

Grace A Dunn Middle Sch

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210100

SMART Goal 1

Given the District Common Pre-Assessment and comparing it to the final District Common Summative Assessment, by June 2017, 70% of students at Dunn Middle School will demonstrate growth in their ELA scores according to the tiered growth chart below. The assessments will focus on Evidenced-Based Selected Response (EBSR) or Technology Enhanced Constructed Response (TECR) type questions that support the standards associated with RI 2,6,8,9, RST 5, 6, 9 and WI.

Performance Challenge: 87% of students scored partially proficient on 2014-2015 PARCC for Language Arts, with 13% in the proficient range.

Strategy 1: Develop, implement, using CAR Unit plans, common assessment that has TECR and EBSR type questions.

Turnaround Principal: 5 - Effective Staffing Practices

Strategy 2: Develop, implement, and monitor on a daily basis via Focused Walkthroughs teacher practice in close reading and writing in response to text strategies in all ELA, Science, and Social Studies Classrooms. The focus will be WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Strategy 3: Develop, implement and monitor on a daily basis teacher practice via focused walkthroughs, the use of Accountable Talk as a strategy to engage students in rigorous discussion that leads to improving citing evidence to support text and conclusions as well as making connections between various texts.

Turnaround Principal: 2 - School Climate and Culture

Target Population: All Students

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>Students will experience 1/4 of the increase in scores from the first District Common Assessments.</p> <p>EOC 1 ¿ Create Baseline Scores from EUA 1</p> <p>Far Below Basic 5 percentage points for all Students and 2 percentage points for Newcomers</p> <p>Below Basic 4 percentage points for all students and 2 percentage points for Newcomers</p> <p>Basic 3 percentage points for all Students and 2 percentage points for Newcomers</p> <p>Meets 2 percentage points for all Students and 2 percentage points for Newcomers</p> <p>Exceeds .5 percentage point for all Students and 2 percentage points for Newcomers</p> <p>SPED - use of SYSTEMS 44 and READ 180 end of unit assessments- the measure is still under discussion.</p>	End of Unit Assessments

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	<p>EOC2</p> <p>If students scores \geq on the initial assessment Growth must equal \geq at minimum \geq to meet goal at end of quarter/unit</p> <p>Far Below Basic 10 percentage points for all Students and 2 percentage points for Newcomers</p> <p>Below Basic 8 percentage points for all Students and 2 percentage points for Newcomers</p> <p>Basic 6 percentage points for all Students and 2 percentage points for Newcomers</p> <p>Meets 4 percentage points for all Students and 2 percentage points for Newcomers</p> <p>Exceeds 1 percentage point for all Students and 2 percentage points for Newcomers</p> <p>SPED - use of SYSTEMS 44 and READ 180 end of unit assessments- the measure is still under discussion.</p>	End of Unit Assessments

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	<p>EOC3 We will see an increase from under develop to well developed in the Road to success visit in the March 2017 as compared to the March 2016 Road to Success report in the following area: Student Engagement TP3 and Rigor & Standards TP3.</p> <p>Or the following chart</p> <p>EOC3</p> <p>If students scores on the initial assessment Growth must equal at minimum to meet goal at end of quarter/unit</p> <p>Far Below Basic 15 percentage points for all Students and 2 percentage points for Newcomers</p> <p>Below Basic 12 percentage points for all Students and 2 percentage points for Newcomers</p> <p>Basic 9 percentage points for all Students and 2 percentage points for Newcomers</p> <p>Meets 6 percentage points for all Students and 2 percentage points for Newcomers</p> <p>Exceeds 1.5 percentage point for all Students and 2 percentage points for Newcomers</p> <p>SPED - use of SYSTEMS 44 and READ 180 end of unit assessments- the measure is still under discussion.</p>	Spring Road to Success walkthrough report or End of Unit Assessments
EOC 4	<p>Given the District Common Pre-Assessment and comparing it to the final District Common Summative Assessment, by June 2017, 70% of students at Dunn Middle School will demonstrate growth in their ELA scores according to the tiered growth chart below. The assessments will focus on Evidenced-Based Selected Response (EBSR) or Technology Enhanced Constructed Response (TECR) type questions that support the standards associated with RI 2,6,8,9, RST 5, 6, 9 and WI.</p>	End of Unit Assessment

