

2016-2017

## Mott

District: Trenton City

County: Mercer

Region: 4

Classification: Focus

Reason: Lowest Subgroup Performance: Special Ed, LEP

CDS: 215210260

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## SMART Goal 1

By June 2017, Mott 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, approximately 61% of the students in grades K-5 are reading below grade level

**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: 5 - Effective Staffing Practices

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

Turnaround Principal: 4 - Curriculum, Assessment and Intervention System

**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: 4 - Curriculum, Assessment and Intervention System

**Target Population:** All 3-5 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. 60% 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, Word Analysis, Walkthroughs
EOC 2	By January 2017, 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. 65% of students will reach their interim DRA level set in October 2016	Walkthroughs, DRA
EOC 3	By March 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 in grades K-2 receiving Tier 3 intervention will meet their individual intervention goals.	Walkthroughs, DRA, Word Analysis
EOC 4	By June 2017, Mott 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.	PARCC

## Action Steps

### SMART Goal 1

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	1	Provide PD and implement guided reading strategies	3 - Effective Instruction	9/6/16	12/23/16	Teachers, Literacy Leaders
2	1	Identify and implement academic vocabulary by grade level Word using technology and other strategies (ie. Frayer model)	3 - Effective Instruction	9/12/16	10/21/16	Literacy Leader, Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
3	2	Provide professional development and Implement close reading strategies	4 - Curriculum, Assesment and Intervention System	9/7/16	11/25/16	Principal, Literacy Leader
4	3	Integrate vocabulary instruction using marzanos six steps into centers instruction	4 - Curriculum, Assesment and Intervention System	10/18/16	5/26/17	Literacy Leader, teachers
5	1	Implement grade appropriate Book of the Month for students with a focus on benchmark writing and reading expectations	3 - Effective Instruction	10/3/16	6/1/17	Literacy Leader
6	1	Implement a Book of the Month aligned to grade level and writing cycle expectations	3 - Effective Instruction	10/3/16	6/2/17	null
7	1	Provide professional development in Tier III intervention strategies including Fountas and Pinnell and Wilson reading	3 - Effective Instruction	10/3/16	4/21/17	Principal, Literacy Leader
8	1	Create and implement a school wide, system for analyzing and implementing flexible grouping	3 - Effective Instruction	9/26/16	10/28/16	Literacy Leader
9	1	Establish individual student DRA goals	6 - Enabling the Effective Use of Data	9/23/16	10/21/16	Principal, Literacy Leader
10	1	Enhance reader's and writer's workshop within the 150 minute literacy block with a focus on mini lessons and guided reading during grade level meetings a minimum of once a month	7 - Effective Use of Time	10/3/16	12/23/16	Literacy Leader, Teachers
11	3	Conduct walkthroughs focused on the implementation of guided reading, close reading and writing strategies; provide oral and written feedback pertaining to observed practice	1 - School Leadership	10/3/16	6/1/17	Principal, Literacy Leader
12	1	Set up reading workshop so that students are 1. Reading for a purpose, 2. Responding to reading in writing, 3. Utilizing technology intervention, 4. In a guided reading group	3 - Effective Instruction	9/8/16	6/16/17	Teachers, Principal, Literacy Leader

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
13	2	Unpacking units to see what students need to know and be able to do- plan and look for student misconceptions and evidence of student mastery	4 - Curriculum, Assesment and Intervention System	9/8/16	6/16/17	Teachers and Literacy Leader
14	2	Use grade level meeting to reflect on student work, adjust instructional plan, and progress monitor remediation.	4 - Curriculum, Assesment and Intervention System	9/8/16	6/16/17	Teachers, Principal, Literacy Leader
15	1	Provide professional development on running records and implement anecdotal note binders- that are monitored quarterly	5 - Effective Staffing Practices	10/18/16	5/19/17	Teachers, Literacy Leader, Principal
16	1	Implement guided reading groups to ensure that all students are seen at least three times a week for small group instruction	3 - Effective Instruction	10/18/16	6/2/17	Teachers, Literacy Leader, Principal

## Budget Items

### SMART Goal 1

Corresponding Action Step No.	Resource / Description	Funding Category / Object Code	Funding Requested	Funding Source
8	Literacy Leader	SUPPORT SERVICES - Personnel Services - Salaries / 200-100	\$74,740.00	Other Federal
8	Literacy Leader	SUPPORT SERVICES - Personnel Services - Employee Benefits / 200-200	\$25,583.00	Other Federal

## SMART Goal 2

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

**Performance Challenge:** According to PARRC data for grades 3-5, the majority of our students scored poorly in Number and Operations in Base Ten standards.

