

Joyce Kilmer

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210235

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: NJASK/ PARCC Data reflects the following: For the years 2012-21%,2013- 25%, 2014-28% and 2015-16% of students were. The mean SGP data for 2012-43%, 2013- 47%, 2014-28% and 2015-56%. iReady Data, Informational text demonstrates the following: 6th-100%, 7th-77% and 8th-100% below level. On EUA 1& 2-22.1%, 24.4%-6th/22.65-34.7% grade 7th/32.9%-52% 8th. The data for the end of Unit and standardized assessments shows that students are failing to meet and exceed grade level expectations. On the SGP indicators reflect high growth.

Strategy 1: Implementation of a Balanced Literacy Framework, Accountable Talk, response strategies, and strategies to support improvement in student proficiency in reading and writing of Informational Text. http://www.isbe.net/common_core/pdf/ela-teach-strat-read-text-6-12.pdf

Turnaround Principal: 1 - School Leadership

Strategy 2: Creating a viable Curriculum and refining the PLC Process through the implementation of the Corrective Action Road Map (CAR)..Administration will allocate and adapt instructional support based on data from their administrative walk through.

Turnaround Principal: 1 - School Leadership

Strategy 3: Implementation of iReady: Instructional decisions will be based on multiple forms of data, teacher collaborative sessions, targeted interventions, lessons will include planning for and re-teaching, leaders will model and support focused classroom instruction, diagnostic, formative and summative assessment data will be reviewed by students and teachers to inform curriculum decisions.

Turnaround Principal: 1 - School Leadership

Target Population: All students Grades 6-8

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence												
EOC 1	<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> <table> <tr> <td>Performance level on Pretest:</td> <td>Growth on Post:</td> </tr> <tr> <td>Far Below Basic (0%-23.9%)</td> <td>6 percentage points</td> </tr> <tr> <td>Below Basic (24.9%-48.9%)</td> <td>4 percentage points</td> </tr> <tr> <td>Basic (40%-68.9%)</td> <td>3 percentage points</td> </tr> <tr> <td>Meets (69%-83.9%)</td> <td>2 percentage points</td> </tr> <tr> <td>Exceeds (84%-100%)</td> <td>Maintains or 1 percentage point</td> </tr> </table>	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
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 Cycle	Interim Goal	Sources of Evidence
EOC 2	<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> <p>Far Below Basic (0%-23.9%) 12 percentage points</p> <p>Below Basic (24.9%-48.9%) 8 percentage points</p> <p>Basic (40%-68.9%) 6 percentage points</p> <p>Meets (69%-83.9%) 4 percentage points</p> <p>Exceeds (84%-100%) Maintains or 2 percentage point</p>	<p>End of Unit 2 District Common Assessment compared to Pre-Test assessment</p>
EOC 3	<p>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.</p> <p>OR</p> <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> <p>Far Below Basic (0%-23.9%) 18 percentage points</p> <p>Below Basic (24.9%-48.9%) 12 percentage points</p> <p>Basic (40%-68.9%) 9 percentage points</p> <p>Meets (69%-83.9%) 6 percentage points</p> <p>Exceeds (84%-100%) Maintains or 3 percentage point</p> <p>OR</p> <p>iReady growth TBD</p>	<p>Road to Success</p> <p>OR</p> <p>End of Unit 3 District Common Assessment compared to Pre-Test assessment</p> <p>OR</p> <p>iReady growth TBD</p> <p>(options are being provided due to uncertainty regarding PARCC assessment and QSR. Final determination will be determined in September 2016)</p>

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> <p>Far Below Basic (0%-23.9%) 25 percentage points</p> <p>Below Basic (24.9%-48.9%) 20 percentage points</p> <p>Basic (40%-68.9%) 15 percentage points</p> <p>Meets (69%-83.9%) 8 percentage points</p> <p>Exceeds (84%-100%) Maintains or 4 percentage point</p>	Pre-Test data compared to Post-Test/ District Common Assessment

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Development of a PLC team and PD taskforce team to monitor curriculum expectations, identify timelines for implementation, turnkey sessions, coach modelling, classroom visitations and book study sessions and supports	3 - Effective Instruction	9/17/16	6/16/17	M. Baird
2	2	Administration will conduct weekly walk-throughs to provide weekly feedback on (Danielson Framework Component 2c: Management of instructional groups, Management of transitions, Management of instructional materials and supplies classroom routines) and provide feedback on expectations and distribution of the literacy block domains 2 and 4 in their written feedback. If funds become available. \$2000	3 - Effective Instruction	9/6/16	6/6/17	Principal/Vice Principal/MBaird