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Survey teachers on professional development needs using the Connected Actin Roadmap (CAR).	3 - Effective Instruction	9/9/16	9/16/16	null
2	3	Include in the CAR unit planning questions that leads rigorous discussion around text.	3 - Effective Instruction	9/7/16	5/31/17	null
3	2	Train teachers on CAR process and framework (If funds become available) Instruction support services \$38,016	3 - Effective Instruction	9/6/16	10/21/16	null
4	1	Provide additional PD on CAR by the Core Team (If funds become available)	3 - Effective Instruction	9/6/16	10/7/16	null
5	3	Provide additional PD via PLC's once a week during the month of September on Accountable Talk.	3 - Effective Instruction	9/1/16	10/7/16	null
6	2	Ensure weekly PLC's for every unit that includes the following: setting norms, protocols, and systems for disagreements, unpack standards, organize curricular units, create.refine essential questions, create/refine/review summative assessments, create and give pre-assessment, design learning experiences, analyze and use formative assessment data, revise lessons for all learners, analyze summative assessments. Repeat process for each unit.	3 - Effective Instruction	9/6/16	5/31/17	null
7	2	Provide PD for individual process steps as necessary.	3 - Effective Instruction	10/4/16	11/30/16	null
8	1	Create roll out plan for teachers with benchmarks for implementation	4 - Curriculum, Assesment and Intervention System	9/6/16	9/23/16	null
9	3	Provide feedback to teachers on the use of accountable talk strategy via walkthroughs.	3 - Effective Instruction	10/7/16	5/31/17	null

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
10	2	Use of ACCESS for ELL's data to understand the English language proficiency of students identified as English learners.	4 - Curriculum, Assessment and Intervention System	9/6/16	10/28/16	null
11	1	Dedicate 1 to 2 PLC's for Unit planning.	3 - Effective Instruction	9/6/16	6/23/17	null
12	3	Create poster size accountable talk sentence stems to post in classrooms.	3 - Effective Instruction	9/1/16	9/30/16	null
13	1	Ensure that interim common assessments have EBSR and TECR type questions	4 - Curriculum, Assessment and Intervention System	9/6/16	5/31/17	null
14	2	Coaching cycle goals focused on close reading, writing, and balanced literacy block implementation. Video tape exemplar classrooms, School visits, co-teaching and planning.	3 - Effective Instruction	10/4/16	6/23/17	null
15	3	Ensure that accountable talk is implemented in the "we do" gradual release model in a balanced literacy block.	3 - Effective Instruction	9/30/16	6/23/17	null
16	2	Implement with fidelity ACHIEVE 3000 in every Social Studies and Bilingual/ESL classroom to support close reading and writing using informational text. (If funds become available) 12 interactive boards total cost \$40,000.00. Instruction - Supplies and materials.	4 - Curriculum, Assessment and Intervention System	9/6/16	6/23/17	null
17	1	Conduct administrative walkthroughs and feedback on the implementation of the balanced literacy block, close reading, strategies for teaching informational text and CAR units implementation.	1 - School Leadership	9/20/16	6/23/17	null
18	1	Provide professional development and support on the consistent implementation of the District Balanced Literacy Framework.	4 - Curriculum, Assessment and Intervention System	9/13/16	6/23/17	null
19	1	Conduct during PLC's student work analysis in order to tweak unit planning based on student work analysis.	4 - Curriculum, Assessment and Intervention System	10/4/16	6/9/17	null

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
20	2	Use of WIDA writing rubric to assess writing of students identified as English learners Standards-based writing for ELL's.	4 - Curriculum, Assessment and Intervention System	9/27/16	6/23/17	null
21	2	Provide parent workshop on the use of ACHIEVE 3000 at home to support literacy skills on informational text. (If funds become available)	8 - Family and Community Engagement	10/25/16	12/16/16	null
22	2	Use "can do descriptors" to support differentiated instruction for students identified as ELL's.	3 - Effective Instruction	10/4/16	6/30/17	null

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Retain Literacy Leader to support CAR PLC's and cycle coaching of teachers in need of additional support.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$106,466.00	Other Federal
1	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$13,254.00	Other Federal

SMART Goal 2

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

Performance Challenge: 93.1% of students scored partially proficient (levels 3 - 1) on the 2014-2015 PARCC for Math with a 6.9% in the proficient range (levels 4 - 5).

Strategy 1: Inquiry into mathematical activity that results in relationships between quantities and their representations (tables, expressions, equations, graphs) that build a cohesive body of mathematics. Inquiry into counting & combination progressions created from the relationships being represented each day to continue to support comfort with numbers/fluency in a cohesive manner.

Turnaround Principal: 5 - Effective Staffing Practices

Strategy 2: Practice observing and providing feedback during counting and combinations sessions of the Balanced Math Block by Leadership in the building.

