

2016-2017

## Robeson

District: Trenton City

County: Mercer

Region: 4

Classification: Focus

Reason: Lowest Subgroup Performance: Special Ed, LEP

CDS: 215210080

## SMART Goal 1

By June 2017, Robeson Elementary School will implement the Balanced Literacy Block in accordance with the instructional framework with fidelity in all classrooms which will result in a 10 percentage point increase in the percentage of student reading at/above grade level targets in grades 1-5 according to data set in October 2016.

**Performance Challenge:** As per winter DRA2 data, An average of 51 percent of the students in grades K-5 are reading below grade level expectations.

**Strategy 1:** Develop, implement and monitor tiered instruction (guided reading/small group instruction) and targeted interventions (Tier 2 & 3) to increase student reading proficiency.

Turnaround Principal: 4 - Curriculum, Assessment and Intervention System

**Strategy 2:** Engage teachers in collaborative standards based lesson planning and the analysis of student work and assessment data.

Turnaround Principal: 7 - Effective Use of Time

**Strategy 3:** Develop, implement, and monitor teacher practice in close reading and writing in response to text strategies in ELA, Science, and Social Studies Classrooms

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	By October 2016, 100% of students will have been base-lined to determine their DRA level and goals set for individual growth for the school year. 80% of ELA classrooms will be implementing Guided Reading during the block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0.	Fall 2016 DRA2 scores, Administrator's Walk through Data
EOC 2	By January 2017, 90% of ELA classrooms will be implementing Guided Reading during the block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0. 65% of students will reach their interim DRA level set in October 2016	Administrator's Walk through Data, Winter 2017 DRA2
EOC 3	By March 2017, 95 % of ELA classrooms will be implementing Guided Reading during the block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0. 80 % of students in grades K-2 receiving Tier 3 intervention will meet their individual intervention goals.	Administrator's Walk through Data; Student Intervention Cycle Data
EOC 4	By June 2017, Robeson Elementary School will implement the Balanced Literacy Block in accordance with the instructional framework with fidelity in all classrooms which will result in a 10 percentage point increase in the percentage of student reading at/above grade level targets in grades 1-5 according to data set in October 2016.	Spring 2017 DRA2

## Action Steps

### SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Create roll out plan for teachers ( schedule) with benchmarks for implementation of literacy block components based on grade specific look fors.	1 - School Leadership	6/20/16	8/31/16	Principal, Literacy Leader, RAC4 Literacy Specialist & STC

