assessement will be administered and analyzed to determine the percentage of growth from the February mid-cycle assessment. Math Specialist will have assisted teachers in developing lessons that integrate reasoning, modeling and response strategies to support student engagement, and will have provided coaching to teachers in areas that will support achievement of the SMART Goal as evidenced by PLC	Benchmark assessments, EdConnect data, Teacher's data analysis reflection sheets	
EOC5	By June 2016, all math teachers will increase the rigor of standards based instruction to address reasoning and modeling as evidenced by a 5% increase on PARCC-like formative and summative assessments.	Focused walkthrough data, enchmark assessments and EdConnect data, post-diagnostic assessment, common assessments	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	3	Schedule training for research-based math intervention program (Compass Learning Pathblazer), and ensure student and teacher data are imported into the program system.	4 - Curriculum, Assessment & Intervention System	7/1/2015	9/1/2015	Instructional Cabinet
2	3	Purchase 100 Chrome books and four carts for use with Compass Learning Pathblazer math intervention software program.	4 - Curriculum, Assessment & Intervention System	7/1/2015	9/1/2015	Principal

SMART Goal 2

8.ii

Return to Instructions

School Name: University Middle School Date:

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3	2	Purchase supplemental instructional supplies (i.e. manipulatives, remote presentation devices, batteries for calculators and responders, dry erase markers for use with individual dry erase boards) to support student engagement strategies.	3 - Effective Instruction	7/1/2015	9/1/2015	Principal
4	2	Prepare and submit Board Resolution for the Math Specialist to attend the SIG Summer Leadership Academy (7/27/15 - 7/30/15) and RAC Region 3 Summer Institute (8/24/15 - 8/25/15).	1 - School Leadership	7/1/2015	9/1/2015	Principal
5	2	Purchase BoardWorks interactive math resources to supplement the core program and facilitate student engagement via interactive, common core aligned lesson presentations.	3 - Effective Instruction	7/1/2015	9/1/2015	Principal
6	3	Order supplies for Extended Day and Saturday programs.	4 - Curriculum, Assessment & Intervention System	7/1/2015	9/1/2015	Principal
7	1	Continue to employ the Math Specialist.	5 - Effective Staffing	7/1/2015	9/1/2015	Principal
8	1	Instructional Cabinet with contract with Standard Solutions to provide PD on Provide PD on standards-based instruction that teaches the specific details of the CCSS and integrates the 8 Mathematical Practices.	3 - Effective Instruction	7/1/2015	9/1/2015	Instructional Cabinet
9	3	Plan calendar of field trips/program to enrich students' learning experiences. Submit resolutions for Board approval.	2 - School Climate & Culture	7/1/2015	10/15/2015	Instructional Cabinet
10	3	Administer Unit 1 Math Diagnostic Assessment to all students to determine who is more than two grade levels behind.	4 - Curriculum, Assessment & Intervention System	9/1/2015	9/30/2015	Math Specialist
11	2	Provide teachers with job-embedded professional development on student groupings, which utilize Kagan cooperative learning techniques and facilitate small group instruction in learning centers.	3 - Effective Instruction	9/14/2015	10/16/2015	Math Specialist
12	3	Provide PD on Protocols for looking at student work.	6 - Enabling the Effective Use of Data	9/14/2015	10/16/2015	Math Specialist
13	2	Provide ongoing PD and support during common planning and via modeling in classrooms on developing lessons that include formative assessment and student engagement strategies, including Kagan cooperative learning.	3 - Effective Instruction	9/14/2015	12/15/2015	Math Specialist
14	3	Implement Compass Learning Pathblazer math intervention software program during the Extended Day and in classroom learning centers to service students who are 2 or more years behind in Math.	4 - Curriculum, Assessment & Intervention System	9/14/2015	6/30/2016	Administrative Team
15	2	Review student groupings in math classes to ensure alignment with effective cooperative learning and small group instruction strategies.	3 - Effective Instruction	10/1/2015	10/30/2015	Administrative Team
16	3	Provide training during common planning and faculty meetings in the use of EdConnect and the Aspire Data Analysis Protocol.	6 - Enabling the Effective Use of Data	10/1/2015	11/13/2015	Math and Data Specialists
17	1	Principal and Assistant Principals monthly review teacher lesson plans and perform focused walkthroughs to assess the effective planning and delivery of Common Core-based instruction, which integrates depth of the Common Core Standards and appropriate Mathematical Practices.	3 - Effective Instruction	10/1/2015	12/30/2015	Administrative Team

SMART Goal 2

8.ii

Return to Instructions

School Name: University Middle School Date:

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18	2	Math Specialist will provide continued PD and support focused on developing lessons that integrate formative assessment and support student engagement, and will provide coaching to teachers identified as needing targeted support.	3 - Effective Instruction	10/1/2015	2/28/2016	Math Specialist
19	2	Perform focused walkthroughs to assess the effective use of cooperative learning, instructional technology, manipulatives, and small group instruction via five focused walkthroughs targeting all of these elements. (October, December, February, March, May)	3 - Effective Instruction	10/1/2015	5/27/2016	Administrative Team
20						

BUDGET DETAIL THIS SECTION IS DIFFERENT FOR SIG SCHOOLS THAN NON-SIG PRIORITY SCHOOLS! ONLY complete this section for funds IN ADDITION TO the SIG funds allocated in your SIG budget document (see separate blue SIG budget tabs).

