

2016-2017

Franklin - Trenton

District: Trenton City

County: Mercer

Region: 4

Classification: Focus

Reason: Lowest Subgroup Performance: LEP, Special Ed

CDS: 215210190

SMART Goal 1

By June 2017, 60% of students in Grades K-5, who did not score proficient on the first common assessment of the anchor standard, R.I.3, R.I.5, and R.I.,9, will score proficient on the final common assessment as related to RI 3, RI 5, and/or RI9.

Performance Challenge: 55% of students in grades 1-5 are performing below grade level, as evident by the DRA assessment.

Using Spring 2015 PARCC evidence table from released items, 5th grade students scored below district on every RI 5.3 and RI 5.5 questions.

Using Edconnect data, students in K-5 scored 27.9% proficient on district assessments.

Using Unit 1 Model Curriculum Data, 41.7% of students are proficient in skills tested on End of Unit Assessments.

Using Unit 2 Model Curriculum Data, 54.52% of K-5 students are proficient in skills tested on End Of Unit Assessments.

Strategy 1: Implement, continue, and monitor the development of reading and writing anchor standards RI 3, RI5, and RI9.

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Strategy 2: Develop, implement, and monitor guided reading/leveled small groups according to student instructional levels as measured by DRA (with a focus listed standards) and formative assessments.

Turnaround Principal: 4 - Curriculum, Assesment and Intervention System

Strategy 3: Use PLC periods 1-2 times 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

Target Population: LEP, SPED, and General Population

Interim Goals

SMART Goal 1

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	At least 75% of staff will effectively implement guided reading with a concentration on standards RI. 3, RI.5 RI. 9 in their classrooms during the literacy block. 100% of students in grades K-5 will take the 1st quarterly common assessment from edConnect as baseline data as related to anchor standards RI3, RI5, and/or RI9.	Administrative walkthrough data, common assessments.
EOC 2	At least 80% of staff will effectively implement guided reading in their classrooms during the literacy block. 20% of students, who did not score proficient on the first quarterly common assessment, will score proficient on the 2nd quarterly common assessment as related to anchor standards RI3, RI5, and/or RI9.	Administrative walkthrough data, common assessments.
EOC 3	At least 85% of staff will effectively implement guided reading in their classrooms during the literacy block. 20% of students, who did not score proficient on the 2nd quarterly common assessment, will score proficient on the 3rd quarterly common assessment as related to anchor standards RI3, RI5, and/or RI9.	Administrative walkthrough data, common assessments.
EOC 4	By June 2017, 60% of students in Grades K-5, who did not score proficient on the first common assessment of the anchor standard, R.I.3, R.I.5, and R.I.,9, will score proficient on the final common assessment as related to RI 3, RI 5, and/or RI9.	Common assessments.

