STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

Regional
ACHIEVEMENT CENTERS

Collaboration
Coaching
Coherence

2016-2017

Columbus

District:	Trenton City	Classification:	Priority
County:	Mercer	Reason:	Lowest-Performing
Region:	4	CDS:	215210170

SMART Goal 1

By June 2017, 70% of students in grades K-5 will meet their performance group growth target as measured by a comparison of their initial, interim, and final scores on common assessments that integrate anchor standards 2,3, and/or 9.

Performance Challenge: According to the 2014-2015 PARCC Evidence Analysis Statements, students in grades 3-5 answered 26% (an estimated average) of the items focused on anchor standards 2,3, and 9 (using literature and/or informational texts) correctly.

Strategy 1: Provide ongoing professional development on RTI strategies, close reading, and writing from source.

Turnaround Principal: 6 - Enabling the Effective Use of Data

Strategy 2: Use PLC/grade level meetings (1-2 times per month) to engage teachers in planning and adjusting instruction by analyzing standards, designing learning targets/objectives, looking at student work, and analyzing data by using the CAR framework.

Turnaround Principal: 5 - Effective Staffing Practices

Strategy 3: Implement a cycle to support teaching anchor standards by using close reading and writing from source and implementing RTI strategies.

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Target Population: K-5

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	100% of the students will receive base-line scores as measured by their performance on the first common assessment in order to determine growth targets for the 2016 - 2017 school year. - If students performed far below basic standards on the initial assessment their expected growth for the year is 30 percentage points. - If students performed below basic on the initial assessment their expected growth for the year is 22.5 percentage points. - If students were basic on the initial assessment their expected growth for the year is 15 percentage points. - If students met standards on the initial assessment their expected growth for the year is 7.5 percentage points. - If students exceeded standards on the initial assessment, their expected growth for the year is 1.5 percentage point.	Common Formative Assessments and/or End of Unit Assessments
EOC 2	50% of students in grades 2-5 will meet or exceed their individual growth target on the second common formative assessment. - If students performed far below basic standards on the initial assessment their expected growth is 10 percentage points. - If students performed below basic on the initial assessment their expected growth is 7.5 percentage points. - If students were basic on the initial assessment their expected growth is 5 percentage points. - If students met standards on the initial assessment their expected growth is 2.5 percentage points. - If students exceeded standards on the initial assessment, their expected growth is .5 percentage point.	Common Formative Assessments and/or End of Unit Assessments

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	60% of students in grades K-5 will meet or exceed their individual growth target on the third common formative assessment. - If students performed far below basic standards on the initial assessment their expected growth is 20 percentage points. - If students performed below basic on the initial assessment their expected growth is 15 percentage points. - If students were basic on the initial assessment their expected growth is 10 percentage points. - If students met standards on the initial assessment their expected growth is 5 percentage points. - If students exceeded standards on the initial assessment, their expected growth is 1 percentage point.	Common Formative Assessments and/or End of Unit Assessments
EOC 4	By June 2017, 70% of students in grades K-5 will meet their performance group growth target as measured by a comparison of their initial, interim, and final scores on common assessments that integrate anchor standards 2,3, and/or 9.	Common Formative Assessments and/or End of Unit Assessments

