

2016-2017

## Gregory

District: Trenton City

County: Mercer

Region: 4

Classification: Priority

Reason: Lowest-Performing

CDS: 215210210

## SMART Goal 1

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

**Performance Challenge:** According to the Winter 2016 DRA administration 37% of Gregory students were on/above grade level. 63% were below grade level.

**Strategy 1:** Use PLC periods 1 time a month to engage teachers in planning and adjusting instruction by breaking down standards, designing learning, and looking at student work  
Turnaround Principal: 5 - Effective Staffing Practices

**Strategy 2:** Develop, implement, and monitor targeted Guided Reading/Leveled Small groups according to student instructional levels as measured by DRA and formative assessments meeting with each group a minimum of 3x per week  
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 all ELA, Science, and Social Studies Classrooms  
Turnaround Principal: 4 - Curriculum, Assessment and Intervention System

**Target Population:** Teachers  
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. 70% of ELA classrooms will be implementing Guided Reading during the block with fidelity according to Leadership Walkthroughs based on the Instructional Framework 2.0.	DRA Scores, Walkthrough Data, Student/Teacher DRA Goal Tracking Sheets
EOC 2	By January 2017, 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. 65% of students will reach their interim DRA level set in October 2016	DRA Scores, Walkthrough Data, Student/Teacher DRA Goal Tracking Sheets
EOC 3	By March 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. 80% of students in grades K-2 receiving Tier 3 intervention will meet their individual intervention goals.	DRA Scores, Walkthrough Data, Student/Teacher DRA Goal Tracking Sheets
EOC 4	By June 2017, Gregory Elementary School will implement the Balanced Literacy Block in accordance with the instructional framework with fidelity in most classrooms which will result in a 10% increase in the percentage of students reading at/above grade level targets in grades 1-5 according to data set in October 2016.	DRA Scores, Walkthrough Data, Student/Teacher DRA Goal Tracking Sheets

## Action Steps

### SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Develop a staff survey with a menu of options to determine the needs for professional development in ELA instruction (content/strategies)	7 - Effective Use of Time	9/1/16	10/31/16	Literacy Coach

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
2	2	Extended day and in-school intervention program for at risk students (2 or more years behind) if funds become available.	4 - Curriculum, Assessment and Intervention System	10/1/16	6/30/17	Principal
3	2	Use of Lexia and Journeys for tier 2 intervention	4 - Curriculum, Assessment and Intervention System	9/1/16	6/30/17	Literacy Coach
4	1	Provide teachers with on-going PD on the analysis of Lexia data and Journey's intervention program	6 - Enabling the Effective Use of Data	10/1/16	6/30/17	Literacy Coach
5	2	Find children's books that align with the beginning of the year PBSIS setting expectations- rituals and routines to be used during the ELA read aloud to support the balanced literacy block and guided reading strategies	2 - School Climate and Culture	9/1/16	10/31/16	Literacy Coach
6	3	Develop a cohort of teachers to participate in a book study on guided reading and/or close reading strategies to turn-key information to whole staff	3 - Effective Instruction	11/1/16	12/30/16	Literacy Coach
7	2	Provide staff with professional development on Guided Reading- small group instruction and DRA reading goals for students	3 - Effective Instruction	11/1/16	12/30/16	Literacy Coach
8	1	Assess and monitor the school with classroom visits to determine what teachers are successfully implementing during Guided Reading/ Lexia in their classroom at least 3 times a week and provide teachers with feedback	4 - Curriculum, Assessment and Intervention System	10/1/16	6/30/17	Principal and Literacy Coach
9	1	Provide staff with professional development on running records data analysis.	3 - Effective Instruction	11/1/16	6/30/17	Literacy Coach
10	3	Utilize PLC time to review Close Reading strategies with staff and how to integrate those strategies in Science and Social Studies	3 - Effective Instruction	1/1/17	6/30/17	Literacy Coach
11	2	Continue our partnership with CCFA and the development of our annual Read to Achieve Event to support guided reading	8 - Family and Community Engagement	9/1/16	6/30/17	Principal and Literacy Coach
12	2	Provide teachers with support with district Literacy Expo	1 - School Leadership	1/1/17	6/30/17	Literacy Coach
13	1	Utilize a looking at student work protocol monthly to analyze the consistency of grading and ensure alignment to the CCSS	6 - Enabling the Effective Use of Data	11/1/16	6/30/17	Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
14	1	Create and implement common formative assessments for each grade level utilizing edconnect	4 - Curriculum, Assessment and Intervention System	11/1/16	6/30/17	Principal
15	1	Develop a calendar of when professional development can be provided for the school year aligned with the units of instructions	1 - School Leadership	9/1/16	10/1/16	Literacy Coach, Principal

## Budget Items

### SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Literacy Leader Position Cassandra Holcomb	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$100,039.00	Other Federal
2	Extended Day Intervention Program	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000.00	Other Federal

## SMART Goal 2

By June 2017, students in grades 3-5 will increase an average of 10% points on the Numbers and Operations in Base Ten (NBT) standards as compared to the 2016 PARCC.