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	1	Survey teachers on professional development needs on Guided Reading and Intervention Strategies to develop SB professional development plan.	6 - Enabling the Effective Use of Data	6/20/16	6/30/16	Literacy Leader & Technology Teacher
3	1	Provide professional development in the area of guided reading, Daily 5, and intervention strategies by the Literacy Leader based on staff needs as identified by informal and formal observations/walkthroughs.	3 - Effective Instruction	9/1/16	5/31/17	Literacy Leader, RAC4 Specialists, FEA Consultants
5	1	Complete a miscue analysis of DRA to identify skills and strategies needed child scoring below grade level expectations.	4 - Curriculum, Assesment and Intervention System	10/4/16	10/31/16	Literacy Leader
6	1	Create targeted guided reading plans using anecdotal notes to adjust and deliver effective instruction in guided reading sessions.	3 - Effective Instruction	10/4/16	6/30/17	Classroom Teacher
7	1	Administration will review guided reading plans and teacher data binders as part of lesson plan/instructional monitoring.	1 - School Leadership	10/4/16	6/30/17	Principal
8	1	Meet with GR/small groups for tiered instruction at least 3 times a week as measured by DRA and formative assessments.	3 - Effective Instruction	10/4/16	5/31/17	Classroom Teacher
9	1	Use data to effectively monitor student progress of Tier 2 and 3 students in PLCs. ( every 4-6 weeks cycle)	6 - Enabling the Effective Use of Data	11/1/16	5/31/17	Classroom Teacher, Literacy Leader, SLT Team
10	1	Conduct weekly walkthroughs focused on the work period of the Literacy Block- Guided Reading and Daily 5.	5 - Effective Staffing Practices	9/20/16	5/31/17	Principal
11	1	Provide Tier 3 students with additional intervention using research based programs/strategies. ( ie Lexia, Super Star, and other technology based programs)	3 - Effective Instruction	10/11/16	5/31/17	Literacy Leader
12	1	DRA implementation plan that includes training as needed, DRA assessment spot checks, and grade level review of assessment results.	4 - Curriculum, Assesment and Intervention System	6/21/16	7/15/16	Literacy Leader , Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	1	Celebrate students and families for reading achievement each quarter-awards presentations, school announcements, parent letters, etc.	8 - Family and Community Engagement	10/4/16	5/31/17	Awards and Celebrations Committee
14	2	Dedicate 1-2 PLC period per month during the school day unpack curriculum units and analyze student work/data.	1 - School Leadership	7/1/16	7/29/16	Principal
15	2	Review and unpack upcoming units to identify reading foundational skills and strategies that students need to achieve mastery for lesson planning in designated PLCs.	3 - Effective Instruction	7/15/16	4/28/17	Teachers, RAC4 Specialist, Literacy Leader
16	2	Create a PLC schedule that allows for grade level/ content specific staff to work collaboratively unpacking units and analyzing student work/data.	1 - School Leadership	7/1/16	7/29/16	Principal
17	2	Analyze and use formative assessment data- (DRA, running records, student writing samples, benchmark data, teacher created CFAs PARCC, ACCESS ) during PLCs to identify academic trends and create instructional plans to meet students's needs.	6 - Enabling the Effective Use of Data	9/13/16	5/31/17	Teachers, Principal, Literacy Leader
18	2	Provide staff training on effective PLCs and data analysis protocols ( Stipends/Registration & Travel/Consultant Fee)	1 - School Leadership	7/1/16	1/31/17	Principal & External Consultants
19	2	Create an academic calendar of PLC activities for the month/year inclusive of faculty meeting and designated professional days.	1 - School Leadership	7/1/16	8/31/16	Principal. Literacy Leader, & RAC 4 Specialist
20	2	Provide additional time outside the school day for teachers to engage on professional collaboration and data analysis ( After school and /or summer work) If funds become available.	1 - School Leadership	7/1/16	6/30/17	Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
21	3	Conduct book studies for ELA and Sci/SS teachers on Close Reading, Writing and nonfiction strategies. Suggestions: o Text Dependent Questions (ELA) o Great Habits, Great Readers o Reading Nonfiction: Notice and Note (Sci/SS)	3 - Effective Instruction	10/4/16	4/28/17	Principal & Literacy Leader
22	3	Coaching cycle goals focused on close reading, writing, and balanced literacy block and Daily 5 implementation based on staff needs.	3 - Effective Instruction	10/4/16	5/31/17	Principal, Literacy Leader, RAC4 Specialist
23	3	Provide each student with a with a reader's response journal to record writing responses and monitor implementation of writing strategies.	3 - Effective Instruction	8/31/16	9/7/16	Principal
24	3	Provide professional development in the areas of close reading and writing across the curriculum based on observation and walkthrough data.	3 - Effective Instruction	10/4/16	5/31/17	Principal, Literacy Leader, External consultants
25	3	Conduct walkthroughs focused on the implementation of close reading strategies and writing and provide feedback to teachers on practice.	5 - Effective Staffing Practices	10/18/16	5/31/17	Principal, Literacy Leader, RAC4 Specialist

## Budget Items

### SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Literacy Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$95,815.00	Other Federal

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$17,263.00	Other Federal

## SMART Goal 2

By June 2017, students in grades 3-5 will increase an average of 5-10 points within the Numbers and Operations in Base Ten (NBT) Standards as compared to the 2016 PARCC. The average percentage points increase among subgroups (SPED and ELL) will be no less than 10%.

**Performance Challenge:** According to 2015 PARCC data 3-5, an average of 62% of students score below proficient on items focused on Number and Operations Standards

An average of 5 percent of students in grades 4-5 scored proficient on EAU #2.

**Strategy 1:** Implementation of Number Talks that follows a cycle of professional development which consists of walkthroughs, feedback and targeted support to improve instruction as related to Number Sense

Turnaround Principal: 2 - School Climate and Culture

**Strategy 2:** Utilize PLC meetings to analyze of student work to inform teacher planning and instruction for all students within the class through the use of the Standards Based Tasks and Assessments

Turnaround Principal: 5 - Effective Staffing Practices

**Strategy 3:** Development of teacher practice on ensuring the Common Core State Standards are taught and learned through professional development followed by a consistent process of walkthroughs, feedback and targeted support