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	3	Continued utilization of the Win-Win PBS program (6-8) and S.T.A.R.S program (7), and K.I.K.S program (6 grade), student council (grade 8)	2 - School Climate and Culture	9/9/16	6/9/17	L. Royster Climate and Culture leader
4	2	Parental Engagement: ten activities per year for ELA,	8 - Family and Community Engagement	9/8/16	6/20/17	Kilmer Leadership Team
5	2	Collaborate with NJEA Priority School Initiative partners to implement A Balanced Literacy Program in grades 6-8 to support teachers with the planning and execution of a Balanced Literacy Block in all classrooms at JKMS to improve student proficiency levels in reading and writing in grades 6-8. Collaborating and planning with teachers across disciplines, involving stronger cross content engagement with staff, students, parents, and community members. Continuing planning and developing strategies to support the distribution of the ELA Block and differentiating classroom instruction targeted at meeting the needs of the tires of learners in all 6-8 grade classrooms at JKMS.using interdisciplinary project displays to showcase student learning outcomes.	3 - Effective Instruction	9/8/16	6/2/17	Principal/Vice Principal M. Baird
6	2	Provide professional development and support on the consistent implementation of the District Balanced Literacy Framework.	3 - Effective Instruction	9/8/16	6/13/17	Principal/Vice Principal M. Baird
7	1	ELA Leader salary and benefits \$280,521.91/ 3 Leaders	1 - School Leadership	9/1/16	6/30/17	Kilmer Leadership Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
8	2	<p>Implement CAR (Connected Action Roadmap) unit lesson planning process, one which uses the Backwards Design Concept:</p> <ol style="list-style-type: none"> 1. Unpacking and Grouping Standards together to establish Instructional Units with attainable SLOs. 2. Developing Summative and Format Assessments that assess the predetermined CCS being taught per Unit. 3. Design/Identify Instructional Strategies, Activities, Materials, Groupings, Differentiated Instruction that will ensure attainment of these CCS. <p>By utilizing the steps above staff will learn how to develop quality Instructional Units that are designed to ensure success for a diverse group of learners.</p> <p>Through the use of the Connected Action Roadmap process staff will receive the necessary skills needed to develop comprehensive Instructional Units, aligned to the CCS and designed to meet the instructional needs of all learners.</p> <p>Objectives: Based on 2015-2016 NJ Model Curriculum Unit Assessment results, there will be an increase in the percentage of students scoring proficient in 2016-2017. If funds become available \$30,000</p>	3 - Effective Instruction	9/1/16	6/20/17	ELA Leader

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	Replacement technology - Laptops, ipads	FACILITIES - Instructional Equipment / 400-731	\$15,000.00	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
6	Instructional supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$9,000.00	State/Local
1	ELA Leader salary \$280,521.91/ 3 Leaders	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$95,515.00	Federal Title I
1	ELA Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200- 200	\$10,000.00	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/Post District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.

Performance level on Pretest:	Growth on Post:
Far Below Basic (0%-23%)-	28 percentage points
Below Basic (24%-48%)-	20 percentage points
Basic (49%-68%)-	12 percentage points
Meets (69%-83%)-	8 percentage points
Exceeds (84%-100%)-	Maintains or less than/equal to 2 percentage points

Performance Challenge: NJASK/PARCC data reflects the following mean SGP for the past three years: 45 (2012-2013), 37 (2013-2014) and 48 (2014-2015). Percent proficient on NJASK/PARCC reflects: 28% in 2012, 26% in 2013, 22% in 2014 and 10% in 2015.

Approximately 90% of students lack fluency in Number Sense and Operations, Algebra and Algebraic Thinking, Measurement and Data and Geometry according to iReady data.

Teachers struggle with teaching grade level content.

Strategy 1: Inquiry into mathematical activities that support CPA (concrete, pictorial then abstract) and Math Talks as learning strategies including counting and combination progressions to support comfort with numbers/fluency in a cohesive manner that supports the Common Core Math Framework.

Turnaround Principal: 4 - Curriculum, Assessment and Intervention System

Strategy 2: Vertical and horizontal Professional Learning Communities (PLC's) will occur weekly utilizing the Connected Action Roadmap (CAR) framework. Walk-through feedback will support teachers implementation of content and focus strategies.

Turnaround Principal: 2 - School Climate and Culture

Strategy 3: iReady (intervention program) to continue to build cohesiveness in all instruction that supports students' understanding of relationships between quantities and their representations.