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
7	Math Specialist - Salary	SUPPORT SERVICES - Personnel Services - Salaries	$ 93,476.00	Federal Title I
7	Math Specialist - Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 50,304.00	Federal Title I

ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)

SMART Goal 3

8.iii

Return to Instructions

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SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By June 2016, U.M.S. will reduce chronic absenteeism from 13% to at least 8% and reduce the suspension rate from 8% to under 5% through effective implementation of the PBSIS multi-tiered intervention steps and consistent implementation of the school's behavior improvement program.	
Performance Challenge Being Addressed	Based on 2014-2015 school year data, chronic absenteeism rate to date is 14.56% and	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: School administration will ensure a high-functioning PBSIS team, who will fully implement the PBSIS intervention steps school-wide, and evaluate the effectiveness of PBSIS	2 - School Climate & Culture
	2: Students who have developed a history of chronic absenteeism and discipline infractions will be placed on an individual management plan, which will be developed and monitored by the	6 - Enabling the Effective Use of Data
	3: Utilize the Deans of Culture of Climate more effectively to ensure the development and implementation of the school's behavior improvement program.	5 - Effective Staffing
Target population *[Focus school subgroups only]*		

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To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 2015, a PBSIS Team will have began implementation of a calendar of bi-monthly meeting dates, and all UMS stakeholders will have received information on the components of PBSIS through staff meetings, school assemblies and kick-off day. Staff will have began to implement a recognition system schoolwide, as demonstrated by students receiving eagle feathers to qualify for weekly and monthly prizes. In addition, a school store will be set up and have its	Eagle Feather raffles, Dean logs, PBSIS Meeting Agendas, Daily Student Discipline Report, Student Attendance Rate, Suspension Rate, Culture/Climate	
EOC2	By December 2015, the School Culture Cabinet will have planned a calendar of student activities and implemented at least 3 planned activities (including assembly programs, field trips, and awards ceremonies) to enrich the students' learning experiences and promote a positive school climate. School administration will have had 2 class meetings with students at each grade level to reinforce social and academic expectations and promote a positive learning	Eagle Feather raffles, Dean logs, PBSIS Meeting Agendas, Daily Student Discipline Report, Student Attendance Rate, Suspension Rate, Culture/Climate	
EOC3	By February 2016, the School Culture Cabinet will have assessed the school's behavior improvement program and analyzed data sources to determine progress made toward reduction of suspensions rate by at least 3 percentage points through the implementation of the PBSIS recognition and incentive programs.	Eagle Feather raffles, Dean logs, PBSIS Meeting Agendas, Daily Student Discipline Report, Student Attendance Rate, Suspension Rate, Culture/Climate	
EOC4	By April 2016, the Student Attendance Team will have analyzed data sources to identify students who continue to be at risk of being chronically absent, and provide interventions through implementation of an established attendance protocol. The team will have analyzed progress made toward reduction of chronic absenteeism by 5 percentage points through the implementation of PBSIS' secondary tier interventions.	Eagle Feather raffles, Dean logs, PBSIS Meeting Agendas, Daily Student Discipline Report, Student Attendance Rate, Suspension Rate, Culture/Climate	
EOC5	By June 2016, U.M.S. will reduce chronic absenteeism from 13% to at least 8% and reduce the suspension rate from 8% to under 5% through effective implementation of the PBSIS multi-tiered intervention steps and consistent implementation of the school's behavior improvement program.	Eagle Feather raffles, Dean logs, PBSIS Meeting Agendas, Daily Student Discipline Report, Student Attendance Rate, Suspension Rate, Culture/Climate	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	2	Continue to employ Data Specialist and Dean of Culture and Climate	5 - Effective Staffing	7/1/2015	9/1/2015	Principal
2	1	Schedule PBSIS Training and submit Board Resolutions for PBSIS team members to attend trainings.	1 - School Leadership	7/1/2015	9/30/2015	Assistant Principals
3	3	Plan a calendar of dates to meet with the Deans regarding suspensions, chronic absenteeism, and tardies.	1 - School Leadership	7/1/2015	9/15/2015	Administrative Team
4	2	Plan a calendar of meeting dates for Attendance Committee to review progress toward improving chronic absenteeism.	1 - School Leadership	7/1/2015	9/15/2015	Administrative Team