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Survey teachers on professional development needs based on teaching the anchor standards through close reading and writing from source as well as implementing RTI strategies	6 - Enabling the Effective Use of Data	9/20/16	10/7/16	Leadership Team
2	1	Monitor implementation of teaching anchor standards through classroom visits and provide feedback	3 - Effective Instruction	9/15/16	6/16/17	Principal and Literacy Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	1	Conduct a book study on close reading using Text-Dependent Questions, Grades K-5: Pathways to Close and Critical Reading by Douglas B. Fisher	3 - Effective Instruction	10/18/16	3/31/17	Literacy Leader
4	1	Use edConnect to track student performance on common assessments using standards based reports of anchor standards 2, 3, and 9	6 - Enabling the Effective Use of Data	10/4/16	6/16/17	Teachers and Leadership Team
6	1	Provide tiered professional development and develop a monitoring system for the effective implementation of Achieve 3000 as an instructional resource	5 - Effective Staffing Practices	10/17/16	2/24/17	Literacy Leader and Leadership Team
6	1	Provide professional development on integrating the Leveled Literacy Intervention systems within the intervention and enrichment period	5 - Effective Staffing Practices	10/3/16	6/2/17	Literacy Leader and Leadership Team
7	2	Effective implementation of CAR process during weekly PLC's establishing norms and protocols for reviewing and analyzing student work	4 - Curriculum, Assesment and Intervention System	9/13/16	6/16/17	Teachers and Literacy Leader
8	2	Provide professional development for individual steps of the CAR process as necessary	5 - Effective Staffing Practices	10/4/16	6/2/17	Literacy Leader and Leadership Team
9	2	Triangulate data by looking for consistency among three data sources which include: CFA's, DRA's/Running Records, Achieve 3000/Smarty Ants, unit/lesson plans, disaggregation of PARCC assessment data	6 - Enabling the Effective Use of Data	11/14/16	6/23/17	Teachers, Literacy Leader, Leadership Team
10	3	Create a targeted walkthrough that is conducted weekly to identify trends on teaching of the anchor standards through close reading, and writing from source	3 - Effective Instruction	9/13/16	6/2/17	Literacy Leader and Leadership Team
11	3	Identify grade levels in need of instructional coaching for teaching anchor standards, close reading, and/or writing from source	3 - Effective Instruction	10/4/16	5/26/17	Literacy Leader
12	3	Analyze observation and walkthrough trends in coaching meetings in order to identify specific areas for professional development and support	6 - Enabling the Effective Use of Data	10/4/16	6/2/17	Literacy Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	2	Create a schedule and develop a protocol for quarterly review (at minimum) of data collected during the intervention period in order to progress monitor and group students accordingly	6 - Enabling the Effective Use of Data	10/31/16	6/16/17	Teachers and Leadership Team
14	1	Continue professional development on analyzing DRA results and running records for instructional decision-making	3 - Effective Instruction	9/12/16	5/26/17	Teacher, Literacy Leader, and Leadership Team
15	2	Combine the CIA PLC and the Data PLC to meet monthly in order to review and disaggregate data in order to monitor the progress of students in need of Tier 2 and/or 3 interventions	4 - Curriculum, Assesment and Intervention System	10/3/16	6/2/17	Leadership Team, Curriculum and Assessment PLC, Data PLC
16	1	Provide professional development for Wilson Language Programs which include: Fundations and the Wilson Reading System	4 - Curriculum, Assesment and Intervention System	9/1/16	6/16/17	Leadership Team, Curriculum and Assessment PLC

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
15	Literacy Leader Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$59,795.00	Other Federal

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
15	Literacy Leader Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	$10,000.00	Other Federal

SMART Goal 2

By June 2017, 50% of students in grades 1-5 will score proficient on the final District Common Assessment as related to Numbers & Operation in Base Ten standards.

Performance Challenge: According to 2014-2015 PARCC only 15.5% of the students in grades 3-5 met or exceeded expectation.

Strategy 1: Provide ongoing professional development and embedded coaching on i-Ready, close reading in math and the concrete-representational-abstract sequence of instruction.

Turnaround Principal: 6 - Enabling the Effective Use of Data

Strategy 2: During PLC/Grade Level - use CAR Framework to analyze students work, to inform teacher planning and instruction for all students.

Turnaround Principal: 7 - Effective Use of Time

Strategy 3: Ensure small group/guided math instruction with an ongoing system in place for progress monitoring.

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Target Population: K-5

Interim Goals
SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	20% of students in grades 1-5 will score proficient on a District Common Assessment as related to Number and Operations in Base Ten standards	EOC 1 /Common Assessment
EOC 2	30% of students in grades 1-5 will score proficient on a District Common Assessment as related to Number and Operations in Base Ten standards	EOC 2 /Common Assessment

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	40% of students in grades 1-5 will score proficient on a District Common Assessment as related to Number and Operations in Base Ten standards	EOC 3 /Common Assessment
EOC 4	By June 2017, 50% of students in grades 1-5 will score proficient on the final District Common Assessment as related to Numbers & Operation in Base Ten standards.	EOC 4 /Common Assessment