Turnaround Principal: 5 - Effective Staffing Practices

Target Population: all students 6th-8th grades

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>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/Post District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.</p> <p>Performance level on Pretest: Growth on Post:</p> <p>Far Below Basic (0%-23%) 7 percentage points</p> <p>Below Basic (24%-48%) 5 percentage points</p> <p>Basic (49%-68%) 3 percentage points</p> <p>Meets (69%-83%) 2 percentage points</p> <p>Exceeds (84%-100%) Maintains or .5 percentage point</p>	End of Unit 1 District Common Assessment compared to Pre-Test assessment

End of Cycle	Interim Goal	Sources of Evidence
EOC 2	<p>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/Post District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.</p> <p>Performance level on Pretest: Growth on Post: Far</p> <p>Below Basic (0%-23%) 14 percentage points</p> <p>Below Basic (24%-48%) 10 percentage points</p> <p>Basic (49%-68%) 6 percentage points</p> <p>Meets (69%-83%) 4 percentage points</p> <p>Exceeds (84%-100%) Maintains or 1 percentage point</p>	<p>End of Unit 2 District Common Assessment compared to Pre-Test assessment</p>
EOC 3	<p>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.</p> <p>OR</p> <p>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/Post District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.</p> <p>Performance level on Pretest: Growth on Post: Far Below</p> <p>Basic (0%-23%) 21 percentage points</p> <p>Below Basic (24%-48%) 15 percentage points</p> <p>Basic (49%-68%) 9 percentage points</p> <p>Meets (69%-83%) 6 percentage points</p> <p>Exceeds (84%-100%) Maintains or 1.5 percentage point</p> <p>OR</p> <p>iReady growth TBD</p>	<p>Road to Success</p> <p>OR</p> <p>End of Unit 3 District Common Assessment compared to Pre-Test assessment</p> <p>OR</p> <p>iReady growth TBD</p> <p>(options are being provided due to uncertainty regarding PARCC assessment and QSR. Final determination will be determined in September 2016)</p>

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 Type 1, 2, & 3 questions on the standards associated with Relationships between Quantities to these same standards on the final/Post District Common Assessment according to the tiered growth chart below via the implementation of a balanced math framework.</p> <table border="0"> <tr> <td>Performance level on Pretest:</td> <td>Growth on Post:</td> </tr> <tr> <td>Far Below Basic (0%-23%)-</td> <td>28 percentage points</td> </tr> <tr> <td>Below Basic (24%-48%)-</td> <td>20 percentage points</td> </tr> <tr> <td>Basic (49%-68%)-</td> <td>12 percentage points</td> </tr> <tr> <td>Meets (69%-83%)-</td> <td>8 percentage points</td> </tr> <tr> <td>Exceeds (84%-100%)-</td> <td>Maintains or less than/equal to 2 percentage points</td> </tr> </table>	Performance level on Pretest:	Growth on Post:	Far Below Basic (0%-23%)-	28 percentage points	Below Basic (24%-48%)-	20 percentage points	Basic (49%-68%)-	12 percentage points	Meets (69%-83%)-	8 percentage points	Exceeds (84%-100%)-	Maintains or less than/equal to 2 percentage points	Pre-Test data compared to Post-Test/ District Common Assessment
Performance level on Pretest:	Growth on Post:													
Far Below Basic (0%-23%)-	28 percentage points													
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Basic (49%-68%)-	12 percentage points													
Meets (69%-83%)-	8 percentage points													
Exceeds (84%-100%)-	Maintains or less than/equal to 2 percentage points													

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.	3 - Effective Instruction	9/1/16	11/24/16	Math Leader and RAC Math Specialist
2	1	Support teachers in creating a Quantities Wall, Symbolic Representation Charts, Table Center & Graphing Center, as well as Measuring Centers.	3 - Effective Instruction	9/1/16	10/14/16	Math Leader and RAC Math Specialist
3	1	Implement number fluency strategies daily to decrease the achievement gap via Math Talks, counting and combination strategies.	3 - Effective Instruction	9/20/16	6/1/17	null