SMART Goal 3

8.iii

Return to Instructions

School Name: University Middle School **Date:**

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5	3	Plan a schedule of student activities and assembly programs (including student of the month luncheons, attendance and honor roll recognition ceremonies, etc.) to enrich learning and promote a positive school culture. Assign each member a role in actualizing the events.	2 - School Climate & Culture	7/1/2015	10/1/2015	Administrative Team
6	2	Prepare and submit Board Resolution for the Data Specialist and Dean of Culture and Climate to attend the SIG Summer Leadership Academy (7/27/15 - 7/30/15) and RAC Region 3 Summer Institute (8/24/15 - 8/25/15).	1 - School Leadership	7/1/2015	9/1/2015	Administrative Team
7	1	School administration will collaborate with Climate/Culture Specialists and PBSIS Committee to identify and purchase school beautification materials.	2 - School Climate & Culture	7/1/2015	10/1/2015	Administrative Team, Deans
8	1	University Middle School will plan and host schoolwide PBSIS kick-off event that both reteaches and reinforces the schoolwide expectations and recognition system.	2 - School Climate & Culture	8/15/2015	9/30/2015	PBSIS Team
9	3	Schoolwide Leadership, PBSIS committee, and Deans will develop a schoolwide discipline policy, present it to staff, and begin implementation.	2 - School Climate & Culture	9/1/2015	10/1/2015	Admin Team, SLC, PBSIS, Deans
10	2	School leadership, CST, Guidance, and Deans will develop and implement individualized action plans for students demonstrating chronic absenteeism and high suspension rates to promote academic and social achievement.	2 - School Climate & Culture	9/1/2015	11/30/2015	Deans, Guidance, Administration, CST
11	1	PBSIS Team members will provide a professional development session to the staff offering best practices for reengaging students that exhibit undesired behavior(s).	2 - School Climate & Culture	9/1/2015	12/1/2015	PBSIS Team
12	1	School Principal, Assistant Principals and Dean of Discipline will conduct 4 focused walkthroughs of school building and classrooms to assess the level of implementation of PBSIS reward and accountibility system and provide immediate feedback to school community and individual teachers appropriate.	1 - School Leadership	9/1/2015	6/1/2016	School Leadership and Deans
13	3	Implement a Beahvior Modification Program, which includes partnership with Care Plus, to assist in the reduction of suspensions and to make up any instructional time lost.	2 - School Climate & Culture	9/1/2015	6/30/2016	Administrative Team, Deans, Care Plus
14	3	Fund staff to cover daily and Saturday detention program and ensure Deans of Discipline create monthly counseling groups on this target population	2 - School Climate & Culture	9/8/2015	6/22/2016	Administrative Team
15	1	Provide training to all staff on PBSIS expectations and implementation of the PBSIS recognition and accountibility system during common planning and faculty meetings.	2 - School Climate & Culture	9/8/2015	9/30/2015	PBSIS Team
16	3	Identify local community mentoring partnerships to serve as mentors for students and train selected school staff in effective mentoring	2 - School Climate & Culture	8/1/2015	1/2/2016	Deans
17	1	Deans of Discipline will provide school principal and assistant principal with a weekly progres report on grade level and teachers requiring more support in the implementation of the PBSIS recognition and accountability system.	6 - Enabling the Effective Use of Data	10/1/2015	6/1/2016	Deans
18	2	School leadership will share the attendance averages of students with students, faculty and staff on a monthly basis.	6 - Enabling the Effective Use of Data	10/1/2015	6/30/2016	SLC

SMART Goal 3

8.iii

Return to Instructions

School Name: University Middle School Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

19	2	Based on the attendance data from Powerschool, the Attendance Team will provide the necessary interventions to address chronic absenteeism; monitor the progress of these students via monthly attendance reviews with the students and their families.	6 - Enabling the Effective Use of Data	10/1/2015	6/30/2016	Attendance Team
20	3	The Universal Team will examine the office referral data monthly to identify any trends in suspension rates for both general and special education students and share the findings with school leadership, who will collaborate with the Dean of Discipline and PBSIS committee to provide the necessary interventions geared at decreasing these rates.	2 - School Climate & Culture	10/1/2015	6/30/2016	Universal Team

BUDGET DETAIL

THIS SECTION IS DIFFERENT FOR SIG SCHOOLS THAN NON-SIG PRIORITY SCHOOLS! ONLY complete this section for funds IN ADDITION TO the SIG funds allocated in your SIG budget document (see separate blue SIG budget tabs).