Turnaround Principal: 6 - Enabling the Effective Use of Data

Strategy 3: Inquiry into the language of counting, combinations, relationships and representations of relationships within the use of iReady to continue to build cohesiveness in all instruction that supports students' understanding of relationships between quantities and their representations.

Turnaround Principal: 7 - Effective Use of Time

Target Population: All students

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>Students will experience 1/4 of the increase in scores on the relationships between quantities portion from the first District Common Assessments ζ EOC 1 If student scores ζ on the pre-assessment Growth must equal ζ at minimum ζ to meet goal at end of quarter/unit</p> <p>Far Below Basic 5 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Below Basic 4 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Basic 3 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Meets 2 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers. Exceeds .5 percentage point for Gen. Ed. Students and 1 percentage points for Newcomers.</p>	End of Unit Assessments

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	<p>EOC 2</p> <p>If student scores ζ on the pre-assessment Growth must equal ζ at minimum ζ to meet goal at end of quarter/unit</p> <p>Far Below Basic 10 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers.</p> <p>Below Basic 8 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers.</p> <p>Basic 6 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers.</p> <p>Meets 4 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers.</p> <p>Exceeds 1 percentage point for Gen. Ed. Students and 1 percentage points for Newcomers.</p>	End of Unit Assessments

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	<p>EOC3- We will see an increase from under develop to well developed in the Road to success visit in the March 2017 as compared to the March 2016 Road to Success report in the following area: Student Engagement TP3 and Rigor & Standards TP3.</p> <p>Or the following chart</p> <p>EOC 3</p> <p>If student scores ζ on the pre-assessment</p> <p>Growth must equal ζ at minimum ζ to meet goal at end of quarter/unit</p> <p>Far Below Basic 15 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers.</p> <p>Below Basic 12 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers.</p> <p>Basic 9 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers.</p> <p>Meets 6 percentage points for Gen. Ed. Students and 2 percentage points for Newcomers.</p> <p>Exceeds 1.5 percentage point for Gen. Ed. Students and 1 percentage points for Newcomers.</p>	Spring Road to Success report or EUA
EOC 4	<p>By June 2017, 70% of students ζ scores will increase from their District Common Pre-Assessment on the Type 1, 2, & 3 questions on the standards associated with Relationships between Quantities to these same standards on the final District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.</p>	End of Unit Assessments

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Define counting by units and multiples of units and making numbers of combinations of units.	3 - Effective Instruction	9/13/16	5/31/17	null
1	1	Define mathematics as the study of relationships between quantities.	3 - Effective Instruction	9/6/16	10/28/16	Math Leader
1	3	Support teachers in creating an iReady Center with easy access for students to move in and out of as needed for differentiated instruction.	4 - Curriculum, Assessment and Intervention System	10/11/16	6/9/17	null
2	1	Define a balanced math block in which students measure a progression of objects that create relationships, then learn to represent the relationships in multiple ways.	3 - Effective Instruction	9/6/16	9/30/16	Math Leader
2	3	Once a week during common planning, look at problems that students are working on iReady to create language that connects their learning of relationships between quantities and the problems showing up in the software in order to continue to work towards a coherent plan of instruction.	3 - Effective Instruction	9/6/16	6/23/17	null
2	2	Ensure all teachers understand counting by unit fractions and units of all measurements and the value of counting in the understanding of relationships between quantities.	3 - Effective Instruction	11/1/16	2/24/17	null
3	1	Support teachers in creating a quantities wall, symbolic representation charts, table center and graphing center, as well as measuring centers.	3 - Effective Instruction	9/6/16	10/14/16	Math Leader
3	2	Ensure all teachers understand making numbers out of combinations of units and the value of these combinations in the understanding of relationships between quantities.	4 - Curriculum, Assessment and Intervention System	10/4/16	12/16/16	null