Turnaround Principal: 2 - School Climate and Culture

**Target Population:** All Students

## Interim Goals

### SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	<p>80% of classrooms, inclusive of subgroups (Special Education and ELL) will be implementing Number Talks with fidelity 3 - 5 times per week as evidenced through lesson plans and Leadership Walkthroughs.</p> <p>The percentage of students in grades (K-5) proficient on a district common assessment as related to Number and Operations in Base Ten Standards will meet or exceed that of the district average.</p> <p>The percentage of ELL/ SPED students scoring proficient will be an average of 10 percentage points higher than ELL/SPED students district wide.</p>	<p>District Common Assessments Administrative Walkthrough Data</p>
EOC 2	<p>The percentage of students in grades (K-5) proficient on a district common assessment as related to Number and Operations in Base Ten Standards will meet or exceed that of the district average.</p> <p>The percentage of ELL/ SPED students scoring proficient will be an average of 10 percentage points higher than ELL/SPED students district wide.</p>	<p>District Common Assessments Administrative Walkthrough Data</p>



End of Cycle	Interim Goal	Sources of Evidence
EOC 3	<p>85% of classrooms, inclusive of subgroups (Special Education and ELL) will be implementing Number Talks with fidelity 3- 5 times per week as evidenced through lesson plans and Leadership Walkthroughs.</p> <p>The percentage of students in grades (K-5) proficient on a district common assessment as related to Number and Operations in Base Ten Standards will meet or exceed that of the district average.</p> <p>The percentage of ELL/ SPED students scoring proficient will be an average of 10 percentage points higher than ELL/SPED students district wide.</p>	District Common Assessments Administrative Walkthrough Data
EOC 4	<p>By June 2017, students in grades 3-5 will increase an average of 5-10 points within the Numbers and Operations in Base Ten (NBT) Standards as compared to the 2016 PARCC. The average percentage points increase among subgroups (SPED and ELL) will be no less than 10%.</p>	2017PARCC Math Data

## Action Steps

### SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	School Leadership Team surveys and analyzes teachers data regarding the implementation of Number Talks to plan professional development activities	1 - School Leadership	9/1/16	9/30/16	SLT PD Committee
2	1	RAC Specialist and Principal Administration assess to determine which teachers are implementing Number Talks in their classrooms 3-5 times per week via lesson planning and walkthroughs	1 - School Leadership	10/3/16	11/4/16	Principal, VP, RAC4 Math Specialist, STEM Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	1	District supervisor, STEM leader, and/or RAC math specialist coach teachers individually and by grade level on the implementation and planning of lessons	3 - Effective Instruction	9/1/16	12/16/16	Principal, VP, RAC4 Math Specialist, STEM Leader
4	1	Principal ensures lesson plans reflect that Number Talks are planned for with strategy and problem 3-5 days a week	1 - School Leadership	10/4/16	5/31/17	Principal, VP
5	1	Administration, STEM leader, STEM supervisor and RAC math specialist monitor implementation of Number Talks through classroom visits and provide feedback to teachers	3 - Effective Instruction	10/4/16	5/31/17	Principal, VP, RAC4 Math Specialist, STEM Leader
6	1	Provide opportunities for teachers and administration to participate in professional development focused on the successful implementation of Number Talks amongst colleagues in PLCs, teacher sharing and collaboration, fishbowls, inter/intra school visitation, etc.	1 - School Leadership	7/19/16	5/31/17	Principal
7	2	Establish PLC norms and develop schedule to review student work on a monthly basis	7 - Effective Use of Time	7/12/16	7/29/16	Principal
8	2	Use student work from assessments including Type I, II, and III questions to determine when re-teaching needs to take place	6 - Enabling the Effective Use of Data	10/4/16	5/31/17	Teachers
9	2	Develop lesson plans following district curriculum that include small group instruction and Number Talk focus on a daily basis and monitor the daily implementation via classroom walkthroughs.	4 - Curriculum, Assesment and Intervention System	9/20/16	10/31/16	Teachers
10	2	Develop enrichment and intervention activities based on student needs using assessment data from common formative assessments ( touchpoints)	3 - Effective Instruction	10/4/16	5/31/17	Teachers
11	2	Develop a system for the daily implementation of technology (Reflex Math, Prodidy Math, etc) during math centers/work period	3 - Effective Instruction	10/4/16	10/31/16	Teachers
12	2	Set intervention targets through the use of iReady assessment results	6 - Enabling the Effective Use of Data	9/13/16	10/31/16	Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	3	Develop a calendar of when professional development can be provided for the school year aligned with the units of instruction	5 - Effective Staffing Practices	7/1/16	8/24/16	Principal
14	3	STEM supervisor / STEM Leader / RAC math specialist provide training to teachers aligned to skills for the unit within 2 weeks prior to start of the new unit	4 - Curriculum, Assessment and Intervention System	8/23/16	4/28/17	Principal, VP, RAC4 Math Specialist, STEM Leader
15	3	Analysis of data (touchpoints, benchmarks, walkthroughs) from various assessments given throughout the unit to determine where additional support and training is needed	6 - Enabling the Effective Use of Data	10/4/16	4/28/17	Principal, VP, RAC4 Math Specialist, STEM Leader
16	3	Classroom walkthroughs by Administration, STEM supervisor, STEM Leader, and/or RAC math specialist to ensure content is being appropriately taught	5 - Effective Staffing Practices	10/4/16	5/31/17	Principal, VP, RAC4 Math Specialist, STEM Leader
17	2	Survey teachers on professional development needs on incorporating and utilizing technology for instruction and data analysis	1 - School Leadership	9/6/16	9/20/16	Principal, STEM Leader
18	3	Provide release time for school based math leads to provide coaching and professional development to staff	7 - Effective Use of Time	10/4/16	5/31/17	Principal