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
1	Data & Culture Climate Specialist	SUPPORT SERVICES - Personnel Services - Salaries	$ 68,290.00	Federal Title I
1	Data & Culture Climate Specialist - Health Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 42,755.00	Federal Title I
7	School Climate Beautification-banners, posters, school paraphernalia	SUPPORT SERVICES - Supplies & Materials	$ 5,000.00	Federal Title I
5	Monthly Newsletter	SUPPORT SERVICES - Supplies & Materials	$ 605.00	Federal Title I
15	PBSIS Incentives (books, educational gift cards, youth driven rewards for drawings)	SUPPORT SERVICES - Supplies & Materials	$ 5,500.00	Federal Title I
9	Saturday Detention	INSTRUCTION - Personal Services - Salaries	$ 7,400.00	Federal Title I
9	Saturday Detention- FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 566.00	Federal Title I
2	PBSIS Organizational Training	SUPPORT SERVICES - Personnel Services - Salaries	$ 2,200.00	
5	Clubs- Chess Club, Dance Club, Young Ladies, Young Gentlemen	SUPPORT SERVICES - Personnel Services - Salaries	$ 6,734.00	Federal Title I
5	Clubs- FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 418.91	Federal Title I
5	Activity Coordinator	SUPPORT SERVICES - Personnel Services - Salaries	$ 1,258.00	Federal Title I
5	Activity Coordinator - FICA	SUPPORT SERVICES - Personnel Services - Employee Benefits	$ 96.24	Federal Title I

ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)

SMART Goal 4

8.iv

Return to Instructions

School Name: University Middle School Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

SMART Goal Specific/Strategic - Who? What? Measurable - %, How? Attainable - Reasonable? Relevant - Why? Timed - When?	By the end of June 2016, University Middle School will gain a 20% increase in parent and community engagement.	
Performance Challenge Being Addressed	Less than 30% of parents participated in Parent Conferences in 2014-2015 There is a	**Turnaround Principle Addressed**
Strategies to Address Challenge	1: Create a calendar of events for the school year and post it on the school website as well as send it home with students during the first week of school.	1 - School Leadership
	2: Provide parent workshops and school-based activities focused on developing their understanding of the CCSS and school curriculum.	8 - Family Engagement
	3: Principal and/or designee will meet with CST monthly on prescheduled dates to review list of upcoming IEP conferences and ensure appropriate notification of conferences and IEP	1 - School Leadership
Target population *[Focus school subgroups only]*		

Do not base goals on data that will be available after June 30, 2016.

To sort action steps by start date:
Highlight the cells in the start date column, right click and select sort, oldest to newest.
Note: If you do this sort you will need to reorder your step numbers.

End of Cycle (EOC) Date	Interim Goals	Source(s) of Evidence	Status
EOC1	By October 2015, School Leadership will have created a calendar of events for the school year that is to be sent home and posted on the school website with PTA meetings, parent-teacher conference, and all other school activities. School Leadership will host a Parent Academy with a focus on understanding the CCSS. Form a PTA that meets monthly to discuss schoolwide initiatives and parent involvement activities.	Surveys, PTA Sign-In Sheets, IEP meeting sign-in sheets, PTA meeting minutes	
EOC2	By December 2015, a fully functional SLC inclusive of all stakeholders would have met at least 3 times to develop a plan to increase parental and community involvement in the areas of student centered activities and submitted to the Principal. By December 2015 Parent-Teacher Conferences would have increased by 10%.	District and State Bencmark Assessments, Surveys, PTA Sign-In Sheets, parent workshop sign-in sheets, I&RS meetings sign-in sheets, IEP	
EOC3	By February 2016, a minimum of 30% of parents will have attended our initial Literacy, Math and Fine Arts and Family Nights.	District and State Bencmark Assessments, Surveys, PTA Sign-In Sheets, parent workshop sign-in sheets, I&RS meetings sign-in sheets, IEP	
EOC4	By April 2016, School Leadership and Parent Teacher Association will sponsor our first "Multi-Cultural Night" focused on celebrating diversity and community.	District and State Bencmark Assessments, Surveys, PTA Sign-In Sheets, and Parent, Student, and Teacher feedback, I&RS meetings sign-in sheets,	
EOC5	By the end of June 2016, University Middle School will gain a 20% increase in parent and community engagement.	District and State Bencmark Assessments, Surveys, PTA Sign-In Sheets, and Parent, Student, and Teacher feedback, I&RS meetings sign-in sheets,	

Step No.	Strategy	Action Step	Primary Turnaround Principle Addressed	Start Date	Deadline	Assigned To
1	1	Create a calendar of events for the academic school year.	7 - Effective Use of Time	7/1/2015	9/1/2015	Administrative Team
2	2	Budget and program Parent Academy schedule and topics	8 - Family Engagement	7/1/2015	9/1/2015	Administrative Team
3	2	Track parent involvement with sign-in sheets and surveys.	6 - Enabling the Effective Use of Data	9/1/2015	10/1/2015	SLC
4	1	Develop and expand PTA.	8 - Family Engagement	9/1/2015	10/1/2015	SLC
5	1	Host Back to School Night.	8 - Family Engagement	9/1/2015	9/30/2015	SLC
6	1	The PBSIS will utilize the phone blast system a minimum of two times per month as a means of communication geared towards increasing parental involvement at events important to the academic success of students.	8 - Family Engagement	9/1/2015	10/15/2015	PBSIS Team

SMART Goal 4

8.iv

Return to Instructions

School Name: University Middle School Date:

Enter all information for each SMART goal. Do not combine multiple action steps in one line - list each one separately and in order of the start date.
It is not necessary to use all 20 action step lines. Use only as many steps as needed. DO NOT CUT & PASTE or DELETE ROWS!

