

2016-2017

## Hedgepeth-Williams Sch

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210301

## SMART Goal 1

By June 2017, 70% of students scores will increase from their District Common Pre-Assessment on the EBSR Type questions on the standards associated with Informational Text RI 6-8/1-10, to these same standards on the final/Post District Common Assessment according to the tiered growth chart below.

Performance level on Pretest:

Growth on Post:

Far Below Basic (0%-23.9%)	25 percentage points
Below Basic (24.9%-48.9%)	20 percentage points
Basic (40%-68.9%)	15 percentage points
Meets (69%-83.9%)	8 percentage points
Exceeds (84%-100%)	Maintains or 4 percentage point

**Performance Challenge:** ELA Unit 2 Constructed Response data is as follows:

6th 26% proficient

7th 26% proficient

8th 21% proficient

Unit 2 Model curriculum data:

6th 23%

7th 35%

8th 53%

Unit 5 Benchmark data:

6th: 13%

7th: 26%

8th: 14%

In grades 6 and 7, 74% of the students are not proficient on the constructed response portion. There is a misalignment of curriculum, strategy, and content knowledge that mars effective student outcomes.

8th Grade ELA has been consistently higher than the other grade levels on both Benchmarks. On the first benchmark they achieved a 33.1% (25.9%) proficiency rate and on the second they achieved a 53.38% (37.41%). However, on the final benchmark they only had a 14% proficiency rate.

Our Special Education student population is not performing at an alarmingly low rate if you look at their average for the first and second benchmark, they achieved a 19.8% proficiency, while the combined student population was 31.66% with the 8th grade numbers being significantly higher than other grade levels contributing to the significant difference.

Interestingly, on the first benchmark, the male and female students achieved the same proficiency rate. However, on the second benchmark, the female students outperformed the males.

Only 17.7% of the students met or exceeded expectations on the 2014-2015 PARCC. Students have difficulty in the area of citing strong textual evidence to support analysis of what the text says explicitly as well as drawing inferences from the text while utilizing literacy text. Additionally, only 14% of students are on or above grade level according to iReady.

**Strategy 1:**

Create and implement systems for the regular analysis of student learning data to inform the selection of yearlong focus strategies for improving instructional practices via the Implementation of the balanced literacy framework including: Independent Reading, Small Group Instruction, Vocabulary/Word Work and Readers/Writers Workshop in all classrooms and inclusive of the CAR model to support the regular engagement of PLC's and unit planning, lesson design.

Use PLC periods 1-2 times bi-weekly to engage teachers in planning and adjusting instruction by unpacking standards, designing learning, and looking at student work (CAR framework).

Turnaround Principal:

5 - Effective Staffing Practices

**Strategy 2:**

In an RTI period, Interventions and support will be provided for students using the iReady program, Edconnect standards analysis and common assessments.

Turnaround Principal:

8 - Family and Community Engagement

**Strategy 3:** Administrators and coaches will develop, implement, and monitor through weekly walkthroughs: teacher practice in close reading and writing in response to text strategies in all ELA classrooms.

Turnaround Principal: 2 - School Climate and Culture

**Target Population:** All students 6-8.

## Interim Goals

### SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	Performance level on Pretest:    Growth on Post: Far Below Basic (0%-23.9%)    6 percentage points Below Basic (24.9%-48.9%)    4 percentage points Basic (40%-68.9%)                3 percentage points Meets (69%-83.9%)                2 percentage points Exceeds (84%-100%)    Maintains or 1 percentage point	End of Unit 1 District Common Assessment compared to Pre-Test assessment System 44 and Read 180 for special education students (assessments)
EOC 2	Performance level on Pretest:    Growth on Post: Far Below Basic (0%-23.9%)    12 percentage points Below Basic (24.9%-48.9%)    8 percentage points Basic (40%-68.9%)                6 percentage points Meets (69%-83.9%)                4 percentage points Exceeds (84%-100%)    Maintains or 2 percentage point	End of Unit 2 District Common Assessment compared to Pre-Test assessment System 44 and Read 180 for special education students (assessments)
EOC 3	By April 30, 2017, there will be an increase in the number of classrooms that score well-developed on the Road to Success (RtS) rubric as compared to the March 2016 RtS data in the area of Student Engagement.	Road to Success Data System 44 and Read 180 for special education students (assessments)