Action Steps

SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Implementation of Balanced Literacy (150 minutes) daily using Reader's and Writer's Workshop and District Curriculum in K-5 classrooms (focus on guided reading)	3 - Effective Instruction	9/30/16	11/1/16	Principal/Literacy Leader/Teachers
2	1	Conduct formal and informal walkthroughs and observation related to guided reading to identify school trends and professional development needs. Walkthrough feedback is given through various methods including emails, notes, and post conference after observation.	1 - School Leadership	9/8/16	6/30/17	Principal/Literacy Leader
3	3	Utilize common planning time to analyze student data to plan instruction	6 - Enabling the Effective Use of Data	9/8/16	6/30/17	Principal/Literacy Leader/Teachers
4	2	All staff will have a guided reading binder with the following must have: anecdotal notes, student groupings, and running records.	7 - Effective Use of Time	9/8/16	11/4/16	Teachers
5	3	Teachers will have had or participated in 9 data events. The purpose is to merge all data to drive instruction at the classroom level.	6 - Enabling the Effective Use of Data	9/8/16	6/30/17	Principal/Literacy Leader/Teachers
6	3	All teaching staff will be trained on the effective use of data collection including but not limited to running records, anecdotal notes, checks for understanding, and teacher observations.	6 - Enabling the Effective Use of Data	9/8/16	10/28/16	Literacy Leader/Teachers
9	1	Principal monitors implementation of teaching standards through classroom visits and provide feedback to teachers	1 - School Leadership	9/8/16	6/30/17	Principal
10	1	All teachers will send home at least 2 communications to parents regarding instructional programs including but not limited to how parents can support topics from school at home, every day reading strategies, and real world use for reading.	8 - Family and Community Engagement	9/8/16	6/30/17	Teachers/Principal
11	1	All teaching staff will be trained on the use of EdConnect and the various tools Edconnect can provide including grouping reports, specific standard reports, and assessment material.	5 - Effective Staffing Practices	9/8/16	1/3/17	Principal/Literacy Leader/Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
12	3	Develop a system for integrating technology programs where necessary including but not limited to intervention programs at intervention time, differentiated based programs during the work period time in literacy block, etc. (If funds become available, 10,000.00 would be use to purchase technology materials such as Lexia; I READY).	4 - Curriculum, Assesment and Intervention System	9/8/16	6/30/17	Teachers
13	3	Principal will review data to make necessary recommendations to reach target of next end of cycle assessment.	1 - School Leadership	10/3/16	6/30/17	Principal/Literacy Leader/Teachers
14	1	Ongoing training of staff in district curriculum and/or framework including backwards lesson plan design of new assessments and framework. (If funds become available, 5,000.00 for teacher salary stipends for extended faculty meetings focused on PD).	3 - Effective Instruction	9/5/16	6/30/17	Principal/Literacy Leader/Teachers
15	1	Ongoing training of staff by administration and/or literacy leader on effective literacy best practices including strategies for anchor standards RI 3, RI5, and RI 9.	1 - School Leadership	9/1/16	6/30/17	Principal/Literacy Leader/Teachers
16	1	Unpacking of standards, curriculum, and discussion of potential student misconceptions and reading strategies needed for students to master content in the areas of informational text.	4 - Curriculum, Assesment and Intervention System	9/1/16	6/30/17	Principal/Literacy Leader/Teachers
17	1	Literacy leader and/or district supervisor/ RAC ELA coach teachers individually and by grade level on implementation and planning of lessons.	3 - Effective Instruction	9/1/16	6/30/17	Literacy Leader/State Stakeholders (Stephanie Crea, Stephanie Wassam, and Barbara Mammen)
18	2	Use of ACCESS for ELLs data to understand the English language proficiency of students identified as English learners	4 - Curriculum, Assesment and Intervention System	9/1/16	6/30/17	ESL/ELL teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
19	1	Create a survey for teachers to complete on what professional development needs they need on anchor standards, instructional framework, or data collection.	3 - Effective Instruction	9/1/16	10/1/16	Teacher/Literacy Leader

Budget Items

SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
15	Literacy Lead/Salary	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$72,290.00	Other Federal
15	Literacy Lead/Benefits	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$16,308.00	Other Federal

SMART Goal 2

By June 2017, 70% of students in grades K-5 will score proficient on the Numbers and Base Ten standards on the end common assessment.

Performance Challenge: At least 60% of students in grades K-5 are below grade level in Domain Numbers and Base Ten, as evident on the iReady diagnostic and instruction assessment.

Using 2015 Math PARCC data received from Math RAC coach, students in grades 3 scored 50% of NBT problems correct; students in grades 4 scored between 0-80% correct on NBT problems; and in grade 5, students scored 15-65% correct on NBT problems.

Using Edconnect data, students in K-5 scored 49.6% proficient on district assessments.

Using Unit 1 Model Curriculum Data, 45.8% of students are proficient in skills tested on End Of Unit Assessment.

Using Unit 2 Model Curriculum Data, 44.95% of students are proficient in skills tested on End of Unit Assessment.

Strategy 1: Implement and monitor more focused professional development aligned to district instructional framework, including guided math practice.
Turnaround Principal: 5 - Effective Staffing Practices

Strategy 2: Implementation and monitoring of Numbers Talks that follows a cycle of professional development which consists of walkthroughs, feedback and support to improve instruction as related to Number Sense.
Turnaround Principal: 4 - Curriculum, Assessment and Intervention System

Strategy 3: Analysis of student work to inform teacher planning and instruction for all students within the class through the use of Standard Based Tasks and Assessments.
Turnaround Principal: 5 - Effective Staffing Practices