7	1	Create and implement a School Leadership Council, consisting of administration, certified and non-certified staff, and parents/community members in order to include multiple stakeholders in addressing school concerns, planning for school improvement, and communicating results. The SLC will meet on a monthly basis.	8 - Family Engagement	9/1/2015	10/15/2015	Administrative Team
8	1	School will utilize the district's social media account to promote school events and encourage parent participation.		9/1/2015	6/15/2016	Administrative Team
9	1	Teacher will communicate with parents more regularly to promote student successes in the classroom.	8 - Family Engagement	9/1/2015	6/30/2016	Teachers
10	2	Teachers will collaborate with school administration to figure out ways to partner with parents to increase student success.	8 - Family Engagement	9/1/2015	6/30/2016	Administrative Team
11	1	Principal and CST will develop a schedule for monthly meetings focused on progress made with IEP student caseload and communication to parents.	8 - Family Engagement	9/1/2015	6/30/2016	Principal, CST
12	3	CST will provide a monthly written report to the principal regarding updates on IEP caseload and communication with parents.	8 - Family Engagement	9/1/2015	6/30/2016	Principal, CST
13	1	Implement a monthly calendar of events and a quarterly newsletter to inform parents of school events, communicate school data, and acknowledge the successes and talents of students and staff at UMS.	8 - Family Engagement	10/1/2015	11/1/2015	Administrative Team, SLC, Activity Coord
14	2	School Leadership will facilitate competition with students to determine which classes can get the most parents to attend the annual Parent/Teacher conferences in December.	8 - Family Engagement	12/1/2015	12/5/2015	SLC, Teacher
15	1	School Leadership and PTA will host a Family Night to celebrate student learning across the disciplines.	8 - Family Engagement	1/4/2016	2/20/2016	SLC, PTA, Teachers
16	1	School Leadership and PTA will host a Family Multi-Cultural Night to celebrate diversity and community building.	8 - Family Engagement	3/1/2016	4/24/2016	SLC, PTA, Teachers
17	2	Plan GED program by identifying a vendor and materials to implement the program	8 - Family Engagement			Adminstration
18	2	Create pre-printed student roster sign in sheets to identify parental participation in activities. (e.g. Open House, Report Card Night, Academic Fairs)	8 - Family Engagement	9/15/2015	9/30/2015	Administration; Attendance secretary
19						
20						

BUDGET DETAIL THIS SECTION IS DIFFERENT FOR SIG SCHOOLS THAN NON-SIG PRIORITY SCHOOLS! **ONLY** complete this section for funds IN ADDITION TO the SIG funds allocated in your SIG budget document (see separate blue SIG budget tabs).

Corresponding Action Step No.	Resource	Funding Category	Funding Requested	Funding Source
	Multi-Cultural Event to support diversity	SUPPORT SERVICES - Supplies & Materials	$ 4,500.00	Federal Title I
	Family Night Supplies (presentation boards, table cloths, tableware, art supplies, etc.)	SUPPORT SERVICES - Supplies & Materials	$ 4,000.00	Federal Title I
	Parental programs and activities throughout the school year to support involvement	SUPPORT SERVICES - Other Purchased Services	$ 2,000.00	Federal Title I

ONLY budget for funds NOT included in your SIG budget (see separate blue SIG budget tabs)

Return to Instructions

BUDGET NARRATIVE

9

NGO TITLE: School Improvement Grant
SCHOOL NAME: _____ Date: _____

	Year 2 Approved Allocation (see NGO Section 1.2 for approved amount)	2015-2016 Requested Allocation
LEA (maximum 5% administrative)		
School		$ 999,986
Total		$ 999,986

Provide a narrative outlining the manner in which requested funds support the project activity plan and are aligned to the requirements of the selected SIG model. The School Improvement Grant funds will be used to implement initiatives that will raise the level of academic achievement and transform the school climate and culture at University Middle School into an exemplary school. Funds will be expended to support effective leadership, provide job-embedded professional development, ensure data driven instruction, increase parental and community engagement, extend student learning experiences, and ensure the recruitment, hiring, and retention of highly qualified staff. We are preparing for a full year of the extended day program. We have developed course offerings for enrichment, as well as, interventions. All students will be offered the opportunity to attend different enrichment courses throughout the school year. Our opening day staff training will focus on items, such as the continued use of data to drive instruction. Instructional plans are in the finalization process for ELA and math which will provide a roadmap for professional development and instruction. As the second year begins, there will be a major emphasis on the parent academy offerings with plans to complete our first round of academies by October.