End of Cycle	Interim Goal	Sources of Evidence										
EOC 4	<p>By June 2017, 70% of students scores will increase from their District Common Pre-Assessment on the EBSR Type questions on the standards associated with Informational Text RI 6-8/1-10, to these same standards on the final/Post District Common Assessment according to the tiered growth chart below.</p> <p>Performance level on Pretest: Growth on Post:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Far Below Basic (0%-23.9%)</td> <td>25 percentage points</td> </tr> <tr> <td>Below Basic (24.9%-48.9%)</td> <td>20 percentage points</td> </tr> <tr> <td>Basic (40%-68.9%)</td> <td>15 percentage points</td> </tr> <tr> <td>Meets (69%-83.9%)</td> <td>8 percentage points</td> </tr> <tr> <td>Exceeds (84%-100%)</td> <td>Maintains or 4 percentage point</td> </tr> </table>	Far Below Basic (0%-23.9%)	25 percentage points	Below Basic (24.9%-48.9%)	20 percentage points	Basic (40%-68.9%)	15 percentage points	Meets (69%-83.9%)	8 percentage points	Exceeds (84%-100%)	Maintains or 4 percentage point	<p>Pre-Test data compared to Post-Test/ District Common Assessment System 44 and Read 180 for special education students (assessments)</p>
Far Below Basic (0%-23.9%)	25 percentage points											
Below Basic (24.9%-48.9%)	20 percentage points											
Basic (40%-68.9%)	15 percentage points											
Meets (69%-83.9%)	8 percentage points											
Exceeds (84%-100%)	Maintains or 4 percentage point											

## Action Steps

### SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	3	The Balanced Literacy Block will be defined using a rubric outlining expectations and teachers will be trained on the rubric, systems and routines.	3 - Effective Instruction	9/12/16	10/21/16	Literacy Leader
2	3	If funds become available. (\$5040)...Professional Development on effective writing strategies inclusive of writing in response to text and multi media mediums	3 - Effective Instruction	9/12/16	10/31/16	Literacy Leader
3	3	Weekly walkthroughs will be conducted to identify areas to target during PLC's	1 - School Leadership	9/19/16	6/23/17	Literacy Leader and Administration Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	2	If funds become available (\$32,264)...Teachers will be trained on the CAR process and create unit plans and benchmarks for implementation	3 - Effective Instruction	9/12/16	1/6/17	Literacy Leader, ELA Team
5	2	Teachers will be trained in planning for instructional centers and be provided with resources for exemplar small group plans	7 - Effective Use of Time	9/12/16	6/23/17	Literacy Leader
6	2	Teachers will conduct inter-classroom visits and use collected data to adjust instruction	3 - Effective Instruction	9/6/16	6/23/17	Literacy Leader and ELA Team
7	1	Create a data management system to view and analyze individual student data	6 - Enabling the Effective Use of Data	9/6/16	11/15/16	Literacy Leader and ELA Team
8	1	Utilize assessment data to monitor student progress, revisit groupings, adjust instruction and plan for intervention	6 - Enabling the Effective Use of Data	9/6/16	6/23/17	Literacy Leader
9	3	Conduct book studies for ELA, Social Studies and Science teams on close reading, writing and nonfiction strategy suggestions connected to	5 - Effective Staffing Practices	10/17/16	6/23/17	Literacy Leader, Social Studies Team, Science Team, ELA Team
10	1	If funds become available (\$49,398)...Interventions will be provided for students who are not meeting grade level expectations. Enrichment will be provided for students who are meeting grade level expectations	4 - Curriculum, Assesment and Intervention System	10/17/16	6/16/17	Literacy Leader, ELA Team, Administration Team
11	1	Monthly or quarterly meetings to engage parents in Literacy-related activities (i.e. PARCC, Assessments, Arts Integration, Literacy Night, Careers involving reading, writing & speaking...)	8 - Family and Community Engagement	9/1/16	6/30/17	Literacy Leader, ELA Team, Parent Liaison