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**< SMART Goal 2 - Budget Items: NO DATA >**

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## SMART Goal 3

By June 2017, the percentage of chronically absent students in grades Kindergarten and grade 1 will decrease to 40 percent or less of the overall school rate, for which there will be an improvement of 10% as compared to the 2016 end of the year CA data.

**Performance Challenge:** Chronic Absenteeism Rate to date- 8.82 %  
58 % of the chronically absent students are in grades K and 1.

**Strategy 1:** Monitoring of student attendance data by the School Attendance Team using the TPS Attendance Protocols

Turnaround Principal: 3 - Effective Instruction

**Strategy 2:** Recognize students, staff and parents for good attendance improvement in attendance.

Turnaround Principal: 3 - Effective Instruction

**Target Population:** Chronically Absent Students

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	The percentage of CA students in grades K & 1 will be no more than 40 percent of the school's chronic absenteeism, which will improve by 2% as compared to the same time last year.	10 % or Chronically Absent Attendance List- Power School
EOC 2	The percentage of CA students in grades K & 1 will be no more than 40 percent of the school's chronic absenteeism, which will improve by 4% as compared to the same time last year.	10 % or Chronically Absent Attendance List- Power School

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	The percentage of CA students in grades K & 1 will be no more than 40 percent of the school's chronic absenteeism, which will improve by 5% as compared to the same time last year.	10 % or Chronically Absent Attendance List- Power School
EOC 4	By June 2017, the percentage of chronically absent students in grades Kindergarten and grade 1 will decrease to 40 percent or less of the overall school rate, for which there will be an improvement of 10% as compared to the 2016 end of the year CA data.	10 % or Chronically Absent Attendance List- Power School

## Action Steps

### SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Review attendance procedures in Culture and Climate plan and make revisions, if necessary based on new TPS attendance guidelines.	1 - School Leadership	8/1/16	8/31/16	Principal
2	1	Share TPS attendance guidelines with the staff	2 - School Climate and Culture	9/1/16	9/30/16	School Attendance Team, Principal
3	1	Maintain school based attendance team that meet 2x a week to discuss attendance data, issues and trends	6 - Enabling the Effective Use of Data	9/1/16	9/30/16	Principal
4	1	Monitor student attendance monthly and develop action plans for identified students- ( specifically K & 1)	2 - School Climate and Culture	10/3/16	5/31/17	School Attendance Team, Principal
5	3	Create school wide procedures for following up on students who are absent - such as directions for reporting the absence to school; explaining the importance of attending school, etc Home visits, when necessary	2 - School Climate and Culture	9/1/16	9/30/16	School Attendance Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	1	Develop tiered system for identified students whose are at risk of being on the CA list	2 - School Climate and Culture	9/1/16	9/30/16	School Attendance Team
7	3	Share attendance expectations with parents during school events- back to school events, school orientations, parent/student handbook on monthly calendar and school website.	8 - Family and Community Engagement	8/30/16	9/30/16	Principal , Teachers
8	2	Hold school wide celebrations for perfect attendance- Parade, individual and class awards as well as end of the year parent recognition ceremony	2 - School Climate and Culture	10/4/16	6/15/17	Culture and Climate Committee

## Budget Items

### SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
7	Stipend for Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$660.00	Other Federal
7	Parent Engagaement Efforts	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,649.00	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		

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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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## Other Title 1 Expenditures

Resource / Description	Start Date	End Date	Assigned To	Funding Category / Object Code	Funding Requested	Funding Resource
Summer Intervention for Grade K-2	7/6/16	7/28/16	District Leadership	INSTRUCTION - Personnel Services - Salaries / 100-100	\$14,808.00	Other Federal