Return to Instructions

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant

SCHOOL NAME: University Middle School

Date: 6/11/2015

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
	200 - 100: Full Time and Part Time Salaries Support Services	Dean of Students	$48,450.00 x 100%	$48,450.00 ✓
	200 - 100: Full Time and Part Time Salaries Support Services	Stipend for Parent Academy Presenters	18 sessions x 4 hours x 6 teachers x $37.00/hr	$15,984.00 ✓
	200 - 100: Full Time and Part Time Salaries Support Services	Professional Development stipends for staff outside of the contractual day	1 hour/month x 10 months x 75 teachers x $37/hour	$27,750.00 ✓
	200 - 100: Full Time and Part Time Salaries Support Services	Nurse Coverage for Extended Day	1 hour x 180 days x $37.00	$6,660.00 ✓
	200 - 100: Full Time and Part Time Salaries Support Services	Secretary Coverage for Extended Day	1 hour x 180 days x $37.00	$6,660.00 ✓

200-100 INSTRL ✓

165544

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant

SCHOOL NAME: University Middle School

Date: 6/11/2015

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT
	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for staff to attend Summer SIG Institute (Data Climate, Math & ELA specialist)	7 hours x 3 teachers x 4 days x $37.00/hour	$3,108.00 ✓
	200 - 100: Full Time and Part Time Salaries Support Services	Staff Stipends for Summer Bridge Program	10 staff x 6 hours x $37/hour	$2,220.00 ✓
	200 - 100: Full Time and Part Time Salaries Support Services	Stipends for Compass Learning Professional Development Extended Day/Summer	16 staff x 6 hours x $37/hour	$3,552.00 ✓
	100 - 100: Full-Time & Part Time Salaries - Instruction	Extended Day Staff Salaries	73 staff x 1 hour/day x 180 days x $37/hour	$486,180.00 ✓
	100 - 100: Full-Time & Part Time Salaries - Instruction	Tutoring for Feeder Schools - Extended Day Siblings	1 teacher x 3 schools x 180 days x 2 hours/day x $37/hour	$39,960.00 ✓

200-100, 100-100, 535020

Return to Instructions

BUDGET DETAIL FORM A

Personal Services - Salaries

Function & Object Codes 100-100 and 200-100

NGO TITLE: School Improvement Grant

SCHOOL NAME: University Middle School

Date: 6/11/2015

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	POSITION/NAME	COST CALCULATION For full-time positions: total annual salary x percent of time to the grant project = total For part-time positions: rate (4) per hour x number of hours per week x number of weeks per year = total	GRANT REQUEST AMOUNT

Return to Instructions

11

BUDGET DETAIL FORM B

Personal Services - Employee Benefits

Function & Object Codes 200 - 200

NGO TITLE: School Improvement Grant

SCHOOL NAME: University Middle Schoc University Middle Schoo

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 9.55%	PERS ----------%	WRKR'S COMP ----------%	UNEMPLY. ----------%	DISABIL. ----------%	HEALTH 65% of $25,000 Premium	OTHER SPECIFY: _____ ----------%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)
Dean of Students	$48,450	$ 3,706	4,627					16,250		50.74	$ 24,583
~~JROTC Instructor~~	~~$70,000~~	$ ~~5,355~~	~~6,685~~					~~16,250~~		~~48.41~~	$ ~~28,290~~
Parent Academy	$ 15,984	$ 1,223								7.65	$ 1,223
PD Stipends	$ 27,750	$ 2,122								7.65	$ 2,122
Nurse	$6,660	$ 509								7.65	$ 509
Secretary	$ 6,660	$ 509								7.65	$ 509
SIG Summer Academy	$3,108	$ 238								7.65	$ 238
Summer Bridge Program	$2,220	$ 170								7.65	$ 170
PD-Compass Learning	$ 3,552	$ 272								7.65	$ 272
Stipend-Extended Day	$486,180.00	$ 37,193								7.65	$ 37,193
Tutoring for Feeder Schools	$ 39,960	$ 3,057								7.65	$ 3,057

700-700 1.9876

Return to Instructions

11

BUDGET DETAIL FORM B

Personal Services - Employee Benefits

Function & Object Codes 200 - 200

NGO TITLE: School Improvement Grant

SCHOOL NAME: University Middle Schoc University Middle Schoo

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

POSITION/NAME	GRANT REQUESTED SALARY AMOUNT	FICA 7.65%	TPAF 9.55%	PERS ----------%	WRKR'S COMP ----------%	UNEMPLY. ----------%	DISABIL. ----------%	HEALTH 65% of $25,000 Premium	OTHER SPECIFY: _____ ----------%	TOTAL % OF BENEFITS	GRANT REQUEST AMOUNT (BENEFITS ONLY)

Return to Instructions

12

BUDGET DETAIL FORM C

Purchased Professional and Technical Services
Function & Object Codes 100 - 300 and 200 - 300