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	2	Analyze weekly walkthrough data to provide feedback to teachers as well as plan PLC topics and professional development.	6 - Enabling the Effective Use of Data	9/27/16	4/28/17	null
5	2	Conduct weekly PLC's using the Connected Action Roadmap framework	4 - Curriculum, Assesment and Intervention System	9/14/16	6/1/17	null
6	3	Implement online iReady intervention program consistently to close the academic gap and differentiate instruction	3 - Effective Instruction	9/20/16	5/26/17	null
7	1	Practice observing and providing feedback during each section of the Balanced Math Block by Leadership in the building.	1 - School Leadership	9/20/16	4/7/17	Math Leader and Building Administration
8	2	Parental Engagement: ten activities per year for Math.	8 - Family and Community Engagement	9/6/16	6/20/17	Kilmer Leadership Team
9	2	Practice observing and providing feedback during counting and combinations sessions of the Balanced Math Block by Leadership in the building.	1 - School Leadership	9/20/16	12/20/16	Math Leader and Building Administration
10	3	During PLC's, 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.	4 - Curriculum, Assesment and Intervention System	11/9/16	3/31/17	Math Leader and Teachers
11	3	Support teachers with implementing iReady in classrooms. Students should meet their lesson requirement set by their teacher.	4 - Curriculum, Assesment and Intervention System	10/4/16	6/16/17	Math Leader and Teachers
12	1	Math Leader salary and benefits \$280,521.91/ 3 Leaders	1 - School Leadership	9/1/16	6/30/17	Kilmer Leadersip Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	1	<p>Implement CAR (Connected Action Roadmap) unit lesson planning process, one which uses the Backwards Design Concept:</p> <ol style="list-style-type: none"> 1. Unpacking and Grouping Standards together to establish Instructional Units with attainable SLOs. 2. Developing Summative and Format Assessments that assess the predetermined CCS being taught per Unit. 3. Design/Identify Instructional Strategies, Activities, Materials, Groupings, Differentiated Instruction that will ensure attainment of these CCS. <p>By utilizing the steps above staff will learn how to develop quality Instructional Units that are designed to ensure success for a diverse group of learners.</p> <p>Through the use of the Connected Action Roadmap process staff will receive the necessary skills needed to develop comprehensive Instructional Units, aligned to the CCS and designed to meet the instructional needs of all learners.</p> <p>Objectives: Based on 2015-2016 NJ Model Curriculum Unit Assessment results, there will be an increase in the percentage of students scoring proficient in 2016-2017. \$30,000 if funds become available</p>	3 - Effective Instruction	9/1/16	6/20/17	Math Leader

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Replacement technology - laptops, and ipads	FACILITIES - Instructional Equipment / 400-731	\$15,000.00	State/Local

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
3	Instructional supplies and materials	INSTRUCTION - Supplies & Materials / 100-600	\$9,000.00	State/Local
5	Math Leader salary \$280,521.91/ 3 Leaders	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$94,015.00	Other Federal
5	Math Leader benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200- 200	\$10,000.00	Other Federal
6	incentives and awards for iReady completion and progress	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,000.00	State/Local

SMART Goal 3

By June 2017, the school practices will reflect a stronger student to school connection by decreasing chronic absenteeism by 6% through the implementation of the climate and culture plan that focuses on improving relationships, social-emotional development and teaching and learning.

Performance Challenge: Chronic absenteeism rate over three years has shown

25%, 25%, 10% 31

Joyce Kilmer (2012) 25%

Joyce Kilmer (2013) 25%

Joyce Kilmer (2014) 10%

Joyce Kilmer (2015) 31%

In school office student referrals data (ISS recent 3 months)

February 2016 (291)

March 2016 (244)

April 2016 (250+)

Climate and Culture Survey Student Data (Fall 2015)

Teaching and Learning- 64.2%

Emotional environment- 53.5%

Student/ Relationships- 41.0%

Strategy 1:

Develop a task force to address chronic absenteeism by utilizing the school's attendance team and developing a school discipline advisory committee to monitor, provide professional development and other supports to reduce the number of disciplinary referrals that lead to loss of seat time and suspensions

Turnaround Principal:

1 - School Leadership

Strategy 2: Develop a stakeholder team which consists of staff, students, parents, and community members through the Campaign Connect program from the Center of Supportive Schools to address the areas of effective student to student and adult relationships as measured by relationship domain of the climate and culture surveys

Turnaround Principal: 1 - School Leadership

Strategy 3: Utilize the advisory periods to focus on improving relationships, social-emotional development and teaching and learning through use of Social Decision Making/Social Problem Solving middle school curriculum.

Turnaround Principal: 1 - School Leadership

Target Population: all teachers
Grades 6-8

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By November 30th, 2016, administration of the fall climate and culture survey that will demonstrate a growth in the collective average score of at least 5 points in the areas of Relationships, Emotional Environment, and Teaching and Learning as compared to the spring 2016 survey.	Climate and Culture Surveys- Fall 2016 administration results
EOC 2	By February 1st 2017, there will be a decrease of at least 3% in chronic absenteeism as compared to the same time frame in 2016.	Disciplinary and Chronic Absenteeism reports via PowerSchool
EOC 3	By March 30th, 2017 administration of spring climate and culture survey will demonstrate a growth in the collective average score of at least 10 points in the areas of Relationships, Emotional Environment, and Teaching and Learning as compared to the same time in the previous school year.	Climate and Culture Survey- Spring 2017 administration results