## Budget Items

### SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	ELA Leader Salary	INSTRUCTION - Personnel Services - Salaries / 100-100	\$73,965.00	Other Federal
4	ELA Leader PD (20 hours @ \$36/hour)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$720.00	State/Local
8	ELA Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$7,286.00	Other Federal
9	Reading Reconsidered: Book Study	SUPPORT SERVICES - Supplies & Materials / 200-600	\$760.00	State/Local
5	Make and Take Small Group Activities	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,000.00	State/Local
2	Yes Yes Good Staff Book Purchase for Book Study.	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,200.00	State/Local

## SMART Goal 2

By June 2017, 70 % of students scores will show 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.

If student scores (listed below) on the pre-assessment: Growth must equal (listed below) at minimum to meet goal at end of year.

Far Below Basic (0-23.9): 20 percentage points

Below Basic (24.9-48.9):16 percentage points

Basic (49-68.9): 12 percentage points

Meets (69-83.9): 8 percentage points

Exceeds (84-100): 2 percentage point

### Performance Challenge: Cycle 5 Percent Proficient

Grade 6 = 45%

Grade 7 = 26%

Grade 8 = 1%

Our 6th and 7th grades met the cycle 2 proficiency goals. Grade 6 achieved 26.2% proficiency and grade 7 achieved 20.3% proficiency.

Grades 6 and 7 showed the highest proficiency rate within a domain, the Number System. In cycle grade 6 achieved 22.7% proficiency and grad 8 achieved 53.3% proficiency. In cycle 2 grade 6 achieved 54.65% proficiency.

The largest achievement gap occurs between males and females in 7th grade. In cycle 1 the male proficiency rate was 0% and the female proficiency rate was 10.7%. In cycle 2 the male proficiency rate was 26.1 % and the female rate was 15.19%.

Students have difficulty with the application of mathematics beyond the conceptual sense. Only 10% of the students met or exceeded expectations on the 2015 PARCC. Based on the i-Ready Diagnostic Tool, only 23% of students are on or above grade level.

### Strategy 1:

Develop, implement and monitor teacher practice in mathematical activity that results in relationships between quantities and their representations (tables, expressions, equations, graphs) that build a cohesive body of mathematics via the Balanced Math Instructional Block by using PLC periods and conducting weekly walkthroughs and inclusive of the CAR model to support the regular engagement of PLC's and unit planning, lesson design.

Turnaround Principal: 6 - Enabling the Effective Use of Data

**Strategy 2:** Use PLC periods 1-2 times bi-weekly to engage teachers in planning and adjusting instruction by unpacking standards, designing learning, and looking at student work (CAR framework).

Turnaround Principal: 4 - Curriculum, Assessment and Intervention System

**Strategy 3:** Create and implement systems for the regular analysis of student learning data to inform the selection of yearlong focus strategies and instructional differentiation for improving instructional practices and, meeting student needs.

Turnaround Principal: 7 - Effective Use of Time

**Target Population:** All students 6-8.

## 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</p> <p>EOC 1 If student scores (listed below) on the pre-assessment Growth must equal (listed below) at minimum to meet goal at end of quarter/unit.</p> <p>Far Below Basic 5 percentage points Below Basic 4 percentage points Basic 3 percentage points Meets 2 percentage points Exceeds .5 percentage point</p>	Pre-Assessment and EOC1



End of Cycle	Interim Goal	Sources of Evidence
EOC 2	<p>Students will experience 1/4 of the increase in scores on the relationships between quantities portion from the first District Common Assessments</p> <p>EOC 2 If student scores (listed below) on the pre-assessment Growth must equal (listed below) at minimum to meet goal at end of quarter/unit.</p> <p>Far Below Basic 10 percentage points Below Basic 8 percentage points Basic 6 percentage points Meets 4 percentage points Exceeds 1 percentage point</p>	Pre-Assessment and EOC2.
EOC 3	<p>Students will experience 1/4 of the increase in scores on the relationships between quantities portion from the first District Common Assessments</p> <p>EOC 3 If student scores (listed below) on the pre-assessment Growth must equal (listed below) at minimum to meet goal at end of quarter/unit.</p> <p>Far Below Basic 15 percentage points Below Basic 12 percentage points Basic 9 percentage points Meets 6 percentage points Exceeds 1.5 percentage point</p>	Pre-Assessment and EOC3.