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Survey teachers on professional development needs based on teaching Numbers & Operations in Base Ten, close reading in math, RTI strategies and implementing the concrete-representational-abstract sequence for instruction.	6 - Enabling the Effective Use of Data	9/20/16	10/7/16	Leadership Team
2	3	Conduct weekly walk-throughs to identify target areas to be addressed in weekly PLC with respects to close reading in math, RTI strategies, and implementing the concrete - representational-abstract sequence for instruction.	3 - Effective Instruction	10/4/16	6/16/17	Math Leader/Principal
3	2	Use edConnect to track student performance on common assessments using standards based reports of Numbers & Operations in Base Ten	6 - Enabling the Effective Use of Data	10/18/16	6/20/17	Teacher/Leadership Team
4	1	Provide professional development for effective implementation of I-Ready diagnostic and instructional components. If funds become available.	5 - Effective Staffing Practices	9/6/16	2/24/17	Principal/Math Leader
5	1	Provide on-going support during the Intervention & Enrichment Period in integrating I-Ready Intervention Systems to identify students who are struggling and provide the interventions necessary to help them succeed.	4 - Curriculum, Assesment and Intervention System	9/20/16	6/2/17	Math Leader
6	2	Effective implementation of CAR process during weekly PLC's establishing norms and protocols for reviewing and analyzing student work.	4 - Curriculum, Assesment and Intervention System	9/27/16	6/2/17	Math Leader/Leadership Team

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
7	3	Identify teachers and grade levels for instructional coaching on teaching Numbers & Operations in Base Ten through number talk, guided math RTI strategies and the implementation of concrete-representational-abstract sequence for instruction.	3 - Effective Instruction	10/18/16	5/26/17	Math Leader/Leadership Team
8	2	Provide professional development for individual steps on the CAR process as necessary.	5 - Effective Staffing Practices	10/4/16	6/2/17	Math Leader/Leadership Team
9	2	Develop a protocol for quarterly review of data by looking for consistency among data sources: common assessments, I-Ready, and PARCC results.	6 - Enabling the Effective Use of Data	10/31/16	6/16/17	Leadership Team/Teachers
10	2	Use of Reflex Math as a supplemental resource to provide effective math fact fluency to enhance students automaticity in procedural fluency.	4 - Curriculum, Assesment and Intervention System	9/6/16	6/20/17	Math Leader/Teachers
11	3	Continued inclusion of Number Sense with the support of math leader to be build conceptual knowledge and deepen students understanding of mathematical concepts.	3 - Effective Instruction	10/4/16	6/20/17	Math Leader
12	1	Continue to provide professional development and individualize support in number talk based on walk-through trends.	3 - Effective Instruction	10/4/16	6/20/17	Math Leader
13	2	Utilize data to identify Tier 2 and Tier 3 students for additional intervention support.	6 - Enabling the Effective Use of Data	11/1/16	6/20/17	CIA/Data PLC/Leadership Team
14	1	Analyze observation and walkthrough trends in coaching meetings in order to identify specific areas for professional development and support.	6 - Enabling the Effective Use of Data	10/4/16	6/2/17	Math Leader

Budget Items

SMART Goal 2

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
17	Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$86,090.00	Other Federal
18	Benefits	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$8,312.00	Other Federal

SMART Goal 3

The student to school connection will become stronger by June 2017, as measured through a decrease in chronic absenteeism and the number of office conduct referrals by 5%.

Performance Challenge: According to the 2014-2015 NJ School Performance Report our chronic absenteeism rate was 22.4%; the District rate was 18.29%; According to the 2015 -2016 end of the year data our chronic absenteeism rate was 20.89 %the District's chronic absenteeism rate was 28.91%. Our year end referral rate for 2015-2016 school year was 11%.

Strategy 1: Provide comprehensive professional development for all stake holders in the effects of chronic absenteeism, Second Step, Bullying Program, and interventions.

Turnaround Principal: 2 - School Climate and Culture

Strategy 2: A focused comprehensive Culture and Climate PLC that supports and promotes the personal growth of students and staff.

Turnaround Principal: 3 - Effective Instruction

Target Population: K-5

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of EOC1/ Marking Period 1, 2016 our school will demonstrate progress toward our main goal, as measured by a 2% improvement in chronic absenteeism and office conduct referrals.	Power School, Ed Connect, C&C Survey, Attendance Committee Data, Second Step Lessons, Bullying Program Data.
EOC 2	By the end of EOC2/ Marking Period 2, 2017 our school will demonstrate progress toward our main goal, as measured by a 3% improvement in chronic absenteeism and office conduct referrals.	Power School, Ed Connect, C&C Survey, Attendance Committee Data, Second Step Lessons, Bullying Program Data.