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	By June 2017, the school practices will reflect a stronger student to school connection by decreasing chronic absenteeism by 6% through the implementation of the climate and culture plan that focuses on improving relationships, social-emotional development and teaching and learning.	Disciplinary and Chronic Absenteeism reports via PowerSchool

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Development of attendance team and disciplinary taskforce team to monitor attendance and discipline and provide professional development and supports	2 - School Climate and Culture	9/1/16	6/1/17	Leyone Royster and Vice Principal, ISS Teacher

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	1	Administration will conduct monthly walk-throughs to provide monthly feedback on (Danielson Framework Component 2c: Management of instructional groups, Management of transitions, Management of materials and supplies Performance of classroom routines) and feedback on disciplinary referrals highlighting domains 2 and 4 in their written feedback.	2 - School Climate and Culture	9/1/16	6/1/17	Principal, Vice Principal, Climate and Culture Leader, Guidance Counselors, Parent Liason, ELA Leader, and Math Leader, Truancy Officer, ISS Teacher, Attendance Team, Discipline Team
3	1	Continued utilization of the Win-Win PBS program (6-8) and S.T.A.R.S program (7), and K.I.K.S program (6 grade), student council (grade 8)	2 - School Climate and Culture	9/1/16	6/1/17	Win-Win PBIS, K.I.K.S, S.T.A.R. S Leyone Royster and Partners

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	2	Implement Campaign Connect program to execute a viable Climate and Culture School wide program that involves stronger engagement with staff, students, parents, and community members. Develop a stakeholder team to initiate and engage in continuous school improvement strategies using the six-step cycle of Campaign Connect Complete application process through Sustainable NJ for 4,000 grant.	2 - School Climate and Culture	6/10/16	6/1/17	Center for Supportive Schools, Leyone Royster, Stakeholder teams (school administrator, teachers, students, parents, community members)
5	2	Create a strategic plan for reducing discipline referrals	2 - School Climate and Culture	9/1/16	12/15/16	Leyone Royster and Stakeholder team members
6	2	Meet bimonthly with the established stakeholder team and engage with climate and culture survey results to focus on developing an effective school improvement protocol leading to certification as a result of campaign connect six step cycle.	2 - School Climate and Culture	9/1/16	6/1/17	Stakeholder team members, Leyone Royster, Center for Supportive Schools
7	3	Participate in professional learning on advisory and mentoring through partnership with TCNJ	2 - School Climate and Culture	6/13/16	6/1/17	Kilmer Staff and TCNJ
8	3	Identify time of advisory period based on school-wide master schedule to ensure execution and continuity of advisory periods for 2016-2017	7 - Effective Use of Time	6/30/16	6/30/17	Interim principal, principal, scheduling committee

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
9	3	Develop an advisory team to design and initiate curricular lessons in social-emotional development, relationships, and teaching and learning using the middle school Social Decision Making for Emotional and Academic Success curriculum materials	4 - Curriculum, Assessment and Intervention System	8/31/16	6/1/17	Principal, advisory team and Leyone Royster
10	3	Implement Before and after school programming beginning January 2017 for intervention and retention remediation.	2 - School Climate and Culture	1/3/17	6/15/17	Kilmer Leadership Team
11	3	Parental Engagement ten activities per year for Climate and Culture activities- Parenting Skills College and Career Readiness.	8 - Family and Community Engagement	9/13/16	6/13/17	Kilmer Leadership Team
12	1	C&C Leader salary and benefits \$280,521.91/ 3 Leaders	1 - School Leadership	9/1/16	6/30/17	Kilmer Leadership Team
13	2	Implement a Student Advisory period one hour per week for Social Emotional Learning. This will decrease the number of discipline referrals.	2 - School Climate and Culture	9/6/16	6/20/17	Kilmer Leadership Team

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
5	C&C Leader salary and benefits \$280,521.91/ 3 Leaders	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$64,895.00	Other Federal
4	C&C Leader benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000.00	Other Federal

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	Stipend for Parent Liaison	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$660.00	Other Federal
4	Climate and Culture Campaign Connect Program	SUPPORT SERVICES - Other Purchased Services / 200-500	\$4,500.00	State/Local
6	Parent involvement	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,118.00	Other Federal
3	Win-Win PBS-Cougar Store/S.T.A.R.S Program	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,690.00	State/Local
7	Parent involvement	SUPPORT SERVICES - Other Objects / 200-800	\$1,118.00	Other Federal

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 >