Target Population: LEP, SPED, and General Population

Interim Goals

SMART Goal 2

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By the end of October, at least 45% of students in grades 1-5 will demonstrate proficiency in Numbers and Operations in Base Ten standards that were assessed on a common assessment. At least 75% of staff will effectively implement guided math in their classrooms during the math block.	School created Common Assessments, Administrative walkthroughs and observations to insure that the components of guided math are in progress. i.e. - math based technology, small group instruction, centers
EOC 2	By end of January, at least 55% of students in grades 1-5 will demonstrate proficiency in Numbers and Operation in Base Ten standards that were assessed on common assessment. At least 80% of staff will effectively implement guided math in their classrooms during the math block.	School created Common Assessments, Administrative walkthroughs and observations to insure that the components of guided math are in progress. i.e. - math based technology, small group instruction, centers
EOC 3	By the end of March, 65% of students in grades K-5 will demonstrate proficiency in Numbers and Operation in Base Ten standards that were assessed on a common assessment. At least 85% of staff will effectively implement guided math in their classrooms during the math block.	School created Common Assessments, Administrative walkthroughs and observations to insure that the components of guided math are in progress. i.e. - math based technology, small group instruction, centers
EOC 4	By June 2017, 70% of students in grades K-5 will score proficient on the Numbers and Base Ten standards on the end common assessment.	School created Common Assessment

Action Steps

SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Provide training on unpacking district framework and/or curriculum	3 - Effective Instruction	9/1/16	6/30/17	Literacy Leader/Teachers
2	1	Ongoing professional development by administration or teacher leader in effective numeracy best practices/strategies.	1 - School Leadership	9/1/16	6/30/17	Principal/Teacher Leader
3	3	All teaching staff will be trained on effective use of data collection	6 - Enabling the Effective Use of Data	9/1/16	10/31/16	Principal/teachers
4	3	Utilize common planning time to analyze data to plan and/or modify instruction at least on a monthly basis.	6 - Enabling the Effective Use of Data	9/1/16	6/30/17	Principal/teacher
5	3	Teachers will have to participate in 9 data events. The purpose is to merge all data to drive instruction at the classroom level.	6 - Enabling the Effective Use of Data	10/3/16	6/30/17	Principal/Teacher
6	1	Training on implementation of number talks in classroom	3 - Effective Instruction	9/1/16	12/30/16	Principal/Outside consultant (Math RAC Coach)
7	1	All teachers will have sent home at least 2 communications to parents regarding instruction ie: upcoming topics to be taught, ways parents can integrate topics from school at home, extra support that can be used outside of the classroom.	8 - Family and Community Engagement	9/5/16	6/30/17	Principal/teachers
8	1	Adapt or adopt a lesson plan checklist to provide feedback to teacher related to lesson design	1 - School Leadership	9/12/16	6/30/16	Principal/teachers
9	1	Provide professional development to all staff related to utilizing edConnect.	4 - Curriculum, Assesment and Intervention System	9/1/16	6/30/17	Principal
10	2	Principal asses the school to determine what teachers are successfully implementing number talks in their classrooms through the use of walkthroughs and/or observations and give support for teacher whom need assistance implementing Number Talks	1 - School Leadership	11/1/16	6/30/17	Principal/RAC Math Coach/STEM Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
11	2	Principal ensures lesson plans reflect that Number Talks are planned for at least 3-5 days a week	1 - School Leadership	10/4/16	6/30/17	Principal/Teachers
12	1	develop and monitor lesson plans following district framework that includes small group instruction on a daily basis including number talks and guided math instruction.	4 - Curriculum, Assesment and Intervention System	10/4/16	6/30/17	Teachers
13	2	Develop a system for implementation of Reflex Math during centers	3 - Effective Instruction	10/4/16	6/30/17	Teachers
14	3	Develop enrichment and interventions activities based on student needs including iready lessons	3 - Effective Instruction	10/25/16	6/30/17	Teachers
15	1	district Supervisor/RAC Math Coach, coach teachers individually and by grade level on the implementation and planning on lessons-If funds become available, 80,000.00 will be used to hire a Math Coach/Intervionist to support math initiatives.	3 - Effective Instruction	9/1/16	6/30/17	RAC Math Coach -Erin Johansen STEM leader- John Dunston
16	2	Monitoring of number talks in the classroom during walkthroughs, anchor charts, lesson planning and observations	1 - School Leadership	9/1/16	6/30/17	Principal

< SMART Goal 2 - Budget Items: NO DATA >

SMART Goal 3

By June 2017, the school will enhance its climate and culture through school-wide/classroom-wide positive behavior supports as evidenced by the decrease of office referral rates (no more than 15 per month)

Performance Challenge: Inconsistent implementation of classroom management systems/strategies based on data from office referrals. On average, the office receives 12-15 referrals monthly. Data collected supported that most referrals were submitted by staff members with unsolidified classroom management strategies.

Strategy 1: Develop unified school climate plan to establish coherent systems and expectations for classroom management and student behavior and ensure that the plan is thoroughly communicated.