End of Cycle	Interim Goal	Sources of Evidence
EOC 3	By the end of EOC3/ Marking Period 3, 2017 our school will demonstrate progress toward our main goal, as measured by a 4% improvement in chronic absenteeism and office conduct referrals.	Power School, Ed Connect, C&C Survey, Attendance Committee Data, Second Step Lessons, Bullying Program Data.
EOC 4	The student to school connection will become stronger by June 2017, as measured through a decrease in chronic absenteeism and the number of office conduct referrals by 5%.	Power School, Ed Connect, C&C Survey, Attendance Committee Data, Second Step Lessons, Bullying Program Data.

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Reconvene Culture and Climate PLC	2 - School Climate and Culture	9/1/16	9/9/16	Principal
2	1	Survey teachers on professional development needs based on Second Step, Bullying Program, Chronic Absenteeism, and Interventions.	3 - Effective Instruction	9/1/16	9/9/16	Principal
3	2	Revise and distribute Culture and Climate plan to all stakeholders	2 - School Climate and Culture	9/2/16	9/30/16	Culture and Climate PLC School Leadership
4	2	Administer the Climate Culture Survey	2 - School Climate and Culture	10/10/16	11/18/16	Culture and Climate PLC

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
5	2	Re-establish partnerships that provide student services.	8 - Family and Community Engagement	9/20/16	10/21/16	Principal, Culture and Climate PLC, Guidance Counselor, Attendance Committee
6	2	Continued "Branding" of the building takes place to foster a positive and inclusive atmosphere for learning that supports the school climate plan and focuses on positive recognition of model student behavior.	2 - School Climate and Culture	9/9/16	10/28/16	Principal / Teachers / All Staff
7	2	Teachers begin using the climate plan to shape the learning environmet in their classes, hallways, and common spaces. Traking of implementation is conducted by Culture and Climate PLC and follow-up reinforcement is provided as necessary.	2 - School Climate and Culture	9/16/16	6/23/17	Principal / Teachers / All Staff
8	2	Implement a successful framework, structure, and schedule for providing interventions (Second Step & Bullying Programs) aligned to identified school climate needs and for recognizing positive student outcomes related to school climate and culture.	2 - School Climate and Culture	9/16/16	6/23/17	Culture and Climate PLC, Principal, Teachers, All Staff, Guidance Counselor
9	2	Identify appropriate protocol and personnel for tracking, analyzing, and sharing school wide climate data.	6 - Enabling the Effective Use of Data	9/9/16	9/30/16	Culture and Climate PLC School Leadership

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
10	2	Use pertinent monthly school climate data to identify coaching and/or professional development and reflection needs for specific or all staff.	6 - Enabling the Effective Use of Data	9/9/16	6/23/17	Culture and Climate PLC School Leadership
11	1	Appropriate personnel provide regular support and coaching for selected teachers in identified ares of school climate/classroom management.	1 - School Leadership	9/30/16	4/28/17	Culture and Climate PLC School Leadership
12	3	Reconvene Attendance Intervention Committee that monitors and aggregates student attendance data	6 - Enabling the Effective Use of Data	9/9/16	6/23/17	Principal
13	3	Implement appropriate interventions to decrease chronic absenteeism.	2 - School Climate and Culture	9/30/16	5/31/17	Attendance Intervention Committee
14	3	Plan and implement 2 Parent Universities that decrease chronic absenteeism and increase literacy/math support at home.	8 - Family and Community Engagement	11/17/16	5/4/17	School Leadership, Paren Liaison
15	1	Provide ongoing professional development in current best practices in school climate and culture	3 - Effective Instruction	9/16/16	6/23/17	Culture and Climate PLC, Principal, Teachers, All Staff, Guidance Counselor

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
14	2 Parent UniversitÃ¿Â©s	SUPPORT SERVICES - Purchased Property Services / 200-400	$2,000.00	State/Local
14	Stipends for Parent Liaison	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$660.00	Other Federal
14	2 Parent Universities	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	$500.00	State/Local
5	Student Services	SUPPORT SERVICES - Purchased Professional & Technical Services / 200-300	$1,000.00	State/Local
14	2 Parent Universities	SUPPORT SERVICES - Supplies & Materials / 200-600	$1,625.00	Other Federal
13	Interventions for Chronic Absenteeism	SUPPORT SERVICES - Supplies & Materials / 200-600	$1,000.00	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		

< SMART Goal 4 - Action Steps: NO DATA >

< SMART Goal 4 - Budget Items: NO DATA >

Other Title 1 Expenditures

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