NGO TITLE: School Improvement Grant
SCHOOL NAME: University Middle School

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	DESCRIPTION / PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT
	~~200~~ 100 - 300: Purchased Professional and Technical Services (noninstructional/support)	Mental Health Provider to provide social and emotional support to students (6 hours/day x 5 day/week x 180 days)	$80,000/year	1 year	$80,000
	200 - 300: Purchased Professional and Technical Services (noninstructional/support)	Kagan Cooperative Learning Professional Development	10 sessions x $2000/session	10 sessions during year 2 implementation	$20,000 ✓

100-200 , 200-300

BUDGET DETAIL FORM C

Purchased Professional and Technical Services

Function & Object Codes 100 - 300 and 200 - 300

NGO TITLE: School Improvement Grant

SCHOOL NAME: University Middle School

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	DESCRIPTION / PURPOSE	RATE: HOURLY, DAILY, FLAT FEE	TIME REQUIRED	GRANT REQUEST AMOUNT

Return to Instructions

13

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: University Middle School

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
	100 - 600: Instructional Supplies and Textbooks	ELA Materials Supplemental workbooks and expendable items fo students-Extended Day	$5.00/student	600	$ 3,000 ✓
	100 - 600: Instructional Supplies and Textbooks	Social Studies/Science Text Dependent Materials Workbooks for Students and materials for scientific experiments- Extended Day	$5.00/student	600	$ 3,000 ✓
	~~100 - 600: Instructional Supplies and Textbooks~~	~~Misc. Supplemental Materials for Extended Day~~ Remove	~~$5.00/student~~	~~600~~	$ ~~3,000~~ ✓
	200 - 600: Noninstructional Supplies and Materials	GED Books for Parent Academy Program	$18.00/book	50	$ 900 ✓

100-600 / 6000 ✓ 200-600 / 900 ✓ 6400

D

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: University Middle School

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)
	200 - 600: Noninstructional Supplies and Materials	Parent Academy Supplies(paper for pamphlets, handouts, resources and supplies for presenters)	2,268	1	$ 2,268 ✓
	~~200 - 600: Noninstructional Supplies and Materials~~	~~Summer Bridge Program Supplies. Resource materials for parents~~	~~3,000~~	~~1~~	$ ~~3,000~~ ✓
	100 - 600: Instructional Supplies and Textbooks	100 chromebooks and 4 carts for students to research projects for ELA,Science and Social Studies and to create reports to enhane writing skills	12,500	4	$ 50,000 ✓

200-600 ✓ 100 1000 / 50,000 ✓

BUDGET DETAIL FORM D

Supplies and Materials

Function & Object Codes 100 - 600 and 200 - 600

NGO TITLE: School Improvement Grant

SCHOOL NAME: University Middle School

Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)

Return to Instructions

14

BUDGET DETAIL FORM E

Equipment

Function & Object Codes 400 - 731 and 400 - 732

NGO TITLE: School Improvement Grant
SCHOOL NAME: University Middle School

Date: ____________

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	ITEM DESCRIPTION	UNIT COST (UC)	QUANTITY (Q)	GRANT REQUEST AMOUNT (GR)

Return to Instructions

1

BUDGET DETAIL FORM F

Other Purchased Services, Other Objects, Purchased Property Sevices, Travel, Indirect Costs, Buildings
Function & Object Codes 100 - 500, 100 - 800, 200 - 400, 200 - 500, 200 - 580, 200 - 800, 200 - 860, 400 - 720

NGO TITLE: School Improvement Grant
SCHOOL NAME: University Middle School
Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	DESCRIPTION / PURPOSE	GRANT REQUEST AMOUNT
	100 - 500: Other Purchased Services	Compass Learning(Pathblazer MS Math unlimited user license and hosted solution)flat fee amount to provide unlimited user licenses for students	$ 32,500
	100 - 800: Other Objects	Admission Cost for Expeditionary Progams to provide extended learning experiences ($10/student x 600 students) Day trips to Museum of Math, PaperMill Playhouse, Liberty Science Center, Philadelphia & Washington DC for historic tours.	$ 6,000 ✓
	200 - 800: Other Objects	Staff Incentives for teachers who demonstrate a 5% gain in student achievement for students in subject areas for the first sememster and a 10% gain in student achievement for the 2015-2016 school year($300/teacher x 50 teachers x 2 times/year - classroom supplies, PD and continuing education)	$ 30,000 ✓
	200 - 500: Other Purchased Services	Transportation costs for Expeditionary Field trips to provide extended learning experiences. (12 buses @$638/bus for 600 students)	$ 7,656 ✓
	200 - 500: Other Purchased Services	Job-Embedded Coaching and Professional Development for Kagan Cooperative Learning Strategies (4 sessions x $2500)	$ 10,000 ✓
	200 - 500: Other Purchased Services	Job-Embedded Coaching and Professional Development for Standard Solutions (3 sessions x $3,324)	$ 9,972 ✓
			96182