**Performance Challenge:** 90% of all students in grades 3-5 scored below proficient on the (2014-2015) Math PARCC Assessment.

**Strategy 1:** Analysis 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 2:** 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: 4 - Curriculum, Assessment and Intervention System

**Strategy 3:** 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: 7 - Effective Use of Time

**Target Population:** Teachers  
Students

## Interim Goals

### SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
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End of Cycle	Interim Goal	Sources of Evidence
EOC 1	At least 55% of students in grades 1-2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards At least 20% of students in grades 3-5 will score proficient on the district common assessment standards as related to Number and Operations in Base Ten	District Common Assessment Data
EOC 2	At least 15% of students in grades K-2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards At least 25% of students in grades 3-5 will score proficient on the district common assessment standards as related to Number and Operations in Base Ten	District Common Assessment Data
EOC 3	At least 20% of students in grades K-2 will score proficient on a district common assessment as related to Number and Operations in Base Ten standards At least 30% of students in grades 3-5 will score proficient on the district common assessment standards as related to Number and Operations in Base Ten	District Common Assessment Data
EOC 4	By June 2017, students in grades 3-5 will increase an average of 10% points on the Numbers and Operations in Base Ten (NBT) standards as compared to the 2016 PARCC.	District Common Assessment Data; PARCC Data

## Action Steps

### SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Develop a staff survey with a menu of options to determine the needs for professional development in Math instruction (content/strategies)	3 - Effective Instruction	9/1/16	10/8/16	Math Leader
2	2	Extended day and in school intervention program for at risk students (2 or more years behind) if funds become available.	4 - Curriculum, Assessment and Intervention System	9/1/16	6/30/17	Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	3	Utilize a looking at student work protocol at least monthly to analyze the consistency of grading and ensure alignment to the CCSS	3 - Effective Instruction	11/1/16	6/30/17	Principal
4	1	Use information from looking at student work meetings to determine when re-teaching needs to take place and what it will look like	3 - Effective Instruction	11/1/16	6/30/17	Teachers, Principal
5	2	Use the Touchpoints and Open Constructed Response as a common formative assessments for each grade level	1 - School Leadership	9/1/16	6/30/17	Teachers, Math Leader
6	3	Use of I-Ready Lessons as a source for tier 2 intervention	4 - Curriculum, Assesment and Intervention System	9/1/16	6/30/17	Teachers, Math leader
7	1	Provide teachers with on-going PD on the use of I-Ready and analyzing its data to drive instruction	4 - Curriculum, Assesment and Intervention System	9/1/16	11/30/16	Math Leader
8	2	Develop a cohort of teachers to participate in a book study on building number sense in all grade levels to turn-key information to all staff	3 - Effective Instruction	10/1/16	6/30/16	Math Leader
10	1	Monthly Analysis of data (benchmarks, AND walkthroughs) will occur during grade level meetings to determine where additional support and training is needed	6 - Enabling the Effective Use of Data	11/1/16	6/30/16	Principal, Math Leader
11	2	Ensure that lesson plans reflect that Number Talks are planned for with strategy and problem 3-5 times a week.	3 - Effective Instruction	10/1/16	6/30/16	Principal, Vice Principal
12	3	Coach teachers individually or by grade level on the implementation and planning Number Talks	3 - Effective Instruction	10/1/16	6/30/16	Math Leader
13	1	Math department development of content specific PDs for each grade level major standards by unit to be shared with teachers	4 - Curriculum, Assesment and Intervention System	9/1/16	6/30/16	Math Leader
14	2	Using survey results, develop a calendar of professional development opportunities for the staff.	1 - School Leadership	10/9/16	10/15/16	Math Leader, Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
15	2	Assess and monitor the school with classroom visits 3 -5 times a week to determine what professional development needs are required to successfully implement Number Talks. Provide teachers with feedback.	3 - Effective Instruction	10/4/16	6/30/17	Principal, Math Leader
16	2	Continue and develop kinesthetic learning opportunities for math students throughout the year (including: Math Olympics, grade level math days, etc.).	8 - Family and Community Engagement	10/1/16	6/30/17	Math Leader, Teachers
17	1	Implement the professional development opportunities for staff that were gleaned from the survey data. The professional development will be provided throughout the school year and aligned with the units of instruction (included: touch points, and other check points)	3 - Effective Instruction	10/17/16	6/30/17	Principal, Math Leader, staff