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	3	Once a month, during common planning, look at topics that are causing the most difficulty for students on iReady and create language that connects their learning of relationships between quantities and the problems showing up in the software in order to continue to work towards a coherent plan of instruction.	3 - Effective Instruction	9/20/16	3/31/17	null
4	3	Practice observing and providing feedback during differentiated iReady sessions of the balanced math block by leadership in the building.	3 - Effective Instruction	10/3/16	5/31/17	null
4	1	Ensure all teachers understand mathematics as the study of relationship between quantities and the multiple ways we represent those relationships in the middle school curriculum during early PLC's.	4 - Curriculum, Assessment and Intervention System	9/20/16	11/30/16	null
4	2	Support teachers in creating a combination center with easy access for students to move in and out of as needed for differentiated instruction. If funds become available - purchase of laptops \$30,000.00 Instruction Purchase professional and technical services	3 - Effective Instruction	10/3/16	5/31/17	null
5	2	Practice facilitating counting and combinations during early PLC's.	3 - Effective Instruction	9/6/16	11/11/16	null
5	3	Provide a parent workshop on modeling and reasoning in mathematics and the use of iREADY intervention instruction lessons in the home.	8 - Family and Community Engagement	11/1/16	1/31/17	null
5	1	Practice facilitating a balanced math block during early PLC's.	3 - Effective Instruction	9/13/16	10/28/16	null
6	1	Analyze student work and reflection on student thinking to inform daily planning and instruction around the representation of relationships that result from mathematical activity during later PLC's.	3 - Effective Instruction	11/15/16	1/27/17	null
6	2	Practice creating progressions from daily measuring activities in order to create coherent lesson plans.	3 - Effective Instruction	9/13/16	5/31/17	null
7	1	Analyze student work and reflection on student thinking to inform daily planning and instruction around the representation of relationships that result from mathematical activity of OCR's and Touch Points.	4 - Curriculum, Assessment and Intervention System	10/4/16	6/9/17	null

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
7	2	Discuss student's struggle with counting and combinations and their use of these strategies in their daily measuring activities and representations.	4 - Curriculum, Assessment and Intervention System	9/13/16	11/30/16	null
8	1	Practice observing and providing feedback during each section of the balanced math block by leadership in the building.	3 - Effective Instruction	9/13/16	6/23/17	null
8	2	Practice observing and providing feedback during counting and combinations sessions of the Balanced Math block by leadership in the building.	3 - Effective Instruction	9/13/16	6/16/17	null
9	2	Provide PD on MathTalks and training teachers in the elements of CPA - Concrete, Pictorial and abstract.	3 - Effective Instruction	10/25/16	12/16/16	null

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Purchase manipulatives for center work	INSTRUCTION - Supplies & Materials / 100-600	\$1,920.00	State/Local
2	Purchase math tools and notebook advantage for Smart boards	INSTRUCTION - Supplies & Materials / 100-600	\$3,800.00	State/Local
1	Retain Math Leader to support CAR PLC's and coaching cycle for teachers in need of additional support.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$75,640.00	Other Federal
1	Math Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$26,116.00	Other Federal

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Pay for light dinner for parents to attend the math workshops.	SUPPORT SERVICES - Other Purchased Services / 200-500	\$1,000.00	Federal Title I

SMART Goal 3

S.M.A.R.T. Goal: By June 2017, chronic absenteeism will decrease by at least 12 percentage points to June 2016; via the implementation of a climate and culture plan that focuses on relationships, positive reinforcement, teaching and learning, and a social/emotional environment that is conducive to learning.

Performance Challenge: In the 2015-2016, there was a chronic absenteeism rate of 33.28%.

Strategy 2: Implement Positive Behavior Support In Schools (PBSIS) initiative in the 2016-2017 school year. Improve classroom management and instructional delivery.

Turnaround Principal: 3 - Effective Instruction

Strategy 3: Improve school response to absenteeism by instituting a Saturday program for students that are chronically absent to regain time lost due to attendance.

Turnaround Principal: 8 - Family and Community Engagement

Target Population: All students

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	EOC 1: By November 30th, the administered fall climate and culture survey will demonstrate a growth in the collective average score of at least 2.5% in the areas of Relationships, Emotional Environment, and Teaching and Learning as compared to the spring 2016 survey.	Fall Climate and Culture Survey
EOC 2	EOC 2: By February 1st, there will be a decrease of at least 6 percentage points in chronic absenteeism as compared to June 2016.	EdConnect data on Chronic Absenteeism

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	EOC 3: By March 30th, the administered spring climate and culture survey will demonstrate a growth in the collective average score of at least 5% in the areas of Relationships, Emotional Environment, and Teaching and Learning as compared to the spring 2016 survey.	Spring Climate and Culture Survey
EOC 4	S.M.A.R.T. Goal: By June 2017, chronic absenteeism will decrease by at least 12 percentage points to June 2016; via the implementation of a climate and culture plan that focuses on relationships, positive reinforcement, teaching and learning, and a social/emotional environment that is conducive to learning.	EdConnect data on Chronic Absenteeism