100-500 / 32500 ✓ 100-800 / 6000 ✓ 200-800 / 30,000 ✓ 200-500 / 27682 ✓

BUDGET DETAIL FORM F

Other Purchased Services, Other Objects, Purchased Property Sevices, Travel, Indirect Costs, Buildings
Function & Object Codes 100 - 500, 100 - 800, 200 - 400, 200 - 500, 200 - 580, 200 - 800, 200 - 860, 400 - 720

NGO TITLE: School Improvement Grant
SCHOOL NAME: University Middle School
Date: _____

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	DESCRIPTION / PURPOSE	GRANT REQUEST AMOUNT

Return to Instructions

BUDGET DETAIL FORM G

LEA Administrative Costs - *Other Purchased Services, NonInstructional Salaries and Benefits, Other Objects, Purchased Property Sevices, Travel, Supplies, Other Objects, Equipment*

Function & Object Codes 200 - 100, 200 - 200, 200 - 300, 200 - 400, 200 - 500, 200 - 580, 200 - 600, 200 - 800, 400 - 732

NGO TITLE: School Improvement Grant Date: _____

SCHOOL NAME: University Middle School

NOTES: Refer to Part III, Constructing a Grant Application Budget, of the *Discretionary Grant Application* for instructions. Complete all columns. Use multiple lines for a single entry if necessary.

SMART GOAL/ STRATEGY TO ADDRESS CHALLENGE / STEP	FUNCTION & OBJECT CODE	DESCRIPTION / COST CALCULATION	GRANT REQUEST AMOUNT

17

NEW JERSEY DEPARTMENT OF EDUCATION
APPLICATION FOR FUNDS - BUDGET

Return to Instructions

Date: _____

School Name: University Middl University Middle School

Lea Name: _____

NGO Title: School Improvement Grant (Cohort 3 - Year 2)

NGO #: _____

FY2016 - Project Period: July 1, 2015 to June 30, 2016

This page will automatically be updated

BUDGET CATEGORY	FUNCTION & OBJECT CODE	State/Local Budget for School	Federal Title I Funds Allocated to School	Other Federal Funds Allocated to School	SIA (If Applicable) Allocated to School	TOTAL	SIG FUNDS	SIG ADMIN FUND	SIG TOTAL
INSTRUCTION									
Personnel Services - Salaries	100-100	$ -	$ 7,400	$ -	$ -	$ 7,400	$ 526,140		$ 526,140
Purchased Professional & Technical Services	100-300	$ -	$ -	$ -	$ -	$ -	$ -		$ 80000 -
Other Purchased Services	100-500	$ -	$ -	$ -	$ -	$ -	$ 32,500		$ 32,500
Supplies & Materials	100-600	$ -	$ -	$ -	$ -	$ -	$ 59,000		$ 56000 ~~59,000~~
Other Objects	100-800	$ -	$ -	$ -	$ -	$ -	$ 6,000		$ 6,000
SUBTOTAL - INSTRUCTION		$ -	$ 7,400	$ -	$ -	$ 7,400	$ 623,640		708640 $ ~~623,640~~
SUPPORT SERVICES									
Personnel Services - Salaries	200-100	$ -	$ 228,834	$ -	$ -	$ 228,834	$ 114,384	$ -	$ 114,384
Personnel Services - Employee Benefits	200-200	$ -	$ 136,269	$ -	$ -	$ 136,269	$ 98,166	$ -	69676 $ ~~98,166~~
Purchased Professional & Technical Services	200-300	$ -	$ -	$ -	$ -	$ -	$ 100,000	$ -	20000 $ ~~100,000~~
Purchased Property Services	200-400	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Other Purchased Services	200-500	$ -	$ 2,000	$ -	$ -	$ 2,000	$ 27,628	$ -	$ 27,628
Travel	200-580	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
Supplies & Materials	200-600	$ -	$ 19,605	$ -	$ -	$ 19,605	$ 6,168	$ -	$ 3166 ~~6,168~~
Other Objects	200-800	$ -	$ -	$ -	$ -	$ -	$ 30,000	$ -	$ 30,000
Indirect Costs	200-860	$ -	$ -	$ -	$ -	$ -			
SUBTOTAL - SUPPORT SERVICES		$ -	$ 386,708	$ -	$ -	$ 386,708	$ 376,346	$ -	265856 ~~376,346~~ $ ~~376,346~~
Buildings	400-720	$ -	$ -	$ -	$ -	$ -			
Instructional Equipment	400-731	$ -	$ -	$ -	$ -	$ -			$ -
Non-instructional Equipment	400-732	$ -	$ -	$ -	$ -	$ -			$ -
SUBTOTAL - FACILITIES		$ -	$ -	$ -	$ -	$ -			$ 965646
TOTAL COST		$ -	$ 394,108	$ -	$ -	$ 394,108			$ ~~999,986~~

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