## Budget Items

### SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
1	Math Leader Position	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$63,890.00	Other Federal
2	Extended Day Intervention Program	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$10,000.00	Other Federal



## SMART Goal 3

By June 20, 2017, there will be a 25% reduction in office disciplinary referrals as compared to June 20, 2016.

**Performance Challenge:** The average school-wide daily referral rate received by administration has increased from 20 per day to nearly 35 per day. There exists a need to increase consistency of all stakeholders to buy into a clearly identified social network in order to provide academic, social and emotional/behavioral support. There also exists the need for staff support in adhering to and being trained in the school's PBSIS guidelines for setting specific behaviors as well as the implementation of the 2nd Step Program. QSR data shows that the perception of social/emotional relationships is low in regards to student-student, teacher-student relationships as well as those among teachers.

**Strategy 1:** Full implementation of the PBSIS program that shall include: staff professional development, online book study, school-wide PBSIS assemblies, Kick Off materials and stakeholder (student/staff/parent) incentives.

Turnaround Principal: 3 - Effective Instruction

**Strategy 2:** Include in the school calendar more activities that foster healthy relationships in order to unify students, staff, and families to increase the academic, social, and emotional welfare of all students.

Turnaround Principal: 3 - Effective Instruction

**Strategy 3:** Seek and retain an outside behavioral health agency that will work on-site with our Tier 3 students with chronic discipline concerns and support teachers.

Turnaround Principal: 7 - Effective Use of Time

**Target Population:** All Stakeholders

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	EOC 1 At the end of MP 1, 2016-17 school year, as compared to MP1, 2015-16 school year, there will be a decrease of 6% in office disciplinary referrals. Reductions in chronic absenteeism and suspensions will also be emphasized to keep students connected to school in a positive manner.	Student Discipline Monthly Referral Tracker Will Document Staff Member Originating A Referral, The Time, & Place of A Received Referral Student Monthly Absenteeism Tracker Will Document Students w/2 or more absences in a month Staff Monthly Absenteeism Tracker Will Document Staff w/2 or more absences in a month This data will be posted in our monthly parent newsletter and throughout the school
EOC 2	EOC 2 At the end of MP 2, 2016-17 school year, as compared to MP 2, 2015-16 school year, there will be a decrease of 12% in office disciplinary referrals. Reductions in chronic absenteeism and suspensions will also be emphasized to keep students connected to school in a positive manner.	Student Discipline Monthly Referral Tracker Will Document Staff Member Originating A Referral, The Time, & Place of A Received Referral Student Monthly Absenteeism Tracker Will Document Students w/2 or more absences in a month Staff Monthly Absenteeism Tracker Will Document Staff w/2 or more absences in a month This data will be posted in our monthly parent newsletter and throughout the school
EOC 3	EOC 3 At the end of MP 3, 2016-17 school year, as compared to MP 3, 2015-16 school year, there will be a decrease of 18% in office disciplinary referrals. Reductions in chronic absenteeism and suspensions will also be emphasized to keep students connected to school in a positive manner.	Student Discipline Monthly Referral Tracker Will Document Staff Member Originating A Referral, The Time, & Place of A Received Referral Student Monthly Absenteeism Tracker Will Document Students w/2 or more absences in a month Staff Monthly Absenteeism Tracker Will Document Staff w/2 or more absences in a month This data will be posted in our monthly parent newsletter and throughout the school

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	By June 20, 2017, there will be a 25% reduction in office disciplinary referrals as compared to June 20, 2016.	<p>Student Discipline Monthly Referral Tracker Will Document Staff Member Originating A Referral, The Time, &amp; Place of A Received Referral</p> <p>Student Monthly Absenteeism Tracker Will Document Students w/2 or more absences in a month</p> <p>Staff Monthly Absenteeism Tracker Will Document Staff w/2 or more absences in a month</p> <p>This data will be posted in our monthly parent newsletter and throughout the school</p>