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	<p>By June 2017, 70 % of students scores will show increase from their District Common Pre-Assessment on the Type 1, 2, &amp; 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> <p>If student scores (listed below) on the pre-assessment: Growth must equal (listed below) at minimum to meet goal at end of year.</p> <p>Far Below Basic (0-23.9): 20 percentage points            Below Basic (24.9-48.9):16 percentage points            Basic (49-68.9): 12 percentage points            Meets (69-83.9): 8 percentage points            Exceeds (84-100): 2 percentage point</p>	Pre-Assessment and EOC4.

## Action Steps

### SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	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 with rubric outlining expectations	3 - Effective Instruction	9/5/16	10/7/16	Math Leader, RAC
2	1	If funds become available (\$10,080)...Define counting by units and multiples of units and making numbers of combinations of units	3 - Effective Instruction	9/12/16	10/3/16	Math Leader, Math Team
3	3	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 PLCs	6 - Enabling the Effective Use of Data	9/12/16	10/12/16	Math Leader, Math Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	3	If funds become available (\$32,264)...Use of iReady to continue to build cohesiveness in all instruction that supports students's understanding of relationships between quantities and their representations	6 - Enabling the Effective Use of Data	9/12/16	10/3/16	Math Leader, Math Team
5	1	Support teachers in creating a Quantities Wall, Symbolic Representation Charts, Table Center & Graphing Center, as well as Measuring Centers	3 - Effective Instruction	9/6/16	10/31/16	Math Leader, RAC
6	2	Consistent weekly Walkthroughs to look for block implementation	1 - School Leadership	9/19/16	9/12/16	Math Leader, Administration
7	2	Train teachers on CAR process and framework	3 - Effective Instruction	9/6/16	10/3/16	Math Leader, FEA
8	3	Monthly data meetings to engage teachers in using data to guide instruction while looking at topics that are causing the most difficulty for students on iReady	5 - Effective Staffing Practices	10/3/16	1/2/17	Math Leader, Math Team
9	1	If funds become available (\$5000)...Interventions will be provided for students who are not meeting grade level expectations and enrichment will be provided for students who are meeting grade level expectations	3 - Effective Instruction	10/3/16	1/2/17	Math Leader, Math Team
10	3	If funds become available (\$49,938)...Monthly or quarterly meetings to engage parents in Math-related activities (i.e. PARCC, Assessments, Arts Integration, Careers in Math...)	8 - Family and Community Engagement	9/1/16	6/30/17	Math Leader, Math Team, Parent Liaison

## Budget Items

### SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	School year extended day program prep and planning (Literacy and Math)- teachers @ \$36/hour without children not to exceed \$3240; FICA = \$248. Total not to exceed = \$3488.	INSTRUCTION - Personnel Services - Salaries / 100-100	\$3,488.00	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
9	Math Interventions including cross curricular arts connections. For example Math and arts integration, Science+STEAM, Assemblies etc.	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$5,000.00	State/Local
10	School year extended day program supplies	INSTRUCTION - Supplies & Materials / 100-600	\$853.00	Federal Title I
1	Math Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$88,965.00	Other Federal
2	Math Leader PD (20 hours @ \$36/hour)	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$720.00	State/Local
2	Professional Development Teachers	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$10,080.00	State/Local
4	Teacher stipends for staff involvement for middle school network for development of instructional units utilizing CAR process	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$32,264.00	State/Local
10	Intervention and Enrichment Activities School Year Extended Day Program (Literacy and Math) - Teachers @ \$42 per hour w/children not to exceed \$40,320; FICA = \$3,084. Total	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$49,398.00	State/Local
1	Math Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$17,282.00	Other Federal

## SMART Goal 3

By June 2017 the school's 2016-2017 annual average student chronic absenteeism rate will be improved by a target rate of at least 4 %, as compared to the 2015-2016 annual rate for student chronic absenteeism.