Turnaround Principal: 5 - Effective Staffing Practices

Strategy 2: Regularly track and analyze pertinent climate data (ex: referral/suspension/attendance) and assess current school systems to adjust ineffective practices.

Turnaround Principal: 3 - Effective Instruction

Strategy 3: Professional development on effective classroom management/positive behavior support for all staff.

Turnaround Principal: 3 - Effective Instruction

Target Population: LEP, SPED, and General Population

Interim Goals

SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	Routinely tracking and updating school climate data including suspensions, office referrals, and attendance data. Baseline figures for suspension and referral rates established from prior year. (Referral rate is decreased by 30% - No more than 24 referrals per month)	Coaching logs, walkthroughs tools, meeting agendas, updated school climate data tracking tool.
EOC 2	Routinely tracking and updating school climate data including suspensions, referral, and attendance data. (Referral rate is decreased by 20% from Cycle 1 - No more than 19 referrals per month)	Coaching logs, walkthroughs tools, meeting agendas, updated school climate data tracking tool.
EOC 3	Routinely tracking and updating school climate data including suspensions, referral, and attendance data. (Referral rate is decreased by 15% - No more than 16 referrals per month).	Coaching logs, walkthroughs tools, meeting agendas, updated school climate data tracking tool.
EOC 4	By June 2017, the school will enhance its climate and culture through school-wide/classroom-wide positive behavior supports as evidenced by the decrease of office referral rates (no more than 15 per month)	

Action Steps

SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	3	By September 2016, all teachers will have a positive behavior chart in their classrooms.	2 - School Climate and Culture	9/1/16	9/30/16	Teachers
2	3	By September 2016, all teachers will be trained on using Power School to input behavior referrals for tracking purposes.	2 - School Climate and Culture	9/1/16	10/3/16	Administrators

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	3	By October 2016, all teachers will utilize Power School for writing referrals	2 - School Climate and Culture	9/1/16	10/31/16	Teachers
4	3	School wide PBS (SOAR) is shared with staff prior to the beginning of the school year and principal explains purpose and goal and morns with staff on what successful implementation looks like.	2 - School Climate and Culture	9/1/16	9/8/16	Principal
5	2	By October 2016, all staff will be trained on strategies (SOAR) to assist with classroom management.	2 - School Climate and Culture	9/1/16	10/31/16	Principal/Staff members attending training in August
6	3	Copies of the PBS-SOAR are shard with students and parents on the first day of school. Norming is conducted with small groups of students to establish expectations and a vision of success for students.	2 - School Climate and Culture	9/8/16	9/13/16	Teachers
7	2	Teachers begin to use PBS in their classrooms to shape the learning environment in their classes, hallways, and common space. Tracking of implementation is conducted by school leadership and follow up reinforcement is provided as necessary.	2 - School Climate and Culture	9/12/16	6/30/17	Teachers/principals
8	3	Identify approved tools and systems for collecting PBS data including suspensions, referral, and attendance data in addition to a school climate classroom walkthrough tool.	2 - School Climate and Culture	9/1/16	10/4/16	Principal
9	3	Use pertinent monthly data to identify coaching and/or professional development and reflection needs for specific or all staff.	2 - School Climate and Culture	9/30/16	6/30/17	Principal/Literacy Leader
10	2	Character Education program to launch driven by guidance counselor	2 - School Climate and Culture	9/1/16	6/30/17	Guidance Counselor
10	3	Incorporate Male Mentoring Program for Boys with 5 or more discipline referrals (using data from last school year for initial participation).	2 - School Climate and Culture	10/4/16	6/30/17	Principal/Teachers
11	3	Continue regular classroom walkthroughs to identify further needs for classroom support or intervention.	1 - School Leadership	9/13/16	6/30/17	Principal

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
12	3	Principal meets with staff selected for coaching and informs them that coaching will begin and outlines the areas of need, strategic interventions, desired outcomes, and timetable for coaching.	1 - School Leadership	9/27/16	6/30/17	Principal/teachers

Budget Items

SMART Goal 3

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
10	Male Mentoring Program	INSTRUCTION - Purchased Professional & Technical Services / 100-300	\$8,000.00	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 Intervention Grades K-2	7/6/16	7/28/16	District Leadership	INSTRUCTION - Personnel Services - Salaries / 100-100	\$14,808.00	Other Federal
Stipend for Parent Liaison	8/2/16	6/30/17	Principal, Parent Liaison	SUPPORT SERVICES - Supplies & Materials / 200-600	\$1,787.00	Other Federal