## Action Steps

### SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Behavior support team (PBSIS) will convene monthly to update climate and culture plan, plan PD, and review/analyze data	6 - Enabling the Effective Use of Data	8/30/16	6/30/17	PBSIS Team
2	1	Recruit and train additional members on the PBSIS team to support analyzing data and school wide culture & climate initiatives	5 - Effective Staffing Practices	9/1/16	6/30/17	PBSIS Team
3	2	Develop a committee to manage, track, and analyze out of class referrals, suspensions, and student goal plans.	2 - School Climate and Culture	8/30/16	6/30/17	Principal/ Vice Principal
4	2	Create a system to manage, track, or analyze behaviors that adversely affect a safe and orderly learning environment.	6 - Enabling the Effective Use of Data	9/1/16	6/30/17	Principal/ Vice Principal
5	1	Provide monthly PD during grade level meetings, peer coaching and fishbowls for the implementation of the PBSIS plan and Second Steps. Implement a PBSIS Kick-off week during the first week of school to set school wide expectations.	2 - School Climate and Culture	9/1/16	6/30/17	PBSIS Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
6	2	Implement quarterly school-wide Booster Programs that support and reward positive behaviors (ie. School dances, movies, big-ticket item prizes, ice cream parties, field trips, assemblies, & etc.)	2 - School Climate and Culture	9/1/16	6/30/17	PBSIS Team
7	1	Implement tier 1 positive behavior recognition system (ie. prizes for Starbucks)	2 - School Climate and Culture	9/1/16	6/30/17	PBSIS Team, Principal
8	2	Create and implement a staff buddy system of (check in/Check out) for tier 2 behavior intervention	2 - School Climate and Culture	9/1/16	6/30/17	PBSIS Team, Principal
9	3	Create and implement a system of student goal planning for tier 3 intervention	6 - Enabling the Effective Use of Data	9/1/16	6/30/17	PBSIS Team, Principal
10	1	Train staff in Check in/ Check out system for tier 2 intervention and student goal planning for tier 3 intervention	2 - School Climate and Culture	9/1/16	6/30/17	PBSIS Team, Principal
11	3	Create, maintain, and seek partnerships with outside behavioral health agencies that could provide on-site services for chronic offenders of PBSIS guidelines (ie. Catholics Charities, Family Guidance Center, Perform Care, Mill Hill, Capital County Children's Collaborative, Mobile Response, CCFA and etc.)	2 - School Climate and Culture	9/1/16	6/30/17	Counselor
12	2	Recruit and develop a parent and teacher organization that meets at least quarterly	8 - Family and Community Engagement	9/1/16	6/30/17	Parent Liaison, Principal
13	2	Professional development on I&RS referral process and parent workshop to support the vision and mission of the school.	2 - School Climate and Culture	9/1/16	12/30/16	Counselor
14	2	Establish and utilize the social committee- Team Building Activities for staff (ice breakers, planning retreats, book studies, etc.).	2 - School Climate and Culture	9/1/16	6/30/17	PBSIS Team
15	1	Create a lunch program that encompasses a lunch buddy program, lunch detentions, and activities for early finishers (ie. Board games, video games, books, recess etc.)	2 - School Climate and Culture	9/1/16	6/30/17	Principal, Vice Principal
16	1	Provide staff (including all stakeholders) on de-escalation strategies and interpersonal relationships	2 - School Climate and Culture	9/1/16	6/30/17	Principal, Counselor

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
17	1	Monitor the implementation of PBSIS strategies within the classrooms	1 - School Leadership	9/1/16	6/30/17	Principal, Vice Principal
18	3	Post Monthly the chronic absenteeism data as defined in strategy 3 for both student and staff.	6 - Enabling the Effective Use of Data	10/3/16	6/30/17	Culture & Climate Team 2

## Budget Items

### SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
12	Stipend for Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$660.00	Other Federal
1	Professional Development & Record Keeping of CC Data	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$5,000.00	State/Local
12	Establish PTA/PTO	SUPPORT SERVICES - Supplies & Materials / 200-600	\$3,505.00	Other Federal
7	Positive Behavior Recognition Program	SUPPORT SERVICES - Supplies & Materials / 200-600	\$2,000.00	State/Local
11	Behavioral Health Agency Partnerships	SUPPORT SERVICES - Supplies & Materials / 200-600	\$26,000.00	State/Local

## 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 Program for Grade K-2	7/6/16	7/28/16	District Summer Intervention Leadership	INSTRUCTION - Personnel Services - Salaries / 100-100	\$14,808.00	Other Federal