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Professional development in effective communication, and the use of restorative practices.	2 - School Climate and Culture	9/7/16	6/16/17	null
1	3	Use prior year's data to determine students at-risk of chronic absenteeism.	2 - School Climate and Culture	9/27/16	10/28/16	null
1	2	Provide on-going PD and implementation of PBSIS initiative. (If Funds become available)	2 - School Climate and Culture	9/13/16	6/30/17	null
2	1	Align data from survey and identify inconsistencies and common expectations.	2 - School Climate and Culture	11/11/16	5/31/17	null
2	3	Create an attendance team and consistent monthly meetings.	2 - School Climate and Culture	9/30/16	6/30/17	null
2	2	Create a climate and culture team who will create the climate and culture plan.	2 - School Climate and Culture	9/7/16	9/30/16	null

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	3	Devote 1 faculty meeting per month to team meetings to discuss student absenteeism and/or other student-related academic concerns.	2 - School Climate and Culture	9/13/16	6/20/17	null
3	2	Develop branding/marketing strategies that will align the school to one of the high schools small learning communities.	2 - School Climate and Culture	10/3/16	1/31/17	null
3	1	Create a parent engagement team that will ensure parent engagement in academics, workplace readiness skills and parent skills.	8 - Family and Community Engagement	9/27/16	10/21/16	null
4	2	Create student expectations PBSIS manual	2 - School Climate and Culture	8/9/16	9/2/16	null
4	3	Develop individual intervention plans as necessary. Provide all students that are chronically absent and has improved attendance an end of the year field trip with Principal.	2 - School Climate and Culture	10/4/16	5/31/17	null
4	1	Partner with Kwenyan and Associates to deliver interventions and behavior modifications through therapeutic sessions for students and parents.	2 - School Climate and Culture	9/20/16	6/30/17	null
5	2	Create a reward system - PBSIS Committee (if funds become available - incentives or rewards for attendance _ support Services supplies and materials total of \$10,000.00	2 - School Climate and Culture	8/9/16	9/2/16	null
5	1	Partner with local organizations such as TOPS, Gear Up, MOB programs that will provide additional services to our students.	2 - School Climate and Culture	9/20/16	6/30/17	null
5	3	Establish regular student celebrations that enhance and promote high expectations.	2 - School Climate and Culture	9/7/16	6/30/17	null
6	3	Establish student government and various clubs.	2 - School Climate and Culture	9/20/16	10/28/16	null
7	3	Facilitate awards ceremonies once a quarter.	2 - School Climate and Culture	12/2/16	5/31/17	null
8	3	Meet on a bi-weekly basis with students who are chronically absent.	2 - School Climate and Culture	9/13/16	6/9/17	null

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
9	3	Send home "We Miss You" cards.	2 - School Climate and Culture	9/30/16	6/16/17	null
10	3	Implement a Saturday program for students that are chronically absent to regain lost time and make up the work in the four core content classes in order to pass the class and increase attendance rate. (If funds become available)	7 - Effective Use of Time	12/3/16	5/27/17	null
11	3	Provide 2 parent workshops on the following topics: HIB and Chronic Absenteeism.	8 - Family and Community Engagement	11/1/16	2/28/17	null

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	Purchase the send home "We Miss You" cards.	INSTRUCTION - Supplies & Materials / 100-600	\$500.00	State/Local
11	Pay Parent Liaison Stipend to coordinate and manage workshop. Also, to coordinate and supervise along with administration School Dances.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$1,000.00	SIA
1	Retain Climate and Culture Leader to support SMART Goal # 3 and all action steps. To provide classroom management lessons to all of our teachers in need.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$72,140.00	Other Federal
4	Pay stipends for PBSIS team to create Student Expectations Manual, charts and reward system.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$3,600.00	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Climate and Culture Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000.00	Other Federal
11	Pay for light dinner for parents to attend the workshop presented by the Principal.	SUPPORT SERVICES - Other Objects / 200-800	\$1,000.00	Federal Title I

SMART Goal 4

Performance Challenge:

Strategy 1:

Turnaround Principal: 1 - School Leadership

Strategy 2:

Turnaround Principal: 1 - School Leadership

Strategy 3:

Turnaround Principal: 1 - School Leadership

Target Population:

Interim Goals

SMART Goal 4

End of Cycle	Interim Goal	Sources of Evidence
EOC 1		
EOC 2		
EOC 3		

End of Cycle	Interim Goal	Sources of Evidence
EOC 4		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category / Object Code	Funding Requested	Funding Resource
Stipend for Parent Liaison	8/2/16	6/30/17	Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$660.00	Other Federal
Parent Engagement Efforts	8/2/16	6/30/17	Principal and Parent Liaison	SUPPORT SERVICES - Other Objects / 200-800	\$4,806.00	Other Federal