**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: 5 - Effective Staffing Practices

**Strategy 2:** 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: 4 - Curriculum, Assesment and Intervention System

**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: 4 - Curriculum, Assesment and Intervention System

**Target Population:** All 3-5 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	<p>60% 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 to the district average.</p>	EdConnect, Walk Throughs, Lesson Plans
EOC 2	<p>70% 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 to the district average.</p>	EdConnect, Walk Throughs, Lesson Plans
EOC 3	<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>	EdConnect, Walk Throughs, Lesson Plans

End of Cycle	Interim Goal	Sources of Evidence
EOC 4	By June 2017, students in grades 3-5 will increase an average of 5-10 percentage points within the Numbers and Operations in Base Ten (NBT) Standards as compared to the 2016 PARCC.	PARCC

## Action Steps

### SMART Goal 2

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	3	Provide professional development and Implement number talk strategies.	3 - Effective Instruction	9/5/16	10/28/16	Principal, Math Turnkey
2	2	Create math centers in each classroom based on standards included within the instructional unit and data generated from unit touch point analysis.	4 - Curriculum, Assesment and Intervention System	9/12/16	5/26/17	Teachers
4	3	Peer to Peer classroom visits focused on best practices	3 - Effective Instruction	10/3/16	6/16/17	Teachers
5	3	Provide professional development in Tier III intervention strategies	4 - Curriculum, Assesment and Intervention System	9/12/16	11/23/16	Principal
6	1	Identify Tier I, II, and III students using EdConnect and other data	3 - Effective Instruction	10/10/16	11/23/16	Teachers
7	1	PLCs analyze data and adjust student groupings according to the data for differentiated instruction and intervention	6 - Enabling the Effective Use of Data	9/5/16	11/23/16	Teachers

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
9	2	Develop and implement math centered programs and activities which engage students and parents	8 - Family and Community Engagement	8/19/16	6/23/17	Principal, teachers
10	1	Analyze PDP to drive professional development needs	6 - Enabling the Effective Use of Data	7/4/16	9/2/16	Principal
11	1	Monitor the implementation of Number Talk and small group instruction 3-5 each week via formal & informal observations; while providing oral and/or written feedback to teachers	1 - School Leadership	10/3/16	6/16/17	Principal

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

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## SMART Goal 3

By June 23, 2017, the student to school connection will be strengthened by decreasing the yearly average student chronic absenteeism rate at Mott School by 10%, as compared to the chronic absenteeism rate at the end of the 15-16 school year.

**Performance Challenge:** Chronic absenteeism:

School-wide: 14%  
Sub Group 1 (SPeD): 16%  
Sub Group 2 (LEP): 9%

School-wide and SPeD chronic absenteeism should mirror the LEP population

**Strategy 1:** Teachers and administration to plan and facilitate monthly engaging, academic activities with emphasis in college and career development

Turnaround Principal: 3 - Effective Instruction

**Strategy 2:** Develop a school wide behavior and support committee which will focus on students who are chronically absent.

Turnaround Principal: 3 - Effective Instruction

**Strategy 3:** Develop and implement a system for effectively communicating with all stakeholders (i.e., email blasts to parents)

Turnaround Principal: 3 - Effective Instruction

**Target Population:** Students

Parents

Faculty

## Interim Goals

### SMART Goal 3

End of Cycle	Interim Goal	Sources of Evidence
EOC 1	By 11/11/16, the chronic absenteeism rate at Mott School will decrease by 7%, as compared to the chronic absenteeism rate at the same time in the 2015-16 school year.	Monthly attendance reports from both 15-16 and 16-17 school years respectively
EOC 2	By 2/3/17, the chronic absenteeism rate at Mott School will decrease by 8%, as compared to the chronic absenteeism rate at the same time in the 2015-16 school year.	Monthly attendance reports from both 15-16 and 16-17 school years respectively
EOC 3	By 4/14/17, the chronic absenteeism rate at Mott School will decrease by 9%, as compared to the chronic absenteeism rate at the same time in the 2015-16 school year.	Monthly attendance reports from both 15-16 and 16-17 school years respectively
EOC 4	By June 23, 2017, the student to school connection will be strengthened by decreasing the yearly average student chronic absenteeism rate at Mott School by 10%, as compared to the chronic absenteeism rate at the end of the 15-16 school year.	Monthly attendance reports from both 15-16 and 16-17 school years respectively

## Action Steps

### SMART Goal 3

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
1	2	Ensure the truancy officer is involved on a monthly basis	2 - School Climate and Culture	9/19/16	6/23/17	Principal
2	1	Develop and implement monthly attendance celebrations	2 - School Climate and Culture	6/15/16	6/15/17	Principal, Teachers
3	3	Identify chronically absent students	2 - School Climate and Culture	9/1/16	6/16/17	Principal, Teachers, School-secretaries

Step Number	Strategy	Action Steps	Primary Turnaround	Start Date	End Date	Assigned To
4	2	Identify an attendance team	2 - School Climate and Culture	8/30/16	9/30/16	Principal, Teachers
5	3	Parent notification of attendance rates	2 - School Climate and Culture	10/3/16	6/1/17	Secretary, Principal
6	3	Utilize automatic Dialer to contact parent of absent students	2 - School Climate and Culture	9/21/16	6/22/17	Parent Liaison
7	2	Monthly principal meetings with parents of chronically absent students (If funds become available)	8 - Family and Community Engagement	9/1/15	6/30/17	Principal, Teachers

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< SMART Goal 3 - Budget Items: NO DATA >

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