**Performance Challenge:** Disciplinary Data: 49 students suspended, 37 % 6th graders, 51% 7th graders, 12% 8th grade. 45% of students suspended were female, 55% were male. 84% of the students are classified as Black, 16% Hispanic were suspended. 47% of the students were have a special education classification. 12% of the students had English language barrier. In this building, 25% of the students are special education, and 47% of them have been suspended. Varying chronic absenteeism from the feeder schools (P.J.Hill 28.44%, Robeson 7.00% and others unknown), could have an adverse effect on our current reduction of chronically absent students. Disciplinary challenges may be presented as students adjust to our brand of expectations and accountability. Staff members' responses to undesirable student behavior requires additional training, coaching, administrative feedback and support.

**Strategy 1:** The implementation of a climate and culture plan that focuses on the creation of various school teams (attendance, climate & culture and parent academy).

Consistent school-wide professional development to build teachers' capacity to respond to classroom infractions will be offered on a regular and ongoing basis.

Turnaround Principal: 3 - Effective Instruction

**Strategy 2:** The creation of an emotional environment that focuses on positive reinforcement, teaching and learning, and healthy social/emotional skill development.

The creation and implementation of our branding and marketing.

Turnaround Principal: 3 - Effective Instruction

**Target Population:** Self contained classrooms  
Whole school

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of MP-I, we will meet or improve the chronic absenteeism as compared to the end of MP-I of last year by at least 4 %.	PowerSchool Ed Connect Data Meetings School based and other District reports
EOC 2	By the end of MP-II, the administered fall climate and culture survey will demonstrate a growth in the collective average score of at least 2 points in the areas of Student Relationships and Student Emotional Environment as compared to the Fall, 2015 survey.	PowerSchool Ed Connect Data Meetings School based and other District reports
EOC 3	By the end of MP-III, we will meet or improve the chronic absenteeism rate as compared to the end of MP-III of last year by at least 4 %.	PowerSchool Ed Connect Data Meetings School based and other District reports
EOC 4	By June 2017 the school's 2016-2017 annual average student chronic absenteeism rate will be improved by a target rate of at least 4 %, as compared to the 2015-2016 annual rate for student chronic absenteeism.	PowerSchool Ed Connect Data Meetings School based and other District reports

## Action Steps

### SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
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Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	The creation and implementation of HWMS' Climate and Culture Plan to address establishing and maintaining positive student relationships to be practiced among all staff members.	2 - School Climate and Culture	9/8/16	6/22/17	School Administrators & Climate and Culture Leader
2	1	HWMS will create focus groups. Students who near the 10 % border line of being out of school will meet with the attendance team and develop a correction action plan to address attendance concerns.	2 - School Climate and Culture	9/8/16	6/22/17	Attendance Team Members
3	1	Teachers are reminded daily by administration and attendance secretary about taking daily attendance on time.	2 - School Climate and Culture	9/8/16	6/22/17	Administration, Climate & Culture Leader, Counselors, Attendance Secretary
4	2	The implementation of HWMS Parent Academy. Parents will learn strategies that will assist them to motivate his/her child to attend school on a regular basis. Parents will receive support and gain knowledge to help better educate our students during the 21st century.	8 - Family and Community Engagement	9/8/16	6/22/17	Parent Liaison, Climate and Culture Leader
5	2	HWMS families will be kept abreast of events and current happenings through a quarterly "Tiger News" bulletin.	2 - School Climate and Culture	9/8/16	6/22/17	Climate & Culture Leader, Parent Liaisons, Counselors and Administration.
6	3	The HWMS attendance team will use the approved Trenton Board of Education 8-Step attendance plan to address chronic absenteeism (letters, phone calls, home visitation, school level mediation with parents/students, Central Administration mediation meetings with parents/students, attendance agreement contracts with students and court). Opportunities for credit and and seat time "recovery" will be designed.	2 - School Climate and Culture	9/8/16	6/22/17	Attendance Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
7	3	Students who are chronically absent from school will receive the HWMS "We miss you post cards"	2 - School Climate and Culture	10/15/16	6/22/17	Attendance Team
8	3	HWMS staff and administration will continue to publicly acknowledge students who have perfect attendance on a monthly basis.	2 - School Climate and Culture	9/8/16	6/22/17	Positive Behavior Supports In School Team (PBSIS).
9	2	If funds become available (\$25,000)...Schedule trips that will reinforce the positive expectations of the students' behavior at Hedgepeth/Williams Middle School. Trips will include, but not be limited to: Frogbridge, NJ State Museum and Adventure Aquarium.	2 - School Climate and Culture	9/8/16	6/22/17	Climate and Culture Leader, Positive Behavior Supports Team.
10	2	Provide special events at the school to motivate the students in a positive manner. The events will include programs such as dances, movies, speakers, and competition days.	2 - School Climate and Culture	9/8/16	6/22/17	Climate and culture leader and PBSIS
11	2	If funds become available (\$10,000)...Schedule professional development for staff in the areas of PBSIS, Campaign Connect, pro-social interventions, and integrating the arts into the education of all students at the school.	2 - School Climate and Culture	9/8/16	6/22/17	Administration, climate and culture leader, and art teacher
12	2	If funds become available (\$5000)...Purchase items for PBSIS reward and recognition programs for students and staff. These items will be housed in the school store.	2 - School Climate and Culture	9/8/16	6/22/17	PBSIS Team



## Budget Items

### SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Climate and Culture Leader PD (20 hours @ \$36/hour)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$720.00	Other Federal
6	(>March 15, 2017) After school credit and/or attendance "recovery program (5 teachers @ \$42/hour with student contact. Not to exceed 20 hours each teacher or \$840=\$4200)	INSTRUCTION - Personnel Services - Salaries / 100-100	\$4,200.00	Federal Title I
10	Special School based events (assemblies, guest artists, student workshops...)	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$20,000.00	State/Local
12	Incentives for Students	INSTRUCTION - Supplies & Materials / 100-600	\$5,000.00	State/Local
6	Climate & Culture Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$56,954.00	Other Federal
11	Professional Development Institute on School Climate and Culture.	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$10,000.00	State/Local
1	Culture and Climate Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000.00	Other Federal
10	Fall Meet and Greet event for new students and families. (Incentives, branded items...will be distributed).	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,000.00	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	Spring End-of-Year Celebration (Attendance, Academic Performance, Improvement, Content Achievement)	SUPPORT SERVICES - Other Purchased Services / 200-500	\$3,000.00	State/Local
9	Motivational (incentive) Trips	SUPPORT SERVICES - Travel / 200-580	\$25,000.00	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
4	<p>Parent Academy Training (Trainer)20 hours at \$36 an hour</p> <p>The Parent Academy for Student Success (PASS): Toolkits for Critical Academic Communications between Home and School PASS #1 Student Learning with the Common Core State Standards (CCSS) Contents (Modules):</p> <ol style="list-style-type: none"> <li>1. What Makes the Parent Academy for Student Success (PASS) Different From Other Partnership Activities?</li> <li>2. Description Mission Justification Goals</li> <li>3. Benefits: How PASS Contributes to Student Success</li> <li>4. Planning Suggestions</li> <li>5. Timelines, Targets, and Tools</li> <li>6. Key Points for Superintendents to Welcome Parents &amp; Families</li> <li>7. Key Points for Members of the Board of Education to Welcome Parents &amp; Families</li> <li>8. Key Points for Principals to Welcome Parents &amp; Families</li> <li>9. Key Points for Teachers to Welcome Parents and Families</li> <li>10. General Session Agenda</li> <li>11. Buzz Words: A Shared Language to Support Student Success</li> <li>12. Overview: Common Core State Standards for Parents and Families</li> <li>13. Myths and Facts: Common Core State Standards for Parents and Families</li> <li>14. Resources: Common Core State Standards for Parents and Families</li> <li>15. How Students Learn Using the Common Core State Standards</li> <li>16. Homework Inspiration and Other Support Strategies</li> </ol>	SUPPORT SERVICES - Other Objects / 200-800	\$2,262.00	Other Federal

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
	17. PowerPoint: Student Learning with the Common Core State Standards (CCSS)			

## 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		

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< SMART Goal 4 - Action Steps: NO DATA >

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< SMART Goal 4 - Budget Items: NO DATA >

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